THE EFFECT OF ESTAFET WRITING ON STUDENTS' WRITING DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL OF GRADE SEVEN SMP 6 PANYABUNGAN IN ACADEMIC YEAR 2018/2019

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of

North Sumatra Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana

Pendidikan

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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MEDAN

2019

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Perihal	: Skripsi	Bapak Dekan
		Fak. IlmuTarbiyah dan Keguruan

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Assalamu'alaikumWr. Wb

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   Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

   Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih. Wassalamu'alaikumWr.Wb.

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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 di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

RAMADAN TANJUNG.2019. THE EFFECT OF ESTAFET WRITING ON STUDENTS' WRITING DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL OF GRADE SEVEN SMP 6 PANYABUNGAN IN ACADEMIC YEAR 2018/2019

The aim of this research is to shows the effectiveness of Estafet writing in teaching writing procedure text which was observed and analyzed from students of seven grade at SMP 6 Panyabungan. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students at seven grade SMP 6 Panyabungan. This study was conducted with two groups, namely experimental and control class. Then the researcher taught in the experimental class by using Estafet writing and control class taught by using lecturing method, practice, product learning. After treatment, the researcher gave the post-test to both of classes. The score of post-test were collected from written test. After the calculated by using SPSS V 22, $t_{observed}$ (8.508) which is higher than t_{table} in the degree significance 5% (1.673). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha (α) was 0.05 (0.000< 0.05) meaning that H_0 (Null Hypothesis) was rejected and H_α(Alternative Hypothesis) was accepted. It means that there was the effect of estafet writingg on students' achievement in writing procedure text.

Keywords: writing skill, descriptive text, estafet writing method

ACKNOWLEDGEMENT

بسمااللهالرحمنالرحيم

Assalamu 'alaikum Wr.Wb

Praise to Allah Swt. The cherisher and sustainer of the world, the beneficant and the merciful. Peace and his glassing, mercy is unto beloved and our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family.

The aim of finishing this thesis is partial fulfillment of therequirement for S-1 program English Departmment. Tarbiyah and Teachers Training, The State Islamic Uuniversity of North Sumatera. The writer conducts this thesis under the tittle "**THE EFFECT OF ESTAFET WRITING ON STUDENTS' WRITING DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL OF GRADE SEVEN SMP 6 PANYABUNGAN IN ACADEMIC YEAR 2018/2019".**Writing this thesis is not easy. It spends much time and energy to complete it. Without helping and encouragement from the people, this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I would like to express my sincere grattitude to:

1. The Dean of Tarbiyah Faculty and Teachers Training and staff in department of English Education.

2. **Dr. Sholihatul Hamidah Daulay,M.Hum as** the Head of English Education Department and also my fisrt advisor who has given me suggestion, guidance, motivations, corrections during writing this thesis.

Medan, Agustus 2019

<u>Ramadan Tanjung</u>
34.15.3.042

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CHAPTER I

INTRODUCTION

A. Background of the Study

In English there are four language skills, they are listening, reading, speaking and writing. All of those skills should be mastered by students to get perfect competence in using language. If one of them is ignored, it will influence other skills because all of those skills are related to each other. Writing as one of language skills must be taught maximally because language is not only in spoken form but also in written form. Through writing, students can convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

In Islam, writing also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT trough Gabriel that reflect an instruction to read (Iqra') and write ('Allama bi Al Qolam).

Surah Al 'Alaq (The Clot) verse 1-5

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝

1. Proclaim! (or Read!) In the name of thy Lord and Cherisher,Who created.

2. Created man, out of a (mere) clot of congealed blood.

3. Proclaim! And thy Lord is the Most Bountiful.

4. He who taught (the use of) the Pen.

5. Taught man that which he knew not.[1]

Based on those verses, Allah explained that "He taught human being by pen (*Qalam*). Discovery of pen and writing are the greatest gift from the God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of written and writing have important roles".[2]

Based on 2013 curriculum, the 7th grade students of junior High School (SMP/MTSN) should get some of the genres such as descriptive, recount, narrative, and explanation. Descriptive can be described as a way of telling a story, since the process of recounting events and describing details of our life contributes to our conscious understanding of what happened in general. "The genre of descrivetive is one of the most commonly read, though least understood of all the genres. Because descriptive has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'."[3]

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[1] Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 1997), p.1672-1673.

[2] M. Quraish Shihab, *Tafsir Al Quran Al Karim Atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.98.

[3] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), p. 220.

Based on the facts above, it can be concluded that writing is important skill which can not be ignored. Although writing is very important, it is regarded a difficult subject especially for the student.

Writing is the part of language skills that must be taught maximally by teacher to students because writing is a difficult skill for many learners. It is caused "writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow."[4]

The 7th grade students of SMP 6 Panyabungan had the difficulties in writing. From the preliminary research which was done by the researcher , almost of the 7th grade students of SMP 6 Panyabungan still have difficulties in writing. Students were not yet produce a good paragraph. It can be seen from the paragraph which was written by them. In that paragraph, there are many errors including grammatical, punctuation, diction etc. Besides it, from the observation that was done by the researcher the 7th grade students of SMP 6 Panyabungan were unmotivated in learning English. It can be shown while teaching and learning process students did not interest to the teacher's explanation. The same technique which was always used by the English teacher in every lesson could make the learning process was monotonous and it could be one of the causes that the students unmotivated in learning English. This condition which made students has difficulties in learning English, especially in learning writing skill.

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[4]Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p.117.

Students' motivation in learning is the best thing to solve all of the learning problems. If they have been motivated, they will become involved in learning foreign language autonomously. Students' motivation also gives effort to increase their writing ability because they have desire to learn it.

One way to motivate students in learning language is by using an effective technique and media. An effective technique make students be more creative. Besides using the effective technique, teacher can use media to deliver the material. "A range of object, pictures, cards and other things such as Cuisenaire rods, can be used for presenting and manipulating language, and for involving students in activities of all kinds."[5]

Writing in groups, whether as a part of a long process or as a part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment."[6] So, by using Estafet writing, the students were more enjoyable in learning English. Besides that, the students who have a good ability in writing can help the other students who have low ability in writing.

Estafet Writing would be more effective if there was media which can help students to write a Descriptive text. Because of Descriptive text is a chronologically story, it would be better if teacher used media which can be a clue for students in writing Descriptive text.

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[5]Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press),4th ed p. 177.
[6]Jeremy Harmer, *The Practice of English Language Teaching*,4th ed, p. 329.

B. Statement of the Problem

In this research, the researcher does classroom action research to see the students' ability in writing at SMP 6 Panyabungan . There are some problems in this study, they are:

1. The students felt bored when learning descriptive text because the strategy still uses teacher strategy.

2. The student cannot make Estafet Writing on Student' Writing Descriptive Text.

C. Research Question

Based on the background mentioned, the researcher formulates the research question is "Is there any significant effect of using Estafet Writing technique toward Descriptive text of the seven grade students of SMP 6 Panyabungan ?"

D. The Objective of Study

In line with what has been stated of the problems, this study to find out whether the Estafet Writing technique affects Descriptive text of the seven grade students of SMP 6 Panyabungan.

E. The Significances of the Study

The study is expected to give both theoretical and practical contribution.

1. Theoretically:

Theoretically is expected that the results of this study give the contribution to the teaching and learning English to solving the students' difficulties in writing a descriptive text and to make the teacher choose this method to improve students' ability in writing a text. The results of this study arealso expected to add some knowledge and enrichment of scientific assessment to provide scientific evidence of the effectiveness of the Estafet Writing method of teaching writing skills to write a descriptive text.

2. Practically:

Practically, this research can be useful for students, English teacher and other researcher.

a. The principal as a contribution for the principal to improve the teachers' understanding of their function and responsibility as a teacher and to determine the efforts to make the next teaching and learning quality.

b. English Teachers; to help English teachers applying appropriate technique in teaching writing to make teaching learning process will get more understanding about the material, so it will get some improvement quickly.

c. The students; to help the studentseasier to comprehend a text and to make a fun learning process.

d. The researcher; as one of ways for the researcher to widen his knowledge about teaching Writing technique, especially about Estafet writing Technique in teaching writing.

e. The other researchers; as a tool to make comparison for the other researches who want to conduct the relevant research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To support this study, I explain a theoretical framework related to the topic of this study.The theoretical framework is relevant theories that can be used to explain the variables to be studied, as a base to give temporary answer to the research question posed and the preparation of research instruments. In theoretical framework there are writing, teaching writing, technique in teaching writing, estafet writing, genre, descriptive text, related of the study, conceptual framwork and hypotesis.

A.1 Writing

In English there are four skills that should be mastered. They are listening, reading, speaking, and writing. Writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers."[7] It means that writing is complex. It is unlike speech that can be gotten naturally but writing has to be learnt because for many people writing is something that they do only rarely.

