THE EFFECTIVENESS OF
SHOW DON'T TELL TECHNIQUE
TO TEACH WRITING

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

By
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ABSTRACT

Title : **THE EFFECTIVENESS OF *SHOW DON'T TELL TECHNIQUE* TO TEACH WRITING**

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This research intends to find out the effectiveness of the *show don't tell* technique to teach writing descriptive text for the tenth-grade students of a senior high school in Demak in the academic year of 2020/2021. This study used a nonequivalent (pretest and posttest) control-group design. The population in this research is the tenth-grade students of a senior high school in Demak in the academic year of 2020/2021 that consist of class X A as experimental group and class X B as control group. The data collection techniques were pretest and posttest. The data analysis techniques were normality test, homogeneity test and t-test. The result of this research is that the *show don't tell* technique is effective to teach writing descriptive text for experimental group. The effectiveness was proven by the result of $t_{score} = 3{,}243$ that is higher than $t_{table} = 1{,}67$. Since $t_{score} > t_{table}$, it means that there is a significant difference between the control group and the experimental group. Then, it implies that the *show don't tell* technique can be used in teaching writing and also can be used by combining other additional methods.

Keywords: *Show don't tell technique, teaching writing, descriptive text.*

MOTTO

الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ (٤) عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ (٥)

Who taught by the pen.

Taught man that which he knew not.

(QS. Al-Alaq : 4-5)

DEDICATION

This thesis is dedicated to:

- My mother (Alm.Dyah Erstiana Umi Eti Achaqie)
- My father (Tri Gigih Ardianto)

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First and foremost, I would like to express gratitude to Allah SWT, the almighty God for this blessing and health during the pandemic in leading me to accomplish this thesis entitled "The Effetiveness Of *Show don't tell* Technique to Teach Writing Descriptive Text". Shalawat and salam is dedicated to the prophet Muhammad who has brought us from the darkness to the brightness.

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CHAPTER I
INTRODUCTION

A. Background of the study

Writing which is the symbol of civilization has become a necessary tool for our global community.[1] The importance of literacy, which means reading and writing, has been an urgent skill for everyone.[2] The ability to write is now seen as a required skill to support people in achieving employment and literate cultures.[3] Writing is the activity of compiling or arranging words, phrases, sentences, and paragraphs, and other dimensions to become a unified and whole unity as writing. As the most challenging skill to master, writing has so many benefits. Many people are successful, and they are not spared from the name of writing. Writing can channel one's creativity, stimulate our thinking, come up with new ideas, practice the ability to organize and clarify the various concepts of ideas that we have, train the objective attitude, help ourselves to absorb

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[1] Weigle, S. C., *Assessing Writing*. (Cambridge: Cambridge University Press, 2002), P. 1.

[2] Harmer, Jeremy, *How to Teach Writing*. (Harlow: Pearson Education limited, 2004), P. 3.

[3] Brown, H. D., & Abeywickrama, P., *Language Assesment Principles and Classroom Practice*. (White Plains, NY: Pearson Education, 2005), P. 218.

and process information and allow us to practice solving several problems at once.

However, learning writing is not easy. Writing skills are not obtained naturally but must go through a process of learning and practicing. Writing is not only the activity of copying the form of writing or the skill to move the stationary over the written media, but how a writer visualizes or expresses what he sees, hears, and thinks into writing symbols. It requires much practice frequently and repeatedly through experience. The best way to get used to writing is to push ourselves to compile words into sentences.[4] Writing fluently is not a received skill; it is usually discovered or culturally transmitted as a set of practices in formal academic settings or different environments.

As an L2 student, learning writing requires more effort than finding ideas. Students have to make a sentence that shows their capability in vocabulary and grammar.[5] Students need to find the right words for their ideas than arranging the words they need into sentences in the correct pattern. Students need to have

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[4] Zinsser, William, *On Writing Well: The Classic Guide to Writing Nonfiction*. (New York: HarperCollins, 2006), P. 8.

[5] Brown, H. Douglas*, Language Assesment Principles and Classroom Practice.* (White Plains, NY: Pearson Education, 2005), P. 218.

enough vocabulary and understand grammar they will use to write well the ideas they hardly find. Furthermore, students need to make a sentence that is understandable and interesting to the reader. As the most challenging skill, learning writing is finding and arranging ideas and making them readable.[6]

As the problems in learning writing have been a severe issue, the technique used in teaching writing has simply emerged. One of them is the *show don't tell* technique. This technique was developed by Rebekah Caplan that turns the telling sentence into showing paragraph.[7] This technique is expected to stimulate students to make longer sentences that are appealing, attractive, and have more detailed information to the reader quickly.[8] The research on the use of the *show don't tell* technique in teaching English skills generally shows that this technique is suitable and appropriate.

A study by Endarweni (2014) indicated that this technique is beneficial and practical to engage students' motivation in

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[6] Richards, J. C. & Renandya, W. A., *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002).

[7] DePorter, Bobbi, & Hernacki, Mike, *Quantum Learning: Unleashing the Genius in You*. (New York, N.Y.: Dell Pub, 1992), P. 190.

[8] Tankard, James & Hendrickson, Laura, *Specificity Imagery in Writing : Testing the Effect of "Show don't tell"*. (SAGE Publications, 1996).

learning to speak, improve students' involvement and participation in speaking activities, and be more independent and critical in speaking. Nevertheless, this technique is still used in teaching speaking and at junior high school.

Another study by Nurvitasyari (2017) pointed out that this technique is handy and worthwhile to make the learning activities more exciting and the students feel more comfortable, find it easy to understand the words given and enjoy the learning process. With the benefits and practicality, not many studies investigate the technique for teaching writing in the senior high school context.

To fill the gap, this study attempts to investigate how the *show don't tell* technique improves students' writing in a senior high school setting.

B. Research question

The statement of the problem in this study is "How is the effectiveness of the *show don't tell* technique to teach writing descriptive text for the tenth-grade students of MA NU Salafiya Demak in the academic year of 2020/2021?"

C. The objective of the study

In line with the research question, the objective of this research is to find out the effectiveness of the *show don't tell*

technique to teach writing descriptive text for the tenth-grade students of MA NU Salafiya Demak in the academic year of 2020/2021.

D.   Scope of the study

To avoid misunderstanding toward the problems in this research, the writer must limit the problems discussed in this research. Due to the researcher's limit in doing this research, this research focuses on researching the *show don't tell* technique to teach writing descriptive text. The technique is expected to help students to develop ideas and arranging them into sentences. Furthermore, the participants are only the tenth-grade students of MA NU Salafiyah Demak.

E.   Pedagogical significances

The benefit of the research can be stated as follows:

1.   For the students: the use of the *show don't tell* technique in writing will help students to improve their writing in descriptive text and increase writing skill story of descriptive text.

2.   For the teacher: the technique from this research can be used for additional source material in the learning process of descriptive text or other writing genres. The

teacher can set the method of learning more interesting using the technique.

3. For the reader: the result of the research would benefit the reader as additional knowledge. It could also be a reference for researchers in a similar study the next time.

4. For the writer: this research gives positive knowledge to the writer. The product is expected to give benefit, knowledge, and experience in the educational world.

F. The hypothesis of this study

This research hypothesizes that the *show don't tell* technique is effective to teach writing descriptive text. The technique helps students in writing descriptive text better and easier.

CHAPTER II
LITERATURE REVIEW

A. Related Study

The first is a study written by Yogi Endarweni that was applied using Classroom Action Research. This research was conducted in two cycles to see the improvement of the students' speaking process by implementing the *show don't tell* technique. There were four stages in every cycle to conduct action research. The instruments used to collect the data were the pretest and posttest, field notes, questionnaires, and interviews. The data were collected quantitatively and qualitatively in nature. The quantitative data were collected by a pretest and a posttest. The qualitative data were in the form of obstacles, preferences, and expectations of the participants. The data were analyzed using quantitative and qualitative data analysis. The quantitative data were obtained from the result of the students' scores. The qualitative data was taken from the researcher's interview with students, questionnaires, field notes, and observations. The result indicated that the *show don't tell* effective to facilitate the poor students speaking learning process. In this case, all of the activities of the *show don't tell* forced the students to actively participate in the speaking

learning process. This statement is supported by students' daily performance and speaking achievement. The activities of the *show don't tell* were effective in engaging the students' motivation to learn speaking systematically and thoughtfully. The use of group work and pair work on the activities successfully improved students' involvement and participation in speaking activities. The average pretest score was 56,7, but the average posttest score was significantly increasing to 70,86. In the pretest, only four students have a score higher than 70, while in the posttest, most of them have above 70.[9]

Yogi Endarweni's study will be constructive in doing the research since it has the same technique used in teaching. The differences in method, subject, and data collection technique could improve further research.

The second is a study written by Nurvitasyari that used a quasi-experimental design with experimental and control groups. In experimental class, the researcher applied the *show don't tell* technique in teaching while in control class used

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[9] Endarweni, Yogi, *Implementing the Show and Tell Technique to Improve the Speaking Skill of Grade VIII Students at SMP Pembaharuan Purworejo*. (Yogyakarta: Yogyakarta State University, 2014).

conventional teaching method. The researcher used pretest and posttest design in both experimental and control classes. The test would give through pretest and posttest. The test was vocabulary which consists of 25 numbers, 15 numbers for puzzles, and ten numbers for essays to both pretest and posttest. The data analysis in this research is quantitative. The pretest in the experimental class showed that 11 (57.68%) students have an average score of 3.6-5.5, which is lacking. In comparison, the control class has below score than the experimental class with 14 (73.64%) students who have scores of an average of 0.0-3.5, which are very poor. In the posttest, the experimental class showed that from 19 students, no one got fair, poor level and low score, there were three students in a pretty good score and 3 (15.78%) students in high level. 6 (31.56%) Students in high score and 7 (36.82%) students got excellent. While, the control class showed that from 19 students, there was 1 (5.26%) students in a high level, 3 (15.78%) students in a pretty high level, 6 (31.56%) students at an acceptable level, 7 (36.82%) students in poor level and 2 (10.52%) students in low level. It signified from comparing the result of posttest scores between the experimental and control group, the vocabulary mastery of the experimental group was getting higher than the control

group. It means that using the *show don't tell* technique to the experimental group was successful.[10]

There are three similarities found in this research; the technique used in teaching, the research method, and the data collection technique will be beneficial and helpful in arranging the research. On the other hand, the research above still focuses only on improving students' vocabulary, while the research will improve higher writing skills.

B. Theoretical Basis

1. The Nature of Writing

Writing is the result of reflecting, composing, and improving a setting that needs specific skills.[11] Writing always started with an idea of a writer, then the writer arranges sentences and revises them. Writing is a multi-step method, it is a sustainable, innovative activity.[12] It means that a writer is never delighted with his writing on a first try. When a writer

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[10] Nurvitasyari, *the Use of Show and Tell (S&T) Method in Teaching Vocabulary at the Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. (Makassar: Alauddin State Islamic University, 2017).*

[11] Brown, H. D., & Abeywickrama, P., *Language Assessment Principles and Classroom Practice*. (White Plains, NY: Pearson Education, 2005).

[12] Oshima, Alice & Hogue, Ann, *Introduction to Academic English*. (White Plains, NY: Pearson Education, 2007).

writes something, the writer must know what the idea is. After the writer has finished his writing, the writer reads and makes some corrections to his work. The writer continuously revises his work until the writer is satisfied that his writing is precisely the idea. The ongoing writing process from the idea, reading, then making some corrections, and revising continuously is an activity that requires a writer's creativity.

Furthermore, writing also implies producing organized sentences in a specific composition and connected in a particular method.[13] Besides ongoing creative activity, writing is also about arranging words into sentences and sentences into a paragraph in the correct order. Also, writing is arranging words to make the meaning clear as possible to the reader.[14] The idea which the writer writes needs to deliver to the reader explicitly. Unnecessary words in writing should be reduced in a writing process by the writer so that the reader fully understands the meaning of the idea.

One act usually only uses one side of our brain. The left brain is used to think logically, while the right brain has more

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[13] Byrne, Donn, *Teaching Writing Skills*. (London: Longman, 1979).
[14] Ibid.

intuitive and visual processes. However, using both sides of our brain in writing is needed. Writing uses an entire brain's work that utilizes the right side for emotional and the logical left side.[15] Everyone has ideas about dreams, emotions, imagery, color, hobbies, and others where the right brain is used to write. The left brain is then used to think about planning, outlines, grammar, editing, rewriting, research, punctuation, and others to make the writing correct. Both sides of the brain make interesting, appealing, and informative writing and correct, valid, and genuine writing.

In many books, writing is often compared to speaking. The differences between speaking and writing are; that writing does not have interaction between writer and reader, while speaking has contact between speaker and listener, in writing, the reader does not necessarily know the reader, while in speaking, speaker and listener usually introduce each other, sentences in writing has to be entirely correct. In contrast, sentences in speaking are incomplete and ungrammatical. Writing is permanent, while

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[15] DePorter, Bobbi, & Hernacki, Mike, *Quantum Learning: Unleashing the Genius in You*. (New York, N.Y.: Dell Pub, 1992).

speech is temporary.[16] In speaking, the speaker and listener have interaction. Communication goes both ways, and usually, they know each other, so the conversation smoothly. Whereas in writing, knowing writer or reader is not obligated. The reader who does not know who the writer is can still read and understand the writer's meaning. The communication goes only in a way, from the writer to the reader.

