

**TEACHING WRITING OF DESCRIPTIVE TEXT BY USING PRINTED  
MEDIA (AN EXPERIMENTAL STUDY AT THE TENTH GRADE OF MA  
INFARUL GHOY SEMARANG  
IN THE ACADEMIC YEAR OF 2016/2017**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for degree of Bachelor of  
Education in English Education**



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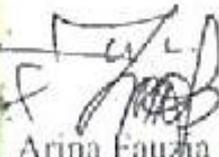
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*Assalamu'alaikum wr.wb*

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*Wassalamu'alaikum wr.wb*

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## ABSTRACT

Title : **TEACHING WRITING OF DESCRIPTIVE TEXT BY USING PRINTED MEDIA (AN EXPERIMENTAL STUDY AT THE TENTH GRADE OF MA INFARUL GHUY SEMARANG IN THE ACADEMIC YEAR OF 2016/2017**

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Writing is an important skill which must be taught to students. Based on the researcher's observation and the explanation from the English teacher of MA. Infarul Ghoy, Semarang Mrs Elyana Anggarini, S.Pd about the problem faced by the students in learning English, the students had some problems in writing such as the students could not write well because of their limited vocabulary and the problems of organization. The printed media could be helpful to cope with those problems. The objectives of the study are: 1) To identify the students' writing ability of descriptive text before being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017 2) To identify the students' writing ability of descriptive text after being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017 3) To identify if there is any significant difference of students' writing ability of descriptive text before and after being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017. The research used a quantitative measurement to find the result. The population of this study was tenth grade students of MA. Infarul Ghoy, Semarang. Class X-IPA was chosen as an experimental class and class X-IPS was chosen as a control class. The t-test result obtained  $< \alpha (0,05)$  this shows that control class was 47,80 with deviation standard 8,26. Based on the result of this research, the researcher concludes

that printed media was effective to teach students' writing ability at MA. Infarul Ghoy, Semarang in the academic year of 2016/2017. The researcher suggest that printed media may be used as alternative technique in teaching writing descriptive text. Finally the result of this research shows that students' ability improved in each cycle after they were taught using printed media. the improvements of each writing components, content, organization, vocabulary, language use and mechanic.

MOTTO

ان الله لا يغير ما بقوم حتى يغيروا ما بانفسهم

"Allah does not change a people's lot unless they change what is in their hearts."

(QS. Ar-Ra'du:11)<sup>1</sup>

---

<sup>1</sup> *Al-Qur'an dan Terjemahnya Special for Woman*, (Bandung:Sygma Examedia Arkanleema)

## **DEDICATION**

This Final Project is dedicated to my beloved parents Mr.Ir.Firman Nugroho, M.Si and Mrs.Siti Akromah, my beloved sisters Mbak Arina Himmatul Husna and Arina Nihayati

Thank you for the valuable efforts and affection which always flow every time in my  
life.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All thanks is only for the Almighty Allah SWT Who always blesses and gives his loves upon the researcher in her life and enables her to accomplish this thesis entitled Teaching Writing Descriptive Text by Using Printed Media ( An Experimental Study with Eleventh grade of MA Infarul Ghoy Pedurungan Semarang)

The prayer and salaams are always for the Prophet Muhammad the most beloved Prophet of Allah who has brought us from the darkness into the lightness, from the stupidity into the knowledge era, his relatives and companions.

In this occasion, the writer gives his great thanks to:

1. Dr.H.Rahardjo, M.Ed as the Dean of Tarbiyah Faculty for providing academicals facilities which supported the researcher in accomplishing this thesis.
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Finally, the researcher expects that this thesis may be helpful for all. Amin.

Semarang, 19 Februari 2017

The writer,

**Arina Fauzia Fatma**  
**NIM.133411084**

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# CHAPTER 1

## INTRODUCTION

### A. Background of The Research

Language has become one of the most important tools of professional life. The commercial importance of such skills, particularly in English as it becomes the accepted medium for cross linguistics transactions, has been increasingly recognized by both first and second professionals.<sup>1</sup>

In curriculum 2013, in Senior High School there are six genres that should be taught namely report, recount, explanatory, narrative, descriptive, expository. In learning genre, the student will learn the particular style of texts which have different purposes.<sup>2</sup> All genres have different social functions, general structure, and grammatical features. For Senior High School, one of the texts that they learn is descriptive text which purpose is to describe and reveal a particular person, place, animal, or thing.<sup>3</sup>

Writing is central to children's intellectual, social and emotional development and plays a critical role in learning. It is therefore essential that the early teaching of writing should look to research based on a clear linguistics student are expected to write at different stages in many schools writing is principally. Conducted to demonstrate a knowledge of decontextualised facts with little awareness of reader beyond the teacher-examiner.<sup>4</sup>

Teaching descriptive text is a common practice in an ESL writing class. However, there is no general agreement to what kind of strategy is the most helpful and why it is helpful. Even after successful completion of secondary and higher secondary levels, most ESL student lack stock of every day usable words. The descriptive composition is a genre of writing that asks the students to describe something, object, person, place, experience, emotion, situation, etc. Many students said that writing is one of difficult problems in English skills, because in writing the students try to elaborate their idea or they must express their idea to achieve writing

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<sup>1</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education, 2002), p. 211

<sup>2</sup> Permendikbud Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum, p. 202-203.

<sup>3</sup> Furaidah, *Advanced Writing*, (Jakarta: Universitas Terbuka, 2008), p. 2.1

<sup>4</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education, 2002), p. 7

form. Most ESL students of secondary and Higher secondary levels lack stock of every day usable words, let alone vocabularies for expressing sensory details or feelings. They usually neither use English for spoken nor for writing until they step into tertiary level. At their university level, they find it difficult to adjust with the new medium of instruction. In terms of writing, they suffer from the blockage of waiting for the words to come.<sup>5</sup> In some cases, even though they have some reasonable ideas about the content, they are unable to successfully produce those thoughts in English. Writing task which requires meticulous use of words, they grow anxious. However, the best piece of composition is produced when the writer is at his/her lowest level anxiety. Anxiety hampers natural flow of writing and leaves the ESL Learners with confusion and emptiness. The ability to describe something convincingly serves a writer well in any kind of composition situation. Since descriptive writing is known to be showy writing, in which the description is supposed to trigger the reader to visualize, ESL students find it difficult as they suffer from anxiety and lack stock of free flowing vocabularies.<sup>6</sup> Capturing an event through descriptive text involves paying close attention to the details by using their visualization as one of the five senses. Many factors contribute to ESL writers that conducted especially in beginner stage to master writing such as high expectations for writing across the curriculum, poor performance on English writing exams, lack of English vocabularies, and fear of doing spelling mistakes, confusion about grammar rules, teachers negative expectations, and concern for others perceptions.<sup>7</sup> Wilhelm states that once students see something in their minds, they find it much easier to write about in addition, visualisation based on the five sense can engage students and improving writing skills, visualisation based on the five sense what we touch, see, smell, hear and taste can be used as a technique to get ideas down on paper one of important visual resources in the classroom is

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<sup>5</sup> Md Kawsar and Tazim Ahmed from English Faculty Department of Language University of Business Agriculture and Technology(IUBAT) ,*Do not Just Tell,Paint and Image:The Art of Descriptive Writing for Beginner*,Bangladesh,in November 11 2014

<sup>6</sup> Phyllis Crème, *Writers Traditionally Find Writing Difficult*.2003, p.6.

<sup>7</sup> Md Kawsar and Tazim Ahmed from English Faculty Department of Language University of Business Agriculture and Technology(IUBAT) , *Do not Just Tell,Paint and Image:The Art of Descriptive Writing for Beginner*, p.59-60.

pictures.<sup>8</sup> Using pictures have a great importance in teaching process D. A Hills, 1990. Things we see play an enormous role in affecting us and giving us information. Teachers can help their learners get overall experiences through the use of illustrate places, objects, people and action from outside word in the classroom.<sup>9</sup>

Learning is a complex process and visual aids, especially pictures, are a great help in stimulating the learning of a foreign language. The pupil must use his ears as well as his eyes but it is the eye that is the primarily channel of learning. Good visual materials will help maintain the pace of the lesson and pupil's motivation.

Visual printed media are very important to help students in understanding English as the foreign language. There are many kinds of visual printed media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the visual printed media, especially in teaching English to the primary school students. Using pictures have a great importance in teaching process, said that visuals have the advantages of being inexpensive, of being available in must situations of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials and consequent enthusiastic use and of bringing images into the unnatural world of the language classroom.<sup>10</sup>

In this case, the researcher tries to use the media that is using printed media especially to improve writing skill in descriptive text. Magazines,pictures, drawings, maps and diagrams can be important parts of work cards at all levels, used forvariety purpose<sup>11</sup> from that statement we can includes that printed media can include visuals as well as text, because we can find something in our minds based on one of visualization of the five senses.

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<sup>8</sup> Katherine Carter,*Teaching Descriptive Writing Through Visualization and the Five Senses*,(English Teaching Forum:2015), p.7

<sup>9</sup> Inta Klasone,*Using Pictures when Teaching Prepositions in English Lesson in the forms 3-4*(Journal of Language and Literature Education,8,23-28,2013), p.24

<sup>10</sup> Hill A David (1990). *Visual impact: Creative Language Learning Through Pictures*.London:Longman.

<sup>11</sup> Inta Klasone,*Using Pictures when Teaching Prepositions in English Lesson in the forms 3-4*, p.27

Clearly, there are many kinds of visual printed media that can be used by the teacher in English teaching-learning process to the young learners such as book, magazine, and newspaper. In this study, the researcher hopes to English teacher in order to teach English by using various instructional materials as media, therefore the teacher can make the students interest to study English language everywhere.

The researcher conducted a conversation with english teacher of MA Infarul Ghoy Pedurungan Semarang, the problems are many students still have difficulties. Especially in writing desdriptive text, in this case the researcher wants to try to apply the tourism brochures as media in teaching writing. Whether the media is effective or not. This reseach is entitled “Improving Students Ability In Writing Descriptive Text By Using Printed Media”

From the explanation above, researcher interested to study descriptive text by using visual printed media. The researcher believes that this research will give big influence in the pedagogical field

## **B. Formulation of Research Problem**

Here are research problems formulated by the research,in which this research tries to find answer for the following problems:

- 1) How is the students’ writing ability of descriptive text before being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017?
- 2) How is the student’s writing ability of descriptive text after being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017?
- 3) Is there any significant difference between student writing ability before and after being taught by using printed media at the tenth grade of MA Infarul Ghoy Pedurungan Semarang in the academic year 2016/2017?

## **C. Purpose of the study**

- 1) To identify the students’ writing ability of descriptive text before being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017

- 2) To identify the students' writing ability of descriptive text after being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017
- 3) To identify if there is any significant difference of students' writing ability of descriptive text before and after being taught by using printed media at the tenth grade of MA. Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017

#### **D. Significance of the Study**

This study is important for three reason :

1. For the Students
  - To help students understand the descriptive text easily.
  - To increase the feeling of pleasure and motivation to learn.
  - To increase liveliness, creativity, and students learning outcomes are higher.
2. For the English Teacher
  - The teacher will easy teach writing by using printed media for teaching descriptive text.
  - Help to improve the quality of teacher professionalism as an educator.
  - Developing the learning models that are effective, efficient, and able to engage students active in learning English, especially in writing
3. For the Future Researcher
  - To give information and input for the researcher when they are writing research on the same topic.

