THE EFFECT OF USING SKETCH AND LABEL ORGANIZER STRATEGY IN WRITING DESCRIPTIVE TEXT AT MADRASAH ALIYAH AL-WASYILIAH 22 MEDAN TEMBUNG 2018/2019 ACADEMIC YEAR

THESIS

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BY

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**NIM. 34.1.54.195**
THE EFFECT OF USING SKETCH AND LABEL ORGANIZER STRATEGY IN WRITING DESCRIPTIVE TEXT AT MADRASAH AL-WASILIYAH 22 MEDAN TEMBUNG.

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ABSTRACT

This research was conducted to know the effect of applying Sketch and Label Organizer Strategy on the students’ achievement in writing descriptive text. The population of this research was taken from the students grade eleven of MAS AL-Wasiliyah 22 Tembung in the academic year of 2018/2019, which consist of two classes. The total number of student in each group, 20 students for experimental group and the other 20 student for control groups. The experimental group was taught by applying sketch and label organizer strategy while the control group was taught without using sketch and label organizer strategy. The researcher used a writing test to collect the data. The test consisted of two types, namely pre-test and post-test. The data were analyzed by using t-test formula. After analyzing the data, the result of the research showed that the value of t-observed was higher than the value of t-table (63,8 > 2,030) at the level significance of $\alpha = 0,05$ and at the degree of freedom (df) = 40. It can be conclude that applying sketch and label organizer strategy has significant effect on students achievement in writing descriptive text or in other words the alternative hypothesis (Ha) was accepted.

Keywords : Sketch and Label Organizer, Writing, Descriptive Text.
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is fundamental for human life. Writing is carried out through everyday activities in ways writing diary, letter, report, shopping list, greeting card, job application, and note reminder. People also write books, magazines, newspapers, posters, advertisements, song lyrics, and poem. The activities above show that people have used writing as a mean of communication to exchange knowledge, opinion, threats, commands, and feelings.

The objective of teaching writing in senior high school based on Curriculum of 2013 revision, the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, procedure, and report. From those kinds of genre, descriptive is the most common exiting in curriculum. The students of senior high school are expected to be able to write the generic structure of descriptive text which includes identification and description.

The objective of teaching writing above is not achieved yet. Based on the researcher experience during teaching practice, the students get low score in writing descriptive text, where descriptive is the important text that should be mastered by student. The students cannot write descriptive well because the students still confuse about the generic structure of descriptive text, they do not know how to arrange the sentence well and even they do not know how to do in
their writing. Moreover, the researcher also found that the teacher taught writing by lecturing without included a writing strategy. As we know that lecturing also is a teaching method where teacher gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking. Lecturing occurs whenever a teacher is talking and students are listening. It is the reason make the students are not interest in studying of writing of descriptive text.

Mostly writing is learn, not taught. The teachers role is to be non directive, facilitating, and providing writers with the space to make their own meanings through an encouraging, poositive and cooperative with minimal interference to find their own voices to produce writing that is fresh and spontaneous.Writing requires students to be actively in learning process. Students need a strategy to help them in writing.

Skets adalah sebuah gambar yang sederhana, atau draf kasar yang melukiskan bagian-bagian pokoknya tanpa detail. Sketsa dapat di buat secara cepat sementara guru menerangkan dapat pula di pakai untuk tujuan tersebut. Translation : Sketch is a simple picture or a trough draft illustrating principal parts without detailed. In using sketches, teachers can be poured ideas to form a simple image or drag the rough, which can be used in the teaching learning process.\(^1\) Sketch will improve the teachers strategy and also make easy for student went teaching.Sketching and drawing is one of the most commonly prescribed activities for developing spatial visualisation ability in engineering students, as inferred.

from course outline for engineering graphics.³

According to Linda Murray and Peter Sketch adalah sebuah rancangan kasar dari sebuah komposisi atau sebagian komposisi yang dibuat demi sebuah kepuasan hati dan fikiran dan menjadi sebuah karya seni awal yang dinamakan sketsa. Dan sebuah sketsa menjadi sebuah bentuk coretan sang seniman sebelum gambar yang sempurna diciptakan. Translation Sketch is a rough design of a composition or a part of a composition made for the sake of satisfaction of the heart and mind and becomes an initial work of art called sketches. And a sketch becomes an artist's scribble before the perfect picture is created.⁴

According to H.W Flowler sketch adalah sebuah persiapan untuk gambar yang menjadi pemikira seni dan gambar yang ejadi tuangan fikiran dan hati. Sketsa menjadi bahan mentah dan kasar yang berupa garis-garis yang sebelum menjadi gambar sejati dengan warna yang begitu indah. Translation: sketch is a preparation for drawing that becomes an art thinker and a picture that becomes the mind and heart cast. Sketches become raw and rough material in the form of lines before becoming a true picture with such beautiful colors.⁵

This strategy also is effective for writing because sketch and label organizer provides clear information about the topic, helps students go gather and organize the ideas easily, it is also help students to record and remember some important ideas during writing. With labeling the point of topic so the students will know what will they write about, because most of them don’t know how to start of

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⁵Ibid.
writing and also they lack of vocabulary, this the simple strategy by using sketch and labeling the topic.

Therefore, in this research, the researcher would like to solve students’ writing ability of descriptive text and develop their ability by using sketch and label organizer as the teaching strategy. Based on the reason above, the researcher would like to conduct a research entitled “The Effect of Using Sketch and Label Organizer Strategy in Writing Descriptive Text”

B. Identification of the Problem

Based on the background of the study above, there are many factors cause of low of students level in writing especially in writing descriptive text, they are students’ interest, students’ motivation, students’ learning style, media, and the strategy that is taught by teacher.

From the explanation above, there are many problems can be identified that can influence in writing ability. Therefore, the researcher should do the limitation of the problem.

C. The Limitation of the Problem

Based on the identification of study above, many factors can influence the students’ ability in writing. Because of that, the researcher limits the study on the students’ ability in writing descriptive text by using sketch and label organizer. It is because sketch and label organizer is a visual representation of knowledge, structures information by arranging aspects of a concept or topic through sketch and label and it makes students are easily in understanding the generic structure.
D. The Research Problem

Based on the limitation of the problem above, the research problem of this study is “Is there an effect of sketch & label organizer strategy on students’ ability in writing descriptive text at MAS Al-Wasliyah Tembung?

E. The Objective of the Study

The objective of this study is to find out the effect of sketch and label organizer teaching strategy to the students’ ability in writing descriptive text at MAS Al-Wasliyah Tembung.

F. The Significances of the Study

The researcher expects this study can motivate teachers in their attempt to develop their students’ skills in writing especially in descriptive text. This study is expected to give some benefits as follows:

1. Theoretical Significance

   This research can be useful to enrich knowledge in learning writing especially in writing descriptive text.

2. Practical Significance

   a. For teacher, the result of this research can be useful for teachers to improve the quality of teaching writing descriptive text.
   
   b. For students, the result of this research can help the students to improve their writing ability of descriptive text and make the students be active in the learning process.
   
   c. For other researcher, the result of this research can be used to conduct the same research with the various variables.
d. For the principal, the result of this research as a contribution to improve teachers’ competence in teaching English.
CHAPTER II
REVIEW OF LITERATURE

A. Definition of Writing

Writing is one of the most important skills in language. Writing involves the encoding of a massage of some kinds, that is translated writers thought into language. To write well, we also must have good capabilities in writing process and aspect of writing. The writer must be able to organize the idea construct the sentence, using of punctuation, vocabulary and spelling well. It means that in writing writer transfer their thought into a written writer transfer their thought into a written from by following some certain rules according to the type of text writer want to create.

Writing is an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. Writing is not same with speaking, because when we speak our communication will be expressed naturally ad directly. We say our words directly to the target, but when we use writing as communication, we can see our language in letters form and check it. Writing is the graphic counter part of speech, It records the spoken language. Writing encourages students to focus on accurate language use because they think as they write: it way well provoke language development as they resolve problems which the writing puts into their minds. Students can go through what they know in their minds and event consult dictionaries, grammar books, or other references material.

\footnote{Byrn, Cooperative learning theory Research and practice, (Bandung : NusaMedia,1979), p. 1}

\footnote{Alan Meyers, Gateway to Academic Writing:Effective sentences, paragraph and Essays, (New York : Longman, 2005), p. 1}
to help them. So the student can easily understand in English language especially in writing descriptive text.

Cylir said that writing has fewer signs and symbols than speech but they can just as powerful. Two different approaches for assessing writing can be adopted. Firstly, writing can be divided into discrete levels, e.g. grammar, spelling and punctuation and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed. When people will write something, they must have already been thinking about what they are going to say and they are going to write it. After they have finished writing, they read over what they have written and make correction of their writing. Klen said that in writing we arrange clauses into a sentence; the main idea becomes the main clause subsidiary ideas become subordinate clauses and so on. We must use one topic sentence in each paragraph as our central idea that will be expressed and add subordinated sentence as the explanation of our main idea. When we learn we may use one topic for learning that student can be focus and easy for understanding.

Zamel said that writing is a process through which meaning is created. These suggest composition instruction that recognize composition the importance of generating, formulating, and defining one idea. To deliver our message of our writing the writer must have the recognize composition, so the meaning of writing can be understood by the reader clearly. Every sentence has to correlation with

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10 Fred D, White, the Writer’s Art, (California Wads Worth Publishing Company Belmont, 1986), p.7
other sentence and every paragraph has to correlation between other paragraph. A lot of writing follows a defined discourse organization, typical English paragraph construction, for example, has a topic sentence followed by exemplification, then perhaps exception or further exemplification, and then resolution or conclusion.

Writing is a process of producing thought to be available which needs complex combination of skills, writers, especially L2 writers, has to concern with both high level skills and low level skills. High level skills including planing and organizing, whereas low level skills including spelling, punctuation and word choice\(^\text{11}\). We must also consider what is genre in accordance with our writing goals. Hermer stated that writing is a process that what we write is often heavily influenced by constraints of genre than these elements has to be presented in learning activities.\(^\text{12}\) when we write it is mean we created product so we have to know the level of the write to know how far the student understanding our topic.

Writing is already and will continue to be an important part of your everyday life. The writing you do can be as simple as jotting down a phone message or writing yourself a quick reminder or as complex as developing a research paper on a historical event or preparing a science lab report. You probably do some form of writing-either simple or complex- just about every day.\(^\text{13}\) Writing is to put down on paper by means of word. It can be inferred that writing is to compose the ideas in word form on the paper. We can write our ideas to develop our thinking in writing. We can make advice from our experiece for

\(^{11}\) Jack C. Rihards and Willy A.Renandy, Methodology in Language Teaching, (New York ; Cambridge University, 2002), p.303
\(^{12}\) Op.cit, p.86.
\(^{13}\) Joyce Armtrong Carrol, Prenice hall writing and grammar; Communication in Action, (New Jersey: Upper Saddle River, 2001), p.2
our other people. Writing not only about academic but anything that what we write, it is consist of what the people write.

Writing is the expression of language in the form of letter, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writer can be formed on the wall of a cave, a piece of paper, or a computer screen. Regardless of the language writing has many rules including grammar, spelling, and punctuation. Peoples use many tools to assist in their writing such as dictionaries and thesaurus. Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously.

Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotical expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purpose. The important of learning to write the God described in the Quran as follows:

“Read! In the name of your God who has created. Has created man from a clot. Read! And your God is the Most generous. Who has taught (the writing) by the pen. He has taught man that which knew not.”

Mu'ammal told us from Walid and Abbas bin Walid bin Yazid: it was told to me about Auza’y, from Yahya bin Abi Kathir said: Abu Salamah told us about Abdurrahman - From Abi Hurairah ra said: "When Fathul Makkah the Prophet SAW stood up, then he mentioned the Prophet’s sermon, then he said: then stood a Yemeni man named Abu Syah. Said the people: "O Messenger of Allah, write for me, then he said: write for Abi Syah." (H.R. Abu Daud)

The word “Pen” in verse 4 of suroh Al-Alaq has meaning of the tool to write. It means that pen is used to write, and the result of using pen is written text.

Among the four language skills taught in schools, writing is the most difficult skill to learn. It needs specialized skills include the ability to express the writer’s opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.

And Allah also ask the human to write and think, he say the words in Al-Quran:

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17Ratnasari,D, Improving Students writing skills by usig peer editing strategy in the writig process at the 4th semester of UMM, Unpublish Thesis, Postgraduate program of Islamic University of Malang, 2004.
It Means:

who believe, if you do not do it in cash for a specified time, you should write it down. and let an author among you write it correctly. and do not let the writer be reluctant to write it as God teaches it, so let him write, and let the debtor detect it (what will be written), and let him fear Allah, his God, and do not reduce the debt at all (QS. al-Baqarah: 282).

It means:

Nun, by the pen and that which they inscribe, you are not for by the favor of your lord a madman. And indeed, for you is a reward uninterrupted. And indeed, you are of a great moral character. so you will see and they will see. Which of you is the afflicted by a devil.\(^\text{18}\)

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signson a surface. 4 “Writing is functional communication, making learners possible to create imagined worlds of their own design.” It means that, through writing, learners can express thought,\(^\text{18}\)

feeling, ideas, experiences, etc. to convey a specific purpose. The purpose of writing is to give some information.19

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.20 When we write we have to check our grammatical it is true or no.

Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.21 The process of writing is revising its means we rewrite and check what is the wrong one.

Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. “Writing is functional communication, making learners possible to create imagined worlds of their own design”. It means that, through writing, learners can express thought, feeling,
ideas, experiences, etc. Writing is one of kind communication when we write we make communication white readers.

From description above, it can be conclude that writing isa complex process of transferring ideas into written language involving personal expression, cognitive process and social interaction and it is required appropriate structure good organization, accuracy, and authenticity for it is permanent and distant.

B. Qualities of good Writing

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions. A good writing that is ready to send to intended audience. The final draft is the final product of writing text. It can be short story, article, book, newspaper, magazine and other text.

So good writing incorporates the following qualities:

1. Ideas, ideas are the heart of writing. The ideas bring words into mind if there is no word there is no word.

2. Organization, writing should be presented in a way that readers can follow and understand. The information should be well organized. Brilliant ideas will have a little effect in way have a little effect will have

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23Alice Oshlma and Ann Hogue, *Introduction to Academic Writing*, (USA: Person Education Inc, 2007), p. 15
they are difficult to recognize, read, or follow. Readers depend on the writer to organize and present the material in ways that aid understanding.

3. Voice, a good writing should have a unique voice that is a personal touch that makes it different from others.

4. Word choice, word choice influence the effectiveness of a piece of writing. The words should be vivid and precise to convey what actually the purpose of the each word.

5. Sentence fluency, properly, the sentences can be read aloud without difficulty.

6. Convention, convention refers to the grammatical correctness of a piece of writing. An error in grammar, usage, mechanics, and spelling interfere the messages of the writing. So, there should be carefulness in the grammatical usage.

C. The Stages of Writing Process

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.25

Writing can be seen as a product and as a process, as a product the teachers focus n students final writing. They focus instead on specific features of written writing such as a spelling, writing structure and vocabulary rather than the

consciuous and unconsciuos decision that student make in the process of writing. 

Whereas, as a process, writing concentrates on the various stages of writing goes through. The emphasis is how students write and how students decide. The writing procedure is a systemic approach to writing that includes prewriting, drafting, revising, editing and publishing.26

1. Prewriting

Prewriting is anything you do before you write a draft of your document. It include thinking, take notes, talking to others, brainstorming, outlining, and gathering information (e.g. interviewing people, researching in the library, assessing data). Prewriting freely exploring topics, choosing topics, and the beginning to gather and organize details before writing.

Although prewriting is the first activity you engage in generating ideas is an activity that occurs throughout the writing process.

2. Drafting

Drafting occurs when you put your ideas into sentence and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. In this stage, don’t pay attention to such things as spelling at this stage. In a first draft, you are attempting to capture your essay’s meaning and get it down on paper. In this way, you are attempting to draw out the essay’s concept. A first draft is often the skeleton of the paper, it contains the overall structure, but may lack a clear theme, language, and paragraphs development. Drafting also getting writers ideas down on paper in roughly the format a writer intend.

26 Utami Dewi, Op. cit., p. 11-23
3. Revising

Revising is the key to effective documents. The document becomes readercentered. At this stage you prose, making each sentences as concise and accurate as possible. Make connections between ideas explicit and clear. Revising correcting any major errors and improving the writings form and content.

4. Editing and proofreading

These are broad categories for proofreading: (1) check for such things as grammar, spelling (2) check the facts include the information correctly (3) confirm legibility. If you have written your final draft, make sure that each word is legible. Editing and proofreading polishing the writing, fixing errors in grammar, spelling, and mechanics.

5. Publishing

The final step of the writing procedure is publishing. This means different things depending on the piece you are working on such as bloggers need to upload, format and post their of completed work or sharing writers writing.

D. The Genre of Writing

Genre comes from the french and originally Latin word for kind or class. In oxford dictionary genre is a particular style or type. The term is widely used in rhetoric, literary theory, media theory, and more rectly linguistics, to refer to a distinctive type of text. Genre is used to label and distinguish the kinds of text.

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Reading comprehension also requires moving swiftly and accurately through connected texts in many genres. There are different genres of writing, namely:

1. Narrative Text

A narrative paragraph helps tell the story and keeps the story moving. Narrative paragraphs will include action, events and exciting descriptive words. These paragraphs help keep the reader engaged in the story. Narrative paragraphs are similar to descriptive paragraphs (and a paragraph may actually be both at once), but a narrative paragraph tends to offer the reader more background information, such as past events that lead up to or cause events in the story. These are also very important paragraphs for fiction writers, as they help the reader to see the whole picture.

2. Recount Text

Purpose: to retell something that happened in the past and to tell a series of past event.

Generic Structure:

1. Orientation
2. Event(s)
3. Reorientation

Dominant Language Features:

1. Using Past Tense
2. Using action verb
3. Using adjectives

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3. Report Text

Purpose: to presents information about something, as it is.

Generic Structure

1. General classification

2. Description

Dominant Language Feature

1. Introducing group or general aspect

2. Using conditional logical connection

3. Using Simple Present Tense

4. Procedure Text

Purpose: to help readers how to do or make something completely

Generic Structure:

1. Goal/Aim

2. Materials/Equipments

3. Steps/Methods

Dominant Language Features:

1. Using Simple Present Tense

2. Using Imperatives sentence

3. Using adverb

4. Using technical terms

5. Discussion Text

Purpose: to present information and opinions about issues in more one side

of an issue (‘For/Pros’ and ‘Against/Cons’).

Generic Structure:
1. Issue
2. Arguments for and against
3. Conclusion

Dominant Language Features:
1. Using Simple Present Tense
2. Use of relating verb/to be
3. Using thinking verb
4. Using general and abstract noun
5. Using conjunction/transition
6. Using modality
7. Using adverb of manner

6. Explanation Text

An explanatory paragraph offers the reader information on a certain subject. These paragraphs may contain directions or might describe a process in a logical, linear manner. Explanatory paragraphs are also factual in nature and are not a common tool for fiction writers. A how-to article is an example of a piece of writing that would use these paragraphs.

7. Exposition Text

Purpose: To reveal the readers that something is the important case

Generic Structure:
1. Thesis
2. Arguments
3. Reiteration/Conclusion

Dominant Language Features:
1. Using modals
2. Using action verbs
3. Using thinking verbs
4. Using adverbs
5. Using adjective
6. Using technical terms
7. Using general and abstract noun
8. Using connectives/transition
8. Anecdote Text

Purpose: to share with others an account of an unusual or amusing incident

Generic Structure:
1. Abstract
2. Orientation
3. Crisis
4. Reaction
5. Coda.

Dominant Language Features:
1. Using exclamations, rhetorical question or intensifiers
2. Using material process
3. Using temporal conjunctions
9. Hartatory Exposition Text

Purpose: to persuade the readers that something should or should not be the case or be done
Generic Structure:
1. Thesis
2. Arguments
3. Recommendation

Dominant Language features:
1. Using Simple Present Tense
2. Using modals
3. Using action verbs
4. Using thinking verbs
5. Using adverbs
6. Using adjective
7. Using technical terms
8. Using general and abstract noun
9. Using connectives/transition
10. Descriptive Text

E. Descriptive Text

Descriptive text, is a written text in which the writer describe an object. Description text containing two components, identification and description by which aa writer describes a pers, animal and so on. Descriptive give a mental picture and something, usually according what can be see, but any impression of the other senses—small, taste, hearing and touch—make description more vivid and

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therefore more effective. Location of the person, object of scene being describe is usually important in description. Good description is specific and concrete. Use word that are precise and accurate. Avoid word that are general and trite.30

A descriptive paragraph is one that is describing a person, place, thing, animal, theme or idea to the reader. Descriptive phrases make use of the five senses: how something feels, smells, sounds, tastes or looks. The more descriptive that you can get, the better picture you’re providing your reader. A good descriptive paragraph will make them feel like they were there experiencing everything you’re talking about. Descriptive paragraphs are powerful tools for fiction writers, as these paragraphs are responsible for setting the stage and telling the story.

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. 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. 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 gives a mental picture and something, usually according what can be seen, but any impression of the other sense smell taste, hearing and touch make description more vivid and therefore more effective. Location of the person, object or scene being described is usually important in description. Good

description is specific and concrete. Use word that are precise and accurate, Avoid word that are general and trite.\textsuperscript{31} We can improve the student skills by using description, and whit description it is will know how far they understand it.

Descriptive give sense impression-the feel, sound, taste, smell, and look of thing. Emotions may be described too-feelings such as happiness, fear, loneliness, gloom, and joy. Descriptive helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.\textsuperscript{32} In the oxford book explain that description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kids of perception.\textsuperscript{33} Good description usually have tree important qualities. They have a dominant impression supported by specific datails, a clearly recognizable mood, and logical devolopment.\textsuperscript{34}

\begin{enumerate}
\item Dominant Impression

The first sentence or even the first word of a description my establish to dominant impression. Succeeding sentence, will then reinforce and expand it by supplying further information and filling in details.