Moreover, writing usually appears as a finished product of speaking that spelling to be precise, noun and verb to approve each other and punctuation and layout to be expected in a separate agreement.[17] In speaking, people tend to ignore grammar, punctuation, and spelling. While in writing, the final product must be correct in every aspect. If children learn to speak in a way in learning writing, most children will t-t-talk l-l-like th-th-this.[18] Furthermore, writing is often seen as more valuable in an educational environment, and precision in writing

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[16] Byrne, Donn, *Teaching Writing Skills*. (Longman, 1979)
[17] Harmer, Jeremy, *How to Teach Writing*. (Pearson Education limited, 2004)
[18] DePorter, Bobbi, and Hernacki, Mike, *Quantum Learning: Unleashing the Genius in You*. (Dell Pub, 1992)

is better than fluency in speaking.[19] In the educational setting, writing is more valuable than speaking.

2. Process of Writing

Writing as one of productive skill needs process. The writing process is a stage that a writer must go through to produce something in a final written form. This process may, of course, is affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium of writing in (pen and paper, computer word files, live chat, and so forth). There are four principle keys in writing; planning, drafting, editing (reflecting and revising), and final draft.[20] The stages in the writing process are; pre-writing, drafting, revising, editing.[21] The order in the writing process is pre-writing, revising, editing.[22] Although some terms in stages of the writing process are different, essentially, the writing process has four major elements: planning or pre-writing, drafting, revising, and editing.

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[19] Weigle, S. C., *Assessing Writing*. (Cambridge University Press, 2002)
[20] Harmer, Jeremy, *How to Teach Writing*. (Harlow: Pearson Education limited, 2004)
[21] Dianne, B. B. & others, *Teaching Writing: A Tool Kit for Adults Basic Skill Educators.* (Appalachian State University, 2006).
[22] Langan, Jhon, *College Writing Skills with Readings.* (New York, NY: McGraw-Hill Education, 2008).

a. Planning or pre-writing

This step is to help the writer from having a blank paper to uncover the thought of what the writer wants to write. It also the step for the writer to gather information on the thought. Planning or pre-writing is an activity that drives and excites students to find temporary ideas and collect information to write.[23]

Furthermore, in this stage, the writer has to think about three main issues; purpose, audience, and content structure.[24] Pre-writing techniques are employed to force the writer to decide the vital issue of activities before writing to set focus: topic, purpose, audience, and ideas.[25] In the first place, the writer has to think about the purpose of the text. The writer has to find if the text is to inform, persuade, describe, be creative, or express something. Secondly, the writer has to think about the audience they are writing for. To help writers find the

[23] Richards, J. C., & Renandya, W. A., *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002).
[24] Harmer, Jeremy, *How to Teach Writing*. (Harlow: Pearson Education limited, 2004).
[25] Dianne, B. B. & others, *Teaching Writing: A Tool Kit for Adults Basic Skill Educators.* (Appalachian State University, 2006).

audience, they can start asking themselves: is it for their teacher, peers, family member, supervisor, letter to the editor, or someone in public office. The answer to this question determines whether the writing will be formal or informal. Third, writers have to consider the piece's content structure: how best to sequence the facts, ideas, or argument they have decided to include. The writer should examine drawings, sketches, and diagrams and look over anything else they did during the pre-writing phase, then organize what seems important and relevant to the topic and subtopics. This is the beginning of an outline. Subtopics should be organized into an order that seems right to the writer. The writer can always rearrange the subtopics during the drafting and revision stage or include additional subtopics.

In the planning or pre-writing stage, some techniques can be used to discover ideas, for example, freewriting, clustering, brainstorming, and mind mapping. There are five pre-writing techniques to help the writer find a topic and get words in a paper: freewriting, questioning, making a list, clustering, and

preparing a scratch outline.[26] To produce thoughts, try to use the following strategies and techniques as requires: brainstorming, making sketches or drawing diagrams, mind mapping, clustering, t-charts, discussing ideas with peers, focused freewriting, questioning, reading other writers for inspiration, and modeling of style and organization, using catalysts to stimulate thoughts and ideas.[27]

    b. Drafting

Drafting is a stage where a writer has to write down anything in his mind based on the planning stage, outline, or mapping that the writer has made. In drafting, the writer does not need to worry about grammar, punctuation, or spelling. The main idea during the drafting stage is to get students to put their thoughts on paper. They can correct spelling, grammar, and punctuation during the editing or revision process. In other words, this stage is called the first version of a

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[26] Langan, Jhon, *College Writing Skills with Readings.* (New York, NY: McGraw-Hill Education, 2008).
[27] Dianne, B. B. & others, *Teaching Writing: A Tool Kit for Adults Basic Skill Educators.* (Appalachian State University, 2006).

piece of writing.[28] Drafting is the stage of the writing process in that you broaden a full first version of a bit of writing.[29] Besides, at the drafting stage, the writer is focused on the fluency of writing and not preoccupied with grammatical accuracy or the neatness of the draft.[30] The writer applies to draft for recognizing the foremost vital thoughts produced by pre-writing exercises and expounding on them, utilizing the distinguished gathering of people and reason for composing to guide the creation of a draft; extra conferencing with educators and peers to refine and clarify thoughts, and considering different ways of organizing thoughts.[31]

    c. Revising

In this stage, the writer should read the draft, then deciding the words and thoughts they want to add, move or cut. In revising, the writer re-think the text they have made to see any ideas or thoughts they want to change.

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[28] Harmer, Jeremy, *How to Teach Writing*. (Harlow: Pearson Education limited, 2004).

[29] Mclean, Scott, *Writing for Success.* (Washington, D.C.: Flat World Knowledge, 2011).

[30] Richards, J. C., and Renandya, W. A., *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002).

[31] Dianne, B. B. & others, *Teaching Writing: A Tool Kit for Adults Basic Skill Educators.* (Appalachian State University, 2006).

Revising provides the writer with checking two critical aspects of writing: information of ideas and how the ideas are expressed.[32] Finding and fixing problems of ideas that are made in drafting are two steps in revising.[33] Besides, the writer also needs to ask for some suggestions from others in this stage. Reflecting and revision are usually assisted by other readers who review and give advice.[34]

d. Editing

Editing requires the writer to make the text is readable and to find any mistakes in grammar, punctuation, and spelling they made in the text before the text is completely done. At this stage, the writer reviews and assesses the text from its sentence structure, word choice, word usage, grammar, punctuation, and spelling. The text is supposed to be correct in order, but the text is, more importantly, attractive, informative, and easy to read. Editing simply means making the text as

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[32] Mclean, Scott, *Writing for Success.* (Washington, D.C.: Flat World Knowledge, 2011).

[33] Grenville, Kate, *Writing from Start to Finish: A Six-Step Guide.* (Australia: Allen & Unwin, 2001).

[34] Harmer, Jeremy, *How to Teach Writing.* (Harlow: Pearson Education limited, 2004).

reader-friendly as possible by making the sentences flow in a straightforward and easy-to-read manner. This also involves aligning the writing with agreed ways of using English: using the correct syntax for the piece's purposes, proper punctuation, and spelling, and correct paragraphing.[35] Editing involves correcting mistakes in the form of sentences, usage, pronunciation, punctuation, and capitalization.[36] At this stage, the writer is engaged in tidying up the text to prepare the final draft.[37] In editing, the writer check for and correct errors in grammar, punctuation, and spelling.[38] However, the stage of the writing process is not linear. It is a process that the writer has to do it repeatedly. The writing process is recursive.[39] When a writer has finished planning, drafting, revising, and editing, the

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[35] Grenville, Kate, *Writing from Start to Finish: A Six-Step Guide*. (Australia: Allen & Unwin, 2001).

[36] Dianne, B. B. & others, *Teaching Writing: A Tool Kit for Adults Basic Skill Educators.* (Appalachian State University, 2006).

[37] Richards, J. C., & Renandya, W. A., *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002)

[38] Langan, Jhon, *College Writing Skills with Readings.* (New York, NY: McGraw-Hill Education, 2008).

[39] Harmer, Jeremy, *How to Teach Writing*. (Harlow: Pearson Education limited, 2004).

writer would consider that the text is different from the
original idea or thought. Because things changed in the
process, the writer needs to re-plan, re-drafting, re-
revising, and re-editing, even when a writer thinks that
the text is in the final form to find that the writer is
delighted with the text and the text is correct and in
order.

3. Teaching Writing

Teachers need to prepare lesson plan and learning media
in teaching relatively, and decide appropriate approaches,
models, methods, strategies in teaching, and consider students'
character, background knowledge, and level. Because teaching
and learning English writing include almost every aspect of
English, thus teachers need more preparations and
considerations.

Teaching writing must be in the form of teaching English
that covers almost every aspect of English. Writing has often
been established in the syllabus of English teaching that can be
used in many kinds of goals, such as supporting grammar, and
mastering writing is also seen as the primary factor of successful

learning English.[40] Teaching writing in English has a comprehensive purpose. It can help students develop their spelling mastery, understanding, and helping to use grammar. It is usually interpreted that if students are mastering English writing, then the students are mastering English.

When considering how to help students in learning writing, teachers are suggested to use these approaches; introduce writing purposes, and focus on text and the process of writing.[41] Teachers need to use some critical approaches in teaching writing. They are; focus on accuracy, focus on fluency, focus on purpose, state of the art, the role of guidance, the needs of the learner.[42] There are many reasons to introduce texts, such as supporting critical thinking, understanding and memory, expanding students' learning outside formal meetings; to improve students' communication skills, and to train students as future professionals in particular disciplines. These reasons may make students think that writing is even more challenging. Some activities can make students more comfortable when

[40] Ibid.
[41] Coffin, Caroline, & others, *Teaching Academic Writing: a Toolkit for Higher Education.* (Hoboken: Taylor & Francis Ltd., 2003).
[42] Byrne, Donn, *Teaching Writing Skills*. (London: Longman, 1979).

introducing the purpose of the text, such as brainstorming, freewriting, clustering. When focusing on text, teachers need to look at some specific features of academic text, including text types, generic structure, and language features. The focusing process of text is also essential in teaching writing. Teachers should not force students to fill a paper with their writing without giving a proper technique in the writing process.

These are some tasks that teachers should implement in their teaching of writing to make their students' writing ability better; demonstrating, motivating and provoking, supporting, responding, and evaluating.[43] Demonstrating means that teachers have to make students aware that different type of text has different language features, sentence structure. It means that the goal in this task is to know the purpose of the text and the grammar they will use in the type of text. In motivating and provoking, teachers' task is to persuade students to find ideas, thoughts, and information for their writing. Teachers can use some techniques to help students in this task. In supporting, teachers' roles are also the motivator and the provoker to their

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[43] Harmer, Jeremy, *How to Teach Writing*. (Harlow: Pearson Education limited, 2004).

students. Teachers need always to be available for their students in a writing class. Responding is the way teachers react to students writing. In responding, teachers' do not see student's works as the final product. Here, teachers' should react to the content and construction and give some supports and sometimes give some suggestions about how the works should be done. Moreover, the last, evaluating, is the way teachers react to the students' writing but in the final form or finished product. Teachers' can see their students' progress or achievement in writing in this task.

Teachers need to consider some issues in teaching English writing before implementing actual teaching in a classroom. Some issues that appeared on teaching writing to the second language learners are composing vs writing, process vs product, contrastive rhetoric, differences between L1 and L2 writing, authenticity, and the role of the teacher.[44] In the first issue, composing vs writing, writing is often assumed as a graphic representation of spoken language, and that written performance is like oral performance. This speculation is false, because

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[44] Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (White Plains, NY: Pearson Education, 2001).

written products result from thinking, drafting, and revising procedures that involve particular skills that some speakers cannot obtain naturally. On the other hand, this issue is saying that writing is a more complex activity than composing. In the second issue, process vs product, teachers need to focus on students' writing processes and not only see the final form. The third subject, contrastive rhetoric, concerns how the culture of the L1 learner affects writing in a second language or how a shared language is used across cultures. The consideration in the fourth issue, differences between L1 and L2 writing, is whether the teacher will use the same method, instruction, and technique as native use in teaching writing or the teacher will use something different. In the fifth issue, authenticity, teachers need to know how to write in the classroom. Teachers need to consider whether the students are ready for actual writing that produce texts in a complete form or are only ready to display writing that answering short essay.

Nevertheless, in the end, the purpose of teaching writing is that students can produce actual writing. In the last issue, the role of the teacher, teachers have to act as facilitators and supporters for their students. This facilitative and supportive role will make their students can do their tasks in writing easier.

However, if teachers simply act as an examiner in a classroom, some students' writing faces will affect students' achievement.