#### **E. Previous Research**

Thesis entitled "Using Pictures When Teaching Prepositions in English Lesson", This study was classroom research of the beginner pupils in the classroom. She did this study because usually students get bored in learning grammar. The result of this study gives them confidence it also helps them learn to think as they write and allows students to discover and share what was meaningful to them from the text. The result of this study shows that there is significant contribution of Using pictures when teaching prepositions in English lesson

because visuals are very important in gaining language knowledge . The object of the research is English learning process in forms 3 and 4. The subject of the research is teaching prepositions to young learners using pictures. The aim of the research is to describe the importance of teaching prepositions and to demonstrate how to use pictures when teaching prepositions to young learners.<sup>12</sup> The similarity between her research and this research is she used a kind of printed media that is picture. The differences between her research and this research are using media and participants. Her research used picture to teach preposition in English lesson, while this research used printed media to teach writing of descriptive text. Besides that, her research was conducted with beginner pupils in Liepaja University Latvia, whereas this research was conducted in MA. Infarul Ghoy Semarang

Thesis entitled, *The Effectiveness of Using Tourism Brochures toward Students' Writing Ability in Descriptive text in the 7th Grade students of MTs AL HUDA Bandung in Academic Year 2013//2014* by Evie Septyana Karomatuz, She did this study because usually students get bored in learning writing, moreover the teacher teach them by conventional method which is not interesting. She was using Tourism brochure as a medium to improve students writing ability in descriptive text, The application of tourism brochure in teaching writing also benefited, using tourism brochure can make the students are more enthusiastic and motivated to write, they also more enjoy when conducting writing. The result showed that the mean of students' score in writing before they are taught by using tourism brochures was 72.13. While the mean of students 'score after they are taught by using tourism brochures was 85.39. The t-count was 14.207, whereas t-table with significant level 5% was 2.042.<sup>13</sup> The similarity between her research and this research is she used quantitative research. The differences between her research and this research are the using media and participants. Her study used tourism brochure to teach writing, while this research used printed media to teach writing. Besides

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<sup>12</sup> Inta Klasone, *Using Pictures when Teaching Prepositions in English Lesson in the Forms 3-1* (Latvia:Liepaja University, 2013)

<sup>13</sup> Evie Septyana Karomatuz..3213103015, 2014. *The Effectiveness of Using Tourism Brochures toward Students' Writing Ability in Descriptive text in the 7th Grade students of MTs AL HUDA Bandung in Academic Year of 2013//2014*, English Education Program ,Institute Islamic Collage (IAIN) of Tulungagung, (Bandung:2013)

that, this research was conducted with tenth grade students of MA. Infarul Ghoy Semarang, whereas her research was conducted in MTs AL Huda Bandung

All in all, the advantages above imply that the use of printed media gives positive effects towards students' writing ability. It has been verified by the result of the data analysis that there is significant difference between students' writing ability before and after taught by using printed media. Thus, it can be concluded that the use of printed media is effective towards students' writing ability in descriptive text at the tenth grade students of MA. Infarul Ghoy Semarang.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Writing

Writing is the important skill of the communicative language teaching in a second and foreign language.<sup>1</sup> Writing has primary function to support and reinforce patterns of oral language use, grammar, and vocabulary.<sup>2</sup> Meanwhile Blanchard and Root said that writing means of communication where written form which is used to express the writers' purposes based on their experience. a writer can express his/her ideas, experiences, thoughts, and feeling through writing for a special purpose. Main Aim of writing is to give opportunity to express the ideas, share the information, and transfer the knowledge.

Writing products such as magazine, email, e-book, handbook, newspaper are very useful to get information and knowledge. It means that writing is necessary in people's life.

However writing is not easy, it needs process of planning, drafting, reviewing, and revising. Meyers stated that writing is unlike speaking. you can not see and hear your readers, you must think about their reactions. You must choose the subject that will interest them and try to present it in an interesting way.

Writing is a very complex subject, because it not only involves structure but also diction, vocabulary, and the organization of thought. Writing is difficult so it needs more practice to improve this skill, for both native speaker and new learners. Although writing is the most difficult skill to improve, it is necessary for the students for mastered. Writing is one way of making experience for students and for others. To be master in writing, we have to master the learning concept which is learning to select and use from any possible combination of words. In learning English writing is very important to support the students' ability to write correctly and can be understood by the readers.<sup>3</sup>

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<sup>1</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education, 2002), p.1-7

<sup>2</sup> Furaidah, *Advanced Writing*, (Jakarta, Universitas Terbuka, 2008), p.2.1

<sup>3</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education, 2002), p.1-7

## **B. Descriptive Text 1.**

### **1. Definition of Descriptive Text**

Descriptive text is one of the English genres that are taught in Senior High School. It is a kind of text which describes a particular person, place, or thing. Descriptive as an adjective here means "Saying what somebody or something is like."<sup>4</sup> It could be said that descriptive text has a role to describe someone or something including its physical appearances and characters`

In descriptive text, it usually uses the simple present tense. The structure of a text is called generic structure, and descriptive text consists of identification and description. One way in understanding descriptive text is by identifying the generic structure, social function and language features of that text.

By the explanation above, descriptive text is one of the English genres which describe a particular person, place, or thing that including the physical appearances and characters which consist of identification and description as the generic structure.

### **2. Features of Descriptive Text**

#### **a. Social Function**

The Purpose of descriptive text is to describe a particular person, place, or thing<sup>5</sup>

#### **b. Generic Structure**

The generic structure of descriptive text divided into two elements, they are:

##### **1) Identification**

This part identifies phenomenon to be described. Identification usually answering the following

questions: what is the topic of the text? What is the text about?<sup>6</sup>

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<sup>4</sup> Furaidah, *Advanced Writing*, (Jakarta, Universitas Terbuka, 2008), p.2.1

<sup>5</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.40.

<sup>6</sup> Furaidah, *Advanced Writing*, (Jakarta, Universitas Terbuka, 2008), p.2.1

## 2) Description

This part described parts, qualities, and characteristics.<sup>7</sup>For example: describes about beautiful woman, tiger, or Jakarta.

### c. Language Features

- 1) Focus on specific participants
- 2) Use of attributive and identifying process
- 3) Frequent use of ephitets and classifier in nominal groups
- 4) Use of Simple present<sup>8</sup>

Here, the example of descriptive text.

Identification:

The spring Garden Apartment Complex offers you and your family country living at its best.

Description:

Surrounded by beautiful woods and hill, Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway. Unfurnished two, bedroom apartments are available. Each apartments has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome.<sup>9</sup>

In Addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.<sup>10</sup>

## C. Definition of Visual Printed Media

Media are very important to help students in understanding English as the foreign language. There are many kinds of media which can be used by the

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<sup>7</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.40.

<sup>8</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.40.

<sup>9</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.41.

<sup>10</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.40.

teacher in English teaching learning process, but the teacher should be selective on choosing the media, especially in teaching English to the primary school students. As recommended by Richards and Rodgers that students are supposed to study second language enjoyably.<sup>11</sup> It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Harmer supported that, The relationship connection can be done in several ways. For example, by showing interest in each student as a person, giving feedback on the students' progress, openly soliciting students' ideas and feelings, valuing and respecting what students think and say, laughing with, not at them, working with, not against them, developing a genuine sense of vicarious joy when they learn something or otherwise succeed, and other positive things to do.<sup>12</sup>

In teaching-learning process, media can be use by the teacher as a good way to be closer to the students. It is because the young learners cannot learn through abstract things; they are interest in real object that can be seen and touch.

Richards and Rodgers confirm that material is the product that can promote students interaction, student teacher interaction, and teacher-student interaction also save teaching time to present large information. In addition they said that materials will involve different kind of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks. So media not only use as teaching materials, but also as an efficient way to motivate the students in second language learning.<sup>13</sup> And by using appropriate media, English teacher can better interact with their student and help them achieve their language learning goals.

According to the name, visual printed media are medium which prepared on paper. It also the oldest media in education, this category of media are useful

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<sup>11</sup> Richards and Rodgers, *Approach and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986)

<sup>12</sup> Harmer, J, *The Practice of English Language Teaching 4th Edition*, (New York: Longman 2007)

<sup>13</sup> Richards, J. and T. Rodgers.). *Approach and Methods in Language Teaching*. (Cambridge: Cambridge University Press 1986)

for informational or motivational purposes. They are used to convey verbal information through print. They are going to be formed the most widely used media in education and they had been included textbooks, periodicals encyclopedia, newspapers magazines, file records minutes, and so on. They provide good source for trainee teachers to structure their lesson plans and notes.

#### **D. Teaching Descriptive Text Using Printed Media**

In teaching English to students by using media, teacher conduct as a model, facilitator, controller, assessor, organizer, participant and prompter. As clearly says by Harmer that well prepared teachers need to know about the job they are going to do before they can start successful plans.<sup>14</sup>In his descriptions, he mentioned there are six major areas of necessary knowledge, namely:

1. The language for the level The teacher must know the language they are going to teach.<sup>15</sup> Its can say that the teachers can use language themselves and elaborate it into language rules.
2. The skill for the level The teachers have to know the skill or competence they are going to ask to the student.<sup>16</sup> Especially, they have to identify the characteristic or kinds of students. For example, recognize the audio students, visual students or audio-visual student. Its mean that teachers can be applied the English teaching according to levels and types of the students.
3. The learning aids available for the level The appropriate media will much help the teachers in improving the skill of the students.<sup>17</sup> The teachers should to consider in choosing the media according to the curriculum, syllabus, lesson plan and competences (methods and techniques)

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<sup>14</sup> Harmer, J,*The Practice of English Language Teaching 4th Edition*,(New York: Longman 2007), p.260

<sup>15</sup> Harmer, J,*The Practice of English Language Teaching 4th Edition*,(New York: Longman 2007), p.260

<sup>16</sup> Harmer, J,*The Practice of English Language Teaching 4th Edition*, New York: Longman 2007), p.260

<sup>17</sup> Harmer, J,*The Practice of English Language Teaching 4th Edition*, (New York: Longman 2007), p.260

4. Stages and techniques in teaching as the facilitator.<sup>18</sup> the teachers need to know and recognize different teaching techniques and stages according to the textbook or the media they are using.
5. Systematical activities well preparation teachers in teaching English can be seen in the activities that they allow systematically.<sup>19</sup> The students can follow the steps of teaching-learning process in enjoyable, because unsystematically activities that done by the teachers can make the students confuse and boring.
6. Classroom management skill Like activities, classroom management also takes a big part of the successful of the English teaching by using media.<sup>20</sup> As the facilitator, the teachers have to explore their skill in managing the enjoyable classroom. As learning center, classroom helps the students to express themselves or to find their needs. Besides that, the use of classroom language helps students appreciate English as the real communication to develop their confidence. Louwrese in her journal about Encouraging Classroom Language Use stated that for many students, classroom is the focal point of their English exposure. It is the best of where, when, why and how they speak English. Besides some points above, the teacher's roles is also have to be developed by creating good interaction between teacher and student; there are three main points that can be offered by the teacher in stimulating the positive climate: 1. Rapport establishment Relationship and connection between teacher and students have to build by the teacher to make the students' trust and respect to the teacher in English teaching-learning process.<sup>21</sup> Its mean, the teacher as an organizer have to smart in creating important concept of positive energy wherever the teaching-learning process take place. 2. Praise and criticism's balance  
 "Well done", "good job", "that's fantastic", that are some examples of teacher praise to involve positive words as affective response to students' behaviors

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<sup>18</sup> Harmer, J, *The Practice of English Language Teaching 4th Edition*, (New York: Longman 2007), p.260

<sup>19</sup> Harmer, J, *The Practice of English Language Teaching 4th Edition*, (New York: Longman 2007), p.260

<sup>20</sup> J Harmer, *The Practice of English Language Teaching. 4th Edition.*, (New York: Longman 2007).p.261

<sup>21</sup> Regina Rahmi, *The Implementation Of Visual Printed Media In English Language Teaching*, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, Email: regina@stkipgetsempena.ac.id

or students' performance. It also can be done by several actions, such as by showing genuine pleasure of what the students' thinks and says; giving feedback to guide students in ways to improve their performance, by providing information of their ability to achieve success in the future. As defined by Brophy, praise as "commending the worth of" or "to express approval or admiration". He also said that praise should be delivered in response to a specific behavior. 3. Energy generation As already talk above, the teacher have much things to do in English teaching learning process to build up the positive energy in increasing the ability of the students.<sup>22</sup> Solid preparation, teacher's self confidence, positive believe to the student, and a sense of joy in doing the activities in the classroom are some positive criteria that can do by the teacher in strengthen herself and her students. So that, the teacher needs some support for herself, such as the qualification and school facilities. Afterward, by looking at the physiological aspect of the child, Louwense says that it is essential for teacher to use please and thank you when asking students to do something and be positive when the students reject to do the command.<sup>23</sup> Moreover, it is better focusing on positive behavior rather than telling children what not to do. It can be summarized th that the teacher should also be flexible. If something is not going to be worked then change the activity. It is very important also for the teacher to involve shy children. Teacher should help them to express themselves.

#### **E. Kinds of visual printed media**

Printed media are very important to help students in understanding English as the foreign language. There are many kinds of visual printed media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the visual printed media, especially in teaching English to the primary school students. As recommended by Richard

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<sup>22</sup> Regina Rahmi, *The Implementation Of Visual Printed Media In English Language Teaching*, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, Email: regina@stkipgetsempena.ac.id

<sup>23</sup> Regina Rahmi, *The Implementation Of Visual Printed Media In English Language Teaching*, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, Email: regina@stkipgetsempena.ac.id

and Rodgers that students are supposed to study second language enjoyably.<sup>24</sup> It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Clearly, there are many kinds of visual printed media that can be used by the teacher in English teaching-learning process to the young learners such as textbook, magazine, and newspaper:

#### **a. Textbook**

In order to achieve better in writing descriptive text, teachers might have different technique in delivering writing. Teachers may employ and attracts the students' attention to get involved it. The researcher wants to select a textbook in teaching learning process.

In English language teaching to children, the common media that always used by the teacher is text book.

