



**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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**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 ( $H_a$ ) was accepted.

Keywords : *Sketch and Label Organizer, Writing, Descriptive Text.*

## **TABLE OF CONTENTS**

<b>TABLE OF CONTENTS.....</b>	<b>i</b>
<b>LIST OF APPENDICES .....</b>	<b>ii</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Identification of the Problem.....	4
C. The Limitation of the Problem .....	4
D. The Research of the Problem.....	5
E. The Objective of the Study .....	5
F. The Significance of the Stud.....	5
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. Defenition of Writing .....	7
B. Qualities of good writing .....	14
C. The Stages of Writing Process.....	15
D. The Genre of Writing .....	17
E. Descriptive Text.....	22
F. Kinds of Descriptive Text .....	25
G. Related Study .....	27
H. The Conceptual Framework.....	28
I. Hypothesis .....	30

### **CHAPTER III : RESEARCH METHODOLOGY**

A. Time and Lokation Research .....	31
B. Population and Sample .....	31
C. Research Procedure .....	32
D. Research Method .....	33
E. The Instrument of Collecting Data .....	34
F. Technique of Analyzing Data .....	34

### **CHAPTER IV : DATA ANALYSIS AND RESEARCH FINDING**

A. Description and Data .....	38
B. Analaysis Requirement Testing .....	41
C. Testing Homogenity .....	53
D. Hypoteshis .....	54
E. Research Finding .....	56
F. Discussion .....	57

### **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion .....	58
B. Suggestion .....	59

<b>REFERENCES</b> .....	60
-------------------------	----

### **LIST OF APPENDICES**

### **LIST OF TABLE**

### **DOCUMENTATION**

**LIST OF APPENDICES**

<b>APPENDIX</b>	<b>TITLE</b>
I	LESSON PLAN EXPERIMENT CLASS
II	LESSON PLAN CONTROL CLASS
III	INSTRUMENT OF COLLECTING DATA PRE-TEST
IV	PRE TEST AND POST TEST CONTROL CLASS
V	INSTRUMENT OF COLLECTING DATA POST-TEST



**LIST OF TABLE**

<b>TABLE</b>	<b>TITLE</b>
I	TABLE OF SCORE HISTORY
II	CRITERIA FOR RELIABILITY AS THE FOLLOWING
III	SCORE PRE-TEST & POST-TEST EXPERIMENTAL GROUP
IV	SCORE PRE-TEST & POST-TEST CONTROL GROUP
V	DATA NORMALITY PRE-TEST EXPERIMENTAL GROUP
VI	DATA NORMALITY POST-TEST EXPERIMENTAL GROUP
VII	DATA NORMALITY PRE-TEST CONTROL GROUP
VIII	DATA NORMALITY POST-TEST CONTROL GROUP
IX	TESTING DATA PRE-TEST EXPERIMENTAL GROUP
X	TESTING DATA POST-TEST EXPERIMENTAL GROUP
XI	TESTING DATA PRE-TEST CONTROL GROUP
XII	TESTING DATA POST-TEST CONTROL GROUP
XIII	HOMOGENITY TEST OF PRE-TEST
XIV	HOMOGENITY TEST OF POST TEST

## 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 existing 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.<sup>1</sup>  
<sup>2</sup>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

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<sup>1</sup>Arif.S.Sadiman dkk, *Media Pendidikan pengertian Pengembangan Pemanfaatan* (Jakarta: PT.Raja.Grafindo Persada, 2007), p. 6

from course outline for engineering graphics.<sup>3</sup>

According to Linda Murrery and Peter Sketch adalah sebuah rancangan kasar dari sebuah komposisi atau sebagian komposisi yang dibuat demi sebuah kepuasan hati dan pikiran 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.<sup>4</sup>

According to H.W Fowler sketch adalah sebuah persiapan untuk gambar yang menjadi pemikir seni dan gambar yang menjadi tuangan pikiran 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.<sup>5</sup>

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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<sup>3</sup>Sri Hartuti Wahyuningrum, *Modul Peran Gambar Sketsa Arsitektur untuk Menggali Karakter Design Bangunan dalam Kerangka Pengembangan Pelestarian Kawasan*, (Semarang, ISSN : 0853-2877 , Vol.17 No.1, 2017), p. 37

<sup>4</sup>Arif Ranu W, *Perancangan dan Implementasi E-Learning Pendukung Project Based Learning Pengertian Sketsa*, (Yogyakarta, ISSN: 2089-9815,2013) p. 3

<sup>5</sup>Ibid.

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 final 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. Defenition of Writing

Writing is one of the most important skills in language. Writing involves the encoding of a message 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.<sup>6</sup> It means that in writing writer transfer their thought into a written writer transfer their thought into a written form 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 and 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<sup>7</sup>. 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

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<sup>6</sup>Byrn, *Cooperative learning theory Research and practice*, (Bandung : NusaMedia,1979), p. 1

<sup>7</sup> Alan Meyers, *Gateway to Academic Writing:Effective sentences, paragraph and Essays*, (New York : Longman, 2005), p. 1



to help them.<sup>8</sup> So the student can be easy for understanding in English language especially in writing descriptive text.

Cylir said that writing has fewer sign 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 test. Secondly, more direct extended writing task 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.<sup>9</sup> 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<sup>10</sup>. 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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<sup>8</sup> Jeremy Harmer, *How to teach*, ( England: Pearson Education, 2004), p.31

<sup>9</sup> Pater Knap and Megan Watkis, *Genre text grammar: Technologies for Teaching and Assessing Writing*, (Australia :UNSW Press Book, 2005), p. 15

<sup>10</sup> Fred D, *White, theWriter'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 exeplification, then perhaps exception or futher 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<sup>11</sup>. 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 inflinced by constraints of genre than these elements has to be presented in learning activities.<sup>12</sup>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.<sup>13</sup> Writing is to put down on paper by meean 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 thingking in writing. We can make advice from our experiece for

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<sup>11</sup> Jack C. Rihards and Willy A.Renandy, *Methodology in Language Teaching*, (New York ; Cambrige University, 2002), p.303

<sup>12</sup>Opcit, p.86.

