

THESIS
THE EFFECTIVENESS OF
COMMUNICATIVE LANGUAGE TEACHING
(CLT) MEDIATED BY PHOTOGRAPH ON
STUDENTS SPEAKING SKILLS
(A Study at the ADZ-Dzakia English Club of
MAN Nganjuk in the Academic Year of
2018/2019)



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whatever extent necessary of the following thesis:

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ABSTRACT

Title : **THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) MEDIATED BY PHOTOGRAPH ON STUDENTS SPEAKING SKILLS** (A Study at the ADZ-Dzakia English Club of MAN Nganjuk in the Academic Year of 2018/2019)

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The background of this research was based on the phenomenon that most students demonstrated low speaking proficiency. It was very rare to find the students who can speak English fluently. To create an interesting and enjoyable activity in the classroom, the teacher should be able to use different media to facilitate the teaching process since technology has brought innovation in education especially in language teaching. The main objective of this research is to explain the effectiveness of using the photograph to teach speaking of descriptive text. The researcher used a quantitative approach and the research design used experimental research. The sample of this research was EC-E as an experimental class which was taught by using photography and EC-C as a control class that was taught without using a photograph. Based on the collecting data, it was obtained that $t\text{-count} = 17,81$ and $t\text{-table} = 2.02$. it showed that $t\text{-count} > t\text{-table}$ ($17,81 > 2.02$). It means that there is a significant difference in students' speaking between students who are taught by using a photograph and those who are taught without *a photograph*.

Keywords: Communicative Language Teaching, Students' Speaking Skill, Photograph, Descriptive Text.

MOTTO

WA YARZUQHU MIN HAITSU LAAYAHTASIB

**“And We Will Provide Him prosperity From a Place and Direction
He Had Never Expected”.**

Qs. At-Thalaq (3)

DEDICATION

Praise to Allah SWT, the Most Greacious and the Most
Merciful, Shalawat that never stop to my prohet
Muhammad Saw

this thesis is dedicated to:

The researcher's dearest mother, Mrs. Sri Suratmi B.A

The researcher's dearest father, Mr. Ach Mursyid Sugito, SH

The researcher's dearest sister, Binti Naziel

Qoniah. The researcher dearest Grand Father

and grandmother The researcher dearest Family

And all of my friend who always supports and help me in every
single situation

Everyone who spread love and prays to the researcher.

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flow every time in my life and thanks to Allah for always loving
me all the
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Sholawat and Solutation are always offered to the Prophet Muhammas

SAW, the last messenger and the most beloved prophet of Allah.

The writer is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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Semarang, 15th December 2019

The Writer,

Ahmad Azmi Hidayatulloh

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CHAPTER I

INTRODUCTION

A. Background of The Research

Communicative language teaching can be understood as a set of fundamentals about the goals of language teaching, how students learn a language, the kinds of classroom activities that can facilitate learning, and the roles of teachers and students in the classroom. English gets to be the first foreign language in Indonesia that has got to be instructed as an obligatory subject in school. English has four skills; listening, speaking, reading and writing and with three components; vocabulary, grammar, and pronunciation. taught integrated into the school then the students will have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to learn and mastered because they want to employ English as a tool in global communication. According to Davin, “Mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language”.¹ Speaking should be paid more attention in teaching English at school so that the students can speak English fluency and comprehensively since English in Indonesia becomes the first foreign language unlike Indonesian and Javanese, English is a new language for Indonesian

¹ David Nunan, *Second Language Teaching & Learning* (Canada: Heinle & Heinle Publisher, 1999).

students so that the students are motivated to study harder. In the Holy Qur'an, Allah has stated in Sura An-Nisa verse 5

..... وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا)٥

“.....and speak to them words of kindness and justice”²

Teaching speaking has various methods; active learning, communicative learning, and creative learning. Active learning is a method that shifts focus on the teacher and student as a passive receptor. The activities of active teaching can be facilitating the memorization of large quantities of information, these activities can stimulate inquiry and interest as students acquire knowledge and skills.³ The student becomes the main of the learning process, get maximize participation, highly motivational in the learning process, and gives life and immediacy to the subject matter by encouraging students, know well the approach of the material.⁴

Meanwhile, Communicative teaching is a method that integrating communication between teachers and students make communication between teachers and students more comfort and involved in real communication. CLT focused on teachers and

² Khan Muhammad Muhsin and Al Hilali Muhammad Taqi-udDin, *The Translation of the Meanings of Sahih Al-Bukhari*.

³ Patrick McCarthy and Anderson Liam, *Active Learning Technique Versus Traditional Teaching Styles: Two Experiments from History and Political Science* (Human Science Press, 2000).

⁴ McCarthy and Liam.

students they considered that it was more important to focus on communicative proficiency rather than mastery of structures.⁵

Communicative Language Teaching (CLT) is best understood as the broader historical spectrum of methods or approaches to language teaching. Seen from the 21st-century modernist perspective that views teaching as rather more science than art, CLT is the engagement of learners in communication to allow them to develop their communicative competence.⁶ Teacher as an agent of science transfer that expected to be more creative in every meeting, so that it can make students feel enjoyed and attracted to learn the material of English.

In modern education how to teach English in various methods is important, the way we attract students to enjoy our learning can be one of point in teaching. Learning and teaching are thoroughly importance. Communicative Language Teaching carries as the use of authentic materials in the teaching and learning process by a focus on instructions based on a real-life situation, the use of authentic materials, and the importance of maximizing student interaction in the classroom. To make learning more interesting, variations of media are needed. According to Harrison, visual imagery can give a strong insight into "wider cultural perceptions, categories, and metaphors,

⁵ S J Savignon, 'Communicative Language Teaching', 2006.

⁶ Savignon, 'Communicative Language Teaching'.

and provide us with views of how things are should be."⁷ And teaching speaking toward local culture-based modern photograph is one of them.

Photograph is a media that know well by the student in this digital era, almost everything event captured by the photograph.⁸ By the way, students capture the photograph, students know the real situation on the field and they can imagine then make it alive on their mind. Modern photograph pedagogy is a part method of communicative teaching that developed to make the teaching and learning process more enjoyable. It includes the technic in collecting photos, from the photo's it can describe a sequence of the event. Furthermore, this way make student easier to describe and present the event. It is clear that photograph as the media of teaching makes it easy for students to understand the material. Moreover, students pay more attention to the class when a photograph or visual media teach them.⁹

Teaching speaking skills in English as a foreign language (EFL) class is important. The success of learning a language is often measured by how well the students can communicate the language. In speaking skills, the students need to express their idea and knowledge

⁷ Kara Schell and others, 'Photovoice as a Teaching Tool : Learning by Doing with Visual Methods. Photovoice as a Teaching Tool : Learning by Doing with Visual Methods', May 2016, 2009.

⁸ S J Savignon, 'What People Do With Pictures', 25 (2010).

⁹ Abdulaziz Alenizi, 'Use Of Photography to Support the Learning Process Of Science Teachers of Ninth Through Twelve Grade In the Schools of Kuwait', 2015.

in a particular text type and show their fluency during a speaking performance. Therefore, in the teaching and learning process, developing the students speaking skills seems to be the most difficult thing, Arsyad said that one of the steps in developing students speaking skills is the teachers have to build the communication between the teachers and the students.¹⁰ The teachers should be able to conduct a comfortable situation and always make a variation method and media in teaching English, so that the students interest and enjoy the activities in the classroom. The teachers need media to enhance the students' skills. The term media itself includes the whole range of modern communications media that already known, such as audiovisual aids, the cinema, video, internet, photograph, pictures, advertising, newspaper, magazines, games and so on.¹¹ Media aim to stimulate the students' minds, skills, and attention. Audio-visual media is very helpful in stimulating and facilitating learning English, so audio-visual has a positive contribution to the process of learning English.

Presentation is the way students delivered their idea and the result of group discussion in front of the class, the presentation also can be feedback for the teacher to measure student competency in speaking. Moreover, the presentation is considered one of the

¹⁰ Rasyad Azhar, *Media Pembelajaran* (Jakarta: PT. King Grafindo Persada, 2008).

¹¹ Nafi Annury and Ma'mun Nadiah, *Teaching English as a Foreign Language* (Semarang: Varos Mitra Utama).

effective ways to develop speaking.¹² Many students may feel insecure when they are assigned to make a presentation, complaining about the fact that they need to stand represented their group, delivered the material in front of the class, and they had to master material by remembering the contained of their presentation. It could be so hard when they had to do it by themselves. Moreover, there are a lot of media can be used in the presentation, powerpoint is one of the media can be used to deliver the presentation, by inserting ClipArt, video, music, and also photograph. It can be various ways to delivered material more attractive.

The use of CLT in the presentation mediated by local culture as a learning material will give some advantages. It is closer to students' life. Therefore giving the material based on local culture can make students easier in learning the material because they have previous knowledge about it. The use of local culture also can keep the culture from extinction. Local culture will also give students moral value and make them have a feeling of love for the nation. It is also stated on the *K13*, that curriculum is based on national culture and nation.¹³ According to this, the curriculum offers a chance for students to learn from their mother culture of important values and to participate in developing local cultural values that can be used in daily life. On the other hand, the principals stated in Act of Republic Indonesia on

¹² Lulut Widyaningrum, 'Pecha Kucha: A Way to Develop Presentation Skill', *Vision*, 5 (2016), 61.

¹³ Abdul Majid and Chaerul Rochman, *Pendekatan Ilmiah Dalam Implementasi Kurikulum 2013* (Bandung: Remaja Rosdakarya, 2014).

National Educational System No. 21 in 2016 of Content Standard in Primary and Secondary Education, learning should, 1) concerned with cultivating and endeavoring of students as everlasting learner, 2) learning process can be occurred in school, home, and society and 3) admission of individual difference and students' cultural background. Education cannot be separated from the students' environment. It can be taken from their local cultures. The education which is developed by using local culture is directed to provide students a skill that can be used when they become a citizen as a whole.¹⁴ Moreover, the English learning process must involve the local culture where our student's life. It means that students are common with the culture. Teaching English based on the local culture can be applied through descriptive text, narrative text.

In this study, the researcher is interested in conducting experimental research. The research in Adz-Dzakia English Club of MAN Nganjuk in the academic year of 2018/2019. There are two classes, one class as the experimental group and the other class as the control group, to see the significant difference between the students are taught by using *CLT mediated by a photograph* and the students are taught by *Active learning*.

The member of the Adz-Dzakia English Club of Man Nganjuk have some difficulties in speaking, Many students demonstrated low speaking proficiency. Students lack linguistic awareness in grammar,

¹⁴ Daryanto, *Pendekatan Pembelajaran Saintifik Kurikulum 2013* (Yogyakarta: Gava Media, 2014).

vocabulary, pronunciation, fluency, and control of the content and they need much time to think about what will they say, even they do not know how to say the word in English. It was very rare to find the students who can speak English fluently and confidently. And the English teacher often uses Indonesian to explain the materials in the class because the students cannot get the point well without asking the teacher about any certain vocabulary. Those were the result of the interview with the English teacher. And based on the reason above, the researcher is interested to act directly in applying an appropriate medium for teaching speaking of descriptive text in Adz-Dzakia English Club of Man Nganjuk.

B. Research Question

From the background explained above, the problem to be discussed in this final project can be formulated by the researcher: How effective is Communicative Language Teaching in teaching speaking of descriptive text to the Adz-Dzakia English Club of MAN Nganjuk in the academic year 2018/2019?

C. Objectives of the study

To explain the effectiveness of Communicative Language Teaching Mediated by Photograph toward local culture in teaching speaking of descriptive text.

D. Pedagogical Significance

The finding of this study can be significant to:

a. For Teacher

This research will help teachers developing their teaching techniques. Hopefully, the teacher could be more noticed in how to put English public speaking communicatively.

b. For Students

Hopefully, this research can motivate students to solve their problems in speak English, especially when it comes to speaking in front of audiences.

c. For the Researchers

This research can help the researcher to answer the research question. The researcher will know the implementation of communicative language teaching mediated by local culture based on modern photograph pedagogy

d. For The Next Researchers

Hopefully, this study can be further continued by the next researcher who will research the learning community. The researcher hopes that the result of this research can give significant impact and meaningful reference toward another research.

E. Scope of Research

The scope of the study, the researcher limits this study as follows:

1. The topic is limited to the effectiveness of teaching speaking explanation text using Communicative Language Teaching Mediated by Photograph.
2. The study is an experimental study.
3. The population is limited to a member of Adz-Dzakia English Club Man Nganjuk in the Academic Year 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents previous research and the review of related literature. In the review of related literature, the researcher starts with a definition of Communicative language teaching, speaking, teaching speaking, the nature of media, photograph as media in teaching the descriptive text.

A. Previous Research

The studies were conducted in line with these studies:

First, the research conducted by *Li-Hsun PENG* and *Sieng-Hou CHEN* entitled *Integrating Creative Photography Pedagogy in General Education*. The research selected a general education course at “University M” in Changhua, Taiwan to incorporate simple composition and posing techniques for students who had not been exposed to professional photography training to be re-introduced to photography as a creative medium. This research is an Action Research to proceed with an experiment and analyze the result to reveal the differences between before and after their assignments. The results show that incorporating art into the course offered advantages and possibilities for creative development and application. Students who are familiarized with the virtual world can now live in the real world again when providing a gateway for them. The results show that incorporating art into the course offered advantages and possibilities

for creative development and application.¹⁵ The differences are the research used action research and experimental research and are conducted in general education. The research has a strong point that solved the two problems stated before, they are during creating process without risks, user-pay less consideration and a great number of digital wastes. On the other hand, there is still a weak point of the research, such as it focused on the general subject, while this research focused on English public speaking skills.

Second, the research from Serena Triacca entitled *Teaching and Learning with Pictures the Use of Photography in Primary Schools*. The research field focuses on photographic images. Photographs would be special in opening the way rather than reducing the cognitive and semantic ambiguity. Such ambiguity, or the certainty of several possible interpretations, could be exploited by the teacher¹⁶. The teacher's role is to guide the learners to deep understanding and one way in which images support brain work is concept visualization¹⁷. The result shows that, considering the relevance of images in the teaching and learning process, through four case studies we aimed to explore the actual use of photography in Primary School. Starting from the pedagogical reflections about the cases, the research intends to increase the educational research's awareness about the use

¹⁵ Chen Hou-Shieng Hsun-li, 'Integrating Creative Photography Pedagogy in General Education', *National Yunlin University of Science and Technology Taiwan*, 2016.

¹⁶ Triacca Serena, 'Teaching and Learning with Pictures the Use of Photography in Primary Schools', *Proceedings*, 2017.

