

**THE USE OF SWELL (SOCIAL-INTERACTIVE  
WRITING FOR ENGLISH LANGUAGE LEARNERS) TO  
TEACH DESCRIPTIVE TEXT WRITING**

**(An Experimental Study to the Tenth-Grade of MA Nahdlatul  
Ulama Mranggen in Academic Year of 2019/2020)**

**THESIS**

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



By:

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SEMARANG  
2019**

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**(An Experimental Study to the Tenth-Grade of MA  
Nahdlatul Ulama Mranggen in Academic Year of 2019/2020)**

Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited in accordance with ethnical standards.

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Title : **THE USE OF SWELL (Social-Interactive Writing for English Language Learners) TO TEACH DESCRIPTIVE TEXT WRITING** (An Experimental Study to the Tenth Grade of MA Nahdlatul Ulama Mranggen In the Academic Year of 2019/2020)

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Semarang, 29 November 2019

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*Assalamu'alaikum wr.wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **THE USE OF SWELL (SOCIAL-INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS) TO TEACH DESCRIPTIVE TEXT WRITING (An Experimental Study to the Tenth Grade Students of MA Nahdlatul Ulama Mranggen in the Academic Year of 2019/2020)**

Name : Umi Nur Fadhilah  
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*Wassalamu'alaikum. wr. wb.*

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*Wassalamu'alaikum. wr. wb.*

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## **ABSTRACT**

Title : The Use of SWELL (Social-Interactive Writing for English Language Learners) to Teach Descriptive Text Writing (An Experimental Study to the Tenth Grade of MA Nahdlatul Ulama Mranggen in the Academic Year of 2019/2020)

Writer : Umi Nur Fadhilah

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The aim of this study is to identify the effectiveness using SWELL to teach descriptive text writing at the tenth-grade of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020. The method of this study is a quantitative research and an experimental design. The sample of this study is the tenth grade of MA Nahdlatul Ulama Mranggen. Students of X MIA 1 as the experimental class, whereas students of X MIA 2 as the control class. Each class consists of 30 students. The sample technique of this sampling is purposive sampling. The instrument used written pre-test and post-test. The data is served by numerical and tested by the statistical formula of the t-test. Based on the calculation of the data, the mean score of the experimental class is increased. The finding of this study showed that the use of SWELL in descriptive text writing is effective. It is proved by the data that (6.71) is higher than (2.00) in the significance level of 0.05. It is considered that  $H_0$  is rejected and  $H_a$  is accepted. It is stated that there is a significant effect on using SWELL to teach descriptive text writing.

Keywords : *SWELL, descriptive text*

## MOTTO

“Life is like riding a bicycle.  
To keep your balance, you must keep moving”

~Albert Einstein~

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in leading me to accomplish the final project.

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I realized that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished. *The Use of SWELL (Social-Interactive Writing for English Language Learners) to Teach Descriptive Text Writing (An Experimental Study to the Tenth-Grade of MA Nahdlatul Ulama Mranggen in Academic Year of 019/2020)* is a thesis for readers who want to know the use of SWELL method in the descriptive text writing.

Then, I would like to express my gratitude and appreciation to the people who have helped and supported me, during the process of finishing this thesis especially to:

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2. Sayyidatul Fadhilah, M.Pd as the Head of English Departement.



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Finally, the writer realized that thesis is far from the word perfect, therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone amiin.

Semarang, 29 November 2019

The researcher

Umi Nur Fadhillah

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## CHAPTER I

### INTRODUCTION

This chapter consists of the background of the research, research question, research objective, and significances of the research.

#### **A. Background of the Research**

Communication is needed every human around the world. According to the Oxford Dictionary of English, Communication is the imparting or exchanging of information by speaking, writing or using some other medium... the successful conveying or sharing of ideas and feelings.<sup>1</sup> It means that communication is as a way to share information idea or feeling that is used by every human. Language is a basic means of communication. It is used every time and everywhere. By using language, people can convey their ideas, feelings, wishes, thought, and needs.

Learning English is important because English is an international language that must be learned every human in the world. In the globalization era, people who can either speak or write the English Language are highly considered in the aspect of education, business, and tourism. On Constitution No. 20 of 2003, Chapter 13 paragraph 1 states that *the education path consists of*

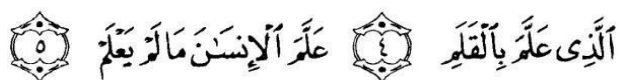
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<sup>1</sup>Victoria Bull, *Oxford Learner's Pocket Dictionary* (China: Oxford University Press, 2008).

*formal, non-formal and informal education.*<sup>2</sup> The learning process as a formal education implicates two important components, they are the teacher and the student. The role of the teacher is not only limited to teach (the delivery of science), but also as a guide, developer, and manager of learning activities that can facilitate students learning activities in achieving their intended goals.

English is the language of global that must be developed in Indonesia. It becomes an important subject to be taught in Indonesia education. Learning English is not easy because the student's language is different. In the curriculum of English Language Education, there are four skills; speaking, listening, reading and writing. Writing is considered a difficult skill to study assimilated with other skills. When students write a text, they can write based on their knowledge, idea, or what they think.<sup>3</sup> These four skills must be mastered so students have good competence in using language.

In the Holy Qur'an, Allah SWT states:



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<sup>2</sup> Kelembagaan Ristekdikti, 'No Title', 2016, 2016

<[https://kelembagaan.ristekdikti.go.id/wpcontent/uploads/2016/08/UU\\_no\\_20\\_th\\_2003](https://kelembagaan.ristekdikti.go.id/wpcontent/uploads/2016/08/UU_no_20_th_2003)>.

<sup>3</sup> Maslichah Maslichah and Siti Tarwiyah, 'Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2018), 116  
<<https://doi.org/10.21580/vjv6i21792>>.



“(4) *Who teaches (man) with a pen* (5) *He taught people what he didn't know.*”(QS. Al-,Alaq: 4-5)

Based on verses above, Allah SWT explains that He teaches humans to write through a pen that they did not know before. Writing is useful for storing messages and spreading knowledge.

Writing is one of the important skills that must be mastered by students. Writing need not only mastery of grammatical, ability to use the structure and lexical items but also can explain the ideas of each paragraph. For students, writing is complicated. They presume that writing is a difficult subject, so the outcome of a student's writing test is substandard. Students get difficulties in collecting their idea.

Students are expected to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news items.<sup>4</sup>

Based on the explanation above, descriptive text is one genre that must be mastered by students. Descriptive text is a text that explains a thing; parts, qualities, characteristics, and others. Not all students can write a descriptive text.

In MA Nahdlatul Ulama Mranggen, improving writing is not easy, especially the Tenth Grade. A teacher has taught a material well but the students are still difficult to write a paragraph of

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<sup>4</sup> and Siti Musarokah Entika Fani Prastikawati, *Writing 3 (Handouts and Assignment)* (Semarang: IKIP PGRI Semarang, 2010).

descriptive text. Most teachers tend to use the scientific approach. Here, the teacher explains the material in front of the class and asks students to write a paragraph. By using that method, almost students are not interested in the learning process so they are lazy and not pay attention to the teacher. That condition makes the learning process not work well and students can not understand the material presented by the teacher.

The students needed a new learning technique so that they would be more interest in learning writing subject. There were many kinds of techniques that could be used in teaching writing. One of the techniques is Social-Interactive Writing for English Language Learners ( SWELL). Social-Interactive Writing for English Language Learners ( SWELL) is introduced by Adeline Teo, an assistant professor at Chung San Medical University, Taiwan. It is mainly a writing method that is supported by several theories connected to collaborative writing theories, the technique of teaching writing and teacher as response presenter.<sup>5</sup> Generally, writing tends to be taught as an individual activity than a collaborative one. SWELL is very valuable it can give knowledge and skills that individual writers may not dominate. By using that technique, students will be active in the learning process.

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<sup>5</sup> Adeline Teo, 'SWELL: A Writing Method to Help English Language Learners', 2001, 18–25.

Therefore, from the explanations above, the researcher conducted the use of SWELL to teach descriptive text writing to the tenth-grade in the academic year 2019/2020.

## **B. Research Question**

Is the use of SWELL (Social-Interactive Writing for English Language Learners) to teach descriptive text writing to the tenth-grade of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020 effective?

## **C. Research Objective**

The objective of the research is to identify the effectiveness using SWELL (Social-Interactive Writing for English Language Learners) to teach descriptive text writing at the tenth-grade of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020.

## **D. Significances of the Research**

The researcher hopes that this research will be useful for:

### **1. Students**

This study can increase student participation and interest in learning English and improve their writing skill especially in writing a descriptive text. And they will be able to write better, so it will increase their English learning outcomes.

### **2. Teacher**

The result of the study can give inspiration to the teacher to enrich their teaching model.

3. School

It gives the school an input to make the right decision to use some teaching aids to support the teaching-learning process especially in the field of English studies.

4. Next Researcher

This study may be useful for further research in this field by extending it to other levels, other subjects, and different settings.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three parts. The first part is previous studies related to the topic. The second part is a theoretical review. The third part is the research hypothesis. Each part will be elaborated as follows:

#### **A. Previous Research**

Related to this research, the researcher chose some literature about previous researches which are relevant to the research.

1. The previous research conducted by Safitri Adriani Nasution, student of State Islamic University of North Sumatera Medan on her graduating paper entitled The Effect of Using SWELL on Students' Achievement in Writing Procedure Text.

This research used experimental design. The population was 151 students that were taken from the second-grade students of SMP Negeri 1 Sinunukan Kec. Sinunukan Kab. Mandailing Natal. The number of sample in this research were 90 students. The technique of data collection was a writing test. The result of the research showed that the value of the t-test calculation showed that the t-observed value (3.3) was higher than the t-table value (2,014) with  $\alpha = 0.05$  and  $df = 45$ . It indicates that Swell Method significantly affects that students' writing achievement.

The differences between these studies are, her study used a pre-experimental design which was use only one class, while this study uses a true experimental design that uses two classes namely experimental class and control class. And her study focuses on the writing of procedure text, while this study focuses on the writing of the descriptive text. The population in her study was the second-grade students, while in this study the population is the tenth-grade students. The similarities between these studies are, using SWELL as the method. The researcher uses this thesis as data sources that the researcher needs to support this research.<sup>1</sup>

- 2 The previous research conducted by Mastina Putri Pandiangan, student of State Islamic University North Sumatera Medan on her graduating paper entitled The Effect of SWELL (Social Interactive Writing For English Language Learners) Method on Students' Achievement in Writing Narrative Paragraph at MAS YP Raudhatul Akmal Batang Kuis.

This research was quantitative research which conducted an experiment and control group. The populations were 76 students consist of two classes of tenth-grade students at MAS YP Raudhatul Akmal Batang Kuis. The experimental were 38 students and the control group were 38 students. The techniques of data collection were observation, interview and

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<sup>1</sup> Safitri Adriani Nasution, 'No Title' (State Islamic University of North Sumatera, 2018) <<http://repository.uinsu.ac.id/5179/>>.

writing test. The result of the research showed that significant effect of using SWEEL method on the students' achievement in writing a narrative paragraph where the students' ability in writing a narrative paragraph by using SWELL method got the mean 76.84, the students' ability in writing a narrative paragraph by using conventional strategy got the mean 68.15.<sup>2</sup>

The differences of the researcher to the previous research are on the writing Narrative text, while the researcher chooses writing a descriptive text. The similarity of the researcher to the previous research is on the SWELL technique to teach.

3. The previous research conducted Ainul Yaqin, a student of Walisongo State Islamic University Semarang on his graduating paper entitled Using Think-Pair-Share Technique to Improve Students' Writing Skills in Descriptive Text ( A Classroom Action Research at VIII-A Grade Students of MTs Darussalam Kemiri Subah Batang in the Academic Year 2016/2017.

The result of this research showed that using a think-pair-share method in teaching descriptive text could improve

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<sup>2</sup> Mastina Putri Pandiangan, 'The Effect of SWELL (Social-Interactive Writing for English Language Learners) Method on Student's Achievement in Writing Narative Paragraph at MAS YP Raudhatul Akmal Batang Kuis' (State Islamic University of North Sumatera, 2018).

students writing ability. The students' achievement in pre-test and post-test showed significant improvement.<sup>3</sup>

The similarity of the researcher to the previous research is focused on developing students' writing skills in descriptive text. The difference between the researcher is on the method. The researcher used a SWELL method, while the previous research used the Think-Pair-Share method.

4. Journal of The Catesol, Volume 8, Issue 1 2006, entitled Social-Interactive Writing for English Language Learners by Adeline (Lei) K. Teo an assistant professor at Chun Shan Medical University, Taiwan. This journal is action research investigated the effects of the Social-Interactive Writing for English Language Learners (SWELL) method on the social interaction and cognitive writing processes of a pair of elementary school Mandarin-speaking English language learners (ELLs) in California. The researcher modified Topping's paired-writing method, it called the SWELL method. SWELL method is a method to teach the pair of ELLs. The research was conducted for 10 weeks, beginning on February 2004 and ending in April 2004. The research aimed to investigate how the SWELL method affects a pair of Mandarin-speaking English language learners' social interaction and cognitive writing process. The result of the

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<sup>3</sup> Ainul Yaqin, 'Using Think-Pair-Share' (Walisongo State Islamic University, 2018).



social aspect was showed some social behavior; being supportive, helping brainstorm ideas, a responsibility to pair and developing trust.<sup>4</sup>

## **B. Theoretical Review**

### **1. General Concept of Writing**

#### **a. Definition of Writing**

Writing is the most difficult for the English learners because it have many aspect that must noticed such as structure, grammar, sequence of sentences and many others. Writing is an activity that aims to deliver messages. Its can be knowledge, feelings, ideas, and emotions. Writing is one of the written communication tools that written is as a medium. In writing there are four elements of a as type a communication:<sup>5</sup> 1. The author as a messenger, 2. The message or something sent by the author, 3. The medium in the form of symbols of written language such as letters and punctuation, 4. Message recipients, namely the reader as the recipient of the message presented by the author.

Writing is the most complex human activities. It includes the development of the idea, the capture of the mental representation of knowledge, idea, experience with

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<sup>4</sup> Adeline (Lei) K. Teo, 'Social-Interactive Writing for English Language Learners', *The CATESOL Journal*, 18.1 (2006), 160–78.

<sup>5</sup> Mohamad Yunus, *Hakikat Menulis* (PBIN: PBIN Article, 2009).

the subject.<sup>6</sup> This means that writing is an activity that is done step by step. First, you have to know what you want to write down, you have to understand what you think and what you say. You need to read over again after you have finished writing and you must correct it.

Writing is a process of conveying thoughts, dreams, feelings in meaningful symbols/signs/ written.<sup>78</sup> It means that writing is imparting significant information or messages to others. According to Rimes, writing is a skill in which we express ideas that are arranged in word, sentence, and paragraph by using the eyes, brain, and hand.<sup>9</sup>

In line with the above opinion, writing is the statement of language in the form of letters, symbols, or words.<sup>10</sup> Writing needs tools to communicate for example pencils, paint, paper, and pens. This writing as communication can be established on a piece of paper, computer, and wall-magazine.