<sup>13</sup>Joyce Armtrong Carrol, *Prenice hall writing and grammar; Communication in Action*, (New Jersey: Upper Saddle River, 2001), p.2

our other people.<sup>14</sup> 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.<sup>15</sup> Writing is a fluid process creted by writers as they work. Accomlished 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 studets. 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 aand purpose. The important of learning to write the God described in the Quran as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

Meaning : الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

*“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 tught (the writing) by the pen. He has taught man that which knew not.”*

<sup>14</sup> Martin I. Manser, *Oxford Learner's Paket Dictionary Hongkong*, (Oxford University Press, 1995), p.22

<sup>15</sup>Utami Dewi, *How to Write*, (Medan: La Tansa Press, 2013), p.2-3

حَدَّثَنَا مُؤَمَّلٌ قَالَ: أَخْبَرَنَا الْوَلِيدُ ح. وَحَدَّثَنَا الْعَبَّاسُ بْنُ الْوَلِيدِ بْنِ مَزِيدٍ قَالَ: أَخْبَرَنِي أَبِي، عَنِ الْأَوْزَاعِيِّ، عَنْ يَحْيَى بْنِ أَبِي كَثِيرٍ قَالَ: أَخْبَرَنَا أَبُو سَلَمَةَ. يَعْنِي ابْنَ عَبْدِ الرَّحْمَنِ - قَالَ حَدَّثَنِي أَبُو هُرَيْرَةَ قَالَ: "لَمَّا فَتَعَتْ مَكَّةُ قَامَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَذَكَرَ الْخُطْبَةَ، خُطْبَةَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: فَقَامَ رَجُلٌ مِنْ أَهْلِ الْيَمَنِ يُقَالُ لَهُ أَبُو شَاهٍ فَقَالَ: يَا رَسُولَ اللَّهِ اكْتُبُوا لِي، فَقَالَ: اكْتُبُوا لِأَبِي شَاهٍ" (رواه أبو داود)

*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 suruh 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.<sup>16</sup>

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.<sup>17</sup>

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

<sup>16</sup>M.Quraish Shihab, *Tafsir Al-Quran Al-Karim atas surat-surat Pendek Berdasarkan Turuya Wahyu*, (Bandung : Pustaka Hidayah, 1997), p.98

<sup>17</sup>Ratnasari, D, *Improving Students writing skills by using peer editing strategy in the writing process at the 4th semester of UMM*, Unpublished Thesis, Postgraduate program of Islamic University of Malang, 2004.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُبَ  
بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ

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).*

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۚ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ۚ وَإِنَّ لَكَ  
لَأَجْرًا غَيْرَ مَمْنُونٍ ۚ وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ۚ فَسَتُبْصِرُ وَيُبْصِرُونَ  
بِأَيِّكُمْ الْمَفْتُونُ ۚ ۞ الْمَكْذِبِينَ تَطْعَفَا

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.*<sup>18</sup>

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,

<sup>18</sup>Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of the Meaning of The Noble Quran In The English Language*, (Riyadh-Saudi Arabi: Dar-us-Salam Publication, 1999), p.808

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

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.<sup>20</sup> 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.<sup>21</sup> 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,

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<sup>19</sup>Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172

<sup>20</sup>M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 142

<sup>21</sup>Alan Mayers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay*, (New York: Longman, 2005), p.1

ideas, experiences, etc.<sup>22</sup> 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, accurancy, and autheticicy for it is parmanent and distant.

## B. Qualities of good Writing

The process of writing has roughly four steps. In the first step, create ides, 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.<sup>23</sup> A good writing that is ready to send to intended audience. The final draf is the final product of writing text. It can be short story, aricle, book, newspaper, megazine and other text.<sup>24</sup>

So good writing incorporates the following qualitis:

1. Ideas, ideas are the heart of writing. The ideas bring words into mindif there is no word there is no word.
2. Organizatio, writing should be presented in a way that readers can follow and understand. The information should be a well organized. Brilliant ideas will have a ideas will have a little effect in way have a litle affect will have

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<sup>22</sup>Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000) p. 172

<sup>23</sup>Allce Oshlma and Ann Hogue, *Introduction to Academic Writing*, (USA: Person Education Inc, 2007), p. 15

<sup>24</sup>Weisman, Herman M, *Basic technical Writing*, Fourth edition, (USA : Bell & HolwelCopany, 1980), p. 3

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.<sup>25</sup>

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

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<sup>25</sup> Jeremy Hermer, Op.cit. p.4



conscious and unconscious decisions that students 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.<sup>26</sup>

### 1. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g. interviewing people, researching in the library, assessing data). Prewriting includes freely exploring topics, choosing a topic, 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 sentences 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 writer's ideas down on paper in roughly the format a writer intends.

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<sup>26</sup>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 axplicit 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 therory, and more rectly linguistics, to refer to a distinctive type of text.<sup>27</sup>Genre is used to label and distinguish the kinds of text.

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<sup>27</sup>Chandler and Daniel, *An Introduction to genre theory*, (London, Routledge, 1997), p. 1

Reading comprehension also requires moving swiftly and accurately through connected texts in many genres. There are different genres of writing, namely<sup>28</sup>:

### 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 events.

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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<sup>28</sup>Georget and Wigell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 102

### 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 componens, identification and description by which aa writer describes a pers, animal and so on.<sup>29</sup> Descriptive give a mental picture and something, usually according what can be see, but any impression of the other sese-small, taste, hearing and touch-make description more vivid and

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<sup>29</sup>Pardiyono, *Writing Clues for Better Writing Competence*. (Yogyakarta: CV.Andi Offset, 2006), p. 163.

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.<sup>30</sup>

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

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<sup>30</sup>Alice Maclin, *Refence guide to english : A Handbook of English as a second Language*, (Wasington, D.C: Material Branch, English Language Program Devision, 1997), p.133



description is specific and concrete. Use words that are precise and accurate, Avoid words that are general and trite.<sup>31</sup> We can improve the student skills by using description, and with 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. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.<sup>32</sup>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 kinds of perception.<sup>33</sup> Good description usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.<sup>34</sup>

#### a. Dominant Impression

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

#### b. Mood

A mood is feeling that goes beyond measurable physical appearance. Feelings and emotions such as joy, happiness, fear, and anxiety evoke or create moods. Mention of good or bad qualities may contribute to establishing the general mood.

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<sup>31</sup>Ibid.