¹⁷ Serena.

of photographic images in the classroom.¹⁸ The similarity of the research and this research is about using the same method that is using photos or pictures to deliver the teaching and learning process. Meanwhile, the differences are the research used action research and experimental research, and it conducted in primary school. Besides that, the base of taking a picture in the research is based on the environment.

Third, the research from Subhan Shabri entitled *Improving Students' Speaking Ability Through Communicative Language Teaching (CLT) at The Eleventh Year Class of MAN Teluk Kuantan, Kuantan Singingi Regency*. The research field focuses on (CLT) to improve students speaking ability, a case at the Eleventh year class of MAN Teluk Kuantan. This is a Classroom Action Research (CAR) which was done in three cycles; there were three meetings for each cycle. In each cycle, there were Planning, Action, Observing, and Reflection. The variables of this research are the implementation of CLT and students' speaking ability. The data was taken from observation sheets and students' test results orally. The data was analyzed by seeing the differences between the results of pre-test and post-test and taking the percentage of the difference as the improvement of treatment of CLT. As a result of this classroom action research, the improvement of the students' speaking ability by using CLT is 117,72% in the range between 1 as the lowest score and 6 as

¹⁸ Triacca Serena, *Teaching and Learning with Pictures the Use of Photography in Primary Schools*, Milan, Catholic University of the Sacred Heart, 2017

the highest score of each student. The result shows that Communicative Language Teaching (CLT) can improve the speaking ability of the eleventh year class students. Applying CLT in the classroom needs the creativity of the teacher to plan, do and motivate the students to get involved in the speaking activity.¹⁹ The similarity of the research and this research is about using Communicative Language Teaching to delivered the teaching and learning process. Meanwhile, the differences are the research is too general about Communicative Language Teaching.

The other Research is from Luthfi Efendi entitled *Improving Students Speaking Skills Through Communicative Activities of Grade VIII Students of SMP Negeri 2 Sewon In the Academic Year 2015/2016*. From this research, can be concluded that implementing communicative language teaching activities was proven to improve students' speaking skills. First of all, by conducting communicative language teaching activities, speaking skills could be taught equally in the classrooms since they provided speaking activities needed. That made speaking activities frequently conducted. Through communicative activities, the focus of learning in the classroom was not only for writing and reading skills but also for speaking skills. Secondly, the speaking activities in the classroom became varied. Communicative activities offer various speaking activities. The English teacher had choices to conduct speaking. Thus teaching and

¹⁹ Shabri Subhan, *Improving Students' Speaking Ability Through Communicative Language Teaching (CLT) at The Eleventh Year Class of MAN Teluk Kuantan* (UIN Suska Press, 2011).

learning processes turned into learner-centered instead of teacher-centered. Communicative activities also gave opportunities for students to practice speaking since speaking is a productive skill. Thirdly students were motivated and willing to participate in the activities. They gained more confidence to speak as of their speaking fluency improved as well as their pronunciation. Through communicative activities, students' speaking skills improved.²⁰ The similarity of the research and this research is about using Communicative Language Teaching to delivered the teaching and learning process. Meanwhile, the differences are the research is too general about Communicative Language Teaching without shows the media.

Last but not least. Research from Abdullah Noori entitled *Communicative Language Teaching (CLT) In EFL Context: Exploring Afghan EFL Lecturers' Perceived Challenges in Implementing CLT*. This study uses a quantitative research approach in which a survey questionnaire was given to EFL lecturers teaching in a public university. The results of the study revealed that the EFL lecturers had positive perceptions of using CLT activities, as there was evidence of several major CLT activities conducted in their classrooms. The results also revealed that they faced certain challenges that prevented them from implementing CLT effectively. Furthermore, a significant correlation was found between students' related challenges and

²⁰ Luthfi Efendi, *Improving Students Speaking Skills Through Communicative Activities of Grade VIII Students of SMP Negeri 2 Sewon In the Academic Year 2015/2016* (Yogyakarta: UNY Press, 2016).

teachers' perceptions of using CLT; however, no significant correlations were found among teachers' demographic profiles and CLT perceived challenges. This research is significant since it could be used as a resource presenting a comprehensive picture of CLT implementation in EFL classrooms in Afghanistan. From this research can be concluded that the CLT method is not suitable for EFL Context because of any diversity of ESL and EFL contexts from the teacher perceptions toward CLT. However, the findings of the study suggest that the EFL teachers in this study had a positive perception of CLT as they can use the method into practice.²¹ Meanwhile, the differences are the research uses quantitative research it is opposite to my research that uses experimental research although we have a similar topic that discusses communicative language teaching.

B. Theoretical Review

A. Communicative Language Teaching

a. Definition of Communicative Language teaching.

Teaching has various types one of them is Communicative language teaching. Communicative language teaching is part of the teaching method, meanwhile, CLT is often defined on Communicative Language Teaching in terms of its general principles and characteristic. This reason makes Communicative Language Teaching special in terms of the materials, assessment, activities, and the roles of the teachers and students from other traditional teaching

²¹ Abdullah Noori, 'Communicative Language Teaching (CLT) In Efl Context: Exploring Afghan EFL Lecturers' Perceived Challenges in Implementing Clt', 05.16 (2018), 1061.

methodologies. Communicative language teaching is known well as a set of principles about the goals of language teaching, the way learners learn a language, way of classroom activities that best plain learning, and the roles of teachers and learners in the classroom.²²

Language teaching has many metamorphose in syllabus design and methodology in the last 50 years.²³ CLT suggest rethinking of approaches to syllabus design and methodology and is divided into 3 phase: Traditional approaches (up to the late 1960s), classic communicative language teaching (1970s to 1990s), current communicative language teaching (late 1990s to the present).

On the Traditional Approaches was focused on grammatical competence where is language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the believed that grammar could be learned through direct instruction and through a methodology that made much repetitive practice and drilling.²⁴

Meanwhile, Traditional Approach was considered as an old method and need some new refreshment. Therefore appear Classic Communicative Language Teaching that created a massive enthusiasm when it first appeared as a new approach to language teaching. In designing language learning within a communicative

²² jack C Richards, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006).

²³ Richards, *Communicative Language Teaching Today*.

²⁴ jack C Richards, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006).

approach, grammar was no longer the starting point.²⁵ Meanwhile focus on the other point: English for Specific Purpose, setting, the social role, the communicative events, the language functions, the notions, discourse, and rhetorical skills, the various language, grammatical content that will be needed, Lexical context that will be needed. (Van Ek and Alexander 1980)

However teaching method has many changes, the world needs a suitable method that can be applied for long life, Current Communicative language teaching appears to answer the question in the teaching method. As well as rethinking the nature of a syllabus, the new communicative approach to teaching prompted a rethinking of classroom teaching methodology.²⁶ Besides, it brings more meaningful communication to the students provides a better chance for learning than through a grammar approach. Make real communication the focus of the learning, try out what they know by providing an opportunity for students, focused on accuracy and fluency, connecting difference fourth skills, let learners discover grammar rules.

B. Speaking

a. Definition of speaking

Speaking is one of the basic skills which include a productive skill that must be mastered by students since they need to communicate in the class or outside the class. There are two important

²⁵ jack C Richards, 'Communicative Language Teaching Today', 2006, 9.

²⁶ Richards, *Communicative Language Teaching Today*.

points within this definition of speaking skills. First, productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, to express meaning it means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener.²⁷

b. The element of speaking

1. Pronunciation; 1) Utterance often cannot be understood 2) There are many mistakes and still influence by local accent which is making difficulties in comprehension, always desire to repeat it. 3) The influence of local accents forces almost accurate, the wrong utterance cause misunderstanding. 4) There is no mistake in utterance, close to the standard speech. 5) Standard speech (close to a native speaker).
2. Grammar; 1) The using of grammar is almost always incorrect. 2) There is a mistake in using the basic pattern permanently which always disturbs the communication. 3) If often happens a mistake in a certain pattern, because of less accurately that can disturb the communication. 4) It sometimes happens a mistake in using a certain pattern, but not disturbing the communication. 5) It is just a little mistake, but not in using a pattern. 6) There are no more mistakes as long as the activity.

²⁷ Douglas.H Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd edn (New York: A person Education Company, 2001).

3. Vocabulary; 1) The using of vocabulary incorrect involves in very simple conversation. 2) Acquiring the vocabulary is very limited to the basic needs of personal (time, food, transportation, family). 3) The choice of vocabulary incorrect and the limitation it comprehension disturb the conversation of society and professional problems. 4) The using of technical vocabulary accurate in speaking about a certain problem, but the using of general vocabulary is over. 5) The using of technical vocabulary and the general vocabulary more large and accurate in the conversation of society. 6) The using of both technique vocabulary and general vocabulary very large and exact.
4. Fluency; 1) The conversation is always stopped in the middle and it was disturbing the communication. 2) The conversation works slowly except in the short sentences and about the routines conversation. 3) The conversation often seems doubtful, the sentence is not complete. 4) The conversation sometimes still worked doubtfully, the clustering of words not accurate. 5) The conversation is fluent and smooth, but sometimes still not accurate.
- It has been clear that awareness of the components speaking in learning speaking skills is needed. Thornbury adds that “the ability to speak English presupposes the elements necessary for spoken production as follows²⁸:

²⁸ Scott Thornbury, *How To Teach Speaking* (New York: Pearson Education limited, 2005).

c. Language feature

The elements necessary for spoken production are followed; 1) Connected speech: In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakness (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech. 2) Expressive devices: Native speaker of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in the face interaction). The use of these devices contributes to the ability to convey meanings. 3) Lexis and grammar: Teachers should, therefore, supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. 4) Negotiation language: Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

d. Mental/social processing

The success of the speaker's productivity also depends upon rapid processing skill that talking necessitates; 1) Processing: Language processing involves the retrieve of words and their assembly into syntactically and propositionally appropriate sequence. 2) Interacting with others: Affective speaking also involves a good deal of listening, an understanding of how the other participants are

elling, and knowledge of how linguistically to take turns or allow others to do so. 3) Information processing: Quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it. Those elements are the ways how we speak English clearly and should involve students in activities designed specifically to improve their speaking skills.

C. Descriptive Text

According to Mukarto (2007: 140-141) descriptive text is used to describe a particular person, place, or thing. The generic structure of the descriptive text is:

1. Identification: introduction of thing, place, or person to be described.
2. Description: descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed. Descriptive text is use relational verbs "to be" and "has/have".

According to Crosby (1986: 7) explains that "Description is used to convey what you have sensed, what you have seen, heard, smelled, felt, test". It means that description is the explanation of something that we have seen, sense, heard, smelled, felt, and test. Hammond, et al. (1992: 78) explains about the descriptive text as below :

Table 2.1

Social Function	Schematic Structure	Significant grammatical pattern
To describe a particular person, place, or things.	<p>Identification: identifies the person, place or things to be described.</p> <p>Description: describes parts, qualities, characteristics.</p>	<p>Focus on specific rather than generic participants.</p> <p>Simple presents tense.</p> <p>Verbs of being and having.</p> <p>Use of descriptive adjectives to built up a long nominal group.</p>

a. General structure :

1. Identification: introduce to the subject of the description
2. Description: Details of the characteristics features of the subject
3. Conclusion (Optional)

b. Language feature

1. Simple present tense: if things/person describe are still alive
2. Simple past tense: if things/person doesn't exist anymore

3. Using noun
4. Kinds of adjective
5. Use active verbs
6. Use allusion/imagination language.

Table about the descriptive text is below :

Table 2.2

My Mother	
Identification	My mother is a very loving and caring person. She never raises her voice at anyone except for some case. She has loved me so much and didn't let anyone hurt me. She was a worry when I didn't call her in a week.
Description	My mother is a very neat and tidy person. She has black and little curly hair which she usually pulls up into a bun. She has black eyes that similar to my eyes, his warm face when waiting for me to come home is something that I can never forget. She always cooks my favorite food, she was an angel for me.
Conclusion	I don't know what should I say to you mother, but love is never enough to fulfill your love

C. Photograph

a. Definition of Photograph

Visuals have been an important component of the language classes over the years. The use of visual aids for presenting, training, and teaching languages has been around since the 1920s – 1930s,

consisting mainly of film strips, pictures, slides, and pass-around objects. (CT)

Visual media is a useful tool for teachers in almost every trend of English Foreign Language teaching. Such was an impact of visual materials several universities created catalogs of visual aids that trace the history of using visual literacy and a visual education. (CT)

Besides, visuals can support the input that the student receives. In the cognitive approach to English Foreign Language learning, a lot of prominences is given to access to the target language input.

Teaching nowadays has various media, from phone integration, internet integration, and picture integration. The modern photograph is one of the examples from the various media from teaching. Visual media has initiated by the westernization of the world and visual discourse contains a way to develop social and culture Identities, till the visual media shows also can improve learning potential. Students and teachers can take advantage of virtual aids to deliver presentations and diversify the learning experience. The Use of visual medium or photographic images has discovered by educators to make the learning process more divergent as it enhances overall learning (Sibanda, 2009).

In the modern era, photographs, pictures, and multimedia classrooms have been integrated into senior high school teachers can use different resources to support their explanations, correct exercise, or play games. To make presentations effective, the use of visual material and strategies include in them must be careful. Several items

must be taken into the strategies, such as the in which photograph, graphic, and visual organizers affect the learners, what are the best way to use, and what is their benefit. Carney and Levin (2002) reported that pictures improved their learning process, but they also pointed out that these pictures must be well selected.

Moreover, teaching and learning process processes that must be pleasing by student or teacher. Photograph method is suitable for use in the classroom as part of teaching resources along with teachers can relate the material of learning. In the modern era, people taking photograph without risks. The purpose of this study aimed at digital natives a chance to be re-introduced to photograph via simple concepts and characteristics of photograph.²⁹

b. The benefits of photograph

The photograph can help students to improve their English speaking ability. Students can do better on describe something, expressing ideas and others.

1. Shows for real something that is initially not possible can be seen.
2. Analyzing the sequence of the picture.
3. It provides experience to learners to feel the circumstances and discussion learners.

Based on the explanation above, the existence of photo media is undoubtedly in teaching-learning. Through the vlog, students can witness an event that cannot be seen directly and also students can replay the vlog when they need and their need. So teaching speaking

²⁹ Hsun-li.

through photograph grows interested and motivate students to always pay more attention to the lesson

Besides, Photograph is ways to stimulate student's creativity by motivating them on the learning process. Much research suggests that children are capable of creativity, which can enhance by appropriate education and guidance.³⁰ Photograph as the presence of imaginative works in the digital era, the science of visual language is still developing among the research. As snow (2001) suggests the visual materials use Content-based goes from gestures and pantomimes to pictures, photographs, and slides. These aids help to make the activities more motivating and meaningful for the students. (CT)

c. Photograph as media in teaching descriptive text

As a teacher in English subject, we have to burn up our student's motivation to study English, change their minds about English is bored than mathematic. The strategies that we use can create their motivation to study English, so teaching and learning process can be more enjoyable.