For many people, writing is a difficult skill to be mastered. In writing, the writer has to know how to put a sentence together accurately. The other difficulty is the writer has to know how to use appropriate word for different types of

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[7]Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 98.

writing. Many students also get the difficulty when they try to organize and sequence their ideas. Because writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow."[8]

Writing is the real form that we can use to save and keep the knowledge for our future. Because as a muslim we are required to find knowledge. See the hadist below :

حَدَّثَنَ هِشَامُ بْنُ عَمَّارٍ حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ : قَالَ لُرَسُوْ اللهِ صَلَّ اللهُ عَلَيْهِ وَسَلَّمَ

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلّ مُسْلِمٍ (رواه إبـ ن ماجة)

Meaning : Finding knowledge is mandatory for every Muslim.
(H.R.Ibnu Majah)[9]

As the combination of process and product, the writer should has done some steps below as a process in writing to produce a text. Those steps are:

1. Prewriting

Prewriting is the first step of writing process. In this step author should generate ideas and put their thoughts in order. "Researchers such as Matsuhashi have found that as writing tasks become more complex and as more abstract

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[8]Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p.117.

[9]http://www.dic.or.id/hadist-tentang-kewajiban-menuntut-ilmu/accessed on (20/05/2019 : 12.29)

thought is required, so too do experienced writers require more time to plan their writing."[10]

When prewriting the author has to think the main ideas. After that, brainstorm ideas about what to write and then choose ideas and group them under headings. Finally, order the ideas and plan the structure of text, for example orientation, complication, and resolution.

2. Writing

It is the next step in writing process. In this step the author should expand the general ideas that have been done in prewriting step. The point in this step is to get the thoughts down on the paper. The ideas can be rearranged, added and edited later on revising step.

3. Revising

Revising is the final step in writing process. Revising is often neglected in the writing process. Sometimes, students and teacher feel that they have already written the paper and its enough. But, revising has the greatest potential for learning. While revising, students learn techniques to make their writing better—techniques they can apply the next time they draft. Students will see "before" and "after" versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing.[11] In revising a text, it would be better if these components checked, they are language in use (grammar, vocabulary), punctuation, spelling, content, etc.

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[10]Garth Sundem, *Improving Student Writing Skill*, (USA: Shell Education, 2006), p.43
[11]Garth Sundem, *Improving Student Writing Skill 2006*, p.55.

A.2 Teaching Writing

"Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know to understand."[12] Teaching is not only transfer knowledge from teacher to students but also guide and help students to learn something.

Writing has been one of language skills that must be taught maximally. Because "in the context of education, the most examination, either they are testing foreign language abilities or other skills, often relay on the students' writing proficiency in order to measure their knowledge."[13] Therefore, teacher should give more attention in teaching writing. In teaching English especially writing, teacher should has roles as follows:

1. Motivator

In teaching writing teacher should be the motivator for students by creating the right condition for generation ideas, persuading students of the usefulness of the activity and encouraging students to make as much effort as possible for maximum benefit. By being motivator for students, students will be more motivate in learning writing.

2. Resource

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[12]H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, 2007), 5th ed, p.8.

[13]Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.3.

Teacher should be resource for students. It means that teacher should be ready to supply information and language where necessary. Teacher needs to tell students that they are available and be prepared to look at students' work as it progresses, offering advice and suggestions in constructive and tactful way.[14]

A.3 Techniques in Teaching Writing

Writing is one of language skill which should be mastered by students and also a difficult skill for many learners. To encourage the students in writing, an English teacher plays an important role. Teacher has to give them a lot of trainings and practices how to express their ideas in written form. Teacher has to find ways of composing writing that is easy for them. One of ways to make writing easy for students is by using effective technique to teach it. There are some techniques which can be used by teacher to teach writing, such as:

1. Jigsaw

"The jigsaw technique is a technique of organizing classroom activity that makes students dependent on each other to succeed."[15]It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. In this technique, there are two kinds of group: one expert group and some original groups. The expert group which consists of expert students has to explain the material to the original groups.

2. Team Pair Solo

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[14]Jeremy Harmer, *The Practice of English Language Teaching*,(UK: Longman 2004), 3rd ed, p. 261.

[15]Wikipedia,http://en.wikipedia.org/wiki/Jigsaw_(teaching_technique), accessed on 21th januari 2019.

Team Pair Solo is a technique in teaching English where the students will do the assignment in team, pair, and individually. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability.

3. Think Pair Share

It is a technique which involves a three steep cooperative structure. During the first step, individuals think silently about a question posed by the teacher. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.[16]

A.4 Estafet Writing

Estafet writing is a technique in teaching writing where the students will learn writing in a group and the students also have a chance to improve their writing ability individually. Estafet writing also gives a chance for all group members to revise their work together.

Those techniques are suitable to teach writing skill but the best way to teach writing Narrative skill is by using Estafet Writing. In Estafet Writing technique, every member of group has the same chance to develop their writing skill. Every member of group is assigned to write a paragraph one by one, so that they have the same portion to write a narrative text. Besides that, the students can work with their group to revise their text. In addition, Estafet Writing can create an enjoyed atmosphere in the classroom.

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[16]Agus Prayoga,"Classroom English for Teacher", *Handbook* (Semarang: ELT Department Tarbiyah Faculty of IAIN Walisongo, 2012), p. 9.

A.5 Definition of Genre

"Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation."[17] A genre constructs and is constructed by a notion of recurring situation, entailing participant roles, purposes, and uses of language. A genre constructs and is constructed by cultural values, beliefs, and norms as well as by material culture.[18] It means that genre is based on the particular social situations by the author or speaker. The concept of genre comes from the difficulties members of community in recognizing similarities of text that they have been used frequently to draw on their repeated experiences.

In teaching English, genre is a part that must be taught by teacher. Because genre has important role to help students to produce a product of communication based on the function of language in social interaction.

A.5.1 Kinds of Genre

There are two kinds of genres story genre and factual genre.[19] Those kinds of genres have differences in social function, generic structure, and language features.

A.5.2 Story Genre

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[17]Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 9.

[18]Amy J .Devitt, *Writing Genres*, (USA: Southern Illinois University, 2004),p.29.

[19]Prastikawati and Siti Musarokah, *Writing 3...*, p. 11.

This genre constructed through the process of sequencing people or events in time and space. It involves: Narrative, News Story, Exemplum, Anecdote. Recount, Spoof.

A.5.3 Factual Genre

a)   This genre constructed from many kinds of sequences. Such as constructed through the process of ordering things into commonsense or technical frameworks of meaning, through the process of sequencing phenomena in temporal and/or causal relationships, through the process of logically sequencing actions or behaviours, and through the process of expanding a proposition to persuade readers to accept a point of view. It involves: Procedure, Explanation, Report, Exposition, Discussion, Review, News Item, Commentary.

A.6 Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.[20] Descriptive text is a text which says what a person or thing is like**.** According to Mukarto in his book that written by KusdiantoKusumaRahman in his website,that descriptive text is a kind of text to describe something, someone or place.

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

Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc.[21]

From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

A.6.1 The Generic Structure of Descriptive Text

In this generic structure introduces to the subject of description.In this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

A.6.2 The Language Feature of Descriptive Text Significant Grammatical Feature of Descriptive

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[21]Kusdianto Kusuma Rahman (Post on April 28, 2015). Definition and Characteristic Writing Descriptive Text). Retrived January 27, 2017 at 09.27 PM. From: http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1

1. Focus on specific participant (my English teacher, Andini's cat, my favorite place).

2. Use of Simple Present Tense.

3. Use of Past Tense if extinct.

4. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).

5. Use descriptive adjectives (strong legs, white fangs).

6. Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).

7. Use of action verb 'material processes' (it eats grass, it runs fast)

8. Use of adverbial to give additional information about behavior (fast, at tree house).

9. Use of figurative language (Jhon is as white as chalk)

A.6.3 Types of Description Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:[22]

1. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.

2. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.

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[22]Joyce Amstrong Carrel , *Writing and Grammar Communication and Action*. America : (Prentice Hall,2001) p.101

3. Travel Brochures contain factual information as well as persuasive language to encourage tourism.

4. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

A.6.4 The Assessment of Writing Descriptive Text

The goal of classroom assessment is to enhance student learning result. Instructors use variety of method in the classroom to get feedback about student's learning in terms. There are nine categories of writing descriptive text assessment taken from College Academic Writing: A Genre-Based Perspective book. Each category is rated on five point scale. The highest score possibly acquired is 100 if a student gets the highest point in each category.