The textbook "Grow with English: An English Course for

Elementary, Book 6" is being used by the teacher for six level students at SD Islam laboratorium Neuheuen. In general teaching-learning process, the teacher follows the steps of textbook's instruction, for example the instruction to listen, to speak, to read, or to write.<sup>25</sup>

Textbook can be defined as a collection of writing which is made by the author systematically containing materials of certain subject by following the curriculum implemented at that time.<sup>26</sup> As stated by Brown that textbook can also be defined as "one type of text, a book for use in an educational curriculum."<sup>27</sup> So that, textbook is a book giving instruction in a subject that considered the acceptable way of doing something.<sup>28</sup>

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<sup>24</sup> Richards, J. and T. Rodgers. (1986), *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.

<sup>25</sup> Regina Rahmi, *The Implementation Of Visual Printed Media In English Language Teaching*, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, Email: regina@stkipgetsempena.ac.id

<sup>26</sup> Depdiknas, (2004), p.6

<sup>27</sup> Brown, H.D. (2001). *Doing Second Language Research*, USA: Oxford University.

<sup>28</sup> Masnur Muslich, *Text Book Writing, Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*, p.24

Based on the explanation above, the researcher concluded that textbook as a part of printed media can be greatly motivating students' and attracts students' interesting and attention. It also creates good atmosphere in the class environment so that students' can learn with less pressure or boredom. Textbook is considered as the effective media in teaching and learning process, particularly writing. The result of this study are expected to give empirical as well as theoretical evidences and practical contribution to English teachers as the information dealing with media in teaching writing communicatively through the application of the textbook.

#### **b. Magazine and Newspaper**

Basically, students are expected be able to write paragraph well. Magazines and newspaper are included into printed media. The researcher wants to select a magazines and newspaper to facilitate students in their teaching learning process. The researcher used both of media to improve students ability in writing descriptive text easily. Because both of media containing picture that suitable to teaching descriptive text.

Magazine is a type of a large thin book with a paper cover, containing stories, picture, etc and issued usually every week or every month, while newspaper is a printed publication appearing daily or weekly and containing news, advertisement and articles on various subject.<sup>29</sup>

Magazine or newspaper is an informal printed report, which is distributed to members of a particular group in order to share information. Magazine or newspaper can be useful to promote good public relations, offering evidence that the school, college or other organization is working hard to achieve its targets. To keep a record of newspaper you have made, punch holes in them and store them in a special file.<sup>30</sup>

The researcher hopes it would be useful for the students to improve the quality of English teaching especially in teaching writing descriptive text to tenth grade students of senior high school. By using magazines and

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<sup>29</sup> Hornby, (1995), p.706-782

<sup>30</sup> Regina Rahmi, *The Implementation Of Visual Printed Media In English Language Teaching*, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, Email: regina@stkipgetsempena.ac.id

newspaper, the teacher could create an interesting teaching learning process in the classroom, because the students can present what they know and understand in a magazines and newspaper. It also makes students enthusiastic in writing text, especially in writing descriptive text.

## **F. Definition of Tourism Brochure, and Poster for teaching descriptive text.**

### **a. Tourism Brochures**

Tourism brochures is included into printed media. The researcher wants to select a tourism brochures to facilitate students in teaching writing descriptive text. The researcher used this media to improve students' ability in writing descriptive text easily.

Brochures is also known as a type of small magazines that contains pictures and information on a product or a company.<sup>31</sup>

Tourism brochures is a thin book of a few pages with pictures, giving information about the tour programs organized by the travel company.<sup>32</sup>

The researcher hopes it would be useful for the students to improve the quality of English teaching especially in teaching writing descriptive text to tenth grade students of senior high school.

### **b. Poster**

Poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes. They are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message.

Posters are also used for reproductions of artwork, particularly famous works, and are generally low-cost compared to original artwork.

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<sup>31</sup> Englishbrochure.net taken on February 10 2017

<sup>32</sup> Evie Septyana Karomatuz..3213103015, 2014. *The Effectiveness of Using Tourism Brochures toward Students' Writing Ability in Descriptive text in the 7th Grade students of MTs AL HUDA Bandung in Academic Year of 2013//2014*, English Education Program ,Institute Islamic Collage (IAIN) of Tulungagung (Bandung:2013)

## **Kinds of Poster**

Posters have many different elements, but it can be limited into some categories, the researcher wants to select a poster as teaching aid in their teaching learning process. There are many kinds of poster that can be used by the teacher in English teaching-learning process to the young learners as follows:

### 1. Travel posters

This type of posters are easy to find at the travel agent that sells ticket for tourism destination.<sup>33</sup> This posters can be used as media to teaching descriptive text because it contain the pictures of Place or tourism destination to promote their service in business travel.

Poster advertising or proposing a travel destination, or simply artistically articulating a place have been made.<sup>34</sup> An example is the Beach Town Posters series, a collection of Art Deco travel posters of American beach resorts that refer to the advertising style of the 1920s and 1930s.

By using this poster, the students more easy to describe a place, this type of posters are good to teaching descriptive text of place because of this posters focuses to tourism destination but this posters are not suitable to describe a people, an events, or an animals.

### 2. Railway posters

Railway posters is often defined as “railway” or everything that have relation with rail, but this poster not only used for train or railway, this poster also used for promote transportation, tourism destination, and historical building.<sup>35</sup> Because of its function, the researcher used this railway poster to describe place or tools like an plane, ship, or car.

From the explanation above, the researcher concluded that the railway posters are not only used to describe the train, but it is used to describe places, historic buildings, and transportation. By using railway

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<sup>33</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

<sup>34</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

<sup>35</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

poster students will be easier to describe objects and places and improve their ability in write descriptive text..

### 3. Band/music posters

Students have difficulties in learning English, They less motivation in studying English because They believe that English is difficult material. In this case, an English teacher needs to be responsive to the students condition. The teacher should make students enthusiastic in learning English.

In this research, the researcher used Band/music posters because it can make students more aggressive and enthusiastic in learning English especially in writing descriptive text. Band/music posters contain an artist as their person's favorite. This posters show a person's favorite artist or music group are popular in teenagers' bedrooms, as well as in college dorm rooms and apartments.<sup>36</sup> Many posters have pictures of popular rock bands and artists. So, its attract students attention based on what they likes.

Based on the explanation the researcher concluded that Band/music posters can help the students in writing descriptive text easily. The students will not be difficult and bored to study the materials. Band/ music posters can stimulate their idea, enthusiastic, and motivation based on their favorite artist/singer.

### 4. Educational posters

This kind of poster is usually appear in some educational institution as like school, college, course institution, and others

Posters are used in academia to promote and explain research work.<sup>37</sup> They are typically shown during conferences, either as a complement to a talk or scientific paper, or as a publication. They are of lesser importance than actual articles, but they can be a good introduction to a new piece of research before the paper is published. They may be considered as grey literature. Poster presentations are often not peer-reviewed, but can instead be submitted, meaning that as many as can fit will be accepted.<sup>38</sup>

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<sup>36</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

<sup>37</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

<sup>38</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

From the explanation above, the researcher concluded that educational posters is made to educate and motivated students to study. This posters is suitable to describe events, people as like a hero, and a place.

#### 5. Classroom posters

The use of Classroom posters are very common because there are many object that can be describe in this kind of posters based on their lesson. For example: animals, jungle, person, profession and food.

Posters are a standard feature of classrooms worldwide.<sup>39</sup> A typical school in North America will display a variety, including: advertising tie-ins (e.g. an historical movie relevant to a current topic of study); alphabet and grammar; numeracy and scientific tables; safety and other instructions; artwork and displays by the students.

Based on the explanation above, the researcher concluded that classroom posters can help students ability in descriptive text and make the material more understable for the students. Moreover, the teacher can transfer the material effectively. This kind of posters are suitable for every stage of age. From the kids, teenagers, until for teaching adult. By applying classroom posters in teaching descriptive text, students are curious and interested in that medium and increase students achievement in writing descriptive text.

From the explanation above, there are nine kinds of posters that can be used by the teacher in English teaching-learning process to the young learners. By the kinds of posters, the students are expected to be attracted using that media and they will get involved in the teaching and learning process. it can be taken a conclusion that Using poster in teaching learning process is one of alternatives medium that can be use in the class. Students will be interested in understanding the material

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<sup>39</sup> <https://en.wikipedia.org/wiki/Poster>, taken on February 10 2017

## G. The Procedures of Using Printed Media in Teaching

### Descriptive Text.

In this research, the researcher used two kinds of printed media, they are Tourism brochure and Picture and mind mapping

There are the procedures of Using Printed Media in teaching descriptive text:<sup>40</sup>

#### Procedures of Using Tourism Brochures:

Teachers need effective and efficient ways to help students improve their writing in descriptive text. Tourism brochures uses to motivate students in writing descriptive text, students can describe a resort in their country, It can build their vocabulary and improve their writing skill.<sup>41</sup>

1. The teacher gives the students a brochure of the place. Then, ask students to write description about the place which they see in the brochure. Before write it, the teacher explains about simple present tense because it has relation with descriptive text. The researcher chooses descriptive text as the material because the students still have many difficulties in describing something or place.
2. Students start to write descriptive text. When the students finished the task, they collect their task to the teacher to get the revise and correction about content, organization, vocabulary, grammar and mechanic. Finally, using tourism brochure in teaching writing descriptive text will help the teacher to know the difficulties in students writing and show the students' progress in writing.<sup>42</sup>

Based on the steps above, Tourism brochures can be applied in teaching learning process especially in writing descriptive text.

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<sup>40</sup> Siti Katijah Johar, *Building Vocabulary and Improving Writing while Developing a Tourist Brochure* :English Teaching Forum number 2, (Malaysia:Malaysian University of Saba

<sup>41</sup> Siti Katijah Johar, *Building Vocabulary and Improving Writing while Developing a Tourist Brochure* :English Teaching Forum number 2, (Malaysia:Malaysian University of Saba

<sup>42</sup> Siti Katijah Johar, *Building Vocabulary and Improving Writing while Developing a Tourist Brochure* :English Teaching Forum number 2, (Malaysia:Malaysian University of Saba

## Procedures of Using Posters

As its explanation above, Printed media can be apply to teach and increase students ability in mastering descriptive text.

In this case the teacher needs printed media as posters.

There are the following steps of using posters:<sup>43</sup>

1. The teacher asks students to choose one of interesting posters
2. The teacher divided students into group consisting of four students, in this session the posters is printed on a piece of paper
3. The teacher asked each group of students to make a simple descriptive text based on the posters they have.
4. After the students finished the task, the teacher gave chance to all groups to come forward to the front of class.this technique is very successful because it trains students' critical finding and correcting the errors.<sup>44</sup> It also improves students' bravery and confidence since students have to present their task in front of the class.

Based on the steps above, posters can be applied in teaching learning process especially in writing descriptive text. By using poster the students are easier to describe something like people, event, animal, or place

## H. Hypothesis

Hypothesis is “a temporary answer of research question. Where the research finding in question form”.<sup>45</sup>

Hypothesis of this research is:

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<sup>43</sup> Regina Rahmi, *The Implementation Of Visual Printed Media In English Language Teaching*, Dosen Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, Email: regina@stkipgetsempena.ac.id

<sup>45</sup> Ibnu Hadjar, *Dasar-Dasar Statistik untuk ilmu Pendidikan, Sosial, & Humaniora*, (Pustaka Zaman, 2014)

Ho : There is no a significant difference in writing descriptive text achieved by students before and after being taught using Printed media

Ha : There is a significant difference in writing descriptive text achieved by student before and after being taught using Printed media

Based on the statement of the problems above, the hypothesis of the study is Printed media has significant difference (Ha) of the students descriptive text writing skill. It means that the use of Printed media in teaching students' descriptive text writing skill is effective, So, the null hyphothesis (Ho) was rejected

## CHAPTER III RESEARCH METHOD

### A. Research Design

In this Study, the method used was experimental study. The purpose is to find the causal relationship between two factors.<sup>1</sup> An Experimental study typically involves two groups: an experimental group and control group which receive the different treatment. In this research the writer treat the experimental group using printed media and treat the control group without using printed media.

Two groups were decided as experimental and control class. The students of X-IPA were chosen as the experimental class while those of X-IPS were chosen as control class of this research. Pre-test was given to the both control and experimental group to measure the condition before treatment. Next, the treatment was given to the experimental group while the control class was taught conventional method. After finishing the treatment test was given to both experimental group and control group.

