

**THE INFLUENCE OF USING GRAPHIC ORGANIZER
TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT
AT THE SECOND SEMESTER OF THE TENTH GRADE OF
SMKGAJAH MADA BANDAR LAMPUNG
INTHEACADEMIC YEAR OF2016/2017**



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Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

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(A Thesis)

**Submitted as a Partial Fulfillment of
Requirements for S1-Degree**

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2017**

ABSTRACT

THE INFLUENCE OF USING GRAPHIC ORGANIZER TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

BY:
SUHAIDI PRATAMA

This research is conducted based on the preliminary research that are many students considered writing is difficult. The students still cannot develop and express their idea in writing and the class condition was less attractive. The students' descriptive writing score is below the criteria minimum mastery (KKM) at SMK Gajah Mada Bandar Lampung. The objective of the research was to find out whether there is influence of graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the tenth grade of SMK Gajah Mada Bandar Lampung. The total sample in this research was 77 students that were taken from two classes, X Akuntansi and X Administrasi Perkantoran. In collecting the data, the writer used instruments pre-test and post-test. The instrument was descriptive writing test. After giving the post-test, the writer analyzed the data by using independent sample t-test.

From the data analysis, it was found that the result of test was t_{observed} (2.76) with t_{critical} (1.684), it means that the score of t_{observed} was higher than t_{critical} , so H_a is accepted. So, there was influence of graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung.

Keywords: Descriptive Text, Graphic Organizer, Quasi Experimental Design, Writing Ability.

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Graphic Organizer Towards Students’ Writing Ability in Descriptive Text at the Second Semester of the Tenth Grade of SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, July 2017
Declared by,

Suhaidi Pratama
NPM. 1311040109

MOTTO

رُشِدًا عَلِّمْتَ مِمَّا تَعْلَمَنَّ أَنْ عَلَيَّ أَتَّبِعُكَ هَلْ مُوسَىٰ لَهُ وَقَالَ ﴿٦٦﴾

Moses said to him: “May I follow thee, on the footing that thou teach me something of the (higher) truth which thou has been taught?”¹ (Q.S Al-Kahfi: 66)



¹Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*, (New Johar: The King Fahd Holy Qur'an Complex, 1987), p.142

DEDICATION

This thesis is dedicated to:

1. My beloved parents, the late Mr. Misjaand Mrs. Sutiniwho always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved young brother and young sister; Shanta Prasetya, and Mia Auliyatun Nisawho always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Suhaidi Pratama. He was born in Indramayu, West Java on October 28th, 1994. He is the first child of three children of Mr. Misja and Mrs. Sutini. He has one young brother whose names is Shanta Prasetya and one young sister, whose names is Mia Auliyatun Nisa.

He began his study at elementary school of SD NEGERI 1 Campang Raya in 2001 and graduating in 2006. Then, He continued at Junior High School of SMPN 11 Bandar Lampung in 2006. After graduating from Junior High School in 2009, he continued again at Vocational High School at SMK Gajah Mada Bandar Lampung in 2009 and graduated in 2012. Then, in 2013, He continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During his study in UIN Bandar Lampung, he joined in some organizations in his faculty called ESA (English Student Association). He has taught in Vocational High School of Gajah Mada Bandar Lampung, and he has been teaching since 2016 until present.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Graphic Organizer towards Students’ Writing Ability in Descriptive Text at the Second Semester of the Tenth Grade of SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:



1. Dr. H. Chairul Anwar, M. Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
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7. The writer's parents; the late Misja and Sutini, the writer's young brother and young sister; Shanta Prasetya and Mia Auliyatun Nisa who always give love and support for the writer.
8. The writer's beloved friends, who always support me to finish this thesis thanks for your friendship. Then, and also for all of the writer's friends English Program of UIN Raden Intan Lampung, especially "Class Bike B" thanks for your help and motivation that given to writer.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writersincerely welcomes criticisms and suggestions from the readers to

enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, July 2017
The Writer,



Suhaidi Pratama
NPM. 1311040109

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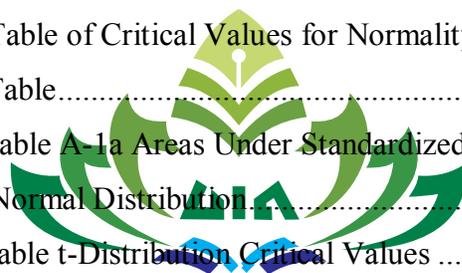
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a system of communication, it is useful to compare it with other systems of communication. For instance, humans communicate not just through language but through such as gesture, art, dress, and music.² It means that language is the most important system for communication in human life. Thus, it is very important to every people learn language for making a good relationship with other people.

Language is rule-governed, creative, universal, innate, and learned, all at the same time.³ Based on this definition, language is a tool of communication used by people which has characteristics in it. Each country has the first language based on the agreement of them. It should be noted that people have to master international language although they have first language used in daily activities. In this global era, it is very important to interact with people around the world.

English is an international language used widely in order to transfer the message of the communication itself. In Indonesia, English is a language that is learned by students as a foreign language. According to Harmer, a language function is a

²Meyer. F. Charles, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), p.3.

³Laurel J. Brinton, *The Structure of Modern Language* (Amsterdam: John Benjamins Publishing, 2000), p. 3.

purpose you wish to achieve when you say and write something.⁴ Furthermore, there is a goal or aim in order to use language itself whether in spoken or written form.

In the process of language learning, there are four basic skills that must be mastered they are listening, speaking, reading, and writing.⁵ Writing is a thinking process. The process consists of some stages to reach the goal. Writing is a step a two-processes. The first, you figure out your meaning, and then you put into language.⁶ In Islam, the importance of writing is also stated in the holy Quran on first verse of surah Al-Qolam :

يَسْطُرُونَ وَمَا أَلْقَمِينَ

“ Noon, I swear by the pen and what the angels write.”⁷ (QS. Al-Qolam:1)

Qolam in this verse means as a pen which is used to write the knowledge. It means that everyone who will write, will make the process of thinking to create ideas in writing so as to understand its meaning and purpose.

Besides, there are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres, each has a specific purpose, an overall structure,

⁴Jeremy Harmer, *How to Teach English*, New Edition (Edinburgh Gate: Pearson Education Limited, 2007, p. 76.

⁵Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.215.

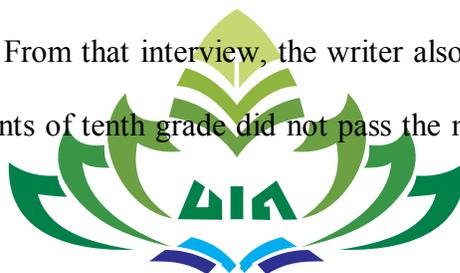
⁶H Douglas Brown, *Teaching by Principlean Interaction Approach to Language Pedagogy*, Fourth Edition (New York: Longman, 2001), p.361.

⁷Allama Abdullah Yusuf Ali, *The Holy Qur'an : Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), P. 444.

specific linguistic feature, and is shared by members of the culture.⁸It means that there are many kinds of writing text, every text has differences each other's.

Based on the preliminary research in SMK Gajah Mada Bandar Lampungat the tenth grade,by interviewing the English teacher, Mr. Riyon, S.S., the writer found out some students' problems in writing ability.He said the students' problems in learning writing those are (1) the students still cannot develop and express their idea to write, (2) the students do mistakes due to lack of vocabularies. In the process of language learning, the teacher use guided writing as technique in teaching writing.⁹

The writer also asked the teacher about the students' English ability especially in writing descriptive text. From that interview, the writer also got the data that showed more than 60% of students of tenth grade did not pass the minimum score as shown on the table 1.



⁸Ken Hyland, *Teaching and Researching Writing*, Second Edition (London: Longman, 2009), p.15.

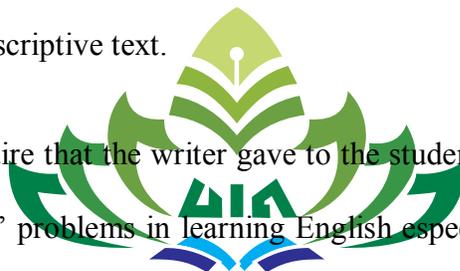
⁹Riyon, An English Teacher of SMK Gajah Mada Bandar Lampung, *An Interview*, on Monday, January, 16th, 2017, unpublished.

Table 1
Students' Score of Writing Descriptive Text at the Tenth Grade
SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017

NO	Class	Students' Score		Total
		≥ 70	< 70	
1	1 AK 1	12	27	39
2	1 AP 1	11	27	38
3	1 TKJ 1	13	24	37
Total		36	78	114
Percentage		31.58%	68.42%	100 %

Source: The data from English teacher of SMK Gajah Mada Bandar Lampung

From the data on table 1, it can be seen that from one hundred and twenty-nine students of tenth grade of SMK Gajah Mada Bandar Lampung there are 78 students (68.42 %) got score under 70. Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still face difficulties in writing descriptive text.



Based on the questionnaire that the writer gave to the students, the writer also found three factors of students' problems in learning English especially writing descriptive text those are (1) the students find the problems in developing and expressing their ideas, (2) the students have difficulties find meaning of vocabulary, (3) the students have difficulties in writing with grammar correctly. Besides, the class condition and teacher's technique in teaching learning process is less interesting.¹⁰

Based on the preliminary research, the writer found the cause of problem was that the students' writing descriptive text is still low. It happens because the teacher does not use appropriate way and the students face difficulties to develop idea in their text and

¹⁰Tenth Grade Students' Questionnaire of SMK Gajah Mada, on January 23rd, 2017, unpublished.

to make descriptive text. To improve the students' ability in writing descriptive text needs an appropriate strategy, technique, and method helping them as solution for their problems. There is actually technique that can help students in writing descriptive text, called graphic organizers.

The graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.¹¹ Some of which are also called concept maps, entity relationship charts and mind maps are a pictorial way of constructing knowledge and organization information. They help students to change a lot of information that seems disjointed to be structured and graphics display. The result of visual display conveys complex information in a simple-to-understand manner. The graphic organizers improve students' ability to think, and to plan for writing.¹²



Based on the research journal of Abdul-Majeed Toyib about The Effect of Using Graphic Organizers on Writing, he found that the use of graphic organizers results in student's motivation. Students began to view writing as easy, interesting and more exciting. This feeling about writing has reflected positively on students' attitudes towards this skill. This in turn had motivated the students to learn English better. Thus, graphic organizers should be incorporated into the teaching of English to EFL learners. For the very same reason, curriculum designers and

¹¹Karen Bromley, Linda Irwin-Devitis and Marcia Modlo, *50 Graphic Organizers for Reading, Writing, and More* (New York: Scholastic Professional Books, 1999), p.6.

¹²Mary Ellen Osowski, *Graphic Organizers for Reading and Writing* (New York: Curriculum Associates, 1997), p.1.

textbook writers can incorporate these organizers into the textbooks to motivate the students and make the learning of writing a more enjoyable experience.¹³

In the previous research Abdul-Majeed Toyib used graphic organizer to improve writing skill includes students motivation, writing as easy, interesting and more exciting. In this research, the writer is going to focus on writing skill in descriptive text by using graphic organizer to generate, sort, arrange and organize ideas to be developed into certain form of writing work.

In addition, another research conducted by Maya Resti Sari about Improving Students' Writing Narrative Text by Using Graphic Organizer at the Grade IX A of SMPN 22 Bengkulu also revealed that by using graphic organizer the students are more interested and motivated in writing. Thus, it can be concluded that graphic organizer is an attractive way to motivate students in writing of narrative text.¹⁴

In the previous research Maya Resti Sari used the narrative text. In this research, the writer is going to focus on writing descriptive text by using graphic organizer. The writer takes writing descriptive text because it is appropriate based on the materials in English Curriculum for Vocational High School at tenth grade. In the previous research, graphic organizer can make the teaching learning process ran well and

¹³Abdul-Majeed Tayib, *The Effect of Using Graphic Organizers on Writing, A Case Study of Preparatory College Students at Umm-Al-Qura University*, English Language Center, International Journal of English Language and Linguistics Research Vol.3, No.1, pp.15-36, January 2015, Published by European Centre for Research Training and Development UK, available on www.eajournals.org, Accessed on Thursday 29th, August 2017.