A.6.5. Definition of Strategy

In general, the strategy has an idea of an outline of the bow to act in order to achieve specific targets. Connected with learning, a strategy can be defined as the general patterns of activities teachers and students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined.[23]

According to Sulistyono in Trianto Ibnu Badar Al-Tabany's book, that the learning strategies is a special carried out by the teacher to make the students more understand about learning materi so reaching the goal of expected.[24] It

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[23]Syaiful Bahri Djamarah,*Strategi Belajar Mengajar*.(Jakarta : PT Rineka Cipta,2006). p .5

[24]Trianto Ibnu Badar Al-Tabany, *Mendesain model pembelajaran inovatif, progresif dan kontekstual.* Jakarta : (Prenada media Group 2014), p. 169 [18] Ibid, p . 171

means to make students can get the material completly the teacher should be give a good attention to the way in the teaching learning process.

The purpose of learning strategies is that student success is largely dependent on the skills to learn independently and to monitor their own learning. This is the path that considered the importance of teaching learning strategies.According to Arends in Trianto Ibnu Badar Al-Tabany's book, that independent learning (self-regulated learner) is the learners who can do something important and common characteristics, among others:[18]

1. Accurately diagnose a specific learning situation.

2. Having knowledge of effective learning strategies.

3. Can motivate yourself is not only with the value or the external motivator.

4. Being able to persevere in the task so that the task was completed.

5. Learn effectively and have a lasting motivation for learning.

Allah says in Al – Qur'an verse An – Nahl 125:

دْعُ اِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ

وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

اِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ

وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: *Invite (mankin of Muhammad) to the way of your lord (i.e. Islam) with wisdom(i.e with the Divine Inspiration and the Qur'an) and pair*

preaching and argue with them in way that is better, Truly, your Lord know best who has gone astray from his path, and He is the Best Aware of those who are guided. (QS. An – Nahl: 125)[25]

From this verse, we have to improve ourselves with competence, skill, attitudes, with are derived from Allah SWT, so we can improve the quality of education with various way, such as development and improvement of curriculum, teacher's strategy, supporting books, and improvement.

B. Related to the Study

Here is related to the studies of estafet writing technique :

1. Analysis public private partnership by Jurgita Jakute in department of business administration business and social science Aarhus University. The paper is written by folkuring the deductive, in their words, a top down approach. The paper then down to the analysis of a specific case study in addition, the paper is based on the secondary sciences.

2. Correlation between the studens estafet writing technique and their descriptive text writing ability among the eleventh grade of SMP Negeri 6 Panyabungan, this study is written by Uci Ramadhani. A students of english department in Medan, she did the investigation to find out the correlation between the applying estafet writing technique and their

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[25]Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin khan (Post on October 06, 2003), *The Noble Qur'an has been Translate into the Modern English Language.* Retrived February 20,2017 at 07.30 PM. From WWW/Alqur'an/EnglishTranslate.

writing ability. The students need to know the technique and also hope it could improve the students ability to learn english.

3. related study to this study is the study of Praeska Andre Rosaliana (2014) "Keefektifan Metode Estafet Writing Dalam Pembelajaran Keterampilan Menulis Bahasa Jerman Peserta Didik Kelas XI Di SMA Negeri 1 Sedayu Bantul". This research used quantitative research use exterior-experiment method. Based on the result of this study the learning activities used estafet writing method more effective that use conventional method and there is different that positiveand significant to the student's achievement in writing Jerman Language at 32students XI grade of SMA Negeri 1 Sedayu Bantul. The equation in this researchis the method used, the estafet writing method.The difference between the relevantresearch in this study are type of reaserach andthe variable Y. The variable Y onthe relevant research is a skill in writing generally, while the variable Y on theresearch that will be done is the writing skills of narrative text.

4. this study related to the study of Risca Sulistiani (2014) "Penerapan Metode Estafet Writing Untuk Meningkatkan Kemampuan Menulis Puisi Bebas Pada Siswa Kelas V SDN Cihanjuang I Kecamatan Parongpong" This research used Classroom Action Research design, that is research being done to solve the existing problems in the classroom when the learning process. In this design, the research subjects were included in this Class Action Research is a fifth grade students of SDN Cihanjuang I Kecamatan Parongpong Kabupaten Bandung Barat totaling 29 people including 15 female students and 14 male students. Researchers decided to

conduct research in the fifth grade due to several considerations, namely the discovery of a very important issue and it needs to be repaired.

5. related study to this study is the study of Siti Syathariah (2008) "Menulis Berantai (estafet writing) sebagai Metode Inovatif dalam Pembelajaran Menulis Cerpen di SMA Cendana Pekanbaru". This research used pra experimental research and the type is one-shot case study. In this design, the subject of research examined in one certain time after given some act that considered causing a casual improvement. Based on these results it appears that learning by using innovative estafet writing methods shown to increase motivation students in developing imagination to write a poem.The equation in this research is the method used, the estafet writing method.The difference between the relevant research in this study are type of reaserach andthe variable Y. The variable Y on the relevant research is a skill to write a poem, while the variable Y on the research that will be done is the writing skills of narrative text.

C. Conceptual Framework

Writing as defines is one of the most powerful communication tools that are to share our thoughts and ideas for the rest of our life. The most important of writing is about the ability in creating ideas thoughts based on the researcher experienced that as taken from some information. It is need by the researcher and will use the ideas or thought with other to communicated ourself and in order to help us in remembering the information, facts and detail because our memoris is easier to remain written commmunication than oral, by knowing fact and some

prove directly from written language the people can be responsibility about the information which is hold to be discussed or investigated. In this research, writing is focus on the form of descriptive text. To increase students achievement in writing expecially to study descriptive text, the teacher can use several ways, one of them is through estafet writing technique.

Estafet writing technique is one of many ways in improve student writing ability. Estafet writing technique is considered to be efffective way of teaching writing because estafet has some advantages such as students participation can increase, self-esteem and self-direction can increase, academic achievement can increase and motivation and positive attitude toward class can increase. It needs to be more active, because this approach ask the students to find something new (skill and knowledge) in teaching-learning process. The teaching learning focuses on the students, the students must be active.

In estafet technique the students will devide in group learning, students can be more active and each student is give self-responsibility in each group. All member of the group can exchange their opinion in order to make a good and detail description. Each students have a change to contribute meanig fully to a discussion, something that is difficult to achieve in large group discussion. Each students develop an expertise and something important to contribute.

Therefore, it is expect by estafet writing generates the better result in improving students achievement in writing descriptive text.

D. Hypotesis

According to Kothari he stated that a hypotesis is defined as a proposition or a set of proposition set forth as an explanation for the occurance of some specified group of phenomena either asserted marely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts. Quite often a research hypotesis is a predictive statement, capable of being tested by scientific methods, that related an independent variable to some dependent variable.[26]

A hypotesis is simply put forward as a prediction of some possible outcomes of the study. Based on explanation on the conceptual framework above, the hypotesis of the research can be formulated such as : 'the students achievement in writing descriptive text is higher than that without using estafet writing technique.

Based on the assumtion and the investigation of related theories in the relationship of the varieties of conceptual framework, the hypotesis of this study is started as follow :

The null hypotesis (H_0) and alternative hypotesis (H_a) are as follow :

(H_a) : there is a significant effect of estafet writing technique on students' achievement in writing descriptive text.

(H_0) : there is no significant effect of estafet writing technique on students' achievement in writing descriptive text.

[26]Kothari, C. R. 2004. Research Methodology Methods and Techniques, (second revised edition), New Delhi: New age International, p.184

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method used in this study. This chapter covers the presentation of research design, population and sample,data collection, data analysis, and research prosedure.

A. Design of the Research

The design of research is an experimental research. In this case, the researcher gives treatment of subject while the other one is not given in order to find out whether there is any effect of the treatment. In this research, the researcher uses post-test only control-group design. Post-test only control-group design is a type of experimental design where test units are randomly allocated to an experimental group and a control group. The experimental group is exposed to a treatment and both groups are measured afterwards.[27] The researcher will give treatment to the experimental group. In the end of the experiment, the researcher will hold post-test in the experimental and control group to find out the effect result between both of the groups.

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[27] https://www.insightsassociation.org/issues-policies/glossary/post-test-only-control-group-design, accessed on 15th August 2018 at 11 p.m

Table 3.1

Research Design

Group	Pre-test	Teaching	Post-test
Exprimental	✓	Estafet method	✓
Control	✓	Lecturing method	✓

the experimental groups was taught by using Relay Race Reading technique. The treatment is expected to affect the students' reading comprehension skill. Meanwhile, the control one using another approach which is Summarizing technique. Both of groups will be given a same text and some questions to answer. After the treatment has done, a post test will be administrated.

B. Population and Sample

In this chapter discuss about the population of research the student of grade VII of SMP 6 Panyabungan and Sample of research the student.

B.1 Population

The population of the research is the students of grade VII of SMP 6 Panyabungan. There are eight classes. Each class consists of 30-31 students.