4. Teaching Writing At Senior High School

According to the basic competence of K13 (Curriculum 2013) of MA NU Salafiyah Demak, Students are required to take English as a subject. Listening, speaking, reading, and writing are the four language skills covered. There are some skills that students must learn in order to write well. Those competencies are written in the basic competence of K13. The content of the basic competence of K13 for senior high school students, especially at grade X semester 2 in MA NU Salafyah Demak can be shown in the table below.

Table I

Basic Competence and Subject Matter of

Writing Skill for Senior High School Students Grade X Semester 2

Core Competence	Basic Competence
4. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what is learned in schools independently,	4.9. Editing descriptive texts, simple oral and written about people, tourist attractions, famous historic buildings, with attention to social functions, text

and be able to use methods according to scientific principles	structures, and language features, correctly and in context 4.10 Compiling descriptive texts simple oral and written about people, tourist attractions, famous historic buildings, with attention to social functions, text structures, and language features, correctly and in context

From the table above, it can be seen that in writing skill, students are expected to be able to edit and compile descriptive texts in a simple form correctly following the social function that explains the purpose of recount text, the generic structures that show the content and the order of the paragraph in recount text should be, and the characteristics of language features that define grammar use in recount text.

5. Assessing Writing

A teacher, usually as a test developer, must consider some requirements for assessing writing: subject matter, stimulus material, genre, time allotment, instructions, choice of tasks, transcription mode (handwriting or typewriting), and use of

dictionaries and other reference materials.[45] The subject matter is the consideration of the topic that will be used in the task. The chosen topic must be close or related to students. Stimulus material can be defined as visual things for assessment. Providing stimulus material in assessing writing can help students to focus on the linguistic aspects of the task. The genre can be defined as both the written products and the communicative function. Time allotment needs to consider the genre used in the task and the student's capability. Providing instructions can affect test scores. Clear and detailed instructions will affect better on students in doing their tasks. Choice of task can help students decide their most interest and what they know better. It could be a problem if students spend more time choosing the task rather than doing the task. Transcription mode that considers whether students need to write on paper or type on a computer has a critical role in assessing writing. With the increasing use of computers in education and testing, typing on a computer has been a trend in assessing any subject at school. The use of computers will

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[45] Weigle, S. C., *Assessing Writing*. (Cambridge: Cambridge University Press, 2002).

influence scoring, seeing that computers can detect misspelling and incorrect grammar. The use of dictionaries and other reference material in traditional assessing generally is not allowed. One considers that vocabulary is the one tested. Meanwhile, one agrees that good writers know how to use all resources they have in producing their writing.

In scoring procedures of assessing writing, there are three scoring methods for responsive and extensive writing. They are; holistic scoring, primary trait scoring, and analytic scoring.[46] In holistic scoring, a systematic collection of descriptors is assigned to each point on a holistic scale.. To arrive at a ranking, the reader compares an overall experience to the descriptors. It implies that the instructor compiles a table of results along with a summary. The method of scoring used in primary trait scoring emphasizes the task at hand and assigns a score based on the text's success in achieving that one objective. There is four point scale in this scoring method ranging from zero (no response or fragmented response) to 4 (the purpose is accomplished). Scripts are rated on several aspects of writing or criteria in

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[46] Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (White Plains, NY: Pearson Education, 2001).

analytic scoring instead of given a single core. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics.

Jacobs *et al*. developed one of the best known and most commonly used analytical scales in ESL. The scripts are evaluated on five aspects of writing: content, organization, vocabulary, language use, and mechanics.[47]

6. The Definition of Descriptive Text

In a descriptive text, the writer uses sentences to build an illustration that can help a reader to see, touch, feel, smell, or taste the topic that the writer portrays.[48] Descriptive writing refers to senses because it states how things look, feel, smell, taste, and sound.[49] Writing a descriptive text should focus on the five senses; sight, sound, smell, taste, and touch, because writers rely on these senses to experience the world. Then, the use of

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[47] Weigle, S. C., *Assessing Writing*. (Cambridge: Cambridge University Press, 2002).
[48] Savage, Alice & Shafiei, Masoud, *Effective Academic Writing 1: The Paragraph.* (New York: Oxford University Press, 2007).
[49] Oshima, Alice & Hogue, Ann, *Introduction to Academic Writing.* (White Plains, NY: Pearson Education, 2007).

these senses provides writers the most significant possibility of relating to the reader and engaging them in writing.

Writing descriptive text means that a writer tries to make a visual item of the actual item to the reader. The writer of descriptive produces a word picture of characters, environments, objects, and feelings, using a selective collection of descriptions to give the reader an idea.[50] You send the readers an image of terms as you write a descriptive text about someone or something.[51] The definition of descriptive text is intended to construct an image using the words.[52] To make the word picture as vivid and real as possible, a writer must observe and document specific details that appeal to the senses of the readers. A concise paper requires sharp, vivid descriptions rather than some other form of essay.

7. The Generic Structure of Descriptive Text

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[50] Wyrick, Jean, *Steps to Writing Well*. (Boston, MA.: Cengage Learning, 2016)
[51] Langan, Jhon, *College Writing Skills with Readings.* (New York, NY: McGraw-Hill, 2008).
[52] Blanchard, Karen & Root, Christine, *Ready to Write: a First Composition Text.* (Hoboken, N.J.: Pearson Education, 2017).

Descriptive text organization consists of three parts, namely, topic sentence, supporting sentences, concluding sentence.[53]

a. Topic sentence

In the topic sentence of the descriptive paragraph, the writer introduces the object that will describe. It may also include the writer's general feeling or opinion about the critical item to the writer.

b. Supporting sentences

In the supporting sentences, the writer gives some background information about the object. The supporting sentences also give descriptive details about the object. These details describe how the object looks, smells, feels, or tastes. The supporting sentences may also describe in more detail how the writer feels about the object.

c. Concluding sentences

In concluding sentences, the writer gives an opinion about the description. The paragraph ends with a

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[53] Savage, Alice & Shafiei, Masoud, *Effective Academic Writing 1: The Paragraph.* (New York: Oxford University Press, 2007).

concluding sentence that restates the idea about the topic sentence using different words.

In short, the descriptive text has structures as below:

a. Identification

This generic structure introduces the subject of description.

b. Description

In this part, writers give more details on the characteristic features of the subject. These qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily life.

8. The Language Features of Descriptive Text

Significant Grammatical feature of descriptive text are:

a. Focus on the specific participant (my English teacher, Andini's cat, my favorite place).

b. Use of Simple Present Tense or use of Past Tense if extinct.

c. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).

d. Use descriptive adjectives (strong legs, white fangs).

e. Use of detailed noun phrase to give information about the subject (a beautiful scenery, a sweet baby).

f. Use of action verb 'material processes' (it eats grass, it runs fast)

g. Use of adverbial to give additional information about behavior (fast, at tree house).

9. The Definition of the *Show don't tell* Technique

The *show don't tell* is a writing technique that was developed by Rebecah Caplan that turns telling sentences into showing -paragraphs.[54] This technique converts descriptive sentences into vivid images for the reader. Turn dry sentences into illustrations so that people not only read and understand but also they will connect and feel. Thus, the *show don't tell* technique can make the readers imagine the thing in their mind what the writer's feeling was. The readers can see, feel and experience what the writer has experienced in his/her writing. By using this technique, sentences are more alive.

Telling means that a writer puts fast labels and simple, specific adjectives on items. The writer is claiming or

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[54] DePorter, Bobbi, & Hernacki, Mike, *Quantum Learning: Unleashing the Genius in You*. (New York, N.Y.: Dell Pub, 1992), P. 190.

summarizing something and presenting a conclusion. While showing involves explaining details and using movement, speech, and dialog to portray the reader's scene. The writer demonstrates or explains and presents observed details that allow the reader to draw their conclusion. It indicates that the *show don't tell* technique can make a writer produce more interesting, engaging, and informative sentences. Sentences that are showing are viewed by readers as more compelling, entertaining and insightful than simply telling sentences.[55]

Table II

Telling vs Showing

Telling	Showing
The people were casually dressed.	The young men and women wore T-shirts and jeans and work pants.
A man walking home one night saw a car turn around, pull in to a side street and drive by an alley.	A drunk man walking unsteadily home from a bar on November 2 saw a red Dodge sedan snap a U·turn, whip into a side street and cruise slowly by an alley.

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[55] Tankard, James & Hendrickson, Laura, *Specificity, Imagery in Writing : Testing the Effect of "Show don't tell".* (SAGE Publications, 1996).

The view from the high mountain top was spectacular.	In the view from the mountain top, gray peaks rose in the distance,lush green terraces of rice paddies hugged the slopes, a thick tropical jungle covered the valleys, and far ,far away, the blue-green Indian Ocean washed at the island shore .

10. The Benefits of the *Show don't tell* Technique

There are three advantages of using the *show don't tell* technique in teaching writing: it gives more specific detail from observed things, it helps readers to picture their own picture about the text in their mind, it makes the text more interesting.[56] Showing is one of the most advanced technique which a writer can use. It enriches writing and makes it more descriptive. This also lets a writer to discover new ways of saying things. the *show don't tell* technique is the secret to rich and vivid writing. In addition, the *show don't tell* technique stimulates writers to come up with their own unique description for each sentence that the reader will not only read and understand, but also relate

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[56] Peha, Steve, *The Writing Teacher's Strategy Guide.* (Steve Peha, 2003).

and react.[57] Using this technique, every writer will have different ways in producing words into sentences that images the things being described.

show don't tell technique produces more credible and believable sentences, because it gives more details to the reader. It also means that this technique can create more informative sentences by giving more supporting details. *show don't tell* is intended to create reasonable and trustworthy sentences, because it is not merely presenting writer's conclusion without supporting detail.[58]

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[57] DePorter, Bobbi, & Hernacki, Mike, *Quantum Learning: Unleashing the Genius in You*. (New York, N.Y.: Dell Pub, 1992).

[58] Tankard, James & Hendrickson, Laura, *Specificity, Imagery in Writing : Testing the Effect of "Show don't tell"*. (SAGE Publications, 1996).

CHAPTER III
RESEARCH METHOD

A. Research design

This research is conducted a nonequivalent (pretest and posttest) control-group design. In this design, both groups have pretest and posttest with control group, but the treatment is only for group A.[59] Every test and treatment is only held once.

In conducting this research, the researcher has two classes; one class as an experimental class taught by the *show don't tell* technique and one other as a control class taught by conventional teaching method. In the experimental class, the students are administered by giving a pretest. A treatment and a posttest at the end of the teaching learning processes to know the effect of using the *show don't tell* technique towards students' ability to write descriptive text.

The quasi-experimental uses control-group pretest and posttest that can be figured as follow.

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[59] Creswell, J. W., & Creswell, J. D., *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Edition.* (Sage Publications, 2014), P. 220

Group A O————X————O

Group B O–_____O
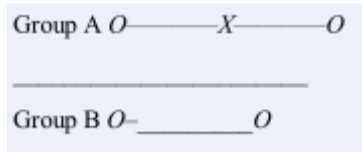
Adopted from Creswell.[60]

O = Observation/measurement

X = Treatment

B. Location and Time of the Research

The research is conducted at MA NU Salafiyah senior high school which is located at Rw. 3, Kenduren, Wedung, Demak Regency, Central Java. This research is conducted on august 2020 on the academic year 2020/2021.

C. Populatian

The population of this research is the tenth-grade students of MA NU Salafiyah Demak in the 2020/2021 academic year. There are two classes in the tenth grade, class X A with 36 students and X B with 36 students. Both classes have 36 students, and the total number of students in the tenth grade is 64 students. Class X A is the experimental group and X B is the control group

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[60] Creswell, J. W., & Creswell, J. D., *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Edition.* (Sage Publications, 2014), P. 220.

D. Data Collection Technique

The researcher must use an instrument in order to get better data. A research instrument is a tool or facility that the researcher uses to collect the data to get better results; it can be occurred entirely and systematically.

To make this research successful, the researcher uses an instrument to collect data:

1. Pretest

   The pretest is given to both the control group and the experimental group. It is conducted before the treatment. The purpose is to know how was the students' achievement in writing skills, especially in writing descriptive text. The students were asked to write a descriptive text about MA NU Salafiyah. The pretest task is mentioned in appendix 15.

2. Posttest

   Meanwhile, the posttest is conducted after the treatment. It is also given to both the control group and experimental group. It is taken as a measurement tool to measure students writing descriptive text achievement after the treatment is conducted. The students were

asked to write a descriptive text about Masjid Agung Demak. The posttest task is mentioned in appendix 16.

To score the test paper, the researcher used an analytic scale which was categorized into some categories. O'Malley and Pierce state that the analytic scale separates the features of a composition into components that are each scored separately.[61] This analytic score has five items, and each item scores five. So, the maximum score is 25. The items are:

1. Grammar

   Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[62]

2. Vocabulary

   Vocabulary plays a vital role in writing; it is the primary thing that students should own. The lack of vocabulary means failure in communication. Students cannot make communicate, especially in writing, if they master little vocabulary.

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[61] O'Malley, J. M. & Pierce, L. V., *Authentic Assessment for English Language Learners*, (Harlow: Longman, 1996) P. 144.

[62] Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (White Plains, NY: Pearson Education, 2001) P. 362.

