

**NAME LIST OF THE EXPERIMENTAL AND THE CONTROL  
CLASSES**

**Experiment Class**

No.	Name
1.	Adik Susiana
2.	Aldhiela Firstiana Putri W
3.	Angga Prayogo
4.	Anilla Undri Fatma N
5.	Aprillia Rismayanti
6.	Ayu Lestari
7.	Bella Natsya
8.	Betha Neo Putra P
9.	Edi Kurniawan
10.	Ferra Natalia
11.	Irfan Rian Ardian
12.	Khoerul Lubada
13.	Laila Syarif Agustina
14.	Marsha Sabila Anantasya
15.	M Diyaulhaq
16.	M Haikal Fahreza
17.	Mina Khussaniyah
18.	Muhammad Lutfi K
19.	Muhammad Septian A
20.	Muhammad Solikin
21.	Muhammad Ubaidillah A
22.	Muhammad Wahyu
23.	Mukminatul Lutfiyah
24.	Muzaki
25.	Nina Larasati
26.	Nurudin
27.	Rafli Khoerul Huda
28.	Riski Dwi Rahmawati
29.	Rivky Azakhi Naswa
30.	Tarisa Putri Setiani

**Control Class**

No.	Name
1.	Aji Saputro
2.	Arga Nanda Santosa
3.	Aslih Sya'nana
4.	Dewi Ratna Sopiastari
5.	Febbry Yanto
6.	Fina Fadlilatus Sholichah
7.	Firman Aditiansyah
8.	Fitrotus Samaniyyah
9.	Fredi Fernanda Putra
10.	Hanafi Rizki Saputra
11.	Lina Arifatul Ianah
12.	Maya Nur'aini
13.	Miftah Ashari Saputra
14.	M Luqman Hakim
15.	Mohammad Agus N
16.	M Saepul Anam
17.	Muhammad Wama Yusfi
18.	Muhammad Andre W
19.	Muhammad Rizky
20.	Muhammad Usman Afan
21.	Musyaffa'
22.	Novi Sanjanatul K
23.	Nur Fadhillah
24.	Nur Latifah
25.	Okta Pianasari
26.	Ragil Muhammad S
27.	Riyadi
28.	Rizqoh Wilda Isma
29.	Salsabila
30.	Solekhah

Appendix 2

**SCORE OF PRE-TEST OF THE CONTROL AND  
THE EXPERIMENTAL CLASSES**

Control Class			Experiment Class		
No.	Code	Score total	No.	Code	Score total
1	C-01	34	1	E-01	51
2	C-02	52	2	E-02	41
3	C-03	40	3	E-03	52
4	C-04	78	4	E-04	47
5	C-05	60	5	E-05	76
6	C-06	50	6	E-06	80
7	C-07	40	7	E-07	52
8	C-08	45	8	E-08	49
9	C-09	42	9	E-09	50
10	C-10	34	10	E-10	63
11	C-11	38	11	E-11	55
12	C-12	42	12	E-12	67
13	C-13	59	13	E-13	58
14	C-14	61	14	E-14	75
15	C-15	38	15	E-15	39
16	C-16	61	16	E-16	60
17	C-17	34	17	E-17	41
18	C-18	52	18	E-18	40
19	C-19	48	19	E-19	42
20	C-20	45	20	E-20	51
21	C-21	59	21	E-21	55
22	C-22	38	22	E-22	65

23	C-23	45	23	E-23	43
24	C-24	45	24	E-24	38
25	C-25	71	25	E-25	51
26	C-26	56	26	E-26	40
27	C-27	48	27	E-27	63
28	C-28	54	28	E-28	50
29	C-29	50	29	E-29	54
30	C-30	50	30	E-30	40
<b>Sum</b>		1458	<b>Sum</b>		1568
<b>N</b>		30	<b>N</b>		30
$\bar{X}$		48,633	$\bar{X}$		52,267
<b>Variance (S<sup>2</sup>)</b>		119,620	<b>Variance (S<sup>2</sup>)</b>		127,926
<b>Standard Deviation (S)</b>		10,937	<b>Standard Deviation (S)</b>		11,310

Appendix 3

**SCORE OF POST-TEST OF EXPERIMENTAL CLASS**

No.	Code	Score					Total score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1.	E-1	22	14	13	17	3	71
2.	E-2	16	12	12	12	3	55
3.	E-3	19	17	18	13	3	70
4.	E-4	14	13	13	12	3	55
5.	E-5	28	18	18	20	4	88
6.	E-6	26	18	20	19	4	86
7.	E-7	25	17	19	18	4	83
8.	E-8	18	15	15	12	3	63
9.	E-9	18	16	13	14	3	68
10.	E-10	23	19	19	13	4	78
11.	E-11	17	13	15	13	3	63
12.	E-12	18	15	12	15	3	68
13.	E-13	22	20	16	16	4	78
14.	E-14	25	18	19	18	4	84
15.	E-15	15	16	16	12	3	62
16.	E-16	20	15	17	14	4	70
17.	E-17	17	12	13	10	3	55
18.	E-18	17	15	15	13	3	63
19.	E-19	21	17	19	16	4	77
20.	E-20	18	18	15	15	4	70
21.	E-21	18	15	15	12	3	62
22.	E-22	20	19	17	16	4	76
23.	E-23	23	21	20	17	4	85
24.	E-24	19	15	17	15	4	70
25.	E-25	12	12	12	10	3	48
26.	E-26	18	18	15	15	3	70
27.	E-27	15	15	12	10	3	55
28.	E-28	19	17	16	15	3	70
29.	E-29	15	15	12	10	3	55
30.	E-30	21	15	15	14	4	70

## Appendix 4

## SCORE OF POST-TEST OF CONTROL CLASS

No.	Code	Score					Total score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1.	C-1	15	12	16	10	3	56
2.	C-2	18	15	15	13	3	64
3.	C-3	20	18	18	16	4	77
4.	C-4	25	18	15	18	4	80
5.	C-5	17	15	15	12	3	62
6.	C-6	18	16	15	12	4	65
7.	C-7	18	13	13	10	3	57
8.	C-9	15	15	12	10	3	55
9.	C-10	18	15	15	14	3	65
10.	C-11	15	12	12	10	3	44
11.	C-11	18	15	15	10	3	55
12.	C-12	18	17	18	17	3	63
13.	C-13	15	15	10	12	3	55
14.	C-14	20	15	16	15	3	68
15.	C-15	17	15	15	12	3	52
16.	C-16	18	15	15	13	4	67
17.	C-17	15	15	12	10	3	55
18.	C-18	17	15	13	10	3	57
19.	C-19	18	15	17	11	4	70
20.	C-20	24	20	18	19	4	85
21.	C-21	20	18	15	13	4	70
22.	C-22	17	15	15	12	3	62
23.	C-23	15	15	15	12	3	60
24.	C-24	20	16	15	15	4	70
25.	C-25	15	15	12	10	3	55
26.	C-26	20	17	15	15	4	70
27.	C-27	15	10	10	7	3	45
28.	C-28	20	17	15	15	4	70
29.	C-29	24	24	24	7	4	76
30.	C-30	15	15	12	10	3	50

## NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS

### Hypothesis

Ho : the data is on the normal distribution

Ha : the data is not on the normal distribution

### Hypothetical Test

The formula:

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

### Criterion:

Ho is accepted if  $\chi^2 < \chi^2_{\text{table}}$

### Hypothetical Test

- Maximum score : 80
- Minimum score : 38
- Range (R) :  $80 - 38 = 42$
- Class interval (k) :  $1 + (3, 3) \log (30) = 5, 875 = 6$  kelas
- Length of the class (P) :  $\frac{42}{6} = 7,15 = 7$
- The table of distribution of frequency

Interval	fi	Xi	xi <sup>2</sup>	Fixi	fixi <sup>2</sup>
38 – 45	9	41,5	1722,3	373,5	15500
46 – 53	10	49,5	2450,3	495	24503
54 – 61	5	57,5	3306,3	287,5	16531
62 – 69	3	65,5	4290,3	196,5	12871
70 – 77	2	73,5	5402,3	147	10805
78 – 85	1	81,5	6642,3	81,5	6642,3
$\Sigma$	30			1581	86852

$$\bar{X} = \frac{1581}{30} = 52,70$$

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{30(84596) - (1520)^2}{30(30-1)}$$

$$s^2 = 121,82 = 11,04$$

- The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for z	Size classes for z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
38 – 45	37,5	-1,38	0,4158	0,1729	5,2	9	2,8054
46 – 53	45,5	-0,65	0,2429	0,2718	8,2	10	0,4179
54 – 61	53,5	0,07	0,0289	0,2585	7,8	5	0,9728
62 – 69	61,5	0,80	0,2874	0,1486	4,5	3	0,4776
70 – 77	69,5	1,52	0,4360	0,0517	1,6	2	0,1306
78 – 85	77,5	2,25	0,4877	0,0108	0,3	1	1,3999
	85,5	2,97	0,4985				
$\chi^2$							6,21

With  $\alpha = 5\%$  and  $df = 6 - 3 = 3$ , it is obtained  $\chi^2_{table}$  is 7,81.