Table B.1

The Population of Research

NO.	CLASS	POPULATION
1.	VII 1	28
2.	VII 2	28
3.	VII 3	29

B.2 Sample

As the researcher knows that the total number of population are 92 students which are divided into 3 classes, If population have a large mount and researchers have limitations to learn all thing that was exists in the population, the researcher can use a sample of the population and the conclusions can be applied to the population.[28]The sample of this research are VII-1 and VII-2 which consist of 31 students per class. This sample taken by using simple random sampling technique. The sample can be seen in the table B.2.

Table B.2

The Sample of Research

NO.	CLASS	SAMPLE
1.	VII 1	28
2.	VII 2	28

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[28]*Ibid.*, p. 118

TOTAL	56

C. Data Collection

The researcher will use the test to collecting the data in this research. Test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined. According to Webster's Collegiate state that test is any series of questions or exercise or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.[29] T1he test will be doing by asking the students to read a text and answer the questions.

C.1. Treatment

There are two groups has taught, they are experimental group and control group. Experimental group will be taught by using Estafet Writing technique. Meanwhile, control group will be taught by using Summarizing technique. Each group will be taught with the techniques twice. The steps of doing the treatment in experimental and control group can be seen as follow:

a) In experimental group

2. The students will be divided into some groups.

3. Each group will get a picture by the teacher.

4. The teacher asks the students in each group to write one by one continuously.

5. The students focus on the part that they get.

6. The students discuss with their friends in group.

7. The students have to answer the questions based on the picture.

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[29]Daryanto, *Evaluasi Pendidikan*, (Jakarta: 2010) Rineka Cipta, p.33

b) In control group

    1. The students will be divided into some groups.

    2. Each group will get a picture by the teacher.

    3. The teacher asks the students in each group to write a from the start to end.

    4. The students summarize the text in their minds.

    5. The students discuss with their friends in group.

    6. The students have to answer the questions based on the text in picture.

C.2. Post-Test

After conducting the treatment, a post test will be given to the students. The post-test aim to get the main scores of experimental and control group. It will be applied to know the effect of the techniques used in both classes. The step of doing the post-test for experimental and control group:

    1. The teacher divide the students into some groups.

    2. The teacher gives a text along with the questions in it to each group.

    3. The teachers ask the students to answer the questions.

D. Data Analysis

Inthis research, the data will be collected from the experimental and control group. The data will be analyzed by using "t-test for independent sample".

$$t = \frac{Mx - My}{\frac{\sum dX2 + \sum dY2}{NX + NY - 2} \quad \frac{1}{NX} + \frac{1}{NY}}$$

In which:

Mx   : mean of experimental group

My   : mean of control group

X   : the deviation square of experimental group

Y   : the deviation square of control group

N_X : the number samples of experimental group

N_Y : the total number samples of control group

D.1. Validity of the test

Validity in its purest sense, this refers to how well a scientific test or piece of research actually measures what it sets out to, or how well it reflects the reality it claims to represent.

$$rXY = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X2 - (\sum X)2\}\{N\sum Y2 - (\sum Y)2\}}}$$

Where:

rXY   :coefficient correlation between variable X and Y

XY   : Summary of x multiply y

$\sum X2$: Total square x

$\sum Y2$: Total Square y

$(\sum X)2$: Total X then Square

$(\sum Y)2$: Total Y then Square

D.2. Reliability of the Test

Reliability refers to consistency of the measurements. Directly, the reliability of the test is a test with a reliable assessment.[30] So, reliability is the quality of the consistency that the procedure demonstrated over a period time. This study use internal reliability with the following pattern:

$$r_{11} = \frac{k}{k-1} \quad \frac{S_{x^2} - pq}{S_{x^2}}$$

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[30]Asrul, Rusydi Ananda & Rosita, 2015, *Evaluasi Pembelajaran*, Bandung: Ciptapustaka Media, p.125

Where :

r$_{11}$: reliability of the whole test

k   : number of the whole test

S_X^2 : variance of scores on the total test

       (sequared standard devation)

p   : proportion of correct responses on a single item

q   : proportion of incorrect responses on the same item

The reliability of the test must be found before conducting the pre-test. The criteria of

the reliability test are as follows:

0.00 – 0.20   : The reliability is negligible

0.21 – 0.40   : The reliability is low

0.41 – 0.60   : The reliability is moderate

0.61 – 0.80   : The reliability is substantial

0.81   – 1.00   : The reliability is high to very high

D.3. Normality Test

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:[31]

(1). Open SPSS program. Input all the data.

(2). Click Analyze from the top menu, choose descriptive statistics and click explore.

(3). Move the

 data from the left box into the box in Dependent List.

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[31]Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

(4). Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.

(5). Click Continue and OK.

D.4. Homogeneity of the Test

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:[32]

(1). Open SPSS program.

(2). Input the data in the data view.

(3). Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.

(4). Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.

(5). Click the Options tab to open the options dialogue box.

(6). Give a tick in Homogeneity of variance tests.

(7). Click continue, and then OK

D.5.T-test

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using folktale movie. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see

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[32]Andrew Garth. *Opcit.*p. 71-72

whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: [33]

(1). Open SPSS 20 program and click Variable View, type the name such as class and score, and in theValues, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.

(3). Click Data View, insert the data and then, click Analyze, choose Compare Means and click Independent-Samples T-test.

(4). Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

E. Statistical Hypothesis

The statistical hypothesis in this research is:

H_0 : $\mu A = \mu B$

H_a : $\mu A \neq \mu B$

In which:

A   : Estafet Writing Method

B   : Conventional Method

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[33]Andrew Garth. *Opcit*. p. 45-46

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

A.1 Data Description

The data of this research were obtained from the result of test from both of class, the experimental class (VII-1) and the control class (VII-2). The experimental class and the control class were taught differently. In the experimental class, the students were taught by using Estafet Writing method, meanwhile, in the control class, the students were taught by using Lecturing method. In order to see the effect of students' writing taught by using Estafet Writing and by using Lecturing Method the data were needed to be gathered. The data were collected from the results of post-test that were conducted in the end of the research.

After giving the posttest to experiment group was taught by Estafet Writing and control class was taught by Lecturing Method, so obtained measurement data to English writing as follow: (See table 4.2 and table 4.4).

Table 4.1 Research Result Data

Statistic Source	Group of Learning Model	
	Experimental Class (Estafet Writing Method)	Control Group (Lecturing Method)
N	28	28
$\overline{X}$	75.54	55.21
S	8.035	9.983

A.1 1 The Students' Writing Score of the Experimental Class

After analyzing the data through statistic description (SPSS 22), the result showed that the students were taught by Estafet Writing got the score range was 65 to 90, the mean of posttest was 75.54, the standard deviation of posttest was 8.035, the lowest score of posttest was 65 and highest score was 90. It can been shown in this table below :

Table 4.2
The Score of the Experimental Class

Students' Number	Initial	Experimental Class
		Post-Test
1	AS	65
2	AA	90
3	AP	70
4	AG	75
5	AM	74
6	DA	75
7	ED	70
8	HR	90
9	FA	68
10	FT	65
11	FR	82
12	JJ	80
13	MD	68
14	MA	67
15	MH	74
16	MM	68
17	NH	74
18	NS	90
19	NA	67

20	RN	85
21	RA	75
22	RW	65
23	RAS	80
24	RH	77
25	SA	87
26	SM	74
27	WU	75
28	WS	85
$\sum$ n = 28		$\sum X_1$= 2115
Average		75.54
Min		65
Max		90

Table 4.3 The Frequency Distribution of Students Score in

Experimental Class

NO.	Score Range	Absolute Frequency	Relative Frequency
1	65 – 68	8	28
2	69 – 72	2	7
3	73 – 76	8	28
4	77 – 80	3	11
5	81 – 84	1	4
6	85 – 88	3	11
7	89 – 92	3	11
Total		**28**	**100**

The score frequency distribution histogram of students' achievement in English writing were taught by using VAK learning model can be showed in the following figure:

Figure I. The Frequency Distribution of the Experimental Class
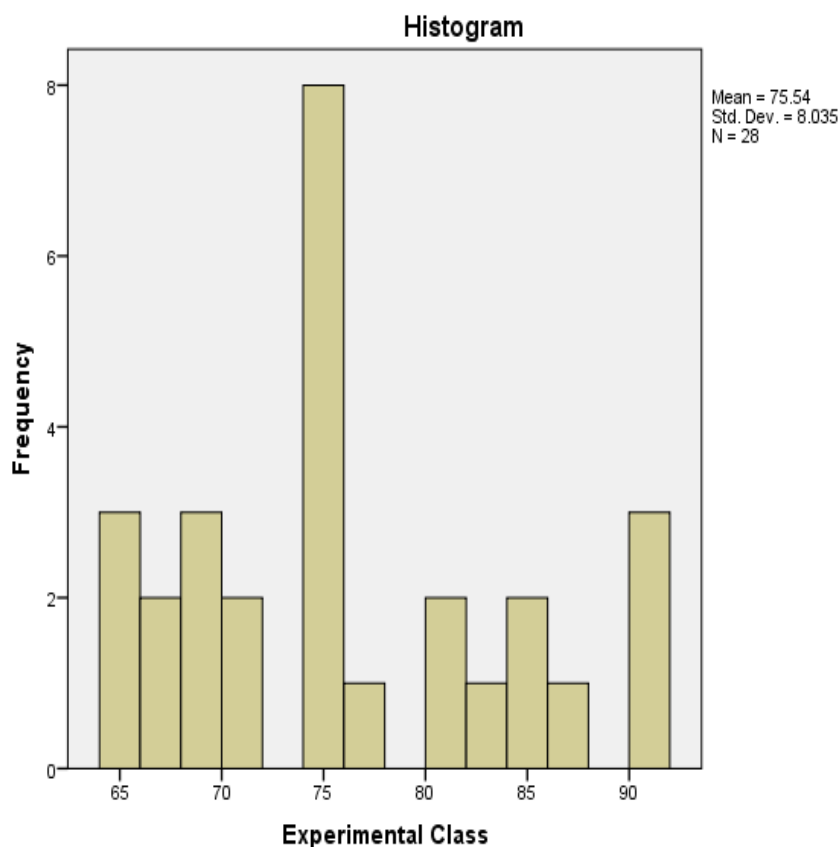
A.1.2 The Students' Writing Score of the Control Class

After analyzing the data through SPSS 22, the result showed that the students were taught by using Lecturing Method got the score range was 45 to 75, the mean of posttest was 55.21, the standard deviation of posttest was 9.963, the lowest score of posttest was 45 and highest score was 75. It can be seen from the table below :

Table 4.4 The Score of the Control Class

Students' Number	Initial	Control Class
		Post-Test
1	AD	45
2	AH	45
3	AA	65
4	AN	45
5	CA	75
6	DK	70
7	DA	45
8	FS	50
9	IE	45
10	LL	60
11	LA	50
12	ME	60
13	NJ	50
14	NL	65
15	PI	60
16	PS	53
17	RS	45
18	RR	65
19	SS	60
20	SP	46
21	SR	75
22	ROS	46
23	YH	45
24	YL	45
25	SH	55
26	WS	56
27	YA	55

28	ZK	70
$\sum$ n = 28		$\sum X_1$= 1546
Average		55.21
Min		45
Max		75

Table 4.5 The Frequency Distribution of Students Score in Control Class

No	Score Range	Absolute Frequency	Relative Frequency
1	45 - 49	10	36
2	50 - 54	4	15
3	55 - 59	3	10
4	60 - 64	4	15
5	65 – 69	3	10
6	70 - 74	2	7
7	75 - 79	2	7
Total		28	100

The score frequency distribution histogram of students' achievement in English writing were taught by using PPP Approach can be showed in the following figure:

Figure II. The Frequency Distribution of the Control Class
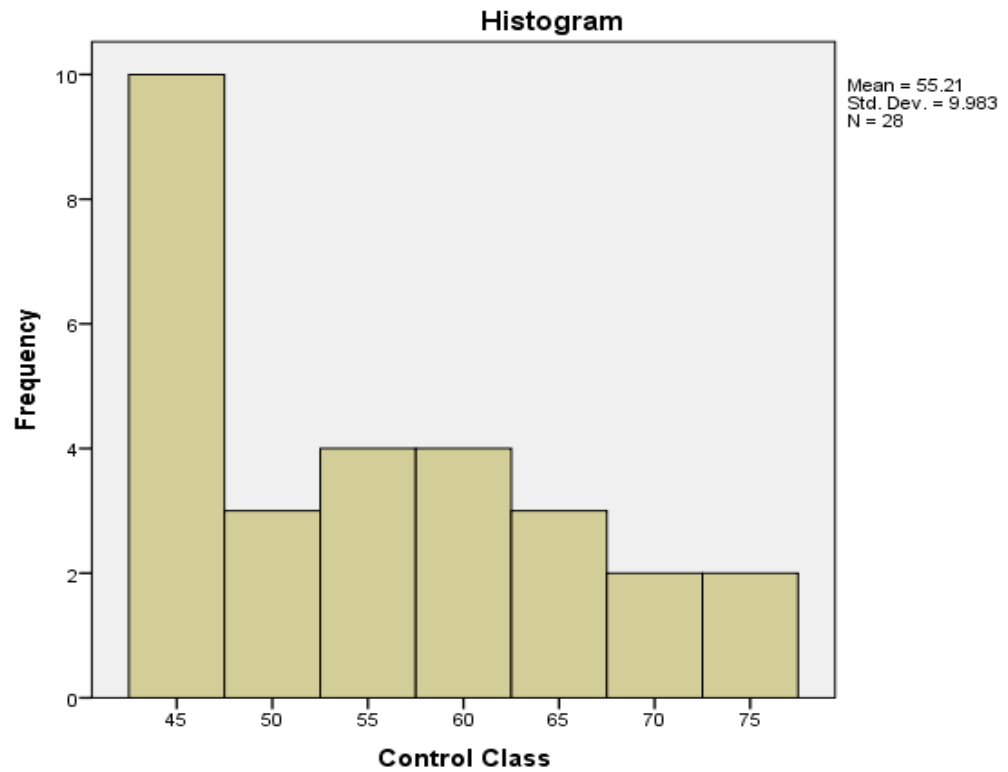
A.2 Analysis Requirement Testing

A.2.1 Normality Testing

In this research, normality test was tested by using Lilliefors in SPSS V 22 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 28.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Experiment	.169	28	.038	.918	28	.030
Post Test Control	.179	28	.022	.876	28	.003

A.2.2 Homogeneity Testing

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.6 Homogenous Testing

Post Test Experimental and Control

Levene Statistic	f1	f2	ig.
1.282		8	313

The result of the data in Table 4.5 showed that the significance of post-test between experiment class and control class was 0.313. Therefore, the data of post-test was homogenous because it was higher than 0.05.

A.3 Hypothesis Testing

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 22 to know the significant difference between the students' achievement in writing procedure text in experimental class and the students' achievement in writing procedure text in control class. Next, the researcher used t-test to get empirical evidence about the effect of task-based learning on the students' achievement in writing procedure text by using SPSS V 22. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The t-test result of post test score both control and experiment class is presented in the figure below:

Figure III. The t-test result of post-test score both control and experiment class

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		Sig.		Df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	Lower	Upper
Equal variances assumed	2.370	130	8.391	54	.000	20.321	2.422	15.466	25.177
Equal variances not assumed			8.391	51.640	.000	20.321	2.422	15.461	25.182

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that there was a significant different between the experiment class (M = 75.54 and SD = 8.035) and control class (M= 55,21 and SD = 9,983).

Next, the researcher was compared t_{value} and t_{table} to know whether using task-based learning approach in teaching writing procedure text is effective to increase students' achievement in writing procedure text or not. Reviewing to the data in Table 4.10, it shows the result of t_{value} = 8.391 with the Sig. (2-tailed) = 0.000. And t_{table} of 0.05 (5%) as the significance level is 1.669 with 64 the degree of freedom (df). It can be found that t_{value} = 8.391 > t_{table} = 1.641 and the Sign. (2-tailed) is 0.000< 0.05. It means that task-based learning is effective toward students' achievement in writing procedure text. .

Hypothesis testing becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of task-based learning on students' achievement in writing procedure text ? The conclusion is obtained as follows:

H_{α}: There is a significance difference of students' achievement in writing procedure text between students who are taught by task-based learning and students who are taught without using task-based learning.

H_{o}: There is no significance difference of students' achievement in writing procedure text between students who are taught by task-based learning and students who are taught without using task-based learning.

And then, the criteria of hypotheses test as follow:

1. H_{α} is accepted if t_{o}>t_{tabel} or if the Sig. (2-tailed) <0.05.

2. H_0 is accepted if $t_o < t_{table}$ or if the Sig. (2-tailed) >0.05.

Based on the result of posttest of experiment class and control class, it can be found that the $t_{observed} = 8.504 > t_{table} = 1.673$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.000 < 0.05$. To sum up, the $t_{observed} > t_{table}$ and the Sign. (2-tailed) < 0.05, it means that H_α is accepted. So, the researcher can be concluded that task-based learning is effective toward students' achievement in writing procedure text.

B. Discussion

Based on the analysis of data in the seventh grade students' of SMP 6 Panyabungan, the students' writing is improved by using Estafet Writing technique. The results of data were got from post-test. The students that were taught by Estafet Writing technique had higher score than those who were taught by Lecturing technique.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance by using Estafet writing technique toward the students' Writing, because the result shows that the hypothesis of H0   is rejected and Hα is accepted.

Based on the explanation above, the researcher concluded that the implementation of Estafet Writing technique had significant effect to the students' Writing, especially for the students of SMPN 6 Panyabungan.

CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

There is a significance effect of students' achievement in writing procedure text between students who are taught by estafet writing and students who are taught without using Estafet Writing. It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (75.54) is higher than the score of post-test in control class (55.21). From the data analysis, the test hypothesis was determined by t-test that $t_{observed} > t_{table}$ in significance 0.05 (5%). Thus, the value of the $t_{observed}$ is 8.391 while the value of t_{table} with df 54 in the significance 5% is 1.641. So the alternative hypothesis (H_α) is accepted. It means that there is significant of students' achievement in writing procedure text which was taught by using task-based learning and without using Estafet Writing at seven grade of SMP 6 Panyabungan.

B. Suggestions

Based on the above conclusion, the researcher gives some recommendations. Firstly, English teachers are recommended to use estafet writing approach in their teaching learning process in order to affect the students' achievement in writing procedure text. Secondly, the researchers who are interested in doing a research related to this study should try to apply estafet writing on different level of learners through different genre to prove the effectiveness of estafet writing on the students' achievement in writing. Finally,

the researcher considers that the study still needs validity from the next researcher that has the similar topic with this study.

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APPENDIX 1

LESSON PLAN

School name   : SMP 6 Panyabungan

Subjects   : English

Class   : VII / 1

Subject matter : Descriptive Text

Time Allocation : 2 x 45 (2 meetings)

A.   **Core Competencies**

KI 1: Appreciate and practice the teachings of religion.

KI 2: Appreciate and practice the honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3: Understand, implement, analyze the factual knowledge, conceptual, procedural, and metacognitive by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events, as well as apply procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and menyaji in the realm of the concrete and the abstract realm associated with the development of learned in school independently, to act effectively and creatively, and are able to use the method according to the rules of science

B. Basic Competency

1.1 Grateful for the opportunity to learn the English language as the medium of communication International embodied in the spirit of learning

2.1 Demonstrate polite behavior and care in carrying out the interpersonal communication with teachers and friends.

3.1 Analyzing a social function, the structure of the text, and linguistic elements in the expression congratulating and praising others, as well as response, in accordance with the user context

4.1 Develop oral and written texts to express, ask and respond to expressions of congratulations and praise of others, taking into account the social function, the structure of the text, and the correct linguistic elements and in context

C. indicators:

(Spiritual Attitude)

1.1.1.   Shows follow the spirit of learning (A5)

1.1.2.   Shows the seriousness of the following study (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Show caring behaviors in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify greetings and perisahan expression and response (K1)

3.3.2. Identify the social function, the structure of the text, and shapes the language and format of delivery or writing (K1)

3.3.3. Imitate pronunciation and write an expression in greeting and farewell and response (K1)

3.3.4. Comparing the differences between the various expressions of greeting and farewell and responses in English, with the existing differences in the Indonesian language. (K2)

3.3.5. Identify pronunciation and text content that contains expressions of greeting and farewell and response (K2)

3.3.6. Find a wide variety of text greeting and farewell expressions and responses from a variety of sources in different contexts (K3)

3.3.7. Analyzing the expression of greeting and farewell expressions and responses to classify based on usage. (K4)

(Application)

4.4.1. Constructing the text greeting and farewell expressions and responses orally and in writing by the context / situation (simulation, role play, and other activities are structured. (P3)

4.4.2. Conversation and written text greeting and farewell expressions and verbal and written responses by mimicking models / examples given / learned. (P4)

**D.	Learning objectives :**

(Spiritual Attitude)

1.1.3.	Students can show follows the spirit of learning.

1.1.4.	Students can show enthusiasm following study.

(Social Attitude)

2.1.1. Students can show polite behavior in interpersonal communication with teachers and

friends.

2.1.2. Students can show caring behaviors in interpersonal communication with teachers and

friends.

(Knowledge)

3.3.1. Students can identify a social function, the structure of the text, and linguistic

elements in the expression of congratulations and praise as well as its response.

3.3.2. Students can respond congratulations and compliments using text structure and

elements of the language appropriate to the purpose and context of use.

3.3.3. Students can give congratulations and compliments using text structure and elements

of the language appropriate to the purpose and context of use.

(Application)

4.4.1. Students can compose text congratulating and praising expressions of others and the

response was verbally and in writing by the context / situation (simulation, role play,

and other activities are structured. (P3)

4.4.2. Students can conduct a conversation and write a text expression congratulating and

praising others and the response was verbally and in writing by imitating models /

examples given / learned. (P4)

E.   materials:

- Simple oral and written texts to congratulate and commend others and the response

- Social Functions:Maintain interpersonal relationships with teachers, friends, and others, Accustomed to using the phrase congratulating and praising others and responds accordingly.

- The phrase: greeting and goodbye: Congratulations for being the first Winner ......! How beaytiful your dress ...!

F.   Method :

Writing, group discussion, literature study, Estafet, individual and group assignments.

G.   media:

Laptop / pictures.

H.   source:

- Package Books English

- Newspaper / magazine in English

- Sources from the internet:

    - www.dailyenglish.com

    - http://americanenglish.state.gov/files/ae/resource_files

    - http://learnenglish.britishcouncil.org/en/

I. Learning steps :

Meeting 1

1) activities Introduction

Teacher	student	Time
- greeting to students	- returned the greeting teachers	
- invites students to pray	- pray together with teachers	10'
- check student attendance	- states in attendance, saying, "Present sir / mom."	

2) Core activities

Teacher	student	ime
a. Viewing (Observing)		
- to condition students to be ready to follow the lesson by showing a picture of the things associated with a greeting and goodbye and response.	- is ready to follow the lessons of congratulating and praising others and the response	
- provide a number of questions relating to congratulate and commend others and the response	- answering questions related to the teacher congratulating and praising others and the response	5'
- asking the students to imitate the pronunciation and write an expression to congratulate and commend others and	- mimicking the pronunciation and write an expression to congratulate and commend others and	

responses.	responnya.yang used.	
- Sound off conversations about expression to congratulate and commend others and the response and asked the students to answer the question	- Listen to a conversation about the phrase to congratulate and commend others and answer the question responnya.dan	
- Sound off expression to congratulate and praise others and responses, and ask stu dents to respond	- Responding expression to congratulate and commend others and responses. Of text that is played	

b. Questioning (Questioning)		
- provide an opportunity for students to discuss the differences between the various expressions of congratulations and praise others and responnya.dalam English, the difference with that in Indonesian.	- Read about the differences between the various expressions of congratulations and praise others and responses. in English, with the existing differences in the Indonesian language.	
- provide an opportunity for students to share the results of discussion conducted differences	- discussions with groups of friends and inform the discussion of the difference expression to congratulate and commend others and responses. oral secaara	5 '
- provide an opportunity for students to ask about the pronunciation and content of the text phrase to congratulate and commend others and responnya.dengan let out a conversation about salute and parted and the	- ask about the various contexts expression to congratulate and commend others and responses.	

response and answer the question		
c. Explore (Exploring)		
- Asking students to seek expressions of congratulations and praise of others and the response from internet sources	- Finding expression to congratulate and commend others and the response from internet sources	
- Ask students to write information on the expression of congratulations and praise of others and the response obtained from an internet source in the table	- write information on the expression of congratulations and praise of others and the response obtained from an internet source in the table	0 '
- Ask students to answer the questions individually and responded with expressions of congratulations and praise of others and the response	- answered questions individually and responds with the phrase by phrase to congratulate and commend others and the response	
d. Associate (associating)		
- gives students a variety of expressions to congratulate and commend others and the response according to function	- Pairing expression to congratulate and commend others and the response to its function	
- Asking students to work in pairs to analyze the difference between the phrase to congratulate and commend others and responses in different contexts (affirmative, negative, and question) and match it to answer the previous exercise	- Working in pairs and analyzing the various expressions in congratulating and praising others and responses are used	0 '
e. Communicating (Communicating)		
- Ask students in pairs prepare conversations	- in pairs composing a conversation	20 '

that use the phrase to congratulate and commend others and the response	using an expression to congratulate and commend others and the response
- ask students in pairs to practice conversation using an expression to congratulate and commend others and the response	- pairwise conversation conversation using an expression to congratulate and commend others and the response
- provide input both from the text structure, language and speech, word stress and intonation	- teacher records all inputs from the aspects of text structure, language and speech, word stress and intonation
- asks the students to write down the problems in using the English language to congratulate and commend others and the response in self-reflection sheet.	- write down the problems in using the English language to congratulate and commend others and the response in self-reflection sheet.