\item Mood

A mood is feeling that goes beyond measurable physical appearence. Feelings and emotions such as joy, happiness, fear, and auxiety awoke or create moods. Mention of good or bad qualities may contribute to establishing the general wood.
\end{enumerate}

\textsuperscript{31}Ibid.  
\textsuperscript{32}Goerge E.Wishon & Julia M Burks, \textit{Lets Write English : Revised Edition}, (Canada:Litton Educational Publishin, 1980), p.128  
\textsuperscript{34}Goerge E.Wishon & Julia M Burks, Op.Cit. 129
c. Logical Development

A good piece of description has some logical plan of development. The writer tries to give a picture or impression of a person, place or thing but, unlike the photographer or the painter, who has chemical or pigments to work with, the writer has only words to use. Therefore, to be effective written descriptions should have an efficient, sensible, carefully thought-out, logical plan. That’s all the dominant impress when we want to write, it is can writers more focus when they have good mood, and logical development will explain they are experience so it is created good write.

F. Kinds of Descriptive Text

There are three kinds of descriptive writing according to Goerge and Julia, they are describing people, place and units of time.35

1. People

It usually describes people who are interesting to read. Their appearance is interesting especially when describes personality. Character may be described directly. In direct description, the character is revealed through what he or she does, thinks, or says in certain situations. The text below is an example from describing people:

My Father

My father bought me a present I’ve wanted for years. It’s a dog. A puppy to be exact. I called him Ross. Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I afraid I will hurt him if I want to take

him up. Dad said he found Ross near our house, crying looking for his mom. But Dad can’t see her, so Dad decides to bring him home and give him some comfort. Ross is a good eater. He always finished everything we gave him. Now, it’s been a year since Ross come to our family. His small body has grown up into a size of a football ball. Ross is a good dog, and we love him so much.

2. Place

Moreover for describing places: how to place look, smell and sound is important. The text below is an example from describing place:

Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

3. Units of Time
Description of units of time often use to determine mood. It is also full of descriptions of seasons, day, or times of day. The description of units of time set a certain mood, or emotional characteristic.

G. Related Study

Wika Purwanti (2010) has done a research on the title “The Effect of Applying Question Technique on Student’ Achievement in Writing Descriptive paragraph”. The objective of study was to find out the effect of Question technique on the students’ writing descriptive paragraph. This was a experimental quantitative study. The population of this research was the third year students of SMA Muhammadiyah 5 Lubuk Pakam. There were two classes, each class consist of 20 students. So, the population was 40 students, and the sample was taken from the population. The technique of collecting data was by using test. The test was consisted of two test pre test and post test. The first group was an experimental group, this group was taught without applying question technique. Based on the result of data analyzing the t-value was 4.430 and t-table was 2.021 (p=0.5). It was obtained that t-value > t-table (4.430 > 2.021). it means that alternative hypothesis was accepted, in other words teaching descriptive paragraph using question significantly affects the students writing achievement.

H. The Conceptual Framework

A sketch is a rapidly executed freehand drawing that is not usually intended as a finished work. A sketch may serve a number of purposes: it might record
something that the artist sees, it might record or develop an idea for later use or it might be used as a quick way of graphically demonstrating an image, idea or principle.\textsuperscript{36}

According to Collins’s label are vestiges of representations, and are thus undesirable in a highly derivational minimalist system. Labels may be used for any combination of identification, information, warning, instructions for use, environmental advice or advertising. They may be stickers, permanent or temporary labels or printed packaging.\textsuperscript{37} Sketch and label can be interest for student in learning especially in vocabulary. A good picture can convey not only alone but can be used to train thinking skills and can develop students’ imagination ability. For example student given to students a picture, and then they were asked to create a label on the image according to their perception.

a. The nature of sketch and label organizer

Sketch and label organizer is a visual representation of knowledge that structure information by arranging aspects of a concept or topic through sketch and label. It is a graphic organizer strategy that depicts information by fact, terms, or ideas in a planning sheet that sketch ad label. Sketching means to draw an object simply and quickly. Sketching does not include all the details of object. The sketch is just a rough drawing but it is clear showing the main features of an object. Meanwhile, labeling means to name the parts of the object. Labels can be part, characteristics, processes, system, or functions of the object. Labeling does

\textsuperscript{36} Goerge E. Wishon & Julia M Burks, loc. cit

not need to write a complete sentence. It is just to put the word or phrase. Moreover, a label should be the most important and key information of the object.

Labeling includes numbering the labels to get the order how to write them. The label must be checked by partners in group to ensure that there is no missing or irrelevant idea. After checking, the sketch and label organizer can be used as a guideline to write freely.

b. Sketch and Label Organizer in Writing

Sketch and Label organizer stages, student try to understand the assignment, begin to access the information they need and become motivated to get started. Student can clarify the assignment for themselves. They need to know the topic, purpose, and audience for the assignment. They tell themselves what they already know about the topic and what else they may need to find out. They also ask themselves why and for whom they are writing.

Sketch is a simple picture or a rough draft illustrating principal parts without detailed. In using sketches, teachers can be poured ideas to form a simple image or drag the rough, which can be used in the teaching learning process. The stages of sketch and label organizer helps student to gather and organize the ideas of a particular topic. Their sketch will bring the ideas into mind. It enables them to gather ideas as much as possible. Meanwhile, the label can help recording and remembering important and specific ideas.

Therefore, sketch and label organizer will guide the student during writing. It helps to clarify ideas when starting to get stuck and to ensure that the sentence agree with the topic. It also help student how to write the ideas. Having a sketch

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ad laber organizer means having a clearer idea of what needs to be done. Moreover, sketch and label organizer helps to organize content.

I. **Hypothesis**

Hypothesis of this study can be formulated as follows:

\( H_a \): “There is a significant effect of sketch and label organizer on students’ ability in writing descriptive text”

\( H_0 \): “There is no significant effect of sketch and label organizer on students’ ability in writing descriptive text.”
CHAPTER III
RESEARCH METHODOLOGY

A. Time and Location Research

The research will be conducted in September 2019. It will conduct at MAS AL-Wasiliyah 22 Tembung Medan. The researchers focus on the students of the eleventh grade of Al-Wasiliyah in 2018/2019 academic Year.

B. Population and Sample

1. Population

Population is the totality of all elements that exist in an area of research.\(^{39}\) A population is a group of elements or cases, whether individual or objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research.\(^ {40}\)

The population of this research is the student at XI of MAS Al-Wasiliyah Medan. It consists of five classes, each consists of 40 students. The population of the eleventh grade students MAS Al-Wasiliyah are 200 students.

2. Sample

A sample is any group of individuals, which is selected to represent population due to the large number of the students and for the purpose of efficiency.\(^ {41}\) In this research, the researcher takes 40 student’s as a sample, each

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\(^{39}\) Azuar Juliandi & Irfan, *Metodologi Penelitian Kuantitatif*, (Medan ; Citapustaka Media, 2013), p. 50


\(^{41}\) Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&F*, (Medan ; Citapusaka, 2010), p. 84
student’s will be selected randomly. It will be devided into two class. The first class is control class and the second is experiment class.

C. **Research Procedure**

In this study, there were three procedure to collect the data. The procedures ere pre-test, treatment and post test. The explanation is as follow :

1. **Pre-test**

   Pre-test will be given to both experimental and control group before treatment. The pre-test was conducted to find out homogenity of the sample and the mean score of each group.

2. **Treatment**

   After having pre-test, the treatment will be conduct in experimental group by applying sketch and label organizer. Meanwhile, the treatment in control group will be conduct by using conventional.

3. **Post-Test**

   After doing treatment, the post test will be given a test to find out mean score of group. The post-test way is exactly same as the pre-test. And we can know the student ability after this all of procedure in sccketch and label organizer.

4. **Scoring the Test**

   There are important indicator to consider the score of student writing. The following descroptive rubric assesment is based on genre perspective. The result of above instruction is then put into the table of score history :
(Table 3.1)
Table of Score History

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td>Good to average: some knowledge of subject</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td>Fair to poor: limited knowledge of subject</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td>Very poor: does not show knowledge of subject</td>
<td>16-13</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to very good</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td>Good to average: main idea stand out</td>
<td>17-14</td>
</tr>
<tr>
<td></td>
<td>Fair to poor: not fluent ideas confused</td>
<td>13-10</td>
</tr>
<tr>
<td></td>
<td>Very poor: does not communicate no organization</td>
<td>9-7</td>
</tr>
<tr>
<td>Language Use</td>
<td>Excellent to very good: effective complex constructions</td>
<td>25-22</td>
</tr>
<tr>
<td></td>
<td>Good to average: effective but simple constructions</td>
<td>21-19</td>
</tr>
<tr>
<td></td>
<td>Fair to poor: major problems in simple constructions</td>
<td>17-11</td>
</tr>
<tr>
<td></td>
<td>Very poor: virtually no mastery sentence</td>
<td>10-5</td>
</tr>
</tbody>
</table>

D. Research Method

In this study, experimental research method will be using. To collect the data, the sample could be divided into two classes. The research will expose one group of participants by using Sketch and Label Organizer Strategy and the other group by using Conventional Technique.

Experimental group is the group that receives treatment while the control group is a separate group that receives no treatment or a different treatment than the experimental group.\textsuperscript{42} An experiment is conducted to examine the effect of a variable or treatment which is known as experimental variable. The main attention is given in the experiment to observe its effect.\textsuperscript{43}

\textsuperscript{42}Indra Jaya & Ardat, \textit{Penerapan Statistika untuk Pendidikan}, (Bandung : Citapustaka Media Perintis, 2013), p.32
\textsuperscript{43}Yogesh Kumar Singh, \textit{Fundamental of Research Methodology and Statistik}, (New Delhi: New age Internasional Publish, 2016), p.136
The procedure of administrating the assignment as the instrument of the study is the test administering to both sample groups before they are teaching about descriptive text. Then, the same assignment is administrating to both sample groups after they are teaching about descriptive text.

E. The Instrument of Collecting Data

In collecting the research, the researcher uses test. The type of test is Essay test. In test the students will be given the pre-test and post-test. The students will instruction to write a descriptive text based on the topic that will be giving by the researcher. The tests will give to both group; experimental group and control group. The test giving to the students aims to collect the data in analyzing the student’s achievement in learning descriptive text. The time will be giving about 30 minutes. This writing result is evaluating ad scoring.

To see the writing result score, the researcher will be using Jacob’s scoring test. There will some important indicators to consider. Jacob’s scoring test as quoted by Weigle asserts that three are five indicator to consider in writing test. Five indicator itself has different scored, based on their achievement in writing descriptive text.

F. The Technique of Analyzing Data

In this study, deciding the impact of the result was upon two concepts: validity and reliability, because they reveal how good a test is. A test can be said to be good if the test is valid and reliable. Their explanation is as follows:

1. Validity
Validity indicate what the test precisely measures and how well the test measure. For a test valid, it is expected that the content and the condition are relevant, and that there would be irrelevant problems which are more difficult or the problem being tasted.