¹⁴Maya Resti Sari, *Improving Students' Writing Narrative Text by Using Graphic Organizer at the Grade IX A of SMP Negeri 22 Bengkulu*, Department of English Education, Faculty of Teachers' Training and Education, University of Bengkulu, 2013, available on www.distrodoc.com/154011, accessed on Sunday 24th, April 2017.

students more interested and motivated in writing narrative text. In this research, graphic organizer can help the students to make a descriptive text easily because in this technique would be explained more detail how to make good writing in descriptive text and the writer is going to make the graphic organizer become more interesting.

Based on the explanations above, the writer conducted a research entitled:

“The Influence of Using Graphic Organizer towards Students’ Writing Ability in Descriptive Text at the second semester of Tenth Grade at Vocational High School of Gajah Mada in Academic Year of 2016/2017”.

B. Identification of the Problem

Based on the background of those problems, the writer identified the problems as follows:



1. The students’ writing descriptive text ability is still low.
2. The students get the difficulties in developing and expressing their ideas due to lack of vocabularies.
3. The students do not like English, especially writing descriptive text.
4. The students get the difficulties in writing with grammar correctly.
5. The teacher’s technique in teaching writing way do not interesting.

C. Limitation of the Problem

Based on the background and the identification of those problems, the writer limited the problem only on the influence of using graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

D. Formulation of the Problem

Based on the identification and limitation of those problem, the writer formulated the problems as follows:

Is there a significant influence of using graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017?



E. Objective of the Research

Related to the problem formulation, the objective of the research was to find out whether or not there was a significant influence of using graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

F. Uses of the Research

The writer expects the findings of this research might bring the following benefits.

1. Theoretical Contribution of the Research

For the theoretical contribution, the result of this research will expect to support the previous theories about graphic organizer to improve writing ability, especially descriptive text writing ability.

2. Practical Contribution of the Research

For the theoretical contribution, the result of this research will expect that the teacher can improve the students' descriptive text writing ability by using various technique in teaching learning process, so the goal of learning can be achieved and the students can increase their descriptive text writing ability through graphic organizer.



G. Scope of the Research

1. Subject of the Research

The subject of this research was the students at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung.

2. Object of the Research

The object of this research was the students' descriptive text writing ability and the use of graphic organizer.

3. Place of the Research

The place of this research wasat SMK Gajah Mada Bandar Lampung. It is located on Jl. Soekarno-hatta No. 1 Way Halim Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017.



CHAPTER II FRAME OF THEORY, FRAME OF THINKING, HYPOTHESIS

A. Teaching English as a Foreign Language

Language is a set of rules by human as a tool of communication.¹⁵ While Meyer states that language is a system of communication, it is useful to compare it with other systems of communication.¹⁶ Brown says that, language is acquired by all people in much the same way language and learning language both have universal characteristics.¹⁷ Furthermore, according to Brinton, language is rule-governed, creative, universal, innate, and learned, all at the same time.¹⁸

Based on the explanation above, language is a tool of communication that use useful to compare it with other in order to the people can understand what they mean. Language is used many people build a good relationship each other's. In this global era, it is very important to interact with people around the world. It means that language is important for human because without language, we cannot interact in life perfectly as human being, therefore we must master the language.

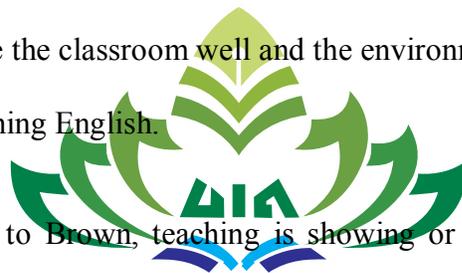
¹⁵Sanggam Siahaan, *The English paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

¹⁶Meyer. F. Charles, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), p.3.

¹⁷H. Douglas Brown, *Principle of Language Learning and Teaching* (San Francisco: Addison Wesley Longman, 2000), p.5.

¹⁸Laurel J. Brinton, *The Structure of Modern Language* (Amsterdam: John Benjamins Publishing, 2000), p. 3.

English is viewed as a language which gives you access to the world.¹⁹ That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. People which has characteristics in it. Each countries has the first language based on the agreement of them. It should be noted that people have to master international language although they have first language used in daily activities. In teaching English as foreign language, the teachers should be able to manage the classroom well. As Richard states underpinning them all is the ability of a teacher to manage students and the environment to make the most of the opportunities for learning and practicing language.²⁰ Based on the several explanation, English is one of important language that is taught in Indonesia. In teaching English, the teacher should be able to manage the classroom well and the environment to make the most of the opportunities in learning English.



Furthermore, according to Brown, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.²¹ It means that teacher strategy is very important to engage students, teacher have to make the students feel comfort and interest in studying subject by using a creative strategy so the students' will focus on learning activity.

¹⁹Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (West Sussex: John Wiley & Sons, Ltd, 2009), p. 9.

²⁰Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 47.

²¹H. Douglas Brown, *Teaching Principle of Language and Teaching* (San Fransisco: Practice Hall Regents, 1994), p.7.

As we know in Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.²² It means that in Indonesia, English is not used for communication in the daily lives.

Based on the explanation above, English is one of important language that is taught in Indonesia. In teaching English, the teacher should be able to managing the class and use creative strategy so the students will be interest in learning English.

B. Writing

Writing is one of four skills should be mastered by students, as Raimes states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.²³ According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.²⁴ It means that writing can express the ideas, feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

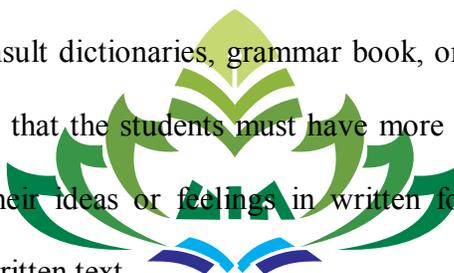
²²Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.22.

²³Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.

²⁴Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

Writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections.²⁵ It means that writing is an activity that use thought, mind, and feeling based on what we want to write.

The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered. Harmer also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.²⁶ It means that the students must have more references because it can help them to support their ideas or feelings in written form, so make the reader interested to read their written text.



Based on several definitions about writing above, It can be conclude that writing is a way of express the ideas, feelings, and thoughts arranged in word, sentences and paragraph to construct his or her views on a topic. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

²⁵Alice Oshima, Ann Hogue, *Writing Academic English*, Third Edition (New York: Addison Wesley Longman, 1999), p.3.

²⁶Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

C. Writing Ability

Writing is regarded as an extension of grammar - a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.²⁷ It means that writing is a complex process, which the students not only explore ideas and concrete to be realized in a text but also test of students' ability to make a writing correctly.

Writing ability is the skill of a writer to communicate information to a reader or group of readers.²⁸ It means that writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the writer means.



Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.²⁹ In addition, Heaton states five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom).

²⁷Ken Hyland, *Op.Cit*,p.3.

²⁸SanggamSiahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22.

²⁹Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p. 130.

4. Language use (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).³⁰

Based on those explanations, the writer concludes that writing ability is an ability to create words or idea of the writer. writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their ideas to be a good writing use aspect such as content, organization, vocabulary, language, and mechanics.

D. Writing Process

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).³¹ It means that, writing as a process of our mind to produce a good written start from beginning until the last the written.

There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing.³² A typical prewriting activity in the process approach would be for students to brainstorm on the topic of houses. At the composing/drafting stage,

³⁰J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p.135.

³¹Jeremy Harmer, *How to Teach Writing*, *Op. Cit*,p.4.

³²Christopher Tribble,*Op. Cit*, p. 39.

students would select and structure the result of the brainstorming session to provide a plan of description of a house. This would guide the first draft of a description of a particular house. After discussion, the students may revise the first draft working individually or in group. Finally, the learners would edit or proof-read the text.

Table 2
Stages of Writing Process

Prewriting	Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose. Research is also an important aspect of prewriting.
Drafting	Drafting is the stage when you begin to put the paper in paragraph form. When you begin to draft your writing, you need to keep in mind five separate writing techniques that will help your reader to understand your paper.
Revising	<ol style="list-style-type: none"> 1) Check to see if the essay fits. 2) Make sure each paragraph has a topic sentence. 3) Make sure there are smooth transitions between paragraphs. 4) Check for digressions. 5) Do you have sufficient support in all paragraphs? 6) Is your paper logical in order? 7) Do you have an introduction and a conclusion?
Editing and Proofreading	Here is where you check on your spelling and grammar and mechanics. Spell check is your friend! In a research paper, you would also check to see if your documentation is done properly. Most students skip this step, but most teachers take off points for papers that are not proofread. It might be in your best interest to take a look, and sometimes four eyes are better than two. Have a friend look over it, or take it to the writing center for extra help. ³³

From that explanation the writer concludes that writing process is a process of to order something in form of written language. The students make a good writing if they follow rules of writing process such as begin with planning, drafting, editing and final version.

³³*Ibid*, p.42.

E. Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.³⁴ It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.³⁵ It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

According to Gerot and Wignel classify the genre into thirteen types. They are;



1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

³⁴Mark Anderson, Kathy Anderson, *Text Type in English* (South Yarra:Mackmillan Education Australia,1997), p.1.

³⁵Ken Hyland, *Teaching and Researching Writing*, Second Edition(Edinburgh Gate: PearsonEducation Limited, 2009), p.8.

Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something is the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.



8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.³⁶

Based on those explanations, it can be concluding that there are many kinds of text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, the writer only focus indescriptive text as the form of writing that will be investigated because this kind of writing form is concluded as the material should be learned by the students for the tenth grade. Moreover, the students have already learned about it, so that the writer will be easier to find out the influence of using graphic organizers toward students' writing ability in descriptive text. From the definition above, it means that there are many kinds of text in English for teaching and learning, and the writer concludes that text is an original word of something written, printed, or spoken to describe about something to one people to another.

³⁶Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*(Sydney: Gerd Stabler, 1994), pp. 192-220.

F. Descriptive Text

According to Kane, description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.³⁷ Anderson & Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.³⁸ Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.³⁹

a) Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non-human).

b) Rhetorical structure

A descriptive writing has generic structure. They are:

1. Identification: general description about an object.
2. Description: specific description about an object.

c) Grammatical Pattern

1. Use declarative sentence and simple present tense.
2. Use conjunction.

³⁷Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000),p.6.

³⁸Anderson,*Op. Cit*, p. 28.

³⁹Pardiyono, *Pastibisa Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 34.

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

d) The Example of Descriptive Text Writing

Mrs. Debby Magdalena

Identification: Mrs. Debby Magdalena is one of the successful carrier woman. She is the new sales manager for Jakarta sales office of Le MerideanNirwana Golf and Spa Resort.

Description:Mrs. Debby Magdalena holds her new position as from Marc 2nd, 2009. Prior to her assignment at Le MeredianNirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua's Jakarta sales office. Prior to that, she worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali. Born in Jakarta, she is a graduate of BPLP Bandung majoring hotel management and of DwipaWacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridian Nirvana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

<http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>



Based on the explanation about the descriptive text above, the writer takes conclusion that the descriptive text is a text that describe a person, thing, places, or an animal that has been specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contains in decriptive text, they are identification and description.

G. Students' Descriptive Text Writing Ability

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides

that, the writer also must practice it more and rapidly. Descriptive writing is to describe a person, thing, places, or an animal that has been specific. And descriptive writing also giving more information about a person, thing, place, or animal using appropriate details".⁴⁰ It means that the purpose of descriptive text is to describe objects or persons in which the writer will interest.