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<sup>6</sup> Horvath Jezsef, *Advanced Writing in English As a Foreign Language* (Lingua Franca: Lingua Franca Csoport, 2001).

<sup>7</sup> M. Pd Dr. H. Dalman, *Keterampilan Menulis* (Depok: PT Rajagrafindo Persada, 2012).

<sup>9</sup> Ann Rimes, *Techniques in Teaching Writing* (London: Oxford University Press, 1983).

<sup>10</sup> Dewi Utami, *How to Write* (Medan: La Tansa Press, 2010).

From some definition stated above can be conducted that writing is a complex activity that aims to convey information or idea as one of meaningful communication.

b. The Process of Writing

As previously stated that writing is a difficult skill, it takes to study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing processes, not a product.

The writing process begins with what is thought ( choosing a topic), collecting ideas and publish as the final steps. Caroline stated that there are five steps in the process of writing.

They are:<sup>11</sup>

1) Prewriting

Prewriting is the first most important step in the writing process. Prewriting is an activity that students do before students write a paragraph, essay or other written work. The purpose of the prewriting step is to find a topic for writing and to collect ideas and thoughts so they write without worry and hesitation.

2) Writing

Writing is the second stage of the writing process. At this stage, students should write a complete using student's

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<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill ESL/ELT, 2006).

notes from prewriting. The point is to write thoughts and ideas related to the topic without hesitation.

3) Revising

Revising is the third stage of the writing process. Revising is to examine something again and correct students' writing. Revising includes adding, cutting, moving, or changing ideas to make the writing clearer and interesting.

4) Editing

Editing or proofreading is the fourth stage in which students make sure your writing is grammar, spelling, capitalization, vocabulary, and punctuation correctly.

5) Publishing

Publishing is the final step of the writing process. After writing has been edited, it is ready to share with others.

Based on the explanation above, we can conclude that writing is not an instant activity. It needs some steps to produce a product of writing form.

c. Teaching Writing

To be a good teacher, she/he must try to make an effective teaching-learning process. Teachers want students of the class to attend properly, listen and try to hold what she/he teaches in the class.<sup>12</sup> Elizabeth and Dirgumarti

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<sup>12</sup> and Digumarti Bhaskara Rao Elizabeth, *Methods of Teaching English* (New Delhi: Arora Offset Press, 2007).

stated that “ teaching-learning of a language is a matter of practice. The language teacher can teach the language any way he/she likes, but the knowledge and application of certain principles help him/her to teach the same language effectively”.<sup>13</sup>

Based on Harmer, there are five tasks of teaching in teaching writing.<sup>14</sup> They are:

1) Demonstrating

The teacher has to be able to draw about writing conventions and genre constraints in specific types of writing to students to be more noticeable.

2) Motivating

Teachers help students to get an idea, to enthuse them with the value of the task and to persuade them.

3) Supporting

The teacher needs to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties.

4) Responding

The teacher reacts to the students' written work by responding and evaluating. The teacher responds to the content and construction of a piece supportively and suggests improving the written work of the students.

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<sup>13</sup> Elizabeth.

<sup>14</sup> Jeremy Harmer, 'HAL 11- (1-3) How to Teach Writing\_by Jeremy Harmer.Pdf', 2004, p. 255.

## 5) Evaluating

The teacher needs to evaluate the student's work. When the teacher evaluates the student for academic purpose, the teacher can indicate where they write well or they write mistakes. When the teacher hands back marked scripts, the student can look at the errors and try to put them right.

Based on the explanations above, we can conclude that in the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content.

## 2 Genre or Text Type

Genre is a term of grouping text. Moreover, every kind of genre has different social functions, different language features and different generic structures/schematics. Genre is divided into two kinds: Story Genre and Factual Genre.

**Table 2.1**

**Genre of the text**

Story Genre	Factual Genre
1. Narrative	1. Procedure
2. News story	2. Explanation
3. Exemplum	3. Report
4. Anecdote	4. Exposition

5. Recount	5. Discussion
6. Spoof	6. Description
	7. Review
	8. News item
	9. Commentary

a. Story Genre

1) Narrative

The social function of narrative text is to amuse or to entertain and to deal with actual or various experiences in different ways.

2) News Story

Factual text which informs the reader of daily newspaper about events of the day which are regarded as newsworthy or important.

3) Exemplum

The social of exemplum text is to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

4) Anecdote

The social function of anecdotes is to share with others an account of an unusual or funny incident.

5) Recount

The social function of recount text is to retell the events to inform or entertain.

6) Spoof

The social function of spoof text is to retell an event with a humorous twist or something funny with an unexpected ending.

b. Factual Genre

1) Procedure

To describe how something is accomplished through a sequence of actions or steps.

2) Explanation

To explain the processes involved in the formation or working of a natural or socio-cultural phenomenon.

3) Report

To describe the way things are, regarding arrange or natural, manmade, and social phenomena in our environment.

4) Discussion

To present two points of view about an issue.

5) Descriptive

To describe a particular person, place or thing.

6) Analytical Exposition

To persuade the reader or listener that something is the case.

7) Hortatory Exposition

To persuade the reader or listener that something should or should not be the case.

8) Review

To critique an artwork, an event for a public audience.



9) News Item

To inform readers, listeners or viewers about an event of the day which is considered newsworthy or important.

10) Commentary

To explain the processes involved in the formation of a socio-cultural phenomenon, as through a natural phenomenon.<sup>15</sup>

### 3 Descriptive Text

a. Definition of Descriptive Text

Describe means to draw, to illustrate or to picture object, place, a person to have the visual appearance of the object described.<sup>16</sup> Plogger stated that a descriptive is used to add details about something physical: a person, or thing.<sup>17</sup>

According to Siswanto, descriptive text is text which says what a person or things is like.<sup>18</sup> Another opinion, the context of this text is the description of the particular thing, animal, person, or others, for instance: my beloved mother, Borobudur temple, or other. It means that when we make a

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<sup>15</sup> and Siti Musarokah Entika Fani Prastikawati, *Writing 3 (Handouts and Assignment)* (Semarang: IKIP PGRI Semarang, 2010).

<sup>16</sup> Wy. Dirgeyasa, *Collage Academic Writing: A Genre-Based Perspective* (Medan: Unimed Press, 2014).

<sup>17</sup> Katherine Plogger, *Simplified Paragraph Skills* (USA: NTC Publishing Group, 2000).

<sup>18</sup> Agus Siswanto, *English Revolution* (Jepara: Mawas Press, 2012).

descriptive text we can to describe something or someone's characteristics clearly and we can share any information with readers.<sup>19</sup>

Based on the explanation above it can be concluded that descriptive text is a kind of genre that the purpose is to describe a particular object, person, place or thing with words in a clear and detailed.

b. Social Function of Descriptive text

Descriptive text aims to describe a particular person, place or thing in written or spoken.<sup>20</sup> Descriptive text is a kind of text that describes an object ( person, place or thing) where the reader seems looking, listening, touching, and feeling something which is being described.<sup>21</sup> A good description is like a “ word picture ”, the reader can describe the object, place, or person in his/her mind.<sup>22</sup>

c. Generic Structure of Descriptive Text

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<sup>19</sup> M. Mursyid PW, 'English Learning Handout for Grade VIII Learning Descriptive Text', 2011.

<sup>20</sup> Rudi Hartono, *Genres of Text* (Semarang: Unnes, 2005).

<sup>21</sup> Yossy Idris, *Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery Dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan Dan Sastra Indonesia TA 2011/2012* (Padang, 2013).

<sup>22</sup> Alice Oshima, *Introduction to Academic Writing* (New York: Edison Wisley Longman, 1997).

The generic structure that is taught in senior high school is divided into two elements namely identification and description.<sup>23</sup>

The descriptive text has generic structures as below:

1) Identification

In this generic structure introduces to the subject of description.

2) Description

In this part telling details of the characteristic features of the subject. Such as qualities, characteristics, size, physical appearance, ability, habit, daily life, etc.

d. Language Features of Descriptive Text

Significant Grammatical feature of descriptive text are:

1) Certain nouns, for example: Borobudur temple, my cat

2) Use of Simple Present Tense

3) Use the relating verb to give information about the subject, for example: My mum is really cool, it has very soft fur

4) Use some adjectives (describing, numbering, classifying), for example: Two strong legs, sharp white fang

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<sup>23</sup> Mark Anderson, *Text-Types in English* (Australia: Macmillan Education Australia PTY LTD, 1997).

- 5) Use of action verb, for example: Our new puppy bites our shoes
  - 6) Use of adverbial to give additional information about the subject, for example: At the tree house, fast
  - 7) Use of figurative language, for example: Jhon is as white as chalk
- e. Example of Descriptive Text

#### National Monument<sup>24</sup>

The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for the public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.

The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of a level. The upmost part is a flame-shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has a rectangular shape with a size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast

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<sup>24</sup> ThemeXpose, 'National Monument', 2018  
<<https://www.contohtext.com/2018/03/contoh-descriptive-text-singkat-about-monas.html>>.

and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbols and documents of Indonesian freedom.

#### **4 SWELL (Social-Interactive Writing for English Language Learners)**

##### **a. The Introduction of SWELL**

Firstly, SWELL was introduced by Adeline Teo, an assistant professor at Chung San Medical University, Taiwan. It is a writing method that is supported by several theories related to collaborative writing theories, the technique of teaching writing and teacher as feedback providers.<sup>25</sup>

Formerly, Adeline Teo adapted Topping's theory namely Paired Writing Method and He used it at his ESL class then he redefined it to be SWELL. His students got a good result in writing task after he implemented SWELL. So, SWELL method has a great influence on the development of writing tasks in his class.

##### **b. The Procedures of SWELL**

First, the teacher divides the students based on their English ability level. The students who are at a higher level will play a role as a *Helper* and the students who are at a lower level will

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<sup>25</sup> Adeline Teo, 'SWELL: A Writing Method to Help English Language Learners', 2001, 18–25.

play a role as a *Writer*. Then *Helper* and *Writer* do task collaboratively. According to Adeline Teo, SWELL consists of several steps, they are:<sup>26</sup>

1) Ideas Generation

In these steps, the students as the writer ask the helper list of questions as a way of stimulating ideas based on student's experience.

2) Making a Draft

The keywords in the notes created in step 1 should be placed where both members of the pair can easily see them.

In this step, there are five different stages as shown below:

Stage 1 : helper writes it all, writer copies it all

Stage 2 : helper writes difficult words for the  
writer

Stage 3 : helper writes difficult words in rough,  
writer copies

Stage 4 : helper says how to spell hard words

Stage 5 : writers write it all

The teacher should choose the appropriate option from the stage above for pair based on his/her understanding of the students' writing levels. It is helpful to make students focus on the writing task without worrying whether they choose the appropriate option. Then, he/she should emphasize more on allowing ideas to flow.

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<sup>26</sup> Adeline Teo.

### 3) Reading

The writer reads the draft writing loudly. If the Writer read a word incorrectly, the Helper provided correction support if there is a fault. According to Jordan and Herrel, Read-aloud is a strategy that useful for English language learners because it can combine between the modeling fluent of expressive reading the text and strategy for explaining vocabulary, also periodic checking for understanding.<sup>27</sup>

### 4) Editing

The fourth step is editing. In this step, the helper and the writer review the draft together and examine what improvement might be made. The writer and the helper should inspect the draft more than once. In this step, there are four SWELL editing criteria; they are meaning (content), order (organization), style (language and vocabulary), and mechanic (spelling, capitalization, and punctuation).

The writer and the Helper should consider the five questions namely:

- a) Does the helper understand what the writer wants to say?  
(meaning)

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<sup>27</sup> Adrienne L. Herrel, *Fifty Strategies for Teaching English Language Learners Third Edition*, Third (Columbus: Merrill Prentice Hall, 2008).

- b) Does the writing have a clear beginning, middle, and ending? (order)
  - c) Are the words and sentences correct? (style)
  - d) Are the words spelled correctly? (spelling)
  - e) Is the punctuation correct and in the right places? (punctuation)
- 5) Best Copy

In this step, the writer copied out the best version of the draft after editing step. Sherman stated that rewriting is an activity to check all of the written results and usually use a certain method, for example, the method for "cut and paste".<sup>28</sup>

6) Evaluating

The last step is evaluating the teacher. Then, the writer and the helper submit their best copy. The teacher's comments focus on meaning/content, order, style, spelling, and punctuation. Then, the writer and the helper review the correction and feedback together as a pair.

Each step of SWELL gives advantages for the students among others social-interactive learning with much conversation between pairs and shared ideas. Spring stated that " The acts of collaborative writing include: establishing the goal, identifying writing tasks then dividing tasks among group members, tracking

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<sup>28</sup> Sherman A. Theodore, *Modern Technical Writing* (America: Prentice Hall, 1983).



individual idea generation, defining rules of the document, managing conflict, identifying the roles of member and communicating ideas. Therefore, collaborative writing requires effective communication between members of the writing group.

Besides, the students will communicate and share ideas collaboratively. So, they will comfortable to work together. Also, in a truly collaborative environment, each contributor has an almost equal power to attach, edit and displace the text.<sup>29</sup>

### **C. Research Hypothesis**

The hypothesis of this research is presented as follow: SWELL (Social-Interactive Writing for English Language Learners) is effective to teach Descriptive texts writing to the tenth-grade students of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020. The students' score who were taught by using SWELL (Social-Interactive Writing for English Language Learners) was higher than students' score who weren't taught by using SWELL (Social-Interactive Writing for English Language Learners).

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<sup>29</sup> 'Collaborative Writing'  
<[https://en.wikipedia.org/wiki/Collaborative\\_writing](https://en.wikipedia.org/wiki/Collaborative_writing)>.

## CHAPTER III

### RESEARCH METHOD

This chapter deals with research methodologies which consist of research design, research setting, source of the data, research variable and indicators, method of collecting data, method of analyzing data, and method of storing data.

#### A. Research Design

This research was research that used a quantitative approach. This research was an experimental design. The SWELL method was applied in this research. This method aims to find out whether there are significant results after being given treatment under controlled conditions.<sup>1</sup>

Gay stated that there was an experimental group and a control group. The two groups were applied by using a different method. SWELL method was taught in the experimental group, while the control group was taught with a different method.<sup>2</sup>

The design of this research was using pre-test and post-test. It could be described as follows:

$R = O_1 \quad X \quad O_2$
$R = O_3 \quad \quad O_4$

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<sup>1</sup> Sugiyono, *Cara Mudah Menyusun Skripsi, Tesis, Dan Disertasi*, CV Alfabet (Bandung, 2016).

<sup>2</sup> Gay L. R., *Educational Research* (Columbus: Merryl Publishing Company, 1976).