**Table 1 Pre-test Post-test Control group design Pattern :**

R (Experimental)	O <sub>1</sub>	X	O <sub>2</sub>
R (Control)	O <sub>2</sub>	-	O <sub>4</sub>

In which :

O<sub>1</sub>     :-pre-test for experimental group

O<sub>2</sub>     :-post-test for experimental group

O<sub>3</sub>     :-pre-test for control group

O<sub>4</sub>     :-post-test for control group

The subject of the research was classified as experimental group and control group. Both experimental group and control group were given pre-test (O<sub>1</sub> dan O<sub>2</sub>) to measure the quality of them. Then, experimental group was given treatment (X) in teaching writing by using Printed media . while, control group was taught without using Printed media. After that, post-test (O<sub>3</sub>) and (O<sub>4</sub>) was given to both experimental group and control group.

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<sup>1</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*, (Bandung:Alfabeta.2011),P.72

## **B. Research Setting**

### **1. Subject and Place of the Research**

This study was conducted in MA.Infarul Ghoy Pedurungan located at Plamongansari , Penggaron Kidul, Semarang. The subject of this research were the tenth grade srudents of MA.Infarul Ghoy Pedurungan Semarang in the academic year of 2016/2017. This study was conducted in the first semester.

### **2. Time of the Research**

This study was conducted from 4<sup>th</sup> Januari to 2<sup>nd</sup> Februari 2017

It was counted since the proposal was submitted until the end of the research.

### **3. Procedures of the Research**

In collecting data, there were some procedures of the research, the steps were:

#### **a. Preliminary visit**

The School was visited to get more information of headmaster, teacher, class and students. To gain the information, the researcher asked the administration officer

#### **b. Contacted the Headmaster**

Having got the information of setting and participant, the researcher did the second visit to meet headmaster of MA.Infarul Ghoy Pedurungan Semarang by giving permission letter at 5<sup>th</sup> January 2017

#### **c. Contacted the English Teacher**

After receiving research permission from the headmater of school, the researcher met the English teacher and asked for the data of students, and asked guidance from the researcher conducted the research. The researcher explained the test, material, and game that would be given to the students the researcher did the observation with the teacher at 5<sup>th</sup> Jauary 2017.

#### **d. Give the Pre-Test**

In this session, the researcher gave the pre-test to the experimental and control class. In this case, the pre-test was conducted in

different time, because the time schedule of the experimental and control class were not same. This test was in ensure that both two classes were the same understanding of writing descriptive text.

e. Gave the Post-Test

Giving the test was the last activity that is done by the researcher both experimental class and control class. In this session was done to measure students' writing descriptive text after treatment was given. The procedure of research and the collection data could be seen in the following table:

**Table 2 The Procedure of the Research**

NO	DATE	ACTIVITIES
1	Thursday, 5 January 2017	Preliminary visit
2	Friday, 6 January 2017	Pre-test both experimental class and control class
3	Monday, 9 January 2017	1 <sup>st</sup> Treatment for experimental class
4	Thursday, 12 January 2017	1 <sup>st</sup> Treatment for control class
5	Friday, 13 January 2017	2 <sup>nd</sup> Treatment for experimental class
6	Friday, 13 January 2017	2 <sup>nd</sup> Treatment for control class
7	Monday, 16 January 2017	Post-test for Experimental class
8	Tuesday, 17 January 2017	Post-test for Experimental class

**C. Population, Sample and Sampling**

**1. Population**

Population is a generalization area consisting of object/subject/having quality and certain characteristic that is chosen by the researcher being studied and concluded. Arikunto in Encyclopedia of Educational Evaluation population is a set of all elements processing one or more attributes of interest.<sup>2</sup>

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<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*, (Bandung:Alfabeta.2011),P.80

The researcher conducted this research at MA.Infarul Ghoy, Pedurungan, Semarang in the academic year 2016/2017. This experimental study was conducted at the tenth grade of Islamic Senior High School Infarul Ghoy at tenth grade. The researcher took two classes of tenth grade of MA.Infarul Ghoy Semarang, they are experimental and control class.

## **2. Sample**

Sample is some elements of population that are used as object of research. The researcher used all members as population.<sup>3</sup> In this research, the researcher took two classes, X- IPA and X-IPS as the sample. Each class consisted of less than 30 students. There were class X-IPA as experimental class consists of 22 students and class X-IPS as the control class consists of 20 students. These two classes were given the same material of writing that is descriptive text but with different method. X-IPA as the experimental class was conducted by using Printed Media and X-IPS as the controlled class was conducted by conventional method in other words, teachers only use monotonous method which is explaining, giving example, and drilling. To fulfill the requirement as the object of the research, the researcher gave pre-test. Pre test was used to know the experimental class and control class derived from the same starting point.

## **3. Technique Sampling**

In this research, the object of the research was taken using sampling jenuh. It means that technique determining sample if all members of population are used as sample. This technique is often conducted when amount of population is relative small, less than 30 people or research which wishes to make generalizing with small mistake. There were class X-IPA as experimental class consists of 22 students and class X-IPS as the control class consists of 20 students . Others term of this sample is census, where all the population members used as sample.

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<sup>3</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, ...*.p.85

## **D. Research Variable and Indicators**

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways<sup>4</sup>. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables.

### **1. Independent variable (X)**

An Independent variable that consequence of or upon antecedent variable<sup>5</sup>. The independent variable in this research was the use of Printed media in teaching writing descriptive text. The indicators from this variable are:

- a. Students' work in a group
- b. Using Poster and Tourism brochure as a kind of printed media in teaching writing descriptive text
- c. Teacher gives the worksheet

### **2. Dependent variable (Y)**

A Dependent variable is variable that is presumed to be caused by or influenced by the independent treatment conditions and any other. <sup>6</sup>The dependent variable of this research are students' writing ability in descriptive text. It is effect, consequence of, or response to, an independent variable. The dependent variable is factor which is observed and measured to determine the effect of the independent variable , that is factor appears, disappears, or varies as experimenter introduces, removes, or varies the independent variable. Dependent variable in this research is student's writing skill of descriptive text.

**Some indicators are as follows :**

- a. Identifying the social function of descriptive text.
- b. Identifying the generic structure of descriptive text.
- c. Identifying the language feature of descriptive text.
- d. Using Simple present tense
- e. Creating simple functional descriptive text.

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<sup>4</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif, dan R&D*, ....p.38

<sup>5</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*,p....39

<sup>6</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*,p....39

## **E. Data Collection Technique**

### **1. Documentation**

Documents are a readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice. There is a wide range of documents that could be pertinent to the research focus, including students portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletters, and previous test or examination papers.<sup>7</sup>

Based on the theory above, The researcher used documentation as evidence to monitor student's achievement. Beside that documents related to object of research such as list of students' name, student's number, and English subject schedule.

It refers to the archival data that helps the researcher to collect the needed data. The researcher used the document related to the data of the research that are photos, the research data that are student name and the English subject schedule. Other data was the result of pre-test, post-test, and photos during research as documentation.

### **2. Test**

Test is a tool or procedure used to measure and assess.<sup>8</sup> This method used to know students' writing achievement in teaching writing both experimental class and control class. There were two test that researcher used, namely pre-test and post-test. Pre-test and post-test would be implemented in the research. Pre-test will be given both experimental class and control class before carried out the teaching. The aim was to know students' writing ability before doing treatment. Post-test would be given to know differences students' writing achievement after doing treatment.

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<sup>7</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, Cambridge University Press, p140

<sup>8</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta:PT.Raja Grafindo Persada, 2009),p.66

In this case, there are two kinds of tests that was done by the researcher, those are as follows:

**a. Pretest**

Pretest that was given to all students in class X-IPA and X-IPS at MA.Infarul Ghoy, Pedurungan, Semarang. The test is conducted to know the students' writing ability in descriptive text before conducting the treatment. In this pretest, the researcher gave pre-test in control group and experimental group. After giving pre-test, the researcher, the researcher determined the materials and lesson plans of learning activities. Pre-test conducted to both groups to know that two groups were normal and homogeneous.

**b. Posttest**

Posttest was given to all students in class X-IPA and X-IPS at MA.Infarul Ghoy, Pedurungan, Semarang to measure the students' writing ability in descriptive text which using Printed Media. In this posttest, the researcher asked students both experimental and control class to write a descriptive text. The experimental class was taught in writing descriptive text by using printed media while the control class was not taught using printed media.

**F. Data Analysis Techniques**

To analyze the students test in writing descriptive text, the writer focused on the items in the elements of writing as states of Brown. The elements of writing are content, organization, vocabulary, grammar and mechanic.

After classifying the test items, the writer was given score for each item with focused on organization of the content. The percentage of the elements of writing can be seen in table 3<sup>9</sup>:

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<sup>9</sup> Brown, Douglas, *Language Assessment Principles and Classroom Practices*, p.244-245

<b>Element of writing</b>	<b>Score</b>
1.The content mastery	25%
2.The organization mastery	25%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
<b>Total of score</b>	<b>100%</b>

## **CHAPTER IV**

### **RESEARCH ANALYSIS AND FINDINGS**

This chapter describes research findings that include (A) description of research, (B) The students' writing ability in descriptive text before being taught by using printed media, (C) The students' writing ability in descriptive text after being taught by using printed media, (D) The significant difference of students' writing ability of descriptive text before and after being taught by using printed media, (E) Discussion

#### **A. Description of the Research**

The Research had been conducted since January 4<sup>th</sup>, 2017 to February 1<sup>th</sup> 2017 in MA. Infarul Ghoy Plamongansari, Pedurungan, Semarang. This thesis research had been carried through 4 steps or 4 meetings. They involved pre-test, two times of treatment, and post-test. To find the difference of the students who was taught descriptive text through printed media and the students who was taught using conventional method, the researcher did an analysis of quantitative data in MA. Infarul Ghoy Plamongansari, Pedurungan, Semarang in the academic year 2016/2017.

In this section, the writer presents the students' writing achievement before and after being taught by applying printed media. As mentioned before, the researcher uses test as the instrument in collecting data. The test is administered to class X IPA as experiment class and X IPS as control class. The researcher presents and analyzes the data through two kinds of tests, they are pre-test and post-test. Those tests are conducted to the two classes, X IPA as experiment class that consists of 22 students, and the X IPS consists of 20. The pre-test is given before being taught by applying printed media and post-test is given after being taught by applying printed media. The collected data are described in the form of table that includes the pre-test and post-test score in the single-group. To measure the writing test the writer used the analysis method. According to H.D Brown analytic scoring test in writing test. There are five major items in categories. They are grammar, vocabulary, content, organization, and mechanic, scale is defined into five categories: they are excellent, good, average, poor, and very poor.

The last, the researcher got class X IPA which consist of 22 students as experimental group and class X IPS which consist of 20 students as control group. The number of students was gained from the documentation of the related to school by the help of the English teacher. Then, the researcher gave pre test on 6<sup>th</sup> January 2017 in control group and experimental group. After giving pre-test, the writer determined the materials and lesson plans of learning activities. Pre test conducted to both groups to know that two groups were normal and homogeny.

After knowing the control group and experimental group had same variant, the researcher conducted treatment in control and experimental class on 9<sup>th</sup> January until 13<sup>th</sup> of January 2017 The control group was not taught using printed media; just explaining about material of descriptive text and letting the students to write the formula and the example of descriptive text. The treatment for experimental class used printed media which appropriate to develop student's active in group. When students were joining in activity of printed media , they did it enthusiastically. Firstly, teacher stimulated them by giving some questions. Then, teacher allowed students to generate ideas. After that, teacher facilitates students to apply printed media in group.

After the experimental class and control class conducted the learning process, the researcher gave post-test which applies essay, they finished the questions on 90 minutes. Giving post-test on 16<sup>th</sup> January 2017 both experimental and control group.

Then, the researcher collected the data. After the data are collected, the writer was scored the result of data from the test have been given to the students. The data was analyzed to prove the truth of hyphotesis that has been planned.

#### **B. The students writing ability in descriptive text before being taught by using printed media**

The Homogeneity of pre test is very important for the researcher if he/she wanted to continue his/her research. The average score of Experimental class was 47,00 and control class 41,35.. 00 it can be concluded that there was no significance difference between average score of Experimental Class who was taught using

printed media and Control Class who was not taught using printed media It can be seen in the table 4 :

**The result of pre test between control and experimental**

The result of test	Minimum score	Maximum score	Mean	Deviation standard
Pre-test (Control Class) (N=20)	35	64	41,35	8,19
Pretest(Experimental) (N=22)	35	63	47,00	8,94

Source: Data Processing Research, SPSS version 17

**The result of pre test and post-test**

The result of test	Minimum score	Maximum score	Mean	Deviation standard
Pre-test (N=22)	35	63	47,00	8,66
Post-test (N=22)	65	89	75,00	8,26

Source: Data Processing Research, SPSS version 17

**C. The students writing ability in descriptive text after being taught by using printed media**

The result of this research indicated that the average score of experimental class was 75,00 which were higher that the result of control class 47,80. The average score of experimental class was 75,00 and standard deviation (s) was 8,26. It can be seen in the table 6.