3) Closing activities

Teacher	student	Time
- provide guidance summing up the results of learning	- the teacher guide summed up the results of learning	
- asks the students to express opinions or feelings on learning undertaken	- express opinions or feelings on learning undertaken	10'
- provide a structured assignment of individuals to read the next lesson	- read the next lesson	

- submit action plans next meeting	- listening to the teacher's explanation about the action plan the next meeting	

meeting 2

1) activities Introduction

Teacher	student	Time
- greeting to students	- returned the greeting teachers	
- invites students to pray	- pray together with teachers	
- check student attendance	- states in attendance, saying, "Present sir / mom."	10 '
- Reviewing expression in congratulating and praising others and the response	- Answering and responding to expressions in congratulating and praising others and the response	

2) Core activities

Teacher	student	Time
a. Viewing (Observing)		
- ask students to identify the expression in congratulating and praising others and the response was based on knowledge from previous meetings	- identify expressions in congratulating and praising others and the response	10 '

- ask students to listen to the dialogue about the phrase in congratulating and praising others and responding appropriately in context	- listen to the dialogue about the phrase in congratulating and praising others and responding appropriately in context	
- ask students to pair up to identify differences in response in answering salute and goodbye	- paired identify differences in response in answering salute and goodbye	
b. Questioning (Questioning)		
- provides an opportunity to study the use of the phrase in congratulating and praising others in the ad	- studied the use of the phrase in congratulating and praising others in the ad	2 0 '
- provide an opportunity for students to answer questions from the expression in congratulating and praising others in the ad	- answered questions from the expression in congratulating and praising others in the ad	
- provide an opportunity for students to answer questions from the expression in congratulating and praising others in a particular context	- answered questions from the expression in congratulating and praising others in a particular context	
c. Explore (Exploring)		
- Asking students to complete a dialogue with the phrase in congratulating and praising others and the response	- complement the dialogue with the phrase in congratulating and praising others and the response	1 0 '
- ask students to find another situation that is different from previous dialogues which expression in congratulating and praising others and the response needed	- look for the use of the phrase in congratulating and praising others and the response in other situations	

d. associate		
- give students some texts the phrase in congratulating and praising others and the response and answer questions about the text	- read the text of the expression in congratulating and praising others and the response and answer questions about the text	
- ask students to find an expression for congratulating and praising others and his responses in a special text and write it in the list	- seeking expressions to congratulate and commend others and his responses in a special text and write it in the list	1 0 '
- give examples of situations that require specific advice	- practice giving advice to the situation indicated	
e. Mengkonunikasikan		
- Ask students independently to write a suggestion that has been prepared in accordance with the given situation of teachers	- write a suggestion that has been prepared in accordance with the given situation of teachers	
- ask other students to exchange comments / enter on suggestions made	- Another student exchange comments / enter on suggestions made	
- asks the students to revise the parts that are still poorly in the recommendation	- revise the parts that are still poorly in the recommendation	20 '
- provide input both from the aspect of social function, the structure of the text, the form of language and writing format.	- teacher records all input both from the aspect of social function, the structure of the text, the form of language and writing format.	

3) Closing activities

Teacher	student	Time
- provide guidance summing up the results of learning	- the teacher guide summed up the results of learning	
- asks the students to express opinions or feelings on learning undertaken	- express opinions or feelings on learning undertaken	
- provide independent unstructured activities for each email you a greeting and goodbye and respond appropriately	- mutual emailing greeting and parting and respond appropriately	10'
- submit action plans next meeting	- listening to the teacher's explanation about the action plan the next meeting	

ratings:

1) Rate spiritual and social attitudes

a. Spiritual attitude assessment instruments (observation sheet attached)

b. Social attitude assessment instruments (observation sheet attached)

2) Assessment of knowledge is done by: Written Test (questions attached)

3) Assessment of the implementation is done with the assessment rubric (rubric sheet attached)

Knowing   Medan,   Mey 20th, 2019

Subject teachers   Student
Observation

Kholidawati, S.Pd   Ramadhan
Tanjung

NIP.   NIM. 34153042

LESSON PLAN

School name   : SMP 6 Panyabungan

Subjects   : English

Class   : VII / 2

Subject matter : Descriptive Text

Time Allocation : 2 x 45 (2 meetings)

B. **Core Competencies**

KI 1: Appreciate and practice the teachings of religion.

KI 2: Appreciate and practice the honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3: Understand, implement, analyze the factual knowledge, conceptual, procedural, and metacognitive by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events, as well as apply procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and menyaji in the realm of the concrete and the abstract realm associated with the development of learned in school independently, to act effectively and creatively, and are able to use the method according to the rules of science

B. **Basic Competency**

1.1 Grateful for the opportunity to learn the English language as the medium of communication International embodied in the spirit of learning

2.1 Demonstrate polite behavior and care in carrying out the interpersonal communication with teachers and friends.

3.1 Analyzing a social function, the structure of the text, and linguistic elements in the expression congratulating and praising others, as well as response, in accordance with the user context

4.1 Develop oral and written texts to express, ask and respond to expressions of congratulations and praise of others, taking into account the social function, the structure of the text, and the correct linguistic elements and in context

J. indicators:

(Spiritual Attitude)

1.1.5.   Shows follow the spirit of learning (A5)

1.1.6.   Shows the seriousness of the following study (A5)

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends (A5)

2.1.2. Show caring behaviors in interpersonal communication with teachers and friends (A5)

(Knowledge)

3.3.1. Identify greetings and perisahan expression and response (K1)

3.3.2. Identify the social function, the structure of the text, and shapes the language and format of delivery or writing (K1)

3.3.3.   Imitate pronunciation and write an expression in greeting and farewell and response (K1)

3.3.4. Comparing the differences between the various expressions of greeting and farewell and responses in English, with the existing differences in the Indonesian language. (K2)

3.3.5. Identify pronunciation and text content that contains expressions of greeting and farewell and response (K2)

3.3.6. Find a wide variety of text greeting and farewell expressions and responses from a variety of sources in different contexts (K3)

3.3.7. Analyzing the expression of greeting and farewell expressions and responses to classify based on usage. (K4)

(Application)

4.4.1. Constructing the text greeting and farewell expressions and responses orally and in writing by the context / situation (simulation, role play, and other activities are structured. (P3)

4.4.2. Conversation and written text greeting and farewell expressions and verbal and written responses by mimicking models / examples given / learned. (P4)

K.   Learning objectives :

(Spiritual Attitude)

1.1.7.   Students can show follows the spirit of learning.

1.1.8.   Students can show enthusiasm following study.

(Social Attitude)

2.1.1. Students can show polite behavior in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behaviors in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify a social function, the structure of the text, and linguistic elements in the expression of congratulations and praise as well as its response.

3.3.2. Students can respond congratulations and compliments using text structure and elements of the language appropriate to the purpose and context of use.

3.3.3. Students can give congratulations and compliments using text structure and elements of the language appropriate to the purpose and context of use.

(Application)

4.4.1. Students can compose text congratulating and praising expressions of others and the response was verbally and in writing by the context / situation (simulation, role play, and other activities are structured. (P3)

4.4.2. Students can conduct a conversation and write a text expression congratulating and praising others and the response was verbally and in writing by imitating models / examples given / learned. (P4)

L.   materials:

- Simple oral and written texts to congratulate and commend others and the response

- Social Functions:Maintain interpersonal relationships with teachers, friends, and others, Accustomed to using the phrase congratulating and praising others and responds accordingly.

- The phrase: greeting and goodbye: Congratulations for being the first Winner ......! How beaytiful your dress ...!

M.   Method :

Writing, group discussion, literature study, Estafet, individual and group assignments.

N.   media:

Laptop / pictures.

O.   source:

- Package Books English

- Newspaper / magazine in English

- Sources from the internet:

    - www.dailyenglish.com

    - http://americanenglish.state.gov/files/ae/resource_files

    - http://learnenglish.britishcouncil.org/en/

P.   Learning steps :

Meeting 1

4)   activities Introduction

Teacher	student	Time
- greeting to students	- returned the greeting teachers	
- invites students to pray	- pray together with teachers	1
- check student attendance	- states in attendance, saying, "Present sir / mom."	0 '

5)   Core activities

Teacher	student	im e
a. Viewing (Observing)		
- to condition students to be ready to follow the lesson by showing a picture of the things associated with a greeting and goodbye and response.	- is ready to follow the lessons of congratulating and praising others and the response	
- provide a number of questions relating to congratulate and commend others and the response	- answering questions related to the teacher congratulating and praising others and the response	
- asking the students to imitate the pronunciation and write an expression to congratulate and commend others and responses.	- mimicking the pronunciation and write an expression to congratulate and commend others and responnya.yang used.	5 '
- Sound off conversations about expression to congratulate and commend others and the response and asked the students to answer the question	- Listen to a conversation about the phrase to congratulate and commend others and answer the question responnya.dan	
- Sound off expression to congratulate and praise others and responses, and ask stu dents to respond	- Responding expression to congratulate and commend others and responses. Of text that is played	

b. Questioning (Questioning)