Where:

R	:	Experimental and control groups
O <sub>1</sub>	:	Pre-test for the experimental group
O <sub>2</sub>	:	Post-test for the experimental group
O <sub>3</sub>	:	Pre-test for the control group
O <sub>4</sub>	:	Post-test for the control group
X	:	Treatment using SWELL (Social-Interactive Writing for English Language Learners)

The procedure of experiment design included a pre-test, treatment, and post-test. Firstly, both groups were given a pre-test. Then the different treatments were applied to the two groups; the experimental group was treated through SWELL and the control group was taught without SWELL in writing descriptive text. Both of them were taught the same material based on the curriculum and in the same month. Finally, after both of them got treatment, they received a post-test. Then, the result of the pre-test and post-test of each group were compared to find the significant differences between the experimental and the control group.

## **B. Research Setting**

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

This research was conducted in MA Nahdlatul Ulama Mranggen, which is located at Jl. Pasar Hewan, Bandungrejo, Mranggen. The subject of this research was the tenth-grade students of MA Nahdlatul Ulama Mranggen.

## 2. Time of the research

This research was conducted in the first semester in the academic year of 2019/2020 for about two weeks beginning from 14<sup>th</sup> up to 28<sup>th</sup> October 2019.

## **C. Source of the Data**

### 1. Population

The population this research is the tenth-grade students of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020. The tenth-grade students were divided into four classes. There are X MIA 1, X MIA 2, X IIS 1, and X IIS 2.

### 2. Sample

The sample of this research will be chosen by using a purposive sampling technique based on certain reasons and purposes. The criteria of the elements who are to include in the study are predefined so we do not include everyone available to us rather those available are included who meet the defined criteria.

After getting two classes, the researcher will give a pre-test for both of them to know their ability. Then it will be followed by doing a normality test, homogeneity test, and test of the average. Furthermore, the experimental class is given treatment in the form of the SWELL, and the control class is not given the SWELL. Each experimental class and control class are given a post-test. The post-test results are used as an analysis to determine the students' ability to write descriptive text after being given treatment in the form of

the SWELL in the experimental class and scientific learning in the control class.

#### **D. Research Variable and Indicator**

In this research, there are two variables. They are the independent variable and the dependent variable.

##### **1. The Independent Variable**

The independent variable is a variable that influences or causes the change or emergence of the dependent variable.<sup>3</sup> In this research, the independent variable is the use of SWELL to teach descriptive text writing. The experimental group will be taught writing descriptive text by using the SWELL while the control group will be taught descriptive text without using the SWELL.

The indicators are:

- a. Students describe the idea simply and completely
- b. Students describe the draft that they made
- c. Students review the draft of what improvement might be made
- d. Students copy out the best version of the draft

##### **2. The Dependent Variable (Y)**

The dependent variable is a variable that is affected or which is due to an independent variable.<sup>4</sup> In this research, the

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<sup>3</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

<sup>4</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*.

dependent variable is students' writing skills of descriptive text.

The indicators are:

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

#### **E. Method of Collecting Data**

There are several ways to collect data like observation, notes, documentation, and test. In this research, the researcher gathered the data to support the above. The methods are chosen to collect data as a follow:

##### **1. Test**

The test is a set of questions and used to measure the achievement or capability of the individual or groups. In this research, the test is an essay test or subjective test.

There are two steps of the test in this research:

##### **a. Pre-test**

The pre-test is given before the experiment is run. The pre-test is given to the experimental and the control group in the same ways.

##### **b. Post-test**

Post-test is carried out at the end of the study after treatment. Here, we know the comparison of scores between the experimental group and the control group.

## 2. Documentation

In this research, the researcher uses a personal document. The researcher uses the document as proof that this research is real. Document related the students' name list included in the population, research sample and the documentation of the students' learning activities during this research.

## **F. Method of Analyzing Data**

There are two types of tests to be conducted in this research, they are a pre-requisite test and hypothesis test. They were explained as follow:

### 1. The Data Analysis of Pre-Requisite Test

This test is used to know the legality of the population. Here, the normality and homogeneity test is employed. Before the researcher determines the sample, the writer will conduct the homogeneity test by choosing two classes from tenth-grade in MA Nahdlatul Ulama Mranggen. This test will be taken from the students' score of their midterm test. To find out the normality and homogeneity of the population, the researcher used the formula as follows:

#### a. Normality Test

The normality test is employed to know the normality of the data that is going to be analyzing what both groups have a normal distribution or not. The normality test with Chi-square will be used to find out the distribution data.

The researcher will use the Chi-square formula as follows:<sup>5</sup>

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$\chi^2$  : Chi-square

$O_i$  : Frequency that is observed

$E_i$  : Frequency that is hoped

$k$  : The sum of interval class

The calculation result of  $\chi^2$  is compared with a 5% degree of significance. If  $\chi^2$  count  $>$   $\chi^2$  table the data is not normal distribution and if  $\chi^2$  count  $<$   $\chi^2$  table the data is a normal distribution.

#### b. Homogeneity Test

The homogeneity test is employed to know whether the experimental class and control class, that is taken from the population have the same variant or not.

The steps to measure homogeneity are as follows:

- 1) Calculate variants both classes (experimental and control class), with the formula:

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<sup>5</sup> Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007).



$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1} \text{ and } S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1}$$

2) Determine  $F = \frac{V_b}{V_k}$

Where:

$V_b$  : Bigger Variant

$V_k$  : Smaller Variant

3) Determine  $DK = (n_1 - 1) : (n_2 - 1)$

4) Determine  $F_{table}$  with  $\alpha = 5\%$

5) Determining the distribution homogeneity with test criteria:

If  $F_{count} > F_{table}$ , the data is not homogeneous and the other way, if the  $F_{count} < F_{table}$ , the data is homogeneous.

## 2. The Data Analysis of Hypothesis Test

### a. Analysis of the pre-test

This analysis is aimed to determine the initial of the sample if the two classes are the same initial or not.

#### 1) Normality Test

It is used to know the normality of the data that will be analyzed whether both groups have normal distribution or not. The normality test with chi-square is done to find out the data distribution.

Step by step of the chi-square test is as follows:

a) Determine the range (R); the largest data reduced the smallest.

b) Determine the many class interval (K) with the formula:

$$K = 1 + (3,3) \log n$$

- c) Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{Number of class}}$$

- d) Calculating the average  $\bar{X}$ , with the formula:

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

- e) Calculating variants, with the formula:

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

- f) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

- g) Calculate the frequency expository ( $E_i$ ), with the formula:

$E_i = n \times \text{wide area with the } n \text{ number of sample}$

- h) Calculate the chi-square ( $X^2$ ), with the formula:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

- i) Determine the degree of validity ( $dk$ ),  $dk = k - 1$  where  $k$  is the number of class intervals and  $\alpha = 5\%$

- j) Determining the distribution normality with test criteria:

If  $X^2_{\text{count}} > X^2_{\text{table}}$  so the data is not a normal distribution and the other way if the If  $X^2_{\text{count}} < X^2_{\text{table}}$  so the data is a normal distribution.

- 2) Homogeneity Test

Homogeneity test is employed to know whether the experimental class and the control class, that are taken from population have same variant or not.

The steps to measure homogeneity test are as follows:

- a) Calculate variants both classes (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1} \text{ and } S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1}$$

- b) Determine  $F = \frac{V_b}{V_k}$

Where:

$V_b$  : Bigger Variant

$V_k$  : Smaller Variant

- c) Determine  $dk = (n_1 - 1) : (n_2 - 1)$
- d) Determine  $F_{table}$  with  $\alpha = 5\%$
- e) Determining the distribution homogeneity with test criteria:

If  $F_{count} > F_{table}$ , the data is not homogeneous and the other way, if the  $F_{count} < F_{table}$ , the data is homogeneous.

- b. Analysis of post-test

- 1) Normality test

Normality test is used to know the normality of the data that will be analyzed whether both groups have normal distribution or not after getting treatment. The

steps of normality are the same as the normality test on the initial data.

## 2) Homogeneity Test

Homogeneity test was used to know whether experimental class and control class, that are taken from the sample have the same variant or not after getting treatment. The steps homogeneity is the same as the homogeneity test on the initial data.

## c. Hypothesis Test

In order to measure a potential relationship between two variables, there are four steps of a hypothesis test: First, the test was done in both groups, experimental and control group. Second, the result of the test was scored by using the analytic scale. Third, the means score of the two groups were determined. Finally, the two means were compared by applying the t-test formula.

The t-test is used to differentiate if the result of students' writing skill of narrative text by using the Three Key Ingredient strategy and without using the Three Key Ingredient strategy is significant or not.

If  $\sigma_1^2 = \sigma_2^2$  (has the same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$  : The mean score of the experimental group

$\bar{x}_2$  : The mean score of the control group

$n_1$  : The number of experimental groups

$n_2$  : The number of the control group

$s_1^2$  : The standard deviation of the experimental group

$s_2^2$  : The standard deviation of both groups

If  $\sigma_1^2 \neq \sigma_2^2$  (has no same variant) the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_1^2}{n_2}}}$$

The hypothesis is:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

$\mu_1$  = Average data of experimental class

$\mu_2$  = Average data of control class

If  $t_{count} > t_{table}$  so  $H_0$  is rejected and there is no difference of average value from both groups. Moreover, the other way if  $t_{count} < t_{table}$  so  $H_0$  is accepted and there is a significant difference in average value from groups.<sup>6</sup>

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<sup>6</sup> Aek Phakiti, *Experimental Research Methods in Language Learning*.

## G. Method of Scoring Data

The researcher used a writing test to measure the student's ability in writing a descriptive text. Douglas Brown stated that there are five major categories in the analytic scoring of writing test namely content, vocabulary, organization, grammar and mechanics.<sup>7</sup>

The scoring rubric of writing can be seen in table 1 while scoring technique and criteria of writing can be seen in table 2.

**Table 3.1**  
**Percentage the element of writing**

No.	Element of Writing	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanic	5
	Total	100

Explanation

Content : The substance of writing

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<sup>7</sup> H. Douglas Brown, '[Book] H. Douglas Brown - Principles of Language Teaching and Language Learning 4th Edition.Pdf', 2004.

- Organization : The organization of the content
- Vocabulary : The choice of word to give a particular tone of writing
- Grammar : The employing grammatical and syntactic form
- Mechanic : Using of a graphic convention of the language

The researcher uses scoring guidance criteria by J. Charles Alderson.

**Table 3.2**  
**Scoring Guidance and the Explanation of Creation.<sup>8</sup>**

Categories	Score	Indicator
Content	27-30 Excellent	Knowledgeable-substantive, etc.
	22-26 Good	Some knowledge of the subject, adequate range.
	17-21 Fair	Limited knowledgeable of the subject, little substance
	13-16 Very	It does not show knowledgeable of

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<sup>8</sup> Charles J. Alderson and Lyle F.B, *Assesing Writing* (USA: Cambridge University Press, 2002).

	Poor	subject-non substantive.
Organization	18-20 Excellent	Fluent expression, ideas clearly stated.
	14-17 Good	Somewhat choppy, loosely organized but main ideas stand out
	10-13 Fair	Non-fluent, ideas confused or disconnected
	7-9 very Poor	Does not communicate, no organization
Vocabulary	18-20 Excellent	Sophisticated range, effective word/idiom choice, and usage
	14-17 Good	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13 Fair	Essentially translation, little knowledge of English vocabulary



	7-9 Very Poor	Virtually no mastery of sentence construction rules
Grammar	22-25 Excellent	Effective complex grammar construction
	18-21 Good	Effective but simple construction in the grammar
	11-17 Fair	Major problem is simple/complex construction in grammar
	5-10 Very Poor	Virtually no mastery of sentence construction rules
Mechanic	5 Excellent	Demonstrates mastery of construction, few errors of spelling, punctuation
	4 Good	Occasional errors of spelling, punctuation, capitalization
	3 Fair	Frequent errors of spelling, punctuation,

		capitalization
	1-2 Very Poor	No mastery of conventions, dominated by errors spelling, punctuation, capitalization, paragraphing
Total of score	1-100	

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the data that was collected during the experimental research. First analysis focuses on the homogeneity of the sample, the second analysis represents the result of pre-test and post-test that was done both in the experimental and control group.

#### **A. Description of Research Finding**

The research had been conducted from 14<sup>th</sup> to 28<sup>st</sup> October 2019 in MA Nahdlatul Ulama Mranggen. The researcher took two classes as the subject of the research. The researcher got class X MIA 1 which consists of 30 students as experimental group and class X MIA 2 which consists of 30 students as a control group. The data was obtained by giving a test. The test consists of two tests as follows, pre-test and post-test. A pre-test was given before the treatment and post-test were given after treatment.

In the finding of the research, it was described that there were different results between the experimental group which were taught by using the SWELL as teaching writing descriptive text and control group was not taught by using the SWELL.

#### **B. Data Analysis and Hypothesis**

##### **1. The Data Analysis of Pre-requisite Test**

This discussion covers normality and homogeneity.

##### **a. Normality Test**

Normality test is used to know whether the data is normally distributed or not. To find the distribution data is used normality test.

The criteria:

Ho accepted if  $x_{count}^2 < x_{table}^2$

Ha rejected if  $x_{count}^2 > x_{table}^2$

**Table 4.1**

**Normality Result of Pre-requisite Test**

Class	$X^2_{count}$	$X^2_{table}$	Criteria
X MIA 1	3.8267	11.0705	Normal
X MIA 2	4.7827	11.0705	Normal

Based on the analysis above, it can be seen that  $X^2_{count}$  of both classes is lower than  $X^2_{table}$  ( $X^2_{count} < X^2_{table}$ ), so Ho is accepted. The conclusion is the distribution of data from both classes are normal.

b. Homogeneity Test

Homogeneity test is used to know whether the class that is taken from the population is homogeneous or not.

Ho =  $\sigma_1 = \sigma_1$

Ha =  $\sigma_1 \neq \sigma_1$

**Table 4.2**

**Homogeneity Result of Pre-requisite Test**

Class	Variance ( $S^2$ )	N	Df	$F_{count}$	$F_{table}$	Criteria

X MIA 1	84.76	30	29	1.02	1.82	Homogeneous
X MIA 2	81.80	30	29			

According to the formula above, it is obtained that:

$$F = \frac{vb}{vk} = \frac{84.76}{81.80} = 1.02$$

Based on computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$ . So  $H_0$  accepted. It can be concluded that data from X MIA 1 class and data from X MIA 2 have the same variance or homogeneous.

## 2. The Data Analysis of Test

- a. The data analysis of pre-test of the experimental class and the control class.