There are some components that are used in scoring writing ability. According to Tribble, there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.⁴¹ It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

Based on the explanation above, the writer may conclude that the students' descriptive writing ability is their ability to describe an object in detail with good mastery of the five aspects of writing like content, organization, vocabulary, language and mechanics.



H. Approach, Method, and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.⁴² It means that

⁴⁰Otong Setiawan Djuharie, *Easy Writing* (Bandung: CV. Yrama Widya, 2009), p. 153.

⁴¹Christopher Tribble, *Op. Cit*, p. 130.

⁴²Jeremy Harmer, *How to Teach English, Op. Cit*, p. 78.

approach is the way to acquire knowledge so that it can make the condition that successful in language learning.

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.⁴³ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.⁴⁴ It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.⁴⁵ It means that method is some of activity in the learning process with the material of syllabus organization as part of their standard fare.

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.⁴⁶ Brown states that a technique also commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom

⁴³H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Fourth Edition (New York: Longman, 2001), p.16.

⁴⁴Jeremy Harmer, *The Practice of Language Teaching*, Fourth Edition (London: Longman, 1999), p.62.

⁴⁵Jeremy Harmer, *The Practice of Language Teaching*, *Op.Cit*, p.62.

⁴⁶Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, *Op.Cit*, p.14.

for realizing lesson objectives.⁴⁷It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeat the right one.

Based on the statements above, in order to solve the problem in learning English graphic organizers is a kind of teaching learning process. Therefore, by using thistechnique in learning English writing students will have fun, relax and interesting. Not only that, this technique is also can help the students in exploring ideas.

I. Graphic Organizers

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies that students can be more successful learners. According to Katherine, Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.⁴⁸

While Bromley, et.al., who state that graphic organizers is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.⁴⁹ Graphic organizers are wonderful strategies to get students actively involved in their learning. Christi state that Graphic organizers are

⁴⁷H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Op.Cit, p.16.

⁴⁸Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers* (San Francisco: Jossey-Bass, 2010), p. 1.

⁴⁹Karen Bromley, Linda Irwin-Devitis, Marcia Modlo, *50 Graphic Organizers for Reading, Writing, and More* (New York: Scholastic Professional Books, 1999), p.6.

visual representations that help gather and sort information.⁵⁰Based on the explanation above, the writer is able to assume that graphic organizers is an effective strategy in teaching English writing because it can motivate and help the students for organizing content and exploring ideas in their learning.

Although there are many variations and possible combinations of graphic organizers used in the classroom, most of them fall into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers.⁵¹

1. Conceptual Organizers

These types of graphic organizers include a main concept or central idea with supporting facts, evidence, or characteristics.

2. Hierarchical Organizers

These organizers begin with a topic or concept and then include a number of ranks or levels below the topic. The key characteristic of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top. The position on the organizer denotes the level of the label within organization.

3. Cyclical Organizers

The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous.

4. Sequential Organizers

⁵⁰Christi E. Parker, *30 Graphic Organizers for Writing* (Huntington Beach: Shell Educational Publishing, 2007), p.4.

⁵¹Cristine Watkins, *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economic* (Cambridge: Winthrop Publisher inc, 2007), p.5.

This type of organizer is helpful when events have a specific beginning and end. It is also appropriate for cause and effect, process and product, and problem solution text.⁵²

Based on the statements above, there are four types of graphic organizers in English for teaching and learning, the writer only focused on conceptual graphic organizers. Then, it can be concluded that graphic organizer is a kind of teaching strategy for teaching writing by asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work.

J. Teaching Descriptive Text by Using Graphic Organizers

Graphic organizers can demonstrate a student's ability to identify key concepts and make connections among them. For some students, graphic organizers will become a preferred learning and study strategy. Graphic organizers are valuable strategies for effective learning that will help teachers and students in increasingly diverse classrooms improve learning, achieve high standards, and promote critical thinking.

At other times, you will need to modify the templates to meet your needs. A template provides an organizational framework for students who are new to graphic organizers with the structure of a particular text.⁵³ It means that graphic organizers will show a student's ability to identify key concepts and make connections, it will help the students to improve their critical thinking.

⁵²Karen Bromley, Linda Irwin-Devitis, Marcia Modlo, *Op. Cit*, p. 8.

⁵³*Ibid*, p. 12.

Based on the explanation about graphic organizers above, the teacher has to teach the students to get students' idea to make descriptive text. Karen Bromley, Linda Irwin-Devitis, and Marcia Modlo says there are some of stages in teaching by using graphic organizers. This conceptual map shows icons that represent categories of information about a person. Students can use this map to introduce themselves to one another at the beginning of the year or when they first form small groups to get to know each other better.

1. Have each student write his or her name in the center of the template.
2. For each icon that represent a category of information, have students draw pictures and/or label each with words to show supporting information.

Some of variations that we have to do in this template:

1. Add to or change this template by including different icons.
2. Have students use this template to write an autobiography.
3. Have students put their maps on overhead transparencies and share them.
4. Students can use this map to explore a character in a story, a historical figure, or a real person they are studying, etc.
5. Read or have students read randomly chosen "who am I?" maps so the class can guess who the map is about.⁵⁴

⁵⁴*Ibid*, p. 82.

The basic writing process for the purpose of this graphic organizers includes six steps: brainstorming, outline, rough draft, evaluation, final draft, and publishing.

1. Brainstorming

Brainstorming suggests a haphazard approach to getting thoughts out of the mind and into some type of canvas (e.g., chalkboard, overhead, worksheet). Brainstorming can be and should be guided by the teacher before students are expected to complete this step independently. Graphic organizers, such as a web, map, or frame are relatively simple devices that can be used to guide this step.

2. Outline

The outline is used to further organize the thoughts revealed in the Brainstorming step. Teacher-generated and later, co-constructed outlines allow students to visualize the different topics and paragraphs within the paper.

3. Rough Draft

The transition between outline and rough draft is a relatively small step. A solid outline visually identifies the sections of the paper so students can transfer the isolated sentences or details into flowing paragraphs.

4. Evaluation/Editing

The evaluation step includes peer and teacher proofing as well as editing. The teacher provides a list of questions and instructions that is both general (e.g.,



spelling, grammar) and specific (e.g., number of paragraphs, sentence length) that guides the evaluator through this stage of the process. The writer uses the evaluation feedback to make corrections as necessary.

5. Final Draft

After the suggestions from the evaluator(s) are considered, the student proceeds to the final draft. The final draft is usually a handwritten copy that the student submits for a grade. (Note: It may be necessary to require some or all students to review the corrections with the teacher before proceeding to this stage.)

6. Publishing

This is considered an optional stage for the writing process. The students should be encouraged to produce some type of creative product that enhances the written work. This step incorporates technology, art, music, drama, and the like into the lesson and may provide an incentive for completing the writing task.⁵⁵

Based on those explanations, it can be concluded that there are some of stages in teaching descriptive text using graphic organizers. At other times, you will need to modify the stages with the variation in this template.

⁵⁵Lee Anne Sulzberger, *Considerations: The Writing Process: A Scaffolding Approach*, T/TAC W&M Library, 2015, available on <http://education.wm.edu/centers/ttac/index.php>, accessed on Sunday, 24th, April 2017.

K. Strengths and the Weaknesses of Graphic Organizers

Graphic organizers enable teachers to show and explain relationships between content and sub content and how they in turn relate to other content areas. On the other hand, through the use of organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning, for easy understanding; there are specific benefits to students and teachers.

1. The Strengths of Using Graphic Organizers

- a. Benefits to students: understand the concept of part to whole, record the relationships clarify and organize ideas, improve memory, and recognize and assimilate different points of view.
- b. Benefits to teachers: show and explain relationships between and among contents, make lessons interactive, help visual learners to acquire information more easily, motivate students, assist students in prewriting techniques, and assess what students know.⁵⁶

It means that graphic organizers enable teachers to show and explain relationships between material and sub material in teaching process. On the other hand, students can make writing more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

⁵⁶Christine Watkins, *Op. Cit*, p. 7.

2. The Weaknesses of Using Graphic Organizers

Most often, teachers say they lack enough time to create and use graphic organizers. But, across curriculum areas, teachers who have had the opportunity to learn about graphic organizers and who use them regularly in their teaching are very enthusiastic about the potential of graphic organizers for enhancing understanding of content and learning in general. Graphic organizers take time to plan before a lesson, but they facilitate learning and retention.⁵⁷ It means that some of the weaknesses of graphic organizers such as teachers say they lack enough time to create graphic organizers and graphic organizers take time to plan before a lesson. Graphic organizers are really a flexible strategy; teachers can modify a template with a slide presentation. Teachers can use students' work in pairs, groups or in whole class to complete them.

L. Guided Writing

Guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing.⁵⁸ Guided writing is the most important factor in these strategies. Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how

⁵⁷Karen Bromley, Linda Irwin-Devitis, Marcia Modlo, *Op. Cit*, p. 15.

⁵⁸Ontario Ministry of Education and Training, *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3* (Toronto: Ontario Ministry of Education, 2005), p. 53.

to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding. As mentioned above, writing strategies on how to develop and formulate abstract ideas as well as use proper media or tools to assist pre-writing and successive tasks are critical issues.

Based on the explanation above, it can be concluded that guided writing is a strategy for teaching English in which the teacher how to guide the students applied to a topic in teaching writing. Then, it can motivate and help the students in exploring ideas.

M. Teaching Descriptive Text by Using Guided Writing

A guided writing lesson generally follows modelled, shared, and interactive writing lessons and comes about when a teacher determines that a group of students could benefit from further teacher support to develop a particular writing skill.⁵⁹ Based on Ontario Education there are some procedures of teaching descriptive text using guided writing strategy as follows :

1. Tells the students that they are to think about the topic they choose previously and think about how a story with that topic might begin;
2. Invites students to begin writing a beginning or revising one of their previously written stories, while the teacher supports individual students in the group;
3. Invites students to share their ideas with a partner.

⁵⁹*Ibid*, p.53.

4. The teacher brings the group together to share their story beginnings and discuss the effectiveness of each.
5. If time permits, the students could complete their stories, or their story beginnings could be placed in their writing folders to be used later during a writing workshop.⁶⁰

Based on those explanations, it can be concluded that there are some of stages in teaching descriptive text using guided writing. Tells the students about the topic and they choose and think about topic, then students to begin writing from beginning. Then, discussion with partner and the teacher brings group together to share their topic.



Guided writing strategy is used to help the students in gathering idea by giving some guided questions. In teaching English descriptive text by using guided writing, the teachers have to provide the guided questions in order to help the students in gathering idea help the students easier in learning it. In learning writing by using guided questions, the students are going to write by answering the first question and so on. By answering the guided questions provided by the teacher, it can help the students in writing coherently. Based on the explanation about guided writing above, the teacher has to teach the students to get students' idea to make descriptive text. Doff states that there are two main ways of teaching by using guided writing, they are;

1. By giving a short text as a model.

⁶⁰*Ibid*, p. 58.

2. By doing oral preparation for the writing.⁶¹

It means that the teacher only give a text as model, it help students to get idea to writing and ask the students for the writing using several questions as guided question.

N. Strengths and the Weaknesses of Guided Writing

Based on the research of VayyeLangenDyan there are some strengths and the weakness of guided writing based on explanations above are as follows:

First, on the positive side, students appreciate the models or examples that show what they have to do in writing. Students' vocabulary building is involved in the process of writing preparation so that students may build their self-confidence in composing writing. Students may quickly go through the exercises orally, so that students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class.⁶² It means that can help the students to write because the students can see how they work in preparation.

Furthermore, ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more. Byrd and Gallingame in Reid states that the exercises in *Write Away* are grammatically focused and are always meaningfully contextualized. Students will be able to use their

⁶¹Adrian Doff, *Teach English* (Cambridge: Cambridge University Press, 1997), p. 153.