Because  $\chi^2_{count}(6,21) < \chi^2_{table}(7,81)$ , so the hypothetical sample of the experiment class is on the normal distribution.

## Appendix 6

### NORMALITY TEST OF PRE-TEST OF THE CONTROL CLASS

#### Hypothesis

Ho : the data is on the normal distribution

Ha : the data is not on the normal distribution

#### Hypothetical Test

The formula:

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

#### Criterion:

Ho is accepted if  $\chi^2 < \chi^2_{\text{table}}$

#### Hypothetical Test

- Maximum score : 78
- Minimum score : 34
- Range (R) :  $78 - 34 = 44$
- Class interval (k) :  $1 + (3, 3) \log (30) = 5, 875 = 6$  kelas
- Length of the class (P) :  $\frac{44}{6} = 7,49 = 7$
- The table of distribution of frequency

Interval	Fi	Xi	xi <sup>2</sup>	Fixi	fixi <sup>2</sup>
34 – 41	9	37,5	1406,3	337,5	12656,3
42 – 49	6	45,5	2070,3	273	12421,5



50 – 57	8	53,5	2862,3	428	22898
58 – 65	5	61,5	3782,3	307,5	18911,3
66 – 73	1	69,5	4830,3	69,5	4830,25
74 – 81	1	77,5	6006,3	775	6006,25
$\Sigma$	30			1493	77723,5

$$\bar{X} = \frac{1493}{30} = 49,77$$

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{30(175888) - (2955)^2}{30(30-1)}$$

$$S^2 = 118,00 = 10,86$$

- The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for z	Size classes for z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
34 – 41	33,5	-1,50	-0,4329	0,1562	4,7	9	3,9724
42 – 49	41,5	-0,76	-0,2767	0,2669	8,0	6	0,5029
50 – 57	49,5	-0,02	-0,0098	0,2715	8,1	8	0,0026
58 – 65	57,5	-0,71	0,2617	0,1645	4,9	5	0,0009
66 – 73	65,5	1,45	0,4262	0,0593	1,8	1	0,3412
74 – 81	74,5	2,18	0,4856	0,0127	0,4	1	1,0045
	81,5	2,92	0,4983				
$\chi^2$							5,28

With  $\alpha = 5\%$  and  $df = 6 - 3 = 3$ , it is obtained  $\chi^2_{\text{table}}$  is 7,81.

Because  $\chi^2_{\text{count}}(5,28) < \chi^2_{\text{table}}(7,81)$ , so the hypothetical sample of the control class is on the normal distribution.

## Appendix 7

### HOMOGENEITY TEST OF PRE-TEST OF THE EXPERIMENTAL AND THE CONTROL CLASSES

#### Hypothesis

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

$$H_a : \sigma_1^2 \neq \sigma_2^2 \quad \text{Criterion : } H_0 \text{ is accepted if } F_{\text{count}} < F_{(1-\alpha)(k-1)}$$

#### Hypothetical Test

Variance Source	Experimental	Control
Sum	1586	1459
N	30	30
$\bar{X}$	52, 267	48, 620
Variance ( $S^2$ )	127, 926	119, 620
Standard Deviation (S)	11, 310	10, 937
Maximal score	80	78
Minimal score	38	34

Based on the formula:

$$F = \frac{\text{Maximum variance}}{\text{Minimum variance}}$$

$$= \frac{127,926}{119,620}$$

$$= 1,069$$

Pada  $\alpha = 5\%$  dengan

$$dk \text{ pembilang} = nb-1 = 30-1 = 29$$

$$dk \text{ penyebut} = nk-1 = 30-1 = 29$$

$$F_{(0,5)(30:30)} = 1,861$$

With  $\alpha = 5\%$  and  $df = k - 1 = 2 - 1 = 1$ , it is obtained  $F_{\text{table}} = 1,861$

Because  $F_{\text{count}} (1,069) < F_{\text{table}} (1,861)$ , so both of data of pre-test sample groups have the same variant or homogeneous.

**THE AVERAGE SIMILARITY TEST OF PRE-TEST OF THE  
EXPERIMENTAL AND THE CONTROL CLASSES**

**Hypothesis**

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

**Criterion**

$H_0$  is accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} \leq t \leq t_{(1-\alpha)(n_1+n_2-2)}$

**Hypothetical Test**

- The formula:

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

Where

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

- The table of the average similarity test of pre-test

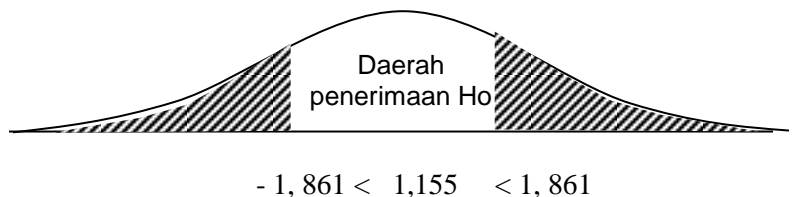
Source Variant	Experiment Class	Control Class
Total	1568	1459
N	30	30
$\bar{X}$	51, 267	58, 633
Variant ( $s^2$ )	127, 927	119, 620
Standard Deviation (s)	11, 310	10, 937

- Based on the formula above can be obtained:

$$\begin{aligned}
 1. \quad S &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} \\
 &= \sqrt{\frac{(30-1)(127,93) + (30-1)(119,62)}{30+30-2}} \\
 &= 11,13
 \end{aligned}$$

$$\begin{aligned}
 2. \quad t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{51,27 - 48,63}{11,13 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\
 &= 1,155
 \end{aligned}$$

Based on the calculation above, on  $\alpha = 5\%$  with  $df = 30 + 30 - 2 = 58$ , it is obtained  $t_{\text{count}} = 1,155$  with  $t_{\text{table}} = 2,00$ , so it can be concluded that there is no difference of the pre-test average from both samples, because  $t$  is at the reception area of  $H_0$ .