- provide an opportunity for students to discuss the differences between the various expressions of congratulations and praise others and responnya.dalam English, the difference with that in Indonesian.	- Read about the differences between the various expressions of congratulations and praise others and responses. in English, with the existing differences in the Indonesian language.	
- provide an opportunity for students to share the results of discussion conducted differences	- discussions with groups of friends and inform the discussion of the difference expression to congratulate and commend others and responses. oral secaara	5 '
- provide an opportunity for students to ask about the pronunciation and content of the text phrase to congratulate and commend others and responnya.dengan let out a conversation about salute and parted and the response and answer the question	- ask about the various contexts expression to congratulate and commend others and responses.	
c. Explore (Exploring)		
- Asking students to seek expressions of congratulations and praise of others and the response from internet sources	- Finding expression to congratulate and commend others and the response from internet sources	
- Ask students to write information on the expression of congratulations and praise of others and the response obtained from an internet source in the table	- write information on the expression of congratulations and praise of others and the response obtained from an internet source in the table	0 '
- Ask students to answer the questions	- answered questions individually	

individually and responded with expressions of congratulations and praise of others and the response	and responds with the phrase by phrase to congratulate and commend others and the response	
d. Associate (associating)		
- gives students a variety of expressions to congratulate and commend others and the response according to function	- Pairing expression to congratulate and commend others and the response to its function	0 '
- Asking students to work in pairs to analyze the difference between the phrase to congratulate and commend others and responses in different contexts (affirmative, negative, and question) and match it to answer the previous exercise	- Working in pairs and analyzing the various expressions in congratulating and praising others and responses are used	
e. Communicating (Communicating)		
- Ask students in pairs prepare conversations that use the phrase to congratulate and commend others and the response	- in pairs composing a conversation using an expression to congratulate and commend others and the response	20 '
- ask students in pairs to practice conversation using an expression to congratulate and commend others and the response	- pairwise conversation conversation using an expression to congratulate and commend others and the response	
- provide input both from the text structure, language and speech, word stress and intonation	- teacher records all inputs from the aspects of text structure, language and speech, word stress and intonation	
- asks the students to write down the problems	- write down the problems in using	

in using the English language to congratulate and commend others and the response in self-reflection sheet.	the English language to congratulate and commend others and the response in self-reflection sheet.	

6) Closing activities

Teacher	student	Time
- provide guidance summing up the results of learning	- the teacher guide summed up the results of learning	
- asks the students to express opinions or feelings on learning undertaken	- express opinions or feelings on learning undertaken	
- provide a structured assignment of individuals to read the next lesson	- read the next lesson	10'
- submit action plans next meeting	- listening to the teacher's explanation about the action plan the next meeting	

meeting 2

4) activities Introduction

Teacher	student	Time
- greeting to students	- returned the greeting teachers	1
- invites students to pray	- pray together with teachers	

| - check student attendance | - states in attendance, saying, "Present sir / mom." | 0 ' |
| - Reviewing expression in congratulating and praising others and the response | - Answering and responding to expressions in congratulating and praising others and the response | |

5) Core activities

Teacher	student	Time
a. Viewing (Observing)		
- ask students to identify the expression in congratulating and praising others and the response was based on knowledge from previous meetings	- identify expressions in congratulating and praising others and the response	
- ask students to listen to the dialogue about the phrase in congratulating and praising others and responding appropriately in context	- listen to the dialogue about the phrase in congratulating and praising others and responding appropriately in context	10 '
- ask students to pair up to identify differences in response in answering salute and goodbye	- paired identify differences in response in answering salute and goodbye	
b. Questioning (Questioning)		
- provides an opportunity to study the use of the phrase in congratulating and praising others in the ad	- studied the use of the phrase in congratulating and praising others in the ad	20 '
- provide an opportunity for students to answer	- answered questions from the	

questions from the expression in congratulating and praising others in the ad	expression in congratulating and praising others in the ad	
- provide an opportunity for students to answer questions from the expression in congratulating and praising others in a particular context	- answered questions from the expression in congratulating and praising others in a particular context	
c. Explore (Exploring)		
- Asking students to complete a dialogue with the phrase in congratulating and praising others and the response	- complement the dialogue with the phrase in congratulating and praising others and the response	1 0 '
- ask students to find another situation that is different from previous dialogues which expression in congratulating and praising others and the response needed	- look for the use of the phrase in congratulating and praising others and the response in other situations	
d. associate		
- give students some texts the phrase in congratulating and praising others and the response and answer questions about the text	- read the text of the expression in congratulating and praising others and the response and answer questions about the text	1 0 '
- ask students to find an expression for congratulating and praising others and his responses in a special text and write it in the list	- seeking expressions to congratulate and commend others and his responses in a special text and write it in the list	
- give examples of situations that require specific advice	- practice giving advice to the situation indicated	
e. Mengkonunikasikan		

- Ask students independently to write a suggestion that has been prepared in accordance with the given situation of teachers	- write a suggestion that has been prepared in accordance with the given situation of teachers	
- ask other students to exchange comments / enter on suggestions made	- Another student exchange comments / enter on suggestions made	
- asks the students to revise the parts that are still poorly in the recommendation	- revise the parts that are still poorly in the recommendation	20 '
- provide input both from the aspect of social function, the structure of the text, the form of language and writing format.	- teacher records all input both from the aspect of social function, the structure of the text, the form of language and writing format.	

6) Closing activities

Teacher	student	Time
- provide guidance summing up the results of learning	- the teacher guide summed up the results of learning	
- asks the students to express opinions or feelings on learning undertaken	- express opinions or feelings on learning undertaken	10 '
- provide independent unstructured activities for each email you a greeting and goodbye and respond appropriately	- mutual emailing greeting and parting and respond appropriately	
- submit action plans next meeting	- listening to the teacher's	

	explanation about the action plan the next meeting	

ratings:

4) Rate spiritual and social attitudes

c. Spiritual attitude assessment instruments (observation sheet attached)

d. Social attitude assessment instruments (observation sheet attached)

5) Assessment of knowledge is done by: Written Test (questions attached)

6) Assessment of the implementation is done with the assessment rubric (rubric sheet attached)

Knowing   Medan, Mey 20th, 2019

Subject teachers   Student Observation

Kholidawati, S.Pd   Ramadhan Tanjung

NIP.   NIM. 3415304

Appendix 2

Sheets observation spiritual attitude assessment

No.	Indicator	No. attendance graders XI -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Students show spirit in the following study														
2	Students show seriousness in the following study														

Spirit assessment criteria:

3 = has shown the spirit (not easily give up the face of adversity, appreciate

time, learning heartfelt / sincere, diligent study) in the following study

2 = begin to reveal the spirit (not easily give up the face of adversity, appreciate

time, learning heartfelt / sincere, diligent study) in the following study,

but not completely.

1 = not reveal the spirit (not easily give up the face of adversity, appreciate

time, learning heartfelt / sincere, studious) altogether in following

learning

Serious assessment criteria:

3 = has shown serious (committed, willing to work hard, earnestly)

in the following study

2 = begin to reveal serious not easily give up the face of adversity, appreciate

time, learning heartfelt / sincere, diligent study in the following study,

but not completely.

1 = not reveal serious not easily give up the face of adversity, appreciate

time, learning heartfelt / sincere, studious at all in the following

learning

Sheets observations social attitudes ratings

No.	Indicator	No. attendance class X -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Students showed polite behavior in conducting interpersonal communication with teachers and friends.														
2	Students showed polite behavior in conducting interpersonal communication with teachers and friends.														

Polite behavior assessment criteria:

3 = has shown polite behavior (say "please" and "thank you", appreciate

and respect for others, without distinction of class, look at people who

talk, using a language that does not offend others) in the

in implementing Interpersonal communication with teachers and friends.

2 = begin to reveal polite behavior to say "please" and "thank you", appreciate

and respect for others, without distinction of class, look at people who

talk, using a language that does not offend others) in the

in implementing the interpersonal communication with teachers and friends, but not yet

wear the rules of politeness (eg, please, thank you, Can I ... ?.)

1 = not reveal polite behavior to say "please" and "thank you", appreciate

and respect for others, without distinction of class, look at people who

talk, using a language that does not offend anyone else) at all

in the Interpersonal Communication execute with teachers and friends.

The evaluation criteria for the behavior of matter:

3 = has shown the behavior of matter (offer help to friends and unselfish) in

in implementing Interpersonal communication with teachers and friends.

2 = begin to reveal the behavior of matter (offer help to friends and unselfish) in

in implementing Interpersonal communication with teachers and friends.

1 = not reveal the behavior of matter (offer help to friends and unselfish) equals

once in the executing Interpersonal communication with teachers and friends.

APPENDIX 3

<p style="text-align:center;">**PRE TEST INSTRUMENT**</p>

Name   :

Class   :

Please make a descriptive text based on the picture!

APPENDIX 4

POST TEST INSTRUMENT

Name :

Class :

Please make a descriptive text based on the picture!