They can succeed in mastering the material. Jeremy said that students' boredom is the greatest enemy in teaching-learning, he states, "One of the greatest enemies of successful teaching is students' boredom. Students frequently know what is going to happen in class and they know this because it will be the same as what happened in the last class and whole sting of classes before."³¹ The teacher should

³⁰ Hsun-li.

³¹ Jeremy Harmer, *How to Teach English* (England: Longman, 1998).

be more creative and attractive in delivered their material, and always find out some alternatives to make their students interest and enjoy follow their subject.

One of the goals of teaching speaking is to give the students a field to express their idea using the language pattern they have learned before. Learning speaking without practicing is nonsense. So, it can be one of the ways to make the students feel easier, the teacher helps them by using *photographs* in teaching the descriptive text. A photograph can effectively communicate complex information to students and if combined with creatively it can become a powerful expressive tool. Using photograph in teaching speaking descriptive text is meant to help students in achieving and expressing their idea easily because the photo describes something in the case. It can help students to build their idea in describe in front of the class.

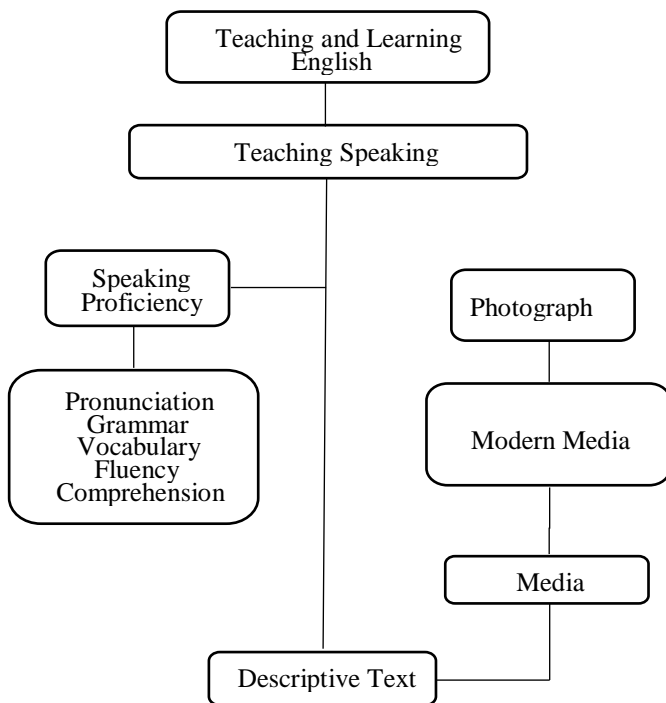
Without any media, when the teacher asks students to speak, they will get difficulty in speaking. By using photograph as a media learning tool, it can help stimulate students especially to improve students' ability in speaking, especially in present descriptive text. The procedures of photograph used by the researcher to teach descriptive text in this study are the following:

- a. First, the teacher gives a stimulant about descriptive text includes the generic structure and language features of the text. Then the students with the teacher discuss the descriptive text.
- b. Second, students are a focus on the descriptive text about the local culture given by the teacher.

- c. Third, the teacher explains the photograph, and how the way they take a picture of the local culture.
- d. Fourth, students have to write down or take notes individually about the important information that they catch from the discussion. They are encouraged to write content words on their notes, such as noun, verb, that can help them in making descriptive text.
- e. Fifth, the teacher divides students into a group of 6 and asks them to make descriptive text based on the local culture and supported by content words that have been collected in the group.
- f. Sixth, students per group are asked to present the descriptive text orally in front of the class without texts.
- g. Seventh, students are asked to analyze to other's group presentations and make a correction on the text, if it is needed, in the aspect of pronunciation, grammar, vocabulary, fluency, and comprehension.
- h. The last, students are asked to conclude the lesson.

As an English teacher, we must be wise in choosing appropriate media to support and facilitate our teaching and learning process. The researcher chooses photographs as media in teaching speaking of descriptive text. Indeed teaching speaking through photograph is interesting and enjoyable, finally, it can motivate the students to enhance their speaking ability.

C. Theoretical Framework



A theoretical framework is answering the research question of this research. In teaching and learning English, there are 4 skills should be taught, one of them is speaking. Teaching speaking seems difficult for the students because there are some characteristics should be mastered; pronunciation, grammar, vocabulary, fluency, and comprehension. To reach those things, the researcher uses a *photograph* as learning media to create interesting and enjoyable teaching-learning in the classroom.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research design, setting and time, source of data/participant, research variable and indicators, the technique of collecting data, and the technique of analyzing data.

A. Research Design

Cresswell stated that research design has two types. Those are quantitative and qualitative research.³² It has aimed to collect, analyze, and interpret data.

In this study, the researcher used a quantitative approach to measure students' ability in speaking. According to Urdan, "Quantitative research presents the number of values, or it is indicated kinds of measure. Then, it is summarized by using numbers."³³ Margono said that the emphasis of quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency, and others, of phenomena.³⁴ And he adds that although this type of research is harder to design initially but usually highly detailed and structured and the result can be easily collected and presented statistically.

³² Jhon W Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Ed.)*, 4th edn (Boston: Pearson Education limited, 2012).

³³ Timothy C Urdan, *Statistics in Plain English(3rd Ed.)* (New York: Taylor & Francis e-Library, 2010).

³⁴ S Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2013).

This research used the true-experimental design in the pretest-posttest control group design. To know the significant difference of the students' ability in speaking after though by using Communicative language teaching by Photograph. The researcher used three steps; those were pre-test, treatment, and post-test. According to Nunan, "Experiments are designed to collect data in such a way that threats to reliability and validity of the research are minimized".³⁵

The researcher used experimental research to know how is students' speaking ability after treated by Communicative language teaching by Photograph. The design of the experiment could be described as follows:³⁶

Pattern:

R.E	:	O ₁	X	O ₂
R.C	:	O ₃		O ₄

Where:

R.E = Random Experimental group sample

R.C = Random Control group sample

O₁ = Pre-test for the experimental group

O₂ = Post-test for experimental group

O₃ = Pre-test for control group

O₄ = Post-test for control group

X = Treatment using Communicative language teaching
(Photograph)

³⁵ David Nunan, *Research Method in Language Learning* (Cambridge University Press, 1992).

³⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)* (Bandung: Alfabeta, 2013).

Referring to this research, the researcher took two classes; they were the experimental and control class. 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 class received a new treatment by using Communicative Language Teaching by Photograph while the control class was treated by using Active Teaching. After that, both the groups will be given a post-test to know is there a difference or not from their ability.

B. Setting

The research was conducted at the member of the Adz-Dzakia English Club Of MAN Nganjuk in the academic year of 2018/2019. The research was conducted from the 8th of November to the 14th of December 2019.

Table 3.1
Research Schedule

No.	Activities	Date
1	Meet the principle of MAN Nganjuk for asking permission to research by giving the permission letter and proposal.	November 8 th 2019
2	Pre-test and treatment for the experimental group.	November 15 th 2019
3	Pre-test and treatment conventional	November 15 th

	teaching (using CLT by Photograph) for the control group.	er 2019
4	Treatment for the experimental group.	Novemb 22 nd er 2019
5	Treatment of conventional teaching (using Active teaching) for the control group.	Novemb 22 nd er 2019
6	Treatment for the experimental group.	Novembe 29 th r 2019
7	Treatment of conventional teaching (using Active Teaching) for the control group.	Novembe 29 th r 2019
8	Post-test for the experimental group.	Decembe 06 th r 2019
9	Post-test for the control group.	Decembe 06 th r 2019

C. Source of Data/Participant

1. Population

The population is the representation of an individual group in all members of a certain interest group.³⁷ The population in this research was a member of the Adz-Dzakia English Club of MAN Nganjuk in the academic year of 2018/2019 which is located at Jl.

³⁷ Urdan.

Let.jend Suprpto, No.121c, Jatirejo, Kec. Nganjuk, Kab.Nganjuk, Jawa Timur.

2. Sample

This study is experimental research, so the researcher needs to take two classes as a sample that was an experimental and control class from the member Adz-Dzakia of the population. Urdan states that the sample is a part of larger from the larger population.³⁸ As the result, members of Adz-Dzakia E becomes experimental class which was taught by using Communicative Language Teaching by Photograph in teaching speaking of descriptive text and members of Adz-Dzakia C becomes control class which was taught by using Active teaching in teaching speaking of descriptive text.

3. Sampling

According to Cresswell "in simple random sampling, the researcher selects participants such as a school for being the sample".³⁹ Therefore many individuals have an equal probability to selected. This technique is used when a mutually homogeneous yet internally heterogeneous grouping area evident in a statistical population.⁴⁰ The researcher will take two classes with similarity average score as the samples. Those classes are obtained through a homogeneity test using ANOVA (Analyze of Varian) which is done before being given treatment or in other words when pre-test.

³⁸ Urdan.

³⁹ Cresswell.

⁴⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

D. Research Variable

According to Arikunto, "variable is the object of research or something that became the concern of research".⁴¹ In this study, there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. *The independent variable*

The independent variable is a variable that influences or that to be cause of changing the dependent variable.⁴² One independent variable must be the treatment variable. The independent variable of this research was the use of Photograph in teaching speaking descriptive text.

2. *The dependent variable*

The dependent variable is a variable that was affected or that be the result because of the existence of the independent variable.⁴³ The dependent variable of this study was the students' speaking achievement in the descriptive text.

Based on the variables above, the researcher can make indicators that support the variables. The schema of indicators variables is stated as follows:

Table 3.2

Independent Variable and Indicators

⁴¹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

⁴² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

⁴³ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

Variable	
<p>1. (Independent Variable)</p> <p>The use of photograph as authentic material</p>	<p>Indicators</p> <ul style="list-style-type: none"> a. The teacher prepares Photograph and the tools, such as whiteboard, boardmarker. b. Teacher give <i>photograph</i> of local culture. c. Teacher ask students to guess the photo. d. Students discuss about the photo together
<p>2. (Dependent Variable)</p> <p>Students' achievement in the speaking test score of descriptive text using Photograph.</p>	
Sub-Variable	Indicators
<p>a. Students' ability in speaking descriptive text.</p>	<ul style="list-style-type: none"> 1) Analyze generic structure of the descriptive text. 2) Teacher and students discuss about descriptive text 3) Creating descriptive text related to local culture. 4) Presenting the descriptive text fluently without depend on the note.

E. The technique of Collecting Data

To get the accurate data in this research, the researcher used two ways in the collecting data, they are as follow:

1. Test

To discover how students are thinking and using the target language (English) especially in their speaking. The researcher gave twice the test; pre-test and post-test. The test is a set of questions that have to be answered or questions to be chosen, responded, or a task to measure certain aspects (attitude, attribute) from the students.⁴⁴ A test used to measure the students' achievement or capability of the individual or group.⁴⁵

This method is used to get the data score of pre-test and post-test was given for both groups, the experimental class, and control class. The test was one of the ways to measure the students' ability, especially in mastering speaking skills. This method is used to get the data score of pre-test and post-test was given for both groups; the experimental class and control class.

The researcher conducted an oral test in a certain technique. The form of the test in this study was a direct test item of speaking because the researcher put the students in an individual and asked

⁴⁴ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

⁴⁵ Douglas.H Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd edn (New York: A person Education Company, 2001).

them to perform based on the topic given. The topic was "presenting of a case, giving arguments and retelling arguments".

a. Pre-test

In the pre-test, the teacher gave a test to the students before teaching new material. A pre-test was given to both classes, experimental class, and control class.

b. Post-test

The researcher used a post-test to know students' improvement of speaking descriptive text by using a photograph. The post-test was given to the experimental class and the control class. The experimental class was taught in speaking descriptive text by using Communicative Language Teaching by Photograph while the control class was taught with using picture.

F. The technique of Analyzing Data

In this research, the researcher measured the effectiveness of using photographs to teach the speaking ability of descriptive text. The researcher used quantitative analysis therefore the researcher uses a statistic method to analyze the data. The score is evaluated by using the scoring rubric of speaking test, there two kinds of test that were held in this research, they are prerequisites test and hypothetical test.

1. Pre-requisite Test

Pre-requisite test is the test to know the legality of the population, it uses the normality and homogeneity test. Before the writer determines the sample, the researcher conducted the

homogeneity test by choosing 2 classes from the Adz-Dzakia English Club of MAN Nganjuk.

The data analysis carried out to find out the homogeneity of the population. The formula as follows:

a. Normality Test

The normality test is used to know the normality of the data which are going to be analyzed whether both groups have normal distribution or not. Chi-square was used to find out the distribution of data.⁴⁶

The hypothesis that used to test the normality:

H_0 = normal distribution data

H_a = abnormal distribution data

Calculate the chi-square(χ^2), with the formula:

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

Where:

χ^2 = Chi-square

O_i = Frequency from sample

E_i = Frequency that was obtained from data sample

K = Number of class interval

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

b. Homogeneity Test

⁴⁶ Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005).

The homogeneity test is used to know whether the experimental class and control class, that is taken from the population have the same variant or not. To know the Homogeneity. There are some steps to find out. They are:

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

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

- 2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Variant

Vk : 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 $F_{\text{count}} > F_{\text{table}}$, the data is not homogeneous and the other way, if the $F_{\text{count}} < F_{\text{table}}$, the data is homogeneous.⁴⁷

2. *Hypothetical analysis*

a. *Pre-Test*

- 1) Normality Test

The normality test is used to know whether groups that have a normal distribution or not. To find out distribution data is used

⁴⁷ Sudjana.

normality test with Chi-Square. To calculate Chi-Square is used here.⁴⁸

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

Where:

X^2 = Chi square

O_i = Frequency from sample

E_i = Frequency that was obtained from data sample

K = Number of class interval

If $X_{count}^2 > X_{table}^2$ so the data is not normal distribution and the other way if the $X_{count}^2 < X_{table}^2$ so the data is normal distribution.

2) Homogeneity

The homogeneity test is used to know whether the experimental group and control group, which are taken from the population have relatively the same variant or not. The formula is⁴⁹

$$F_{count} = \frac{Vb}{Vk}$$

Where:

Vb = Biggest Variant

Vk = Smallest Variant

The calculation of the result of $F_{count} < F_{table}$ with $\alpha = 5\%$ degree of significances, so H_0 is accepted, it means the data is homogeneous and have the same variance.

2. Post-Test

⁴⁸ Sudjana.

⁴⁹ Sudjana.

1) Normality Test

The normality test will be the same as the normality test on the initial data.