Validity suggest truthfulness and refers to the match between a construct or the way a researcher conceptualizes the idea in a conceptual definition and a measure.\(^{44}\)

\[
    r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x - (\sum x)]\{N \sum y - (\sum y)\}}}
\]

Where :

- \( r_{xy} \) = Index score of correlation between two variables
- \( \sum x \) = Total score of X Variable
- \( \sum y \) = Total score of Y variable
- \( N \) = Number of class

2. Reliability

An instrument is reliable if it provides consistent result. It means that if the test has different result it is not reliable. The study used inter-rater reliability to find out whether the test is reliable or not, inter-rater reliability is the consistency of test result from two or more different raters.

To determine reliability best on Spearman-Brown, the formula is use:\(^{45}\)

\[
    r_{11} = \frac{2xr^{\frac{1}{2}}}{(1 + r^{\frac{1}{2}})}
\]

Where :

- \( r_{11} \) = Reliability test

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\(^{45}\)Asrul DKK, *Evaluasi Pembelajaran*, (Bandung : Citapustaka, 2014), p. 131
r \frac{1}{2} = \text{Product Moment Coefficient}\nast\n
Criteria for Reliability as the following

(Table 3.2)

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very High</td>
<td>80 \leq r_{11} \leq 100</td>
</tr>
<tr>
<td>2.</td>
<td>High</td>
<td>60 \leq r_{11} \leq 79</td>
</tr>
<tr>
<td>3.</td>
<td>Sufficient</td>
<td>40 \leq r_{11} \leq 59</td>
</tr>
<tr>
<td>4.</td>
<td>Low</td>
<td>20 \leq r_{11} \leq 39</td>
</tr>
<tr>
<td>5.</td>
<td>Very Low</td>
<td>00 \leq r_{11} \leq 19</td>
</tr>
</tbody>
</table>

3. t-test

To analyze the data t-test is using that t-test is the statistic analysis that used to know whether is the significance differences between two mean sample or not.\textsuperscript{46} The formula of T-test as following:

\[
t\text{-test} = \frac{X1 - X2}{\sqrt{\frac{S1 + S2}{N1 + N2 - 2} \left(\frac{1}{N1} + \frac{1}{N2}\right)}}
\]

Where:

\(t\text{-test}\) = the effect

\(X1\) = the mean of experimental group

\(X2\) = the mean of control group

\(S1\) = standart deviation of Post-test of experimetal group

\(S2\) = standart deviation of Post-test control group

\textsuperscript{46}Sri Wahyuni Saragih, \textit{Statistik Pendidikan}, (Medan : Fakultas Tarbiyah UIN Sumatera Utara, 2007), p. 80
N1 = the total sample of experimental group
N2 = the total sample of control group

4. The Homogenity Test

The meaning of homogenity test is the data compared of a kind between the proportion of homogen data. Homogeneous means the same in structure or composition. This test gets its name from the null hypothesis, where we claim that the distribution of the response are same (homogeneous) across groups. The formula of comparison the variance as following: 47

\[ F_{\text{account}} = \frac{\text{The biggest of Varians}}{\text{The Smallest of Varians}} \]

47Indra Jaya & Ardat. Ibid. P.250-261
BAB IV
DATA ANALYSIS AND RESEARCH FINDINGS

A. Description of Data

The data were conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. Each groups were given a pre-test and post-test. This research applied a writing test which the total score is 100. The pre-test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying sketch and label organizer strategy, while control group without applying sketch and label organizer strategy.

After conducting the research, the researcher got the data of student score in pre-test and post-test from both experimental and control group.

<table>
<thead>
<tr>
<th>No</th>
<th>Students Initial Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RM</td>
<td>42</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>KS</td>
<td>65</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>DAP</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>AMH</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>WPS</td>
<td>50</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>FMA</td>
<td>40</td>
<td>84</td>
</tr>
<tr>
<td>7</td>
<td>RO</td>
<td>65</td>
<td>92</td>
</tr>
<tr>
<td>8</td>
<td>SAL</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>AZ</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>AS</td>
<td>65</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>ISP</td>
<td>50</td>
<td>92</td>
</tr>
<tr>
<td>12</td>
<td>AA</td>
<td>30</td>
<td>84</td>
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<tr>
<td>13</td>
<td>MR</td>
<td>40</td>
<td>90</td>
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<tr>
<td>14</td>
<td>FN</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>RR</td>
<td>40</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>KN</td>
<td>70</td>
<td>98</td>
</tr>
<tr>
<td>17</td>
<td>AK</td>
<td>40</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>MA</td>
<td>42</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>LH</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>AW</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>$\sum x = 980$</td>
<td>$\sum x = 1755$</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>$x = 49$</td>
<td>$x = 92.3$</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, the students achievement in writing descriptive text in experimental group showed the lowest score of pre-test was 30, and the highest score of pre-test was 70 and the mean of pre-test was 49. Furthermore, the lowest score of post-test was 75, and the highest score of post-test was 98 and the mean of post-test was 92.3.
The Score of Pre-test and Post-test of Control Group
(Table 4.2)

<table>
<thead>
<tr>
<th>No</th>
<th>Students Initial Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AN</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>RP</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>PPR</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>AAM</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>ZFN</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>LA</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>RPI</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>AR</td>
<td>65</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>LS</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>NHR</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>KAP</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>DS</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>MP</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>MZ</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>MA</td>
<td>30</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>L</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>FA</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>AH</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>MN</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>AR</td>
<td>50</td>
<td>80</td>
</tr>
</tbody>
</table>

Total  \[ \sum x = 890 \quad \sum x = 1515 \]
Based on the table above, the students score in writing descriptive text in control group showed the lowest score of pre-test was 20, and the highest score of pre-test was 90 and the mean of pre-test was 44.5. Furthermore, the lowest score of post-test was 60, and the highest score of post-test was 90 and the mean of post-test was 75.7.

Based on the explanation above, it shows that the students score in experimental group where in pre-test (49) and post-test (92.3) was higher than students score in control group, where in pre-test (44.5) and post-test (75.7). The total score of the mean score in experimental and control group showed that there was a significant effect in improvement of students score between pre-test and post-test.

B. Analysis Requirement Testing

The requirement test include: (1) Normality test and (2) Homogeneity test. The normality was tested by using Liliefors test where the homogeneity was tested by using F-test. Both test were:

1. Normality Test

Normality test is does by using liliefors test. To accept or reject the hyphothesis, we comered $L_o$ (L observation) with $L_t$ (L table) from Liliefors table a 0.05. If $L_o \leq L_t = Data has normal distributin (accepted). If L_o \geq L_t = Data does not have normal distribution (rejected).
The Computation of Data Normality of the Pre Test Experiental Group  
*(Table 4.3)*

<table>
<thead>
<tr>
<th>No</th>
<th>(Score) Xi</th>
<th>fi</th>
<th>fi xi</th>
<th>xi²</th>
<th>fi xi²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>2</td>
<td>84</td>
<td>3528</td>
<td>7058</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>3</td>
<td>195</td>
<td>12679</td>
<td>38037</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>6</td>
<td>300</td>
<td>15000</td>
<td>90000</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>6</td>
<td>240</td>
<td>9600</td>
<td>57600</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>1</td>
<td>30</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>1</td>
<td>70</td>
<td>4900</td>
<td>4900</td>
</tr>
<tr>
<td>7</td>
<td>61</td>
<td>1</td>
<td>61</td>
<td>3721</td>
<td>3721</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>980</strong></td>
<td></td>
<td></td>
<td><strong>202216</strong></td>
</tr>
</tbody>
</table>

Based on the data above, the result of $f_i x_i^2$ is 202216 and $f_i x_i$ is 980. Then the following is the calculation of mean and standard deviation.

1. **Mean**

   $$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

   Where:

   - $\bar{x}$ = Mean of variable $x$
   - $\sum f_i x_i$ = Total number of score
   - $\sum f_i$ = Number of sample

   $$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{980}{20} = 49$$
2. Standard Deviation

\[ S = \sqrt{\frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} \]
\[ = \sqrt{\frac{20(2022.16) - (980)^2}{20(20-1)}} \]
\[ = \sqrt{\frac{4044320 - 960400}{20(19)}} \]
\[ = \sqrt{\frac{3083920}{380}} \]
\[ = 8115 \]

\[ S^2 = 6585 \]

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

<table>
<thead>
<tr>
<th>No</th>
<th>(Score)Xi</th>
<th>fi</th>
<th>fi xi</th>
<th>xi²</th>
<th>fi xi²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>2</td>
<td>84</td>
<td>3528</td>
<td>7058</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>3</td>
<td>195</td>
<td>12679</td>
<td>38037</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>6</td>
<td>300</td>
<td>15000</td>
<td>90000</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>6</td>
<td>240</td>
<td>9600</td>
<td>57600</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>1</td>
<td>30</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>1</td>
<td>70</td>
<td>4900</td>
<td>4900</td>
</tr>
<tr>
<td>7</td>
<td>61</td>
<td>1</td>
<td>61</td>
<td>3721</td>
<td>3721</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>980</td>
<td>-</td>
<td>202216</td>
<td></td>
</tr>
</tbody>
</table>
Finding $Z_i$ (Z-score) can be done by using this formula: $Z_i = \frac{X - \text{mean}}{s}$

1. $Z_i = \frac{30 - 49}{8115} = 0.23$
2. $Z_i = \frac{40 - 49}{8115} = 0.11$
3. $Z_i = \frac{42 - 49}{8115} = 0.86$
4. $Z_i = \frac{50 - 49}{8115} = 0.12$

Finding $S(Z_i)$ can be done by using this formula: $S(Z_i) = \frac{\text{Fkm}}{N}$

1. $S(Z_i) = \frac{2}{20} = 0.1$
2. $S(Z_i) = \frac{3}{20} = 0.15$
3. $S(Z_i) = \frac{5}{20} = 0.25$
4. $S(Z_i) = \frac{9}{20} = 0.45$
5. $S(Z_i) = \frac{14}{20} = 0.7$
6. $S(Z_i) = \frac{16}{20} = 0.8$
7. $S(Z_i) = \frac{19}{20} = 0.95$
8. $S(Z_i) = \frac{20}{20} = 1$

From the table above, it can be seen that Liliefors' observation or $L_o = 0.4253$ with $n = 20$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors' table $L_i = 0.190$. It is known that the coefficient of $L_o (0.4253) < L_i (0.190)$. So it can be conclude that the data distribution of the students' ability in writing descriptive text is normal.

The Computation of Data Normality of the Post Test Experiential Group

<table>
<thead>
<tr>
<th>No</th>
<th>Score (Xi)</th>
<th>Fi</th>
<th>Fi Xi</th>
<th>Xi²</th>
<th>Fi Xi²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>2</td>
<td>150</td>
<td>5625</td>
<td>11250</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
<td>3</td>
<td>285</td>
<td>9025</td>
<td>27075</td>
</tr>
</tbody>
</table>
Based on the data above, the result of $f_i x_i^2$ is 154769 and $f_i x_i$ is 1755. Then the following is the calculation of mean and standard deviation.