**Group Statistics**

Experimental class and control class	N	Mean	Deviation Standard	Std. Error Mean
The Control Class score (IPS)	20	47.80	8.942	1.999

of Experimental Post-test	Class (IPA)	22	75.00	6.264	1.335
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**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest IPA/Perlakuan	47.00	22	8.658	1.846
posttest IPA/Perlakuan	75.00	22	6.264	1.335

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest IPA/Perlakuan & posttest IPA/Perlakuan	22	-.277	.211

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
posttest IPA/Perlakuan - pretest IPA/Perlakuan	- 28.000	12.012	2.561	22.674	33.326	10.933	21	.000

T-TEST GROUPS=Kelas(1 2) /MISSING=ANALYSIS

/VARIABLES=posttest /CRITERIA=CI(.95).

**T-Test**

[DataSet1] D:\DataFatma\DATASKRIPSI.sav

Kelas IPS dan IPA		N	Mean	Std. Deviation	Std. Error Mean
Nilai ujian posttest	IPS (kontrol)	20	47.80	8.942	1.999
	IPA (perlakuan)	22	75.00	6.264	1.335

Applying printed media in learning writing as a way to encourage students' ability in writing descriptive text, they also can explore their knowledge and get more chance to interact and share with others and it can leads students to more active and motivated. Printed media can create situation in learning descriptive text more interesting and make the students easier to understand about writing. It can be seen on average score of experimental class which better result than control class.

The average score of control class was 47,80 and standard deviation (s) was 8,94. Teaching writing descriptive text needs others strategy to help the students understand easily the material. Teaching writing especially on descriptive text in control class by using conventional method or without printed media technique makes the students feel boring and confused to understand because they only listened to the explaining material from the teacher and wrote the material on the whiteboard. So, the material can't be transferred the students with optimal.

Based on the result of calculation t-test is obtained  $< \alpha (0,05)$  this shows that control class was 47,80 with standard deviation 8,94 and the score of experimental class 75,00 with standard deviation 8,26. It means that there is a significant difference between student's understanding on descriptive text who applied printed media and without printed media. Printed media was effective according the theories below.

The students with different intelligence were being gathered. They help each other to understand and solve the problem. One student may be good in particular part of the material and another student may be good in some other part of the material. When different intelligence was combined. There was positive interdependence which means better learning process.

During the learning process, students more motivated in mastering the material or solving the problem By having grouping and discussing the students more confident because they were working in a solid group. They together in their

group, explored their ability and knowledge. This condition increased their expectation in learning.

By applying printed media. Students saw that they do made a difference, becoming more optimistic. This on going experience of learned optimism generalizes. As a result, students was far more successful academically and in their relations with others, it was appropriate with Learned Optimism Theory.

**D. The significant difference of students’ writing ability of descriptive text before and after being taught by using printed media**

The difference effects of Experimental Class and Control Class based on the treatment. The students on Experimental Class was taught Descriptive text by using printed media and students on control class was taught descriptive text by using Conventional teaching or without printed media.

**Table 6**

**The score of students achievement of descriptive text after treatment**

The score of Post-test	Minimum score	Maximum sore	Mean	Deviation standard
Pre-test (N=20)	35	64	41,35	8,19
Post-test (N=20)	35	63	47,80	8,94

From the result of calculation above. It can be concluded that there was significance difference of average score from pre-test and post-test of experimental class. And there was significance difference of average score from pretest and posttest of control class. It can be concluded that teaching descriptive text by using printed media is effective than conventional method.

## **E. Discussion of Research Findings**

### **1. The Progress between Pre-test and Post test of Experimental Class and Pre-test and Post test of Control Class**

The significant difference of average score from Experimental Class and Control Class based on the treatment. The students of Experimental Class was taught Descriptive Text by using Printed Media and the students of Control Class was taught Descriptive text by using conventional teaching or without Printed Media. The progress of learning process on Experimental Class was significance, it can be seen on students' activity in treatment process:

#### **a. The students are motivated and attracts students' interest and attention.**

As recommended by Inta Klasone that students are supposed to study second language enjoyably.<sup>1</sup> It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Visuals are very important in gaining language knowledge. Pictures help to make the language useful in the classroom, more realistic and alive, it helps maintain the student's attention and makes the class more interesting. Visuals can be used at any stage of a lesson. It means that . Good visual materials will help maintain the pace of the lesson and students' motivation. As we learn most of visual stimulus, the more interesting and varied these stimuli are, be quicker and more effective our learning will be.

#### **b. The students can understand the material easily**

Wilhelm states that once students see something in their minds,<sup>2</sup> they find it much easier to write about in addition, visualisation based on the five sense can engage students and improving writing skills, visualisation based on the five sense what we touch, see, smell, hear and

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<sup>1</sup>Inta Klasone, Using Pictures when teaching preposition in English Lesson in the forms 3-4, (Liepaja University:Journal of Language and Literature Education,2013),p.24

<sup>2</sup> Katherine Carter, Teaching Descriptive Writing through Visualization and the Five Senses, (America, English Teaching Forum 2015), p.37

taste can be used as a technique to get ideals down on paper one of important visual resources in the classroom.

It means that teaching-learning process, media can be use by the teacher as a good way to be closer to the students. It is because the young learners cannot learn through abstract things; they are interest in real object that can be seen and touch. By applying Printed media which is used in daily teaching and learning activities, students can understand more about the material easily.

**c. The students can better interact with their English teacher and help them achieve their language learning goals**

Richards and Rodgers confirm that material is the product that can promote student-student interaction, student teacher interaction, and teacher-student interaction also save teaching time to present large information.<sup>3</sup>

In addition they said that materials will involve different kind of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks. So media not only use as teaching materials, but also as an efficient way to motivate the students in second language learning. And by using appropriate media, English teacher can better interact with their student and help them achieve their language learning goals.

**F. Limitations of the Research**

The researcher realizes that this research had not been done optimally. There were constraints and obstacles face during the research process. Some limitations of this research were:

1. The research was limited at MA.Infarul Ghoy Semarang in the academic year 2017/2018. When the same research is conducted in other schools, it is still possible that different result will be gained

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<sup>3</sup> Richards and Rodgers, 1986 p.12

2. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less smooth. But the researcher has done as good as possible to do this research accordance with capability of knowledge and the guide from advisors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the study of teaching writing descriptive text by using printed media (an experimental study with the tenth grade of MA. Infarul Ghoy, Semarang in the academic year of 2017/2018), the researcher concludes:

1. The students' writing ability of descriptive text before being taught by using printed media was shown by the pretest score of the control class which was 41,35 and of the experimental class which was 47,80
2. The students' writing ability of descriptive text in experimental class after being taught by using printed media were higher than the result of control class. It was shown by the posttest score of control class which was 47,80 and of the experimental class which was 75,00`
3. There was significant differences of score between experimental and control class. The result of the calculation using the SPSS program showed that Sig(2 tailed) was  $(0,0) < (0,05)$ . It can be concluded that there was significant difference in the students writing ability of descriptive text before and after being taught by using printed media. Printed media is effective to teach writing descriptive text.

#### 4. Suggestion

The finding of the the research score shows that there is significant difference of students' writing achievement before and after taught using printed media. Therefore, the writer tries to give some suggestions as follows:

##### 1. For students

To get good score in English, especially in writing skill is not easy. It needs a long process. Writing skill is important for the students both in their native language and also in English. If they want to be master in English, especially in writing, they should do the process seriously. Writing is easy if the students do the process. By writing they can express and share their idea through writing. So, don't say that writing is difficult before you try to write. You will be usual with writing if you have built your own writing habit.

## **2. For Teachers**

The teacher should be creative in conducting teaching and learning process. There are many media or techniques which can be used in teaching English, especially writing. Sometimes teachers only concern toward students writing product and ignore the process. The printed media allows teacher to move from the traditional media. The teacher can use the printed media as tool in teaching writing especially in teaching descriptive text. So, it can develop the learning models that are effective, efficient and able to engage students active in learning English.

## **3. For the future researchers**

The researcher knows that this research is far for being perfect. So, it is suggested for the future researchers to conduct further research on the similar area, but with different emphasis or aspect.

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## APPENDIX 1

The Students' Name List of Class X IPA (Experimental Class) at MA. Infarul Ghoy,  
Semarang

NO	Nama Siswa
1	Ahmad Isom
2	Ahmad Musbihin
3	Ahmad Muhroni
4	Anisa Nurlaila
5	Dewi Kurniawati
6	Dian Puji Astutik
7	Elva Zuliana Sari
8	Fajar Febrianto
9	Hilya Ummi Najwa
10	Ifwa Fauziah
11	Ivan Janitra
12	Khusnul Yakin
13	Lukman Agus Wibowo
14	Novi Anggraini
15	Siti Nur Asiyah
16	Siti Suci Solikhah Nurjanah
17	Sofia Ayu Wulandari
18	Tasya Kurnia Abadi
19	Taufik Hidayat
20	Firza Widiastuti
21	Yuni Alda
22	Dede Muhammad Ramadhan

## APPENDIX 2

The Students' Name List of Class X IPS (Control Class) at MA.Infarul Ghoy, Semarang

No	Nama Siswa
1	Ahmad Hasan M
2	Ahmad Juri
3	Angga Prasetyo
4	Anggit Hernomo Adjie
5	Arina Manasikana
6	Bayu Saputra
7	Eko Nur Cahyo S
8	M.Bagas Mulia R
9	M.Iman Basofi
10	M.Ramadhanu
11	M.Rofi'ul Khafid
12	M.Zainur Rifqi
13	M.Khundori
14	Nuwafiq Alfian
15	Nur Najibah
16	Putri Wulan Shiyam
17	Reka Nur Azmi
18	Yoga Kharisma Y
19	Fiqih Abdillah
20	Dede Muhammad R

### APPENDIX 3

**Table 2 The Procedure of the Research**

NO	DATE	ACTIVITIES
1	Thursday, 5 january 2017	Preliminary visit
2	Friday, 6 january 2017	Pre-test both experimental class and control class
3	Monday, 9 january 2017	1 <sup>st</sup> Treatment for experimental class
4	Thursday, 12 january 2017	1 <sup>st</sup> Treatment for control class
5	Friday, 13 january 2017	2 <sup>nd</sup> Treatment for experimental class
6	Friday, 13 january 2017	2 <sup>nd</sup> Treatment for control class
7	Monday, 16 January 2017	Post-test for Experimental class
8	Tuesday, 17 January 2017	Post-test for Experimental class

## APPENDIX 4

### The T-Test Calculation Between Experimental Class and Control Class

```
DATASET CLOSE DataSet1. DESCRIPTIVES VARIABLES=pretest.1 pretest.2  
posttest.1 posttest.2 /STATISTICS=MEAN STDDEV VARIANCE MIN MAX.
```

### Descriptives

[DataSet2] D:\DataFatma\data-2.sav

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
pretest IPS/Kontrol	20	35	64	41.35	8.190	67.082
pretest IPA/Perlakuan	22	35	63	47.00	8.658	74.952
posttest IPS/Kontrol	20	35	65	47.80	8.942	79.958
posttest IPA/Perlakuan	22	65	89	75.00	6.264	39.238
Valid (listwise)	N 20					

T-TEST PAIRS=pretest.2 WITH posttest.2 (PAIRED) /CRITERIA=CI(.9500)  
 /MISSING=ANALYSIS.

**T-Test**

**Notes**

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	Working Data File	
Missing Value Handling	Definition of Missing Cases Used	User defined missing values are treated as missing. Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=pretest.2 WITH posttest.2 (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	0:00:00.016
	Elapsed Time	0:00:00.015

[DataSet2] D:\DataFatma\data-2.sav

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest IPA/Perlakuan	47.00	22	8.658	1.846
	posttest IPA/Perlakuan	75.00	22	6.264	1.335

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest IPA/Perlakuan & posttest IPA/Perlakuan	22	-.277	.211

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest IPA/Perlakuan - posttest IPA/Perlakuan	-28.000	12.012	2.561	-33.326	-22.674	-10.933	21	.000

T-TEST GROUPS=Kelas(1 2) /MISSING=ANALYSIS /VARIABLES=posttest /CRITERIA=CI(.95).