<sup>32</sup>George E. Wishon & Julia M Burks, *Lets Write English : Revised Edition*, (Canada:Litton Educational Publishing, 1980), p.128

<sup>33</sup>Thomas S. Kane, *The Oxford:Essential Guide to Write*, (New York : Berkley Books, 2000), p.351

<sup>34</sup>George 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 impression 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 George and Julia, they are describing people, place and units of time.<sup>35</sup>

### 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*

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<sup>35</sup>George E, Wilson & Julia M Burk, Op.Cit.379

*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-velue  $>t$ -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.<sup>36</sup>

According to Collins's label are vestiges of representations, and are thus undersirable 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.<sup>37</sup> 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. Skeatching 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

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<sup>36</sup>Goerge E. Wishon & Julia M Burks, loc.cit

<sup>37</sup>Barbara Citko, *Symmetry in Syntax, Merge, Move, and Label*, (New York : Cambridge University Press, 2011), p. 164.

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 draw the rough, which can be used in the teaching learning process.<sup>38</sup> 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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<sup>38</sup>George, *Writing and Grammar*, (New Jersey: Prentice-Hall Inc, 2001) p. 767

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

### **I. Hypothesis**

Hypothesis of this study can be formulated as follows :

- Ha : “There is a significant effect of sketch and label organizer on students ability in writing descriptive text”
- H0 : “There is no significant effect of sketch and label organizer on student ability in writing descriptive text.

## CHAPTER III

### RESEARCH METHODOGY

#### A. Time and Location Research

The research will be conduct in September 2019. It will coduct at MAS AL-Wasilyah 22 Tembung Medan. The researchers focuse 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.<sup>39</sup> A population is a group of elements or cases, wheters individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research.<sup>40</sup>

The population of this research is the student at XI of MAS Al-Wasylih 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 individual, which is selected to represent population due to the large number of the students and for the purpose of efficiency.<sup>41</sup> In this research, the researcher take 40 student's as a sample, each

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<sup>39</sup>Azuar Juliandi & Irfan, *Metodologi Penelitian Kuantitatif*, (Medan ; Citapustaka Media, 2013), p. 50

<sup>40</sup>James H McMillan & Sally Schumacher, *Research in education a Conceptul Introduction*, (New York : Longman, 2011), p. 169

<sup>41</sup>Sugiyono, *Metode Penelitian Kuantitatif,Kualitatif, dan R&F*, (Medan ; Citapusaka, 2010), p. 84



student's will be selected randomly. It will be divided into two classes. The first class is control class and the second is experiment class.

### C. **Research Procedure**

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

#### 1. Pre-test

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

#### 2. Treatment

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

#### 3. Post-Test

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

#### 4. Scoring the Test

There are important indicators to consider the score of student writing. The following descriptive rubric assessment 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**

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

#### **D. Resarch Method**

In this study, experimental research method will be using. To collect the data, the sample could divided into two clases. 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 tratment while the control group is a separate group that receives no treatment or a different treatment than the experimental group.<sup>42</sup>An experiment is conected 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.<sup>43</sup>

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<sup>42</sup>Indra Jaya & Ardat, *Penerapan Statistika untuk Pendidikan*, (Bandung : Citapustaka Media Perintis, 2013), p.32

<sup>43</sup>Yogesh Kumar Singh, *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 and 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 there are five indicators to consider in writing test. Five indicators themselves have different scores, 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 coceptualizes the idea in a conceptual definition and a measure.<sup>44</sup>

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

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 wheter the test is reliable or not, inter-rater reliability is the consistency of test result from two or more different ratrs.

To determine reliability best on Spearman-Brown, the formula is use :<sup>45</sup>

$$r_{11} = \frac{2xr \frac{1}{2}}{(1 + r \frac{1}{2})}$$

Where :

$r_{11}$  = Reliability test

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<sup>44</sup>Neuman WL, *Social Research Methods : Qualitative and Quantitative Approach*, (Massachusetts: Allyn & Bacon, 2000), p. 141

<sup>45</sup>Asrul DKK, *Evaluasi Pembelajaran*, ( Bandung ; Citapustaka, 2014), p. 131

$r_{1/2}$  = Product Moment Coefficient test

**Criteria for Reliability as the following**

**(Table 3.2)**

No	Criteria	Number
1.	Very High	$80 \leq r_{11} \leq 100$
2.	Hight	$60 \leq r_{11} \leq 79$
3.	Sufficient	$40 \leq r_{11} \leq 59$
4.	Low	$20 \leq r_{11} \leq 39$
5.	Very Low	$00 \leq r_{11} \leq 19$

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.<sup>46</sup> The formula of T-test as following :

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

**Where :**

t-test = the effect

X1 = the mean of experimental group

X2 = the mean of control grou

S1 = standart deviation of Post-test of experimetal group

S2 = standart deviation of Post-test control group

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<sup>46</sup>Sri Wahyuni Saragih, *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 Homogeneity Test

The meaning of homogeneity 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 varians as following :<sup>47</sup>

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

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<sup>47</sup>Indra Jaya & Ardat. Ibid, P.250-261

**BAB IV**  
**DATA ANALAYSIS 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 resercher gave the treatmeant 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 reasearcher got the data of student score in pre-test and post-test from both experimental and control group.

**Table 4.1**

**The Score of Pre-test and Post-test of Experimental Group**

<b>No</b>	<b>Students Initial Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	RM	42	75
2	KS	65	95
3	DAP	50	85
4	AMH	40	90
5	WPS	50	95
6	FMA	40	84
7	RO	65	92
8	SAL	50	90

9	AZ	50	90
10	AS	65	95
11	ISP	50	92
12	AA	30	84
13	MR	40	90
14	FN	50	90
15	RR	40	85
16	KN	70	98
17	AK	40	85
18	MA	42	85
19	LH	40	75
20	AW	61	80
<b>Total</b>		<b><math>\sum x = 980</math></b>	<b><math>\sum x = 1755</math></b>
<b>Mean</b>		<b><math>x = 49</math></b>	<b><math>x = 92.3</math></b>

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)**

No	Students Initial Name	Pre-test	Post-test
1	AN	60	90
2	RP	60	75
3	PPR	40	70
4	AAM	40	90
5	ZFN	60	80
6	LA	40	75
7	RPI	40	80
8	AR	65	90
9	LS	40	75
10	NHR	50	85
11	KAP	50	70
12	DS	50	60
13	MP	50	80
14	MZ	20	60
15	MA	30	85
16	L	40	75
17	FA	20	60
18	AH	40	75
19	MN	45	60
20	AR	50	80
<b>Total</b>		<b><math>\sum x = 890</math></b>	<b><math>\sum x = 1515</math></b>