## Appendix 9

### NORMALITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS

#### Hypothesis

Ho : the data is on the normal distribution

Ha : the data is not on the normal distribution

#### Hypothetical Test

The formula:

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

#### Criterion:

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

#### Hypothetical Test

- Maximum score : 88
- Minimum score : 48
- Range (R) :  $88 - 48 = 40$
- Class interval (k) :  $1 + (3, 3) \log (30) = 5, 875 = 6$
- Length of the class (P) :  $\frac{40}{6} = 6,81 = 7$
- The table of distribution of frequency

Interval	fi	Xi	xi <sup>2</sup>	fixi	fixi <sup>2</sup>
48-55	6	51,5	2652,3	309	15913,5
56 - 63	5	59,5	3540,3	297,5	17701,25
64 - 71	10	57,5	4556,3	675	45562,5
72 - 79	4	75,5	5700,3	302	22801
80 - 87	4	83,5	6972,3	334	27889

88 – 95	1	91,5	8372,3	91,5	8372,25
$\Sigma$	30			2009	138239,5

$$\bar{X} = \frac{2009}{30} = 66,97$$

$$S^2 = \frac{n(\sum fi xi^2) - (\sum fi xi)^2}{n(n-1)} = \frac{30(16250) - (2173)^2}{30(30-1)}$$

$$S^2 = \sqrt{127,71} = 11,30$$

- The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for z	Size classes for z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
48 – 55	47,5	-1,72	-0,4575	0,1126	3,4	6	2,0321
56 – 63	55,5	-1,01	-0,3449	0,2244	6,7	5	0,4454
64 – 71	63,5	-0,31	-0,1205	0,2763	8,3	10	0,3527
72 – 79	71,5	0,40	0,1558	0,2105	6,3	4	0,8478
80 – 87	79,5	1,11	0,3663	0,0991	3,0	4	0,3550
88 – 95	87,5	1,82	0,4654	0,0288	0,9	1	0,0212
	95,5	2,52	0,4942				
$\chi^2$							4,05

With  $\alpha = 5\%$  and  $df = 6 - 3 = 3$ , it is obtained  $\chi^2_{table} = 7,81$ .

Because  $\chi^2_{count} (4,05) < \chi^2_{table} (7,81)$ , so it is clear that the hypothetical sample of the experiment class is on the normal distribution.

## NORMALITY TEST OF POST-TEST OF THE CONTROL CLASS

### Hypothesis

Ho : the data is on the normal distribution

Ha : the data is not on the normal distribution

### Hypothetical Test

The formula:

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

### Criterion:

Ho is accepted if  $\chi^2 < \chi^2_{\text{table}}$

### Hypothetical Test

- Maximum score : 85
- Minimum score : 44
- Range (R) :  $85 - 44 = 41$
- Class interval (k) :  $1 + (3, 3) \log (30) = 5, 875 = 6$
- Length of the class (P) :  $\frac{41}{6} = 7$
- The table of distribution of frequency

Interval	Fi	Xi	xi <sup>2</sup>	Fixi	fixi <sup>2</sup>
44– 50	2	47	2209	94	4418
51 – 57	10	54	2916	540	29160
50 – 64	5	61	3721	305	18605
65 – 71	9	68	4624	612	41616
72 – 78	2	75	5625	150	11250
79 – 85	2	82	6724	164	13448



$\Sigma$	30			1865	118447
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$$\bar{X} = \frac{1865}{30} = 62,17$$

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{30(135781) - (1993)^2}{30(30-1)}$$

$$S^2 = \sqrt{88,14} = 9,39$$

- The table of normality test

Class interval	Limit class	Z for the limit class	Opportunities for z	Size classes for z	E <sub>i</sub>	O <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
43 – 50	43,5	-1,99	-0,4766	0,0836	2,5	2	0,1030
51 – 57	50,5	-1,24	-0,3930	0,2026	6,1	10	2,5320
58 – 64	57,5	-0,50	-0,1904	0,2886	8,7	5	1,5448
65 – 71	64,5	0,25	0,0981	0,2418	7,3	9	0,4206
72 – 78	71,5	0,99	0,3399	0,1191	3,6	2	0,6931
79 – 85	78,5	1,74	0,4590	0,0345	1,0	2	0,9012
	85,5	2,49	0,4935				
$\chi^2$							6,19

With  $\alpha = 5\%$  and  $df = 6 - 3 = 3$ , it is obtained  $\chi^2_{table} = 7,81$ . Because

$\chi^2_{count} (6,19) < \chi^2_{table} (7,81)$ , so it is clear that the hypothetical sample of the control class is on the normal distribution.

## HOMOGENEITY TEST OF POST-TEST OF THE EXPERIMENTAL AND THE CONTROL CLASSES

### Hypothesis

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

$$H_a : \sigma_1^2 \neq \sigma_2^2 \quad \textbf{Criterion: } H_0 \text{ is accepted if } F_{\text{count}} < F_{(1-\alpha)(k-1)}$$

### Hypothetical Test

- The table of homogeneity test of post-test

Variance Source	Experimental	Control
Sum	2068	1881
N	30	30
$\bar{X}$	68, 933	62, 67
Variance ( $S^2$ )	111, 789	99, 506
Standart Deviation (S)	10, 573	9, 925
Maximal score	88	80
Minimal score	48	44

Based on the formula:

$$F = \frac{\text{Maximum variance}}{\text{Minimum variance}}$$

$$= \frac{111,789}{99,506}$$

$$= 1, 135$$

Pada  $\alpha = 5\%$  dengan dk pembilang =  $nb-1 = 30-1 = 29$  dk penyebut =  $nk-1 = 30-1 = 29$ ,  $F_{(0,5)(30;30)} = 1, 86$ . With  $\alpha = 5\%$  and  $df = k - 1 = 2 - 1 = 1$ , it is

obtained  $F_{\text{table}} = 1, 86$ . Because  $F_{\text{count}}(1, 35) < F_{\text{table}}(1, 86)$ , so both of data of post-test sample groups have the same variant or homogeneous.

**THE AVERAGE DIFFERENCE TEST OF POST-TEST OF THE  
EXPERIMENTAL AND THE CONTROL CLASSES**

**Hypothesis**

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

**Criterion**

Ha is accepted if  $t \geq t_{(1-1/2\alpha) (n_1+n_2-2)}$

**Hypothetical Test**

- The formula:

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

Where

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

- The table of the average similarity test of post-test

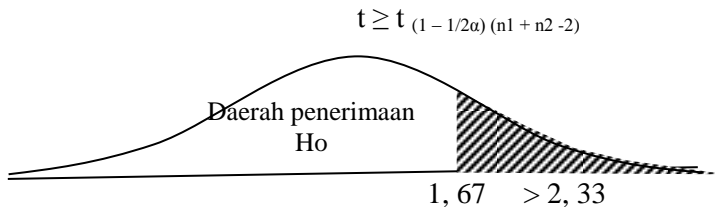
Source Variant	Experiment Class	Control Class
Total	2068	1881
N	44	30
$\bar{X}$	68, 933	62, 667
Variant ( $s^2$ )	111, 789	99, 506
Standard Deviation (s)	10, 573	9, 925

- Based on the formula above can be obtained:

$$\begin{aligned}
 3. \quad S &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}} \\
 &= \sqrt{\frac{(30-1)(111,79) + (30-1)(99,51)}{30+30-2}} \\
 &= 10,28
 \end{aligned}$$

$$\begin{aligned}
 4. \quad t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{68,93 - 62,67}{10,28 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\
 &= 2,330
 \end{aligned}$$

Based on the analysis of calculation above,  $\alpha = 5\%$  with  $df = 30 + 30 - 2 = 58$ , it is obtained  $t_{\text{count}} = 2,33$  with  $t_{\text{table}} = 1,67$ , so the writer concluded that the experiment class better than the control class because  $t$  is at the reception area of  $H_a$ .



**PRE - TEST****Nama** :**Kelas** :

1. Write your name, and your class.
2. Write a simple descriptive text about your favorite thing.
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	
Identification	
Description	

**POST - TEST**

**Nama** :

**Kelas** :

1. Write your name, and your class.
2. Write a simple descriptive text with your own word. Choose one of the following topics below:
  - a. My favorite thing
  - b. My favorite figure
  - c. My favorite place
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	
Identification	
Description	

**THE SCHEDULE OF RESEARCH**

No.	Task	What to Prepare	Schedule (in week)		
			1	2	3
1.	Contact the head master and English teacher of SMP NU 03 Islam Kaliwungu	Permission letter	✓		
2.	Teaching learning descriptive text using TPS with realia	Material of the subject, notes and paper	✓	✓	✓
3.	Test	Test instrument			✓



**LESSON PLAN (Experimental Class)**

School : SMP NU 03 Islam Kaliwungu

Subject : English

Grade/semester : VIII / I

Skill focus : Writing

Material : Describing thing (1<sup>st</sup> meeting)

Time allotment : 2 X 45 minutes

**I. Standard of Competence**

6. Expressing the meaning of functional written text and simple short essay in the form of descriptive and recount texts to interact with the surrounding environment.