1. **Mean**

\[
\bar{x} = \frac{\sum f_i x_i}{\sum f_i}
\]

Where:

- $\bar{x}$ = Mean of variable $x$
- $\sum f_i x_i$ = Total number of score
- $\sum f_i$ = Number of sample

\[
\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1755}{20} = 87.75
\]

2. **Standard Deviation**

\[
S = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} = \sqrt{\frac{20 (154769) - (1755)^2}{20 (20-1)}} = \sqrt{\frac{30953880 - 3080025}{20 (19)}} = \sqrt{\frac{15855}{380}}
\]
\[ s^2 = 83.44 \]

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

### Normality Testing of the Data Pre-Test in Experimental Group

(Table 4.6)

<table>
<thead>
<tr>
<th>NO</th>
<th>Score</th>
<th>F</th>
<th>Fkum</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi) - S(Zi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>2</td>
<td>2</td>
<td>-0.12</td>
<td>0.452242</td>
<td>0.1</td>
<td>0.352241574</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>1</td>
<td>3</td>
<td>-0.09</td>
<td>0.464144</td>
<td>0.15</td>
<td>0.314143607</td>
</tr>
<tr>
<td>3</td>
<td>84</td>
<td>2</td>
<td>5</td>
<td>-0.04</td>
<td>0.484047</td>
<td>0.25</td>
<td>0.234046563</td>
</tr>
<tr>
<td>4</td>
<td>85</td>
<td>4</td>
<td>9</td>
<td>-0.03</td>
<td>0.488034</td>
<td>0.45</td>
<td>0.038033527</td>
</tr>
<tr>
<td>5</td>
<td>75</td>
<td>5</td>
<td>14</td>
<td>0.02</td>
<td>0.507978</td>
<td>0.7</td>
<td>-0.192021686</td>
</tr>
<tr>
<td>6</td>
<td>92</td>
<td>2</td>
<td>16</td>
<td>0.05</td>
<td>0.519939</td>
<td>0.8</td>
<td>-0.280061194</td>
</tr>
<tr>
<td>7</td>
<td>95</td>
<td>3</td>
<td>19</td>
<td>0.08</td>
<td>0.531881</td>
<td>0.95</td>
<td>-0.418118628</td>
</tr>
<tr>
<td>8</td>
<td>98</td>
<td>1</td>
<td>20</td>
<td>0.12</td>
<td>0.547758</td>
<td>1</td>
<td>-0.452241574</td>
</tr>
</tbody>
</table>

\[ \text{Lo} = 0.352 \]

\[ \text{Lt} = 0.190 \]

Finding Zi (Z-score) can be done by using this formula: \[ Z_i = \frac{X - \text{mean}}{s} \]

1. \[ Z_i = \frac{75 - 87.75}{83.44} = -0.12 \]
2. \[ Z_i = \frac{80 - 87.75}{83.44} = -0.09 \]
5. \[ Z_i = \frac{90 - 87.75}{83.44} = 0.02 \]
6. \[ Z_i = \frac{92 - 87.75}{83.44} = 0.05 \]
3. \( Z_i = \frac{84-87.75}{83.44} = -0.04 \)  
7. \( Z_i = \frac{95-87.75}{83.44} = 0.08 \)
4. \( Z_i = \frac{85-87.75}{83.44} = -0.03 \)  
8. \( Z_i = \frac{98-87.75}{83.44} = 0.12 \)

Finding \( S(Z_i) \) can be done by using this formula: \( S(Z_i) = \frac{F_{cum}}{N} \)

1. \( S(Z_i) = \frac{1}{20} = 0.5 \)
4. \( S(Z_i) = \frac{6}{20} = 0.3 \)
2. \( S(Z_i) = \frac{6}{20} = 0.3 \)
5. \( S(Z_i) = \frac{1}{20} = 0.5 \)
3. \( S(Z_i) = \frac{2}{20} = 0.1 \)
6. \( S(Z_i) = \frac{3}{20} = 0.15 \)
7. \( S(Z_i) = \frac{1}{20} = 0.5 \)

From the table above, it can be seen that Liliefors observation or \( L_o = 0.352 \) with \( n = 20 \) and at real level \( \alpha = 0.05 \) from the list of critical value of Liliefors table \( L_4 = 0.190 \). It is known that the coefficient of \( L_o (0.352) < L_4 (0.190) \). So it can be conclude that the data distribution of the students ability in writing descriptive text is normal.

**The Computation of Data Normality of the Pre Test Control Group**

(Table 4.7)

<table>
<thead>
<tr>
<th>No</th>
<th>score (Xi)</th>
<th>Fi</th>
<th>( Fi \times Xi )</th>
<th>( Xi^2 )</th>
<th>( Fi \times Xi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>3600</td>
<td>10800</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>7</td>
<td>280</td>
<td>1600</td>
<td>11200</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>1</td>
<td>65</td>
<td>4225</td>
<td>4225</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>5</td>
<td>250</td>
<td>2500</td>
<td>12500</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>2</td>
<td>40</td>
<td>400</td>
<td>800</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>1</td>
<td>30</td>
<td>900</td>
<td>900</td>
</tr>
</tbody>
</table>
Based on the data above, the result of $f_i x_i^2$ is 305000 and $f_i x_i$ is 15250.

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

1. Mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

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

$\sum f_i x_i$ = Total number of score

$\sum f_i$ = Number of sample

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{15250}{20} = 762.5$$

2. Standard Deviation

$$S = \sqrt{\frac{(n\sum f_i x_i^2 - (\sum f_i x_i)^2)}{n(n-1)}} = \sqrt{\frac{20(305000) - (15250)^2}{20(20-1)}}$$

$$= \sqrt{\frac{20 \times 305000 - 15250^2}{20 \times 19}}$$

$$= \sqrt{\frac{610000 - 305000}{380}}$$

$$= \sqrt{\frac{575000}{380}}$$

$$= 1525$$

$$S^2 = 3050$$
After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

### Normality Testing of the Data Pre-Test in Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>f</th>
<th>Fkum</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi) - S(Zi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>-0.48</td>
<td>0.315614</td>
<td>0.1</td>
<td>0.215613697</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>1</td>
<td>3</td>
<td>-0.48</td>
<td>0.315614</td>
<td>0.5</td>
<td>-0.1843863</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>7</td>
<td>10</td>
<td>-0.47</td>
<td>0.319178</td>
<td>0.35</td>
<td>-0.03082249</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>1</td>
<td>11</td>
<td>-0.47</td>
<td>0.319178</td>
<td>0.5</td>
<td>-0.18082249</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>5</td>
<td>16</td>
<td>-0.46</td>
<td>0.322758</td>
<td>0.25</td>
<td>0.07275811</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>3</td>
<td>19</td>
<td>-0.46</td>
<td>0.322758</td>
<td>0.15</td>
<td>0.17275811</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
<td>1</td>
<td>20</td>
<td>-0.45</td>
<td>0.326355</td>
<td>0.5</td>
<td>-0.17364478</td>
</tr>
</tbody>
</table>

Lo = 0.215

Lt = 0.190

Finding Zi (Z-score) can be done by using this formula: $Zi = \frac{X - mean}{s}$

1. $Zi = \frac{20 - 762.5}{1525} = -0.48$
2. $Zi = \frac{30 - 762.5}{1525} = -0.48$
3. $Zi = \frac{40 - 762.5}{1525} = -0.47$
4. $Zi = \frac{45 - 762.5}{1525} = -0.47$
5. $Zi = \frac{50 - 762.5}{1525} = -0.46$
6. $Zi = \frac{60 - 762.5}{1525} = -0.46$
7. $Zi = \frac{65 - 762.5}{1525} = -0.45$
Finding \( S(Z_i) \) can be done by using this formula: 

\[
S(Z_i) = \frac{F_{cum}}{N}
\]

1. \( S(Z_i) = \frac{2}{20} = 0.1 \)
2. \( S(Z_i) = \frac{1}{20} = 0.5 \)
3. \( S(Z_i) = \frac{7}{20} = 0.35 \)
4. \( S(Z_i) = \frac{1}{20} = 0.5 \)
5. \( S(Z_i) = \frac{5}{20} = 0.25 \)
6. \( S(Z_i) = \frac{3}{20} = 0.15 \)
7. \( S(Z_i) = \frac{1}{20} = 0.5 \)

From the table above, it can be seen that Liliefors observation or \( L_0 = 0.215 \) with \( n = 20 \) and at real level \( \alpha = 0.05 \) from the list of critical value of Liliefors table \( L_4 = 0.190 \). It is known that the coefficient of \( L_0 \) \((0.215) < L_4 \) \((0.190) \). So it can be conclude that the data distribution of the students ability in writing descriptive text is normal.

### The Computation of Data Normality of the Post-Test Control Group

( Table 4.9)

<table>
<thead>
<tr>
<th>No</th>
<th>Score (Xi)</th>
<th>Fi</th>
<th>Fi Xi</th>
<th>Xi²</th>
<th>Fi Xi²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>3</td>
<td>270</td>
<td>8100</td>
<td>24300</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>5</td>
<td>375</td>
<td>5625</td>
<td>28125</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>2</td>
<td>140</td>
<td>4900</td>
<td>9800</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>4</td>
<td>320</td>
<td>6400</td>
<td>25600</td>
</tr>
<tr>
<td>5</td>
<td>85</td>
<td>2</td>
<td>170</td>
<td>7225</td>
<td>14450</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>4</td>
<td>240</td>
<td>3600</td>
<td>14400</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>1515</strong></td>
<td><strong>35850</strong></td>
<td><strong>116675</strong></td>
</tr>
</tbody>
</table>
Based on the data above, the result of $f_i x_i$ is $116675$ and $f_i x_i^2$ is $1515$. Then the following is the calculation of mean and standard deviation.