3. Mechanics

   A mechanic is connecting with the appropriate punctuation or spelling that is used in writing. The mechanic will make students' writing well and reasonable to be read. Examples of the mechanics are capital letters, quotation, comma, semicolon, and others.

4. Relevance

   It contains reasonable sentences (supporting sentences) that support the main idea. If students write a paragraph without state the main idea, the reader will confuse to decide the main topic of the text.

5. Fluency (style and ease of communication)

   Fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers). If the researcher uses strange vocabulary, the readers will confuse what the purpose of writing.

Table IV

Analytic Scoring of Writing

Writing Component	Score	Description

Grammar	5	Mastery of grammar taught on course – only 1 or 2 minor mistake.
	4	A few mistakes only (prepositions, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes, which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes – no mastery of sentence construction – almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use word acquired – fairy appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc., on few occasions.
	2	Restricted vocabulary – use of synonyms [but not always appropriate] imprecise and vague- affect meaning.

	1	Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only [e.g. ei or ie].
	3	Several errors – do not interfere significantly with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words very hard to recognize.
	1	Numerous errors – hard to recognize several words – communication made very difficult.
Relevance	5	All sentences support the topic – highly organized – clear progression of ideas well linked educated native speaker.
	4	Ideas well organized – links could occasionally be clearer but communication not impaired.
	3	Some lacks of organization – rereading required for clarification ideas
	2	Little or no attempts at connectivity – though reader deduces some organization –

		individual ideas may be clear but very difficult to deduce connections between them.
	1	Lack of organization so severe that communication is seriously impaired.
Fluency	5	Flowing style – very easy to understand – both complex and simple sentences – very effective.
	4	Quite flowing style – mostly easy to understand a few complex sentences – very effective.
	3	Style reasonably smooth – not too hard to understand mostly [but not all] simple sentences – fairy effective.
	2	Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences.
	1	Very jerky – hard to understand cannot enjoy reading – almost all simple – complex sentences confusing – excessive use of "and".

E. Data Analysis Technique

The data analysis is carried out to find out the data normality and the homogeneity of the sample. It aims to check if the research result met the criteria of good research or not. Data analysis discussed two main things:

1. Normality Test

   The data normality test was conducted out to find out whether the data obtained is normally distributed or not. The formula used is the Chi-Square test with the hypothesis statistics as follows:

   H_0 : The data is distributed normally

   H_1 : The data is not distributed normally

   The formula is:[63]

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

   Where:

   x^2 : chi-kuadrat

   O_i : the frequency that was obtained from data

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[63] Sudjana, *Metode Statistika.* (Bandung: Tarsito, 2002) P. 273.

E_i : the frequency that was hoped

k : the sum of interval class

If the obtained score was lower than the t-table score by using 5% alpha of significance, H_0 was accepted. It was meant that H_1 was rejected. So, the data is normal.

2. Homogeneity Test

It is intended to get the assumption that the sample of research came from the same condition or homogenous. The researcher uses the formula as

$$\chi^2 = (\ln 10)\left\{B - \sum (n_i - 1)\log s_i^2\right\}$$

follows:[64]

With:

$$B = \left(\log s^2\right)\Sigma(n_i - 1) \quad \text{and} \quad s^2 = \frac{\Sigma(n_i - 1)S_i^2}{\Sigma(n_i - 1)}$$

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[64] Ibid. P. 263.

Where:

x^2 : Chi-kuadrat

s_i^2 : i-variance

n_i : number of participant

k : the sum of interval class

If $x^2 count \geq x^2 (1 - a)(k - 1)$ with significance 5% and dk = k - 1 so H_0 was refused, the data is not homogenous. If the participants are homogeneous, the writer uses the following formula to measure the hypothesis:[65]

$$F_{score} = \frac{Biggest\ Variance}{Smallest\ Variance}$$

Hypothesis: $H_0: \sigma_i^2 = \sigma_2^2$

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

Explanation:

Drawing conclusions, namely, the two groups have the same variance if $F_{score} \leq F_{\left(\frac{1}{2}a\right)(v1.v2)}$ at significant rates 5%, $v_1 = n_1 - 1$ (numerator) and $v_2 = n_2 - 1$ (denominator).

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[65] Ibid. P. 250.

3. Analyzing The Result of The Test

First, the test was conducted in both the experimental and control group. Second, the result of the test was scored by using a rating scale. Thirdly, the results score of the two groups were determined. Finally, the two results were compared by applying the t-test formula. T-test was used to differentiate if the students' result of writing a descriptive text by using the *show don't tell* technique and without using the *show don't tell* technique was significant or not.

The researcher uses the formula as follows;[66]

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

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

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[66] Ibid. P. 239.

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$\overline{x_1}$ = the mean score of the experimental group

$\overline{x_2}$ = the mean score of the control group

n_1 = the number of the experimental group

n_2 = the number of the control group

s = standard deviation

s_2 =   variance

If the obtained score was higher than the t-table score by using 5% alpha of significance, H_0 was rejected. It meant that H_1 was accepted: "There was a significant difference in writing achievement between the experimental and control group."

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the data that were collected during the experimental research. The analysis focuses on the test result, which were done both in the experimental and control group.

A. Data Analysis

1. Analysis of Pretest

The experimental group (class X A) was given the pretest on August 6, 2020, and the control group (class X B) was given on August 7, 2020. They were asked to make a descriptive text based on a picture given by the teacher.

a. Test of Normality

The hypothesis used for normality test:

H_0 : The data is distributed normally

H_1 : The data is not distributed normally

The test of normality was conducted to determine whether the data of control and experimental group collected from the research come from normal distribution is normal. The result computation of Chi-quadrate (x^2_{score}) then was compared with a table of Chi-quadrate (x^2_{table}) by

using 5% alpha of significance. If $x^2_{score} < x^2_{table}$ then it is implied that the data deployment of research results is distributed normally.

Based on the research result of X B students in the control group before they were taught descriptive text without the *show don't tell* technique, they reach the maximum score 76 and minimum score 40. The stretches of the score are 36. So, there are 7 classes with the length of classes 6. From the computation of frequency distribution, it was found $(\sum f_i x_i) = 2202$ and $(\sum f_i x_i{}^2) = 138489$. So the average score $(\bar{x})$ is 61,1667, and the standard deviation (s) is 10,4198. After counting the average score and standard deviation, a table of observation frequency is needed to measure Chi-quadrate $(X^2{}_{score})$.

Table V

The Observation Frequency of Control Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	39,5	-2,08	-0,4812				
40 – 45				0,0476	1,7	3	0,9689
	45,5	-1,50	-0,4337				
46 - 51				0,1104	4,0	4	0,0002

	51,5	-0,93	-0,3232				
52 - 57				0,1857	6,7	6	0,0701
	57,5	-0,35	-0,1375				
58 – 63				0,2261	8,1	7	0,1599
	63,5	0,22	0,0886				
64 – 69				0,1995	7,2	9	0,4606
	69,5	0,80	0,2881				
70 – 75				0,1275	4,6	3	0,5498
	75,5	1,38	0,4155				
76 - 81				0,0590	2,1	4	1,6597
	81,5	1,95	0,4745				
					x^2	=	3,8691

Based on the Chi-quadrate table $(X^2{}_{table})$ for 5% alpha of significance with dk $7 - 3 = 4$, it is found $X^2{}_{table} = 9,49$. Because of $X^2{}_{score} < X^2{}_{table}$, so the initial data of the control group distributed normally.

While from the result of X A students in the experimental group, before they were taught descriptive text using the *show don't tell* technique, they reach the maximum score 76 and minimum score 40. The stretches of score are 36. So, there are 7 classes with the length of classes 6. From the computation of frequency distribution, it was found $(\sum f_i x_i) = 2178$ and $(\sum f_i x_i{}^2) = 135945$. So the average score $(\bar{x})$ is 75,8226, and the standard

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deviation (s) is 10,9231. After counting the average score and standard deviation, table of observation frequency is needed to measure Chi-quadrate ($X^2{}_{score}$).

Table VI

The Observation Frequency of Experimental Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	39,5	-1,92	-0,4727				
40 - 45				0,0576	2,1	4	1,7926
	45,5	-1,37	-0,4152				
46 – 51				0,1201	4,3	4	0,0245
	51,5	-0,82	-0,2950				
52 - 57				0,1868	6,7	6	0,0782
	57,5	-0,27	-0,1082				
58 - 63				0,2164	7,8	8	0,0056
	63,5	0,27	0,1082				
64 – 69				0,1868	6,7	6	0,0782
	69,5	0,82	0,2950				
70 – 75				0,1201	4,3	4	0,0245
	75,5	1,37	0,4152				
76 - 81				0,0576	2,1	4	1,7926
	81,5	1,92	0,4727				
					x^2	=	3,7961

Based on the Chi-quadrate table ($X^2{}_{table}$) for 5% alpha of significance with dk $7 - 3 = 4$, it is found

$X^2{}_{table} = 9,49$. Because of $X^2{}_{score} < X^2{}_{table}$, so the initial data of the control group distributed normally.

b. Test of Homogeneity

Test of homogeneity was conducted to determine whether the sample in the research comes from a population that had the same variance. In this study, the homogeneity of the test was measured by comparing the obtained score (F_{score}) with F_{table}. Thus, if the obtained score (F_{score}) was lower than the F_{table} or equal, it could be said that the H_0 was accepted. It meant that the variance was homogeneous. The analysis of the homogeneity test could be seen in the table below.

Table VII

The Test of Homogeneity (Pretest)

Variant Sources	Control Group	Experimental Group
Sum	2208	2164
N	36	36
$\bar{X}$	61,33	60,11
Variance (s^2)	101,49	122,96
Standard	10,07	11,09
F_{score}	0,321727	

F_{table}	3,84

From the table above, it can be concluded that class X A (experimental group) and X B (control group) value are of $F_{score} < F_{table}$, so that H_0 is accepted. Hence, both classes is homogeneous or the same.

c. Test of difference two variants in posttest between experiment and control group

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in the posttest score. So, to differentiate if the students' results of writing a recount paragraph in the experimental and control group after getting treatments were significant or not, the writer used a t-test to test the hypothesis mentioned in chapter two. To see the difference between the experimental and control group, the writer used the formula:

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

Where:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on the table of homogeneity of posttest, first, the writer had to find S by using the formula above:

$$S = \sqrt{\frac{(36 - 1)122{,}9600 + (36 - 1)49}{36 + 36 - 2}} = 10{,}5936$$

After S was found, the next step was to measure the t-test:

$$t = \frac{60{,}11 - 61{,}33}{10{,}593\sqrt{\frac{1}{36} + \frac{1}{36}}} = 0{,}498$$

After getting the t-test result, then it would be consulted to the critical score of t_{table} to check whether the difference is significant or not. For $a = 5\%$ with dk $36 + 36 - 2 = 70$, it was found $t_{table} = 1{,}9443709$. Because of $t_{Score} > t_{table}$ It could be concluded that there was no significant difference between the experimental and control groups. It

meant that there are no differences between the experimental and control group.

2. Analysis of Posttest

The experimental group (class X A) was given the posttest on August 27, 2020, and the control group (class X B) was given on August 28, 2020. The Posttest was given after all treatment had been conducted. The *show don't tell* technique was used as writing technique in the treatment of teaching writing descriptive text in the experimental group. Meanwhile, the control group were given treatment without the *show don't tell* technique. Posttest purposes is to measure students' ability after they got treatment. They were asked to make a descriptive text based on a picture given by the teacher.

a. Test of Normality

The hypothesis used for normality test:

H_0 : The data is distributed normally

H_1 : The data is not distributed normally

The test of normality was conducted to determine whether the data of control and experimental group collected from the research come

from normal distribution is normal. The result computation of Chi-quadrate (x^2_{score}) then was compared with a table of Chi-quadrate (x^2_{table}) by using 5% alpha of significance. If $x^2_{score} < x^2_{table}$ then it is implied that the data deployment of research results is distributed normally.

Based on the research result of X B students in the control group after they were taught descriptive text without the *show don't tell* technique, they reach the maximum score 88 and minimum score 56. The stretches of the score are 32. So, there are 7 classes with the length of classes 5. From the computation of frequency distribution, it was found $(\sum f_i x_i) = 2523$ and $(\sum f_i x_i{}^2) = 179789$. So the average score $(\bar{x})$ is 70,0833, and the standard deviation (s) is 9,20985. After counting the average score and standard deviation, a table of observation frequency is needed to measure Chi-quadrate $(X^2{}_{score})$.

Table VIII

The Observation Frequency of Control Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\dfrac{(O_i - E_i)^2}{E_i}$
	55,5	-1,58	-0,4433				
56 – 60				0,0924	3,3	7	4,0592
	60,5	-1,04	-0,3510				
61 – 65				0,1603	5,8	7	0,2615
	65,5	-0,50	-0,1906				
66 – 70				0,2087	7,5	5	0,8403
	70,5	0,05	0,0180				
71 – 75				0,2037	7,3	5	0,7431
	75,5	0,59	0,2218				
76 – 80				0,1492	5,4	6	0,0736
	80,5	1,13	0,3710				
81 – 85				0,0819	3,0	5	1,4243
	85,5	1,67	0,4529				
86 - 90				0,0338	1,3839	1	0,1065
	90,5	2,22	0,4867				
					x^2	=	7,5085

Based on the Chi-quadrate table $(X^2{}_{table})$ for 5% alpha of significance with dk $7 - 3 = 4$, it is found $X^2{}_{table} = 9,49$. Because of $X^2{}_{score} < X^2{}_{table}$, so the initial data of the control group distributed normally.