⁶²VayyeLangenDyan, *Improving Writing Skill through Guided Writing at the Third Year of SMU Negeri I Karanganyar Surakarta*, English Education Department, Teacher Training and Education Faculty of Sebelas Maret University, 2010, available on <https://eprints.uns.ac.id/7708/1/143981308201008531.pdf>, accessed on Wednesday, 22nd, March 2017.

understanding of the content to sharpen their grammatical accuracy [T]he advantages of using *Write Away* is that these grammatical operations in writing and revising are anticipated and laid out in the sequence of each unit. The results of the operations applied in sequence will produce a well-formed composition.⁶³ It means that guided writing may enhance students' grammatical awareness and sentence structure knowledge of a second language, particularly at the lower levels of language proficiency. Despite guided writing's beneficial role in helping the students to produce written work with confidence.

There are some weaknesses about guided writing, the model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away from it too much (and so make many mistakes). It is also criticized for limiting learners' creative thoughts about content of the writing. Another disadvantages of guided writing comes from Reid who states that the exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will therefore be able to transfer the repeated guided skills to original utterances. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing

⁶³Joy M. Reid, *Teaching ESL Writing* (New York: Prentice Hall Regents, 1993), p. 26.

and original thought serve more as grammar classes.⁶⁴ It means that guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students indiscovering the texts' true message due to the structural aspect of the text.

O. Frame of Thinking

English is viewed as a language which gives you access to the world, it is very important to interact with people around the world. In fact, it is taught in schools, often widely, but it does not play an essential role in national or social life. Writing is a tool that used by people to communicate each other through written form. Writing as one of important skill in English as the others skill such as listening, speaking and reading. From those skills, writing is the most difficult one, because the students feel that writing is difficult to study. So that the students do not interest in learning English especially writing. When the students learning writing, they may be confused what to write although they know the topic which has been given by the teacher.

In teaching English the teacher should be able to choose suitable material and have a good techniques so that the class more interesting to the students. In learning process, the teacher not only focus on the material but also focus to increase student's ability, actually in writing English. From the data that the writer get from the teacher and students at the school, the English teacher uses guided writing strategy in teaching writing descriptive text. Guided writing as one of strategy in teaching writing.

⁶⁴*Ibid*, p. 27.

Guided writing is used to help the students in gathering idea by giving some guided questions. In teaching English descriptive text by using guided writing, the teachers have to provide the guided questions in order to help the students in gathering idea help the students easier in learning it. In learning writing by using guided questions, the students are going to write by answering the first question and so on.

In order to help the students in learning writing, an English teacher must have a good strategy to teach. In this case, the teacher is going to teach the students by using graphic organizers in teaching writing descriptive text.

Graphic organizers is an alternative strategy for the teacher in learning process. By using graphic organizers strategy, the students can learn more actively and more creatively. Graphic organizers are wonderful strategies to get students actively involved in their learning. Because graphic organizers include both words and visual images, they are effective with a wide variety of learners, such as special needs students. Graphic organizers present information in concise ways that highlight the organization and relationships of concepts. Graphic organizers enable students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

By using graphic organizers, the students can learn more effective and efficient. It is because each student write his or her name in the center of the template and each icon that represent a category of information, each students draw pictures and/or label with words to show the supporting information and to explore a character, place or things. The students can learn descriptive text easier because by graphic organizer they make

a visual representation of their idea that structured, so that become a concept that used by the students to make descriptive text. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing descriptive text, the writing assumes that using graphic organizers can give influence to the students' descriptive text writing ability.

P. Hypothesis

The writer formulated the hypotheses of this research as follows:

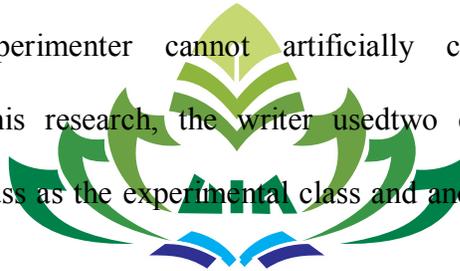
H_a : There is asignificant influence in using graphic organizers toward students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in academic year of 2016/2017.

H_o : There is no significant influence of using graphic organizers toward students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in academic year of 2016/2017.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research the writer applied experimental design because in order to know the influence of using graphic organizer towards students' writing ability in descriptive text. Experimental design is the general plan to carrying out a study with an active independent variable.⁶⁵ In this research, the writer used quasi-experimental research design, quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁶⁶ In this research, the writer used two classes of students that consists of one class as the experimental class and another class as the control class.



According to Donald Ary, Cheser Jacobs and Chris Sorensen who state that the variety of quasi-experimental designs, which can be divided into two main categories, there are pre-test, post-test, and post-test-only.⁶⁷ The writer used pre-test and post-test. The writer applied the pre-test and post-test design approach to a quasi-experimental design. The writer design can be presented in table 2:

⁶⁵Donald Ary, Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*, Eighth Edition (Nashville: Wadsworth Cengage Learning, 2010), p.301.

⁶⁶John W. Creswell, *Educational Research*, Fourth Edition, (Boston: Pearson Education, 2008.) p.309.

⁶⁷Donald Ary, Cheser Jacobs, Chris Sorensen, *Op. Cit*, p.307.

Table 2
Pre-test and Post-test Design

Select Control Group	Pre-test	Control Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the students wasgiven pre-test to know their writing ability in descriptive text before treatment and post-test after the treatment by graphic organizers. The pre-test and post-test wasconducted in control and experimental class.

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that a writer can measure or observe and varies among individuals or organization study.⁶⁸ There are two variables in this research namely: independent variable and dependent variable. Independent variable is the major variable which will be investigated. It is the variable that will be selected, manipulated, and measured in the research. While the dependent variable is a variable which is observed and measured to determine the effect of the independent variable.⁶⁹ In this research, the writer usedgraphic organizer as independent variable and descriptive text as a dependent variable.

⁶⁸John W. Creswell, *Op. Cit*,p.112.

⁶⁹*Ibid*, p.115-116.

C. Operational Definition of Variable

The operational definition of variable used to describe the characteristics of the variable investigated of the writer as follows:

1. Graphic organizer is a kind of teaching English for teaching writing by asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work, in this case in the form of text.
2. Students' descriptive text writing ability is their ability to describe an object, especially person, place and things in detail with good mastery of the five aspects of writing like content, organization, vocabulary, language and mechanics.

D. Population, Sample and Sampling Technique

1. Population



The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁷⁰ According to Donald Ary, Cheser Jacobs and Chris Sorensen, who state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁷¹

⁶James B. Schreiber, Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis* (Cambridge: John Willey and Sons Inc, 2011), p.83.

⁷¹Donald Ary, Cheser Jacobs, Chris Sorensen, *Op. Cit*, p.148.

Population of this research was all of the students at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung. The number of population are 114 students consists of three classes as shown on the table 3:

Table 3
The Population of the Students at the Second Semester of Tenth Grade of SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017

No.	Class	Gender		The Number of Students
		Male	Female	
1.	1 AK 1	8	31	39
2.	1 AP 1	4	34	38
3.	1 TKJ 1	15	22	37
Total		27	87	114

Source: Document SMK Gajah Mada Bandar Lampung 2016/2017

2. Sample

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.⁷² Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁷³ The sample of this research was divided into two classes. Because there were three classes, the class that as experimental class and control class was chosen by sampling technique below.

⁷²John W. Creswell, *Op.Cit.*, p.142.

⁷³Jack R. Fraenkel, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p.106.

3. Sampling Technique

In getting the sample from population, the writer used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.⁷⁴ The writer conducted the research at the second semester of the tenth grade. The second semester of tenth grade consists of three classes, but it was quite hard to maintain all of the tenth grade students as sample of this research, so the writer selected two classes as the sample. Steps in determining the experimental class and control class as follows:

1. The first, the writer wrote three names of classes in small pieces of paper and then the writer rolled them up and put them into a glass.
2. The second, the writer shake an experimental class first by putting one of them out the glass randomly. After that, the class which come out of the glass as the experimental class.
3. Then, pieces of the rolled papers inserted back and shake out the back to get the control class.

⁷⁴James B. Schreiber, Kimberly Asner-Self, *Op. Cit*, p.89.

E. Data Collecting Technique

In collecting the data, the writer used test as the solely employed technique which includes pre-test and post-test:

1. Pre-test

The pre-test was given before the treatment. It was done by writing the descriptive text based on the topics that was provided. The writer gave pre-test to the students in control class and the experimental class to measure their descriptive text writing ability before treatment. In pre-test, the students were asked to write descriptive text that consists of 100 words or more and 65 minutes for time allocation based on the picture of the topics by choosing the topic that was provided.

2. Post-test

The post-test was done after the students in experimental and control class get the treatment by using graphic organizer. In the post-test, the students also were asked to write descriptive text that consist of 100 or more words and 65 minutes for time allocation based on the picture of the topics by choosing the topic that was provided.



F. Research Instrument

Before collecting the data, the writer made an instrument. The instrument is a tool used to collect the data.⁷⁵ The research instrument that will be used in this research is writing test. The writer made two instruments, they were pre-test and post-test. The instrument of pre-test and post-test was tested to compose a descriptive text. Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.⁷⁶ Breland adds that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability.⁷⁷ While Munoz, *et. al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes.⁷⁸ Then, Lloyd-Jones argues that a 55-minute test period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production. The common 20 or 30 minutes' allotment of time for a high school or college student who is expected to write

⁷⁵Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2013), p.133.

⁷⁶Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts* (Norwood: NJ Ablex, 1991), p. 5.

⁷⁷Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review* (New York: College Entrance Examination Board, 1983), p. 13.

⁷⁸Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006, available on publicaciones.eafit.edu.co/viewfile.com accessed on Wednesday 3rd, May 2017.

anything thoughtful and polished.⁷⁹ Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.⁸⁰ Cooper adds that the time limit of a writing exercise from 70 to 90 minutes for high school students.⁸¹

From several definitions above, there are so many references for the length of words and time allocation. Then, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for time allocation. Then, the writer assumed that the tenth grade is in high level category. So, the minimum of words should be written by them is 100 words or more and 65 minutes for time allocation. Based on the K13 syllabus for Vocational High School, one course hour last for 45 minutes. In this research, the writer took two course hours last for 90 minutes was used to provide an explanation of the descriptive text writing instruction, collecting students' writing work, and the unexpected time during the test.

In this case, the students made a composition in descriptive text about person, place and things that consists of 100 words or more and 65 minutes for time allocation based on the picture of the topics by choosing the topics that was provided. For describing person, the writer gave the topic about the

⁷⁹Richard Lloyd-Jones, *Evaluating Writing: Describing, Measuring, Judging* (Urbana: National Council of Teachers in English, 1997), p. 44.

⁸⁰Ros Wilson, *Oxford Primary Writing Assessment* (Glasgow : Oxford University Press, 2015), p. 7.

⁸¹Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984, available on <https://www.ets.org/RR-84-12-Cooper>, accessed on Wednesday 3rd, May 2017.

president of Indonesia. Joko Widodo is the latest president of Indonesia at the moment and Susilo Bambang Yudhoyono is the previous president of Indonesia. Then, the writer assumed that the students was easier to explain about them. For the information that the writer got from the vice principal of the curriculum SMK Gajah Mada Bandar Lampung, the tenth grade have visited museum lampung to collect the task that given by one of teachers at school.⁸² Based on the K13 teacher handbook, the students described an interesting place to be described. Here, the writer gave Bumi Kedaton Zoo for interesting place to be described because one of the Zoo in Lampung and usually crowded during holidays. Based on the English book from Kemdikbud, there are so many pictures about things. For the things, the writer gave the topic about public transportation. The writer focusing on train and plane.⁸³



1. Pre-test instrument:

- a. Joko Widodo**
- b. Bumi Kedaton Zoo**
- c. Train**

⁸²Dewa Kadek Artha, The Vice Principal of the Curriculum of SMK Gajah Mada Bandar Lampung, *An Interview*, on Saturday 6th, May, 2017, unpublished.