**II. Basic Competence**

- 6.2 Expressing the meaning and the rhetorical stages of a simple short essay by using various kinds of acceptable written language accurately, fluently to interact with the surrounding environment in the form of descriptive and recount texts.

**III. Indicators :**

1. Identifying the social function of descriptive text.
2. Identifying the generic structure of descriptive text.
3. Identifying the language feature of descriptive text.
4. Using simple present tense.
5. Creating simple functional descriptive text about thing

**IV. Learning Aim :**

1. Students are able to identify the social function of descriptive text.
2. Students are able to identify the generic structure of descriptive text.

3. Students are able to identify the language features of descriptive text.
4. Students are able to use simple present tense.
5. Students are able to create a simple functional descriptive text about thing.

## **V. Aid/Substance/Learning Sources**

### **1. Aid :**

- a. Realia (examples : student's bag, table)
- b. Text of descriptive

### **2. Learning sources :**

- a. Power Point about descriptive text.
- b. Text book: "BRIGHT" an English Course for Junior High Students, for SMP/MTS Grade VII.

## **VI. Learning Material**

### **1. Descriptive text.**

#### Definition of descriptive text

A description text functions to describe a particular person, place, or thing.

#### Generic structure of descriptive text

- a. Identification: Identify the phenomenon to be described.
- b. Description: Describing the phenomenon in parts, qualities, or/and characteristics

#### Language feature of descriptive text

- a. Focus on specific participants
  - b. Use adjective and adverb
  - c. Use of simple present tense
- ### **2. Sample text of descriptive**

## My New Backpack

### Identification

I have a new backpack. Its color is soft green. I always bring it when I go to school. It is made of strong fabric.

### Description

There are several parts of my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

## VII. Learning Method :

1. Think-Pair-Shar

## VIII. Learning Activities

1. Opening (10 minutes)

Teacher	Students
<p>a. Greeting the class. <i>“Assalamu’alaikum, good morning”</i></p> <p>b. Asking the students’ life. <i>“What are you feeling at this time? Are you ok, right?”</i></p> <p>c. Checking students’ attendance. <i>“Who is absent today?”</i></p>	<p>a. Give responses for the teacher’s statements, related to greeting, feeling, and for attendance.</p>

2. Main (65 minutes)

- a. Exploration (25 minutes)

Teacher	Students
<ul style="list-style-type: none"> <li>a. Stimulating the students by showing pictures related to the material.</li> <li>b. Asking some questions related to the material about descriptive.</li> <li>c. Showing a bag, then asking some questions to the students about characteristic from the object will be described. Such as: <ul style="list-style-type: none"> <li>- <i>“what is the color of bag?”</i></li> <li>- <i>“how many pocket of bags?”</i></li> </ul> </li> <li>d. Guiding the students to make simple descriptive text based on the object and list of clue.</li> <li>e. Asking students to identify the generic structure and language feature of descriptive based on the text that has been made by students and teacher about bag.</li> </ul>	<ul style="list-style-type: none"> <li>a. Pay attention to get information about descriptive.</li> <li>b. Answer the question related to the question.</li> <li>c. Answer the question and make a note about the answer.</li> <li>d. Make simple text about bag.</li> <li>e. Identify the generic structure and language feature from the text has been made.</li> </ul>

b. Elaboration (25 minutes)

Teacher	Students
<p>a. Choosing one object around the class, and then asking each of students to think of the characteristics of object.</p> <p>b. Giving the such guiding questions:</p> <ul style="list-style-type: none"> <li>- <i>“what is the color of the object?”</i></li> <li>- <i>“what is the shape of the object?”</i></li> </ul> <p>c. Dividing the students into pairs; Then asking each pair to discuss, and to create descriptive text based on the object. Then, they have to identify the generic structure and language features of the descriptive text.</p>	<p>a. Think individually by identify the object.</p> <p>b. Answer the question and make a note.</p> <p>c. Make a pairs. Create simple descriptive text about thing.</p>

c. Confirmation (15 minutes)

Teacher	Students
<p>a. Evaluating the students’ task by asking one of couple to share their result with a whole class and write down their descriptive text in the front of the class. Then, evaluates students’ work together with students.</p> <p>b. Concluding the previous material and gives feedback for the class.</p>	<p>a. One of couple write down their result in front of the class, then evaluate together with teacher.</p> <p>b. Give response to feedback by applause.</p>

d. Closing (5 minutes)

Teacher	Students
a. Finishing the activities and closes the meeting. <i>“I think that’s enough. Thank you for your attention, See you next time. Wassalamu’alaikum.”</i>	a. Give responses to teacher’s closing.

**IX. Assessment :**

1. Technique : Creating simple functional descriptive text about thing.
2. Form : Written test

**X. Aspect to be assessed :**

Element of Writing	Score
a. Content	30
b. Organization	20
c. Vocabulary	20
d. Grammar	25
e. Mechanic	5
<b>Total of Score</b>	<b>100</b>

Semarang, 29 Oktober 2016

Approved by,

Supervisor

Teacher

Nuf Rotul W, S.Pd

Ana Pramudiyani

## Students' worksheet

### **Instructions:**

1. Write simple descriptive text about table!
2. Write at least 5 sentences.
3. Do with your partner.

### LESSON PLAN (Experimental Class)

School : SMP NU 03 Islam Kaliwungu

Subject : English

Grade/semester : VIII / I

Skill focus : Writing

Material : Describing person (2<sup>nd</sup> meeting)

Time allotment : 2 X 45 minutes

#### I. Standard of Competence

6. Expressing the meaning of functional written text and simple short essay in the form of descriptive and recount texts to interact with the surrounding environment.

#### II. Basic Competence

- 6.2 Expressing the meaning and the rhetorical stages of a simple short essay by using various kinds of acceptable written language accurately, fluently to interact with the surrounding environment in the form of descriptive and recount texts.

#### III. Indicators :

1. Identifying the social function of descriptive text.
2. Identifying the generic structure of descriptive text.
3. Identifying the language feature of descriptive text.
4. Using simple present tense.
5. Creating simple functional descriptive text about person.

#### IV. Learning Aim :

1. Students are able to identify the social function of descriptive text.
2. Students are able to identify the generic structure of descriptive text.



3. Students are able to identify the language features of descriptive text.
4. Students are able to use simple present tense.
5. Students are able to create a simple functional descriptive text about person

## V. Aid/Substance/Learning Sources

### a. Aid :

1. Realia (examples: student, teacher)
2. Text of descriptive

### b. Learning sources :

1. Power point about descriptive text
2. Text book: English in Context 1 SMP/MTs Grade VII

## VI. Learning Material

### 1. Descriptive text.

Definition of descriptive text

A description text functions to describe a particular person, place, or thing.

### 2. Generic structure of descriptive text

- a. Identification: Identify the phenomenon to be described.
- b. Description: Describing the phenomenon in parts, qualities, or/and characteristics

### 3. Language feature of descriptive text

- a. Focus on specific participants
- b. Use adjective and adverb
- c. Use of simple present tense

### 4. Sample text of descriptive

#### **My Name is Rina**

##### **Identification**

My name is Rina. My full name is Rina Waraka. I was born in Tahuna on August 17, 1994. I am a first year of student of SMP 1 Tahuna.

##### **Description**

I am tall and I have a long hair. I live at Jl. Supratman 21 Tahuna with my family. I love my family very much. I have two sisters and one brother. They are Tini, Santi, and Toni. Tini is beautiful. Her hair is black. Santi is short. Her hair is curly and black. Toni is tall. Her hair is black. They are students too.