While from the result of X A students in the experimental group, after they were taught descriptive text using the *show don't tell* technique,

they reach the maximum score 92 and the minimum score 60. The stretches of the score are 32. So, there are 7 classes with the length of classes 5. From the computation of frequency distribution, it was found $(\sum f_i x_i) = 2782$ and $(\sum f_i x_i^2) = 217984$. So the average score $(\bar{x})$ is 77,2778, and the standard deviation (s) is 9,25391. After counting the average score and standard deviation, a table of observation frequency is needed to measure Chi-quadrate $(X^2{}_{score})$.

Table IX

The Observation Frequency of Experimental Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\dfrac{(O_i - E_i)^2}{E_i}$
	59,5	-1,92	-0,4726				
60 – 64				0,0563	2,0	4	1,9198
	64,5	-1,38	-0,4163				
65 – 69				0,1166	4,2	4	0,0095
	69,5	-0,84	-0,2997				
70 – 74				0,1817	6,5	6	0,0448
	74,5	-0,30	-0,1180				
75 – 79				0,2129	7,7	7	0,0574
	79,5	0,24	0,0949				
80 – 84				0,1875	6,8	6	0,0837
	84,5	0,78	0,2824				

85 – 89				0,1243	4,5	5	0,0619
	89,5	1,32	0,4067				
90 - 94				0,0619	2,2	4	1,4066
	94,5	1,86	0,4686				
					x^2	=	2,1770

Based on the Chi-quadrate table $(X^2{}_{table})$ for 5% alpha of significance with dk $7 - 3 = 4$, it is found $X^2{}_{table} = 9,49$. Because of $X^2{}_{score} < X^2{}_{table}$, so the initial data of the control group distributed normally.

b. Test of difference two variants in posttest between experiment and control group

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in the posttest score. So, to differentiate if the students' results of writing a recount paragraph in the experimental and control group after getting treatments were significant or not, the writer used a t-test to test the hypothesis mentioned in chapter two. To see the difference between the experimental and control group, the writer used the formula:

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

Where:

$$s = \sqrt{\frac{(n_1 - 1)\,s_1^2 + (n_2 - 1)\,s_2^2}{n_1 + n_2 - 2}}$$

Based on the table of homogeneity of posttest, first, the writer had to find S by using the formula above:

$$S = \sqrt{\frac{(36 - 1)95{,}8349 + (36 - 1)77{,}2444}{36 + 36 - 2}} = 9{,}302267$$

After S was found, the next step was to measure the t-test:

$$t = \frac{77{,}22 - 70{,}11}{98{,}30267\sqrt{\dfrac{1}{36} + \dfrac{1}{36}}} = 3{,}243$$

After getting the t-test result, then it would be consulted to the critical score of t_{table} to check whether the difference is significant or not. For $a = $ 5% with dk $36 + 36 - 2 = 70$, it was found $t_{table} = $

63

1,67. Because of $t_{Score} > t_{table}$ It could be concluded that there was a significant difference between the experimental and control groups. It meant that the experimental group was better than the control group after getting treatments.

Since the obtained t_{Score} was higher than the critical score on the table, the difference was statistically significant. Therefore, based on the computation, there was a significant difference between the teaching of writing descriptive text with the *show don't tell* technique, and the teaching of writing descriptive text without the *show don't tell* technique for the tenth-grade students of MA NU Salafiyah Demak. Teaching writing descriptive text with the *show don't tell* technique to be more effective than teaching writing descriptive text without the *show don't tell* technique. It can be seen from the result of the test where the students taught writing by using movie got higher scores than the students taught writing without the *show don't tell* technique.

B. Discussions

The result of the data analysis conducted shows that the application of the *show don't tell* technique in the teaching writing descriptive text is effective for the students of X B of MA NU Salafiyah because the results of the t-test analysis between the experimental and control group showed that $t_{table} = 1,67$ and $t_{score} = 3,243$ then H_a is accepted or H_o is not accepted because t_{score} is higher than $t_{table}(3,243 > 1,67)$.

The effectiveness of the *show don't tell* technique is also in line with several previous research papers. The technique can improve students' relevance and fluency in English writing supported by students' achievement in pre and posttest. On a scale 1 to 5, the average relevance score in the pretest of the experimental group is 3,10, and the fluency is 3,02. While the relevance in the posttest is 3,81 and the fluency is 3,89. The improvement in relevance makes the students' text more organized, ideas become apparent, and all sentences support the topic. And improvement in fluency makes the students' text easier to understand and the sentences are effective.

This research shows a significant difference in students' achievement between the experimental and control group of class X of MA NU Salafiyah Demak students. The average score of the control group in the pretest is 61,33, and the posttest is 70,11. Moreover, the average score of the experimental group in pretest is 60,11 and posttest is 77,22. The average score represents that the *show don't tell* technique is effective in the teaching writing descriptive text for the students of class X of MA NU Salafiyah Demak.

C. **The Advantages and Disadvantages of the *Show don't tell* Technique in Teaching Writing Descriptive Text**

1. The Advantages of the *Show don't tell* Technique in Teaching Writing Descriptive Text

   After conducting the research, the researcher finds some advantages of using the *show don't tell* technique in teaching writing descriptive text:

   a. The *show don't tell* technique drives students to use their senses to visualize things they want to describe. Therefore, the students are easier to find their ideas and thoughts and express them in sentences. The senses could also make

students produce a more engaging, enticing, and informative paragraph.

b. Students' time in writing descriptive text will decrease drastically. This time reduction is in line with the use of students' senses. The faster students find what they want to write, the faster they finish their writing.

c. Learning writing becomes more interesting. The boredom in learning writing could be minimized because the students are active.

D. The Disadvantage of the *Show don't tell* Technique in Teaching Writing Descriptive Text

After conducting the research, the researcher finds a disadvantage of using the *show don't tell* technique in teaching writing descriptive text the *show don't tell* technique which is merely focused on writing technique. Language features, grammar and vocabulary that will be used in English by students must be supported by other teaching and learning method to fulfill writing standard.

E. Limitation of Research

Although the research has been carried out to the maximum, but the researcher is inseparable from mistakes

and shortcomings, this is because of the following limitations:

1. Limitation of Place

    This research is conducted MA NU Salafiyah Demak and confined to that place. It is possible to obtain different results if done in different places. However, the possibilities are not that different from the results of this study.

2. Limitation of Time

    The time used for this research is minimal because it is used according to the needs related to research only. Although the research time is categorized as short, this research has met the requirements in scientific research.

3. Limitation of Subject Matter

    This research was conducted in a descriptive text, and it is possible to obtain different results when performed on the different subject matter. However, the results are not that different from the results of this study.

4. Limitation of Technique

    The use of the *show don't tell* technique in teaching writing in this research requires additional

supporting method to support students need in grammar and other aspects in English.

5. Limitation of Capability

    The researcher realizes that research will not be separated from the extent of knowledge and abilities possessed by researchers especially in making scientific papers. Hence, with the guidance of the very helpful supervisor, the researcher optimizes the results of this research.

6. Limitation of Pandemic

    This research was conducted during pandemic covid-19. For reasons of health protocol, the researcher could not attend directly to the progress of this research, and the classes were done according to health protocol.

CHAPTER V
CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion, it can be concluded that the *show don't tell* technique in teaching writing descriptive text is effective. It was proven by the result of the t-test. The posttest t-test showed that t-score 3,243 was higher than t-table 1,67. It means that H_a was accepted and H_o was rejected. Since the t-score was higher than the t-table, then there was a significance difference in the achievement between students in class X A as experimental group who were taught descriptive text through the *show don't tell* technique and students in class X B as control group who were taught descriptive text without the *show don't tell* technique. The average score in the pretest in the experimental group was 60,11, and the average score of the control group was 61,33. While the average score in the posttest in the experimental group was 77,22, and the average score of the control group was 70,11. It means that class X A of as the experimental group has better descriptive writing than class X B of as the control group after the teaching using the *show don't tell* technique.

Based on the result of this research, the *show don't tell* technique has potential as a technique to facilitate students in their writing, specifically in relevance and fluency that makes the text is easy to understand and highly organized, and has flowing style, sentences that support the main topic, and both complex and simple sentences. However, this technique may not provide "a one-size-fit all" solution since any adjustment is necessary especially dealing with grammar and vocabulary. Further use of technique combination may be crucial. Therefore, teachers need to use an additional method to support students' needs in the EFL context. It implies that the *show don't tell* technique can be used in teaching writing with the use of additional method.

B. Suggestions

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

1. For the teachers, the teacher might consider using the *show don't tell* technique to teach writing descriptive text because it will help students to find their ideas. Students would not struggle to think about what they want to write.

2. For the students, the student must be more active in learning and improve the quality of learning to get maximum learning achievement.

3. For the school, the school should increase participation in fixing the quality of learning by providing adequate facilities for learning media.

4. For other researchers, further research needs more research on other skills or other subject matter.

C. Closing

The true praise only belongs to Allah, who gives power and health to pass this pandemic until this final project can be finished.

The author is confident that this study is far from flawless. As a result, positive criticism and suggestion are highly desired. Finally, the author hopes that it would be helpful to her as well as other readers.

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APPENDIX

Test of the Normality Data of Pretest Control Group (X B)

Hypothesis
H_0 : Data distributes normally
H_1 : Data does not distribute normally

Formula
$$x^2 = \sum_{i=l}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Criteria
Is accepted if $H_o \quad x^2_{score} < x^2_{table}$

Test of Hypothesis
Max. Value	= 76
Min. Value	= 40
Stretches of Value (R)	= 76-40 = 36
Classes (k)	= 1 + 3,3 log 36 = 6,136 = 7 kelas
Length of classes (P)	= 36/7 = 5,14286 = 6

Distribution Table of the Pretest of Control Group

Class	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
40 – 45	3	42,5	1806,25	127,5	5418,75
46 – 51	4	48,5	2352,25	194	9409
52 – 57	6	54,5	2970,25	327	17821,5
58 – 63	7	60,5	3660,25	423,5	25621,8
64 – 69	9	66,5	4422,25	598,5	39800,3
70 - 75	3	72,5	5256,25	217,5	15768,8
76 – 81	4	78,5	6162,25	314	24649
Sum	36			2202	138489

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2202}{36} = 61,1667$$

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

$$= \frac{36*138489 - (2202)^2}{36(36-1)}$$

$$S^2 = 108,571$$

$S = 10,4198$

List of the Observation Frequency of Pretest Control Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	39,5	-2,08	-0,4812				
40 – 45				0,0476	1,7	3	0,9689
	45,5	-1,50	-0,4337				
46 - 51				0,1104	4,0	4	0,0002
	51,5	-0,93	-0,3232				
52 - 57				0,1857	6,7	6	0,0701
	57,5	-0,35	-0,1375				
58 – 63				0,2261	8,1	7	0,1599
	63,5	0,22	0,0886				
64 – 69				0,1995	7,2	9	0,4606
	69,5	0,80	0,2881				
70 – 75				0,1275	4,6	3	0,5498
	75,5	1,38	0,4155				
76 - 81				0,0590	2,1	4	1,6597
	81,5	1,95	0,4745				
					x^2	$=$	3,8691

For $a = 5\%$, with dk = 7 - 3 = 4, it is obtained that x^2 table = 9,49.

Because $x^2_{score} < x^2_{table}$, so the data is in the normal distribution.

APPENDIX 2
Test of the Normality Data of Pretest Experimental Group (X A)

Hypothesis
H_0 : Data distributes normally
H_1 : Data does not distribute normally

Formula

$$x^2 = \sum_{i=l}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Criteria
Is accepted if H_o $x^2_{score} < x^2_{table}$

Test of Hypothesis

Max. Value	= 76
Min. Value	= 40
Stretches of Value (R)	= 76-40 = 36
Classes (k)	= 1 + 3,3 log 36 = 6,136 = 7 kelas
Length of classes (P)	= 36/7 = 5,14286 = 6

Distribution Table of the Pretest of Experimental Group

Class	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
40 – 45	4	42,5	1806,25	170	7225
46 – 51	4	48,5	2352,25	194	9409
52 – 57	6	54,5	2970,25	327	17821,5
58 – 63	8	60,5	3660,25	484	29282
64 – 69	6	66,5	4422,25	399	26533,5
70 - 75	4	72,5	5256,25	290	21025
76 – 81	4	78,5	6162,25	314	24649
Sum	36			2178	135945

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2178}{36} = 60,5$$

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

$$= \frac{36*135945 - (2178)^2}{36(36-1)}$$

$$S^2 = 119,314$$

$S = 10,9231$

List of the Observation Frequency of Pretest Experimental Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	39,5	-1,92	-0,4727				
40 - 45				0,0576	2,1	4	1,7926
	45,5	-1,37	-0,4152				
46 – 51				0,1201	4,3	4	0,0245
	51,5	-0,82	-0,2950				
52 - 57				0,1868	6,7	6	0,0782
	57,5	-0,27	-0,1082				
58 - 63				0,2164	7,8	8	0,0056
	63,5	0,27	0,1082				
64 – 69				0,1868	6,7	6	0,0782
	69,5	0,82	0,2950				
70 – 75				0,1201	4,3	4	0,0245
	75,5	1,37	0,4152				
76 - 81				0,0576	2,1	4	1,7926
	81,5	1,92	0,4727				
					x^2	=	3,7961

For $a = 5\%$, with dk = 7 - 3 = 4, it is obtained that x^2 table = 9,49.