**Table 4.3**  
**List of Pre-test Score of Experimental and Control**  
**Classes**

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	50	1	C-1	47
2	E-2	62	2	C-2	51
3	E-3	48	3	C-3	56
4	E-4	75	4	C-4	30

5	E-5	68	5	C-5	35
6	E-6	30	6	C-6	30
7	E-7	55	7	C-7	45
8	E-8	57	8	C-8	70
9	E-9	45	9	C-9	35
10	E-10	55	10	C-10	42
11	E-11	35	11	C-11	52
12	E-12	48	12	C-12	43
13	E-13	65	13	C-13	46
14	E-14	70	14	C-14	42
15	E-15	75	15	C-15	58
16	E-16	49	16	C-16	43
17	E-17	55	17	C-17	55
18	E-18	68	18	C-18	54
19	E-19	35	19	C-19	58
20	E-20	68	20	C-20	58
21	E-21	45	21	C-21	56
22	E-22	40	22	C-22	56
23	E-23	45	23	C-23	44
24	E-24	35	24	C-24	60
25	E-25	60	25	C-25	60
26	E-26	55	26	C-26	44
27	E-27	55	27	C-27	48
28	E-28	48	28	C-28	50

29	E-29	50	29	C-29	61
30	E-30	45	30	C-30	67
SUM		1591			1496
AVERAGE		53.03			49.87
S <sup>2</sup>		147.48			101.98
S		12.14			10.10

1) The normality of pre-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of pre-test in control and experimental class, the researcher calculated the normality test of the data. The analysis of normality test in experimental class is as follow:

H<sub>0</sub> : The distribution is normal

H<sub>a</sub> : The distribution is not normal

H<sub>0</sub> accepted if  $x_{count}^2 < x_{table}^2$

Ha rejected if  $x_{count}^2 > x_{table}^2$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

**Table 4.4**

**Normality Result of Pre-test (Experimental Class)**

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(Oi - Ei)^2}{Ei}$

30-37	29.5	- 1.9	0.4737	0.0741	4	2.2234	1.4196
38-45	37.5	- 1.3	0.3996	0.1671	5	5.0126	0.0000
46-53	45.5	- 0.6	0.2325	0.2478	6	7.4341	0.2766
54-61	53.5	0.0	- 0.0153	0.2418	7	7.2548	0.0089
62-69	61.5	0.7	- 0.2572	0.1553	5	4.6585	0.0250
70-77	69.5	1.4	- 0.4124	0.0656	3	1.968	0.5415
	75.5	2.0	- 0.4780				
Jumlah					30		2.2717

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $x_{table}^2 = 7.8147$  and  $x_{count}^2 = 2.2717$ .  $x_{count}^2 < x_{table}^2$ . So the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follow:

**Table 4.5**  
**Normality Result of Pre-test (Control Class)**



Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)2}{E_i}$
30-36	29.5	- 2.0	0.4775	0.0717	4	2.1508	1.5898
37-43	36.5	- 1.3	0.4058	0.1713	4	5.1387	0.2523
44-50	43.5	- 0.6	0.2345	0.2593	7	7.7793	0.0781
51-57	50.5	0.1	- 0.0248	0.2488	7	7.4650	0.0290
58-64	57.5	0.8	- 0.2737	0.1364	6	4.0925	0.8891
65-71	63.5	1.3	- 0.4101	0.0733	2	2.198	0.0178
	71.5	2.1	- 0.4833				
Jumlah					30		2.8561

With  $\alpha = 5\%$  dk = 6 - 3 = 3, obtained  $\chi^2_{table} =$

7.8147 and  $\chi^2_{count} = 2.8561$ .  $\chi^2_{count} < \chi^2_{table}$ . So the distribution list was normal.

- 2) The homogeneity of Pre-test of Experimental Class and Control Class

The hypothesis in the homogeneity test is:

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

The statistic formula which is used to test the homogeneity of the sample is the F test. The formula is as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The data of the research:

$$\sum (x_i - \bar{x})_1^2 = 4277 \quad n_1 = 30$$

$$\sum (x_i - \bar{x})_2^2 = 2996 \quad n_2 = 30$$

$$S_1^2 = \frac{\sum (x_i - \bar{x})^2}{n_1 - 1} = \frac{4277}{29} = 147.48$$

$$S_2^2 = \frac{\sum (x_i - \bar{x})^2}{n_1 - 1} = \frac{2996}{29} = 101.98$$

Based on the formula, it is obtained:

$$F = \frac{v_b}{v_k}$$

$$F = \frac{147.48}{101.98} = 1.44$$

**Table 4.6**  
**Homogeneity Result of Pre-test in Experimental**  
**and Control Classes**

Class	Variance (S <sup>2</sup> )	N	Df	F <sub>count</sub>	F <sub>table</sub>	Criteria
Experimental	147.48	30	29	1.44	1.86	Homogeneous
Control	101.98	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 147.48 and the smallest variance is 101.98. So  $F = \frac{147.48}{101.98} = 1.44$

By using  $\alpha = 5\%$  and DK numeration =  $n_1 - 1 = 30 - 1 = 29$ , DK numeration =  $n_2 - 1 = 30 - 1 = 29$ . It was found  $F_{(0,05)} = 1.86$ . Since the  $F_{count} (1.44) < F_{table} (1.86)$ . So  $H_0$  was accepted meaning that both classes had similar variance and homogeneous.

- b. The data analysis of post-test

**Table 4.7**

**List of Post-test Score of Experimental and Control Classes**

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E-1	74	1	C-1	77
2	E-2	82	2	C-2	80
3	E-3	87	3	C-3	60
4	E-4	94	4	C-4	60
5	E-5	95	5	C-5	65
6	E-6	80	6	C-6	80
7	E-7	70	7	C-7	75
8	E-8	74	8	C-8	68
9	E-9	85	9	C-9	77

10	E-10	75	10	C-10	55
11	E-11	74	11	C-11	70
12	E-12	75	12	C-12	80
13	E-13	94	13	C-13	65
14	E-14	75	14	C-14	75
15	E-15	96	15	C-15	65
16	E-16	78	16	C-16	60
17	E-17	87	17	C-17	78
18	E-18	78	18	C-18	75
19	E-19	82	19	C-19	80
20	E-20	87	20	C-20	66
21	E-21	82	21	C-21	67
22	E-22	82	22	C-22	80
23	E-23	78	23	C-23	68
24	E-24	94	24	C-24	63
25	E-25	86	25	C-25	60
26	E-26	90	26	C-26	66
27	E-27	78	27	C-27	66
28	E-28	86	28	C-28	60
29	E-29	90	29	C-29	80
	E-30	90	30	C-30	60
SUM		2498			2114
AVERAGE		83.27			70.47

$S^2$	55.44		53.49
S	7.45		7.31

- 1) The Normality Post-test of Experimental Class and Control Class

The normality test is used to know whether the data obtained is normally distributed or not. Based on the table above, the criteria of normality test:

$H_a$  : The distribution is normal

$H_o$  : The distribution is not normal

$H_o$  accepted if  $\chi^2_{count} < \chi^2_{table}$

$H_a$  rejected if  $\chi^2_{count} > \chi^2_{table}$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

**Table 4.8**  
**Normality Result of Post-test (Experimental Class)**

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
70-74	69.5	-1.8	0.4677	0.0874	4	2.6206	0.7260
75-79	74.5	-1.2	0.3803	0.1869	7	5.6074	0.3459

80-84	79.5	- 0.5	0.1934	0.2591	5	7.7742	0.9900
85-89	84.5	0.2 0.0657	- 0.0657	0.2329	6	6.9855	0.1390
90-94	89.5	0.8 0.2986	- 0.2986	0.1166	6	3.4981	1.7894
95-99	93.5	1.4 0.4152	- 0.4152	0.0701	2	2.104	0.0051
	99.5	2.2 0.4853	- 0.4853				
Jumlah					30		3.9954

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $x_{table}^2 = 7.8147$  and  $x_{count}^2 = 3.9954$   $x_{count}^2 < x_{table}^2$ . So the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follow:

**Table 4.9**  
**Normality Result of Post-test (Control Class)**

Interval Class	Limit Class	Zi	P(Zi)	Li	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
60-63	59.5	- 1.5	0.4327	0.1036	6	3.1091	2.6881

64-67	63.5	- 1.0	0.3291	0.1719	7	5.1569	0.6588
68-71	67.5	- 0.4	0.1572	0.2132	4	6.3968	0.8980
72-75	71.5	0.1	- 0.0561	0.1978	3	5.9343	1.4509
76-79	75.5	0.7	- 0.2539	0.1096	4	3.2878	0.1543
80-83	78.5	1.1	- 0.3635	0.0989	6	2.966	3.1051
	83.5	1.8	- 0.4623				
Jumlah					30		5.8501

With  $\alpha = 5\%$   $dk = 6 - 3 = 3$ , obtained  $\chi^2_{table} = 7.8147$  and  $\chi^2_{count} = 5.8501$ .  $\chi^2_{count} < \chi^2_{table}$ . So the distribution list was normal.

- 2) The homogeneity of post-test of the experimental class and control class

**Hypothesis:**

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

The formula is used:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The data of the research:

$$S_1^2 = \frac{\sum (x_i - \bar{x})^2}{n_1 - 1} = \frac{1610}{29} = 55.44$$

$$S_2^2 = \frac{\sum (x_i - \bar{x})^2}{n_1 - 1} = \frac{1558}{29} = 53.49$$

**Table 4.10**  
**Homogeneity Result of Post-test in Experimental and**  
**Control Classes**

Class	Variance (S <sup>2</sup> )	N	Df	F <sub>count</sub>	F <sub>table</sub>	Criteria
Experimental	55.44	30	29	1.03	1.86	Homogeneous
Control	53.49	30	29			

From the calculation of variance in experimental class and control class, it is known the biggest variance is 55.44 and the smallest variance is 53.49. So  $F_{count} = \frac{55.44}{53.49} = 1.03$ .

By using  $\alpha = 5\%$  and dk numeration =  $n_1 - 1 = 30 - 1 = 29$ , dk numeration =  $n_2 - 1 = 30 - 1 = 29$ . It was found  $F_{(0,05)} = 1.86$ . Since the  $F_{count} (1.03) < F_{table} (1.86)$ . So  $H_0$  was accepted meaning that both classes had similar variance and homogeneous.

3. The Data Analysis of Hypothesis Test
  - a. Testing the similarity of the average of pre-test of the experimental and control class

The data of research:



$$\begin{aligned}\bar{x}_1 &= 53.03 & \bar{x}_2 &= 49.87 \\ S_1^2 &= 147.48 & S_2^2 &= 101.98 \\ n_1 &= 30 & n_2 &= 30\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} = \sqrt{\frac{(30-1)147.48 + (30-1)101.98}{30+30-2}} \\ &= \sqrt{\frac{4276.92 + 2995.99}{58}} = \sqrt{\frac{7272.91}{58}} \\ &= \sqrt{125.395} = 10.198\end{aligned}$$

So, the computation t-test:

$$\begin{aligned}t &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{53.03 - 49.87}{10.198 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\ &= 1.098\end{aligned}$$

$H_0$  was accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ . Based on the computation above, by  $\alpha = 5\%$ , and  $df = 30+30-2 = 58$  is obtained  $t_{table} = 2.00$  and  $t_{count} = 1.098$ .  $H_0$  is accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ . So, it can be concluded that there was no significant difference in the average pretest between experimental and control class, because of  $t_{count}$  at the reception area of  $H_0$ .

b. Testing the Significant Different of Post-test

This test was used to know whether there was a difference average on posttest of the experimental and control class. The data which were used to test the

hypothesis was the posttest score both of classes. To test the difference in average used t-test. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}$$

The data of research:

$$\begin{aligned} \bar{x}_1 &= 83.27 & \bar{x}_2 &= 70.47 \\ S_1^2 &= 55.44 & S_2^2 &= 53.49 \\ n_1 &= 30 & n_2 &= 30 \end{aligned}$$

$$\begin{aligned} S &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} \\ &= \sqrt{\frac{(30-1)55.44 + (30-1)53.49}{30+30-2}} \\ &= 6.71 \end{aligned}$$

So, the computation t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{83.27 - 70.47}{7.39 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 6.71$$

Ha was accepted if  $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$ .

Based on the computation above, it was obtained that the average of post-test of the experimental class who were taught by using SWELL was 83.27 and standard deviation (S) was 7.45. While the average of post-test of the control class who were taught without using SWELL was 70.47 and standard deviation (S) was 7.31 with df  $30+30-2 = 58$  by  $\alpha = 5\%$ , so obtained  $t_{table} = 2.00$  from the result of

calculation t-test  $t_{count} = 6.71$ . It means that  $t_{count}$  (6.71) is higher than  $t_{table}$  (1.67). So  $H_0$  is rejected and  $H_a$  is accepted. It is significantly different between teaching narrative text writing by using SWELL and without using SWELL. It can be said that teaching writing descriptive text by using SWELL is effective.

### C. Discussion of the Research

The objective of this research is to identify the effectiveness of using SWELL to teach descriptive writing.

Based on the result of the pre-test, it can be known that both the experimental group and control group are normal distribution and homogeneous. The normality test of an experimental group with chi-square is  $\chi^2_{count}(2.2717) < \chi^2_{table}(7.8147)$  while the control group is  $\chi^2_{count}(2.8561) < \chi^2_{table}(7.8147)$ . The homogeneity test in pre-test shows that  $F_{count}$  is lower than  $F_{table}$  ( $1.44 < 1.86$ ).

In addition, the result of the t-test calculation of pre-test is obtained  $t_{count} 1.098$  and  $t_{table} 2.00$ . It shows that there is no different average between the experiment and the control group before the treatment.

The researcher did the treatment using SWELL (Social-Interactive Writing for English Language Learners) for the experimental group. In the control class, students were taught using other techniques. SWELL is collaborative writing introduced by Adeline Teo. SWELL encourages the students to

collaborate, share their ideas. It made the students more interesting, enthusiastic and active in learning writing.

After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 83.27 and the control group got 70.47. The normality of the experimental group with chi-square is  $\chi^2_{count}(3.9954) < \chi^2_{table}(7.8147)$  while the control group is  $\chi^2_{count}(5.8501) < \chi^2_{table}(7.8147)$ . The homogeneity test of post-test shows that  $F_{count}$  is lower than  $F_{table}(1.03 < 1.86)$ . It means that both the experimental and control group of post-test is normal distribution and homogeneous.

Based on the result of t-test calculation shows that  $t_{count}$  is higher than  $t_{table}(6.71 > 2.00)$ . It means that there are differences in the post-test average score between experimental which has been taught by using SWELL and control group which has taught without using SWELL. So, it can be concluded that using SWELL to teach descriptive text writing is effective.

#### **D. Limitation of the Research**

The researcher realized that this research was not done optimally. There are constraints and obstacles faced during the research process. The researcher was limited in teaching writing of descriptive text to the tenth grade students of MA Nahdlatul Ulama Mranggen in the first semester in the academic year of 2019/2020. It is still possible that the different result will be

gained when the same research is held in other schools or other periods.

The research is implemented in short time. It makes this research could not be done maximally. But it was enough to fulfill all requirements for a research. Because the lack of experience from the researcher, the implementation of this research was less smooth. But the researcher tried to do this research as optimal as possible accordance with guidance from the advisor.

Considering all those limitations, it is a need to do further research about using SWELL in teaching English. By the hope it will be more great and success in developing English teaching-learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This final chapter presents conclusions derived from the whole discussion and analyses conducted in the previous chapters of the study. This chapter also covers some suggestions concerning the study for the students, English teachers, and next researchers

#### A. Conclusion

In the conclusion, the use of SWELL is effective to teach writing a descriptive text. It is effective especially when it was held in the tenth grade of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020.