⁸³Kemdikbud, *Bahasa Inggris Kelas X* (Jakarta: Pusat Kurikulum dan Perbukuan Kemdikbud, 2014), p. 74.

2. Post-test instrument:

- a. Susilo Bambang Yudhoyono
- b. Lampung Museum
- c. Plane

G. Scoring Procedure

The score of test was calculated based on the following scoring system proposed by Tribble:⁸⁴

Table 4
Scoring System

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).

⁸⁴Christopher Tribble, *Language Teaching Writing* (New York:Oxford University Press, 1996), p.130.

	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

Besides, in this research the writer used inter-rater to score the result of the test.

The scoring was done by writer himself and another person who also scores the

test, the English teacher in the school. The scores of two raters were summed up and then was divided into two.

The final score = Content + Organization + Vocabulary + Language + Mechanics

Example:

□	Content	: 20
△	Organization	: 20
○	Vocabulary	: 20
—	Language	: 30
/	Mechanics	: 10
	Total	: 100

H. Research Procedure

In conducting this research, the writer applied some procedures as follows:

1. Finding the subject of research

The writer chose the students of tenth grade of SMK Gajah Mada Bandar Lampung as a subject of the research. There were two classes as the subjects of the research. One class was experimental class and another was control class.

2. Designing the instruments of the research

The instrument that was used in this research was writing test. The students got the same instrument for both classes in several topics that was consulted.

3. Administering the pre-test

The pre-test was used to find out the students' initial ability. Here, students were assigned to write descriptive text that consists of 100 words or more based on the picture of the topics by choosing the topics that was provided.

The topics were:

- a. Joko Widodo
- b. Bumi Kedaton Zoo
- c. Train

4. Conducting treatment

The treatment was done in three times after pre-test. Each of treatments was conducted twice a week. In the first treatment, the writer as the teacher taught the students about how to describe someone, in this case the writer gave an example the description of Raisa Andriana. At the second treatment, the writer taught the students by the theme describing a place. Here, the writer gave the description of Way Kambas National Park. The third, the students got the explanation about how to describe things, Here, the writer gave the description of Car. In the revision stage of their writing process each of meetings, the writer used graphic organizers in the experimental class, and guided writing in the control class.

5. Administering the post-test

Post-test was administered to measure whether there was an improvement of students' descriptive text writing ability. The students were assigned to make a descriptive text that consists of 100 words or more based on the picture of the topics by choosing the topics that was provided. The topics were:

- a. Susilo Bambang Yudhoyono
- b. Lampung Museum
- c. Plane

6. Analyzing the result (pre-test and post-test)

After finishing scoring students' work, the writer compared the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test.



7. Analyzing the Data

After collecting the data, the writer analyzed the data quantitatively.

I. Validity and Reliability of the Test

1. Validity of the Test

A good test was the test that has validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measure.⁸⁵ It means that a good test must have validity, so the test can be measured based on the aspects in writing that will be measured. To measure

⁸⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.102.

whether the test has good validity or not, the writer used the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁸⁶ It means that to get content validity the test will be adapted with an English teacher and the student book that is the test that suitable with subject that will be taught to the students.



Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that will be measured because in this research the test is intended to measure students' descriptive text writing ability of the tenth grade of Vocational High School. Based on the syllabus, descriptive text was taught at the second semester of the tenth grade of Vocational High School.

⁸⁶John W. Best, James V. Kahn, *Research in Education*, Seventh Edition (New Delhi: Prentice-Hall, 1995), p. 295.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁸⁷ It means that construct validity is focused on the aspects of the test which can measure the ability especially for students' descriptive text writing ability. In this research, the writer asked students to make a descriptive text test that can measure the students' descriptive text writing ability based on the scoring covers five aspects of writing that are adapted from Tribble, and they were, content, organization, vocabulary, language and mechanics. To make sure, the writer consulted to the English teacher of Vocational High School, Mr. Riyon, S.S. as an English Teacher and he said that the test was valid in this research.



2. Reliability of the Test

Reliability is the consistency or stability of the values, test scores, or weight measurement.⁸⁸ Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the writer used inter-rater reliability. According to Ary, a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting

⁸⁷*Ibid*, p.296.

⁸⁸James B. Schreiber, Kimberly Asner-Self, *Op. Cit*, p.110.

correlation is called the inter-rater or inter-observer reliability.⁸⁹ It means that, inter-rater reliability was used when scores on the tests were independently estimated by two or more judges or raters. They were the teacher and the writer. To estimate the reliability of the test, the writer used rank order correlation formula as follows:⁹⁰

$$r_{\text{ho}_{XY}} = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

Notes :

- $r_{\text{ho}_{XY}}$: Coefficient correlation ordinal.
- D : Difference of rank correlation (D = R 1- R 2)
- N : Number of subjects.
- 6 & 1 : Constant number

Furthermore, to know the degree or the level of the reliability of writing test the writer consulted the criteria of reliability as follows.

0. 80 – 1. 00 = very high

0. 60 – 0. 80 = high

0. 40 – 0. 60 = medium

0. 20 – 0. 40 = low

0. 00 – 0. 20 = very low.⁹¹

After the writer calculated the data, the result reliability of the pre-test was 0.9999737 and the criteria of reliability were very high (see appendix 10A) and

⁸⁹Donald Ary, Cheser Jacobs, Chris Sorensen, *Op. Cit*, p.256.

⁹⁰Suharsimi Arikunto, *Op. Cit*, p.321.

⁹¹*Ibid*, p.319.

the result reliability of the post-test was 0.9999737 and the criteria of reliability was very high. (see appendix 10B)

J. Readability of the Test

Readability tests were indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the writer followed Kouamé's research. The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.⁹²The questions were tested individually, the questionnaire for readability that was attached. After that, the writer measured the mean of each item. Based on the finding of Kouame's research, if the mean of all items of the instrument text has a mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.⁹³Furthermore, based on the finding of Kouame's research, if the mean of all items of the instrument text has a mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

⁹²Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, *Journal of Multi-Disciplinary Evaluation* Vol. VI No. 14 August 2010 available on journals.sfu.ca accessed on February 28th, 2017) p.133.

⁹³*Ibid*, p.134.

After the writer calculated the data, the mean of the items (instrument) of writing test was 2.51 (lower than 4.46), it means that the instrument was readable. (See appendix 9B)

K. Data Analysis

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two assumptions that was done, before the writer analyzed the data by using t-test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by writers in many disciplines, including statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

To analyze the data, the writer used normality test to know whether the data was normally distributed or not so that the writer decided what type of test that was used to test the hypothesis of the research later. The normality test was used to measure whether the data in the experimental class and control classes

are normally distributed or not.⁹⁴In this case, the writer used *Lilliefors* test as follows:

1. Arranging the sample's data from the lowest until the highest.
2. Determining the score Z from each data by using following formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

3. Counting the cumulative frequency of each Z Score $S(z)$

$$S_z = \frac{Z_1, Z_2 \dots \dots \dots Z_n < Z_i}{n}$$

4. Counting the differential of $L = \text{Max} \{F(Z_i) - S(Z_i)\}$
5. Determining the L_{observed} score with the highest score, compare to the L_{critical} , and score from the table of *Lilliefors*.
6. The hypotheses formulas were:

H_0 : The data were normal distribution.

H_a : The data were not normal distribution.

7. The test criteria:

H_0 is accepted if $L_{\text{observed}} \leq L_{\text{critical}}$, it means that the distribution or the data were normal.

H_0 is refused if $L_{\text{observed}} > L_{\text{critical}}$, it means that the distribution or the data were not normal.⁹⁵

⁹⁴Budiyono, *Statistika Untuk Penelitian* (Surakarta: SebelasMaret University Press, 2004), p.170.

⁹⁵Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467.

b. Homogeneity Test

Another requirement test of deciding the types of research hypothesis test was homogeneity test. Homogeneity was used to determine whether the data is homogeneous or not. In this research, the writer used F-test to measure the homogeneity of the data. The formula of F-test used as follows:⁹⁶

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

The hypothesis for the homogeneity tests were formulated as follows:

H_0 = The variance of the data is homogeneous.

H_a = The variance of the data is not homogeneous.

In this case the criteria for the homogeneity test were:

H_a is accepted if $f_{\text{observed}} > f_{\text{critical}}$, or $(f_{\text{observed}} > f_{\text{critical}})$.

H_0 is accepted if $f_{\text{observed}} \leq f_{\text{critical}}$, or $(f_{\text{observed}} \leq f_{\text{critical}})$.⁹⁷

2. Hypothetical Test

After giving the test and finding the result of two rates the formula, the data analyzed by using t-test in order to know the significance of the treatment effect. According to Ary, et.al., the test for independent samples is a straightforward ratio that divides the observed difference between the means by

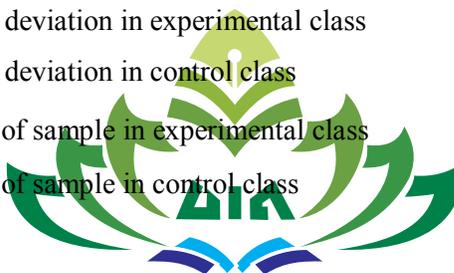
⁹⁶Sugiyono, Op. Cit, p.275.

⁹⁷Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.313.

the difference expected through chance alone.⁹⁸ A physical education teacher will be conducted an experimental to determine if archery students perform better if they get frequent feedback concerning their performance or do better with infrequent feedback. The formula that was used in this research was independent sample t- test as follows:⁹⁹

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2}} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Notes:

- \bar{x}_1 = Mean of experimental class
 - \bar{x}_2 = Mean of control class
 - $\sum x_1^2$ = Average deviation in experimental class
 - $\sum x_2^2$ = Average deviation in control class
 - n_1 = Number of sample in experimental class
 - n_2 = Number of sample in control class
- 

The hypothesis formulas were:

H_a: There is a significant influence of using graphic organizers toward students' descriptive text writing ability at the second semester of tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

H_o: There is no significant influence of using graphic organizers toward students' descriptive text writing ability at the second semester of tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

⁹⁸Donald Ary, Cheser Jacobs, Chris Sorensen, *Op. Cit*, p.171.

⁹⁹*Ibid*, p.172.

The criteria were:

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$, or $(t_{\text{observed}} > t_{\text{critical}})$.

H_o is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$, or $(t_{\text{observed}} \leq t_{\text{critical}})$.¹⁰⁰



¹⁰⁰Anas Sudijono, *Op.Cit*, p.313.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedures

The research was conducted on May 2017. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After the writer got the permission, the writer conducted the research through the following steps:

1. Determined the subject of research, namely the students at the second semester of SMK Gajah Mada Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test on Monday 15th, 2017 (it was given to the students out of the research sample).
5. Held pre-test on Tuesday 16th, 2017 and Wednesday 17th, 2017 in order to know students' score in descriptive textwriting ability before they had treatment.
6. Analyzed the data that was gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing graphic organizerin teaching and learning descriptive text writing ability.
8. Held post-test on Tuesday 30th, 2017and Wednesday 31st, 2017 in order to know students' score in descriptive text writing abilityafter the treatments.