Because $x^2_{score} < x^2_{table}$, so the data is in the normal distribution.

Test of the Normality Data of Posttest Control Group (X B)

Hypothesis
H_0 : Data distributes normally
H_1 : Data does not distribute normally

Formula

$$x^2 = \sum_{i=l}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Criteria
Is accepted if H_o $x^2_{score} < x^2_{table}$

Test of Hypothesis

Max. Value	$= 88$
Min. Value	$= 56$
Stretches of Value (R)	$= 88\text{-}56 = 32$
Classes (k)	$= 1 + 3,3 \log 36 = 6,322 = 7$ kelas
Length of classes (P)	$= 32/7 = 4,57143 = 5$

Distribution Table of the Posttest of Control Group

Class	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
56 – 60	7	58	3364	406	23548
61 – 65	7	63	3969	441	27783
66 – 70	5	68	4624	340	23120
71 – 75	5	73	5329	365	26645
76 – 80	6	78	6084	468	36504
81 – 85	5	83	6889	415	34445
86 - 90	1	88	7744	88	7744
Sum	36			2523	179789

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2523}{36} = 70,0833$$

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

$$= \frac{36*179189 - (2523)^2}{36(36-1)}$$

$$S^2 = 84,8214$$

$S = 9,20985$

List of the Observation Frequency of Posttest Control Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	55,5	-1,58	-0,4433				
56 – 60				0,0924	3,3	7	4,0592
	60,5	-1,04	-0,3510				
61 – 65				0,1603	5,8	7	0,2615
	65,5	-0,50	-0,1906				
66 – 70				0,2087	7,5	5	0,8403
	70,5	0,05	0,0180				
71 – 75				0,2037	7,3	5	0,7431
	75,5	0,59	0,2218				
76 – 80				0,1492	5,4	6	0,0736
	80,5	1,13	0,3710				
81 – 85				0,0819	3,0	5	1,4243
	85,5	1,67	0,4529				
86 - 90				0,0338	1,3839	1	0,1065
	90,5	2,22	0,4867				
					x^2	$=$	7,5085

For $a = 5\%$, with dk $= 7 - 3 = 4$, it is obtained that x^2 table $= 9,49$.

Because $x^2_{score} < x^2_{table}$, so the data is in the normal distribution.

APPENDIX 4
Test of the Normality Data of Posttest Experimental Group (X A)

Hypothesis
H_0 : Data distributes normally
H_1 : Data does not distribute normally

Formula

$$x^2 = \sum_{i=l}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Criteria
Is accepted if H_o $x^2_{score} < x^2_{table}$

Test of Hypothesis

Max. Value	= 92
Min. Value	= 60
Stretches of Value (R)	= 92-60 = 32
Classes (k)	= 1 + 3,3 log 36 = 6,322 = 7 kelas
Length of classes (P)	= 32/7 = 4,57143 = 5

Distribution Table of the Posttest of Experimental Group

Class	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
60 – 64	4	62	3844	248	15376
65 – 69	4	67	4489	268	17956
70 – 74	6	72	5184	432	31104
75 – 79	7	77	5929	539	41503
80 – 84	6	82	6724	492	40344
85 – 89	5	87	7569	435	37845
90 - 94	4	92	8464	368	33856
Sum	36			2782	217984

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2782}{36} = 77,2778$$

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

$$= \frac{36*241919 - (3127)^2}{36(36-1)}$$

$$S^2 = 85,6349$$

$S = 9,25391$

List of the Observation Frequency of Posttest Experimental Group

Class	Bk	Z_i	$P(Z_i)$	Ld	E_i	O_i	$\dfrac{(O_i - E_i)^2}{E_i}$
	59,5	-1,92	-0,4726				
60 – 64				0,0563	2,0	4	1,9198
	64,5	-1,38	-0,4163				
65 – 69				0,1166	4,2	4	0,0095
	69,5	-0,84	-0,2997				
70 – 74				0,1817	6,5	6	0,0448
	74,5	-0,30	-0,1180				
75 – 79				0,2129	7,7	7	0,0574
	79,5	0,24	0,0949				
80 – 84				0,1875	6,8	6	0,0837
	84,5	0,78	0,2824				
85 – 89				0,1243	4,5	5	0,0619
	89,5	1,32	0,4067				
90 - 94				0,0619	2,2	4	1,4066
	94,5	1,86	0,4686				
					x^2	=	2,1770

For $a = 5\%$, with dk = 7 - 3 = 4, it is obtained that x^2 table = 9,49.

Because $x^2_{score} < x^2_{table}$, so the data is in the normal distribution.

APPENDIX 5

Table of Pretest Homogeneity

Source of Data

Variance Sources	CONTROL	EXPERIMENT
Sum	2208	2164
N	36	36
$\bar{X}$	61,33	60,11
Variance (S^2)	101,49	122,96
Standart deviation (S)	10,07	11,09

Table of Bartlett Test

Sample	dk	1/dk	S_i^2	Log S_i^2	dk.Log S_i^2	dk * Si^2
1	35	0,0286	101,490	2,006	70,225	3552,150
2	35	0,0286	122,960	2,090	73,142	4303,600
Sum	70				143,367	7855,750

$$S^2 = \frac{\Sigma(n_1 - 1)S_i^2}{\Sigma(n_1 - 1)} = \frac{7855,750}{70} = 112,225$$

$B = (\log S^2) \, S \, (n_i - 1)$

$B = 2,0500896$

$B = 143,50627$

$x_{score}^2 = (\text{Ln } 10) \{ B - S(ni-1) \log Si2\}$

$x_{score}^2 = 2,3025851 \{143,50627 - 143,367\}$

$x_{score}^2 = 0,321727$

For a = 5% with dk = k - 1 = 2 - 1 = 1 is obtained $x_{table}^2 = 3,84$

Because of $x_{score}^2 < x_{table}^2$, so the data is homogeneous

APPENDIX 6
Test of Differences between Two Variances in the Pretest of Experimental and Control Groups

<u>**Hypothesis**</u>
$H_o : \mu_1 = \mu_2$
$H_a : \mu_1 \neq \mu_2$

<u>**Hypothesis Test**</u>
To measure the hypothesis, the formula used is given below:

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

Where,

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

H_o is accepted if $t \leq t_{(1-a)(n_1+n_2-2)}$
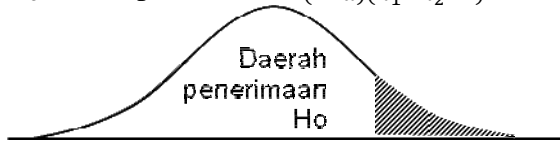
Dari Data Diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2164	2208
n	36	36
$\bar{x}$	60,11	61,33
Varians (s^2)	122,9600	101,4900
Standart deviasi (s)	11,09	10,07

Based on the formula, the result was:

$$S = \sqrt{\frac{(36 - 1)122,9600 + (36 - 1)49}{36 + 36 - 2}} = 10,5936$$

$$t = \frac{60,11 - 61,33}{10,593\sqrt{\frac{1}{36} + \frac{1}{36}}} = 0,498$$

On $a = 5\%$ with dk $= 36 + 36 - 2 = 70$ is obtained $t_{(0.975)(70)} = 1{,}9443709$

-1,99   -0,498   1,99
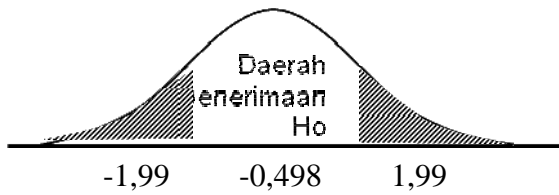
Because t is in H_o area, so it can be concluded that there are not differences between experimental and control group.

Test of Differences between Two Variances in the Posttest of Experimental and Control Groups

Hypothesis

$H_o : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

Hypothesis Test

To measure the hypothesis, the formula used is given below:

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

Where,

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

H_o is accepted if $t \leq t_{(1-a)(n_1+n_2-2)}$

Dari Data Diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2780	2524
n	36	36
$\bar{x}$	77,22	70,11
Varians (s^2)	95,8349	77,2444
Standart deviasi (s)	9,79	8,79

Based on the formula, the result was:

$$S = \sqrt{\frac{(36-1)95,8349 + (36-1)77,2444}{36 + 36 - 2}} = 9,302267$$

$$t = \frac{77,22 - 70,11}{98,30267\sqrt{\frac{1}{36} + \frac{1}{36}}} = 3,243$$

On $a = 5\%$ with dk $= 36 + 36 - 2 = 70$ is obtained $t_{(0.975)(70)} = 1{,}67$

Daerah
enerimaan
Ho

1,67   3,243
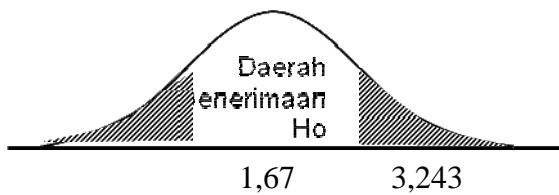
Because t is in H_a area, so it can be concluded that experimental group is better than control group.

APPENDIX 8
THE PRETEST SCORE OF THE CONTROL GROUP (X B)

NO	CODE	WRITING ITEMS					RAW SCORE	RIPE SCORE
		1	**2**	**3**	**4**	**5**		
1	C – 1	2	2	2	2	2	10	40
2	C – 2	4	3	4	4	4	19	76
3	C – 3	2	2	2	3	2	11	44
4	C – 4	3	4	4	4	4	19	76
5	C – 5	3	2	2	2	2	11	44
6	C – 6	4	3	4	4	4	19	76
7	C – 7	2	2	2	3	3	12	48
8	C – 8	4	4	4	4	3	19	76
9	C – 9	3	3	2	2	2	12	48
10	C – 10	3	3	4	4	4	18	72
11	C – 11	2	2	3	3	2	12	48
12	C – 12	3	4	4	3	4	18	72
13	C – 13	2	2	3	3	2	12	48
14	C – 14	4	3	4	3	4	18	72
15	C – 15	3	2	3	3	3	14	56
16	C – 16	3	4	3	3	4	17	68
17	C – 17	2	3	3	3	3	14	56
18	C – 18	3	4	4	3	3	17	68
19	C – 19	3	3	2	3	3	14	56
20	C – 20	4	3	3	4	3	17	68
21	C – 21	3	3	3	3	2	14	56
22	C – 22	3	4	3	4	3	17	68
23	C – 23	3	3	2	3	3	14	56
24	C – 24	4	3	3	4	3	17	68
25	C – 25	3	3	3	3	2	14	56
26	C – 26	4	3	3	4	3	17	68
27	C – 27	3	3	3	3	3	15	60
28	C – 28	3	4	3	4	3	17	68
29	C – 29	3	3	3	3	3	15	60
30	C – 30	4	3	4	3	3	17	68
31	C – 31	3	3	3	3	3	15	60
32	C – 32	3	4	4	3	3	17	68
33	C – 33	3	2	4	3	3	15	60
34	C – 34	3	3	3	3	3	15	60
35	C – 35	2	3	3	3	4	15	60
36	C – 36	2	3	3	3	4	15	60
	Sum	109	110	115	119	114	552	2208
	Average	2,94	2,97	3,10	3,21	3,08	15,33	61,33

APPENDIX 9

THE PRETEST SCORE OF THE EXPERIMENTAL GROUP (X A)