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. Based on the data analysis, it was found that the use of give one-get one technique to teach writing descriptive text to the tenth grade students of MA Nahdlatul Ulama Mranggen in the academic year of 2019/2020 was effective.

The pre-test average score of the experimental class was 53.03 and the control class was 49.87. it means that there was a different 3.16 in pre-test average score. Meanwhile, the post-test average of the experimental class was 83.27 and the control class was 70.47. The difference in the post-test average score was 12.8 points. Furthermore, it was obtained that  $t_{count}$  is higher than  $t_{table}$  ( $6.71 > 2.00$ ). Because  $t_{table}$  was lower than  $t_{count}$ , so  $H_0$  was rejected and  $H_a$  was accepted that there was a difference in

the post-test average score between experimental class and control class.

## **B. Suggestion**

From the conclusion, there are some suggestions that are proposed by the researcher:

The researcher realizes that it was still less perfect. The research is implemented in a short time. It makes this research could not be done maximally. The lack of experience from the researcher, the implementation of this research was less perfection. So, for the next researchers, it is expected that this study can be used as their reference to conduct other researchers in the same field. I suggest for the next researcher to do the research maximally and apply another effective way when doing the same study.

## **C. Closing**

Praise to Allah SWT, which has been giving guidance, so the thesis can be finished. The writer realizes that this paper is far from being perfect, because of that constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be usefull for all of us. Aammiinn yaa Robbal ‘alamin.

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## APPENDICES

### *Appendix 1*

#### **Students' Name List of the Experimental Class (X MIA 1)**

<b>No</b>	<b>NAME</b>	<b>CODE</b>
1	Ahmad Fathurrohman A.H	E-1
2	Aida	E-2
3	Annida Maghfirotul Ulya	E-3
4	Ayu Sartika	E-4
5	Bima Ghany Nur Susanto	E-5
6	Diah Ayu Lestari	E-6
7	Diyan Merdiyanti	E-7
8	Eka Nur Janah	E-8
9	Evi Yulianti	E-9
10	Finna Novita Sari	E-10
11	Hanif Hermawan	E-11
12	Kevin Maulana	E-12
13	Kristianti Fatma Sari	E-13
14	Muhammad Roby Adzaky	E-14
15	Nabila Amelia Putri	E-15
16	Nanda Ika Sasgita	E-16
17	Nindi Dwi Sasgita	E-17
18	Nova Sulistya Ningrum	E-18
19	Rahmawati Setyaningrum	E-19
20	Regina Amelia Fitri	E-20
21	Rini Nur Safitri	E-21
22	Riyan Suwito	E-22
23	Rizki Adiyansah	E-23
24	Stevani Dwi Anggraeni	E-24
25	Tegar Arif Wicaksana	E-25
26	Tri Santi Ade Mulyani	E-26
27	Umi Latifatus Sabrina	E-27
28	Yovanka Anggun Sevira	E-28
29	Yuni Purnamasari	E-29
30	Zaida Karima	E-30

*Appendix 2*

**Students' Name List of the Control Class (X MIA 2)**

<b>NO</b>	<b>NAME</b>	<b>CODE</b>
1	Afisca Ferrinta Nawawi	C-1
2	Ahmad Ulil Albab	C-2
3	Amelia Hapsari	C-3
4	Amitasari	C-4
5	Ani Wahyu Utami	C-5
6	Annisa Atul Ulya	C-6
7	Arzetty Salsabila Putri	C-7
8	Aufa Baihaqi	C-8
9	Defiya Pramudita	C-9
10	Duwik Riaya Sawitriyani	C-10
11	Fahim Azda	C-11
12	Ferry Ardiyansyah	C-12
13	Firdayatul Lutfiyah	C-13
14	Istiyadhah	C-14
15	Majid Hadi Purnomo	C-15
16	Muhammad Sahrul Basyar	C-16
17	Najwa Magdalena	C-17
18	Niswatun Najikah	C-18
19	Ponco Yul Widayat	C-19
20	Putri Nabila	C-20
21	Ragil Hiayat Saputra	C-21
22	Resti Jayarotun Navisah	C-22
23	Rita Noviatus Saadah	C-23
24	Silviani	C-24
25	Siti Aisyah	C-25
26	Siti Nurhaliza	C-26
27	Tessa Fatmawati	C-27
28	Umi Lailatul Hasanah	C-28
29	Wibowo Abdul Mutolip	C-29
30	Wisnu Nugroho	C-30

### Appendix 3

#### Normality Test

##### Hypothesis

$H_0$  = The data have normal distribussion

$H_a$  = The data have not normal distribussion

Hypothesis test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

##### Criteria

$H_0$  is accepted if  $\chi^2_{count} < \chi^2_{table}$

##### Information

$Bk$  = lower class limit -0,5 or upper class limit + 0

$$Z_i = \frac{Bk - X}{s}$$

$P(Z_i) = Z_i$  score in the below of standard normal curve from  $O$  to  $Z$

The large of area (Luas Daerah) =  $P(Z_i) - P(Z_2)$

$E_i$  = the large of area x  $N$

$O_i = f_i$

For  $\alpha = 5\%$ , with  $dk = 6 - 1 = 5$  is got  $\chi^2$  table = 11.0705

#### Normality Test of Pre-requisite Test (X MIA 1)

##### Hypothesis test

The highest score = 80

The lowest score = 48

Range score ( $R$ ) =  $80 - 48 + 1 = 33$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 34 = 6.054 = 6$  Class

Class Length ( $P$ ) =  $33/6 = 5.500 = 6$

##### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	60	-2	4
2	68	6	36
3	65	3	9
4	65	3	9
5	68	6	36
6	58	-4	16

7	55	-7	49
8	53	-9	81
9	65	3	9
10	75	13	169
11	50	-12	144
12	68	6	36
13	68	6	36
14	58	-4	16
15	48	-14	196
16	55	-7	49
17	58	-4	16
18	65	3	9
19	68	6	36
20	50	-12	144
21	75	13	169
22	60	-2	4
23	80	18	324
24	50	-12	144
25	53	-9	81
26	68	6	36
27	78	16	256
28	60	-2	4
29	58	-4	16
30	80	18	324
<b>Jumlah</b>	<b>1882</b>		<b>2458</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1882}{30} = 62.73$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 9.21$$



## Normality Test of Pre-requisite Test (X MIA 2)

### Hypothesis test

The highest score = 80

The lowest score = 35

Range score ( $R$ ) =  $80 - 35 + 1 = 46$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $46/6 = 7.667 = 8$

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	60	6	36
2	55	1	1
3	35	-19	361
4	45	-9	81
5	80	26	676
6	40	-14	196
7	57	3	9
8	60	6	36
9	45	-9	81
10	57	3	9
11	60	6	36
12	55	1	1
13	58	4	16
14	40	-14	196
15	50	-4	16
16	55	1	1
17	70	16	256
18	58	4	16
19	57	3	9
20	40	-14	196
21	48	-6	36
22	55	1	1

<b>23</b>	60	6	36
<b>24</b>	50	-4	16
<b>25</b>	55	1	1
<b>26</b>	60	6	36
<b>27</b>	57	3	9
<b>28</b>	55	1	1
<b>29</b>	55	1	1
<b>30</b>	57	3	9
<b>Jumlah</b>	<b>1629</b>		<b>2375</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1629}{30} = 54.30$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 9.05$$

### **Normality Test of Pre-test of Experimental Class (X MIA 1)**

#### **Hypothesis test**

The highest score = 75

The lowest score = 30

Range score ( $R$ ) =  $75 - 30 + 1 = 46$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6 \text{ Class}$

Class Length ( $P$ ) =  $46/6 = 7.667 = 8$

#### **Helper table to compute Mean and Deviation Standard**

<b>No.</b>	<b>X</b>	<b><math>X - \bar{X}</math></b>	<b><math>(X - \bar{X})^2</math></b>
<b>1</b>	50	-3.00	9
<b>2</b>	62	9.00	81
<b>3</b>	48	-5.00	25
<b>4</b>	75	22.00	484
<b>5</b>	68	15.00	225
<b>6</b>	30	-23.00	529
<b>7</b>	55	2.00	4
<b>8</b>	57	4.00	16
<b>9</b>	45	-8.00	64
<b>10</b>	55	2.00	4

<b>11</b>	35	-18.00	324
<b>12</b>	48	-5.00	25
<b>13</b>	65	12.00	144
<b>14</b>	70	17.00	289
<b>15</b>	75	22.00	484
<b>16</b>	49	-4.00	16
<b>17</b>	55	2.00	4
<b>18</b>	68	15.00	225
<b>19</b>	35	-18.00	324
<b>20</b>	68	15.00	225
<b>21</b>	45	-8.00	64
<b>22</b>	40	-13.00	169
<b>23</b>	45	-8.00	64
<b>24</b>	35	-18.00	324
<b>25</b>	60	7.00	49
<b>26</b>	55	2.00	4
<b>27</b>	55	2.00	4
<b>28</b>	48	-5.00	25
<b>29</b>	50	-3.00	9
<b>30</b>	45	-8.00	64
<b>Jumlah</b>	<b>1591</b>		<b>4277</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1591}{30} = 53.03$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 12.14$$

### **Normality Test of Pre-test of Control Class (X MIA 2)**

#### **Hypothesis test**

The highest score = 70

The lowest score = 30

Range score ( $R$ ) =  $70 - 30 + 1 = 41$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $41/6 = 6.833 = 7$

**Helper table to compute Mean and Deviation Standard**

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	47	-4	16
2	35	-16	256
3	56	5	25
4	30	-21	441
5	51	0	0
6	30	-21	441
7	45	-6	36
8	70	19	361
9	35	-16	256
10	42	-9	81
11	52	1	1
12	43	-8	64
13	46	-5	25
14	42	-9	81
15	58	7	49
16	43	-8	64
17	56	5	25
18	54	3	9
19	58	7	49
20	58	7	49
21	55	4	16
22	56	5	25
23	44	-7	49
24	60	9	81
25	60	9	81
26	44	-7	49
27	48	-3	9
28	50	-1	1
29	61	10	100

<b>30</b>	<b>67</b>	<b>16</b>	<b>256</b>
<b>Jumlah</b>	<b>1496</b>		<b>2996</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{1496}{30} = 49.87$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 10.10$$

### **Normality Test of Post-test of Experimental Class (X MIA 1)**

#### **Hypothesis test**

The highest score = 96

The lowest score = 70

Range score ( $R$ ) =  $96 - 70 + 1 = 27$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6 \text{ Class}$

Class Length ( $P$ ) =  $27/6 = 4.500 = 5$

#### **Helper table to compute Mean and Deviation Standard**

<b>No.</b>	<b>X</b>	<b><math>X - \bar{X}</math></b>	<b><math>(X - \bar{X})^2</math></b>
<b>1</b>	74	-9	81
<b>2</b>	82	-1	1
<b>3</b>	87	4	16
<b>4</b>	94	11	121
<b>5</b>	95	12	144
<b>6</b>	80	-3	9
<b>7</b>	70	-13	169
<b>8</b>	74	-9	81
<b>9</b>	82	-1	1
<b>10</b>	75	-8	64
<b>11</b>	74	-9	81
<b>12</b>	75	-8	64
<b>13</b>	94	11	121
<b>14</b>	75	-8	64
<b>15</b>	96	13	169
<b>16</b>	78	-5	25
<b>17</b>	87	4	16

<b>18</b>	78	-5	25
<b>19</b>	85	2	4
<b>20</b>	87	4	16
<b>21</b>	82	-1	1
<b>22</b>	82	-1	1
<b>23</b>	78	-5	25
<b>24</b>	94	11	121
<b>25</b>	86	3	9
<b>26</b>	90	7	49
<b>27</b>	78	-5	25
<b>28</b>	86	3	9
<b>29</b>	90	7	49
<b>30</b>	90	7	49
<b>Jumlah</b>	<b>2498</b>		<b>1610</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{2498}{30} = 83.27$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 7.45$$

### Normality Test of Post-test of Control Class (X MIA 2)

#### Hypothesis test

The highest score = 80

The lowest score = 60

Range score ( $R$ ) =  $80 - 60 + 1 = 21$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 30 = 5.875 = 6$  Class

Class Length ( $P$ ) =  $21/6 = 3.500 = 4$

#### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
<b>1</b>	77	7.00	49.00
<b>2</b>	78	8.00	64.00
<b>3</b>	65	-5.00	25.00
<b>4</b>	60	-10.00	100.00
<b>5</b>	65	-5.00	25.00
<b>6</b>	80	10.00	100.00

<b>7</b>	70	0.00	0.00
<b>8</b>	68	-2.00	4.00
<b>9</b>	77	7.00	49.00
<b>10</b>	80	10.00	100.00
<b>11</b>	75	5.00	25.00
<b>12</b>	80	10.00	100.00
<b>13</b>	68	-2.00	4.00
<b>14</b>	75	5.00	25.00
<b>15</b>	65	-5.00	25.00
<b>16</b>	60	-10.00	100.00
<b>17</b>	78	8.00	64.00
<b>18</b>	75	5.00	25.00
<b>19</b>	80	10.00	100.00
<b>20</b>	66	-4.00	16.00
<b>21</b>	67	-3.00	9.00
<b>22</b>	80	10.00	100.00
<b>23</b>	68	-2.00	4.00
<b>24</b>	63	-7.00	49.00
<b>25</b>	62	-8.00	64.00
<b>26</b>	66	-4.00	16.00
<b>27</b>	66	-4.00	16.00
<b>28</b>	60	-10.00	100.00
<b>29</b>	80	10.00	100.00
<b>30</b>	60	-10.00	100.00
<b>Jumlah</b>	<b>2114</b>		<b>1558</b>

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{2114}{30} = 70.47$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{N-1}} = 7.31$$

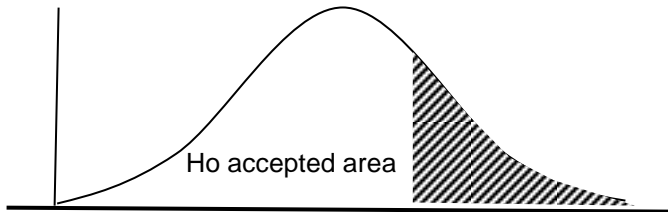
#### Appendix 4

### Homogeneity Test

To test the homogeneity, the formula is:

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

$H_0$  is accepted if  $F < F_{\frac{1}{2}\alpha}(v_1, v_2)$



### Homogeneity Test of Pre-requisite Test

#### Helper Table of Homogeneity

No.	CLASS	
	X MIA 1	X MIA 2
1	60	60
2	68	55
3	65	35
4	65	45
5	68	80
6	58	40
7	55	57
8	53	60
9	65	45
10	75	57



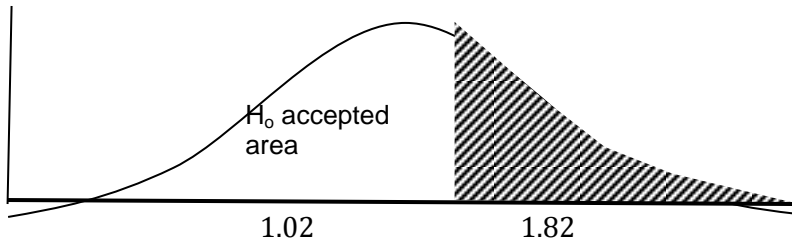
<b>11</b>	50	60
<b>12</b>	68	55
<b>13</b>	68	58
<b>14</b>	58	40
<b>15</b>	48	50
<b>16</b>	55	55
<b>17</b>	58	70
<b>18</b>	65	58
<b>19</b>	68	57
<b>20</b>	50	40
<b>21</b>	75	48
<b>22</b>	60	55
<b>23</b>	80	60
<b>24</b>	50	50
<b>25</b>	53	55
<b>26</b>	68	60
<b>27</b>	78	57
<b>28</b>	60	55
<b>29</b>	58	55
<b>30</b>	80	57
$\Sigma$	1882	1629
<b>N</b>	30	30
	62.73	54.30
$S^2$	84.76	81.80
$S$	9.21	9.05

According to the table above, it is obtained that:

$$F_{count} = \frac{84.76}{81.80}$$

$$F_{count} = 1.02$$

With  $\alpha = 5\%$  and  $dk = 29:29$ , obtained  $F_{table} = (0,05,29,29) = 1.82$



Because  $F_{count} < F_{table}$ ,  $H_0$  was accepted and both groups had same variant or homogeneous.