9. Analyzed the data that was gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

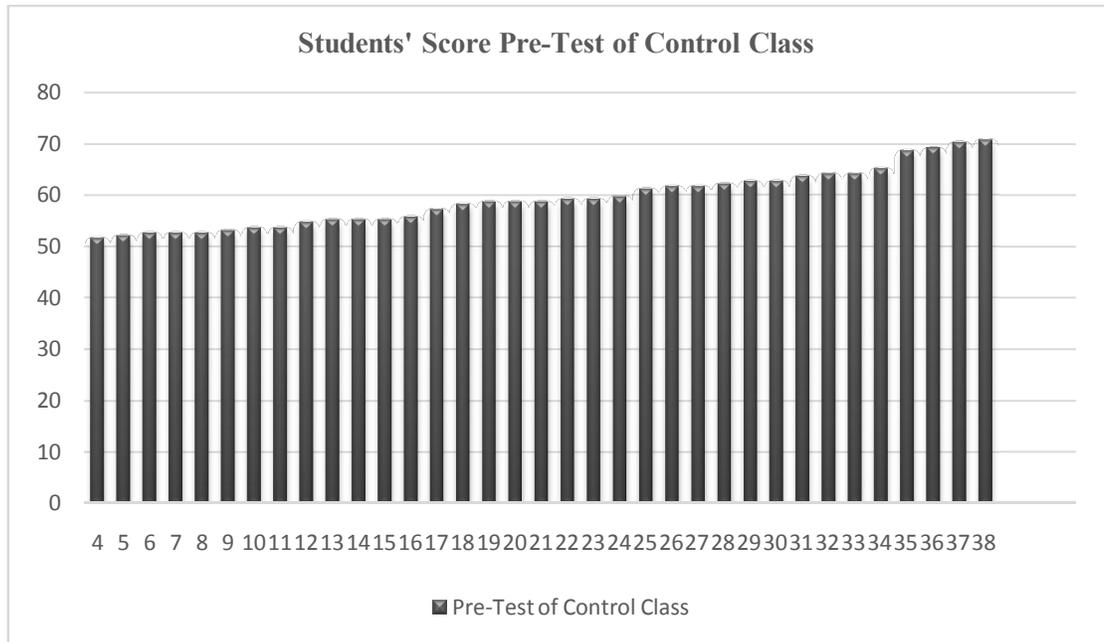
B. Result of the Research

The research was aim to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using graphic organizer. The research was conducted of the second semester of the tenthgrade of SMK Gajah Mada Bandar Lampung. The number of population was 114 students of the second semester. Two classes as sample of research, they were X Akuntansi and X Administrasi Perkantoran. In this case, the writer used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. Result of Pre-test

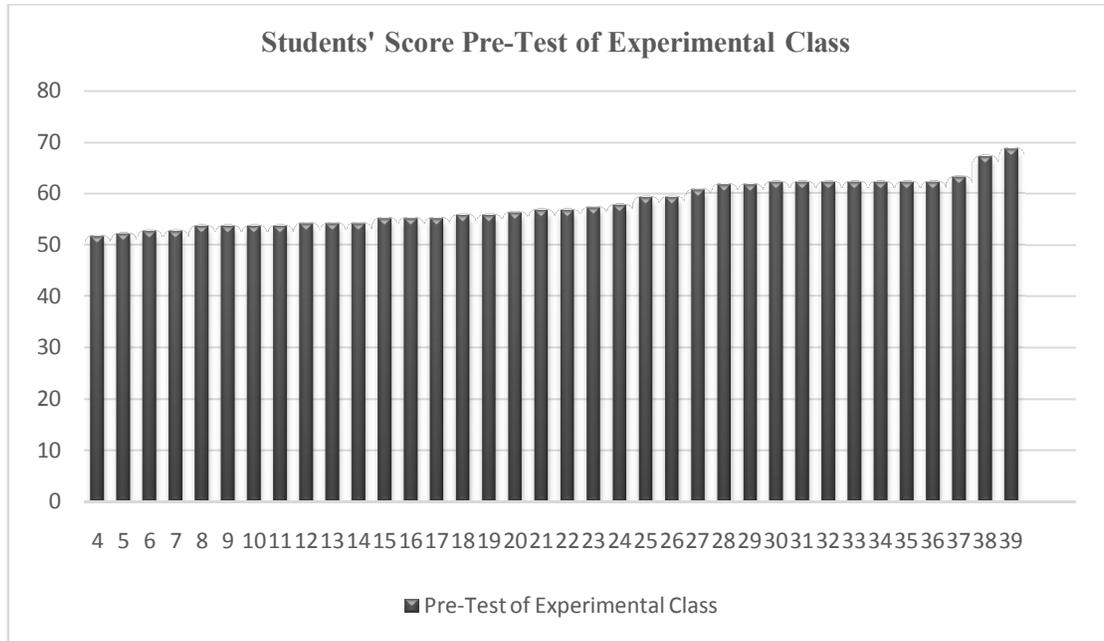
At the first meeting, the writer conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on May, Tuesday 16th, 2017 at 10.15 a.m for the X Administrasi Perkantoran as the control class and on Wednesday 17th, 2017 at 8.30 a.m for class X Akuntansias the experimental class.

Table 6
Students' Score Pre-Test of Control Class



The analysis showed that the mean score of pre-test in control class was 58. The highest score was 70.5 and the lowest score was 46.5. The median score was 58.5 and mode score was 52.5.

Table 7
Students' Score Pre-Test of Experimental Class



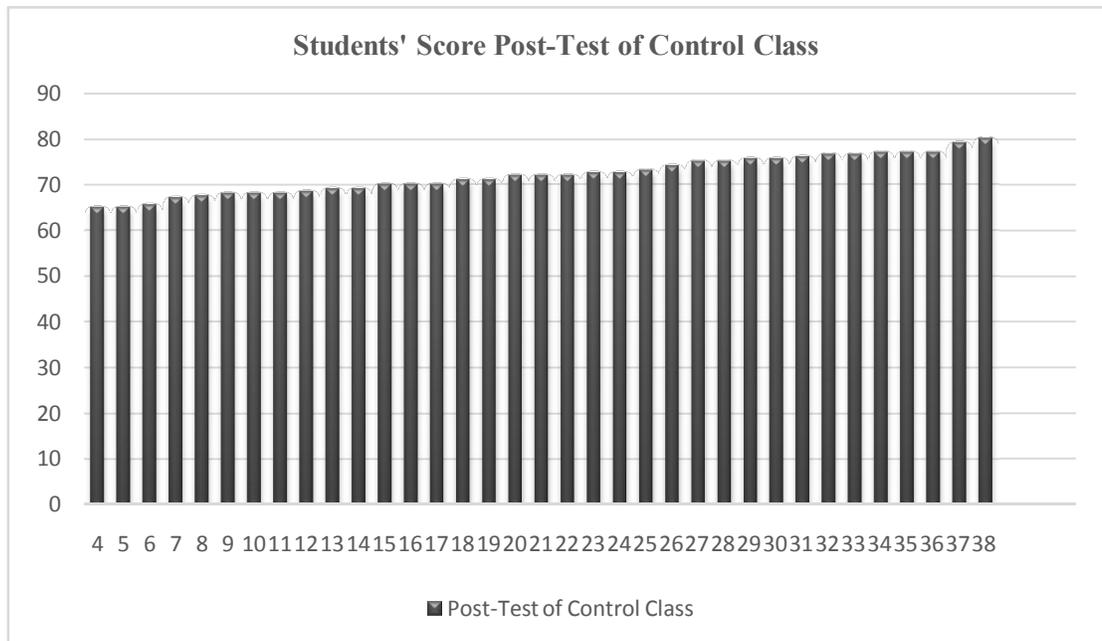
While in experimental class the mean score was 57. The highest score was 68.5 and the lowest score was 48.5. The median score was 56 and mode score was 62. (see appendix 11E and appendix 11F)

2. Result of Post-test

After conducting three meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Tuesday, May 30th, 2017 at 10.15 a.m for the X Administrasi Perkantoran as the control class and on

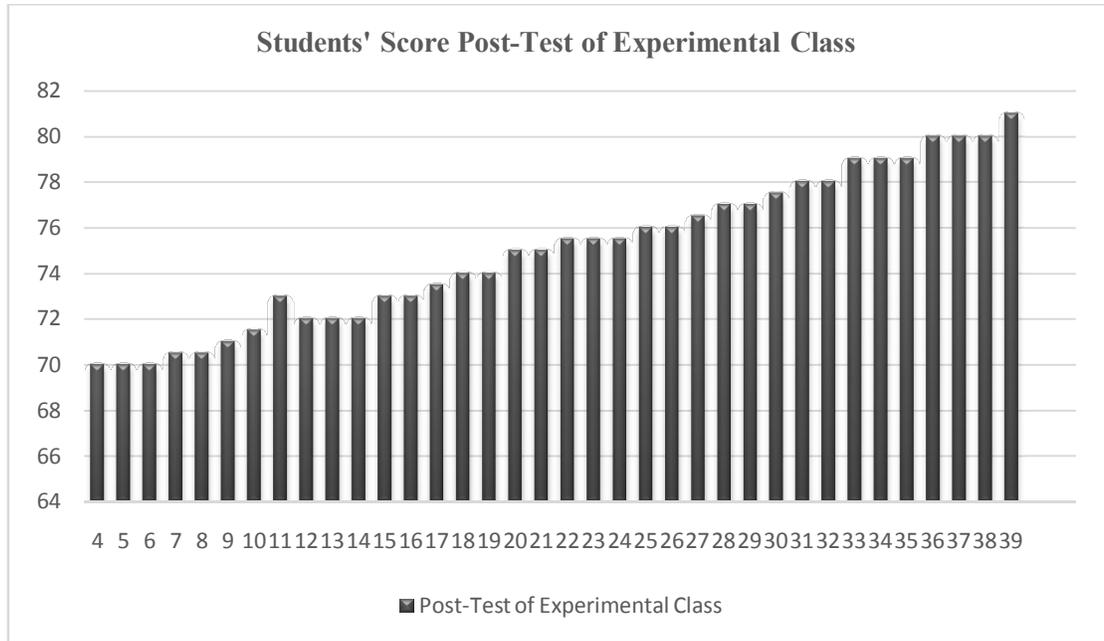
Wednesday 31st, 2017 at 8.30 a.m for class X Akuntansi as the experimental class.

Table 8
Students' Score Post-Test of Control Class



The analysis showed that the mean score of post-test in control class was 71.46. The highest score was 80 and the lowest score was 65. The median score was 71.5 and mode score was 65.

Table 9
Students' Score Post-Test of Experimental Class



While in experimental class the mean score was 74.47. The highest score was 81 and the lowest score was 68. The median score was 75 and mode score was 70. (see appendix 11G and appendix 11H)

3. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas as follows:

H_0 = the data are normal distribution

H_a = the data are not normal distribution

The criteria acceptance:

H_0 is accepted if $L_{\text{observed}} < L_{\text{critical}}$ it means that the distribution of the data is normal.

H_a is accepted if $L_{\text{observed}} > L_{\text{critical}}$ it means that the distribution of the data is not normal.

Table 10
Normality of the Experimental and Control Class

Class	Pre-test		Post-test		Calculation
	L_{observe}	L_{critical}	L_{observe}	L_{critical}	
Experimental	0.1165	0.1419	0.1044	0.1419	Normal
Control	0.1211	0.1437	0.0807	0.1437	

Based on the Table 8, it can be seen that in the experimental and control class showed if $L_{\text{observe}} \leq L_{\text{critical}}$. So, the calculation is that the population is in normal. (See appendix 11E, appendix 11F, appendix 11G and appendix 11H)

4. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria acceptance:

H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$, it means that the variance of the data is homogenous.

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$, it means that the variance of the data is not homogenous.

Table 11

Homogeneity of Experimental and Control Class



	The Biggest Variance	The Smallest Variance	F_{observed}	F_{critical}	Calculation
Pre-test	5.89^2	4.83^2	1.4875	1.72	Homogenous
Post-test	4.37^2	3.70^2	1.3961	1.72	

Based on the Table 9, it can be seen at the result of the pre-test and post-test were 1.4875 and 1.3961 while the F_{critical} at this significant level of 0.05 is 1.72. It proves that H_0 is accepted because H_0 accepted if $F_{\text{observed}} \leq F_{\text{critical}}$, it means that the variance of the data is homogeneous. (See appendix 12)

5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the writer used the following t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

H_a : There is a significant influence of using graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

H_0 : There is no significant influence of using graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung in the academic year of 2016/2017.

The criteria of the test as follows:

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$, or $(t_{\text{observed}} > t_{\text{critical}})$.

H_0 is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$, or $(t_{\text{observed}} \leq t_{\text{critical}})$.