2) Homogeneity Test

The homogeneity test was the same as the homogeneity test on the initial data.

3. *Hypothetical Test*

First, the test was done in both groups, experimental and control groups. Second, the result of the test was scored by using the analytic scale. Third, the means score of the two groups was determined. Finally, the two means were compared by applying the t-test formula. T-test was used to differentiate if the students' result of students' speaking ability of descriptive text by using a photograph and without using photograph were significant or not If $\sigma_1^2 = \sigma_2^2$ (has the same variant), the formula is:

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

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 the experimental group

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:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The hypothesis is:

$$H_0 = \mu_1 = \mu_2$$

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

μ_1 = Average data of experimental class

μ_2 = Average data of control class

If $t_{\text{count}} > t_{\text{table}}$ so H_0 is rejected and there is no difference of average value from both groups. Moreover, the other way if $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is a significant difference in average value from groups. ⁵⁰

⁵⁰ Sudjana.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data that was collected during the experimental research. The first analysis focuses on the homogeneity of the sample; the second analysis represents the result of the pre-test and post-test that had done both in the experimental and control group.

A. Description of Research

To explain the effectiveness of “*Communicative Language Teaching Mediated by Photograph*” as the medium in teaching speaking of descriptive text to the adz-Dzakia English Club of MAN Nganjuk in the academic year 2018/2019, the research analyzed quantitative data. After conducting the research, the researcher got the data of research findings that are obtained by using the test both in the experimental and control class. The subjects of this research were divided into two classes; the experimental class (EC-E) and the control class (EC-C) with the same number of students are 20 students.

Before the activities were conducted, the researcher determines the materials and lesson plan of learning. Learning in the experimental class was conducted by using Photographs while in the control class was not conducted by using photographs.

The data of the research was given to the students. The test was given before and after following the learning process that was

provided by the researcher. After data was collected, the researcher analyzed them to prove the truth hypothesis that had been formulated.

B. Data Analysis

1. The Data Analysis of Pre-requisite Test

This discussion covers normality and homogeneity.

1) Normality Test

A 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 $x_{count}^2 > x_{table}^2$

With $\alpha = 5\%$ and $Df = K-1$

Table 4.1 The normality result of Pre-requisite Test

Class	X2 count	X2 table	Criteria
EC-E	5,42	11.07	Normal
EC-C	6,60	11.07	Normal

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

2) Homogeneity Test

The 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

Class	Variance(S ²)	N	Df	F count	F table	Criteria
EC-E	26,79	20	19	1,26	2,16	homogeneous
EC-C	33,73	20	19			

According to the formula above, it is obtained that:

$$F = \frac{vb}{vk} = \frac{33,73}{26,79} = 1,26$$

Based on computation above it is obtained that F_{count} is lower than the F_{table}. So Ho accepted. It can be concluded that data from EC-C and EC-E have the same variance or homogeneous.

1. Analysis of Pre-test

The researcher was done to know the normality, homogeneity, and average test of initial data in the experimental class and control class.

Table 4.3

No.	Saurce of Variance	Experimental	Control
1	N	20	20
2	Σ	1351	1359
3	Average	67,55	67,95
4	Variance (S ²)	26,79	33,73

5	Standard of Deviation (S)	5,18	5,81
6	MAX	80	80
7	MIN	58	59

For further calculations can be seen in appendix 11.

a. Normality Test of Pre-test

The normality test was used to know whether the data were normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho: The data of normal distribution

Ha: The data of un normal distribution

With criteria, Ho accepted if $X^2_{count} > X^2_{table}$

Table 4.4

The Result of Normality Pre-test of Experimental Class and Control Class

No.	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pre-test	6,60	11,07	Normal
2	Control	Pre-test	5,42	11,07	Normal

For further calculations can be seen in appendix 14 and 15

Based on the result of the table above, it can be seen that X^2_{count} both of the classes were lower than X^2_{table} ($X^2_{count} > X^2_{table}$), so Ho accepted. The conclusion is distribution data of the experimental class and control class were normal.

b. Homogeneity Test of Pre-test

The homogeneity test is used to know whether the group sample that was taken from the population is homogeneous or not.

Hypothesis:

$$H_0: \text{Homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{Non-Homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

With criteria, H_0 accepted if $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.5

The Result of Homogeneity Pre-test of Experimental and Control Class

No.	Class	Variance	N	Fcount	Ftable	Criteria
1	Experimental	33,73	20	1,26	2,16	Homogenous
2	Control	26,79	20			

For further calculations can be seen in appendix 12.

Based on the formula:

$$F_{\text{count}} = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F_{\text{count}} = 1,26$$

Based on the result of the table above, it was obtained that F_{count} was lower than F_{table} , so H_0 accepted. It can be concluded that the data of pretest from experimental and control class have the same variance or homogenous.

c. Testing the similarity of the average of the initial data between experimental and control classes. To test the difference of average, the researcher used the t-test.

Hypothesis:

Table 4.6

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

Source of variance	Experimental	Control	Criteria
Sum	1359	1351	Identical
N	20	20	
Average	67,95	67,55	
Variance (S ²)	33,73	26,79	
Standard deviation (S)	5,81	5,18	

For further calculations can be seen in appendix 18.

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

$$= 30,26$$

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

$$= 0,23$$

Ho 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 $df = 20+20-2 = 38$

is obtained $t_{table} = 2,02$ and $t_{count} = 0,23$. ho is accepted if $-t_{table} < t$

$t_{count} < t_{table}$. So, it can be concluded that there was no significant

difference in the average pre-test between experimental and control

class, because of t_{count} at the reception area of Ho.

2. Analysis of Post-test

It was done to answer the hypothetical of this research. The data used are the result of the post-test of both classes. The experimental class taught by Photograph and the control class taught without using photographs. The post-test analysis contains a normality test, homogeneity test, and hypothesis test.

Table 4.7

The Score of Post-test Experimental Class and Control Class

No.	Source of Variance	Experimental	Control
1	N	20	20
2	Σ	1644	1308
3	Average	82,20	65,40
4	Variance (S^2)	5,85	12,25
5	Standard of Deviation (S)	2,42	3,50
6	MAX	88	72
7	MIN	80	60

For further calculations can be seen in appendix 11

a) Normality Test of Post-test

Ho: The data of normal distribution

Ha: the data of un normal distribution

With the criteria, Ho accepted if with criteria, Ho accepted if $X^2_{\text{count}} < X^2_{\text{table}}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.8

The Result of Normality Post-test of Experimental and Control Class

No.	Class	X ² _{count}	X ² _{table}	Criteria
1	Experimental	9,04	30,14	Normal
2	Control	9,82	30,14	Normal

For further calculations can be seen in appendix 16 and 17.

Based on the computation above, it was obtained that $X^2_{\text{count}} < X^2_{\text{table}}$ with $\alpha = 5\%$ and $df = 20-1 = 19$. So, H_0 is accepted. It can be concluded that the distribution data of post-test of experimental and control class were normal.

b) Homogeneity Test of Post-test

The homogeneity test is used to determine the mean and variance of the students' scores in experimental and control classes.

Hypothesis:

Ho: homogeny variance $= \sigma_1^2 = \sigma_2^2$

Ha: non homogeny variance $= \sigma_1^2 \neq \sigma_2^2$

With criteria, Ho accepted if $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.9

The Result Homogeneity Post-test of Experimental and Control Class

N o.	Class	Varian ce	N	Fcou nt	Ftab le	Criteria
1	Experime ntal	5,85	20	2,09	2,16	Homogenous
2	Control	12,25	20			

For further calculations can be seen in appendix 22.

Based on the formula:

$$F_{\text{count}} = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$
$$F_{\text{count}} = 2,01$$

Based on the result of the table above, it was obtained that F_{count} was lower than F_{table} , so H_0 accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogenous.

c) Test Average (Right Hand Test)

This test was used to know whether there was a different average on the post-test of the experimental and control class. The data which were used to test the hypothesis was the post-test score both of classes. To test the difference in the average used t-test.

$H_0: \mu_1 \leq \mu_2$: It means there is no significant difference between the students' speaking skills who were taught by Photograph and who were taught without using Photograph.

$H_a: \mu_1 > \mu_2$: It means there is a significant difference between the students' speaking skills who were taught by Photograph and who were taught without using Photograph.

Table 4.10

The Average Difference of Post-test of Experimental and Control Class

Source of variance	Experimental	Control
Sum	1644	1310
N	20	20
Average	82,2	65,5
Variance (S ²)	5,85	11,74
Standard deviation (S)	2,42	3,43

For further calculations can be seen in appendix 19.

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 &= 8,79 \\
 t &= \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= 17,81
 \end{aligned}$$

Ho 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, it was obtained that the average post-test of the experimental class who were taught by Photograph was 82,2 and standard (s) was 2,42. While the average of post-test of the control class who were taught without using Photograph was 65,5 and standard deviation (s) was 3,43 by $\alpha = 5\%$ and $df = 20+20-2 = 38$ is obtained $t_{table} = 2,02$ and $t_{count} = 17,81$. It

means that the t_{count} is higher than the t_{table} . so, H_0 rejected and H_a is accepted.

Because $t_{\text{count}} > t_{\text{table}}$, it can be included that it is significantly different between experimental and control class on the post-test. The score of the experimental class was higher than the control class.

3. Hypothetical Test

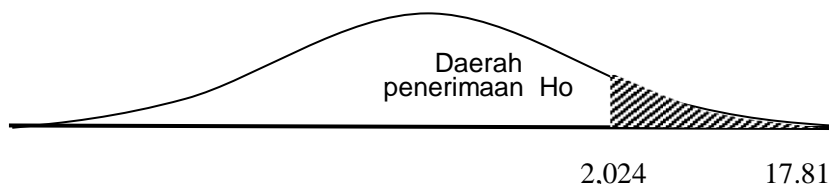
The hypothetical test is intended to process the data that had been collected from the data result of the experimental class and control class after getting treatment for the experimental class. The goal is to prove the acceptance or rejection of the hypothesis that had been proposed by the researcher. To prove it, the researcher uses a t-test. $H_0 = \mu_1 \leq \mu_2$: It means there is no significant difference between the students' speaking skills who were taught by Communicative Language Teaching by Photograph and who were taught with conventional media (using Active teaching).

$H_a = \mu_1 > \mu_2$: It means there is a significant difference between the students' speaking skills who were taught by CLT photographs and who were taught with conventional media (using active teaching). Testing criteria is H_0 is accepted for $\alpha = 5\%$ if $t_{\text{count}} > t_{\text{table}}$ with $df = n_1 + n_2 - 2$

Based on the final data calculation of the average difference test showed that the average-test score of the experimental class was 82,2, while the average post-test score of the control class was 65,5.

The result of the calculation using t-test showed that

$t_{\text{count}} = 17,81$ and $t_{\text{table}} = 2,02$ with $\alpha = 5\%$ if $t_{\text{count}} > t_{\text{table}}$ with $df = n_1 + n_2 - 2$. It showed that $t_{\text{count}} > t_{\text{table}}$ ($17,81 > 2,02$). so H_0 is rejected and H_a is accepted. It means that between experimental class and control class are significantly different. Based on H_0 rejected area, it can be drawn as follow:



C. Discussion of the Research Findings

The description of data collected, used Photograph to teach speaking of descriptive text showed that the students were enjoy and interested. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and posttest. The students' score after giving photograph as media in teaching speaking descriptive text in individual was better than before the treatment given to the students'. HSUN-Li, from The University M in Changhua, Taiwan refers on his research, found some strength during the process in teaching speaking on her research about the Integrating Creative Photograph Pedagogy in General Education, they are: Most of students were active in teaching speaking process because Students who are familiarized with the virtual world can now live in the real world again when providing a gateway for them. The results show that incorporating art into the course offered advantages and possibilities

for creative development and application. That is to say, Photograph, as media in teaching speaking, gave students plenty of opportunities to develop their ability in speaking skills.

Based on the finding result, The member of the ADZ-Dzakia English Club of Man Nganjuk scores percentage in speaking before used the Communicative Language Teaching (*Photograph*) and the descriptive text was very low. It was showed in pre-test out of 20 students, both experimental and control class, none of them got excellent. The highest score for experimental class is only 1 student who got 77-81 and 3 students got the lowest score 58-62. There are 2 students of control class who got the highest score 77-81 and 3 students got the lowest score 58-62. It means the students got problems in speaking include pronunciation, grammar, vocabulary, fluency, and comprehension.

After giving treatments, the students speaking ability improved based on the analysis of students' ability. Students were given Communicative Language Teaching (*Photograph*) in the treatment because the researcher thought that the CLT (*Photograph*) was happening and could make the students enjoy and interesting in the lesson. They could get appropriate models of English through a sequence of the photo. They could learn how to use the language in real context or daily conversation. Their pronunciation and grammar accuracy, fluency, vocabulary mastery, and comprehension increased.

The improvement was proved by the student's score percentage in the post-test. The result of this research was obtained the average

score of the experimental class was 82,2 which was higher than the result of the control class was 65,5. The average score of the experimental class was 82,2 and the standard deviation (S) was 2,42. teaching students' speaking skills descriptive text in an experimental class by using Communicative Language Teaching (*Photograph*) can make class condition alive during the process of giving the treatment. The students' involvement was also high and they showed great attention and enthusiasm to the lesson because nowadays students like to use technology, so they will be interested in learning if they can use the tools they like. Also, they are able to explore an abundance of learning materials by taking advantage of the features that Instagram has provided. It can be seen on the average score of the experimental class which more better than the control class. The average score of the control class was 65,5 and the standard deviation (S) was 3,43. Teaching student's speaking skill descriptive text using based on text make the students feel bored and they can not observe the learning material well. The students still had difficulty in explore and abundance the learning material through text.

Based on the result of the calculation of the t-test is obtained $t_{\text{count}} = 17,81$ and $t_{\text{table}} = 2.02$. It is showed that $t_{\text{count}} > t_{\text{table}}$ ($17,81 > 2.02$). so H_0 is rejected and H_a is accepted. It means there was a significant difference between the students' speaking skills who were taught by using Communicative language teaching (*Photograph*) and the students speaking skills who were taught by using non-CLT (*Photograph*).

D. Limitation of The Research

The researcher realized that this research had not been optimal, there were obstacles faced during the process, some limitation of this research are:

1. This research was limited at the Adz-Dzakia English Club of MAN Nganjuk in the academic year 2018/2019 and only used 2 classes as a sample. The researcher focused on Descriptive Text. When the same researchers conducted in other schools, it is still possible that different results will be gained.
2. This research is implemented in a short time and the school doesn't have a good facility. It makes this research could not be done maximally. But it was enough to fulfill all the requirements for research.
3. The researcher was still lack of knowledge and experience during this research, so make the implementation process of this research was less smooth. But the researcher tried to present the research as good as possible to do this research.