**T-Test**

[DataSet1] D:\DataFatma\DATASKRIPSI.sav

**Group Statistics**

Kelas IPS dan IPA		N	Mean	Std. Deviation	Std. Error Mean
Nilai ujian IPS (kontrol)		20	47.80	8.942	1.999
posttest IPA (perlakuan)		22	75.00	6.264	1.335

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Nilai ujian posttest	Equal variances assumed	3.129	.085	-11.503	40	.000
	Equal variances not assumed			-11.312	33.671	.000

## APPENDIX 5

### The Average Similarity Test of Pre-Test of The Experimental and Control Class

#### The result of pre test between control and experimental

The result of test	Minimum score	Maximum score	Mean	Deviation standard
Pre-test (Control Class) (N=20)	35	64	41,35	8,19
Pretest(Experimental) (N=22)	35	63	47,00	8,94

Source: Data Processing Research, SPSS version 17

## APPENDIX 6

### The Average Difference Test of Post Test of The Experimental And The Control Class

The score of post-test between control and experimental group

The Score of Post-test	Minimum score	Maximum score	Mean	Deviation standard
Control (N=20)	35	65	47,80	8,94
Experimental (N=22)	65	89	75,00	8,26

Source: Data Processing Research, SPSS version 17

#### Case Summaries

		selisih psottest dan pretest
Kelas IPS IPS dan IPA (kontrol)	1	0
	2	1
	3	1
	4	0
	5	13
	6	3
	7	0
	8	11
	9	0
	10	6
	11	28
	12	2
	13	4

	14	12
	15	1
	16	10
	17	8
	18	23
	19	0
	20	6
Total	N	20
	Mean	6.45
	Median	3.50
	Sum	129
	Minimum	0
	Maximum	28
	Range	28
	Std. Deviation	7.891
	Variance	62.261
IPA	1	27
(perlakuan	2	18
)	3	28
	4	33
	5	32
	6	22
	7	43
	8	20
	9	36
	10	17

	11	30
	12	42
	13	10
	14	37
	15	11
	16	52
	17	43
	18	8
	19	20
	20	23
	21	41
	22	23
	Total	N
		22
		Mean
		28.00
		Median
		27.50
		Sum
		616
		Minimum
		8
		Maximum
		52
		Range
		44
		Std.
		12.012
		Deviation
		Variance
		144.286
Total	N	42
	Mean	17.74
	Median	15.00
	Sum	745
	Minimum	0

Maximum	52
Range	52
Std. Deviation	14.880
Variance	221.418

**APPENDIX 7**  
**SUMMARIZE**

**Summarize**

**Notes**

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	<none>
	N of Rows in Working
	42
	Data File
Missing	Definition of Missing
Value	For each dependent
Handling	variable in a table, user- defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used
	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.

Syntax		SUMMARIZE /TABLES=pretest BY Kelas  /FORMAT=VALIDLIST NOCASENUM TOTAL  /TITLE='Case Summaries'  /MISSING=VARIABLE  /CELLS=COUNT MEAN MEDIAN SUM MIN MAX RANGE STDDEV VAR.
Resources	Processor Time	0:00:00.031
	Elapsed Time	0:00:00.048

NILAI PRETEST KELAS IPS 9KONTROL) DAN IPA (PERLAKUAN)

[DataSet1] D:\DataFatma\DATASKRIPSI.sav

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Nilai ujian pretest * Kelas IPS dan IPA	42	100.0%	0	.0%	42	100.0%

### Case Summaries

			Nilai ujian pretest
Kelas IPS dan IPS	1		45
IPA (kontrol)	2		50
	3		38
	4		64
	5		39
	6		40
	7		35
	8		46
	9		57
	10		38
	11		37
	12		38
	13		35
	14		35
	15		35
	16		35
	17		35
	18		37
	19		50
	20		38
	Total N		20
	Mean		41.35
	Median		38.00
	Sum		827

Minimum	35
Maximum	64
Range	29
Std. Deviation	8.190
Variance	67.082

IPA	1	45
(perlakuan	2	50
)	3	39
	4	37
	5	46
	6	51
	7	35
	8	61
	9	37
	10	48
	11	47
	12	44
	13	61
	14	47
	15	58
	16	37
	17	37
	18	63

19	52
20	51
21	37
22	51
Total N	22
Mean	47.00
Median	47.00
Sum	1034
Minimum	35
Maximum	63
Range	28
Std. Deviation	8.658
Variance	74.952
Total N	42
Mean	44.31
Median	42.00
Sum	1861
Minimum	35
Maximum	64
Range	29

Total

	Std.	8.811
	Deviation	
	n	
	Variance	77.634

### Summarize

Nilai Posttest IPS (control) dan IPA (Perlakuan)

[DataSet1] D:\DataFatma\DATASKRIPSI.sav

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Nilai ujian posttest * Kelas IPS dan IPA	42	100.0%	0	.0%	42	100.0%

### Case Summaries

		Nilai ujian posttest
Kelas IPS dan IPA IPS (kontrol)	1	45
	2	51
	3	39
	4	64
	5	52
	6	43
	7	35
	8	57
	9	57
	10	44
	11	65
	12	40
	13	39
	14	47
	15	36
	16	45
	17	43
	18	60
	19	50
	20	44
Total N	20	
Mean	47.80	
Median	45.00	

		Sum	956
		Minimum	35
		Maximum	65
		Range	30
		Std. Deviation	8.942
		Variance	79.958
IPA	1		72
(perlakuan)	2		68
	3		67
	4		70
	5		78
	6		73
	7		78
	8		81
	9		73
	10		65
	11		77
	12		86
	13		71
	14		84
	15		69
	16		89
	17		80
	18		71
	19		72
	20		74

	21	78
	22	74
	Total N	22
	Mean	75.00
	Median	73.50
	Sum	1650
	Minimum	65
	Maximum	89
	Range	24
	Std. Deviation	6.264
	Variance	39.238
Total	N	42
	Mean	62.05
	Median	66.00
	Sum	2606
	Minimum	35
	Maximum	89
	Range	54
	Std. Deviation	15.691
	Variance	246.193

## SELISIH POSTTES DAN PRETEST

### Summarize

#### Notes

Output Created	21-Jan-2017 21:07:54	
Comments		
Input	Data	D:\DataFatma\DATASKRIPS
		I.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in	42
	Working Data File	
Missing	Definition	of
Value	Missing	For each dependent variable in
Handling		a table, user-defined missing
		values for the dependent and
		all grouping variables are
		treated as missing.
	Cases Used	Cases used for each table have
		no missing values in any
		independent variable, and not
		all dependent variables have
		missing values.

Syntax		SUMMARIZE /TABLES=kenaikan BY Kelas /FORMAT=VALIDLIST NOCASENUM TOTAL /TITLE='Case Summaries' /MISSING=VARIABLE /CELLS=COUNT MEAN MEDIAN SUM MIN MAX RANGE STDDEV VAR.
Resources	Processor Time	0:00:00.015
	Elapsed Time	0:00:00.016

[DataSet1] D:\DataFatma\DATASKRIPSI.sav

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
selisih psottest dan pretest * Kelas IPS dan IPA	42	100.0%	0	.0%	42	100.0%

### Case Summaries

		selisih psottest dan pretest
Kelas IPS dan IPS	1	0
IPA (kontrol)	2	1
	3	1
	4	0
	5	13
	6	3
	7	0
	8	11
	9	0
	10	6
	11	28
	12	2
	13	4
	14	12
	15	1

	16	10
	17	8
	18	23
	19	0
	20	6
	Total N	20
	Mean	6.45
	Median	3.50
	Sum	129
	Minimum	0
	Maximum	28
	Range	28
	Std. Deviation	7.891
	Variance	62.261
IPA	1	27
(perlakuan)	2	18
	3	28
	4	33
	5	32
	6	22
	7	43
	8	20
	9	36

	10	17
	11	30
	12	42
	13	10
	14	37
	15	11
	16	52
	17	43
	18	8
	19	20
	20	23
	21	41
	22	23
	Total N	22
	Mean	28.00
	Median	27.50
	Sum	616
	Minimum	8
	Maximum	52
	Range	44
	Std. Deviation	12.012
	Variance	144.286
Total	N	42

Mean	17.74
Median	15.00
Sum	745
Minimum	0
Maximum	52
Range	52
Std. Deviation	14.880
Variance	221.418

## APPENDIX 8

### Lesson Plan For Control Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 1

**Sekolah** : MA.Infarul Ghoy, Pedurungan, Semarang  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : XI/1 (satu)/ Control Class  
**Materi Pokok** : Writing(Descriptive Text)  
**Alokasi Waktu** : 2JP (2 x 40 menit)

#### A. Kompetensi Inti

- B.** KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa

	bersejarah terkenal, sesuai dengan konteks penggunaannya	digunakan untuk mendeskripsikan tempat/bangunan bersejarah
	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

### C. Tujuan Pembelajaran

Tujuan diberikan Teks Deskriptif siswa dapat:

1. Brain storming tentang berbagai hal tentang teks deskriptif
2. Membaca dengan nyaring teks fungsional pendek tentang teks deskriptif secara jelas
3. Menjawab pertanyaan tentang isi teks deskriptif
4. Menyebutkan tujuan komunikasi teks deskriptif
5. Menjawab pertanyaan tentang isi kebahasaan teks deskriptif

### D. Materi Pembelajaran

#### 1) The definition of descriptive text

A written text in which the writer describes an object such person, animal, things, or place

#### 2) Social function of descriptive text

To describe particular person, place, or things

#### 3) Generic Structure

1. Identification : Identifying phenomenon of the subject that will be described

2. Description : Describing the parts, qualities, features, behavior and the character of the subject

#### 4) Language features

1. Focus on specific participant
2. Use of attributive and identifying processes
3. Use of Simple present
4. The example of descriptive text

#### 5. Adjectives to describe place

- 1 Alive
- 2 Dry
- 3 Creepy
- 4 Interesting
- 5 Noisy
- 6 Pleasant
- 7 Ugly
- 8 Windy
- 9 Harmonious
- 10 Romantic

#### E. Metode Pembelajaran

- Pendekatan : Scientific Approach

#### F. Media dan Sumber Pembelajaran

##### 1. Media :

- Worksheet
- Board marker
- White board

##### 2. Sumber Pembelajaran

- English book (Bupena)
- Materials and Media in English Language Teaching
- Sari KD, *English book (Bupena) for SMA/MA X*, p 82-125, 2014

## G. Langkah-langkah Kegiatan Pembelajaran

<b>Uraian Kegiatan</b>	<b>Alokasi waktu</b>
<b>Kegiatan Awal</b>	10 menit
<ol style="list-style-type: none"><li>1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.</li><li>2. Mengkonfirmasi kesiapan siswa</li><li>3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya.</li><li>4. Apersepsi : Guru memberi stimulus kepada siswa dengan bertanya jawab.</li><li>5. Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa</li></ol>	
<b>Kegiatan inti</b>	60 menit
<p><b>Mengamati</b></p> <ol style="list-style-type: none"><li>1. Peserta didik mendengarkan penjelasan guru tentang teks descriptif dan generic structure pada descriptif teks</li><li>2. Peserta didik mengamati descriptif teks pada paper yang dibagikan guru</li><li>3. Peserta didik menganalisis teks dan menemukan kosakata sulit pada descriptif teks tersebut</li></ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"><li>1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan deskriptif teks</li><li>2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li></ol> <p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"><li>1. Peserta didik berdiskusi secara berkelompok</li><li>2. Peserta didik dibagi menjadi beberapa kelompok, tiap kelompok berisi empat siswa</li><li>3. Guru memberikan worksheet kepada siswa dan membimbing siswa untuk membuat descriptive teks tentang Justin Bieber dan Bromo</li></ol>	

<p>Mount</p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Guru dan siswa bersama-sama mencocokkan hasil diskusi</li> <li>2. Siswa mampu berkontribusi dengan maju di depan kelas dan mengoreksi hasil tugas nya dengan kertas warna.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menjelaskan hasil kerja kelompoknya di depan kelas</li> </ol>	
<b>Kegiatan Penutup</b>	
<ol style="list-style-type: none"> <li>1. Guru mengkonfirmasi pemahaman siswa.</li> <li>2. Menanyakan kesulitan siswa selama KBM</li> <li>3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan.</li> <li>4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat</li> </ol>	10 menit

## H. Instrument

Please make a descriptive text based on Bromo mount Picture!

## I. Penilaian

Form	:	Written test
Technique	:	Writing a descriptive text
Aspects	:	Content, organization, language use, vocabulary, mechanic

Element of writing	Score
1.The content mastery	25%
2.The organization mastery	25%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
<b>Total of score</b>	<b>100%</b>

Explanation:

Content :The substance of writing, the ideas expressed

Organization :The organization of the content

Vocabulary :The choice of idioms, words, and lexical item to give a particular tone or flavor to writing

Grammar :The employing grammatical and syntatic forms

Mechanic :The use of graphic convention of the language.