1. **Mean**

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:
- $\bar{x}$ = Mean of variable $x$
- $\sum f_i x_i$ = Total number of score
- $\sum f_i$ = Number of sample

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1515}{20} = 75.75$$

2. **Standard Deviation**

$$s = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$$

$$s^2 = \frac{20(116675)^2 - (1515)^2}{20(20-1)} = \sqrt{\frac{2333500 - 2295225}{20(19)}} = \sqrt{\frac{38275}{380}} = 100.7$$

$$s^2 = 201.4$$

After getting the calculation of mean, variant and devition standart, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:
Normality Testing of the Data Post-Test in Control Group
(Table 4.10)

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>F</th>
<th>Fkum</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi) - S(Zi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>4</td>
<td>4</td>
<td>-0.15</td>
<td>0.440382</td>
<td>0.2</td>
<td>0.240382</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>2</td>
<td>6</td>
<td>-0.05</td>
<td>0.480061</td>
<td>0.1</td>
<td>0.380061</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>5</td>
<td>11</td>
<td>-0.007</td>
<td>0.497207</td>
<td>0.25</td>
<td>0.247207</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>4</td>
<td>15</td>
<td>0.04</td>
<td>0.515953</td>
<td>0.2</td>
<td>0.315953</td>
</tr>
<tr>
<td>5</td>
<td>85</td>
<td>2</td>
<td>17</td>
<td>0.09</td>
<td>0.535856</td>
<td>0.1</td>
<td>0.435856</td>
</tr>
<tr>
<td>6</td>
<td>90</td>
<td>3</td>
<td>20</td>
<td>0.14</td>
<td>0.55567</td>
<td>0.15</td>
<td>0.40567</td>
</tr>
</tbody>
</table>

Lo = 0.435
Lt = 0.190

Finding $Z_i$ (Z-score) can be done by using this formula: $Z_i = \frac{X - \text{mean}}{s}$

1. $Z_i = \frac{60 - 75.75}{100.7} = -0.15$
2. $Z_i = \frac{70 - 75.75}{100.7} = -0.05$
3. $Z_i = \frac{75 - 75.75}{100.7} = -0.007$
4. $Z_i = \frac{80 - 75.75}{100.7} = 0.04$
5. $Z_i = \frac{85 - 75.75}{100.7} = 0.09$
6. $Z_i = \frac{90 - 75.75}{100.7} = 0.14$

Finding $S(Z_i)$ can be done by using this formula: $S(Z_i) = \frac{F_{kum}}{N}$

1. $S(Z_i) = \frac{4}{20} = 0.2$
2. $S(Z_i) = \frac{2}{20} = 0.1$
3. $S(Z_i) = \frac{4}{20} = 0.2$
4. $S(Z_i) = \frac{2}{20} = 0.1$
3. \( S(Z_i) = \frac{5}{20} = 0.25 \)
6. \( S(Z_i) = \frac{3}{20} = 0.15 \)

From the table above, it can be seen that Liliefors observation or \( L_0 = 0.435 \) with \( n = 20 \) and at real level \( \alpha = 0.05 \) from the list of critical value of Liliefors table \( L_4 = 0.190 \). It is known that the coefficient of \( L_0 \) (0.435) < \( L_4 \) (0.190). So it can be conclude that the data distribution of the students ability in writing descriptive text is normal.

C. Testing Homogenity

Homogenity test was de by doing Fisher Test. It was aimed to know whether the samples that used in the research were homogenous or not. The formula was as follow:

\[
F = \frac{s_1^2}{s_2^2}
\]

Note: \( s_{ex}^2 \) = The biggest variant of both variables
\( s_{cont}^2 \) = the smallest variant of both variables

Hypothesis:

a. If \( F_o < F_t \) = Data is homogony
b. If \( F_o > F_t \) = Data is not homogony

**Homognity Test of pre - test**

*(Table 4.11)*

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Variants</th>
<th>( F_{ob} )</th>
<th>( F_{tab} )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre test of experimental group</td>
<td>6585</td>
<td>2.15</td>
<td>2.18</td>
<td>Homogenous</td>
</tr>
<tr>
<td>2</td>
<td>Pre test of control group</td>
<td>3050</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

\[
s_{ex}^2 = 6585 \quad \quad N = 20
\]
Then the coefficient of \( F_o = 2.15 \) was compared with \( F_t \), where \( F_t \) was determined at real level \( \alpha = 0.05 \) and the same numerator \( dk= n-1 \) (20-1) the denominator \( dk= n-1 \) (20-1). Then the concluded 2.18. Because of \( F_o < F_t \) or (2.15 < 2.18) so it can be concluded that the variant was **homogenous**.

### Homogenity Test test of post – test (table 4.12)

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Variants</th>
<th>( F_o )</th>
<th>( F_{tab} )</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Post test experimental group</td>
<td>83.44</td>
<td>0.41</td>
<td>2.18</td>
<td><strong>Homogenous</strong></td>
</tr>
<tr>
<td>2</td>
<td>Post test control group</td>
<td>201.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

\[
S_{ex}^2 = 83.44 \quad N = 20
\]

\[
S_{cont}^2 = 201.4 \quad N = 20
\]

\[
F_o = \frac{S_{ex}^2}{S_{cont}^2} \quad F_o = \frac{83.44}{201.4} = 0.41
\]

Then the coefficient of \( F_o = 0.41 \) was compared with \( F_t \), where \( F_t \) was determined at real level \( \alpha = 0.05 \) and the same numerator \( dk= n-1 \) (20-1) the denominator \( dk= n-1 \) (20-1). Then the concluded 2.18. Because of \( F_o < F_t \) or (0.41 < 2.18) so it can be concluded that the variant was **homogenous**.

### D. Hypothesis Test

The hypothesis was aimed to show the result of the observation sample quantitatively and also to know whether the application of sketch and label organizer strategy significantly effects the students achievement in writing
descriptive text. The analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following:

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2 + S_2^2}{N_1 + N_2}}} \]

\[ t = \frac{980 - 890}{\sqrt{\frac{40 + 40}{20 + 20}}} \]

\[ t = \frac{90}{\sqrt{2}} = 90 \times \frac{1}{1.41} = 63.8 \]

From the calculating the data, it can be seen there was significant effect of sketch and label organizer strategy on the students achievement in writing descriptive text. In order to find out the significant effect of sketch and label organizer strategy, the research analyzed the data by applying t-test formula to prove the hypothesis of this research. It was obtained that the coefficient of \( t_{\text{observation}} \) was 63.8.

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

\[ t_{(35)} = 2.030 \]
\[ t_{(40)} = 2.021 \]

So:

\[ t(37) = 2.030 + \frac{37 - 35}{40 - 35}(2.021 - 2.030) \]

\[ t(37) = 2.030 + (\frac{2}{5})(-0.009) \]
\[ t(37) = 2.030 - 0.0036 \]
\[ t(37) = 2.026 \]

From the calculation above, it was found that the coefficient of \( t_{\text{observation}} \) (63.8) was higher than the coefficient of \( t_{\text{table}} \) (2.026). This result showed that null hypothesis was rejected, the hypothesis formulated as “there was significant effect of applying sketch and label organizer strategy on students achievement in writing descriptive text. It means that sketch and label organizer strategy significantly affected students’ achievement in writing descriptive text.

E. Research Finding

Based on the result of the calculation above, it was found that the students’ achievement at writing descriptive text when the researcher taught by using Sketch and Label Organizer Strategy got mean 42 in pre-test with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 75 with the maximum score 90 and the minimum score was 69.

Based on the statistical computation t-test was found that the coefficient of \( t_{\text{observation}} = 63.8 \) where the coefficient of \( t_{\text{table}} = 2.026 \). It means that there was significant effect of using sketch and label organizer strategy on the students’ achievement in writing descriptive text. It indicate that \( H_a \) was accepted and \( H_0 \) was rejected. It also indicated that there was significant effect of Sketch and Label Organizer Strategy on the students’ achievement in writing descriptive text at MAS Al-Wasiliyah in 2018/2019 academic year.

F. DISCUSSION
There was significant effect on students’ achievement in writing descriptive text by using Sketch and Label Organizer Startegy. The students that were taught by sketch and label organizer strategy have higher score than were taught by lecturing method.

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

Based on the explanation above, the researcher concluded that the implementation of sketch and label organizer strategy has significant effect to students’ achievement in writing descriptive text.
A. Conclusion

The researcher concluded that:

1. Based on the result of the calculation above, it was found that the students’ achievement at writing descriptive text when the researcher taught by using Sketch and Label Organizer Startegy got mean 42 in pre-test with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 75 with the maximum score 90 and the minimum score was 69.

2. There was significant effect on students’ achievement in writing descriptive text by using Sketch and Label Organizer Startegy. The students that was taught by sketch and label organizer startegy have higher score than were taught by lecturing method.

3. Based on the statistical compulation t-test was found that the coefficient of tobservation = 63.8 where the coefficient of ttable = 2.026. It means that there was significant effect of using sketch and label organizer strategy on the students’ achievement in writing descriptive text. It indicate that Hα was accepted and H0 was rejected. It also indicated that there was significant effect of Sketch ad Label Organizer Startegy on the students’ achievement in writing descriptive text at MAS Al-Wasiliyah in 2018/2019 academic year.
B. **Suggestions**

Based on the conclusions, the researcher gives some suggestions:

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

2. For the teacher who wants to teach writing descriptive text effectively, can use this strategy because this strategy helps the students increase their ability in writing descriptive text.

3. For other researchers who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result.
REFERENCES


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Sugiyono, (2010), *Metode Penelitian Kuantitatif,Kualitatif, R&D.*
<table>
<thead>
<tr>
<th>Students Initial Name</th>
<th>Students Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RM</td>
<td>Rahmi</td>
</tr>
<tr>
<td>KS</td>
<td>Khairunnisa Salsabila</td>
</tr>
<tr>
<td>DAP</td>
<td>Depita Aulia Putri</td>
</tr>
<tr>
<td>AMH</td>
<td>Abdul Muarif Harahap</td>
</tr>
<tr>
<td>WPS</td>
<td>Widia puspita sari</td>
</tr>
<tr>
<td>FMA</td>
<td>Fathul Muhammad Ardha</td>
</tr>
<tr>
<td>RO</td>
<td>Retno</td>
</tr>
<tr>
<td>RR</td>
<td>Risky Rahmad</td>
</tr>
<tr>
<td>AZ</td>
<td>Ananda Zahwa</td>
</tr>
<tr>
<td>AS</td>
<td>Aufya salsabila</td>
</tr>
<tr>
<td>ISP</td>
<td>Ifan Surya Perdana</td>
</tr>
<tr>
<td>AA</td>
<td>Adawiyah Ais</td>
</tr>
<tr>
<td>MR</td>
<td>Muhammad Redho</td>
</tr>
<tr>
<td>FN</td>
<td>Farhan Nasution</td>
</tr>
<tr>
<td>RR</td>
<td>Rendi Dwi Pratama Putra</td>
</tr>
<tr>
<td>KN</td>
<td>Kurniawan</td>
</tr>
<tr>
<td>AK</td>
<td>Abi Khurairah</td>
</tr>
<tr>
<td>MA</td>
<td>Muhammad Akhsay</td>
</tr>
<tr>
<td>LH</td>
<td>Luthfi Hafiz</td>
</tr>
<tr>
<td>AW</td>
<td>Adawwiyah</td>
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<tr>
<td>RP</td>
<td>Rada Puspita</td>
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<td>Siti Aisyah Lubis</td>
</tr>
<tr>
<td>AM</td>
<td>Abdul Muarip</td>
</tr>
<tr>
<td>ZFN</td>
<td>Zulfa Fahira Nasution</td>
</tr>
<tr>
<td>LH</td>
<td>Luthfi Hafiz</td>
</tr>
<tr>
<td>RPI</td>
<td>Risa Pariani</td>
</tr>
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</tr>
<tr>
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<td>Diana Sapitri</td>
</tr>
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<td>Miranda Prayoga</td>
</tr>
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<td>MZ</td>
<td>Muhammad Zainuddin</td>
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<tr>
<td>MAA</td>
<td>Muhammad Afif Aziz</td>
</tr>
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<td>Lannahari</td>
</tr>
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<td>FA</td>
<td>Fathul Muhammad Arda</td>
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<tr>
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<td>Akmal Hidayat</td>
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<tr>
<td>MN</td>
<td>Muhammad Naufal</td>
</tr>
<tr>
<td>RA</td>
<td>Rizki Ananda</td>
</tr>
</tbody>
</table>
APPENDIX I

LESSON PLAN FOR EXPERIMENT CLASS

Name of the School : MAS AL-Wasiliyah 22 Tembung
Subject : English
Skill : Writing
Topic : Writing Descriptive Text
Time Allocation : 2 x 45 Minutes

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

B. Basic Competence
To respond meaning of essay in written language accurately, fluency, and can be accepted in daily life contextual and in order to access knowledge in descriptive.