NO	CODE	WRITING ITEMS					RAW SCORE	RIPE SCORE
		1	**2**	**3**	**4**	**5**		
1	E – 1	2	2	2	2	2	10	40
2	E – 2	3	3	3	3	3	15	60
3	E – 3	2	2	2	2	2	10	40
4	E – 4	3	3	3	3	3	15	60
5	E – 5	2	2	2	2	2	10	40
6	E – 6	3	3	3	3	3	15	60
7	E – 7	2	2	2	2	2	10	40
8	E – 8	3	3	3	3	3	15	60
9	E – 9	2	3	2	3	2	12	48
10	E – 10	3	3	3	4	4	17	68
11	E – 11	3	2	2	3	2	12	48
12	E – 12	4	3	3	3	4	17	68
13	E – 13	3	3	3	2	2	12	48
14	E – 14	3	4	3	4	3	17	68
15	E – 15	3	2	2	2	3	12	48
16	E – 16	4	3	3	3	4	17	68
17	E – 17	2	3	2	3	3	13	52
18	E – 18	3	4	3	4	3	17	68
19	E – 19	3	3	3	3	2	14	56
20	E – 20	3	4	3	4	3	17	68
21	E – 21	3	3	2	3	3	14	56
22	E – 22	4	3	4	3	4	18	72
23	E – 23	3	2	3	3	3	14	56
24	E – 24	4	3	4	3	4	18	72
25	E – 25	3	3	2	3	3	14	56
26	E – 26	3	4	3	4	4	18	72
27	E – 27	3	3	3	3	2	14	56
28	E – 28	3	4	4	4	3	18	72
29	E – 29	3	3	3	3	3	15	60
30	E – 30	3	4	4	4	4	19	76
31	E – 31	3	3	3	3	3	15	60
32	E – 32	4	4	4	3	3	19	76
33	E – 33	3	3	3	3	3	15	60
34	E – 34	3	4	4	4	3	19	76
35	E – 35	3	3	3	3	3	15	60
36	E – 36	4	3	4	4	4	19	76
Sum		109	111	108	115	112	541	2164
Average		2,94	3	2,91	3,10	3,02	15,02	60,11

APPENDIX 10

THE POSTTEST SCORE OF THE CONTROL GROUP (X B)

NO	CODE	WRITINGS ITEMS					RAW SCORE	RIPE SCORE
		1	2	3	4	5		
1	C – 1	3	3	3	3	2	14	56
2	C – 2	3	3	4	4	3	17	68
3	C – 3	3	3	3	2	3	14	56
4	C – 4	4	4	4	4	3	19	76
5	C – 5	3	3	3	3	3	15	60
6	C – 6	4	4	3	4	3	18	72
7	C – 7	3	3	3	3	3	15	60
8	C – 8	4	4	4	3	3	18	72
9	C – 9	3	3	3	3	3	15	60
10	C – 10	4	4	3	4	3	18	72
11	C – 11	3	3	3	3	3	15	60
12	C – 12	4	4	3	3	4	18	72
13	C – 13	3	3	3	3	3	15	60
14	C – 14	3	4	4	4	3	18	72
15	C – 15	3	4	3	3	3	16	64
16	C – 16	4	4	4	4	3	19	76
17	C – 17	3	3	3	3	4	16	64
18	C – 18	3	4	4	4	4	19	76
19	C – 19	3	3	4	3	3	16	64
20	C – 20	4	4	3	4	4	19	76
21	C – 21	3	4	3	3	3	16	64
22	C – 22	4	3	4	4	4	19	76
23	C – 23	3	3	3	4	3	16	64
24	C – 24	4	4	4	3	4	19	76
25	C – 25	3	3	4	3	3	16	64
26	C – 26	4	4	5	4	4	21	84
27	C – 27	3	3	3	3	4	16	64
28	C – 28	5	4	4	4	4	21	84
29	C – 29	3	4	3	4	3	17	68
30	C – 30	4	4	4	4	5	21	84
31	C – 31	4	3	4	3	3	17	68
32	C – 32	4	4	4	5	4	21	84
33	C – 33	3	4	4	3	3	17	68
34	C – 34	4	5	4	4	4	21	84
35	C – 35	4	3	3	4	3	17	68
36	C – 36	5	4	5	4	4	22	88
SUM		128	131	131	130	126	631	2524
AVERAGE		3,45	3,54	3,54	3,51	3,40	17,52	70,11

APPENDIX 11
THE POSTTEST SCORE OF THE EXPERIMENTAL GROUP (X A)

NO	CODE	WRITING ITEMS					RAW SCORE	RIPE SCORE
		1	**2**	**3**	**4**	**5**		
1	E – 1	3	3	3	3	3	15	60
2	E – 2	4	4	3	4	4	19	76
3	E – 3	3	3	3	3	3	15	60
4	E – 4	3	4	4	4	4	19	76
5	E – 5	3	3	3	3	3	15	60
6	E – 6	4	3	4	4	4	19	76
7	E – 7	3	3	3	3	3	15	60
8	E – 8	4	4	4	4	4	20	80
9	E – 9	3	4	3	4	3	17	68
10	E – 10	4	4	4	4	4	20	80
11	E – 11	4	3	3	3	4	17	68
12	E – 12	5	4	4	4	4	21	84
13	E – 13	4	3	3	3	4	17	68
14	E – 14	4	5	4	4	4	21	84
15	E – 15	4	4	3	3	3	17	68
16	E – 16	4	4	5	4	4	21	84
17	E – 17	4	3	4	3	4	18	72
18	E – 18	4	4	4	5	4	21	84
19	E – 19	3	4	4	3	4	18	72
20	E – 20	5	4	4	4	5	22	88
21	E – 21	3	3	4	4	3	18	72
22	E – 22	4	5	5	4	4	22	88
23	E – 23	4	3	3	3	4	18	72
24	E – 24	5	4	4	4	5	22	88
25	E – 25	3	4	4	4	3	18	72
26	E – 26	4	4	4	5	5	22	88
27	E – 27	4	4	4	3	3	18	72
28	E – 28	5	5	4	4	4	22	88
29	E – 29	4	4	5	4	4	19	76
30	E – 30	5	4	4	5	5	23	92
31	E – 31	4	4	4	4	3	19	76
32	E – 32	4	5	5	5	4	23	92
33	E – 33	4	4	4	3	4	19	76
34	E – 34	5	5	4	4	5	23	92
35	E – 35	4	4	4	4	3	19	76
36	E – 36	4	4	5	5	5	23	92
SUM		142	141	142	141	144	695	2780
AVERAGE		3,83	3,81	3,83	3,81	3,89	19,30	77,22

APPENDIX 12

THE SUBJECT LIST OF EXPERIMENTAL GROUP (X A)

No.	NISN	Nama	Code
1	0033291056	Abdur Rohman	E1
2	0026732866	Abdur Rohman Zidane Fikri	E2
3	0033291051	Adik Kurniawan	E3
4	0038272691	Agus Salam	E4
5	0033291174	Ahmad Thoba	E5
6	0029208725	Ahmat Nawawi	E6
7	0033291181	Ani Furoidah	E7
8	0033291161	Asyiq Khoirul Amri	E8
9	0033544361	Dedy Irawan	E9
10	0033291157	Eni Purwati	E10
11	0040231141	Erviyani	E11
12	0031433125	Fita Putriani	E12
13	0033291165	Fuja Sukriyati	E13
14	0033264912	Irma Khilyaturrahmah	E14
15	0033291046	Ishnail Ma`ruf	E15
16	0033291201	Ismatul Akhiroh	E16
17	0009952625	Izza Mahendra	E17
18	0033291180	Lia Ristiyana	E18
19	0033291059	Lilik Ambarwati	E19
20	0033291055	Mahali	E20
21	0033291171	Mirwahah	E21
22	0033291150	Mohammad Zianur Rosikh	E22
23	0029979235	Muazizah	E23
24	0030417990	Muhammad Iqbal Tawakal	E24
25	0033291146	Muhammad Sabiq Khoiron	E25
26	0033291197	Muhammad Sahrul Abas	E26
27	0039613350	Muhammad Shodiq	E27
28	0033291200	Nailatur Rohmah	E28
29	0033291044	Nasofa	E29
30	0033291061	Nasrulloh	E30
31	0033291048	Nia Rahmawati	E31
32	0032682048	Nur Mawaddah	E32
33	0033291192	Nurul Absor	E33
34	0012197169	Riyana Mitra Karina	E34
35	0034128678	Rohmawati	E35
36	0033291147	Rosnida Tsalits Ishfahani	E36

APPENDIX 13

THE SUBJECT LIST OF CONTROL GROUP (X B)

No.	NISN	Nama	Code
1	0026732845	Abdullah Hilmi	C1
2	0042794655	Ahmad Irfani	C2
3	0042794998	Ahmad Mustahar	C3
4	0042795032	Alam Nasroh	C4
5	0033291054	Alfiyatul Izzah	C5
6	0042794663	Ali Sa`dullah	C6
7	0033431454	Bagas Edy Cahyono	C7
8	0042795016	Dinda Himalaya Sari	C8
9	0042795005	Fadia Novita Sari	C9
10	0036593088	Faidatun Nasekhah	C10
11	0045022193	Fathul Huda	C11
12	0057539610	Fiki Setiawan	C12
13	0038486457	Hendi Aji	C13
14	0042794656	Ifanda Fatmawati	C14
15	0046059969	Indra Rismawan	C15
16	0042795018	Jegdi Setiawan	C16
17	0033291163	Khoirul Anam	C17
18	0042795002	Mohamad Ichsannudin Nursi	C18
19	0042795009	Mohammad Hikam Kamil	C19
20	0033291182	Mohammad Nizar Zamzami	C20
21	0036592802	Muarifah	C21
22	0042795026	Muhammad Daqi Alawi	C22
23	0033291098	Mukhlisul Hadi	C23
24	0042795020	Ni`matul Khoiriyah	C24
25	0041045982	Nurul Adid	C25
26	0042795041	Risma Zahrotun Nisa`	C26
27	0042795041	Rizal Auladi	C27
28	33342458	Rizal Nuruddin	C28
29	0050470440	Rosalia Indah	C29
30	0026781996	Saiful Huda	C30
31	0050470492	Salsa Safira Ruhmah	C31
32	0042794662	Siska Oktafiyah	C32
33	0035289254	Syaiful Abidin	C33
34	0033342685	Syifak	C34
35	0033291170	Yukfiana	C35
36	0042795039	Zannuba Arifatus Sholihah	C36

APPENDIX 14

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: MA NU Salafiyah
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / Ganjil
Materi	: Menulis Teks Deskripsi
Alokasi Waktu	: 4x45 Menit

J. Kompetensi Inti

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar

4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

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

L. Indikator Pencapaian Kompetensi

4.14.3 Siswa dapat menangkap makna dalam teks deskripsi lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.14.4 Siswa dapat menyusun teks deskripsi lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

M. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

6. Siswa dapat mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi terkait tempat wisata dan tempat bersejarah.

7. Siswa dapat mengidentifikasi bagian-bagian struktur teks deskripsi terkait tempat wisata dan tempat bersejarah.

8. Siswa dapat memahami struktur teks deskripsi terkait tempat wisata dan tempat bersejarah.

9. Siswa dapat memahami unsur kebahasaan dari teks deskripsi terkait tempat wisata dan tempat bersejarah.

10. Siswa dapat menyusun kalimat teks deskripsi terkait tempat wisata dan tempat bersejarah.

N. Materi Pembelajaran

4. Struktur teks:

   c. Identification

   d. Description

5. Unsur Kebahasaan:

   e. Penulisan teks deskripsi menggunakan simple present tense.

   f. Menggunakan attribute verb, seperti be (am, is, are).

   g. Menggunakan kata sifat atau adjective result.

   h. Penulisan teks deskripsi berfokus pada satu objek tersebut.

6. Fungsi Sosial:

Untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas atau mendapat perhatian.

O. Pendekatan, Model dan Metode

5. Pendekatan   : Ilmiah (Scientific)

Penerapan metode ilmiah :

   f. Mengamati

   g. Mempertanyakan

h. Mengeksplorasi

i. Mengasosiasi

j. Mengkomunikasikan

6. Teknik : *Mind Mapping*

7. Model : *Cooperative Learning* dan *Problem Solving*

8. Metode : *Observation, Poster Session, Question and Answer, Discussion*

P. **Kegiatan Pembelajaran**

Pertemuan Pertama	
Kegiatan Awal 15 '	
Orientasi	6. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka 7. Guru mengecek daftar hadir siswa 8. Guru menanyakan materi minggu lalu (sebelumnya) pada siswa
Apresepsi	9. Guru memberikan beberapa contoh praktek Show Don't Tell yang dikorelasikan dengan teks bahasa Inggris.
Strategi Motivasi	10. Guru menjelaskan tentang tujuan pembelajaran pada siswa Guru menjelaskan mengapa siswa harus mempelajari materi tersebut
Kegiatan Inti 110 '	
Mengamati	18. Guru bersama siswa mengamati bebagai contoh teks *Deskripsi* dalam bentuk tulisan. 19. Guru bersama siswa mengidentifikasi struktur teks dan unsur kebahasaan teks *Deskripsi* dalam bentuk tulisan. 20. Guru bersama siswa mengamati fungsi sosial teks *Deskripsi* dalam bentuk tulisan. 21. Guru bersama siswa mengamati contoh praktek Mind Mapping yang dikorelasikan dengan teks bahasa Inggris.
Mempertanyakan	22. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi 23. Siswa mengajukan pertanyaan berdasarkan pada materi 24. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain) 25. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa
Mengeksplorasi	26. Guru membagi siswa menjadi beberapa kelompok yang

	terdiri dari 3 - 4 siswa per kelompok.
	27. Guru memberikan sebuah gambar terkait sebuah tempat wisata atau tempat bersejarah. Kemudian, Guru meminta siswa untuk berdiskusi mengenai tempat yang diberikan dan menulisnya dalam bentuk teks deskripsi singkat dan sederhana terkait tempat tersebut.
	28. Para siswa berdiskusi mengenai gambar yang diberikan secara berkelompok dan menulisnya kedalam teks deskripsi secara berkelompok.