<b>Mean</b>	<b>x = 44.5</b>	<b>x = 75.7</b>
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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 stusents 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 Experimental Group  
(Table 4.3)**

No	( Score )Xi	f <sub>i</sub>	f <sub>i</sub> x <sub>i</sub>	x <sub>i</sub> <sup>2</sup>	f <sub>i</sub> x <sub>i</sub> <sup>2</sup>
1	42	2	84	3528	7058
2	65	3	195	12679	38037
3	50	6	300	15000	90000
4	40	6	240	9600	57600
5	30	1	30	900	900
6	70	1	70	4900	4900
7	61	1	61	3721	3721
<b>Total</b>		20	980	-	202216

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

$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{980}{20} \\ &= 49 \end{aligned}$$

## 2. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{\frac{(n\sum f_i X_i^2 - (\sum f_i x_i)^2)}{n(n-1)}} = \sqrt{\frac{20(202216) - (980)^2}{20(20-1)}} \\
 &= \sqrt{\frac{4044320 - 960400}{20(19)}} \\
 &= \sqrt{\frac{3083920}{380}} \\
 &= 8115
 \end{aligned}$$

$$S^2 = 6585$$

After getting the calculation of mean, variant and deviation 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 Pre-Test in Experimental Group  
(table 4.4)**

No	( Score )Xi	f <sub>i</sub>	f <sub>i</sub> xi	xi <sup>2</sup>	f <sub>i</sub> xi <sup>2</sup>
1	42	2	84	3528	7058
2	65	3	195	12679	38037
3	50	6	300	15000	90000
4	40	6	240	9600	57600
5	30	1	30	900	900
6	70	1	70	4900	4900
7	61	1	61	3721	3721
<b>Total</b>		20	980	-	202216

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

$$1. Z_i = \frac{30-49}{8115} = 0.23$$

$$5. Z_i = \frac{61-49}{8115} = 0.14$$

$$2. Z_i = \frac{40-49}{8115} = 0.11$$

$$6. Z_i = \frac{65-49}{8115} = 0.19$$

$$3. Z_i = \frac{42-49}{8115} = 0.86$$

$$7. Z_i = \frac{70-49}{8115} = 0.25$$

$$4. Z_i = \frac{50-49}{8115} = 0.12$$

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

$$1. S(Z_i) = \frac{2}{20} = 0.1$$

$$5. S(Z_i) = \frac{14}{20} = 0.7$$

$$2. S(Z_i) = \frac{3}{20} = 0.15$$

$$6. S(Z_i) = \frac{16}{20} = 0.8$$

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

$$7. S(Z_i) = \frac{19}{20} = 0.95$$

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

$$8. S(Z_i) = \frac{20}{20} = 1$$

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  $L_t = 0.190$ . It is known that the coefficient of  $L_o (0.4253) < L_t (0.190)$ . So it can be concluded 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 4.5)

No	Score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	75	2	150	5625	11250
2	95	3	285	9025	27075

3	85	4	340	7225	28900
4	90	5	450	8100	40500
5	84	2	168	7056	14112
6	92	2	184	8464	16928
7	98	1	98	9604	9604
8	80	1	80	6400	6400
<b>Total</b>		20	1755	-	154769

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

$$S = \sqrt{\frac{(n \sum f_i x_i^2 - (\sum f_i x_i)^2)}{n(n-1)}} = \sqrt{\frac{20(154769) - (1755)^2}{20(20-1)}}$$

$$= \sqrt{\frac{30953880 - 3080025}{20(19)}}$$

$$= \sqrt{\frac{15855}{380}}$$

$$= 41.72$$

$$S^2 = 83.44$$

After getting the calculation of mean, variant and deviation 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 Pre-Test in Experimental Group  
( Table 4.6)**

NO	Score	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	75	2	2	-0.12	0.452242	0.1	0.352241574
2	80	1	3	-0.09	0.464144	0.15	0.314143607
3	84	2	5	-0.04	0.484047	0.25	0.234046563
4	85	4	9	-0.03	0.488034	0.45	0.038033527
	90	5	14	0.02	0.507978	0.7	-0.192021686
	92	2	16	0.05	0.519939	0.8	-0.280061194
	95	3	19	0.08	0.531881	0.95	-0.418118628
	98	1	20	0.12	0.547758	1	-0.452241574
<b>Lo = 0.352</b>							
<b>Lt = 0.190</b>							

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

$$1. Z_i = \frac{75 - 87.75}{83.44} = -0.12$$

$$5. Z_i = \frac{90 - 87.75}{83.44} = 0.02$$

$$2. Z_i = \frac{80 - 87.75}{83.44} = -0.09$$

$$6. Z_i = \frac{92 - 87.75}{83.44} = 0.05$$

$$3. Z_i = \frac{84-87.75}{83.44} = -0.04$$

$$7. Z_i = \frac{95-87.75}{83.44} = 0.08$$

$$4. Z_i = \frac{85-87.75}{83.44} = -0.03$$

$$8. Z_i = \frac{98-87.75}{83.44} = 0.12$$

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

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

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

$$2. S(Z_i) = \frac{6}{20} = 0.3$$

$$5. S(Z_i) = \frac{1}{20} = 0.05$$

$$3. S(Z_i) = \frac{2}{20} = 0.1$$

$$6. S(Z_i) = \frac{3}{20} = 0.15$$

$$7. S(Z_i) = \frac{1}{20} = 0.05$$

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  $L_t = 0.190$ . It is known that the coefficient of  $L_o (0.352) < L_t (0.190)$ . So it can be concluded 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)

No	score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	60	3	180	3600	10800
2	40	7	280	1600	11200
3	65	1	65	4225	4225
4	50	5	250	2500	12500
5	20	2	40	400	800
6	30	1	30	900	900



7	45	1	45	2025	2025
Total		20	890	15250	305000

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

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{15250}{20} \\ &= 762.5\end{aligned}$$