C. Indicator
1. Students are able to write the descriptive text
2. Students are able to identify the information, the generic structure, and the grammatical features of the descriptive text accurately, fluently, and acceptably.
3. Students are able to respond and express the meaning of the descriptive text accurately, fluently, and acceptably.
4. Students are able to comprehend the meaning of descriptive text and to make a description related to their surrounding people.

D. Learning Objectives
After learning this topic, students are expected to be able to:
1. Write the descriptive text
2. Identify the information and the generic structure of the descriptive text accurately, fluently, and acceptably.
3. Respond and express the meaning of the descriptive text accurately, fluently, and acceptably.
4. Comprehend the meaning of descriptive text and to make a description related to their surrounding people.

E. Learning Material

Into Phrase
Mother
- Culry hair
- Brown hair
- Pionted nose
- Big smile
- Blue t-shirt
- Ligh brown skin
Me
- Curly hair
- Brown hair
- Flat nose
- Red t-shirt
- Small lips
- Kiss Mother

Into Sentence:
Mother
- My mother has a curly hair
- My mother has a brown hair
- Her skin color is light brown
• She has a big smile
• She has a pointed nose
• She wears a yellow t-shirt
• She like to smile

Me
• I have a curly hair
• I have a brown hair also
• Unfortunately, my nose is flat
• I like my green t-shirt
• My lips is big
• I love kiss my mother
• I love to hug my mother
• I love her very much

Me and My Mother

My mother is a beautiful person and kind person she has curly hair and brown. Her eyes are brown and her skin color is light brown. She has a big smile and a pointed nose. She like yellow so that she wear yellow t-shirt.

She is a kind person. She is very lovely and friendly. She always has a smile on her face, she is so sweet. I have a curly hair like her. Unfortunately, my ise is not pointed like her. My skin color is browner than her. If she likes to wear blue, i like red. I love to kiss and hug my mother every day. The point is i love her so much.

F. Learning Strategy
1. Sketch and Label Orgaizer Strategy

G. Learning Process

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Opening</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>a.</td>
<td>Teacher opens the class, greets the students and motivates them to learn English</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
<th>Main Activities</th>
<th></th>
<th>65 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Teachers divides the student in to group.</td>
<td>a.</td>
<td>Student's sit in group</td>
</tr>
<tr>
<td>b.</td>
<td>Teacher give an example of sketch of people.</td>
<td>b.</td>
<td>Student’s look at the sketch.</td>
</tr>
<tr>
<td>c.</td>
<td>Teachers ask the students whether they have been familiar with the sketch or they have seen it before.</td>
<td>c.</td>
<td>Student’s confirm if whether they have been familiar with the picture or they have seen it before.</td>
</tr>
<tr>
<td>d.</td>
<td>Teacher ask the students identify what they see in the sketch.</td>
<td>d.</td>
<td>The student’s identify the sketch</td>
</tr>
<tr>
<td>e.</td>
<td>Teacher labels the sketch part identified (draw a line, and write the word)</td>
<td>e.</td>
<td>Student’s listen to the teacher explanation</td>
</tr>
<tr>
<td>f.</td>
<td>Teachers reads</td>
<td>f.</td>
<td>Students read the</td>
</tr>
</tbody>
</table>
### III Closing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The teacher gives reflection about what they have learnt.</td>
</tr>
<tr>
<td>b.</td>
<td>Teachers motivates students to learn English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Student’s listen to teacher and make self reflection</td>
</tr>
<tr>
<td>b.</td>
<td>Students listen to the teacher’s motivation and motivate themselves to learn English.</td>
</tr>
</tbody>
</table>

### H. Learning Source


I. Skoring

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

<table>
<thead>
<tr>
<th>Proficiency Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Language Use</td>
<td>25</td>
</tr>
<tr>
<td>Contet</td>
<td>30</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Approved by Medan, September 2019

Headmaster Teacher

Zuraidah, S. H Marni Rama, S.Pd

Researcher

Jumrina Siregar
NIM. 34.15.4.195
LESSON PLAN FOR EXPERIMENT CLASS

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3. Students are able to respond and express the meaning of the descriptive text accurately, fluently, and acceptably.
4. Students are able to comprehend the meaning of descriptive text and to make a description related to their surrounding people.

D. Learning Objectives
After learning this topic, students are expected to be able to:
5. Write the descriptive text
6. Identify the information and the generic structure of the descriptive text accurately, fluently, and acceptably.
7. Respond and express the meaning of the descriptive text accurately, fluently, and acceptably.
8. Comprehend the meaning of descriptive text and to make a description related to their surrounding people

E. Learning Material

Into Phrase:
- Singer
- Dancer
- Big eyes
- Pointed nose
- White skin
- Small lips
- Fashionable

Into Sentence:

Her name is Agnez Monica, most of people call her Agnez mo, she is a singer and also a dancer. She has a big eyes with pointed nose make her look very beautiful, not only face but also her voice most of people like her.
Her skin is white and her lips is small. She is a fashionable girl most of people follow her styles because he is very famous in the world because she is very talented in all of artistry.

F. Learning Strategy

1. Sketch and Label Strategy

2. Learning Process

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Opening</strong></td>
<td>b. Student’s respond the teachers greeting and listen to what the teacher is saying.</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>b. Teacher opens the class, greets the students and motivates them to learn English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td><strong>Main Activities</strong></td>
<td>i. Student’s sit in group</td>
<td>65 minutes</td>
</tr>
<tr>
<td></td>
<td>i. Teachers divides the students in to group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>j. Teacher give an example of sketch of people.</td>
<td>j. Student’s look at the sketch.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>k. Teachers ask the students whether they have bee familiar with the sketch or they have seen it before.</td>
<td>k. Student’s confirm if whether they have bee familiar with the picture or they have seen it before.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l. Teacher ask the students identify what they see in the sketch.</td>
<td>l. The student’s identify the sketch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>m. Teacher labels the skatch part identified (draw a line, and write the word)</td>
<td>m. Student’s listen to the teacher explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n. Teachers reads read ad reviews the sketch chart word.</td>
<td>n. Students read the sketch word chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o. Teacher leads students into creating a phrase for the sketch word chart.</td>
<td>o. Student’s try to create a phrase from the sketch word chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p. Teacher ask the students to generate a sentence from the phrase.</td>
<td>p. Student’s try to generate a sentence from the phrase</td>
<td></td>
</tr>
</tbody>
</table>

### III Closing

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c. The teacher gives reflection</td>
<td>c. Student’s listen to teacher and</td>
</tr>
</tbody>
</table>

The student's identify the skatch.

Teacher label the skatch part identified (draw a line, and write the word).

Teachers reads read ad reviews the sketch chart word.

Teacher leads students into creating a phrase for the sketch word chart.

Teacher ask the students to generate a sentence from the phrase.

---

### III Closing

- c. The teacher gives reflection
- c. Student’s listen to teacher and

---

10 minutes
about what they have learnt.
d. Teachers motivates students to learn English.

d. Students listen to the teacher’s motivatio and motivate themselves to learn English.

G. Learning Source


H. Score

I. Skoring

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

<table>
<thead>
<tr>
<th>Proficiency Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Language Use</td>
<td>25</td>
</tr>
<tr>
<td>Contet</td>
<td>30</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Approved by Medan, September 2019

Headmaster Teacher
Zuraidah, S. H

Marni Rama, S.Pd

Researcher

Jumrina Siregar
NIM. 34.15.4.195
LESSON PLAN FOR CONTROL CLASS

School: MAS Al-Wasyliah 22 Tembung
Subject: English
Topic: Descriptive
Skill: Writing
Time Allocation: 2 x 40 minutes

A. Kompetensi Inti (KI)
1. Memahami, menerapkan, menganalisis pengetahuan fakta, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Teks deskriptif

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran:
1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptif tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptif sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptif lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi pembelajaran

Struktur Descriptive Text (generic structure) adalah:
1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:
- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan
(1) Kata benda yang terkait dengan orang/benda/tempat/binatang
(2) Kata sifat yang terkait dengan sifat orang/binatang/benda
(3) Kata kerja bentuk pertama (present tense)
The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition. The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

E. Metode Pembelajaran:
1. Lecture Methode

F. Media, Alat, dan Sumber Pembelajaran:
1. Media : Video dan Power Point Presentation
2. Alat : Laptop, LCD, dan Speaker Active

3. Sumber Belajar :
2. Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013

G. Langkah-langkah pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pendahuluan</td>
<td>Menyiapkan siswa untuk mengikuti proses pembelajaran</td>
<td>Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan International</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Inti</td>
<td>1. Observing (Mengamati)</td>
<td>Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Collecting data (Mengeksplorasi)</td>
</tr>
</tbody>
</table>
Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.

4. Associating (Mengasosiasi)
- Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

5. Communicating (Mengkomunikasikan)
- Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami (learning journal).

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</td>
</tr>
<tr>
<td></td>
<td>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</td>
</tr>
</tbody>
</table>

H. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas
- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan
Approved by Medan, September 2019
Headmaster Teacher

Zuraidah, S. H Marni Rama, S. Pd
Researcher

Jumrina Siregar
NIM. 34.15.4.195
LESSON PLAN FOR CONTROL CLASS

School : MAS Al-Ittihadiyah Bromo
Subject : English
Class/Semester : XI/2
Skill : Writing
Material : Descriptive Text
Time : 2x45 minutes

A. Standard Competence
1. Understanding meaning in a short functional text and narrative, descriptive and news item simple monolog in daily life context.

B. Basic Competence
1. Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in narrative, descriptive and news item text.

C. Indicators
1. Explain descriptive text.
2. Analyze the generic structure of descriptive text.
3. Analyze the social function and grammatical feature of descriptive text.
4. Write descriptive text with their own words.

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

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

   b. Social Function of Descriptive Text
   The social function of descriptive text is to describe a particular person, thing, or place.

   c. Generic Structure of Descriptive Text
   These are two steps for constructing a written descriptive text, they are:

   a. identification: identifies the phenomenon to be described, and
   b. description: describe parts, qualities, characteristics.
d. Grammatical Features
   a. Simple Present Tense
   b. Comparative Degree
   c. Adjective
   d. Adverb

Example:
My Classmate

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

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

F. Strategy of Learning
Lecture strategy

G. Source
http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasainggris.html?m=1

H. Media
a. Board marker
b. White board
c. Color paper

I. Learning Activities
1. Pre Activities
   a. Greeting
   b. Ask the students to pray
   c. Check the students’ attendance
   d. Apperception

2. Main Activity
   a. Teacher gives introduction about materials by asking some questions. “Do you know descriptive text?” “What do you think about descriptive text?”
   b. Students answer the question orally.
   c. Teacher explain students about descriptive text.
   d. Teacher gives an example of descriptive text.
   e. Teacher asks students to read and identify the descriptive text.
   f. Teacher asks students to write a descriptive text based on their own language.
3. Post Activities
   a. Teacher reviews the material.
   b. Teacher gives suggestion to students to study hard.
   c. Teacher closes the class.