Considering all those limitations, there is a need for more new research about teaching speaking skills of descriptive text using the same or different medium. Hopefully, it will be more successful in developing English teaching and learning in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed the introduction of the study, the review of related literature, the method of the research, the findings, and discussion. This final chapter presented the conclusion and suggestion were derived from analyses of the study.

A. Conclusion

Based on the result of this research at the Adz-Dzakia English Club of MAN Nganjuk in the academic year 2018/2019, it could be concluded that Photograph is an effective media in teaching speaking of descriptive text. It proved by the result of the test. The result of the calculation using the t-test showed that $t_{\text{count}} = 4.63$ and $t_{\text{table}} = 2.02$ with $\alpha = 5\%$ if $t_{\text{count}} > t_{\text{table}}$ with $df = n_1 + n_2 - 2$. It showed that $t_{\text{count}} > t_{\text{table}}$ ($4.63 > 2.02$). so H_0 is rejected and H_a is accepted. It means there is a significant difference between the students' speaking skills who were taught by Photograph in class EC-E and who were taught by Picture in EC-C.

The average post-test score of the experimental class was 67,4 and the average post-test score of control class was 59. It means that the experimental class (EC-E) was better than the control class (EC-C). Communicative Language Teaching mediated by Photographs can be used effectively in teaching speaking skill especially on speaking of descriptive text. Through photograph, students can improve their speaking skills of descriptive text. Hence, they were so interested in the learning process.

B. Suggestion

Based on the conclusions above, here are some suggestions to the teacher, and researcher in order to gain an effective teaching-learning process.

1. For the teachers
 - a. The teacher must be more creative to create an interesting and enjoyable teaching-learning process. It means the teacher might choose variations media which appropriate in teaching speaking to increase the students' speaking ability.
 - b. English teachers can use *photograph* to support the learning atmosphere and gain student's involvement. It also can help teachers to maintain the teaching-learning process, from the preparation until the assessment step could be a reference as an effective way or strategy to teach speaking skills to the students.

- c. The teacher must be a mentoring group activity to make group discussions active and effective.
 - d. The teacher must give information to the students to guidance during the learning process.
2. For the students
- a. The students have to stay focus on the teachers' explanations.
 - b. The students must have the motivation to practice, both in class and out of the class.
 - c. The students must be confident to speak English in front of the class.
 - d. The students must respect each other.
3. For the headmaster

A media of photograph may be an alternative way of teaching speaking skills especially in a genre such as descriptive text which needs comprehension. Using a photograph is a good innovation. It can improve quality and productivity in speaking skills by taking part in modifying the English teaching-learning curriculum that will be implemented in those institutions based on the basic competence started in the national curriculum.

4. For the other researchers

The result of this research is expected that can encourage another researcher to conduct further study dealing with using *Photograph* in other skill areas as reading, writing, and listening

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APPENDICES

Appendix I

List of Adz-Dzakia English Club of Man Nganjuk Experimental Class

N O	Name	Students code
1	Fitria Choirun Nisa	E1
2	Alifatus Safa'ah	E2
3	Frenty Rensa P.	E3
4	Windhi Pramesti A.D	E4
5	Fitria Riza Shafira	E5
6	Binti Nur Laela.M	E6
7	Binti Miffakul.K.	E7
8	Siti Lailatul Fitriyah	E8
9	Afnur Choimaroh	E9
10	Aliya Farikha	E10
11	Suci Arbiana	E11
12	Devinda Eka P.	E12
13	Sintya Yunita.A.	E13
14	Naia Zahra Avril N.	E14
15	Niha Salsabila	E15
16	Dewi 'Iffa Litafuza	E16
17	Jinny Fitria Nur K.	E17
18	Khoirotun Nasyiin	E18
19	Mia Dwi Rosalina P.	E19
20	Nilunda Arsy P.	E20

Appendix II

List of Adz-Dzakia English Club of Man Nganjuk Control Class

N O	Name	Students code
1	Risma Noor Fatimah	C1
2	Nur Farisa Ardiana	C2
3	Nadia Charissa	C3
4	Rahma Maulidina	C4
5	Itsna Faridatun N.	C5
6	Kharisma Dewi K.N	C6
7	Lailatul Fadhillah	C7
8	Hurrotul A'yun	C8
9	Oktavia Sesar S.	C9
10	Rahmawati	C10
11	Intan Syamsyana W.	C11
12	Muji Sri Lestari	C12
13	Seliya Nurhasanah	C13
14	Putri Arista Pramesti	C14
15	Rafinda Gading W.	C15
16	Aurella Anjelita C.Z	C16
17	Anisah Nur Afifah	C17
18	Fyanka Noor A.	C18
19	Naylil Munaa	C19
20	Umi Mukimatur	C20

Appendix III

Lesson Plan for Experimental group

LESSON PLAN FOR EXPERIMENTAL GROUP

School	: MAN 2 Nganjuk
Class	: English Club Member
Subject	: English
Skill	: Speaking
Material	: Descriptive Text
Meeting	: 1 and 2
Time	: 3 X 45 Minutes

A. Core Competences

CC-1 and CC-2: Living with and practicing the teachings of religion. Appreciate and practice the honest behavior, discipline, manners, caring (gotong royong, cooperation, tolerance, peace), responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the neighborhood, family, school, community and the natural environment around, nation, country, regional region, and international region ".

CC-3: Understanding, applying, and analyzing (factual, conceptual, procedural, and metacognitive knowledge) based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

CC-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

B. Basic Competences and Indicators

Basic Competences	Indicators
3.7 Analyzing social function, textual structure, and linguistic feature in simple descriptive text about person, tourism places, popular historical building, local culture, contextually	<p>3.7.1. Mentioning the structure of simple Descriptive text in describe about person, tourism places, popular historical building, local culture, contextually.</p> <p>3.7.2. Mentioning the linguistic elements of descriptive text of simple descriptive text in describe about person, popular historical building, local culture, contextually.</p>
4.10 Composing oral and	4.10.1 Identifying and

<p>written descriptive text about person, tourism place, popular historical building, by focusing on the text structure and language feature contextually.</p>	<p>Capturing The right object to be used as the presentation material in accordance with local culture</p> <p>4.10.2 Creating short and simple descriptive texts related to Local Culture</p> <p>4.10.3 Presenting short and simple descriptive texts briefly related to Local Culture</p>
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C. Learning Aim

Meeting 1

1. Students are able to determine the social function, the structure, and the linguistic elements of descriptive text appropriately after studying descriptive text.
2. Students are able to mention the social function and the structure of descriptive text appropriately after studying descriptive text through Photograph.
3. At the end of the lesson, students are able to look for the material of descriptive text related to local culture.

Meeting 2

1. Students are able to Identifying and Capturing The right object to be used as the presentation material in accordance with local culture
2. Students are able to make descriptive text related to local culture correctly after identifying and capturing the right object.
3. At the end of the lesson, students are able to present simple descriptive text briefly by using photograph in front of the class. (Take along note are permitted)

Meeting 3

1. Students are able to Capture The right object, as the presentation material in accordance with local culture.
2. Students are able to make descriptive text related to local culture correctly after identifying and capturing the right object..
3. At the end of the lesson, students are able to present the descriptive text briefly by using photo voice in front of the class. (Take along note are not permitted)

D. Teaching Material

a. Material for Regular Learning

Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

For example:

Tourism places : Parang tritis, Sedudo Waterfall,
etc

Local Culture : *Siraman Sedudo, Nyadran,*
Grebeg suro, etc

Person : Atta halilintar, Leonardo decaprio,
Valentino Rossi, *etc*

Generic Structure of descriptive text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:.

1. Identification: (contains about the introduction of a person, place, n animal or object will be described.)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

The example of descriptive text

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the

valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Generic structure of descriptive text

1. Identification : Tourism place (Lembah Pelangi)
2. Description : Describe Object clearly

b. Material for Remedial Learning

1. Language feature
 - a. Focuses on specific participant
 - b. Use of adjective (an adjective) to clarify the noun. Example : a beautiful beach, a handsome man, a great local culture
 - c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
 - d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc...

2. Exercise for remedial learning

Write Your description here :

1



2



3



c. Material for Enrichment Learning

- I. Please find out the differences between descriptive text and report text :

The DIFFERENT	DESCRIPTIVE TEXT	REPORT TEXT
The Object		
The Resources		
The Example		

- II. Please make simple descriptive text about tourism place in nganjuk :

1. Museum Anjuk Ladang
2. Sedudo waterfall
3. Alon-Alon Nganjuk

Instruction:

Please choose one topic and describe it based on the topic then present it briefly in front of the class.

E. Source Materials

1. British Council Lesson Plan
(www.teachingenglish.org.uk)
2. Students Handbook (English on sky)

3. Other relevant textbooks (Tennessee adult esol curriculum book)

F. Teaching Method

Approach : Scientific Approach

Method : Communicative Language Teaching

Technique : Visual, Identify

G. Media

Camera,

H. Learning Activities

Meeting 1

Phase	Activities	Time Allocation
Opening	<ol style="list-style-type: none">Orientation<ul style="list-style-type: none">Teacher greets the studentsTeacher invites the students to pray before they start to study.Teacher asks some questions about previous material.Motivation<ul style="list-style-type: none">Teacher motivates the students to study hard and sincerely.Apperception<ul style="list-style-type: none">Teacher tells to	10 minutes

	<p>students about the coverage of the material.</p> <ul style="list-style-type: none"> • Teacher informs the learning goal, learning activities and the assessment to the students. 	
Main Activity	<ol style="list-style-type: none"> 1. Observing <ul style="list-style-type: none"> • Teacher shows the example of descriptive text. • Students observe the example of descriptive text. 2. Questioning <ul style="list-style-type: none"> • Students ask some question to the teacher based on the example of descriptive text. 3. Exploring <ul style="list-style-type: none"> • Students work in 	30 Minutes

	<p>group of 6 students.</p> <ul style="list-style-type: none"> • Teacher shows Photograph about Local Culture. • Students watch the Photograph and write the difficult words that used in the Photograph then find the meaning on the dictionary. <i>(Worksheet 1)</i> • In group, students discuss about the difficult words that have been collected. • After students find the meaning of difficult words, students write more than 2 example of descriptive text <i>(Worksheet 2)</i> 	
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	<p>4. Associating</p> <ul style="list-style-type: none"> • Students make pair from the same group. In this part, students retell the descriptive text alternately. <p>5. Communicating</p> <ul style="list-style-type: none"> • One of student from each group present the result of their work in front of the class and the other students pay attention then give comment of the performances. <p>6. Creating</p> <ul style="list-style-type: none"> • Students individually write the simple descriptive text on their book. • Students collect their work to the teacher. 	
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Closing	<ol style="list-style-type: none"> 1. Conclusion <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. 2. Reflection <ul style="list-style-type: none"> • Students do reflection about activities have been done. 3. Evaluation <ul style="list-style-type: none"> • Students do the test in groups, in pairs and individually. 	5 Minutes
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Meeting 2

Phase	Activities	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Orientation <ul style="list-style-type: none"> • Teacher greets the students • Teacher invites the students to pray 	10 minutes

	<p>before they start to study.</p> <ul style="list-style-type: none"> • Teacher asks some questions about previous material. <p>2. Motivation</p> <ul style="list-style-type: none"> • Teacher motivates the students to study hard and sincerely. <p>3. Apperception</p> <ul style="list-style-type: none"> • Teacher tells to students about the coverage of the material. • Teacher informs the learning goals, learning activities and assessment to students. 	
Main Activity	<p>1. Observing</p> <ul style="list-style-type: none"> • Teacher shows the example of descriptive text. 	30 Minutes

	<ul style="list-style-type: none"> • Students observe the example of descriptive text. <p>2. Questioning</p> <ul style="list-style-type: none"> • Students ask some question to the teacher based on the example of descriptive text. <p>3. Exploring</p> <ul style="list-style-type: none"> • Students work in group of 6 students. • Teacher plays photograph based on local culture. (Custom Festival) • Students watch the photograph and write the content words of the photograph. (Worksheet 3) • In group, students 	
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	<p>discuss about the content words that have been collected.</p> <ul style="list-style-type: none"> • After students write the content words, students write descriptive text. (Worksheet 4) <p>4. Associating</p> <ul style="list-style-type: none"> • Students make pair from the same group. In this part, students retell the descriptive text alternately. <p>5. Communicating</p> <ul style="list-style-type: none"> • One of student from each group presenting the result of their work in front of the class. <p>6. Creating</p> <ul style="list-style-type: none"> • Students write descriptive text with 	
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	<p>their own words individually.</p> <ul style="list-style-type: none"> • Students collect their work to the teacher. 	
Closing	<ol style="list-style-type: none"> 1. Conclusion <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. 2. Reflection <ul style="list-style-type: none"> • Students do the reflection about activities that have been done. (find the object photograph) 3. Evaluation <ul style="list-style-type: none"> • Students do the test in groups, in pairs and individually. 	5 Minutes

Meeting 3

Phase	Activities	Time Allocation
Opening	<ol style="list-style-type: none">1. Orientation<ul style="list-style-type: none">• Teacher greets the students• Teacher invites the students to pray before they start to study.• Teacher asks some questions about previous material.2. Motivation<ul style="list-style-type: none">• Teacher motivates the students to study hard and sincerely.3. Apperception<ul style="list-style-type: none">• Teacher tells to students about the coverage of the material.	10 minutes

	<ul style="list-style-type: none"> • Teacher informs the learning goals, learning activities and learning assessment to the students. 	
Main Activity	<ol style="list-style-type: none"> 1. Observing <ul style="list-style-type: none"> • Teacher shows the example of descriptive text. • Students observe the example of descriptive text. 2. Questioning <ul style="list-style-type: none"> • Students ask some question to the teacher based on the example of descriptive text. 3. Exploring <ul style="list-style-type: none"> • Students work in group of 6 students. 	30 Minutes

	<ul style="list-style-type: none"> • Students Present photograph about local culture in group • Another student watch the photograph and write the content words that used. (<i>Worksheet 5</i>) • In group, students discuss the content words that have been collected. • Write the conclusion about content <p>7. Associating</p> <ul style="list-style-type: none"> • Students make pair from the same group. In this part, students retell the descriptive text alternately. <p>8. Communicating</p>	
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	<ul style="list-style-type: none"> • One of student from each group present the result of their work in front of the class without depending on note. <p>9. Creating</p> <ul style="list-style-type: none"> • Students write Descriptive text with their own word individually. • Students collect their work to the teacher. 	
Closing	<p>4. Conclusion</p> <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. <p>5. Reflection</p> <ul style="list-style-type: none"> • Students do reflection about activities have been done. <p>6. Evaluation</p>	5 Minutes

	<ul style="list-style-type: none"> Students do the test in groups, in pairs and individually. 	
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I. Assessment

a. Affective Domain

- Aspect : Students' cooperation in group.
- Instrument : Fill this form by seeing students' attitude.
- Scoring Rubric

No.	Students' Name	Cooperation			
		1	2	3	4
1	A	...	...	...	...
2	B	...	...	...	...
3	C	...	...	...	...