### 2. Standard Deviation

$$\begin{aligned}S &= \sqrt{\frac{(n\sum f_i x_i^2 - (\sum f_i x_i)^2)}{n(n-1)}} = \sqrt{\frac{20(305000) - (15250)^2}{20(20-1)}} \\ &= \sqrt{\frac{610000 - 30500}{20(19)}} \\ &= \sqrt{\frac{579500}{380}} \\ &= 1525\end{aligned}$$

$$S^2 = 3050$$

After getting the calculation of mean, variant and deviation 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 Pre-Test in Control Group**

**Table 4.8**

No	Score	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	20	2	2	-0.48	0.315614	0.1	0.215613697
2	30	1	3	-0.48	0.315614	0.5	-0.1843863
3	40	7	10	-0.47	0.319178	0.35	-0.03082249
4	45	1	11	-0.47	0.319178	0.5	-0.18082249
5	50	5	16	-0.46	0.322758	0.25	0.07275811
6	60	3	19	-0.46	0.322758	0.15	0.17275811
7	65	1	20	-0.45	0.326355	0.5	-0.17364478
Lo = 0.215							
Lt = 0.190							

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

$$1. Z_i = \frac{20 - 762.5}{1525} = -0.48$$

$$5. Z_i = \frac{50 - 762.5}{1525} = -0.46$$

$$2. Z_i = \frac{30 - 762.5}{1525} = -0.48$$

$$6. Z_i = \frac{60 - 762.5}{1525} = -0.46$$

$$3. Z_i = \frac{40 - 762.5}{1525} = -0.47$$

$$7. Z_i = \frac{65 - 762.5}{1525} = -0.45$$

$$4. Z_i = \frac{45 - 762.5}{1525} = -0.47$$

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

$$1. S(Z_i) = \frac{2}{20} = 0.1$$

$$4. S(Z_i) = \frac{1}{20} = 0.05$$

$$2. S(Z_i) = \frac{1}{20} = 0.05$$

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

$$3. S(Z_i) = \frac{7}{20} = 0.35$$

$$6. S(Z_i) = \frac{3}{20} = 0.15$$

$$7. S(Z_i) = \frac{1}{20} = 0.05$$

From the table above, it can be seen that Liliefors observation or  $L_o = 0.215$  with  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.190$ . It is known that the coefficient of  $L_o (0.215) < L_t (0.190)$ . 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)**

No	Score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	90	3	270	8100	24300
2	75	5	375	5625	28125
3	70	2	140	4900	9800
4	80	4	320	6400	25600
5	85	2	170	7225	14450
6	60	4	240	3600	14400
Total		20	1515	35850	116675

Based on the data above, the result of  $\sum f_i x_i^2$  is 116675 and  $\sum f_i x_i$  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 :

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

$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1515}{20} \\ &= 75.75 \end{aligned}$$

### 2. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{(n \sum f_i x_i^2 - (\sum f_i x_i)^2)}{n(n-1)}} = \sqrt{\frac{20(116675) - (1515)^2}{20(20-1)}} \\ &= \sqrt{\frac{2333500 - 2295225}{20(19)}} \\ &= \sqrt{\frac{38275}{380}} \\ &= 100.7 \end{aligned}$$

$$S^2 = 201.4$$

After getting the calculation of mean, variant and deviation 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)**

No	Score	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	4	4	-0.15	0.440382	0.2	0.240382
2	70	2	6	-0.05	0.480061	0.1	0.380061
3	75	5	11	-0.007	0.497207	0.25	0.247207
4	80	4	15	0.04	0.515953	0.2	0.315953
5	85	2	17	0.09	0.535856	0.1	0.435856
6	90	3	20	0.14	0.55567	0.15	0.40567
Lo = 0.435							
Lt = 0.190							

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

$$1. Z_i = \frac{60 - 75.75}{100.7} = -0.15$$

$$5. Z_i = \frac{85 - 75.75}{100.7} = 0.09$$

$$2. Z_i = \frac{70 - 75.75}{100.7} = -0.05$$

$$6. Z_i = \frac{90 - 75.75}{100.7} = 0.14$$

$$3. Z_i = \frac{75 - 75.75}{100.7} = -0.007$$

$$4. Z_i = \frac{80 - 75.75}{100.7} = 0.04$$

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

$$1. S(Z_i) = \frac{4}{20} = 0.2$$

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

$$2. S(Z_i) = \frac{2}{20} = 0.1$$

$$5. S(Z_i) = \frac{2}{20} = 0.1$$

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

$$6. S(Z_i) = \frac{3}{20} = 0.15$$

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

### C. Testing Homogeneity

Homogeneity 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 homogeny

b. If  $F_o > F_t =$  Data is not homogeny

**Homognity Test of pre - test  
(Table 4.11)**

No	Data	Variants	Fob	Ftab	Conclusion
1	Pre test of experimental group	6585	2.15	2.18	<b>Homogenous</b>
2	Pre test of control group	3050			

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

$$S_{ex}^2 = 6585$$

$$N = 20$$

$$S_{\text{cont}}^2 = 3050$$

$$N = 20$$

$$F_o = \frac{\text{Sex2}}{S_{\text{cont}2}}$$

$$F_o = \frac{6585}{3050} = 2.15$$

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**.

**Homognity Test test of post – test**  
( table 4.12)

No	Data	Variants	Fob	Ftab	Conclusion
1	Post test experimental group	83.44	0.41	2.18	<b>Homogenous</b>
2	Post test control group	201.4			

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

$$S_{\text{ex}}^2 = 83.44$$

$$N = 20$$

$$S_{\text{cont}}^2 = 201.4$$

$$N = 20$$

$$F_o = \frac{\text{Sex2}}{S_{\text{cont}2}}$$

$$F_o = \frac{83,44}{201,4} = 0.41$$

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 thw result of the observation sample quantotavely and also to know whether the application of sketch and label organizer strategy signifincatly 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 :

$$t = \frac{X1 - X2}{\sqrt{\left(\frac{S1 + S2}{N1 + N2}\right)}}$$

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

$$t = \frac{90}{\sqrt{\frac{80}{40}}} = \frac{90}{\sqrt{2}} = \frac{90}{1.41} = 63.8$$

from the calculating of 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.

$$t_{(35)} = 2.030$$

$$t_{(40)} = 2.021$$

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

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



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

$$t(37) = 2.026$$

From the calculation above, it was found that the coefficient of  $t_{\text{observation}}$  (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 indicates that  $H_0$  was accepted and  $H_a$  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 Strategy. 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.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 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 sketxh 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 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.