**VII. Learning Method :**

1. Think-Pair-Share

**VIII. Learning Activities**

1. Opening (10 minutes)

Teacher	Students
<p>a. Greeting the class. <i>“Assalamu’alaikum, good morning”</i></p> <p>b. Asking the students’ life. <i>“What are you feeling at this time? Are you ok, right?”</i></p> <p>c. Checking students’ attendance. <i>“Who is absent today?”</i></p>	<p>a. Give responses for the teacher’s statements, related to greeting, feeling, and for attendance.</p>

2. Main (65 minutes)

- a. Exploration (25 minutes)

Teacher	Students
<p>a. Stimulating the students by asking one of students to come forward in the front of class.</p> <p>b. Asking some questions about the student who come in front of class. Such as: - <i>“what is her eyes look like?”</i> - <i>“what is her skin look like?”</i></p> <p>c. Guiding students to make simple descriptive text about their friend who</p>	<p>a. Pay attention to get information.</p> <p>b. Answer the question, and then make a note about the answer.</p> <p>c. Make simple descriptive text.</p> <p>d. Identify the generic structure and language feature from the text that has been made.</p>

<p>in front of class and list of clue.</p> <p>d. Asking students to identify the generic structure and language feature of descriptive based on the text that has been made by students and teacher about person.</p>	
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b. Elaboration (25 minutes)

Teacher	Students
<p>a. Asking each of student to think of the characteristic of person.</p> <p>b. Giving the such guiding questions:  - <i>“what is her face look like?”</i>  - <i>“what is her body look like?”</i></p> <p>c. Divides the students into pairs; then asking each pair to discuss and to create descriptive text about the person. Then they have to identify the generic structure and language features of the descriptive tet.</p>	<p>a. Make a pairs. Creating simple descriptive text about thing.</p> <p>b. Answer the question, and the make a note about the answer.</p> <p>c. Make a pairs. Create simple descriptive text about person and identify the generic structure and language feature.</p>

c. Confirmation (15 minutes)

Teacher	Students
<p>a. Evaluating the students' task by asking one of couple to share their result with a whole class and write down their descriptive text in the front of the class. Then, evaluating students' work together with students.</p> <p>b. Concluding the previous material and gives feedback for the class.</p>	<p>a. One of couple write their result down in front of the class, then evaluate together with teacher.</p> <p>b. Give response to feedback by applause.</p>

3. Closing (5 minutes)

Teacher	Students
<p>a. Finishing the activities and closes the meeting.</p> <p><i>"I think that's enough. Thank you for your attention, See you next time. Wassalamu'alaikum."</i></p>	<p>a. Give responses to teacher's closing.</p>

**IX. Assessment :**

1. Technique : Creating simple functional descriptive text about person.
2. Form: Written test

**X. Aspect to be assessed :**

<b>Element of Writing</b>	<b>Score</b>
a. Content	30
b. Organization	20
c. Vocabulary	20
d. Grammar	25
e. Mechanic	5
<b>Total of Score</b>	<b>100</b>

Semarang, 02 November 2016

Approved by,

Supervisor

Teacher

**Nuf Rotul W, S.Pd**

**Ana Pramudiyani**

## Students' worksheet

### **Instructions:**

1. Write simple descriptive text about your teacher!
2. Write at least 5 sentences.
3. Do with your partner.

### LESSON PLAN (Experimental Class)

School : SMP NU 03 Islam Kaliwungu  
Subject : English  
Grade/semester : VIII / I  
Skill focus : Writing  
Material : Describing place (3<sup>rd</sup> meeting)  
Time allotment : 2 X 45 minutes

#### I. Standard of Competence

6. Expressing the meaning of functional written text and simple short essay in the form of descriptive and recount texts to interact with the surrounding environment.

#### II. Basic Competence

- 6.2 Expressing the meaning and the rhetorical stages of a simple short essay by using various kinds of acceptable written language accurately, fluently to interact with the surrounding environment in the form of descriptive and recount texts.

#### III. Indicators :

1. Identifying the social function of descriptive text.
2. Identifying the generic structure of descriptive text.
3. Identifying the language feature of descriptive text.
4. Using simple present tense.
5. Creating simple functional descriptive text about place

#### IV. Learning Aim :

1. Students are able to identify the social function of descriptive text.

2. Students are able to identify the generic structure of descriptive text.
3. Students are able to identify the language features of descriptive text.
4. Students are able to use simple present tense.
5. Students are able to create a simple functional descriptive text about place.

#### **V. Aid/Substance/Learning Sources**

1. **Aid** :
  - a. Realia (examples: Class, Library)
  - b. Text of descriptive
2. **Learning sources** :
  - a. Power Point about descriptive text.
  - b. Text book: Interactive English Junior High School.

#### **VI. Learning Material**

1. Descriptive text.

Definition of descriptive text

A description text functions to describe a particular person, place, or thing.

Generic structure of descriptive text

- a. Identification: Identify the phenomenon to be described.
- b. Description: Describing the phenomenon in parts, qualities, or/and characteristics

Language feature of descriptive text

- a. Focus on specific participants
- b. Use adjective and adverb
- c. Use of simple present tense

3. Sample text of descriptive



## My House

### Identification

My house is not big but it is nice.

### Description

There are two bedrooms, one is my parent's and the other is mine. There is only one bathroom in my house. The living-room and the dining room are not big but very neat. My parents and I like to sit there to chat or watch TV. There is a small kitchen at the back of my house. In the front of my house, there is a small garden.

## VII. Learning Method :

1. Think-Pair-Share

## VIII. Learning Activities

1. Opening (10 minutes)

Teacher	Students
a. Greeting the class. "Assalamu'alaikum, good morning"	a. Give responses for the teacher's statements, related to greeting, feeling, and for attendance.
b. Asking the students' life. "What are you feeling at this time? Are you ok, right?"	
c. Checking students' attendance. "Who is absent today?"	

- a. Exploration (25 minutes)

Teacher	Students
a. Stimulating the students by showing pictures related to the material.	a. Pay attention to get information about

<p>b. Asking some question related to the material about descriptive.</p> <p>c. Asking some question about the characteristics of students' class. Such as:  - <i>"how many chairs in this class?"</i>  - <i>"what is the color of the wall in this class?"</i></p> <p>d. Guiding students to make simple descriptive text about the class and list of clue.</p> <p>e. Asking students to identify the generic structure and language feature of descriptive from text that has been made by students and teacher.</p>	<p>descriptive.</p> <p>b. Answer the question related to the question.</p> <p>c. Answer the question, then make a note about the answer.</p> <p>d. Make simple descriptive text.</p> <p>e. Identifying the generic structure and language feature from the text that has been made.</p>
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b. Elaboration (25 minutes)

Teacher	Students
<p>a. Guiding students to go to outdoor class for observing the library of the school directly, and then asking each of students to think of the characteristics of library. Teacher gives 15 minutes to observe accurately.</p> <p>b. Asking students to come back to the class.</p> <p>c. Giving the such guiding questions:  - <i>"how many desks in the library?"</i></p>	<p>a. Go to library, observing and identifying what are the things that can be described in library.</p> <p>b. Come back to class.</p> <p>c. Answer the question, then make a note about the answer,</p> <p>d. Make a pairs. Discuss, and create descriptive text based on their observation about library and identify the generic structure and language feature in written form.</p>

<p>-“<i>what kinds of book in the library?</i>”</p> <p>d. Divides the students into pairs; Then teacher asks of each pair to discuss, and to create simple descriptive text about the library, and then asking students to identify generic structure and language features of the descriptive text.</p>	
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c. Confirmation (15 minutes)

Teacher	Students
<p>a. Evaluating the students’ task by asking one of couple to share their result with a whole class and write down their descriptive text in the front of the class. Then, evaluates students’ work together with students.</p> <p>b. Concluding the previous material and gives feedback for the class.</p>	<p>a. One of couple write their result down in front of the class, then evaluate together with teacher.</p> <p>b. Give response to feedback by applause.</p>

d. Closing (5 minutes)

Teacher	Students
<p>a. Finishing the activities and closes the meeting.</p> <p><i>“I think that’s enough. Thank you for your</i></p>	<p>a. Give responses to teacher’s closing.</p>

<i>attention, See you next time. Wassalamu'alaikum."</i>	
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**IX. Assessment :**

1. Technique : Creating simple functional descriptive text about place.
2. Form : Written test

**X. Aspect to be assessed :**

<b>Element of Writing</b>		<b>Score</b>
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Grammar	25
5.	Mechanic	5
<b>Total of Score</b>		<b>100</b>

Semarang, 05 November 2016

Approved by,

Supervisor

Teacher

**Nuf Rotul W, S.Pd**

**Ana Pramudiyani**

## Students' worksheet

### **Instructions:**

1. Write simple descriptive text about library!
2. Write at least 5 sentences.
3. Do with your partner.

### LESSON PLAN (Control Class)

School : SMP NU 03 Islam Kaliwungu

Subject : English

Grade/semester : VIII / I

Skill focus : Writing

Material : Describing thing (1<sup>st</sup> meeting)

Time allotment : 2 X 45 minutes

#### I. Standard of Competence

6. Expressing the meaning of functional written text and simple short essay in the form of descriptive and recount texts to interact with the surrounding environment.