### Homogeneity Test of Pre-Test Helper Table of Homogeneity

No.	CLASS	
	X MIA 1	X MIA 2
1	50	47
2	62	35
3	48	56
4	75	30
5	68	51
6	30	30
7	55	45
8	57	70
9	45	35
10	55	42
11	35	52
12	48	43
13	65	46
14	70	42
15	75	58
16	49	43

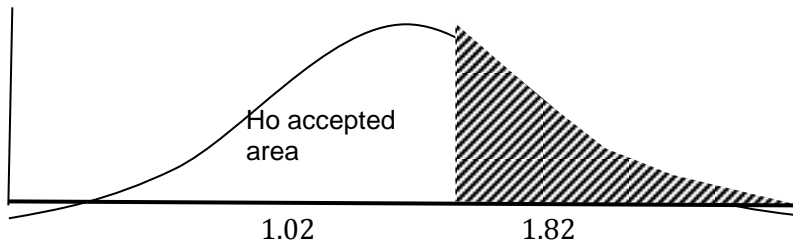
17	55	56
18	68	54
19	35	58
20	68	58
21	45	55
22	40	56
23	45	44
24	35	60
25	60	60
26	55	44
27	55	48
28	48	50
29	50	61
30	45	67
$\Sigma$	1591	1496
N	30	30
	53.03	49.87
$S^2$	84.76	81.80
S	9.21	9.05

According to the table above, it is obtained that:

$$F_{count} = \frac{84.76}{81.80}$$

$$F_{count} = 1.02$$

With  $\alpha = 5\%$  and dk = 29:29, obtained  $F_{table} = (0,05,29,29) = 1.82$



Because  $F_{count} < F_{table}$ ,  $H_0$  was accepted and both groups had same variant or homogeneous.

### Homogeneity Test of Post-test

**Helper Table of Homogeneity**

No.	CLASS	
	X MIA 1	X MIA 2
1	74	77
2	82	78
3	87	65
4	94	60
5	95	65
6	80	80
7	70	70
8	74	68
9	82	77
10	75	80
11	74	75
12	75	80
13	94	68
14	75	75
15	96	65
16	78	60
17	87	78
18	78	75
19	85	80
20	87	66
21	82	67
22	82	80
23	78	68
24	94	63

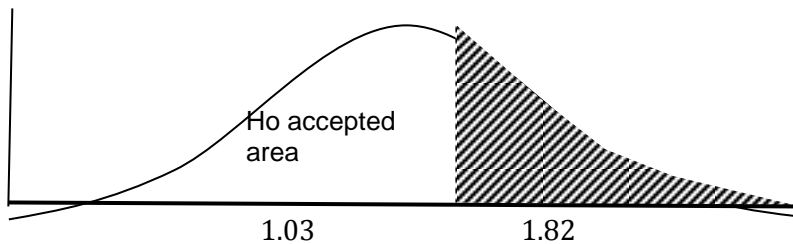
25	86	62
26	90	66
27	78	66
28	86	60
29	90	80
30	90	60
$\Sigma$	2498	2114
<b>n</b>	30	30
	83.27	70.47
$S^2$	55.44	53.49
$S$	7.45	7.41

According to the table above, it is obtained that:

$$F_{count} = \frac{55.44}{53.49}$$

$$F_{count} = 1.03$$

With  $\alpha = 5\%$  and  $dk = 29:29$ , obtained  $F_{table} = (0,05,29,29) = 1.82$



Because  $F_{count} < F_{table}$ ,  $H_0$  was accepted and both groups had same variant or homogeneous.

## Appendix 5

### Test of Average Similarity of Pre-test of the Experimental and Control Classes

Hypothesis:

$$H_0 = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

Hypothesis Test

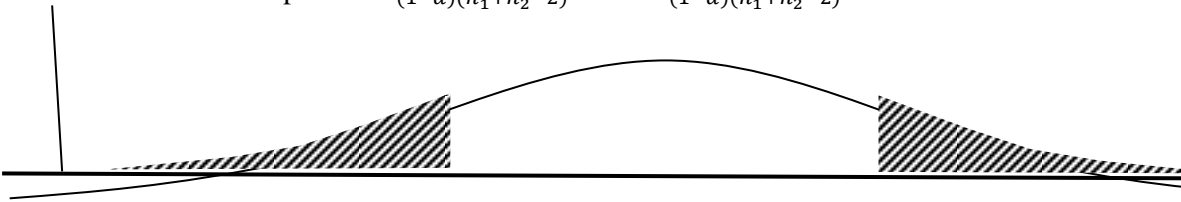
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$



Sumber	X MIA 1	X MIA 2
Jumlah	1591	1496
N	30	30
$\bar{X}$	53.0333	49.86666667
$S^2$	84.76	81.80
S	9.21	9.05

Berdasarkan rumus diatas diperoleh:

$$S = \frac{(30-1)84.76 + (30-1)81.80}{30+30-2}$$

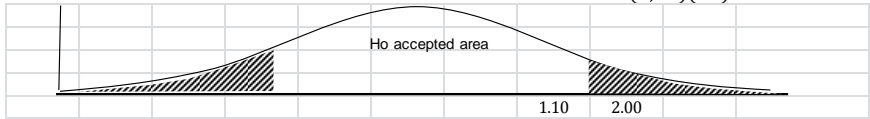
$$S^2 = 83.33$$

$$S = 9.13$$

$$t = \frac{53.0333 - 49.8667}{9.13 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= 1.098$$

Pada  $\alpha = 5\%$  dengan  $df = 30+30-2 = 58$  diperoleh  $t_{1-(0,05)(58)} = 2.00$ .



Karena  $t$  berada pada daerah penerimaan  $H_0$ , maka dapat disimpulkan bahwa ada persamaan rata-rata dari kedua kelas.

## Appendix 6

### Test of the Significant Different of Post-test

Hypothesis:

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Hypothesis Test

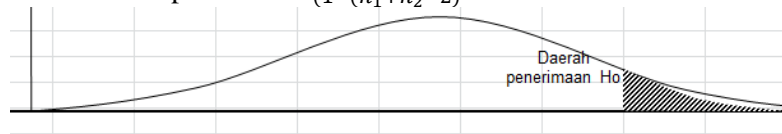
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila  $t > t_{(1-(n_1+n_2-2))}$



Source	X MIA 1	X MIA 2
$\Sigma$	2498	2114
N	30	30
$\bar{X}$	83.27	70.47
$S^2$	55.44	53.49
S	7.45	7.31

Berdasarkan rumus diatas diperoleh:

$$S = \frac{(30-1)55.44 + (30-1)53.49}{30+30-2}$$

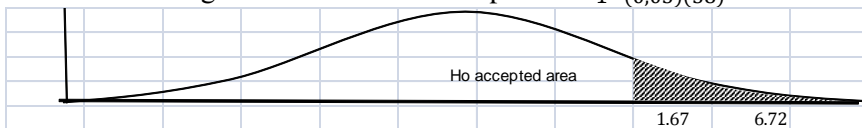
$$S^2 = 54.49$$

$$S = 7.38$$

$$t = \frac{83.27 - 70.47}{7.38 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= 6.71$$

Pada  $\alpha = 5\%$  dengan  $df = 30+30-2 = 58$  diperoleh  $t_{1-(0,05)(58)} = 1.67$





Karena  $t$  berada pada daerah penolakan  $H_0$ , maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas.

*Appendix 7*

**Instrument**

Written test for pre-test (Experimental and Control group)

**Name :**

**Class :**

**Read the following instructions carefully!**

1. Write down your name
2. Write a short paragraph of descriptive text based on the picture using correct grammar, punctuation, and choice of words. Choose one of the pictures that you like
3. The minimum number of sentences is 12
4. Look up your dictionary if you need
5. The time allotment for writing is 45 minutes

**Identification:**

.....  
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.....

**Description :**

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.....

## PICTURE FOR PRE-TEST



### **Instrument**

Written test for post-test (Experimental and Control group)

**Name :**

**Class :**

**Read the following instructions carefully!**

6. Write down your name
7. Write a short paragraph of descriptive text based on the picture using correct grammar, punctuation, and choice of words. Choose one of the pictures that you like
8. The minimum number of sentences is 12
9. Look up your dictionary if you need
10. The time allotment for writing is 45 minutes

**Identification:**

.....  
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.....

**Description :**

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## PICTURE OF POST-TEST



## Appendix 8

### Lesson Plan for the Experimental Class (RPP)

<b>School</b>	: MA Nahdlatul Ulama
<b>Subject</b>	: English
<b>Class/Semester</b>	: X/1
<b>Material</b>	: Descriptive text (written)
<b>Time Allotment</b>	: 2 x 45 minutes

#### A. Core Competence

1. Appreciating and exhibiting the theory of religion that followed.
2. Appreciating and exhibiting honest behavior, discipline, responsibility, pay attention (tolerance, mutual cooperation), good manners, confidence to be effective in interact in the social area and nature in association.
3. Understanding knowledge (factual, conceptual, and procedural) based on their curious about knowledge, technology, art, culture of phenomenon and real event.
4. Attempting, processing, and providing in the concrete domain (use, explain, string up, modify, and make) and abstract domain (writing, reading, calculating, drawing, and arranging) appropriate with learning in the school and the other theory of sources

#### B. Basic Competence and Indicator of Competence Achievement

Basic Competence	Indicator of Competence Achievement
1.1. Being grateful for the opportunity can learn English as an International language communication appeared in the spirit of learning.	1.1.1 Admiring voice, dialect and friends gesture in God creature perfection.
1.2. Being grateful for the opportunity can learn English as an International language communication appeared in the spirit of learning.	1.1.2 Admiring voice, dialect and friends gesture in God creature perfection.

2.3. Showing responsibility behavior, care, confident, and responsible in performing functional communication.	2.2.3. Being responsible for doing English task.
3.7 Analyzing social function, text structure, and language features in simple descriptive text about tourism place, and famous building place, appropriate with application context.	3.7.1 Mentioning the sentences that show simple present tense. 3.7.2 distinguish descriptive text from other text.
4.10 Arranging oral and written descriptive text, very short and simple, related to tourism place, famous building place, and language features, correctly and appropriate with application context	4.10.1 Write simple descriptive text about historical building and tourism place.

### C. Learning Objectives

#### By the end of the learning:

The students are able to write Descriptive Text describing historical building using accurate language feature, choice of words, spelling, and punctuation individually through SWELL method.

### D. Learning Material

#### 1. Regular Learning

- The definition of Descriptive Text  
Descriptive text is kind of text which describes a particular person, place, or thing. It has role to describe someone or something including its physical appearances and characters.
- Social function of Descriptive text  
To describe particular person, place, or thing.
- Generic Structure  
The generic structure of descriptive text can be defined as identification and description.  
Identification: Identifies phenomenon to be described.

Description: Describes parts, qualities, characteristics, etc

- Language Features
  - a. Using attribute and Identifying process.
  - b. Using adjective and classifiers in nominal group.
  - c. Using simple present tense.
- Example of narrative text for the first meeting (Text 1)



Generic Structure	National Monument
Identification	The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.
Description	The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the



	elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbol and documents of Indonesian freedom.
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• **Example of descriptive text for the second meeting (Text 2)**

<p style="text-align: center;"><b>Lawang Sewu</b></p> <p>Semarang is very important place in Java and the place is noted for all the attractive tourist spots here. Lawang Sewu is a very important place in Semarang and for many years tourists have been returning to Semarang only to have a glimpse of this amazing place here. Lawang Sewu is famous for the doors and windows.</p> <p>The place is famous for the Thousand Doors and windows and the fascinating stained glass windows representing the Dutch Symbolism of the places. The building has numerous long winding corridors which open out to the offices on one side of the office and the other end of the building on the other hand. It is a famous landmark in the region of Semarang and a pride for Java. The place was actually built as the main colonial office for the Dutch and was then taken over by the Japanese government. The place was often considered to be haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts and thus many people used to feel scared to visit the place fearing the obvious. However later the place</p>
--

Adapted from <http://ayoraihpresiasi.blogspot.com/2012/11/contoh-descriptive-text-lawang-sewu.html#ixzz5nu9nqyoM>

Please, find the generic structure of descriptive text above!  
Which one is identification and description

<b>Generic Structure</b>	<b>Lawang Sewu</b>
--------------------------	--------------------

<b>Identification</b>	
<b>Description</b>	

## 2. Remedial Learning

Answer the following questions clearly and correctly!

1. Mention and explain the general structure of descriptive text about a place!
2. Write sentences with the following words!
  - a. A favorite spot
  - b. Beautiful panoramic views

## 3. Enrichment Learning .

Find a descriptive text about historic site! Print, copy, or rewrite the text! Then analyze the social function, general structure, and language features used!