Kegiatan Penutup 10'
7. Guru dan siswa menyimpulkan materi yang telah dibahas
8. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
9. Guru dan siswa meriview materi yang telah diajarkan beserta soal-soalnya
10. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan
11. Guru menyampaikan materi baru untuk pertemuan berikutnya
12. Guru mengakhiri mata pelajaran

Pertemuan Kedua	
Kegiatan Awal 15 '	
Orientasi	7. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka
	8. Guru mengecek daftar hadir siswa
	9. Guru menanyakan materi minggu lalu (sebelumnya) pada siswa
Apresepsi	10. Guru memberikan beberapa contoh praktek Mind Mapping yang dikorelasikan dengan teks bahasa Inggris.
Strategi Motivasi	11. Guru menjelaskan tentang tujuan pembelajaran pada siswa
	12. Guru menjelaskan mengapa siswa harus mempelajari materi tersebut
Kegiatan Inti 110 '	
Mengeksplorasi	29. Guru memberikan gambar terkait tempat wisata atau bersejarah.
	30. Siswa secara berkelompok berdiskusi mengenai tempat tersebut.
	31. Siswa menulis teks deskripsi terkait gambar yang diberikan secara individu.

Mengasosiasi	32. Siswa mempresentasikan hasil tulisan teks deskripsi mereka didalam grup.
Mengkomunikasikan	33. Siswa diminta untuk mengevaluasi hasil siswa lain jika terdapat kesalahan.
	34. Guru bersama siswa merefleksikan hasil review siswa.

Kegiatan Penutup 10'

6. Guru dan siswa menyimpulkan materi yang telah dibahas
7. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
8. Guru dan siswa me*riview* materi yang telah diajarkan beserta soal-soalnya
9. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan Guru menyampaikan materi baru untuk pertemuan berikutnya
10. Guru mengakhiri mata pelajaran

Q. Media/Alatdan Sumber Pembelajaran

3. Media/Alat

   f. Papan Tulis

   g. Spidol

   h. Computer PC

   i. Picture

   j. Power Point Slide

4. Sumber Pembelajaran

   d. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016

   e. Kamus Bahasa Inggris

   f. Pengalaman peserta didik dan guru

R. Evaluasi

4. Beberapa teknik dari evaluasi:

   Sikap   : Pengamatan

   Keterampilan : Tes Tulis

5. Instrument

   Sikap   : *Observation sheet*

Pengetahuan : Kunci jawaban, *Scoring system*

Keterampilan : Rubrik

c. Kunci Jawaban

d. *Scoring System*

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	Good to Average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail.
	Fair to Poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic
	Very Poor	16-13	Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate.
Organization	Excellent to Very Good	20-18	Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to Average	17-14	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

	Fair to Poor	13-10	Ideas confused or disconnected, lacks logical sequencing and development.
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent to Very Good	20-18	Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register
	Good to Average	17-14	Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.
	Fair to Poor	13-10	Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.
	Very Poor	9-7	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
Language use	Excellent to Very Good	25-22	Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	Good to Average	21-18	Effective but simple construction, minor problem

			in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition, but meaning seldom obscured.
	Fair to Poor	17-11	Major patterns in simple/complex construction, Mechanics frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run on, deletions.
	Very Poor	10-5	Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.
Mechanics	Excellent to Very Good	5	Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to Poor	3	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

3. Rubrik

1) Rubrik penilaian sikap siswa

No	Nama Siswa	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisiplinan	Nilai
1.							
2.							
3.							
4.							

Note: Setiap aspek menggunakan skala 1 s/d 5

1 = Sangat Kurang

2 = Kurang

3 = Cukup

4 = Baik

5 = Amat Baik

Semarang, 6 Agustus 2021

Peneliti

Zulfikar Boyke Wicaksono

Mengetahui,

Guru Mata Pelajaran

Ainul Bahar Hilmi

Kepala Sekolah

Nina Rustiana Asih, S.H., S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MA NU Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
Materi : Menulis Teks Deskripsi
Alokasi Waktu : 4x45 Menit

A. Kompetensi Inti

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

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

C. Indikator Pencapaian Kompetensi

4.14.1 Siswa dapat menangkap makna dalam teks deskripsi lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.14.2 Siswa dapat menyusun teks deskripsi lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi terkait tempat wisata dan tempat bersejarah.

2. Siswa dapat mengidentifikasi bagian-bagian struktur teks deskripsi terkait tempat wisata dan tempat bersejarah.

3. Siswa dapat memahami struktur teks deskripsi terkait tempat wisata dan tempat bersejarah.

4. Siswa dapat memahami unsur kebahasaan dari teks deskripsi terkait tempat wisata dan tempat bersejarah.

5. Siswa dapat menyusun kalimat teks deskripsi terkait tempat wisata dan tempat bersejarah.

E. Materi Pembelajaran

1. Struktur teks:
   a. Identification
   b. Description

2. Unsur Kebahasaan:
   a. Penulisan teks deskripsi menggunakan simple present tense.
   b. Menggunakan attribute verb, seperti be (am, is, are).

c. Mengeksplorasi

d. Mengasosiasi

e. Mengkomunikasikan

2. Teknik   : *Show Don't Tell*

3. Model   : *Cooperative Learning* dan *Problem Solving*

4. Metode   : *Observation, Poster Session, Question and Answer, Discussion*

G. **Kegiatan Pembelajaran**

Pertemuan Pertama	
Kegiatan Awal 15 '	
Orientasi	1. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka 2. Guru mengecek daftar hadir siswa 3. Guru menanyakan materi minggu lalu (sebelumnya) pada siswa
Apresepsi	4. Guru memberikan beberapa contoh praktek Show Don't Tell yang dikorelasikan dengan teks bahasa Inggris.
Strategi Motivasi	5. Guru menjelaskan tentang tujuan pembelajaran pada siswa Guru menjelaskan mengapa siswa harus mempelajari materi tersebut
Kegiatan Inti 110 '	
Mengamati	1. Guru bersama siswa mengamati bebagai contoh teks *Deskripsi* dalam bentuk tulisan. 2. Guru bersama siswa mengidentifikasi struktur teks dan unsur kebahasaan teks *Deskripsi* dalam bentuk tulisan. 3. Guru bersama siswa mengamati fungsi sosial teks *Deskripsi* dalam bentuk tulisan. 4. Guru bersama siswa mengamati contoh praktek Show Don't Tell yang dikorelasikan dengan teks bahasa Inggris.
Mempertanyakan	5. Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi 6. Siswa mengajukan pertanyaan berdasarkan pada materi 7. Guru mengarahkan setiap siswa untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain) 8. Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa
Mengeksplorasi	9. Guru membagi siswa menjadi beberapa kelompok yang

	terdiri dari 3 - 4 siswa per kelompok.
	10. Guru memberikan sebuah gambar terkait sebuah tempat wisata atau tempat bersejarah. Kemudian, Guru meminta siswa untuk berdiskusi mengenai tempat yang diberikan dan menulisnya dalam bentuk teks deskripsi singkat dan sederhana terkait tempat tersebut.
	11. Para siswa berdiskusi mengenai gambar yang diberikan secara berkelompok dan menulisnya kedalam teks deskripsi secara berkelompok.

Kegiatan Penutup 10'
1. Guru dan siswa menyimpulkan materi yang telah dibahas
2. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
3. Guru dan siswa me*riview* materi yang telah diajarkan beserta soal-soalnya
4. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan
5. Guru menyampaikan materi baru untuk pertemuan berikutnya
6. Guru mengakhiri mata pelajaran

Pertemuan Kedua	
Kegiatan Awal 15 '	
Orientasi	1. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka 2. Guru mengecek daftar hadir siswa 3. Guru menanyakan materi minggu lalu (sebelumnya) pada siswa
Apresepsi	4. Guru memberikan beberapa contoh praktek Show Don't Tell yang dikorelasikan dengan teks bahasa Inggris.
Strategi Motivasi	5. Guru menjelaskan tentang tujuan pembelajaran pada siswa 6. Guru menjelaskan mengapa siswa harus mempelajari materi tersebut
Kegiatan Inti 110 '	
Mengeksplorasi	12. Guru memberikan gambar terkait tempat wisata atau bersejarah. 13. Siswa secara berkelompok berdiskusi mengenai tempat tersebut. 14. Siswa menulis teks deskripsi terkait gambar yang diberikan secara individu.

Mengasosiasi	15. Siswa mempresentasikan hasil tulisan teks deskripsi mereka didalam grup.
Mengkomunikasikan	16. Siswa diminta untuk mengevaluasi hasil siswa lain jika terdapat kesalahan.
	17. Guru bersama siswa merefleksikan hasil review siswa.

Kegiatan Penutup 10'
1. Guru dan siswa menyimpulkan materi yang telah dibahas
2. Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan
3. Guru dan siswa me*riview* materi yang telah diajarkan beserta soal-soalnya
4. Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan Guru menyampaikan materi baru untuk pertemuan berikutnya
5. Guru mengakhiri mata pelajaran

H. Media/Alatdan Sumber Pembelajaran

1. Media/Alat
   a. Papan Tulis
   b. Spidol
   c. Computer PC
   d. Picture
   e. Power Point Slide

2. Sumber Pembelajaran
   a. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
   b. Kamus Bahasa Inggris
   c. Pengalaman peserta didik dan guru

I. Evaluasi

1. Beberapa teknik dari evaluasi:

   Sikap   : Pengamatan

   Keterampilan : Tes Tulis

2. Instrument

   Sikap   : *Observation sheet*

Pengetahuan : Kunci jawaban, *Scoring system*

Keterampilan : Rubrik

a. Kunci Jawaban

b. *Scoring System*

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	Good to Average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail.
	Fair to Poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic
	Very Poor	16-13	Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate.
Organization	Excellent to Very Good	20-18	Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	Good to Average	17-14	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

	Fair to Poor	13-10	Ideas confused or disconnected, lacks logical sequencing and development.
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent to Very Good	20-18	Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register
	Good to Average	17-14	Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.
	Fair to Poor	13-10	Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.
	Very Poor	9-7	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
Language use	Excellent to Very Good	25-22	Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	Good to Average	21-18	Effective but simple construction, minor problem

			in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition, but meaning seldom obscured.
	Fair to Poor	17-11	Major patterns in simple/complex construction, Mechanics frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run on, deletions.
	Very Poor	10-5	Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.
Mechanics	Excellent to Very Good	5	Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	Fair to Poor	3	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

3. Rubrik

   1) Rubrik penilaian sikap siswa

No	Nama Siswa	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisiplinan	Nilai
1.							
2.							
3.							
4.							

Note: Setiap aspek menggunakan skala 1 s/d 5

1 = Sangat Kurang   3 = Cukup   5 = Amat Baik

2 = Kurang   4 = Baik

Semarang, 6 Agustus 2021

Peneliti

Zulfikar Boyke Wicaksono

Mengetahui,
Guru Mata Pelajaran

Ainul Bahar Hilmi

Kepala Sekolah

Nina Rustiana Asih, S.H., S.Pd.

APPENDIX 15

PRE-TEST

Name   :

Direction   :
1. Write your full name on the left top of your work sheet!
2. Look at the picture about "MA NU Salafiyah"!
3. Write a descriptive text about place based on the picture!

Identification :

………………………………………………………………………………...............

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Description   :

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APPENDIX 16

Name   :

Direction   :
  1. Write your full name on the left top of your work sheet!
  2. Look at the picture about "Masjid Agung Demak"!
  3. Write a descriptive text about place based on the picture!

Identification :

……………………………………………………………………………………...............

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Description   :

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APPENDIX 17

POST-TEST

Name : Nasrulloh – XA

Direction :

1. Write your full name on the left top of your work sheet!
2. Look at the picture about "Masjid Agung Demak"!
3. Write a descriptive text about place based on the pcture!

Identification :

Masjid Agung Demak is the biggest Mosque in demak. It is Located in the town Square in demak.

Description :

It has triangle dome and the color is brown It has large and wide parking area motorcycle parking area is nearer to wudhu place but car parking area is nearer to masjid gate. woman pray area is narrower and smaller than men pray area, out side masjid is hot and inside masjid is cool.

G=5   V:4   M:4   R:5   P:5

Name   : Muhammad Sabiq Khoiron / X. A

Direction   :

1. Write your full name on the left top of your work sheet!
2. Look at the picture about "Masjid Agung Demak"!
3. Write a descriptive text about place based on the pcture!

Identification :

Masjid Agung Demak is in Demak city, Jawa Tengah. Masjid Agung Demak is in Demak Town Square beside Football Field and Prison and also senior High School 1 Demak.

Description :

Masjid Agung Demak is the biggest mosque in Demak city. The shape dome of Masjid Agung Demak is triangle. Masjid Agung Demak have very long fance and colour is green. Nearby Masjid Agung Demak many flower and tree, and colour is green and also red. In the Masjid Agung Demak many graves of king and Ulama' from Demak. Grave in Masjid Agung Demak is very long and very old.

G = 3   V = 4   M = 4   R = 4   F = 3

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APPENDIX 18