Cooperation:

1 = Students are not able to work well together in groups and are not active

2 = Students are less able to work well together in groups and are not active

3 = Students are able to work well together but are less active in groups

4 = Students are able to work well together
and be active in groups

b. Psychomotor Domain (Speaking Skill)

1. Aspect : Presenting explanation text
briefly.

2. Instrument : Students' worksheet 2 & 4

3. Score

Final score = Total score x 4

4. Scoring Rubric

Aspect	Score	Description
Pronunciation	5	Have few trace of foreign accent.
	4	Always intelligible, through one is conscious of a definite accent.
	3	Pronunciation problem necessitate

		concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and

		word order .
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent error of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order error makes comprehend difficult. Must

		often rephrase sentence and/or restrict him to basic pattern.
	1	Error in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use of inappropriate terms and/or must rephrase the idea because of lexical

		inadequate.
	3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of native

		speaker.
	4	Speed of the speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make

		conversation virtually impossible.
Comprehensi on	5	Appears to understand everything with difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said slower than normal speed with repetition.
	2	Has great difficulty following what

		is said. Can comprehend only “social conversation” frequently repetition.
	1	Can’t be said to understand even simple conversation virtually impossible.

Students’ Worksheet

Worksheet 1

Please write the difficult words of the photograph then find the meaning on your dictionary!

N o	Words	Meaning
1.		
2.		
3.		
4.		

Worksheet 3

Please write the content words of the photograph and discuss with your group!

What are the topic?

(Person, place, or thing).

Action verb

(Verbs that shown activity)

Adjective

(Describes an object, person, place or thing).

Re-write by your own description

Worksheet 4

Write the descriptive text based on the local culture then present it briefly in front of the class!

Name :

Class :

Title	
Opening	

Identification	
Description	
Remedial Activity	<ul style="list-style-type: none"> • Teacher show another descriptive text to the students. • Students write simple descriptive text
Enrichment Activity	<ul style="list-style-type: none"> • Students analyze the differences descriptive text between report text. • Students write descriptive text about tourism places in nganjuk then present it orally.

Appendix IV

Lesson Plan For Control Group

LESSON PLAN FOR CONTROL GROUP

School	: MAN 2 Nganjuk
Class	: English Club Member
Subject	: English
Skill	: Speaking
Material	: Descriptive Text
Meeting	: 1 and 2
Time	: 3 X 45 Minutes

A. Core Competences

CC-1 and CC-2: Living with and practicing the teachings of religion. Appreciate and practice the honest behavior, discipline, manners, caring (gotong royong, cooperation, tolerance, peace), responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the neighborhood, family, school, community and the natural environment around, nation, country, regional region, and international region ".

CC-3: Understanding, applying, and analyzing (factual, conceptual, procedural, and metacognitive knowledge) based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

CC-4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

B. Basic Competences and Indicators

Basic Competences	Indicators
3.7 Analyzing social function, textual structure, and linguistic feature in simple descriptive text about person, tourism places, popular historical building, local culture, contextually	<p>3.7.1. Mentioning the structure of simple Descriptive text in describe about person, tourism places, popular historical building, local culture, contextually.</p> <p>3.7.2. Mentioning the linguistic elements of descriptive text of simple descriptive text in describe about person, popular historical building, local culture, contextually.</p>
4.11 Composing oral and written descriptive text about person, tourism place, popular historical	4.10.4 Identifying and Capturing The right object to be used as the presentation material in accordance with

building, by focusing on the text structure and language feature contextually.	local culture 4.10.5 Creating short and simple descriptive texts related to Local Culture 4.10.6 Presenting short and simple descriptive texts briefly related to Local Culture
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C. Learning Objectives

Meeting 1

- i. Students are able to determine the social function, the structure, and the linguistic elements of descriptive text appropriately after studying descriptive text.
- ii. Students are able to mention the social function and the structure of descriptive text appropriately after studying descriptive text through Photograph.
- iii. At the end of the lesson, students are able to seek the material of descriptive text related to local culture.

Meeting 2

4. Students are able to determine the social function, the structure, and the linguistic elements of descriptive text appropriately after studying descriptive text.
5. Students are able to Identifying and Capturing The right object to be used as the presentation material in accordance with local culture
6. Students are able to make descriptive text related to local culture correctly after identifying and capturing the right object.
7. At the end of the lesson, students are able to present the descriptive text briefly by using photo voice in front of the class. (Take along note are permitted)

Meeting 3

8. Students are able to determine the social function, the structure, and the linguistic elements of descriptive text appropriately after studying descriptive text.
9. Students are able to Identifying and Capturing The right object to be used as the presentation material in accordance with local culture.

10. Students are able to make descriptive text related to local culture correctly after identifying and capturing the right object..
11. At the end of the lesson, students are able to present the descriptive text briefly by using photo voice in front of the class. (Take along note are not permitted)

D. Teaching Material

d. Material for Regular Learning

Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

For example:

Tourism places : Parang tritis, Sedudo Waterfall,
etc

Local Culture : *Siraman Sedudo, Nyadran, Grebeg suro, etc*

Person : Atta halilintar, Leonardo decaprio, Valentino Rossi, *etc*

Generic Structure of descriptive text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:.

1. Identification: (contains about the introduction of a person, place, n animal or object will be described.)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

The example of descriptive text

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in

Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Generic structure of descriptive text

1. Identification : Tourism place (Lembah Pelangi)
2. Description : Describe Object clearly

E. Material for Remedial Learning

1. Language feature
 - a. Focuses on specific participant
 - b. Use of adjective (an adjective) to clarify the noun. Example : a beautiful beach, a handsome man, a great local culture

- c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

F. Material for Enrichment Learning

- III. Please find out the differences between descriptive text and report text :

The DIFFERENT	DESCRIPTIVE TEXT	REPORT TEXT
The Object		
The Resources		
The Example		

- IV. Please make simple descriptive text about tourism place in nganjuk :

1. Museum Anjuk Ladang
2. Sedudo waterfall
3. Alon-Alon Nganjuk

Instruction:

Please choose one topic and describe it based on the topic then present it briefly in front of the class.

G. Source Materials

4. English handbook for teacher from Kemendikbud
5. Students handbook
6. Other relevant textbooks

H. Teaching Method

Approach : Scientific Approach

Method : Communicative Language Teaching

Technique : Action Research, Visual, Identify

I. Media

Laptop, LCD, projector.

Camera

J. Learning Activities

Meeting 1

Phase	Activities	Time Allocation
Opening	4. Orientation	10

	<ul style="list-style-type: none"> • Teacher greets the students • Teacher invites the students to pray before they start to study. • Teacher asks some questions about previous material. <p>5. Motivation</p> <ul style="list-style-type: none"> • Teacher motivates the students to study hard and sincerely. <p>6. Apperception</p> <ul style="list-style-type: none"> • Teacher tells to students about the coverage of the material. • Teacher informs the learning goal, learning activities and the assessment to 	minutes
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	the students.	
Main Activity	<p>10. Observing</p> <ul style="list-style-type: none"> Teacher shows the example of descriptive text. Students observe the example of descriptive text. <p>11. Questioning</p> <ul style="list-style-type: none"> Students ask some question to the teacher based on the example of descriptive text. <p>12. Exploring</p> <ul style="list-style-type: none"> Students work in group of 6 students. Teacher shows text about descriptive text Local Culture. Students learn the text and find the 	30 Minutes

	<p>meaning on the dictionary.</p> <p><i>(Worksheet 1)</i></p> <ul style="list-style-type: none"> • In group, students discuss about the difficult words that have been collected. • After students find the meaning of difficult words, students write more than 2 example of descriptive text <p><i>(Worksheet 2)</i></p> <p>13. Associating</p> <ul style="list-style-type: none"> • Students make pair from the same group. In this part, students retell the descriptive text alternately. <p>14. Communicating</p> <ul style="list-style-type: none"> • One of student from each group present 	
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	<p>the result of their work in front of the class and the other students pay attention then give comment of the performances.</p> <p>15. Creating</p> <ul style="list-style-type: none"> • Students individually write the simple descriptive text on their book. • Students collect their work to the teacher. 	
Closing	<p>4. Conclusion</p> <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. <p>5. Reflection</p> <ul style="list-style-type: none"> • Students do reflection about activities have been done. 	5 Minutes

	6. Evaluation <ul style="list-style-type: none"> • Students do the test in groups, in pairs and individually. 	
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Meeting 2

Phase	Activities	Time Allocation
Opening	4. Orientation <ul style="list-style-type: none"> • Teacher greets the students • Teacher invites the students to pray before they start to study. • Teacher asks some questions about previous material. 5. Motivation <ul style="list-style-type: none"> • Teacher motivates the students to study hard and sincerely. 	10 minutes

	<p>6. Apperception</p> <ul style="list-style-type: none"> • Teacher tells to students about the coverage of the material. • Teacher informs the learning goals, learning activities and assessment to students. 	
Main Activity	<p>7. Observing</p> <ul style="list-style-type: none"> • Teacher shows the example of descriptive text. • Students observe the example of descriptive text. <p>8. Questioning</p> <ul style="list-style-type: none"> • Students ask some question to the teacher based on the example of descriptive text. 	30 Minutes

	<p>9. Exploring</p> <ul style="list-style-type: none"> • Students work in group of 6 students. • Teacher gives descriptive text. (Custom Festival) • Students learn the text and write the content words of the text. (<i>Worksheet 3</i>) • In group, students discuss about the content words that have been collected. • After students write the content words, students write descriptive text. (<i>Worksheet 4</i>) <p>10. Associating</p> <ul style="list-style-type: none"> • Students make pair from the same group. 	
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	<p>In this part, students retell the descriptive text alternately.</p> <p>11. Communicating</p> <ul style="list-style-type: none"> • One of student from each group presenting the result of their work in front of the class. <p>12. Creating</p> <ul style="list-style-type: none"> • Students write descriptive text with their own words individually. • Students collect their work to the teacher. 	
Closing	<p>4. Conclusion</p> <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. <p>5. Reflection</p> <ul style="list-style-type: none"> • Students do the reflection about 	5 Minutes

	<p>activities that have been done.</p> <p>6. Evaluation</p> <ul style="list-style-type: none"> Students do the test in groups, in pairs and individually. 	
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Meeting 3

Phase	Activities	Time Allocation
Opening	<p>4. Orientation</p> <ul style="list-style-type: none"> Teacher greets the students Teacher invites the students to pray before they start to study. Teacher asks some questions about previous material. <p>5. Motivation</p> <ul style="list-style-type: none"> Teacher motivates the 	10 minutes

	<p>students to study hard and sincerely.</p> <p>6. Apperception</p> <ul style="list-style-type: none"> • Teacher tells to students about the coverage of the material. • Teacher informs the learning goals, learning activities and learning assessment to the students. 	
Main Activity	<p>7. Observing</p> <ul style="list-style-type: none"> • Teacher shows the example of descriptive text. • Students observe the example of descriptive text. <p>8. Questioning</p> <ul style="list-style-type: none"> • Students ask some question to the 	30 Minutes

	<p>teacher based on the example of descriptive text.</p> <p>9. Exploring</p> <ul style="list-style-type: none"> • Students work in group of 6 students (create descriptive text about local culture). • Students Present descriptive text about local culture in group • Another student watch the presentation and write the content words that used. (Worksheet 5) • In group, students discuss the content words that have been collected. • Write the conclusion 	
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	<p>about content</p> <p>16. Associating</p> <ul style="list-style-type: none"> Students make pair from the same group. In this part, students retell the descriptive text alternately. <p>17. Communicating</p> <ul style="list-style-type: none"> One of student from each group present the result of their work in front of the class without depending on note. <p>18. Creating</p> <ul style="list-style-type: none"> Students write Descriptive text with their own word individually. Students collect their work to the teacher. 	
Closing	<p>10. Conclusion</p> <ul style="list-style-type: none"> Students and teacher 	5 Minutes

	<p>conclude about the material correctively.</p> <p>11. Reflection</p> <ul style="list-style-type: none"> Students do reflection about activities have been done. <p>12. Evaluation</p> <ul style="list-style-type: none"> Students do the test in groups, in pairs and individually. 	
--	---	--

K. Assessment

b. Affective Domain

4. Aspect : Students' cooperation in group.
5. Instrument : Fill this form by seeing students' attitude.
6. Scoring Rubric

No.	Students' Name	Cooperation			
		1	2	3	4
1	A	...	...	...	...
2	B	...	...	...	...

.					
3	C	...	...	...	...
.					

Cooperation:

1 = Students are not able to work well together in groups and are not active

2 = Students are less able to work well together in groups and are not active

3 = Students are able to work well together but are less active in groups

4 = Students are able to work well together and be active in groups

4. List :

Qualification of Attitude Assessment

Predic ate	Competence Score	
	Score	Affectiv e
A	3,85 – 4,00	Great
A-	3,51 – 3,84	
B+	3,18 – 3,50	Good
B	2,85 – 3,17	
B-	2,51 – 2,84	
C+	2,18 – 2,50	Standart

C	1,85 – 2,17	Low
C-	1,51 – 1,84	
D+	1,18 – 1,50	
D-	1,00 – 1,17	

b. Cognitive Domain

1. Aspect :

- Present the result in front of class dictionary.
- Writing the content words of descriptive text.

2. Instrument : Students' worksheet 1 & 3

3. Scoring Rubric

		Aspects						
N o	N a m e	Flue ncy (3- 10)	Expre ssion (4-10)	Intona tion (5-10)	Struct ure (3- 10)	Dictio n (5-10)	Scores Ma x (50)	Mar k Max (100)
1	A							
2	B							
3	C							
4	D							

4. Score

$$\text{Final score} = \text{Total score} \times 2$$

c. Psychomotor Domain (Speaking Skill)

1. Aspect : Presenting explanation text briefly.

2. Instrument : Students' worksheet 2 & 4

3. Score

$$\text{Final score} = \text{Total score} \times 4$$

4. Scoring Rubric

Aspect	Score	Description
Pronunciation	5	Have few trace of foreign accent.
	4	Always intelligible, through one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening

		and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order .
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.