## E. TEACHING METHOD

Approach : SWELL

## F. Media, Tools, and Sources

Media : Picture

Tool : Whiteboard, boardmarker

Source : Textbook, internet

## G. Teaching and Learning Activities

### 1. The First Meeting

#### Regular Activities

#### a. Pre-Activities

Teacher	Students	Time Allocation
<ul style="list-style-type: none"> <li>• Greets the class.</li> <li>• Asks the students' condition.</li> <li>• Checks</li> </ul>	<ul style="list-style-type: none"> <li>• Give responses for the teacher's greeting.</li> <li>• Students answer the</li> </ul>	8 minutes

<p>students' attendance.</p> <ul style="list-style-type: none"> <li>• Encourage students motivation</li> <li>• The teacher explains the purpose of the material.</li> </ul>	<p>question about attendance.</p> <ul style="list-style-type: none"> <li>• Students listen to motivation which is given by teacher to study hard and sincerely.</li> <li>• Students pay attention to the teacher while explaining the learning goals.</li> </ul>	
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#### b. Main Activities

Teacher	Students	Time Allocation
<p>❖ <b>Observing</b></p> <ul style="list-style-type: none"> <li>- The teacher shows the picture of historical building and ask the students to identify the characteristics of National Monument.</li> <li>- The students stimulse their ideas with others</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Students mention the characteristic of the picture.</li> <li>- Students get idea</li> </ul>	7 minute

<p>❖ <b>Questioning</b></p> <ul style="list-style-type: none"> <li>- The teacher gives chance to the students to ask things about the material</li> <li>- Teacher asks other students to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask some questions to teacher based on the picture.</li> <li>- Students answer the question orally and communicatively</li> </ul>	5 minutes
<p>❖ <b>Exploring</b></p> <ul style="list-style-type: none"> <li>- The teacher shows the example of descriptive text about historical building.</li> <li>- The teacher ask the student to discuss what they will write in pair. (work in pair)</li> <li>- The teacher asks the students to define their idea with their pair</li> <li>- The teacher asks the students to make a drafts based on his/her customized option. (work in pair)</li> </ul>	<ul style="list-style-type: none"> <li>- The students analyze the language feature of the text.</li> <li>- The students write the result of their discussion ( work in pair)</li> <li>- The students write their idea</li> <li>- The students write a drafts based on the teacher's customized option</li> </ul>	15 minutes
<p>❖ <b>Associating</b></p> <ul style="list-style-type: none"> <li>- The teacher asks to students to read drafts. (work in pair)</li> <li>- The teacher asks the students to peer correction of the sentences. (work in pair)</li> </ul>	<ul style="list-style-type: none"> <li>- The students read a draft (work in pair)</li> <li>- The students correct their draft (work in pairs)</li> </ul>	15 minutes

❖ <b>Communicating</b> - The teacher asks the students to read their work	- Students read their work in the front of the class.	15 Minutes
❖ <b>Creating</b> - The teacher asks the students to write the result of teamwork in the form of descriptive text in correct structure individually.	- The students arrange some sentences to be descriptive text in correct structure.	15 Minutes

### c. Post Activities

Teacher	Students	Time Allocation
<ul style="list-style-type: none"> <li>The teacher makes a conclusion of the material.</li> <li>The teacher gives feedback to the students.</li> <li>The teacher finishes the activities and closes the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>The students give attention and responses of teacher's closing.</li> </ul>	2 Minutes

## 2. The second meeting

### Regular Activity

#### a. Pre-Activities

Teacher	Students	Time Allocation
<ul style="list-style-type: none"> <li>Greets the class.</li> <li>Asks the students' condition.</li> <li>Checks students' attendance.</li> <li>Encourage students</li> </ul>	<ul style="list-style-type: none"> <li>Give responses for the teacher's greeting.</li> <li>Students answer the question about attendance.</li> <li>Students listen to</li> </ul>	9 minutes

<p>motivation</p> <ul style="list-style-type: none"> <li>• The teacher explains the purpose of the material.</li> </ul>	<p>motivation which is given by teacher to study hard and sincerely.</p> <ul style="list-style-type: none"> <li>• Students pay attention to the teacher while explaining the learning goals.</li> <li>-</li> </ul>	
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**b. Main Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>
<ul style="list-style-type: none"> <li>- <b>Observing</b></li> <li>- The teacher shows the picture of historical building and ask the students to identify the characteristics of Lawang Sewu</li> <li>- The students stimulouse their ideas with others</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Students mention the characteristic of the picture.</li> <li>- Students get ideas</li> </ul>	7 minute

<p>❖ <b>Questioning</b></p> <ul style="list-style-type: none"> <li>- The teacher gives chance to the students to ask things about the material</li> <li>- Teacher asks other students to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask some questions to teacher based on the picture.</li> <li>- Students answer the question orally and communicatively</li> </ul>	5 minutes
<p>❖ <b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to analyze social function, generic structure, and language feature of the descriptive text</li> <li>- The teacher asks the students to share their idea with their pair and write the idea</li> <li>- The teacher asks the students to make a draft based on their idea (work in pair)</li> </ul>	<ul style="list-style-type: none"> <li>- Each students find the generic structure of the descriptive text and find some information from the text.</li> <li>- The students share their idea with the other and write the idea</li> <li>- The students make a draft based on their idea ( work in pair)</li> </ul>	15 minutes
<p>❖ <b>Associating</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to peer correction of the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs, switch their task to have a correction from their friend.</li> </ul>	15 minutes

❖ <b>Communicating</b> - The teacher asks the students to read their work	- Students read their work in the front of the class.	15 Minutes
<b>Creating</b>		
- The teacher asks the students to write the result of teamwork in the form of descriptive text in correct structure individually.	- The students arrange some sentences to be descriptive text in correct structure.	16 Minutes

**a. Post Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>
<ul style="list-style-type: none"> <li>The teacher makes a conclusion of the material.</li> <li>The teacher gives feedback to the students.</li> <li>The teacher finishes the activities and closes the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>The students give attention and responses of teacher's closing.</li> </ul>	3 Minutes

**3. Remedial Learning**

- a) Teacher reviews the material given about descriptive text  
*"Ok students, I will review and re-explain our material related to descriptive text in order to increase your own understanding. Please listen carefully and in the end of this activity I will give you an exercise."*
- b) Teacher gives exercises.



*“After reviewing and re-explaining the material, I will give you a descriptive text and questions you need to answer. Do it individually”.*

#### **4. Enrichment Learning Activities (20 minutes)**

a) Teacher gives a further material related to ask and give information about descriptive text

*“Ok students, I will give a further material related to ask and give information about descriptive text in order to improve your own understanding. Please listen carefully and in the end of this activity I will give you an individual exercise.”*

b) Teacher gives exercises.

*“After reviewing and re-explaining the material, I will give you a descriptive text. Please, make a graphic organizer on the descriptive text of Lawang Sewu. Then, re-write based on your own words. Do it individually!”*

#### **H. Assessment**

##### **1. Attitude Competence : Cooperation**

##### **Technique : Observation**

##### **a. The Observation Sheet of Cooperation Assesment**

No	Indicators	Never 1	Ever 2	Sometimes 3	Often 4	Always 5
1.	Students do the assignment in group well.					
2.	Students accept some suggestions well from the action that they					

	done.					
3.	Students are not blaming their friend without giving solution.					
4.	Students are ready to help friend in their group conveniently.					
5.	Students are brave to apologize if they do a mistake that can damage their friend and they are ready to forgive if there is someone make mistake to them.					
<b>TOTAL</b>						

**a. Skill Aspects**

Form : Product

Technique : Students write a descriptive text

No.	Indicator	Instrument
1.	Write a descriptive text about historical place using appropriate element of writing	Write a descriptive text

Aspects Which are Valuated	Criteria	Score
Suitability of title and content	<b>Excellent</b> : The title is appropriate with the content of the text.	4
	<b>Good</b> : The title is appropriate with the content of the text but not interesting.	3
	<b>Enough</b> : The title is not appropriate with the content of the text but not interesting.	2
	<b>Less</b> : The title is not appropriate with the content of the text and not interesting.	1
The composing of design of the text	<b>Excellent</b> : The composing of the design of the text is complete and systematic. There are identification and description.	4
	<b>Good</b> : The composing of design of the text is complete but not systematic.	3
	<b>Enough</b> : The composing of design of the text is not complete but systematic.	2
	<b>Less</b> : The composing of design of the text is not complet and not systematic.	1
The grammatically of the sentences	<b>Excellent</b> : All of the sentences are correct grammatically.	4

	<b>Good</b> : There are two sentence that not correct grammatically.	3
	<b>Enough</b> : There are four sentences that not correct grammatically.	2
	<b>Less</b> : There are more than four sentences that not correct grammatically.	1
Write of vocabulary and punctuation mark	<b>Excellent</b> : All of the write of vocabulary and punctuation mark are correct.	4
	<b>Good</b> : There are one until ten mistakes of the write of vocabulary and punctuation mark.	3
	<b>Enough</b> : There are eleven until twenty mistakes of the write of vocabulary and punctuation mark.	2
	<b>Less</b> : There are more than twenty mistakes of the write of vocabulary and punctuation mark.	1
The coherency between sentences	<b>Excellent</b> : The cohesiveness of of the sentences in the paragraph are coherence.	4
	<b>Good</b> : There are one until two cohesivenesses of the sentences in the paragraph are not coherence.	3
	<b>Enough</b> : There are three until five cohesivenesses of the sentences in the paragraph are not coherence.	2
	<b>Less</b> : There are more than five cohesiveness of the sentences in the paragraph are not coherence.	1
<b>TOTAL</b>		

Semarang, 10 October 2019

English Teacher  
Ali Imron, S.Pd

The researcher  
Umi Nur Fadhilah

## Appendix 9

### Lesson Plan for the Control Class (RPP)

**School** : MA Nahdlatul Ulama  
**Subject** : English  
**Class/Semester**: X/1  
**Material** : Descriptive text (written)  
**Time Allotment**: 2 x 45 minutes

#### A. Core Competence

1. Appreciating and exhibiting the theory of religion that followed.
2. Appreciating and exhibiting honest behavior, discipline, responsibility, pay attention (tolerance, mutual cooperation), good manners, confidence to be effective in interact in the social area and nature in association.
3. Understanding knowledge (factual, conceptual, and procedural) based on their curious about knowledge, technology, art, culture of phenomenon and real event.
4. Attempting, processing, and providing in the concrete domain (use, explain, string up, modify, and make) and abstract domain (writing, reading, calculating, drawing, and arranging) appropriate with learning in the school and the other theory of sources

#### B. Basic Competence and Indicator of Competence Achievement

Basic Competence	Indicator of Competence Achievement
1.3. Being grateful for the opportunity can learn English as an International language communication appeared in the spirit of learning.	1.1.1 Admiring voice, dialect and friends gesture in God creature perfection.
1.4. Being grateful for the opportunity can learn English as an International language	1.1.2 Admiring voice, dialect and friends gesture in God creature perfection.

communication appeared in the spirit of learning.	
2.3. Showing responsibility behavior, care, confident, and responsible in performing functional communication.	2.2.3. Being responsible for doing English task.
3.7 Analyzing social function, text structure, and language features in simple descriptive text about tourism place, and famous building place, appropriate with application context.	3.7.1 Mentioning the sentences that show simple present tense. 3.7.2 distinguish descriptive text from other text.
4.10 Arranging oral and written descriptive text, very short and simple, related to tourism place, famous building place, and language features, correctly and appropriate with application context	4.10.1 Write simple descriptive text about historical building and tourism place.

### C. Learning Objectives

#### By the end of the learning:

The students are able to write Descriptive Text describing historical building using accurate language feature, choice of words, spelling, and punctuation individually.

### D. Learning Material

#### 1. Regular Learning

- The definition of Descriptive Text  
Descriptive text is kind of text which describes a particular person, place, or thing. It has role to describe someone or something including its physical appearances and characters.
- Social function of Descriptive text  
To describe particular person, place, or thing.
- Generic Structure  
The generic structure of descriptive text can be defined as identification and description.
  - a. Identification: Identifies phenomenon to be described.

- b. Description: Describes parts, qualities, characteristics, etc.
- Language Features
  - a. Using attribute and Identifying process.
  - b. Using adjective and classifiers in nominal group.
  - c. Using simple present tense.



### Example of descriptive text for the first meeting (Text 1)

Generic Structure	National Monument
Identification	The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.
Description	The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters. Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic

symbol and documents of Indonesian freedom.
---

### **Example of descriptive text for the second meeting (Text 2)**

Semarang is very important place in Java and the place is noted for all the attractive tourist spots here. Lawang Sewu is a very important place in Semarang and for many years tourists have been returning to Semarang only to have a glimpse of this amazing place here. Lawang Sewu is famous for the doors and windows.

The place is famous for the Thousand Doors and windows and the fascinating stained glass windows representing the Dutch Symbolism of the places. The building has numerous long winding corridors which open out to the offices on one side of the office and the other end of the building on the other hand. It is a famous landmark in the region of Semarang and a pride for Java. The place was actually built as the main colonial office for the Dutch and was then taken over by the Japanese government. The place was often considered to be haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts and thus many people used to feel scared to visit the place fearing the obvious. However later the place

Adapted from <http://ayoraihprestasi.blogspot.com/2012/11/contoh-descriptive-text-lawang-sewu.html#ixzz5nu9nqyoM>

Please, find the generic structure of descriptive text above! Which one is identification and description

Generic Structure	Lawang Sewu
Identification	
Description	

### **Remedial Learning**

Answer the following questions clearly and correctly!

1. Mention and explain the general structure of descriptive text about a place!
2. Write sentences with the following words!



- a. A favorite spot
- b. Beautiful panoramic views

### **Enrichment Learning .**

Find a descriptive text about historic site! Print, copy, or rewrite the text! Then analyze the social function, general structure, and language features used!