In this case, the writer used the level of significant $\alpha = 0.05$

Based on the calculation was obtained t-test was 2.76, while the df (number of sample from both control and experimental class subtracted by 2) was 75. Thus, the result of level of significant 0.05 was 1.684. It can be seen that the result of $t_{\text{test}} > t_{\text{observed}} > t_{\text{critical}}$. So, H_a was accepted because $2.76 > 1.684$. Then, it could be assumed that there was significant influence of using graphic organizer towards students' writing ability in descriptive text. (see appendix 13)

C. Discussion

Based on the finding of the research, it was found that the students who were taught by using graphic organizer have increased their ability in descriptive text writing ability. In this research, at the beginning of class, the students were taught through graphic organizer in the experimental class and guided writing in the control class. The material was three topics of descriptive text based on the picture that was provided for three treatments. Before doing graphic organizer, the writer explained to the students that graphic organizer was and how the procedure of graphic organizer. On the other hand, the writer designed the lesson plans following the K13 curriculum and also the graphic organizer includes six steps basic writing process; brainstorming, outline, rough draft, evaluation, final draft and publishing, which means it has followed the rules of writing process. It was supported by Harmer, he said that the writer goes through four stages in producing a piece of writing such as begin with planning, drafting, editing and final version.

Based on the result of the pre-test before graphic organizer was implemented, the ability of students to write descriptive text was lower than after graphic organizer was implemented. After getting the treatments and post-test were conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher than control class. It could be seen from the mean in pre-test score of control class was 58 and in the post-test was 71.46, while the mean of pre-test

score of an experimental class was 57 and in the post-test was 74.47. It means that the most improvement was in the experimental class.

From the analysis above, we knew that the students who got treatment by graphic organizer got a better score than the students without using graphic organizer in teaching writing descriptive text. It was proved by the increasing average score in the experimental class. Consequently, it could be said that using graphic organizer is a kind of teaching English for teaching writing to help students in learning English by asking students to generate, sort, arrange and organize ideas to be developed into a certain form of writing work. It was in line with Katherine, she said that graphic organizer is a technique that provides students with new information about how to organize content and ideas is important and effective. In this case, by using graphic organizer the students can increase their ability in writing descriptive text and also graphic organizer was to solve the problem in writing, in this research the students get difficulties to develop their idea in writing descriptive text. Before graphic organizer was implemented, most of the students were used simple past tense in making descriptive text based on the result of pre-test. After graphic organizer was implemented, students have understood the tenses used in writing the descriptive text, because they have to write a descriptive text using the simple present tense, the vocabulary of students increased because students have more ideas to be developed into topics based on their thinking. It gives the influence in the quality of writing. It also was

supported by Bromley, Irwin-Devitis, and Modlo, they said that the graphic organizers include both words and visual images, it is important aspects of a concept to make the visual representation of knowledge to get students actively and creatively in their learning. It can be said that graphic organizer helps the students in developing their idea especially in writing descriptive text.

However, in this research, the writer found some problems in making graphic organizers interesting the students so that they become enthusiastic. The writer takes a long time to create a graphic organizer whereas in making graphic organizer using Microsoft Powerpoint made the knowledge increase and another application that was supported make graphic organizer can be used Prezi to make more interesting. Besides, graphic organizer requires LCD projector to be displayed during the learning process. It was supported by Bromley, Irwin-Devitis, and Modlo, they said that most often, the teacher says lack of time to create the graphic organizer. But, the teacher who has the opportunity to learn about graphic organizers and who use them regularly in their teaching are very enthusiastic about the potential of graphic organizers for enhancing understanding of content and learning in general.

On the other hand, by using graphic organizers, the students can learn more effective and efficient because of students more active in the teaching process and it makes the students easier to understand the material that will be given. It can be said that the students more understood a concept or topic that was given by graphic organizer, it was used to explain the relationship between content and

ideas with others. It is intended to make students understand the descriptive text as a whole. It was supported by Watkins, she said that graphic organizers enable teachers to show and explain relationships between content and sub content and how they, in turn, relate to other content areas. Through the use of graphic organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning, for easy understanding.

Therefore, graphic organizer not only helps students in generate, sort, arrange and organize ideas to be developed their writing but also it motivates students to produce better writing. It was because the students know their mistake and learn to do better in their writing. It had been supported by Maya Resti Sari, she said that students are more interested and motivated in writing by using the graphic organizer. Thus, a graphic organizer can help students to get better writing because they were felt enjoyed in writing. Further, Abdul-Majeed Tayib who said that the use of graphic organizers results in student's motivation. Students began to view writing as easy, interesting and more exciting by using graphic organizer can increase the students' writing skill, the writing skill includes the mastery of developing and organizing ideas in written form, using correct grammatical sentences, students can be selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. Because the hypothesis alternative was accepted, the writer concluded that there was the influence of using graphic organizer towards students' writing

ability in the descriptive text at the second semester of the tenth grade of SMK
Gajah Mada Bandar Lampung in the academic year of 2016/2017.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer concluded that there was a significant influence of using graphic organizer towards students' writing ability in descriptive text. It was supported by result of t_{test} where t_{observed} was higher than t_{critical} ($t_{\text{observed}} > t_{\text{critical}}$) that was $2.76 > 1.684$ for level of significance 0.05. This also indicated that the hypothesis alternative (H_a) was accepted. Because teaching writing by using graphic organizer can give a significant influence towards students' writing ability in descriptive text.



Therefore, graphic organizer could motivate the students in order to increase their writing ability. It is supported by the students' scores, they received higher scores after the writer gave the treatments by using "graphic organizer" as a way in learning writing ability. In other words, graphic organizer had significant influence in students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung.

B. Suggestion

Based on the result of this research, the writer proposes suggestions as follows:

1. Suggestion to the teacher

- a. Considering the graphic organizer can be used to develop and motivate the students' writing ability, the English teacher should apply graphic

organizer as one of the kind teaching writing because it can help the English teacher easier in teaching process and the potential of graphic organizers for enhancing understanding of content and learning in general.

- b. Considering the students' problem in writing ability during the treatments, suggests the English teacher in making graphic organizer by using another application such as prezi.

2. Suggestion for the students

- a. The students should increase their writing ability, especially in writing descriptive text, because writing is also one of skills in English that hold many parts of students' activity. By writing a little each day, will help the students more creativity for developing their idea in written form.
- b. The students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.

3. Suggestion for the School

- a. The school should provide facilities, tools, and materials to support the students to make better graphic organizer, so that students can develop their writing ability.
- b. The school should have English teachers are able make sure that they are teachable and appropriate for the students based on K13 curriculum.

4. Suggestion for other writers

- a. In this research, the treatments were held in three times of meeting. The next, writers can spend more time in giving the treatments to the students, so that they can get enough exercise.
- b. In this research, the writer used graphic organizer to help students of Vocational High School, especially in writing ability. The next, writers can conduct graphic organizer on different level of students. It can be applied at Junior High School and Senior High School.
- c. In this research, the writer focused on the influence of graphic organizer towards students' writing ability in descriptive text. Therefore, it is suggested for the next writers to investigate the influence of using graphic organizer towards other text such as procedure text, recount text, etc. And other English skills such as listening skill, reading skill, and speaking skill.



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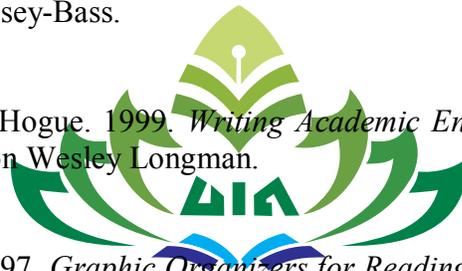
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APPENDICES



Appendix 1A Interview Guideline for the Teacher

INTERVIEW GUIDELINE FOR THE TEACHER

1. Can you tell me your experience in teaching English especially writing descriptive text?
2. What technique do you use in teaching writing?
3. Do you have problem in teaching writing? What are they?
4. How is the students' ability in writing?
5. How do you teach the descriptive text?
6. Do you have a special technique in teaching descriptive text?
7. How do you respond to use Graphic Organizer for teaching Descriptive Text?



Appendix 1B Teacher's Interview Transcript

Interviewer : Suhaidi Pratama
Interviewee : Riyon, S.S
Date : on Monday January, 16th 2017
Place : SMK Gajah Mada Bandar Lampung

Interviewer : Assalamualaikum Wr. Wb Mr
Interviewee : Waalaikumsalam Wr. Wb. Ada apa Suhaidi ?
Interviewer : Jadi begini mr, mohon maaf mengganggu waktunya mr, saya ingin menanyakan beberapa pertanyaan terkait dengan pengajaran bahasa inggris mr, suhaidi sedang melakukan pra penelitian untuk skripsi suhaidi tentang “ the influence of using grayphic organizer strategy towards students’ writing ability in descriptive text “ di kelas 10 mr, menurut Bu Nisa kelas 10 di SMK Gajah Mada Mr yang ngajar ya ?
Interviewee : oh bagus itu suhaidi, iya mr ngajar kelas 10 di smk, jadi apa saja yang mau ditanyakan, suhaidi ? InsyaAllah mr bantu jawab apa saja yang suhaidi perlu cari tahu tentang pengajaran bahasa inggris di smk gajah mada.
Interviewer : hehe terimakasih mr, sebelumnya bagaimana pengalaman cara mengajar bahasa inggris di sekolah ini mr ?
Interviewee : kalo pengalaman mengajar sih ya biasa aja, suhaidi, mr suka mengajar bahasa inggris karena mr bisa mengajarkan ilmu kepada siswa disini. Caranya biasanya mr menjelaskan materi yang akan diajarkan dan menyuruh siswa bertanya dan diskusi dengan teman sebangkunya. Lalu siswa mengerjakan beberapa latihan.
Interviewer : lalu, apakah cara mengajar seperti itu cukup efektif mr untuk manage kelas dalam kegiatan belajar mengajar ?
Interviewee : iya saya cukup efektif, karena siswa dapat mengerti apa yang mr jelaskan dan jika ada pertanyaan siswa bertanya kepada mr.
Interviewer : jadi mr, strategi apa yang mr gunakan dalam mengajar bahasa inggris khususnya mengajar menulis dalam bahasa inggris mr ?
Interviewee : saya tidak menggunakan strategi khusus suhaidi dalam mengajar bahasa inggris, saya hanya menggunakan buku pelajaran lalu saya menjelaskan materi berdasarkan instruksi di dalam buku, lalu saya menyuruh untuk siswa bertanya atau berdiskusi dan siswa saya suruh untuk mengerjakan latihan-latihan yang ada di buku tersebut. Dan mengajar menulis atau writing biasanya saya menyuruh siswa untuk menulis berdasarkan topik yang saya jelaskan atau berdasarkan topik yang ada di buku.
Interviewer : lalu, apa saja masalah yang dihadapi ketika mengajar menulis bahasa inggris mr ?
Interviewee : kalo masalah ketika mengajar, siswa disini banyak kesulitan ketika mengembangkan ide ketika menulis suhaidi, mereka terbatas karena kosa kata mereka sangat terbatas, ditambah lagi mereka malas sekali untuk membawa kamus ketika pelajaran bahasa inggris. Dan terlebih mereka kurang suka dengan pelajaran bahasa inggris. Mereka menganggap bahasa inggris itu susah.
Interviewer : bagaimana dengan kemampuan siswa dalam menulis mr ?

Interviewee : kemampuan menulis siswa sangat rendah suhaidi, mungkin karena mereka terbatas dalam kosa kata bahasa inggris dan juga banyak kesalahan dalam grammar sehingga nilai-nilai mereka sangat rendah, hanya beberapa saja yang mendapatkan nilai bagus dan melebihi nilai KKM disekolah.

Interviewer : dalam menulis kan ada beberapa teks yang diajarkan pada kelas 10 ini mr, nah saya kan fokus ke descriptive text mr, bagaimana cara mr mengajar teks deskriptif ?