**Scoring Guidance and The explanation of Criterion**

Item Analysis	Score	Criterion of Scoring
Content	30-27	Excellent:knowledgeable substantive etc.
	26-22	Good :some knowledgeable of subject-adequate range. Fair:limited knowledgeable of subject-little substance
	21-17	Very poor:does not show knowledgeable of subject-non substantive
	16-13	
Organization	20-18	Excellent:fluent expression-ideas clearly stated
	17-14	Good :somewhat choppy-loosely organized but main ideas stand out Fair:not fluent-ideas confused or disconnected
	13-10	Very-poor:does not communicate no organization
	9-7	
Vocabulary	20-18	Excellent:sophisticated range effective word/idiom form, choice, choice, usage.
	17-14	Good:adequete range-occasional Fair:limited range-frequent errors of word/idiom form, choice, usage.
	13-10	Very poor: essentially translation-little knowledge of

	9-7	English vocabulary
Grammar	25-22	Excellent:effective complex grammar construction
	21-18	Good:effective but simple constructive in grammar
	17-11	Fair:a major problem is simple/complex construction in grammar
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing
Mechanic	5	Excellent:demonstrates mastery of conventions;few errors of spelling, punctuation, capitalization, Paragraphing.
	4	Good to average ocasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to poor: Frequent errors and spelling, punctuation, capitalization, paragraphing; poor handwriting , meaning confused
	2	Very poor: no mastery of conventions; dominated by errors of spelling;punctuation, capitalization, etc. paragraphing;
Total	1-100	

## WORKSHEET

1. Please make a simple descriptive text based on Borobudur temple picture you get!

Mengetahui

Guru Mata Pelajaran

Elyana Anggrani, S.P.d

Semarang, 13 Januari 2017

Guru Praktek

Ariana Fauziah Fatma

NIM.133411084

Menyetujui,

Kepala Madrasah

MADRASAH ALTAI GHOY, Semarang



Al Zahronah, A.H.S.P.d.I

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP) 2**

**Sekolah** : MA.Infarul Ghoy, Pedurungan, Semarang  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : X/1 (satu)/ Experimental Class (Poster)  
**Materi Pokok** : Writing(Descriptive Text)  
**Alokasi Waktu** : 2JP (2 x 40 menit)

**A. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal,	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan orang 3.7.2 Siswa dapat

	sesuai dengan konteks penggunaannya	melafalkan kosakata yang sering digunakan dalam mendeskripsikan orang. 3.7.3Siswa dapat mengidentifikasi struktur teks deskriptif.
	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menirukan kata sifat (adjectives appearance) yang sering digunakan untuk mendeskripsikan orang. 4.10.2 Menyusun teks descriptive tulis sederhana tentang orang.

### C. Tujuan Pembelajaran

Tujuan diberikan Teks Deskriptif siswa dapat:

1. Brain storming tentang berbagai hal tentang teks deskriptif
2. Membaca dengan nyaring teks fungsional pendek tentang teks deskriptif secara jelas
3. Menjawab pertanyaan tentang isi teks deskriptif
4. Menyebutkan tujuan komunikasi teks deskriptif
5. Menjawab pertanyaan tentang isi kebahasaan teks deskriptif

#### D. Materi Pembelajaran

##### 1. The definition of descriptive text

A written text in which the writer describes an object such person, animal, things, or place

##### 2. Social function of descriptive text

To describe particular person, place, or things

##### 3. Generic Structure

Identification : Identifying phenomenon of the subject that will be described

Description : Describing the parts, qualities, features, behavior and the character of the subject

##### 4. Language features

6. Focus on specific participant
7. Use of attributive and identifying processes
8. Use of Simple present
9. The example of descriptive text

##### 5. Adjectives to describe someone appearance

Blonde	Fat	Attractive	Small
Brown-eyed	Thick	Masculine	Well-built
Blue-eyed	Short	Feminine	Good-looking
Rosy	Tall	Petite	Handsome
Heavy	Muscular	Tiny	Beautiful

##### 6. Adjectives to describe someone personalities

- a. Adventurous
- b. Beneficent
- c. Careless
- d. Decisive
- e. Earnest
- f. Fabulous
- g. Gentle
- h. Hateful
- i. Immodest

j. Inconsiderate

**E. Metode Pembelajaran**

- Metode : Picture and Mind-Mapping
- Pendekatan : Scientific Approach

**F. Media dan Sumber Pembelajaran**

**1. Media :**

- Poster
- Workshet

**2. Sumber Pembelajaran**

- Sari KD, *English book (Bupena) for SMA/MA Grade X*, p 82-125, 2014

**G. Langkah-langkah Kegiatan Pembelajaran**

Uraian Kegiatan	Alokasi waktu
<b>Kegiatan Awal</b>	10 Menit
1.Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen. 2.Mengkonfirmasi kesiapan siswa 3.Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya. 4.Apersepsi : Guru memberi stimulus kepada siswa dengan bertanya jawab. 5.Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa	

<b>Kegiatan inti</b>	60 menit
<p><b>Mengamati</b></p> <p>1. Peserta didik mendengarkan penjelasan guru tentang teks descriptive melalui poster yang diberikan guru</p> <p>2. Peserta didik mendengarkan teks descriptive yang dibaca oleh guru</p> <p><b>Menanya</b></p> <p>1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan</p> <p>2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana.</p> <p><b>Mengeksplorasi</b></p> <p>1. Siswa secara individu membuat teks deskriptif sesuai gambar yang ada dalam poster dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan</p> <p><b>Mengasosiasi</b></p> <p>1. Siswa memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan</p> <p><b>Mengkomunikasikan</b></p>	

<p>1.Siswa menyampaikan hasil deskriptif teks yang dibuat nya</p> <p>2.Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi</p>	
<b>Kegiatan Penutup</b>	
<p>1.Guru mengkonfirmasi pemahaman siswa.</p> <p>2.Guru memberikan umpan balik terhadap proses dan hasil pembelajaran</p> <p>3.Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan.</p> <p>4.Guru memberikan motivasi kepada siswa untuk belajar lebih giat</p>	11 Menit

## H. Instrument

Write a descriptive text based on Aliando Syarief picture!

## I. Penilaian

Form	:	Written test
Technique	:	Writing a descriptive text
Aspects	:	Content, organization, language use, vocabulary, mechanic

Element of writing	Score
1.The content mastery	25%
2.The organization mastery	25%
3.The vocabulary mastery	20%
4.The grammar mastery	25%

5.The mechanic mastery	5%
<b>Total of score</b>	<b>100%</b>

Explanation:

Content :The substance of writing, the ideas expressed

Organization :The organization of the content

Vocabulary :The choice of idioms, words, and lexical item to give a particular tone or flavor to writing

Grammar :The employing grammatical and syntactic forms

Mechanic :The use of graphic convention of the language.

### Scoring Guidance and The explanation of Criterion

Item Analysis	Score	Criterion of Scoring
Content	18-25	Excellent:knowledgeable substantive etc.
	14-17	Good :some knowledgeable of subject-adequate range.
	10-13	Fair:limited knowledgeable of subject-little substance
	7-9	Very poor:does not show knowledgeable of subject-non substantive
Organization	18-25	Excellent:fluent expression-ideas clearly stated
	14-17	Good :somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair:not fluent-ideas confused or disconnected
	7-9	Very-poor:does not communicate no organization
Vocabulary	18-20	Excellent:sophisticated range effective word/idiom form, choice, choice,



## APPENDIX 9

### Lesson Plan For Experimental Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 1

**Sekolah** : MA.Infarul Ghoy, Pedurungan, Semarang  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : XI/1 (satu)/ Experimental Class (Tourism Brochures)  
**Materi Pokok** : Writing/(Descriptive Text)  
**Alokasi Waktu** : 2JP (2 x 40 menit)

#### Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan

	<p>deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p>	<p>melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat/bangunan bersejarah</p> <p>3.7.2 Siswa dapat melafalkan kosakata yang sering digunakan dalam mendeskripsikan suatu tempat.</p> <p>3.7.3 Siswa dapat mengidentifikasi struktur teks deskriptif</p>
	<p>4.10 Menyusun teks deskriptif tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.10.1 Menirukan kata sifat (adjectives appearance) yang sering digunakan untuk mendeskripsikan tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.10.2 Menyusun teks descriptive tulis sederhana tentang tempat wisata, dan bangunan</p>

		bersejarah terkenal.
--	--	-------------------------

## **Tujuan Pembelajaran**

Tujuan diberikan Teks Deskriptif siswa dapat:

- A. Brain storming tentang berbagai hal tentang teks deskriptif
- B. Membaca dengan nyaring teks fungsional pendek tentang teks deskriptif secara jelas
- C. Menjawab pertanyaan tentang isi teks deskriptif
- D. Menyebutkan tujuan komunikasi teks deskriptif
- E. Menjawab pertanyaan tentang isi kebahasaan teks deskriptif

## **Materi Pembelajaran**

### **1. The definition of descriptive text**

A written text in which the writer describes an object such person, animal, things, or place

### **2. Social function of descriptive text**

To describe particular person, place, or things

### **3. Generic Structure**

Identification : Identifying phenomenon of the subject that will be described

Description : Describing the parts, qualities, features, behavior and the character of the subject

### **4. Language features**

Focus on specific participant

Use of attributive and identifying processes

Use of Simple present

The example of descriptive text

### **5. Adjectives to describe place**

- 1 Alive
- 2 Dry
- 3 Creepy
- 4 Interesting
- 5 Noisy
- 6 Pleasant
- 7 Ugly
- 8 Windy
- 9 Harmonious

10 Romantic

### Metode Pembelajaran

- Pendekatan : Scientific Approach

### Media dan Sumber Pembelajaran

1. **Media** : Tourism brochure
2. **Sumber Pembelajaran**
  - Sari KD, *English book (Bupena) for SMA/MA Grade X*, p 82-125, 2014
  - Englishbrochure.net

### Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi waktu
<b>Kegiatan Awal</b>	10 menit
<ol style="list-style-type: none"><li>1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.</li><li>2. Mengkonfirmasi kesiapan siswa</li><li>3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya.</li><li>4. Apersepsi : Guru memberi stimulus kepada siswa dengan bertanya jawab.</li><li>5. Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa</li></ol>	
<b>Kegiatan inti</b>	60 menit
<b>Mengamati</b> <ol style="list-style-type: none"><li>1. Siswa mengamati berbagai contoh tourism place didalam brochure yang diberikan guru</li><li>2. Siswa berlatih menemukan gagasan utama dalam tourism brochure dan informasi di dalam tourism brochure</li></ol> <b>Menanya</b> <ol style="list-style-type: none"><li>1. Siswa diberikan kesempatan untuk bertanya kepada guru tentang fungsi, struktur teks, dan unsur kebahasaan dari teks deskriptif</li></ol>	

<p><b>Mengeksplorasi</b></p> <p>1. Siswa secara individu membuat deskriptif teks sesuai gambar yang ada dalam tourism brochure dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</p> <p><b>Mengasosiasi</b></p> <p>1. Siswa memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam deskriptif teks yang mereka hasilkan</p> <p><b>Mengkomunikasikan</b></p> <p>1.Siswa menyampaikan hasil deskriptif teks yang dibuat nya</p> <p>2.Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi</p>	
<p><b>Kegiatan Penutup</b></p>	
<p>1. Guru mengkonfirmasi pemahaman siswa.</p> <p>2. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran</p> <p>3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan.</p> <p>4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat</p>	<p>10 menit</p>

**Instrument**

- Choose one of interesting brochure
- Write a descriptive text about a tourist place stated in the brochure then mention the generic structure of the text
- Your paragraph consist of 100 words
- You may open your dictionary
- Do it individually to produce a good written descriptive text!
- The time allotment is (1x45 minutes)

## Penilaian

Form : Written test  
Technique : Writing a descriptive text  
Aspects : Content, organization, language use, vocabulary, mechanic

Element of writing	Score
1.The content mastery	25%
2.The organization mastery	25%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
<b>Total of score</b>	<b>100%</b>

Explanation:

Content :The substance of writing, the ideas expressed

Organization :The organization of the content

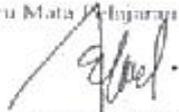
Vocabulary :The choice of idioms, words, and lexical item to give a particular tone or flavor to writing

Grammar :The employing grammatical and syntatic forms

Mechanic :The use of graphic convention of the language.