### **E. TEACHING METHOD**

Approach : Scientific Approach

Technique : cooperative learning

### **F. Media, Tools, and Sources**

Media : picture

Tool : whiteboard, boardmarker

Source : Textbook, internet

### **G. Teaching and Learning Activities**

#### **The First Meeting**

#### **1. RegularActivities**

##### **a. Pre-Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>
<ul style="list-style-type: none"> <li>- Greets the class.</li> <li>- Asks the students' condition.</li> <li>- Checks students' attendance.</li> <li>- Encourage students motivation</li> <li>- The teacher explains the purpose of the material.</li> </ul>	<ul style="list-style-type: none"> <li>- Give responses for the teacher's greeting.</li> <li>- Students answer the question about attendance.</li> <li>- Students listen to motivation which is given by teacher to study hard and sincerely.</li> <li>- Students pay attention to the teacher while explaining the learning goals.</li> <li>-</li> </ul>	9 minutes

##### **b. Main Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>

<b>Observing</b>		
The teacher shows the picture of historical building and ask the students to identify the characteristics of National Minument .	Students mention the characteristic of the picture.	7 minute
<b>Questioning</b>		
<ul style="list-style-type: none"> <li>- The teacher gives chance to the students to ask things about the material</li> <li>- Teacher asks other students to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask some questions to teacher based on the picture.</li> <li>- Students answer the question orally and communicatively</li> </ul>	5 minutes
<b>Exploring</b>		
<ul style="list-style-type: none"> <li>-The teacher shows the example of descriptive text about historical building.</li> <li>- The teacher gives some pictures to the students and asks to write a sentences based on the characteristic of the picture</li> </ul>	<ul style="list-style-type: none"> <li>- The students mention the sentences that shows simple present</li> <li>- The students try to write sentences based on the picture</li> </ul>	15 minutes
<b>Associating</b>		
The teacher asks the students to peer correction of the sentences.	Students work in pairs, switch their task to have a correction from their friend.	15 minutes
<b>Communicating</b>		
The teacher asks the students to read their work	Students read their work in the front of the class.	15 Minutes

<b>Creating</b>		
The teacher asks the students to write the result in the form of descriptive text in correct structure individually.	The students arrange some sentences to be descriptive text in correct structure.	17 Minutes

**c. Post Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>
<ul style="list-style-type: none"> <li>- The teacher makes a conclusion of the material.</li> <li>- The teacher gives feedback to the students.</li> <li>- The teacher finishes the activities and closes the meeting.</li> </ul>	The students give attention and responses of teacher's closing.	4 Minutes

**The second meeting**

**a. Pre-Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>
<ul style="list-style-type: none"> <li>- Greets the class.</li> <li>- Asks the students' condition.</li> <li>- Checks students' attendance.</li> <li>- Encourage students motivation</li> <li>- The teacher explains the purpose of the material.</li> </ul>	<ul style="list-style-type: none"> <li>- Give responses for the teacher's greeting.</li> <li>- Students answer the question about attendance.</li> <li>- Students listen to motivation which is given by teacher to study hard and sincerely.</li> <li>- Students pay attention to the teacher while explaining the learning goals.</li> <li>-</li> </ul>	10 minutes

**b. Main Activities**

<b>Teacher</b>	<b>Students</b>	<b>Time Allocation</b>
<b>Observing</b>		
The teacher shows the picture of historical building and ask the students to identify the characteristics of Lawang Sewu	Students mention the characteristic of the picture.	7 minute
<b>Questioning</b>		
<ul style="list-style-type: none"> <li>- The teacher gives chance to the students to ask things about the material</li> <li>- Teacher asks other students to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask some questions to teacher based on the picture.</li> <li>- Students answer the question orally and communicatively</li> </ul>	5 minutes
<b>Exploring</b>		
<ul style="list-style-type: none"> <li>- Teacher asks the students to analyze social function, generic structure, and language feature of the descriptive text</li> <li>- The teacher gives some pictures to the students and asks to write some sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Each students analyze the descriptive text and find some information from the text.</li> <li>- The students write some sentences based on the picture</li> </ul>	15 minutes
<b>Associating</b>		
The teacher asks the students to peer correction of the sentences.	Students work in pairs, switch their task to have a correction from their friend.	15 minutes
<b>Communicating</b>		

The teacher asks the students to read their work	Students read their work in the front of the class.	15 Minutes
<b>Creating</b>		
The teacher asks the students to write the result in the form of descriptive text individually.	The students arrange some sentences to be descriptive text.	18 Minutes

### c. Post Activities

Teacher	Students	Time Allocation
<ul style="list-style-type: none"> <li>- The teacher makes a conclusion of the material.</li> <li>- The teacher gives feedback to the students.</li> <li>- The teacher finishes the activities and closes the meeting.</li> </ul>	The students give attention and responses of teacher's closing.	5 Minutes

## 2. Remedial Learning

2.1. Teacher reviews the material given about descriptive text.

*“Ok students, I will review and re-explain our material related to t descriptive text in order to increase your own understanding. Please listen carefully and in the end of this activity I will give you an individual exercise.”*

2.2. Teacher gives exercises.

*“After reviewing and re-explaining the material, I will give you a t descriptive text and questions you need to answer. Do it individually”.*

## 3. Enrichment Learning Activities (20 minutes)

3.1. Teacher gives a further material related to ask and give information about descriptive text.

*“Ok students, I will give a further material related to ask and give information about descriptive text in order to improve your own understanding. Please listen carefully and in the end of this activity I will give you an individual exercise.”*

3.2. Teacher gives exercises.

*“After reviewing and re-explaining the material, I will give you a descriptive text. Please, make a graphic organizer on the descriptive text of Lawang Sewu. Then, re-write based on your own words. Do it individually!”*

## **H. Assessment**

### **1. Attitude Competence : Cooperation**

#### **Technique : Observation**

#### **The Observation Sheet of Cooperation Assesment**

<b>No</b>	<b>Indicators</b>	<b>Never 1</b>	<b>Ever 2</b>	<b>Sometimes 3</b>	<b>Often 4</b>	<b>Always 5</b>
1.	Students do the assignment in group well.					
2.	Students accept some suggestions well from the action that they done.					
3.	Students are not blaming their friend without giving solution.					
4.	Students are ready to help friend in their group conveniently.					
5.	Students are brave to apologize if they do a					

	mistake that can damage their friend and they are ready to forgive if there is someone make mistake to them.					
<b>TOTAL</b>						

## 2. Skill Aspects

Form : Product

Technique : Students write a descriptive text

Indicator	Instrument
Write a descriptive text about historical place using appropriate element of writing	Write a descriptive text based on the picture

Aspects Which are Valuated	Criteria	Score
Suitability of title and content	<b>Excellent</b> : The title is appropriate with the content of the text.	4
	<b>Good</b> : The title is appropriate with the content of the text but not interesting.	3
	<b>Enough</b> : The title is not appropriate with the content of the text but not interesting.	2
	<b>Less</b> : The title is not appropriate with the content of the text and not interesting.	1
The composing of design of the text	<b>Excellent</b> : The composing of the design of the text is complete and systematic. There are identification and description.	4
	<b>Good</b> : The composing of design of the text is complete but not systematic.	3

	<b>Enough</b> : The composing of design of the text is not complete but systematic.	2
	<b>Less</b> : The composing of design of the text is not complet and not systematic.	1
The grammatically of the sentences	<b>Excellent</b> : All of the sentences are correct grammatically.	4
	<b>Good</b> : There are two sentence that not correct grammatically.	3
	<b>Enough</b> : There are four sentences that not correct grammatically.	2
	<b>Less</b> : There are more than four sentences that not correct grammatically.	1
Write of vocabulary and punctuation mark	<b>Excellent</b> : All of the write of vocabulary and punctuation mark are correct.	4
	<b>Good</b> : There are one until ten mistakes of the write of vocabulary and punctuation mark.	3
	<b>Enough</b> : There are eleven until twenty mistakes of the write of vocabulary and punctuation mark.	2
	<b>Less</b> : There are more than twenty mistakes of the write of vocabulary and punctuation mark.	1
The coherency between sentences	<b>Excellent</b> : The cohesiveness of of the sentences in the paragraph are coherence.	4
	<b>Good</b> : There are one until two cohesivenesses of the sentences in the paragraph are not coherence.	3
	<b>Enough</b> : There are three until five cohesivenesses of the sentences in the paragraph are not coherence.	2
	<b>Less</b> : There are more than five cohesiveness of the sentences in the paragraph are not coherence.	1
<b>TOTAL</b>		

Semarang, 10 October 2019  
The Researcher



## *Appendix 10*

### Research Documentation







# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngallan Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakalsm@yahoo.com

**PENELITI : Umi Nur Fadhilah**

**NIM : 1403046088**

**JURUSAN : Pendidikan Guru Bahasa Inggris**

**JUDUL : THE USE OF SWELL (SOCIAL-INTERACTIVE WRITING FOR  
ENGLISH LANGUAGE LEARNERS) TO TEACH DESCRIPTIVE TEXT  
WRITING**

## **HIPOTESIS:**

**a. Hipotesis Uji Homogenitas Pre-requisite Test**

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

**b. Hipotesis Uji Homogenitas Data Tahap Awal**

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

**c. Hipotesis Uji Homogenitas Data Tahap Akhir**

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

**d. Hipotesis Perbedaan Rata-Rata Data Tahap Awal**

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

**e. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir**

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang. 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakalsm@yahoo.com

## HASIL DAN ANALISIS DATA

### Uji Homogenitas Pre-requisite Test

F-Test Two-Sample for Variances

	<i>X MIA 1</i>	<i>X MIA 2</i>
Mean	62.73333333	54.3
Variance	84.20229885	81.80344828
Observations	30	30
df	29	29
F	1.029324565	
P(F<=f) one-tail	0.469250504	
F Critical one-tail	1.860811435	

#### Keterangan:

Sig. = 0.469 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.

### Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	<i>X MIA 1</i>	<i>X MIA 2</i>
Mean	53.03333333	49.86666667
Variance	147.4816092	101.9816092
Observations	30	30
df	29	29
F	1.446158875	
P(F<=f) one-tail	0.16303716	
F Critical one-tail	1.860811435	

#### Keterangan:

Sig. = 0.163 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

## Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	X MIA 1	X MIA 2
Mean	83.26666667	70.46666667
Variance	55.44367816	53.49885057
Observations	30	30
df	29	29
F	1.036352699	
P(F<f) one-tail	0.462031187	
F Critical one-tail	1.860811435	

### Keterangan:

Sig. = 0.462 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.

## Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	X MIA 1	X MIA 2
Mean	53.03333333	49.86666667
Variance	147.4816092	101.9816092
Observations	30	30
Pooled Variance	124.7316092	
Hypothesized Mean Difference	0	
df	58	
t Stat	1.098145073	
P(T<=t) one-tail	0.138339541	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.276679082	
t Critical two-tail	2.001717484	

### Keterangan:

Sig. = 0.276 > 0.05, maka  $H_0$  diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakalsm@yahoo.com

## Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	X MIA 1	X MIA 2
Mean	83.26666667	70.46666667
Variance	55.44367816	53.49885057
Observations	30	30
Pooled Variance	54.47126437	
Hypothesized Mean Difference	0	
df	58	
t Stat	6.716946221	
P(T<=t) one-tail	4.3726E-09	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	8.74521E-09	
t Critical two-tail	2.001717484	

### Keterangan:

Sig. = 0.000 < 0.05, maka  $H_0$  ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 12 November 2019

Kepala Laboratorium

Deden Istiawan, S.Si., M.Kom

Instrument

Written test for <sup>Pre</sup>post-test (Experimental/Control group)

Name : Najwa Magdalena

Class : X MIA

Read the following instructions carefully!

1. Write down your name
2. Write a short paragraph of descriptive text based on the picture using correct grammar, punctuation, and choice of words. Choose one of the picture that you like
3. The minimum number of sentences is 12
4. Look up your dictionary if you need
5. The time allotment for writing is 45 minutes

(5.5)

Identification :

Masjid Agung Jawa Tengah is a mosque located in sambirejo,  
Gayamsari, Semarang, Central Java Province, Indonesia. This mosque  
was built in 2001 through 2006.

Description :

In Central Java Grand Mosque Page there are 6 hydraulic giant  
umbrella that can open and close automatically, which is the  
adoption of the architecture building contained the prophet's  
mosque in Medina. The mosque is also less influenced by the style  
of Roman architecture.

Instrument

Written test for <sup>pre</sup>post-test (Experimental/Control group)

Name : Ani Wahyu utami

Class : X MIA 2

Read the following instructions carefully!

1. Write down your name
2. Write a short paragraph of descriptive text based on the picture using correct grammar, punctuation, and choice of words. Choose one of the picture that you like
3. The minimum number of sentences is 12
4. Look up your dictionary if you need
5. The time allotment for writing is 45 minutes

35

Identification :

Borobudur Temple is one of wonders of the world in Indonesia it is  
located in Magelang, Central Java. It is Buddhist temple built in the  
9<sup>th</sup> century

Description :

There are many traders who sell their wares Borobudur temple is  
built composed of stupas in there. lots of relief many statues,  
the place is of them made photo ~~spots~~ spots by many visitors



### Instrument

Written test for post-test (Experimental/Control group)

Name : Fahmi Azda

Class : X M/A 2

Read the following instructions carefully!

1. Write down your name
2. Write a short paragraph of descriptive text based on the picture using correct grammar, punctuation, and choice of words. Choose one of the picture that you like
3. The minimum number of sentences is 12
4. Look up your dictionary if you need
5. The time allotment for writing is 45 minutes

70

Identification :

Kuta beach is the name of one of many beaches in Bali. It is located South of Denpasar, the Capital City of Bali. It is a beautiful place with white sand and an amazing seashore. One of the most popular things about this place is the sunset. It is one of the best places to see the sunset.

Description :

Kuta beach is the most favorite place for tourists that come to Bali. Other people who come to this place are not just from Indonesia, but also from other countries. Usually the foreign tourist will surf at this beach. Surfing is the most favorite activity to do at this beach. It is because the waves are perfect for surfing.

### Instrument

Written test for post-test (Experimental/Control group)

Name : Evi Yulianti

Class : X MIA 1

Read the following instructions carefully!

1. Write down your name
2. Write a short paragraph of descriptive text based on the picture using correct grammar, punctuation, and choice of words. Choose one of the picture that you like
3. The minimum number of sentences is 12
4. Look up your dictionary if you need
5. The time allotment for writing is 45 minutes

85

#### Identification :

Saloka park is tematic recreation place the biggest family in the middle of the ~~best~~ Central Java, it located in Street Fatmawati no 154 Gumesari copart Luntang Semarang central Java. The name Saloka originates from inspiration raising the local culture from the legend of Rawa Pening. the location of Saloka them park is located

#### Description :

Saloka park is the biggest tourist spot in central Java and has many interesting rides. The ~~best~~ ticket price for Saloka park is one hundred fifty. In Saloka park there are musholla, fountains, ATM center and toilets. there are a. value that is most important for visitors and Saloka park is opening every day in weekdays open a 10 a.m. - 6 p.m. on ~~weekend~~ weekend open at 10 a.m - 8 p.m. Same ~~to~~ rides in Saloka park is divided into four zones. There is the Cuan zone, balakantar zone, sagara Prode zone, and ~~arany~~ aranya zone



# YAYASAN AN - NAHDLOH MA. NU MRANGGEN

Kep. Menteri Hukum dan Ham RI No. C- 25800. HT. 01.02.2006 Tanggal, 8 Nopember 2006

Jl. Pasar Hewan Mranggen Demak Telp. (024) 6725583 Kode Pos 59567

No : MAS.05/PP.00.1/1.476/XI/2019  
Lamp :  
Hal : SURAT KETERANGAN

Kepada  
Bapak Dekan Fakultas  
Ilmu Tarbiyah dan Keguruan  
di Semarang

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Kepala MA Nahdlatul Ulama Mranggen menyatakan bahwa:

Nama : Umi Nur Fadhilah  
NIM : 1403046088  
Tempat, tanggal lahir : Demak, 19 Juli 1995  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul Penelitian : The Use of SWELL (Social-Interactive Writing for English Language Learners) to Teach Descriptive Text Writing (An Experimental Study to the Tenth-Grade of MA Nahdlatul Ulama Mranggen in the Academic Year of 2019/2020)

Telah melaksanakan penelitian di MA Nahdlatul Ulama Mranggen pada tanggal 14 -28 Oktober 2019.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Mranggen, 22 November 2019

Kepala Madrasah



H. MUSLIMIN, M.Pd.I

## CURRICULUM VITAE

### A. Personal Details:

- 1 Name : Umi Nur Fadhilah
- 2 Place and date of birth : Demak, 19 Juli 1995
- 3 Address : Dk. Krajan Ds. Karangson RT 04  
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### B. Educational Backgrounds :

1. TK Mekar Sari graduated in 2001
2. SD Negeri Karangsono 03 graduated in 2007
3. MTs Nahdlatul Ulama graduated in 2010
4. MA Nahdlatul Ulama graduated in 2013
5. Students of Educational and Teacher Training Faculty  
Walisongo State University for Islamic Studies 2014

Semarang, November 24<sup>th</sup>, 2019

Umi Nur Fadhilah  
1403046088