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

Question:
1. Write a descriptive text about “My Parents”

Approved by Medan,
Headmaster September 2019 Teacher

Zuraidah, S. H Marni Rama, S.Pd
Researcher

Jumrina Siregar
NIM. 34.15.4.195
Write a descriptive text based on the following sketch
INSTRUMENT COLLECTING DATA
POST TEST EXPERIMENT CLASS

NAMA : ..........  
CLASS : ........
Write a descriptive text based on the following sketch!

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

...........

APPENDIX IV

PRE TEST AND POST TEST CONTROL CLASS

Name : 
Class : 
Subject : 

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
### The Score of Pre-test and Post-test of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Students Initial Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RM</td>
<td>42</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>KS</td>
<td>65</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>DAP</td>
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<td>85</td>
</tr>
<tr>
<td>4</td>
<td>AMH</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>WPS</td>
<td>50</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>FMA</td>
<td>40</td>
<td>84</td>
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<tr>
<td>7</td>
<td>RO</td>
<td>65</td>
<td>92</td>
</tr>
<tr>
<td>8</td>
<td>SAL</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>AZ</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>AS</td>
<td>65</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>ISP</td>
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</tr>
<tr>
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<td>AA</td>
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<td>84</td>
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<td>MR</td>
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</tr>
<tr>
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<td>50</td>
<td>90</td>
</tr>
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<td>15</td>
<td>RR</td>
<td>40</td>
<td>85</td>
</tr>
<tr>
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<td>KN</td>
<td>70</td>
<td>98</td>
</tr>
<tr>
<td>17</td>
<td>AK</td>
<td>40</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>MA</td>
<td>42</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>LH</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>AW</td>
<td>61</td>
<td>80</td>
</tr>
</tbody>
</table>

| Total | $\sum x = 980$ | $\sum x = 1755$ |
### Table 4.3

<table>
<thead>
<tr>
<th>No</th>
<th>(Score) $X_i$</th>
<th>$f_i$</th>
<th>$f_i \cdot X_i$</th>
<th>$x_i^2$</th>
<th>$f_i \cdot x_i^2$</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>65</td>
<td>3</td>
<td>195</td>
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<td>38037</td>
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<td>300</td>
<td>15000</td>
<td>90000</td>
</tr>
<tr>
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<td>6</td>
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<td>5</td>
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<td>1</td>
<td>30</td>
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<td>1</td>
<td>70</td>
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<td>4900</td>
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<td>61</td>
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<td>61</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
<td><strong>980</strong></td>
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<th>$f_i \cdot X_i$</th>
<th>$x_i^2$</th>
<th>$f_i \cdot x_i^2$</th>
</tr>
</thead>
<tbody>
<tr>
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<td>42</td>
<td>2</td>
<td>84</td>
<td>3528</td>
<td>7058</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>3</td>
<td>195</td>
<td>12679</td>
<td>38037</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>6</td>
<td>300</td>
<td>15000</td>
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<td>61</td>
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<td>3721</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
<td><strong>980</strong></td>
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</tbody>
</table>
(Table 4.5)

<table>
<thead>
<tr>
<th>No</th>
<th>Score (Xi)</th>
<th>Fi</th>
<th>Fi Xi</th>
<th>Xi²</th>
<th>Fi Xi²</th>
</tr>
</thead>
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<td>1755</td>
<td></td>
<td>154769</td>
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</tbody>
</table>
Normality Testing of the Data Pre-Test in Experimental Group
(Table 4.6)

<table>
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<tr>
<th>NO</th>
<th>Score</th>
<th>F</th>
<th>Fcum</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi) - S(Zi)</th>
</tr>
</thead>
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<td>2</td>
<td>-0.12</td>
<td>0.452242</td>
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<td>4</td>
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<td>-0.452241574</td>
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Lo = 0.352

Lt = 0.190
### Normality Testing of the Data Pre-Test in Control Group
#### Table 4.7

<table>
<thead>
<tr>
<th>No</th>
<th>score (Xi)</th>
<th>Fi</th>
<th>Fi Xi</th>
<th>Xi²</th>
<th>Fi Xi²</th>
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<tbody>
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<td>3</td>
<td>180</td>
<td>3600</td>
<td>10800</td>
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<tr>
<td>2</td>
<td>40</td>
<td>7</td>
<td>280</td>
<td>1600</td>
<td>11200</td>
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<td>65</td>
<td>1</td>
<td>65</td>
<td>4225</td>
<td>4225</td>
</tr>
<tr>
<td>4</td>
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<td>5</td>
<td>250</td>
<td>2500</td>
<td>12500</td>
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<tr>
<td>5</td>
<td>20</td>
<td>2</td>
<td>40</td>
<td>400</td>
<td>800</td>
</tr>
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<td>45</td>
<td>2025</td>
<td>2025</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>890</strong></td>
<td><strong>15250</strong></td>
<td><strong>305000</strong></td>
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#### Table 4.8

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<th>Score</th>
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<th>F Kum</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi) - S(Zi)</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>2</td>
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<td>0.215613697</td>
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<td>-0.48</td>
<td>0.315614</td>
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<td>-0.1843863</td>
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<td>40</td>
<td>7</td>
<td>10</td>
<td>-0.47</td>
<td>0.319178</td>
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<td>-0.03082249</td>
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<td>45</td>
<td>1</td>
<td>11</td>
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<td>-0.18082249</td>
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<td>3</td>
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<td>0.322758</td>
<td>0.15</td>
<td>0.17275811</td>
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<td>0.326355</td>
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**Lo = 0.215**

**Lt = 0.190**
(Table 4.9)

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<th>Score (Xi)</th>
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<th>Fi Xi</th>
<th>Xi²</th>
<th>Fi Xi²</th>
</tr>
</thead>
<tbody>
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<td>24300</td>
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<tr>
<td>2</td>
<td>75</td>
<td>5</td>
<td>375</td>
<td>5625</td>
<td>28125</td>
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<td>70</td>
<td>2</td>
<td>140</td>
<td>4900</td>
<td>9800</td>
</tr>
<tr>
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<td>4</td>
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<td>6400</td>
<td>25600</td>
</tr>
<tr>
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<td>85</td>
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<td>170</td>
<td>7225</td>
<td>14450</td>
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<td>60</td>
<td>4</td>
<td>240</td>
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</tr>
<tr>
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<td>1515</td>
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</table>

Normality Testing of the Data Post-Test in Control Group
(Table 4.10)

<table>
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<th>Fkum</th>
<th>Zi</th>
<th>F(Zi)</th>
<th>S(Zi)</th>
<th>F(Zi) - S(Zi)</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>-0.15</td>
<td>0.440382</td>
<td>0.2</td>
<td>0.240382</td>
</tr>
<tr>
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<td>70</td>
<td>2</td>
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<td>-0.05</td>
<td>0.480061</td>
<td>0.1</td>
<td>0.380061</td>
</tr>
<tr>
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<td>5</td>
<td>11</td>
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<tr>
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<td>4</td>
<td>15</td>
<td>0.04</td>
<td>0.515953</td>
<td>0.2</td>
<td>0.315953</td>
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<td>2</td>
<td>17</td>
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<td>0.435856</td>
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<td>90</td>
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<td>20</td>
<td>0.14</td>
<td>0.55567</td>
<td>0.15</td>
<td>0.40567</td>
</tr>
</tbody>
</table>

Lo = 0.435
Lt = 0.190
Nama: Abdul Quwairi Hendrawan
Kelas: XI 115 B.

My mother is a very caring woman. She has long hair. She has breakfast every morning. My mother always prepares breakfast for us every day. She has never been fired.
2/10/2019

No.:  
Date:  

MY MOTHER

My mother is a woman that she is very careful. She has long hair. She has morning my mother always prepare breakfast every day. She has woman not tired.

I LOVE MY MOTHER

LELA

My father: MULTONO
9/10-2019  Rahmat

MY FAMILY

Family is a consist of father, mother grand
Father, Grand mother, sister, Brother, Young
Sister, Son, Cousin

Father is a black hair, Flat nose, my mother
is a long hair, sweet, Sister like reading book,
Navy and she like sports Brother she about
162 cm

My favorite Father is a reading magazine my favorite
mother is a cooking,
Brother favorite is a sports and I like reading book
out.

My favorite art Music I whole Heartly, cook, my favorite
food is a Rice, Rice, chicken, spicy seafood.
MY MOTHER

My mother is a woman and beautiful.
My mother is a hero for me, because my mother work hard for children and for me.
My mother is everything for me and family.
She has always cooking in the morning, she has always work hard for family.

Dan Lab

I love mother
My Family

My family best one - father, mother, sister and me

My father is a man a handsome, my father is
tall my father work in America and go home
every six months

My mother is Pretty Face and long black hair
She work in the school. She wake up me and cook eat every day

My sister have Pretty Face and hair long black
She work in the city and she have hobby is swimming

And me, my name is Ifan Surya Perdana
I have face very handsome in family and
I have muscular body and very tall and
I very smart.

Great!
A

My family best on mother, father, sister, brother, and me.

My father have handsome face and short black hair and fat body and very tall. My father work in band 2 each and go home every six months.

My mother have pretty face and long black hair and slim body. My mother grow me with love every morning. She wake up me and cook eat every day.

My sister have pretty face and long black hair. She work in city and she have hobby reading a book.

My brother have handsome face, he have body very tall, and he work in Arab.

We (I) human have faces very very hand some and I have muscular body and tall body and I very smart and clean.

This is my family.
MY MOTHER

My mother is a woman beautiful as I know the women is super woman for me because my mother work hard for children and for me. My mother always wake up in morning and always cooking food for me and family. My mother grow me with love. Thank you mother my mother is every thing for me and dear can.

I love you mother
<table>
<thead>
<tr>
<th>No.</th>
<th>My Family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>family is a consist of father, mother, grand</td>
</tr>
<tr>
<td></td>
<td>father, grandmother, sisters, brother, young</td>
</tr>
<tr>
<td></td>
<td>sister, son, cousin</td>
</tr>
<tr>
<td></td>
<td>father is a black hair, flat nose,</td>
</tr>
<tr>
<td></td>
<td>my mother is a long hair, sweet, sister</td>
</tr>
<tr>
<td></td>
<td>like reading book, novel and she like sports</td>
</tr>
<tr>
<td></td>
<td>brother she about 162 cm.</td>
</tr>
<tr>
<td></td>
<td>my favorite father is a reading magazine, my</td>
</tr>
<tr>
<td></td>
<td>favorite mother is a cooking</td>
</tr>
<tr>
<td></td>
<td>brother favorite is a sports and i like</td>
</tr>
<tr>
<td></td>
<td>reading book, art</td>
</tr>
<tr>
<td></td>
<td>my favorite art music shopwat, holly wood</td>
</tr>
<tr>
<td></td>
<td>my favorite food is afro rice, chicken crispy</td>
</tr>
<tr>
<td></td>
<td>seafood</td>
</tr>
</tbody>
</table>

She's my family