#### II. Basic Competence

- 6.2 Expressing the meaning and the rhetorical stages of a simple short essay by using various kinds of acceptable written language accurately, fluently to interact with the surrounding environment in the form of descriptive and recount texts.

#### III. Indicators :

1. Identifying the social function of descriptive text.
2. Identifying the generic structure of descriptive text.
3. Identifying the language feature of descriptive text.
4. Using simple present tense.
5. Creating simple functional descriptive text about thing.

#### IV. Learning Aim :

1. Students are able to identify the social function of descriptive text.
2. Students are able to identify the generic structure of descriptive text.

3. Students are able to identify the language features of descriptive text.
4. Students are able to use simple present tense.
5. Students are able to create a simple functional descriptive text about thing.

## **V. Aid/Substance/Learning Sources**

1. **Aid** :
  - a. Picture
  - b. Text of descriptive
2. **Learning sources** :
  - a. Power Point about descriptive text.
  - b. Text book: “BRIGHT” an English Course for Junior High Students, for SMP/MTS Grade VII.

## **VI. Learning Material**

1. Descriptive text.

Definition of descriptive text

A description text functions to describe a particular person, place, or thing.

Generic structure of descriptive text

- a. Identification: Identify the phenomenon to be described.
- b. Description: Describing the phenomenon in parts, qualities, or/and characteristics

Language feature of descriptive text

- a. Focus on specific participants
  - b. Use adjective and adverb
  - c. Use of simple present tense
2. Sample text of descriptive

## My New Backpack

### Identification

I have a new backpack. Its color is soft green. I always bring it when I go to school. It is made of strong fabric.

### Description

There are several parts of my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is small pocket on the left side of the backpack. I keep a bottle of water in this pocket.



### VII. Learning Method :

1. Group work

### VIII. Learning Activities

1. Opening (10 minutes)

Teacher	Students
<ol style="list-style-type: none"><li>a. Greets the class. "Assalamu'alaikum, good morning"</li><li>b. Asks the students' life. "What are you feeling at this time? Are you ok, right?"</li><li>c. Checks students' attendance. "Who is absent today?"</li></ol>	<ol style="list-style-type: none"><li>a. Give responses for the teacher's statements, related to greeting, feeling, and for attendance.</li></ol>



2. Main (65 minutes)

a. Exploration (25 minutes)

Teacher	Students
<p>a. Stimulating the students by showing pictures related to the material.</p> <p>b. Asking some question related to the material about descriptive.</p> <p>c. Showing a picture, and then asking some questions about characteristic of the picture. Such as:</p> <ul style="list-style-type: none"> <li>- <i>“What is the color of dictionary in the picture?”</i></li> <li>- <i>“what is the shape of dictionary in the picture?”</i></li> </ul> <p>d. Guiding students to make a simple descriptive text based on the picture and list of clue.</p> <p>e. Asking students to identify the generic structure and language feature of descriptive based on the text that has been made by students and teacher about the picture.</p>	<p>a. Pay attention to get information about descriptive.</p> <p>b. Answer the question related to the question.</p> <p>c. Answer the question and make a note the answer.</p> <p>d. Make simple text about bag.</p> <p>e. Identify the generic structure and language feature from the text has been made.</p>

b. Elaboration (25 minutes)

Teacher	Students
<p>a. Divides class into group. Give students one picture for each</p>	<p>a. Make a group (each group consist of 3 students)</p>

<p>group.</p> <p>b. Giving the such guiding questions:</p> <p>- <i>“what is the color of bag in the picture?”</i></p> <p>- <i>“what is the size of bag in the picture?”</i></p> <p>c. Asking each group to create simple descriptive text based on the picture. Then, they have to identify the generic structure and language feature of the descriptive text.</p>	<p>b. Answer the question and make a note the answer.</p> <p>c. Create a simple descriptive text based on the picture in a group.</p>
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c. Confirmation (15 minutes)

Teacher	Students
<p>a. Evaluating the students’ task by asking one of couple to share their result with a whole class and write down their descriptive text in the front of the class. Then, evaluates students’ work together with students.</p> <p>b. Concluding the previous material and gives feedback for the class.</p>	<p>a. One of couple write their result down in front of the class, then evaluate together with teacher.</p> <p>b. Give response to feedback by applause.</p>

3. Closing (5 minutes)

Teacher	Students
a. Finishing the activities and closes the meeting. <i>“I think that’s enough. Thank you for your attention, See you next time. Wassalamu ’alaikum.”</i>	Give responses to teacher’s closing.

**XI. Assessment :**

1. Technique : Creating simple functional descriptive text about thing.
2. Form : Written test

**XII. Aspect to be assessed :**

Element of Writing	Score
1. Content	30
2. Organization	20
3. Vocabulary	20
4. Grammar	25
5. Mechanic	5
<b>Total of Score</b>	<b>100</b>

Semarang, 29 Oktober 2016

Approved by,

Supervisor

Teacher

**Nuf Rotul W, S.Pd**

**Ana Pramudivani**

## Students' worksheet

### **Instructions:**

1. Write simple descriptive text based on the picture below!
2. Write at least 5 sentences.
3. Do with your group.



### LESSON PLAN (Control Class)

School : SMP NU 03 Islam Kaliwungu  
Subject : English  
Grade/semester : VIII / I  
Skill focus : Writing  
Material : Describing Person (2<sup>nd</sup> meeting)  
Time allotment : 2 X 45 minutes

#### I. Standard of Competence

6. Expressing the meaning of functional written text and simple short essay in the form of descriptive and recount texts to interact with the surrounding environment.

#### II. Basic Competence

- 6.2 Expressing the meaning and the rhetorical stages of a simple short essay by using various kinds of acceptable written language accurately, fluently to interact with the surrounding environment in the form of descriptive and recount texts.

#### III. Indicators :

1. Identifying the social function of descriptive text.
2. Identifying the generic structure of descriptive text.
3. Identifying the language feature of descriptive text.
4. Using simple present tense.
5. Creating simple functional descriptive text about person.

#### IV. Learning Aim :

1. Students are able to identify the social function of descriptive text.
2. Students are able to identify the generic structure of descriptive text.

3. Students are able to identify the language features of descriptive text.
4. Students are able to use simple present tense.
5. Students are able to create a simple functional descriptive text about person.

## V. Aid/Substance/Learning Sources

### 1. Aid :

- a. Picture
- b. Text of descriptive

### 2. Learning sources :

- c. Power Point about descriptive text.
- d. Text book : English in Context 1 SMP/MTs Grade VII

## VI. Learning Material

### 1. Descriptive text.

Definition of descriptive text

A description text functions to describe a particular person, place, or thing.

Generic structure of descriptive text

- a. Identification: Identify the phenomenon to be described.
- b. Description: Describing the phenomenon in parts, qualities, or/and characteristics

Language feature of descriptive text

- a. Focus on specific participants
  - b. Use adjective and adverb
  - c. Use of simple present tense
- ### 2. Sample text of descriptive

### **My Name is Rina**

#### **Identification**

My name is Rina. My full name is Rina Waraka. I was born in Tahuna on August 17, 1994. I am a first year of student of SMP 1 Tahuna.