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<b>Students Initial Name</b>	<b>Students Name</b>
RM	Rahmi
KS	Khairunnisa Salsabila
DAP	Depita Aulia Putri
AMH	Abdul Muarif Harahap
WPS	Widia puspita sari
FMA	Fathul Muhammad Ardha
RO	Retno
RR	Risky Rahmad
AZ	Ananda Zahwa
AS	Aufya salsabila
ISP	Ifan Surya Perdana
AA	Adawiyah Ais
MR	Muhammad Redho
FN	Farhan Nasution
RR	Rendi Dwi Pratama Putra
KN	Kurniawan
AK	Abi Khurairah
MA	Muhammad Akhsay
LH	Luthfi Hafiz
AW	Adawwiyah

AN	Ayu Nadihati
RP	Rada Puspita
SAL	Siti Aisyah Lubis
AM	Abdul Muarip
ZFN	Zulfa Fahira Nasution
LH	Luthfi Hafiz
RPI	Risa Pariani
AR	Anandhita Rianty
LS	Larnita Siregar
NHR	Nur Halimah Ritonga
KAP	Karin Aqila Putri
DS	Diana Sapitri
MP	Miranda Prayoga
MZ	Muhammad Zainuddin
MAA	Muhammad Afif Aziz
L	Lannahari
FA	Fathul Muhammad Arda
AH	Akmal Hidayat
MN	Muhammad Naufal
RA	Rizki Ananda



**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 Alloction : 2 x 45 Minutes

**A. Standard Competence**

To understad the meaning of short functional text and simple essay in form of descriptive text in daily life contextual ad i order to acces knowledge.

**B. Basic Competence**

To respond meaning of essay in writte lnguage fro accurately, fluency, and can be accepted in daily life contextual and in order to access knowledge in descroptive.

**C. Indicator**

1. Students are able to write the descriptive text
2. Students are able to identify the iformation, the generic structure, and the grammatical fetures of the desscriptive text accuratly, fluently, and acceptably.
3. Students are able to respond and express the meaning of the descriptive text accurately, fluently, ad 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. Reponse 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

- Curly hair
- Brown hair
- Pointed nose
- Big smile
- Blue t-shirt
- Light 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 nose 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 Organizer Strategy

#### **G. Learning Process**

No	Teacher's Activities	Student's Activities	

<b>I</b>	<p><b>Opening</b></p> <p>a. Teacher opens the class, greets the students and motivates them to learn English</p>	<p>a. Student's respond to the teachers greeting and listen to what the teacher is saying.</p>	<b>5 minutes</b>
<b>II</b>	<p><b>Main Activities</b></p> <p>a. Teachers divides the student in to group.</p> <p>b. Teacher give an example of sketch of people.</p> <p>c. Teachers ask the students whethers they have bee familiar with the sketch or they have seen it before.</p> <p>d. Teacher ask the students identify what they see in the sketch.</p> <p>e. Teacher labels the skatch part identified (draw a line, and write the word)</p> <p>f. Teachers reads</p>	<p>a. Student's sit in group</p> <p>b. Student's look at the sketch.</p> <p>c. Student's confirm if whether they have bee familiar with the picture or they have seen it before.</p> <p>d. The student's identify the sketch</p> <p>e. Student's listen to the teacher explanation</p> <p>f. Students read the</p>	<b>65 minutes</b>

	<p>read ad reviews the sketch chart word.</p> <p>g. Teacher leads students into creating a phrase for the sketch word chart.</p> <p>h. Teacher ask the students to generate a sentance from the phrase.</p>	<p>sketch word chart</p> <p>g. Student's try to create a phrase from the sketch word chart</p> <p>h. Student's try to generate a sentence from the phrase</p>	
<b>III</b>	<p><b>Closing</b></p> <p>a. The teacher gives reflaction about what they have learnt.</p> <p>b. Teachers motivates students to learn English.</p>	<p>a. Student's listen to teacher and make self reflaction</p> <p>b. Students listen to the teacher's motivatio and motivate themselves to learn English.</p>	<b>10 miutes</b>

#### H. Learning Source

- a. Perdiyono, (2007). *Pasti Bisa! Teaching Genre-Based writing*. Yogyakarta: ANDI
- b. Wardinan , Artono,dkk (2008). *Ennglish in Focus 2*. Jakarta: pusat pembukuan Departemen Pendidikan Nasional.

**I. Skoring**

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

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

Approved by  
Headmaster

September 2019

Medan,  
Teacher

Zuraidah,S. H

S.Pd

Marni Rama,

Researcher

Jumrina Siregar  
NIM. 34.15.4.195

## 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 fluently, accurately, 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.

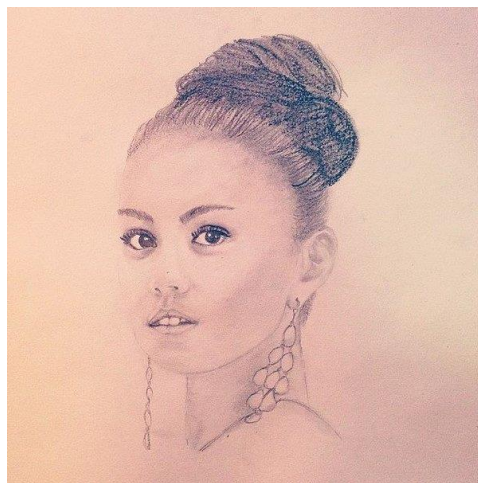
### D. Learning Objectives

After learning this topic, students are expected to be able to:

5. Write the descriptive text

6. Identify the information and the generic structure of the descriptive text accurately, fluently, and acceptably.
7. Reponse 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 word because she is very talent in all of artistry.