Mengetahui

Guru Mata Pelajaran

  
Elyana Anggrani, S.P.d

Semarang, 13 Januari 2017

Guru Praktek

  
Arina Fauziah Fatma  
NIM.133411084

Menyetujui,

Kepala Madrasah

MAAC Bina Ghoy, Semarang



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP) 2**

**Sekolah** : MA.Infarul Ghoy, Pedurungan, Semarang  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : X/1 (satu)/ Experimental Class (Poster)  
**Materi Pokok** : Writing(Descriptive Text)  
**Alokasi Waktu** : 2JP (2 x 40 menit)

**H. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata,	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan

	<p>dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p>	<p>orang</p> <p>3.7.2 Siswa dapat melafalkan kosakata yang sering digunakan dalam mendeskripsikan orang.</p> <p>3.7.3Siswa dapat mengidentifikasi struktur teks deskriptif.</p>
	<p>4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.10.1 Menirukan kata sifat (adjectives appearance) yang sering digunakan untuk mendeskripsikan orang.</p> <p>4.10.2 Menyusun teks descriptive tulis sederhana tentang orang.</p>

## J. Tujuan Pembelajaran

Tujuan diberikan Teks Deskriptif siswa dapat:

1. Brain storming tentang berbagai hal tentang teks deskriptif
2. Membaca dengan nyaring teks fungsional pendek tentang teks deskriptif secara jelas
3. Menjawab pertanyaan tentang isi teks deskriptif
4. Menyebutkan tujuan komunikasi teks deskriptif
5. Menjawab pertanyaan tentang isi kebahasaan teks deskriptif

## **K. Materi Pembelajaran**

### **7. The definition of descriptive text**

A written text in which the writer describes an object such person, animal, things, or place

### **8. Social function of descriptive text**

To describe particular person, place, or things

### **9. Generic Structure**

Identification : Identifying phenomenon of the subject that will be described

Description : Describing the parts, qualities, features, behavior and the character of the subject

### **10. Language features**

10. Focus on specific participant
11. Use of attributive and identifying processes
12. Use of Simple present
13. The example of descriptive text

### **11. Adjectives to describe someone appearance**

Blonde	Fat	Attractive	Small
Brown-eyed	Thick	Masculine	Well-built
Blue-eyed	Short	Feminine	Good-looking
Rosy	Tall	Petite	Handsome
Heavy	Muscular	Tiny	Beautiful

### **12. Adjectives to describe someone personalities**

- a. Adventurous
- b. Beneficent
- c. Careless
- d. Decisive
- e. Earnest
- f. Fabulous
- g. Gentle
- h. Hateful
- i. Immodest

j. Inconsiderate

**L. Metode Pembelajaran**

- Metode : Picture and Mind-Mapping
- Pendekatan : Scientific Approach

**M. Media dan Sumber Pembelajaran**

**1. Media :**

- Poster
- Workshet

**2. Sumber Pembelajaran**

- Sari KD, *English book (Bupena) for SMA/MA Grade X*, p 82-125, 2014

**N. Langkah-langkah Kegiatan Pembelajaran**

<b>Uraian Kegiatan</b>	<b>Alokasi waktu</b>
<b>Kegiatan Awal</b>	10 menit
1.Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen. 2.Mengkonfirmasi kesiapan siswa 3.Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya. 4.Apersepsi : Guru memberi stimulus kepada siswa dengan bertanya jawab. 5.Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa	
<b>Kegiatan inti</b>	60 menit

<p><b>Mengamati</b></p> <p>1. Peserta didik mendengarkan penjelasan guru tentang teks descriptive melalui poster yang diberikan guru</p> <p>2. Peserta didik mendengarkan teks descriptive yang dibaca oleh guru</p> <p><b>Menanya</b></p> <p>1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan</p> <p>2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana.</p> <p><b>Mengeksplorasi</b></p> <p>1. Siswa secara individu membuat teks deskriptif sesuai gambar yang ada dalam poster dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan</p> <p><b>Mengasosiasi</b></p> <p>1. Siswa memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan</p> <p><b>Mengkomunikasikan</b></p> <p>1. Siswa menyampaikan hasil deskriptif teks yang dibuat nya</p> <p>2. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi</p>	
<p><b>Kegiatan Penutup</b></p>	
<p>1. Guru mengkonfirmasi pemahaman siswa.</p> <p>2. Guru memberikan umpan balik terhadap</p>	

proses dan hasil pembelajaran 3.Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan. 4.Guru memberikan motivasi kepada siswa untuk belajar lebih giat	
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## H. Instrument

- O. Write your name on the top right of the paper!
- P. The text is written in the simple present tense!
- Q. Write a descriptive text based on Aliando Syarief picture!
- R. Your paragraph consist of 100 words
- S. You may open your dictionary
- T. Do it individually to produce a good written descriptive text!
- U. The time allotment is (1x45 minutes)

## I.Penilaian

Form	:	Written test
Technique	:	Writing a descriptive text
Aspects	:	Content, organization, language use, vocabulary, mechanic

Element of writing	Score
1.The content mastery	25%
2.The organization mastery	25%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
<b>Total of score</b>	<b>100%</b>

Explanation:

Content :The substance of writing, the ideas expressed

Organization :The organization of the content

Vocabulary :The choice of idioms, words, and lexical item to give a particular tone or flavor to writing

Grammar :The employing grammatical and syntatic forms

Mechanic :The use of graphic convention of the language.

### Scoring Guidance and The explanation of Criterion

Item Analysis	Score	Criterion of Scoring
Content	18-25	Excellent:knowledgeable substantive etc.
	14-17	Good :some knowledgeable of subject-adequate range.
	10-13	Fair:limited knowledgeable of subject-little substance
	7-9	Very poor:does not show knowledgeable of subject-non substantive
Organization	18-25	Excellent:fluent expression-ideas clearly stated
	14-17	Good :somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair:not fluent-ideas confused or disconnected
	7-9	Very-poor:does not communicate no organization
Vocabulary	18-20	Excellent:sophisticated range effective word/idiom form, choice, choice, usage.
	14-17	Good:adequete range-occasional
	10-13	Fair:limited range-frequent errors of word/idiom form, choice, usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary
Grammar	18-25	Excellent:effective complex grammar construction
	14-17	Good:effective but simple

	10-13	constructive in grammar Fair: a major problem is simple/complex construction in grammar
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing
Total of Score	1-100	

Mengetahui

Guru Mata Pelajaran

  
Elyana Anggrani, S.P.d

Semarang, 13 Januari 2017

Guru Praktek

  
Artita Fauziah Fatma  
NIM.133411084

Menyetujui,

Kepala Madrasah

MA'ALIMUL GHUY, Semarang



## **APPENDIX 10**

### **INSTRUMENT PRE TEST**

1. Write a short paragraph of descriptive text about tourist place you have visited and then mention the generic structure of the text!
2. Your paragraph consist of 100 words!
3. You may open your dictionary
4. Do it individually to produce a good written descriptive text
5. The time allotment is (1x45 minutes)

## **APPENDIX 11**

### **INSTRUMENT POST TEST**

1. Choose one of the interesting brochure
2. Write a descriptive text about a tourist place stated in the brochure then mention the generic structure of the text!
3. You may open your dictionary
4. Do it individually to produce a good written descriptive text
5. The time allotment is (1x45 minutes)

## APPENDIX 12

### THE LIST OF THE EXPERIMENTAL AND CONTROL CLASS SCORE EXPERIMENTAL CLASS

NO	Nama Siswa	Nilai Pre-test	Nilai Post-test
1	Ahmad Isom	45	72
2	Ahmad Musbihin	50	68
3	Ahmad Muhroni	39	67
4	Anisa Nurlaila	37	70
5	Dewi Kurniawati	46	78
6	Dian Puji Astutik	51	73
7	Elva Zuliana Sari	35	78
8	Fajar Febrianto	61	81
9	Hilya Ummi Najwa	37	73
10	Ifwa Fauziah	48	65
11	Ivan Janitra	47	77
12	Khusnul Yakin	44	86
13	Lukman Agus Wibowo	61	71
14	Novi Anggraini	47	84
15	Siti Nur Asiyah	58	69
16	Siti Suci Solikhah N	37	89
17	Sofia Ayu Wulandari	37	80
18	Tasya Kurnia Abadi	63	71
19	Taufik Hidayat	52	72
20	Firza Widiastuti	51	74
21	Yuni Alda	37	78
22	Dede Muhammad R	51	74

## CONTROL

No	Nama Siswa	PRE TEST	POST TET
1	Ahmad Hasan M	45	45
2	Ahmad Juri	50	51
3	Angga Prasetyo	38	39
4	Anggit Hernomo Adjie	64	64
5	Arina Manasikana	39	52
6	Bayu Saputra	40	43
7	Eko Nur Cahyo S	35	35
8	M.Bagas Mulia R	46	57
9	M.Iman Basofi	57	57
10	M.Ramadhanu	38	44
11	M.Rofi'ul Khafid	37	65
12	M.Zainur Rifqi	38	40
13	M.Khundori	35	39
14	Nuwafiq Alfian	35	47
15	Nur Najibah	35	36
16	Putri Wulan Shiyam	35	45
17	Reka Nur Azmi	35	43
18	Yoga Kharisma Y	37	60
19	Fiqih Abdillah	50	50
20	Dede Muhammad R	38	44

**APPENDIX 13**

**DOCUMENTATION**

**Documentation of Students' learning activity in experimental and control class**











YAYASAN PENDIDIKAN ISLAM INFARUL GHOY SEMARANG

## MA. INFARUL GHOY

Jl. Brigjen Sudarto 652 Plamongsari – Pedurungan – Semarang 50193

Telp. ( 024 ) 6716917 - 08159369054

### SURAT KETERANGAN

No.027/MA.IG/A/2017

Assalamu'alaikum wr. Wb.

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Infarul Gboy Plamongsari Kecamatan Pedurungan Kota Semarang menerangkan bahwa mahasiswa UIN Walisongo Semarang tersebut di bawah ini :

Nama : ARINA FAUZIA FATMA  
NIM : 133411034  
Fakultas/Prodi : ILMU TARBIYAH DAN KEGURUAN

Adalah benar-benar telah mengadakan riset di Madrasah yang saya pimpin yaitu MA Infarul Ghoy Plamongsari Pedurungan dari tanggal 4 Januari s/d 1 Februari 2017.

Demikian surat keterangan ini di buat untuk dapat di gunakan sebagaimana mestinya.

Wassalamu'alaikum w. wb.

Semarang, 1 Februari 2017

 Kepala Madrasah  
*Zamronah*  
Bj. Zamronah, AH, S.Pd.I  
Nip. -



**LABORATORIUM MATEMATIKA  
FAKULTAS SAINS DAN TEKNOLOGI  
UIN WALISONGO SEMARANG**

*Jln. Prof. Dr. Hamka Kampus 2 Cidag, Lab. MIPA Terpadu Lt. 31 ☎ 7601293 Fax, 7615387 Semarang 50182*

**PENELITI** : Arina Fauzia Fatma  
**NIM** : 133411084  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : TEACHING WRITING DESCRIPTIVE TEXT BY USING  
PRINTED MEDIA (AN EXPERIMENTAL STUDY AT THE  
TENTH GRADE OF MA INFARUL GHYOY SEMARANG IN THE  
ACADEMIC YEAR OF 2016/2017

**HIPOTESIS :**

- H<sub>0</sub>** : tidak terdapat perbedaan kemampuan menulis yang signifikan antara sebelum dan sesudah diberikan perlakuan.  
**H<sub>a</sub>** : terdapat perbedaan kemampuan menulis yang signifikan antara sebelum dan sesudah diberikan perlakuan.

**DASAR PENGAMBILAN KEPUTUSAN :**

- H<sub>0</sub> DITERIMA**, jika nilai  $t_{hitung} < t_{tabel}$   
**H<sub>0</sub> DITOLAK**, jika nilai  $t_{hitung} > t_{tabel}$

**HASIL DAN ANALISIS DATA :**

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 nilai akhir	75.0000	22	8.28403	1.33550
nilai awal	47.0000	22	8.65750	1.84578

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 nilai akhir & nilai awal	22	-.277	.211



**LABORATORIUM MATEMATIKA  
FAKULTAS SAINS DAN TEKNOLOGI  
UIN WALISONGO SEMARANG**

Jln. Prof. Dr. Hamka Kampus 2 (Cidg, Loh, MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7613387 Semarang 50182

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 nilai akhir - nilai awal	2.80000E1	12.01190	2.56095	22.67422	33.32578	10.933	21	.000

Nilai  $t_{\text{tabel}} (21;0,05) = 2,0796$  (*two tails*). Berarti nilai  $t_{\text{hitung}} = 10,933 > t_{\text{tabel}} = 2,0796$ , hal ini berarti  $H_0$  DITOLAK, artinya : terdapat perbedaan rata-rata kemampuan menulis yang signifikan antara sebelum dan sesudah diberikan perlakuan.



## CURRICULUM VITAE

Name : Arina Fauzia Fatma  
Place and date of birth : Pekanbaru April 21<sup>th</sup> 1995  
Original Address : Jl.Ponpes Alkautsar no 7, Pekanbaru, Riau  
Dormitory Address : Wisma Sayyidah, Jl.Segaran Baru no 22, Purwoyoso,Ngaliyan,  
Semarang  
Mobile Number : 085727653227  
Education : -SDN 014  
- MTS.Diniyah Puteri, Pekanbaru  
- MA.Diniyah Puteri, Pekanbaru  
- English Education, Walisongo State Islamic University  
Semarang