#### **Description**

I am tall and I have a long hair. I live at Jl. Supratman 21 Tahuna with my family. I love my family very much. I have two sisters and one brother. They are Tini, Santi, and Toni. Tini is beautiful. Her hair is black. Santi is short. Her hair is curly and black. Toni is tall. Her hair is black. They are students too.



**VII. Learning Method :**

1. Group work

**VIII. Learning Activities**

1. Opening (10 minutes)

Teacher	Students
a. Greeting the class. <i>“Assalamu ‘alaikum, good morning”</i> b. Asking the students’ life. <i>“What are you feeling at this time? Are you ok, right?”</i> c. Checking students’ attendance. <i>“Who is absent today?”</i>	a. Give responses for the teacher’s statements, related to greeting, feeling, and for attendance.

2. Main (65 minutes)

- a. Exploration (25 minutes)

Teacher	Students
a. Stimulating the students by showing pictures related to the	a. Pay attention to get information.

<p>material.</p> <p>b. Showing picture, and then asking some questions about the picture. Such as:</p> <ul style="list-style-type: none"> <li>- <i>“what is her hair look like?”</i></li> <li>- <i>“what is her skin look like?”</i></li> </ul> <p>c. Asking students to make simple descriptive text based on the picture and list of clue.</p> <p>d. Asking students to identify the generic structure and language feature of descriptive based on the text that has been made by students and teacher about the picture.</p>	<p>b. Answer the question</p> <p>c. Make simple descriptive text.</p> <p>d. Identify the generic structure and language feature from text that has been made.</p>
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b. Elaboration (25 minutes)

Teacher	Students
<p>a. Dividing class into group. Give students one picture for each group.</p> <p>b. Giving the such guiding questions:</p> <ul style="list-style-type: none"> <li>- <i>“what is her face look like?”</i></li> <li>- <i>“what is her her body look like?”</i></li> </ul> <p>c. Asking each group to create simple descriptive text based on the picture and identify the generic structure and language</p>	<p>a. Make a group ( each group consist of 3 students)</p> <p>b. Answer the question, then make a note about the answer.</p> <p>c. Make a simple descriptive text based on the picture in a group.</p>



feature of the descriptive text.	
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d. Confirmation (15 minutes)

Teacher	Students
<p>a. Evaluating the students' task by asking one of couple to share their result with a whole class and write down their descriptive text in the front of the class. Then, evaluates students' work together with students.</p> <p>b. Concluding the previous material and gives feedback for the class.</p>	<p>a. One of couple write their result down in front of the class, then evaluate together with teacher.</p> <p>b. Give response to feedback by applause.</p>

3. Closing (5 minutes)

Teacher	Students
<p>a. Finishing the activities and closes the meeting.</p> <p><i>"I think that's enough. Thank you for your attention, See you next time. Wassalamu'alaikum."</i></p>	<p>a. Give responses to teacher's closing.</p>

**IX. Assessment :**

1. Technique : Creating simple functional descriptive text about person
2. Form : Written test

**X. Aspect to be assessed :**

<b>Element of Writing</b>	<b>Score</b>
a. Content	30
b. Organization	20
c. Vocabulary	20
d. Grammar	25
e. Mechanic	5
<b>Total of Score</b>	<b>100</b>

Semarang, 01 November 2016

Approved by,

Supervisor

Teacher

**Nuf Rotul W, S.P.d**

**Ana Pramudiyani**

## Students' worksheet

### **Instruction:**

1. Write simple descriptive text based on the picture below!
2. Write at least 5 sentences.
3. Do with your group.



### LESSON PLAN (Control Class)

School : SMP NU 03 Islam Kaliwungu

Subject : English

Grade/semester : VIII / I

Skill focus : Writing

Material : Describing place (3<sup>rd</sup> meeting)

Time allotment : 2 X 45 minutes

#### I. Standard of Competence

6. Expressing the meaning of functional written text and simple short essay in the form of descriptive and recount texts to interact with the surrounding environment.

#### II. Basic Competence

- 6.2 Expressing the meaning and the rhetorical stages of a simple short essay by using various kinds of acceptable written language accurately, fluently to interact with the surrounding environment in the form of descriptive and recount texts.

#### III. Indicators :

1. Identifying the social function of descriptive text.
2. Identifying the generic structure of generic structure of descriptive text.
3. Identifying the language feature of descriptive text.
4. Using simple present tense.
5. Creating simple functional descriptive text about place

#### IV. Learning Aim :

1. Students are able to identify the social function of descriptive text.
2. Students are able to identify the generic structure of descriptive text.

3. Students are able to identify the language features of descriptive text.
4. Students are able to use simple present tense.
5. Students are able to create a simple functional descriptive text about place.

## V. Aid/Substance/Learning Sources

### 1. Aid :

- a. Picture
- b. Text of descriptive

### 2. Learning sources :

- a. Power Point about descriptive text.
- b. Text book: Interactive English Junior High School.

## VI. Learning Material

### 1. Descriptive text.

#### Definition of descriptive text

A description text functions to describe a particular person, place, or thing.

#### Generic structure of descriptive text

- a. Identification: Identify the phenomenon to be described.
- b. Description: Describing the phenomenon in parts, qualities, or/and characteristics

#### Language feature of descriptive text

- a. Focus on specific participants
  - b. Use adjective and adverb
  - c. Use of simple present tense
- ### 2. Sample text of description

### My House

#### Identification

My house is not big but it is nice.

#### Description

There are two bedrooms, one is my parent's and the other is mine. There is only one bathroom in my house. The living-room and the dining room are not big but very neat. My parents and I like to sit there to chat or watch TV. There is a small kitchen at the back of my house. In the front of my house, there is a small garden.



**VII. Learning Method :**

1. Group work

**VIII. Learning Activities**

1. Opening (10 minutes)

Teacher	Students
a. Greeting the class. “Assalamu’alaikum, good morning” b. Asking the students’ life. “What are you feeling at this time? Are you ok, right?” c. Checking students’ attendance. “Who is absent today?”	a. Give responses for the teacher’s statements, related to greeting, feeling, and for attendance.

2. Main (65 minutes)

- a. Exploration (25 minutes)

Teacher	Students
a. Stimulating the students by showing pictures related to the material. b. Asking some question related to the	a. Pay attention to get information about descriptive.

<p>material about descriptive.</p> <p>c. Showing picture. Then, asking the students some question about the picture. Such as:</p> <ul style="list-style-type: none"> <li>- <i>“how many tables in the picture?”</i></li> <li>- <i>“what is the color of blackboard in the picture?”</i></li> </ul> <p>d. Guiding students to make simple descriptive text about the picture and list of clue.</p> <p>e. Asking students to identify the generic structure and language feature of descriptive from text that has been made by students and teacher.</p>	<p>b. Answer the question related to the question.</p> <p>c. Answer the question, then make a note about the answer.</p> <p>d. Make simple descriptive text.</p> <p>e. Identify the generic structure and language feature from the text that has been made.</p>
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b. Elaboration (25 minutes)

Teacher	Students
<p>a. Dividing class into groups. Give students one picture for each group.</p> <p>b. Giving the such guiding questions:</p> <ul style="list-style-type: none"> <li>- <i>“what the color of wall in that room?”</i></li> <li>- <i>“ is there any objects in the room?”</i></li> </ul> <p>c. Asking each group to create simple descriptive text based on the picture, then asking students to</p>	<p>a. Make a group (each group consist of 3 students)</p> <p>b. Answer the question, then make a note about the answer.</p> <p>c. Create simple descriptive text based on the picture and list of clue in a group, then identify the generic structure and language feature into written form.</p>

identify the generic structure and language feature of the descriptive text.	
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c. Confirmation (15 minutes)