## F. Learning Strategy

### 1. Sketch and Label Strategy

### 2. Learning Process

No	Teacher's Activities	Student's Activities	
<b>I</b>	<p><b>Opening</b></p> <p>b. Teacher opens the class, greets the students and motivates them to learn English</p>	<p>b. Student's respond the teachers greeting and listen to what the teacher is saying.</p>	<b>5 minutes</b>
<b>II</b>	<p><b>Main Activities</b></p> <p>i. Teachers divides the student in to group.</p> <p>j. Teacher give an example of sketch of people.</p> <p>k. Teachers ask the students whethers they have bee familiar with the sketch or they have seen it before.</p>	<p>i. Student's sit in group</p> <p>j. Student's look at the sketch.</p> <p>k. Student's confirm if whether they have bee familiar with the picture or they have seen it before.</p>	<b>65 minutes</b>

	<p>l. Teacher ask the students identify what they see in the sketch.</p> <p>m. Teacher labels the skatch part identified (draw a line, and write the word)</p> <p>n. Teachers reads read ad reviews the sketch chart word.</p> <p>o. Teacher leads students into creating a phrase for the sketch word chart.</p> <p>p. Teacher ask the students to generate a sentance from the phrase.</p>	<p>l. The student's identify the sketch</p> <p>m. Student's listen to the teacher explanation</p> <p>n. Students read the sketch word chart</p> <p>o. Student's try to create a phrase from the sketch word chart</p> <p>p. Student's try to generate a sentence from the phrase</p>	
<b>III</b>	<p><b>Closing</b></p> <p>c. The teacher gives reflaction</p>	<p>c. Student's listen to teacher and</p>	<b>10 iutes</b>

	about what they have learnt. d. Teachers motivates students to learn English.	make self reflaction d. Students listen to the teacher's motivatio and motivate themselves to learn English.	
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### G. Learning Source

- c. Perdiyono, (2007). *Pasti Bisa! Teaching Genre-Based writing*. Yogyakarta: ANDI
- d. Wardinan , Artono, dkk (2008). *Ennglish in Focus 2*. Jakarta: pusat pembukuan Departemen Pendidikan Nasional.

### H. Score

### I. Skoring

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

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

Approved by  
Headmaster

September 2019

Medan,  
Teacher

**Zuraidah, S. H**

**Marni Rama, S.Pd**

**Researcher**

**Jumrina Siregar**  
**NIM. 34.15.4.195**

## APPNDIX II

### LESSON PLAN FOR CONTROL CLASS

<b>School</b>	<b>: MAS Al-Wasyiah 22 Tembung</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: Descriptive</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Alloation</b>	<b>: 2 x 40 minutes</b>

#### **A. Kompetensi Inti (KI)**

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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 dipelajarinya 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 descriptive tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive 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)

- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

**Contoh teks descriptive:**

**The National Monument**

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 :**

1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
2. *Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013*
3. <http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri> dan.html diakses pada 24 Agustus 2016

**G. Langkah-langkah pembelajaran**

Kegiatan	Deskripsi	Alokasi waktu
----------	-----------	---------------

Pendahuluan	<ul style="list-style-type: none"> <li>▪ Menyiapkan siswa untuk mengikuti proses pembelajaran</li> <li>▪ Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan International</li> <li>▪ Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari</li> <li>▪ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</li> </ul>	10 menit
Inti	<p style="text-align: center;"><b>1. Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>▪ Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru.</li> <li>▪ Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</li> <li>▪ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</li> </ul> <p style="text-align: center;"><b>2. Questioning (Menanya)</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia.</li> </ul> <p style="text-align: center;"><b>3. Collecting data (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>▪ Siswa mengeksklore gambar yang tentang berbagai tempat wisata dunia.</li> <li>▪ Siswa mendeskripsikan gambar tentang tempat wisata dunia.</li> </ul>	<p style="text-align: center;">20 minutes</p> <p style="text-align: center;">10 minutes</p> <p style="text-align: center;">15 minutes</p>



	<ul style="list-style-type: none"> <li>▪ Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.</li> </ul> <p><b>4. Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>▪ Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.</li> <li>▪ Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>▪ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>5. Communicating (Mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>▪ Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.</li> <li>▪ Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>).</li> </ul>	<p>10 minutes</p> <p>20 minutes</p>
Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>3. Siswa mengerjakan evaluasi.</li> <li>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</li> </ol>	5 menit

## 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**  
**Headmaster**

**September 2019**

**Medan,**  
**Teacher**

**Zuraidah, S. H**

**Marni Rama, S.Pd**

**Researcher**

**Jumrina Siregar**  
**NIM. 34.15.4.195**

## LESSON PLAN FOR CONTROL CLASS

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

### A. Standard Competence

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 od 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 pf descriptive text and write descriptive text with their own words.

### E. Material

#### 1. Descriptive Text

##### a. Definition of Descriptive Text

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

##### b. Social Function of Descriptive Text

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

##### c. Generic Structure of Decsriptive Text

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

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

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

**Example:**  
**My Classmate**

***Identification***

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

***Description***

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

**F. Strategy of Learning**

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****Headmaster****September 2019****Medan,****Teacher****Zuraidah,S. H****Marni Rama, S.Pd****Researcher****Jumrina Siregar**  
**NIM. 34.15.4.195**

**APPENDIX III**

**INSTRUMENT COLLECTING DATA  
PRE TEST EXPERIMENT CLASS**

**Name :** .....

**Class :** .....

**Write a descriptive text based on the following sketch**



.....

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**INSTRUMENT COLLECTING DATA  
POST TEST EXPERIMENT CLASS**

**NAMA** :.....  
**CLASS** :.....



**Write a descriptive text based on the following sketch!**

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**APPENDIX IV**

**PRE TEST AND POST TEST CONTROL CLASS**

**Name** :  
**Class** :  
**Subject** :

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**The Score of Pre-test and Post-test of Experimental Group**

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

<b>Mean</b>	<b>x = 49</b>	<b>x = 92.3</b>
-------------	---------------	-----------------

(Table 4.3)

No	( Score )Xi	fi	fi xi	xi <sup>2</sup>	fi xi <sup>2</sup>
1	42	2	84	3528	7058
2	65	3	195	12679	38037
3	50	6	300	15000	90000
4	40	6	240	9600	57600
5	30	1	30	900	900
6	70	1	70	4900	4900
7	61	1	61	3721	3721
<b>Total</b>		20	980	-	202216

(table 4.4)

No	( Score )Xi	fi	fi xi	xi <sup>2</sup>	fi xi <sup>2</sup>
1	42	2	84	3528	7058
2	65	3	195	12679	38037
3	50	6	300	15000	90000
4	40	6	240	9600	57600
5	30	1	30	900	900
6	70	1	70	4900	4900
7	61	1	61	3721	3721
<b>Total</b>		20	980	-	202216

(Table 4.5)

No	Score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	75	2	150	5625	11250
2	95	3	285	9025	27075
3	85	4	340	7225	28900
4	90	5	450	8100	40500
5	84	2	168	7056	14112
6	92	2	184	8464	16928
7	98	1	98	9604	9604
8	80	1	80	6400	6400
<b>Total</b>		20	1755	-	154769