	3	Make frequent error of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order error makes comprehend difficult. Must often rephrase sentence and/or restrict him to basic pattern.
	1	Error in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use of inappropriate terms

		and/or must rephrase the idea because of lexical inadequate.
	3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of native speaker.
	4	Speed of the speech

		seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything with difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition

		may be necessary.
	3	Understand most of what is said slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only “social conversation” frequently repetition.
	1	Can’t be said to understand even simple conversation virtually impossible.

Students' Worksheet

Worksheet 1

Please write the difficult words of the photograph
then find the meaning on your dictionary!

N	Words	Meaning
---	-------	---------

o		
---	--	--

1.		
----	--	--

2.		
----	--	--

3.		
----	--	--

4.		
----	--	--

5.		
----	--	--

6.		
----	--	--

7.		
----	--	--

8.		
----	--	--

9.		
----	--	--

10		
----	--	--

.		
---	--	--

Worksheet 2

Please write simple descriptive text!

Name :

Class :

I want describe about? :

.....

.....

.....

.....

Worksheet 3

Please write the content words of the photograph and discuss with your group!

	What are the topic? (Person, place, or thing).	
	Action verb (Verbs that shown activity)	
	Adjective (Describes an object, person, place or thing).	

	Re-write by your own description	
--	----------------------------------	--

Worksheet 4

Write the descriptive text based on the local culture then present it briefly in front of the class!

Name :

Class :

Title	
Opening	
Identification	
Description	

Remedial Activity	<ul style="list-style-type: none"> Teacher show another descriptive text to the
--------------------------	--

	<p>students.</p> <ul style="list-style-type: none"> • Students write simple descriptive text
Enrichment Activity	<ul style="list-style-type: none"> • Students analyze the differences descriptive text between report text. • Students write descriptive text about tourism places in nganjuk then present it orally.

APPENDIX V

INSTRUMENT OF PRE-TEST

Please write simple descriptive text!

Name :

Class : EC

Instruction!

1. Write your full name and your class
2. Write a draft of descriptive text based on local culturel in 20 minutes.
3. Present orally without depending on your notes!
4. No more than 45 minutes.

APPENDIX VI

INSTRUMENT OF POSTEST

Name :

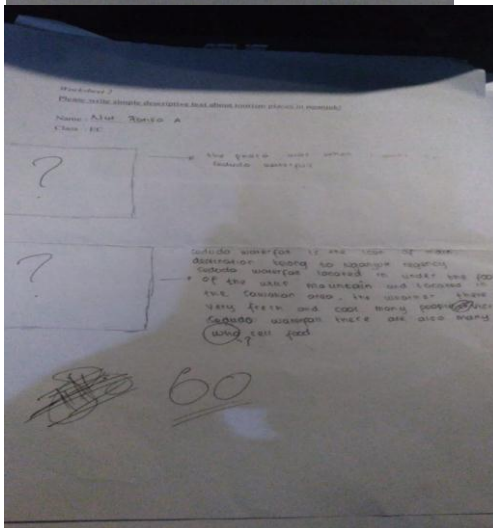
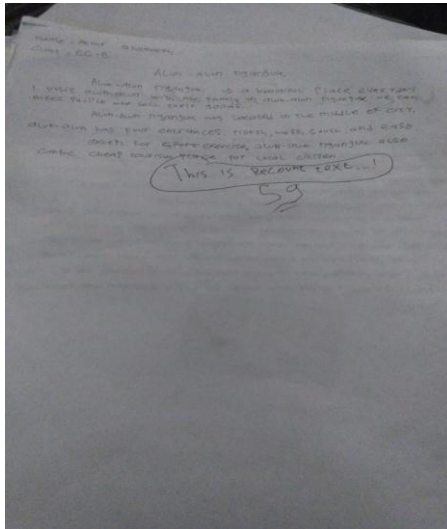
Class : EC

Instruction!

5. Write your full name and your class
6. Write a draft of descriptive text based on local culture in 20 minutes.
7. Present orally without depending on your notes!
8. No more than 45 minutes.

APPENDIX VII

Students Pre-test Worksheet for Control Class



Students Pre-Test Worksheet for Experimental Class

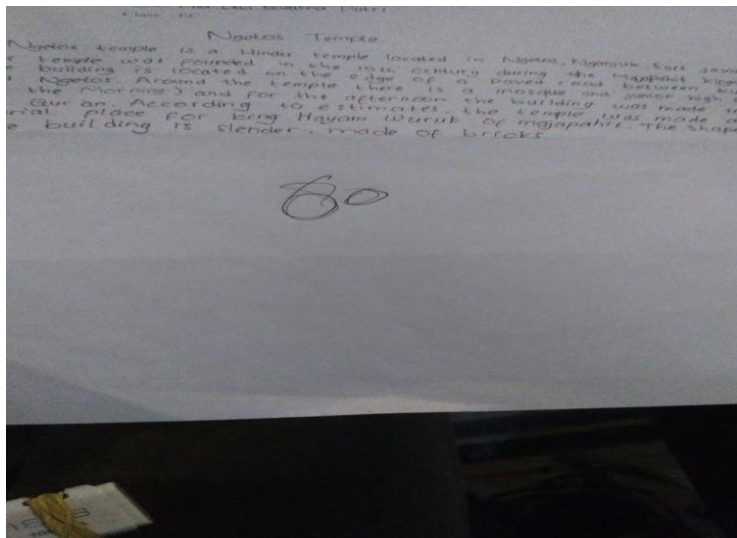
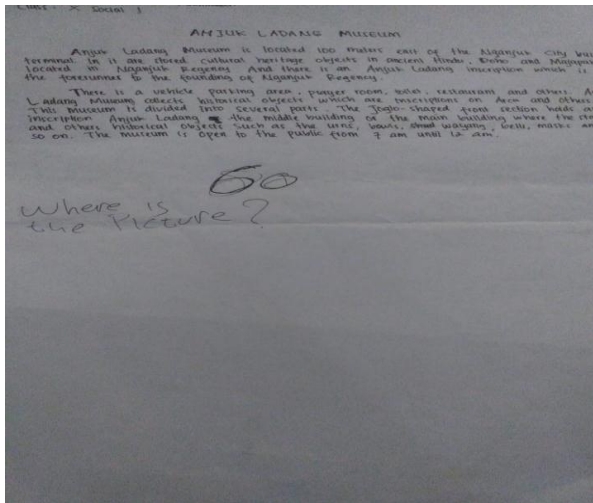
Worksheet 2
Please write simple description text about tourist places in Hungary.
Name: Emese Nagy
Class: 10

Nguyen Square
Nguyen is located in the center of the city of
Nguyen. There are many trees, in the middle of square
there is a beautiful fountain. Also, there is very crowded
and many food vendors. On Sundays the square
is usually used for fairs, usually people take photos
in the square.

59

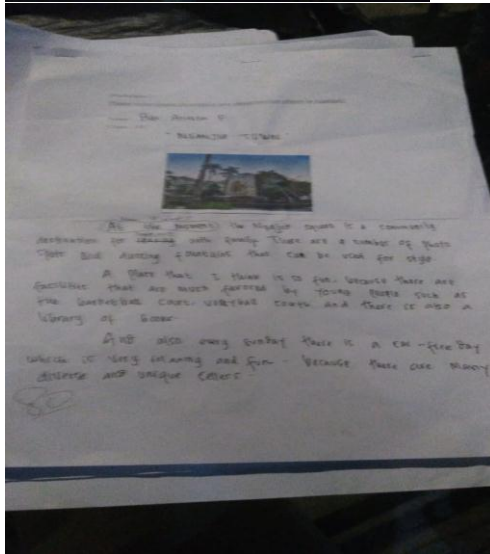
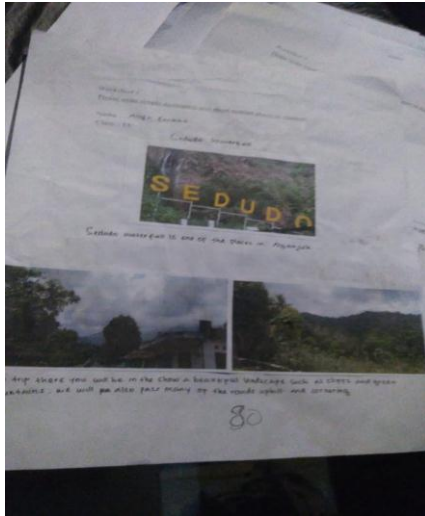
APPENDIX IX

Students Post-Test Worksheet for Control Class



APPENDIX X

Students Post-Test Worksheet for Experimental Class



APPENDIX XI

The Score Pre-test and Post-test of Experimental and Control

The Score Pre-test and Post-test of Experimental and Control						
No	Students' Code	Experimental Class		Students' Code	Control Class	
		Pretest	Posttest		Pretest	Posttest
1	E1	58	80	C1	59	60
2	E2	59	80	C2	60	60
3	E3	60	80	C3	66	60
4	E4	64	80	C4	68	62
5	E5	64	80	C5	72	64
6	E6	66	80	C6	68	64
7	E7	66	80	C7	70	64
8	E8	66	80	C8	70	64
9	E9	66	82	C9	66	64
10	E10	68	82	C10	72	66
11	E11	68	82	C11	70	66
12	E12	68	82	C12	58	66
13	E13	70	82	C13	66	66
14	E14	70	82	C14	80	68
15	E15	70	84	C15	64	68
16	E16	72	84	C16	64	68
17	E17	72	84	C17	72	68
18	E18	72	86	C18	68	70
19	E19	72	86	C19	66	70
20	E20	80	88	C20	80	72
	Σ	1351	1644		1359	1310
	Average	67,55	82,20		67,95	65,50
	Variance	26,79	5,85		33,73	11,74
	Standard of	5,18	2,42		5,81	3,43

Deviation		
MAX	80	88
MIN	58	80

80	72
59	60

APPENDIX XII

Homogeneity test of pre-test

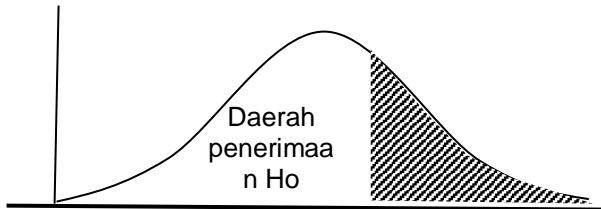
Uji Homogenitas (Pretest)

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

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

Ho diterima apabila



No	Kelas	
	EC-C	EC-E
1	59	68
2	60	60
3	66	68
4	68	66

5	72	70
6	68	64
7	70	70
8	70	72
9	66	66
10	72	72
11	70	70
12	58	58
13	66	64
14	80	72
15	64	68
16	64	66
17	72	80
18	68	66
19	66	59
20	80	72
Σ	1359	1351
N	20	20
\bar{X}	67,9 5	67,5 5
S^2	33,7 3	26,7 9
S	5,81	5,18

Berdasarkan tabel diperoleh:

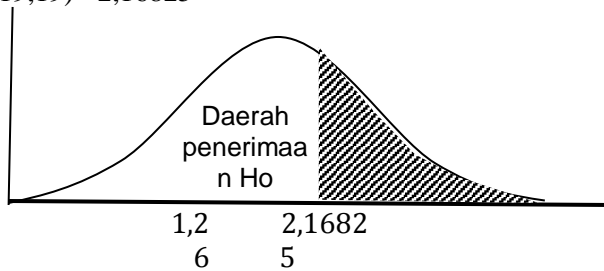
$$F_{hitung} = \frac{33,73}{26,79}$$

$$F_{hitung} = 1,26$$

Pada $\alpha = 5\%$ dengan
dk pembilang = $n-1 = 20-1 = 19$

dk penyebut = $n-1 = 20-1=19$

$F_{tabel}(0,05,19,19)= 2,16825$



Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

Appendix XIII

Homogeneity test of post test

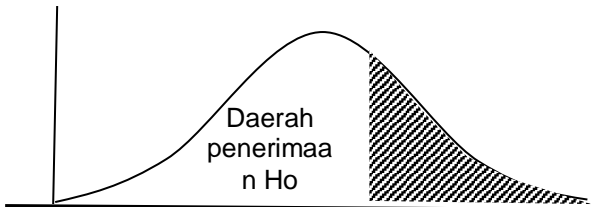
Uji Homogenitas (Posttest)

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F < F_{\frac{1}{2}a(v_1, v_2)}$$

Ho diterima apabila



No ·	Kelas	
	EC-C	EC-E
1	60	80
2	60	80
3	60	80
4	62	80
5	64	80
6	64	80
7	64	80
8	64	80
9	64	82
10	66	82
11	66	82
12	66	82
13	66	82
14	68	82
15	68	84
16	68	84
17	68	84
18	70	86
19	70	86
20	72	88
Σ	1310	1644
N	20	20
\bar{X}	65,5 0	82,2 0
S^2	11,7 4	5,85

S	3,43	2,42
----------	------	------

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{11,74}{5,85}$$

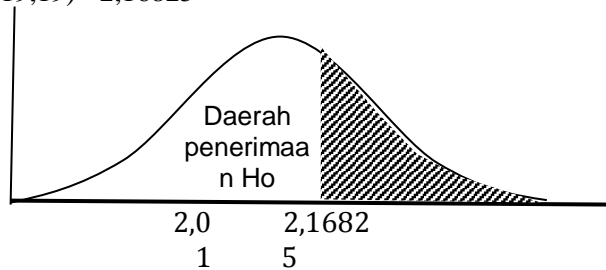
$$F_{hitung} = 2,01$$

Pada $\alpha = 5\%$ dengan:

dk pembilang = $n-1 = 20-1=19$

dk penyebut = $n-1 = 20-1=19$

$$F_{tabel}(0,05,19,19) = 2,16825$$



Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

APPENDIX XIV

Uji normalitas (Pretest) Kelas Eksperimen (EC-E)

Hipotesis

H_o : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Diterima jika $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum : 80
Nilai minimum : 58
Bentang nilai (R) : $64 - 40 = 22$
Banyaknya kelas (k) : $1 + 3,3 \log 20 = 5,293 = 5 \text{ kelas}$
Panjang kelas (P) : $\frac{22}{5} = 4,400 = 4$

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	58	58,00	3364,00
2	59	59,00	3481,00
3	60	60,00	3600,00
4	64	64,00	4096,00
5	64	64,00	4096,00
6	66	66,00	4356,00
7	66	66,00	4356,00
8	66	66,00	4356,00
9	66	66,00	4356,00
10	68	68,00	4624,00
11	68	68,00	4624,00
12	68	68,00	4624,00
13	70	70,00	4900,00
14	70	70,00	4900,00
15	70	70,00	4900,00
16	72	72,00	5184,00
17	72	72,00	5184,00
18	72	72,00	5184,00
19	72	72,00	5184,00