Teacher	Students
<p>a. Evaluating the students' task by asking one of couple to share their result with a whole class and write down their descriptive text in the front of the class. Then, evaluates students' work together with students.</p> <p>b. Concluding the previous material and gives feedback for the class.</p>	<p>a. One of couple write their result down in front of the class, then evaluate together with teacher.</p> <p>Give response to feedback by applause.</p>

d. Closing (5 minutes)

Teacher	Students
<p>a. Finishing the activities and closes the meeting.</p> <p><i>"I think that's enough. Thank you for your attention, See you next time. Wassalamu'alaikum."</i></p>	<p>a. Give responses to teacher's closing.</p>

**IX. Assessment :**

1. Technique : Creating simple functional descriptive text about place.
2. Form : Written test



**X. Aspect to be assessed :**

<b>Element of Writing</b>	<b>Score</b>
1. Content	30
2. Organization	20
3. Vocabulary	20
4. Grammar	25
5. Mechanic	5
<b>Total of Score</b>	<b>100</b>

Semarang, 05 November 2016

Approved by,

Supervisor

Teacher

**Nuf Rotul W, S.Pd**

**Ana Pramudiyani**

## Students' worksheet

### **Instructions:**

1. Write simple descriptive text based on the picture below!
2. Write at least 5 sentences.
3. Do with your group.



Appendix 22

RESULT OF STUDENTS' WRITING IN PRE-TEST (CONTROL CLASS)

PRE-TEST

Nama : NURJAH B SHARI S  
Kelas : VII B

1. Write your name, and your class.
2. Write a simple descriptive text about your favorite thing.
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	MY HAT
Identification	M-I of ten bring hat and then M-I wear it 5 5
Description	M-I hat colour is black, <del>shape</del> the shape of my hat is oval, the size of my hat is 7.

C	=	22
G	=	14
V	=	10
Q	=	11
M	=	7
		<hr/>
		59
		++

PRE-TEST

Nama : Rizki Nur Rizki  
 Kelas : VIII B

1. Write your name, and your class.
2. Write a simple descriptive text about your favorite thing.
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	My Shoes
Identification	<ul style="list-style-type: none"> <li>- I have a shoes, colour is black, size big</li> <li>- Colour black is big, more been is faded.</li> <li>- Shoe rope is Black, and I like shoes.</li> </ul>
Description	<p><sup>the</sup> cloud is black. size big is big. <sup>the</sup> been is faded.</p> <p><sup>the</sup> rope is black, and I like shoes</p> <p>? Gift from Mother and father.</p> <p>when I Birthday.</p>

C = 18  
 O = 14  
 V = 10  
 G = 10  
 M = 2  


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 54

**RESULT OF STUDENTS' WRITING IN PRE-TEST  
(EXPERIMENT CLASS)**

PRE-TEST

Nama : Marcha Sabila Arantasya  
Kelas : 8<sup>A</sup>

1. Write your name, and your class.
2. Write a simple descriptive text about your favorite thing.
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	My Favorite Story Book
Identification	I have Story book. The book is given From my mother. I'm very pleasure <u>The Story Book.</u> ? <span style="margin-left: 100px;">with</span>
Description	It is <u>Thick</u> . The cover picture is Mermaid. The stories is very interesting. It is colourfull. It <u>have</u> some <u>titles</u> <span style="margin-left: 40px;">has</span>

C	=	23	
O	=	15	
V	=	15	
B	=	18	
M	=	4	
		75	++

PRE-TEST

Nama : ANILLA UNDEI FN

Kelas : VIII A

1. Write your name, and your class.
2. Write a simple descriptive text about your favorite thing.
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	MY DOLL
Identification	I have a doll it is for my mother with <sup>when</sup> I have Birthday
Description	My doll is a bear <sup>be</sup> eyes is colour <u>white</u> <u>white</u> , my doll is beauty, <u>bear in colour white and pink?</u>

$$\begin{array}{r}
 C = 15 \\
 O = 9 \\
 V = 11 \\
 Q = 9 \\
 M = 3 \\
 \hline
 47
 \end{array}$$



## RESULT OF STUDENTS' WRITING IN POST-TEST (CONTROL CLASS)

POST-TEST

Nama : MUSMAN AFANI  
 Kelas : 8D

1. Write your name, and your class.
2. Write a simple descriptive text with your own word. Choose one of the following topics below:
  - a. My favorite thing
  - b. My favorite figure
  - c. My favorite place
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	<u>Oh My <del>father</del> Mother</u>
Identification	<u>My mother Name <u>Nur Chayatoun</u> </u> <del>She</del>
Description	<u>She is tall. She is beautiful  hair is long.</u> <u>She is Fat. her skin is white.</u> <u> the nose is pointed.</u> <u>her</u>

$$\begin{array}{r}
 30 \\
 30 \\
 30 \\
 30 \\
 30 \\
 30 \\
 30 \\
 30 \\
 30 \\
 30 \\
 \hline
 85
 \end{array}$$

POST - TEST

Nama : Rizka Winda Wati  
 Kelas : VII

1. Write your name, and your class.
2. Write a simple descriptive text with your own word. Choose one of the following topics below:
  - a. My favorite thing
  - b. My favorite figure
  - c. My favorite place
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	My friend
Identification	I have a best friend. My best friend is <u>named</u> <u>Winda Wati Wati</u> named.
Description	<p>Her</p> <p>The hair is long color is black. the eyes she is sparkling eyes. she is <u>those flat</u> flat. she is <u>skin</u> brown. she is <u>confident</u> body she is <u>chabi</u> pipe. he she is tall. Her hair is curly. They are students too. I am verry true <u>Best friend for ever.</u></p>

$$\begin{array}{r}
 C = 20 \\
 O = 18 \\
 V = 15 \\
 \text{O} = 15 \\
 W = 4 \\
 \hline
 70
 \end{array}$$



**RESULT OF STUDENTS' WRITING IN POST-TEST  
(EXPERIMENT CLASS)**

POST-TEST

Nama : Marsha Sabila Anantasya  
Kelas : 8A

1. Write your name, and your class.
2. Write a simple descriptive text with your own word. Choose one of the following topics below:
  - a. My favorite thing
  - b. My favorite figure
  - c. My favorite place
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	My Favorite Figure is My Mother.
Identification	My name is Marsha. My full name is Marsha Sabila Anantasya. I have a Mother. she is My parents.
Description	<p>She is a pretty. she has a husband. <sup>the</sup> (she) husband is My father. she (have) a short hair. she is fat. she has skin white. She is short. She is nice. white skin.</p> <p>I'm very proud of you MOM.</p>

$$\begin{array}{r}
 C = 25 \\
 O = 18 \\
 V = 19 \\
 G = 18 \\
 M = 4 \\
 \hline
 84
 \end{array}$$

POST - TEST

Nama : Anji Lestari  
Kelas : VII A

1. Write your name, and your class.
2. Write a simple descriptive text with your own word. Choose one of the following topics below:
  - a. My favorite thing
  - b. My favorite figure
  - c. My favorite place
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	My New Bag
Identification	I <u>(m)</u> have new bag. my new bag very beautiful.
Description	my new bag very Big. my new bag <sup>black</sup> black colour. my new bag very wonderful. it is a gift from my mother.

$$\begin{array}{r}
 C = 20 \\
 O = 18 \\
 V = 20 \\
 \text{P} = 19 \\
 M = 4 \\
 \hline
 86
 \end{array}$$

**DOCUMENTATIONS OF STUDENTS' LEARNING ACTIVITY  
IN EXPERIMENTAL CLASS**



## CURRICULUM VITAE

Name : Ana Pramudiyani  
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Educational Background - SDN 05 Krajan Kulon (2000-2006)  
- SMP N 02 Kaliwungu (2006-2009)  
- SMA N 1 Kaliwungu (2009-2012)  
- Education and teacher training  
faculty of Walisongo State Islamic  
University Semarang (2012-2016)

Thus, these curriculum vitae are made by the writer correctly.

Semarang, 13 November 2016

The writer