**Normality Testing of the Data Pre-Test in Experimental Group  
( Table 4.6)**

<b>NO</b>	<b>Score</b>	<b>F</b>	<b>Fkum</b>	<b>Zi</b>	<b>F(Zi)</b>	<b>S(Zi)</b>	<b>F(Zi) - S(Zi)</b>
1	75	2	2	-0.12	0.452242	0.1	0.352241574
2	80	1	3	-0.09	0.464144	0.15	0.314143607
3	84	2	5	-0.04	0.484047	0.25	0.234046563
4	85	4	9	-0.03	0.488034	0.45	0.038033527
	90	5	14	0.02	0.507978	0.7	-0.192021686
	92	2	16	0.05	0.519939	0.8	-0.280061194
	95	3	19	0.08	0.531881	0.95	-0.418118628
	98	1	20	0.12	0.547758	1	-0.452241574
<b>Lo = 0.352</b>							
<b>Lt = 0.190</b>							

( Table 4.7)

No	score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	60	3	180	3600	10800
2	40	7	280	1600	11200
3	65	1	65	4225	4225
4	50	5	250	2500	12500
5	20	2	40	400	800
6	30	1	30	900	900
7	45	1	45	2025	2025
<b>Total</b>		20	890	15250	305000

**Normality Testing of the Data Pre-Test in Control Group****Table 4.8**

No	Score	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	20	2	2	-0.48	0.315614	0.1	0.215613697
2	30	1	3	-0.48	0.315614	0.5	-0.1843863
3	40	7	10	-0.47	0.319178	0.35	-0.03082249
4	45	1	11	-0.47	0.319178	0.5	-0.18082249
5	50	5	16	-0.46	0.322758	0.25	0.07275811
6	60	3	19	-0.46	0.322758	0.15	0.17275811
7	65	1	20	-0.45	0.326355	0.5	-0.17364478
<b>Lo = 0.215</b>							
<b>Lt = 0.190</b>							

( Table 4.9)

No	Score (Xi)	Fi	Fi Xi	Xi <sup>2</sup>	Fi Xi <sup>2</sup>
1	90	3	270	8100	24300
2	75	5	375	5625	28125
3	70	2	140	4900	9800
4	80	4	320	6400	25600
5	85	2	170	7225	14450
6	60	4	240	3600	14400
<b>Total</b>		20	1515	35850	116675

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

No	Score	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	4	4	-0.15	0.440382	0.2	0.240382
2	70	2	6	-0.05	0.480061	0.1	0.380061
3	75	5	11	-0.007	0.497207	0.25	0.247207
4	80	4	15	0.04	0.515953	0.2	0.315953
5	85	2	17	0.09	0.535856	0.1	0.435856
6	90	3	20	0.14	0.55567	0.15	0.40567
<b>Lo = 0.435</b>							
<b>Lt = 0.190</b>							

Nama: Abdul Nwariy HRP  
kelas: XI IIS B.

No. \_\_\_\_\_

Date: \_\_\_\_\_

My mother is a ~~female~~ woman that she is  
 very care full. she has long hair. she has  
 morning my mather always menyiapan break  
 fast every day. she has waman not tired

*(Large red scribble)*

*(Red scribble)*



2/10-2019

RAHMAT RIZOF

No.:

Date:

MY MOTHER

My mother is a woman that she is very  
 Carefull. she has long hair she has morning  
 my mother Always meyaphan breakfast  
 every day she has woman not tired

I LOVE

MY MOTHER

LELA

My father:

MULYONO

9/10-2019 Ratimat

No. :

Date :

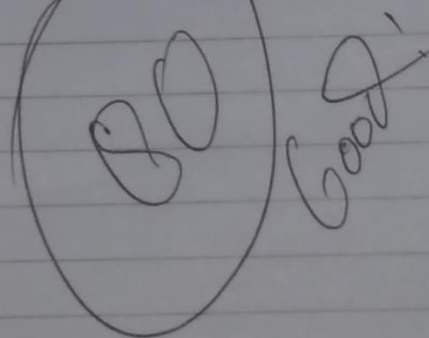
## MY FAMILY

Family is consist of father, mother grand  
father, gran 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.  
navey 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  
art.

My favorite art music sholawat Holly wood My favorite  
Food is a rice, chicken crispy seafood



NAMA : Fan Surya Perdana  
KLS & XI IIS B

Date : \_\_\_\_\_

### MY MOTHER

My mothers is a woman a 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 ~~morning~~ the morning, she  
has always work hard for family.

Dan lah

# I love mother

50

nama: Ifan Surya Perdana  
 kls: XI 113 B

No. 013  
 Date: 9-10-2019

### 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 mothers 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 very smart

90

Excellent!



KURNIAWAN  
X1-115-D

Descriptive text

My family best one = Mother, <sup>A</sup> Father, Sister, brother and me

My father have handsome face and short black hair and fat body and very tall my father work in Banda Aceh and go home every six months

My mother have pretty faces 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 faces and long black hair she work in city and she have hobby reading a book

My brother have ~~at~~ handsome faces ~~she~~ his have body very tall and he work grab

me (I) ~~I~~ have faces very very handsome and I have muscular body and tall body and I very smart and clean

✖ this is my family

90

Extremement

KURNIAWAN  
 XI-115-B  
 ENGLISH

Date: \_\_\_\_\_

"My Mother"

my mother is a women beautiful AS I KNOW  
 the women ~~is~~ is super women for me  
 because my mother work hard for children  
 and for me. my mother ALWAYS WAKE  
 UP in morning ~~1~~ 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 uddh lah

~~I~~ I LOVE YOU MOTHER

AB



NAMA: Abdul Muarip Hrp

Date:

No.:

MY FAMILY

Family is a consist of father, mother, grand father, grandmother, sisters, Brother, young sister, son, cousin

Father is a black hair, flat nose,

My mother is a long hair, sweet, sister like reading book, novel and she like sports

Brother she about 162 cm.

My favorite father is a reading megazine. My favorite mother is a cooking.

Brother favorite is a sports and I like reading book, art

My favorite art music showwat, Holly wood My favorite food is a rice, chicken crispy seafood.

the she's my family

90

Excellent!