20	80	80,00	6400,00
Jumlah	1351		91769

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1351}{20} = 67,55$$

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{91769}{20 - 1}} = \sqrt{4829,9} = 69,49$$

Kel as	B k	Z i	P(Z_i)	Lu as da e rah	0 i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
	57,5	-1,4	-0,073				
58 - 62				0,0627	3	1,2540	2,4310
	62,5	-0,98	-0,070				
63 - 66				0,1711	6	3,4212	1,9439
	66,5	-0,6	-0,073				

	6 , 5	0 , 2 0	0,2 41 1				
67 – 71				0,3 627	6	7,2 54 7	0,217 0
	7 1 , 5	0 , 7 6	- 0,6 03 8				
72 - 76				0,2 867	4	5,7 34 3	0,524 5
	7 6 , 5	1 , 7 3	- 0,8 90 5				
77 - 81				0,0 869	1	1,7 37 0	0,312 7
	8 0 , 5	2 , 5 0	- 0,9 77 4				
Ju mla h					2 0		5,429 0

Keterangan :

Bk = Batas kelas bawah – 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

P(Z_i) = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar

Dari 0 s/d Z

Luas daerah = $P(Z_i) - P(Z_2)$

E_i = Luas daerah x N

O_i = f_i

Untuk $\alpha = 5\%$ dengan dk = $5-1 = 4$, diperoleh $X^2_{\text{tabel}} = 9,4877$

Karena $X^2_{\text{hitung}} < X^2_{\text{Tabel}}$, maka data tersebut berdistribusi normal

APPENDIX XV

Normality test (Pretest) Control Class (EC-C)

Hipotesis

H_o : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Diterima jika H_0 : $X^2_{\text{hitung}} < X^2_{\text{tabel}}$

Pengujian Hipotesis

Nilai maksimum : 80

Nilai minimum : 59

Bentang nilai (R) : $80-59 = 21$

Banyaknya kelas (k) : $1+3,3 \log 20 = 5,293 = 5$ kelas

Panjang kelas (P) : $\frac{21}{5} = 4,200 = 4$

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	59	59,00	3481,00
2	60	60,00	3600,00
3	66	66,00	4356,00
4	68	68,00	4624,00
5	72	72,00	5184,00
6	68	68,00	4624,00
7	70	70,00	4900,00
8	70	70,00	4900,00
9	66	66,00	4356,00
10	72	72,00	5184,00
11	70	70,00	4900,00
12	58	58,00	3364,00
13	66	66,00	4356,00
14	80	80,00	6400,00
15	64	64,00	4096,00
16	64	64,00	4096,00
17	72	72,00	5184,00
18	68	68,00	4624,00
19	66	66,00	4356,00

20	80	80,00	6400,00
Jumlah	1359		92985

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1359}{20} = 67,95$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{92985}{20 - 1}}$$

$$S^2 = 33,7342$$

$$S = 5,81$$

Daftar Nilai Frekuensi kelas EC-C

Kelas	Bk	Z _i	P(Z _i)	Luas daerah	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
	57,5	-1,80	- 0,0107				
58 - 62				0,0644	3	1,2884	2,2736
	62,5	-0,94	- 0,0752				
63 – 66				0,1516	6	3,0313	2,9074
	66,5	-0,25	- 0,2267				
67 – 71				0,3175	6	6,3509	0,0194
	71,5	0,61	- 0,5443				
72 – 76				0,2902	3	5,8044	1,3549
	76,5	1,47	- 0,8345				
77 – 81				0,1171	2	2,3425	0,0501
	80,5	2,16	- 0,9516				
Jumlah					20		6,6055

Keterangan :

Bk = Batas kelas bawah – 0,5 atau batas kelas atas + 0,5

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

P(Z_i) = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar

Dari 0 s/d Z

Luas daerah = $P(Z_i) - P(Z_2)$

E_i = Luas daerah x N

O_i = f_i

Untuk $\alpha = 5\%$ dengan $dk = 5-1 = 4$, diperoleh $X^2_{tabel} = 9,4877$

Karena $X^2_{hitung} < X^2_{tabel}$, maka data tersebut berdistribusi normal

APPENDIX XVI

Normality test (Posttest) Experimental Class (EC-E)

Hipotesis

H_o : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Diterima jika $H_0 : X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum : 88

Nilai minimum : 80

Bentang nilai (R) : $88-80 = 8$

Banyaknya kelas (k) : $1+3,3 \log 20 = 5,293 = 5$ kelas

Panjang kelas (P) : $\frac{8}{5} = 1,600 = 2$

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	80	80,00	6400,00

2	80	80,00	6400,00
3	80	80,00	6400,00
4	80	80,00	6400,00
5	80	80,00	6400,00
6	80	80,00	6400,00
7	80	80,00	6400,00
8	80	80,00	6400,00
9	82	82,00	6724,00
10	82	82,00	6724,00
11	82	82,00	6724,00
12	82	82,00	6724,00
13	82	82,00	6724,00
14	82	82,00	6724,00
15	84	84,00	7056,00
16	84	84,00	7056,00
17	84	84,00	7056,00
18	86	86,00	7396,00
19	86	86,00	7396,00
20	88	88,00	7744,00
Jumlah	1644		135248

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1351}{20} = 67,55$$

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{92985}{20 - 1}}$$

$$S^2 = 5,8526$$

$$S = 2,42$$

Simpangan baku (S)

Daftar Nilai Frekuensi kelas EC-E

Kelas	Bk	Zi	$P(Z_i)$	Luas daerah	0i	Ei	$\frac{(O_i - E_i)^2}{E_i}$
80 - 81	79,5	- 1,12	- 0,0530				
				0.1619	8	3,238 3	7,0019
82 - 83	81,5	- 0,29	- 0,2150				
				0,2999	6	5,999 0	0,0000
84 - 85	83,5	0,54	- 0,5149				
				0,2913	3	5,826 5	1,3712
88 - 89	85,5	1,36	- 0,8062				
				0,1483	2	2,966 7	0,3150
	87,5	2,19	- 0,9546				
				0,0278	1	0,555 1	0,3565
	88,5	2,60	- 0,9823				
Jumlah					20		9,0446

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

$P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar Dari 0 s/d Z

Luas daerah = $P(Z_i) - P(Z_2)$

E_i = Luas daerah x N

O_i = f_i

Untuk $\alpha = 5\%$ dengan dk = 5-1 = 4, diperoleh $X^2_{\text{tabel}} = 9,4877$

Karena $X^2_{\text{hitung}} < X^2_{\text{Tabel}}$, maka data tersebut berdistribusi normal

APPENDIX XVII

Normality test (Posttest) Control Class (EC-C)

Hipotesis

H_o : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

Diterima jika $H_0 : X^2_{\text{hitung}} < X^2_{\text{tabel}}$

Pengujian Hipotesis

Nilai maksimum : 72

Nilai minimum : 60

Bentang nilai (R) : 76-60 = 12

Banyaknya kelas (k) : $1 + 3,3 \log 20 = 5,293 = 5$ kelas

Panjang kelas (P) : $\frac{12}{5} = 2,400 = 3$

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	60	60,00	3600,00
2	60	60,00	3600,00
3	60	60,00	3600,00
4	62	62,00	3844,00
5	64	64,00	4096,00
6	64	64,00	4096,00
7	64	64,00	4096,00
8	64	64,00	4096,00
9	64	64,00	4096,00
10	66	66,00	4356,00
11	66	66,00	4356,00
12	66	66,00	4356,00
13	66	66,00	4356,00
14	68	68,00	4624,00
15	68	68,00	4624,00
16	68	68,00	4624,00
17	68	68,00	4624,00
18	70	70,00	4900,00
19	70	70,00	4900,00
20	72	72,00	5184,00
Jumlah	1310		86028

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1310}{20} = 65,50$$

$$\text{Simpangan baku (S)} \\ S = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{86028}{20 - 1}}$$

$$S^2 = 11,7368$$

$$S = 3,43$$

\

Daftar Nilai Frekuensi kelas EC-E

Kelas	Bk	Zi	$P(Z_i)$	Luas daerah	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
60 - 62	59,5	- 1,75	- 0,0122				
				0,0723	4	1,445 6	4,5138
63 - 65	62,5	- 0,88	- 0,0845				
				0,2241	5	4,481 5	0,0600
66 - 68	65,5	0,00	- 0,3085				
				0,3379	8	6,757 7	0,2284
69 - 71	68,5	0,88	- 0,6464				
				0,248	2	4,963 5	1,7694
72 - 74	71,5	1,75	- 0,8946				
				0,0722	1	1,443 2	0,1361
	73,5	2,34	- 0,9668				
Jumlah					20		6,7077

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

$P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar

Dari 0 s/d Z

Luas daerah = $P(Z_i) - P(Z_2)$

E_i = Luas daerah x N

$O_i = f_i$

Untuk $\alpha = 5\%$ dengan $dk = 5-1 = 4$, diperoleh $X^2_{\text{tabel}} = 9,4877$

Karena $X^2_{\text{hitung}} < X^2_{\text{Tabel}}$, maka data tersebut berdistribusi normal

APPENDIX XVIII

UJI PERSAMAAN DUA RATA-RATA NILAI PRE-TEST EC-E dan EC-C

Hipotesis

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

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus :

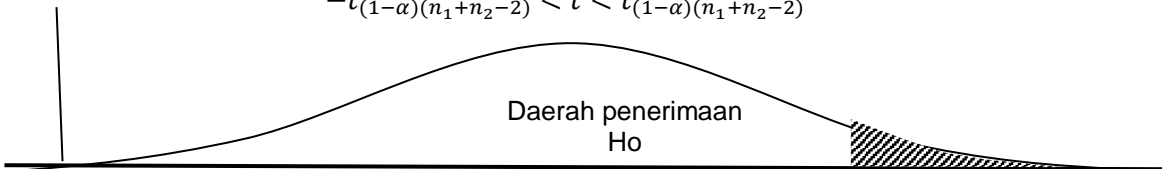
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

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

H_0 diterima apabila

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



Sumber	EC-C	EC-E
Jumlah	1359	1351
n	20	20
\bar{x}	67,95	67,55
S^2	33,73	26,79
S	5,81	5,18

Berdasarkan rumus diatas diperoleh

$$S = \frac{(20-1) 33,73 + (20-1) 26,79}{20 + 20 - 2}$$

$$S^2 = 30,26$$

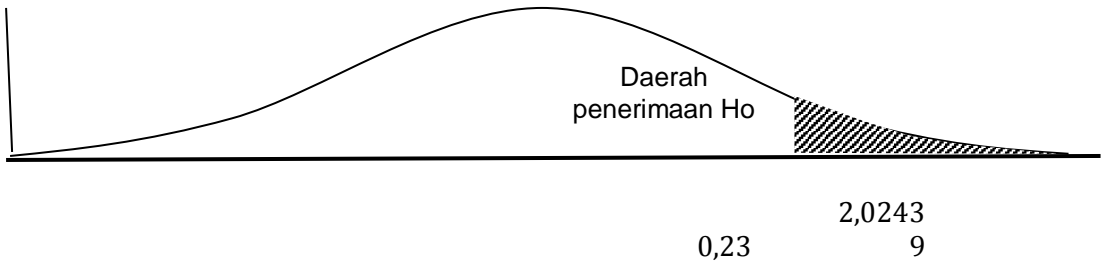
$$S = 5,50$$

$$t = \frac{67,95 - 67,55}{5,50 \sqrt{\frac{1}{20} + \frac{1}{20}}} = 0,23$$

$$5,50 \sqrt{\frac{1}{20} + \frac{1}{20}}$$

Pada $\alpha = 5\%$ dengan $df = 20 + 20 - 2 = 38$ diperoleh

$$t_{1-(0,05)}(38) = 2,02439$$



Karena t berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa Tidak ada perbedaan rata-rata dari kedua kelas

APPENDIX XVIV

UJI PERSAMAAN DUA RATA-RATA NILAI POST-TEST EC-E dan EC-C

Hipotesis

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

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus :

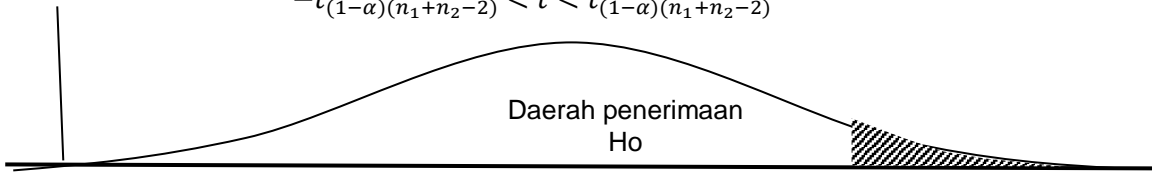
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dengan

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

H_0 diterima apabila

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



Sumber	EC-C	EC-E
Jumlah	1644	1310
N	20	20
\bar{x}	82,2	65,5
S^2	5,85	11,74
S	2,42	3,43

Berdasarkan rumus diatas diperoleh

$$S = \frac{(20-1) 33,73 + (20-1) 11,74}{20 + 20 - 2}$$

$$S^2 = 8,795$$

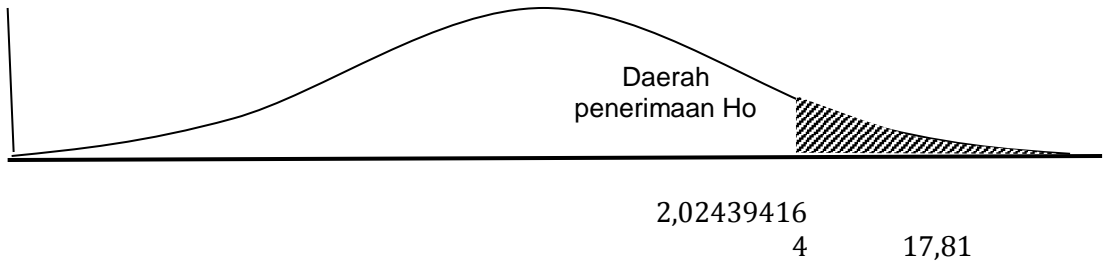
$$S = 2,97$$

$$t = \frac{82,2 - 65,50}{2,97 \sqrt{\frac{1}{20} + \frac{1}{20}}} = 17,81$$

$$2,97 \sqrt{\frac{1}{20} + \frac{1}{20}}$$

Pada $\alpha=5\%$ dengan $df = 20 + 20 - 2 = 38$ diperoleh

$$t_{1-(0,05)(38)} = 2,02439$$



Karena t berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa **ADA** perbedaan rata-rata dari kedua kelas

APPENDIX XX

Documentation









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