Interviewee : biasanya saya menjelaskan terlebih dahulu apa itu teks deskriptif, setelah itu siswa saya berikan contoh teks deskriptif dan setelah mereka paham. Mereka saya berikan gambar lalu mereka mendeskripsikan gambar tersebut dengan beberapa pertanyaan, saya arahkan suhaidi, seperti guided question lah lebih tepatnya.

Interviewer : mr punya strategi khusus atau tidak dalam mengajar teks deskriptif kepada siswa ?

Interviewee : tidak ada suhaidi, mr hanya menyuruh siswa untuk menulis teks deskriptif setelah mr ajarkan apa itu teks deskriptif. Ya pokoknya mr tanya dengan beberapa pertanyaan lalu nanti kan keliatan hasil descriptive nya suhaidi.

Interviewer : rencananya suhaidi akan menggunakan graphic organizer strategy dalam mengajar menulis teks deskriptif mr, apakah mr pernah mendengar atau pernah menggunakan strategi ini mr dalam mengajar bahasa inggris ?

Interviewee : mr belum pernah menggunakan strategi itu dalam mengajar teks deskriptif suhaidi, malah mr baru mendengarnya saat ini. Bagaimana itu kira kira suhaidi ? apa itu Graphic organizer ?

Interviewer : graphic organizer itu itu representasi visual dari pengetahuan informasi yang terstruktur dengan mengatur aspek penting dari konsep atau topik dalam pola menggunakan label.

Interviewee : sepertinya menarik, mungkin mr akan mencoba menggunakan strategi ini, suhaidi lain kali.

Interviewer : baiklah mr, terima kasih untuk waktunya.

Interviewee : ya sama-sama suhaidi.

Appendix 2A Blueprint of Students' Questionnaire

BLUEPRINT OF STUDENTS' QUESTIONNAIRE

NO	ASPEK	INDIKATOR	PERNYATAAN	SEBARAN BUTIR
1	Motivasi Belajar	<ul style="list-style-type: none"> - Menunjukkan Minat Belajar 	<ul style="list-style-type: none"> - Saya menyukaipelajaran Bahasa Inggris - Saya menyukaipelajaran Bahasa Inggris khususnya menulis - Saya menyukaipelajaran Bahasa Inggris tentang menulis teks deskriptif - Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa inggris tentang teks deskriptif 	1,2,3,5
2	Strategi Pembelajaran	<ul style="list-style-type: none"> - Interaksi dengan guru - Motivasi siswa dalam mengikuti pelajaran - Faktor yang dihadapi dalam mengikuti pelajaran 	<ul style="list-style-type: none"> - Guru menciptakansuasanakelas yang menyenangkandalambelajarmenulisbahasainggris tentang teks deskriptif - Saya sering merasa malas ketika belajar bahasa inggris - Sayaseringmenghadapikesulitandalambelajarbahasainggris - Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa inggris - Sayaseringmerasa kesulitan ketika menulis bahasa inggris sesuai dengan grammar yang benar - Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa inggris tentang teks deskriptif 	4,6,7,8,9,10

Appendix 2B Questionnaire of the Students

ANGKET (KUESIONER)

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnya dan se jelas-jelasnya sesuai dengan kondisi yang kalian alami.

Petunjuk Pengisian:

1. Tulis nama (data pribadi) anda dalam kolom yang telah disediakan.
2. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban.
3. Berilah tanda Silang(X) pada alternatif jawaban yang telah disediakan sesuai dengan keadaan anda.

Keterangan Alternatif Jawaban

1. SS : Sangat setuju
2. S : Setuju
3. BS : Biasa saja
4. TS : Tidak setuju
5. STS : Sangat tidak setuju

Contoh

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya	X				

Responden :

Kelas :

Berilah tanda silang (X) pada alternatif jawaban yang telah disesuaikan sesuai dengan kondisi yang kalian alami.

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Saya menyukai pelajaran Bahasa Inggris					
2	Saya menyukai pelajaran Bahasa Inggris khususnya menulis					
3	Saya menyukai pelajaran Bahasa Inggris tentang menulis teks deskriptif					
4	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa Inggris tentang teks deskriptif					
5	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris tentang teks deskriptif					
6	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris					
7	Saya sering merasa malas ketika belajar bahasa Inggris					
8	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa Inggris					
9	Saya sering merasa kesulitan ketika menulis bahasa Inggris sesuai dengan grammar yang benar					
10	Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa Inggris tentang teks deskriptif					

Appendix 2C The Result of Students' Questionnaire

THE RESULT OF QUESTIONNAIRE

No	PERNYATAAN	KETERANGAN					TOTAL	KESIMPULAN
		SS	S	BS	TS	STS		
1	Sayamenyukaipelajaran Bahasa Inggris.	17%	9%	34%	32%	8%	100%	Most of students do not like English.
2	Sayamenyukaipelajaran Bahasa Inggris khususnya menulis.	9%	17%	40%	23%	11%	100%	Most of students do not like English especially writing.
3	Sayamenyukaipelajaran Bahasa Inggris tentang menulis teks deskriptif.	12%	9%	42%	28%	9%	100%	Most of students do not like English especially writing descriptive text.
4	Guru menciptakansuasanakelas yang menyenangkandalambelajarmenulisbahasaInggris tentang teks deskriptif.	9%	22%	34%	23%	12%	100%	Based on the percentage, some students agree if the teacher uses nice strategy, but most of students are not interested with the teacher's strategy.
5	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris tentang teks deskriptif.	11%	12%	32%	28%	16%	100%	Most of students do not really like the teacher's teaching strategy. Most of students feel bored in teaching learning process.
6	SayaseringmenghadapikesulitandalambelajarbahasaInggris.	18%	39%	23%	12%	8%	100%	Most of students have difficulties in learning English.
7	Saya sering merasa malas ketika belajar bahasa Inggris.	17%	40%	16%	15%	12%	100%	Most of students have low motivation it comes to in teaching learning process.
8	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa Inggris.	23%	23%	31%	12%	11%	100%	Most of students have difficulties to find meaning of vocabulary in teaching learning process.
9	Sayaseringmerasa kesulitan ketika menulis bahasa Inggris	29%	34%	16%	12%	9%	100%	Most of students have difficulties

	sesuai dengan grammar yang benar.							in writing with grammar correctly.
10	Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa Inggris tentang teks deskriptif.	34%	26%	14%	15%	11%	100%	The students find the problems in developing and expressing their ideas.

Appendix 2D Sample of Students' Questionnaire Result

Responden :

Kelas :

Berilah tanda silang (X) pada alternatif jawaban yang telah disesuaikan sesuai dengan kondisi yang kalian alami.

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Saya menyukai pelajaran Bahasa Inggris					
2	Saya menyukai pelajaran Bahasa Inggris khususnya menulis					
3	Saya menyukai pelajaran Bahasa Inggris tentang menulis teks deskriptif					
4	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa Inggris tentang teks deskriptif					
5	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris tentang teks deskriptif					
6	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris					
7	Saya sering merasa malas ketika belajar bahasa Inggris					
8	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa Inggris					
9	Saya sering merasa kesulitan ketika menulis bahasa Inggris sesuai dengan grammar yang benar					
10	Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa Inggris tentang teks deskriptif					

TERIMAKASIH

Appendix 3A Students' Writing Score X AK 1

**The DescriptiveTextWriting Score ofTenth Grade
Class 1 Akuntansiof SMK Gajah Mada Bandar Lampung
in the Academic Year of 2016/2017**

No	Name	Gender	KKM	Score
1.	Student A1	M	70	73
2.	Student A2	F	70	67
3.	Student A3	M	70	65
4.	Student A4	F	70	56
5.	Student A5	F	70	56
6.	Student A6	F	70	57
7.	Student A7	F	70	72
8.	Student A8	F	70	64
9.	Student A9	M	70	52
10.	Student A10	M	70	75
11.	Student A11	F	70	60
12.	Student A12	F	70	74
13.	Student A13	F	70	67
14.	Student A14	F	70	67
15.	Student A15	F	70	75
16.	Student A16	F	70	56
17.	Student A17	F	70	65
18.	Student A18	F	70	55
19.	Student A19	F	70	74
20.	Student A20	F	70	67
21.	Student A21	F	70	72
22.	Student A22	M	70	55
23.	Student A23	M	70	65
24.	Student A24	F	70	57
25.	Student A25	M	70	65
26.	Student A26	F	70	75
27.	Student A27	F	70	56
28.	Student A28	F	70	74
29.	Student A29	F	70	65
30.	Student A30	F	70	66
31.	Student A31	F	70	65
32.	Student A32	F	70	71
33.	Student A33	M	70	69
34.	Student A34	F	70	72
35.	Student A35	F	70	68
36.	Student A36	F	70	67
37.	Student A37	F	70	73
38.	Student A38	F	70	66
39.	Student A39	F	70	65
Total		2563		

Mean	65,71
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■ = Students of tenth grade did not pass the minimum score

F = 31

M = 8

Appendix 3B Students' Writing Score X AP

**The Descriptive Text Writing Score of Tenth Grade
Class 1 Administrasi Perkantoran of SMK Gajah Mada Bandar Lampung
in the Academic Year of 2016/2017**

No	Name	Gender	KKM	Score
1.	Student B1	F	70	62
2.	Student B2	F	70	59
3.	Student B3	F	70	72
4.	Student B4	M	70	60
5.	Student B5	F	70	59
6.	Student B6	F	70	54
7.	Student B7	F	70	68
8.	Student B8	F	70	65
9.	Student B9	F	70	60
10.	Student B10	F	70	74
11.	Student B11	F	70	75
12.	Student B12	F	70	72
13.	Student B13	F	70	60
14.	Student B14	M	70	63
15.	Student B15	M	70	63
16.	Student B16	F	70	57
17.	Student B17	M	70	56
18.	Student B18	F	70	63
19.	Student B19	F	70	67
20.	Student B20	F	70	64
21.	Student B21	F	70	72
22.	Student B22	F	70	57
23.	Student B23	F	70	75
24.	Student B24	F	70	58
25.	Student B25	F	70	75
26.	Student B26	F	70	72
27.	Student B27	F	70	67
28.	Student B28	F	70	74
29.	Student B29	F	70	65
30.	Student B30	F	70	67
31.	Student B31	F	70	64
32.	Student B32	F	70	67
33.	Student B33	F	70	65

34.	Student B34	F	70	57
35.	Student B35	F	70	74
36.	Student B36	F	70	57
37.	Student B37	F	70	72
38.	Student B38	F	70	55
Total			2531	
Mean			64,89	

■ = Students of tenth grade did not pass the minimum score

F = 34

M = 4

Appendix 3C Students' Writing Score X TKJ

The Descriptive Text Writing Score of Tenth Grade Class 1 Teknik Komputer dan Jaringan of SMK Gajah Mada Bandar Lampung in the Academic Year of 2016/2017

No	Name	Gender	KKM	Score
1.	Student C1	F	70	75
2.	Student C2	M	70	71
3.	Student C3	M	70	64
4.	Student C4	M	70	60
5.	Student C5	F	70	66
6.	Student C6	F	70	58
7.	Student C7	M	70	75
8.	Student C8	F	70	64
9.	Student C9	F	70	62
10.	Student C10	M	70	73
11.	Student C11	F	70	65
12.	Student C12	M	70	75
13.	Student C13	M	70	67
14.	Student C14	F	70	67
15.	Student C15	F	70	75
16.	Student C16	F	70	56
17.	Student C17	M	70	65
18.	Student C18	F	70	55
19.	Student C19	F	70	75
20.	Student C20	M	70	67
21.	Student C21	F	70	72
22.	Student C22	M	70	55
23.	Student C23	F	70	65
24.	Student C24	F	70	60
25.	Student C25	M	70	65
26.	Student C26	F	70	73
27.	Student C27	M	70	60
28.	Student C28	F	70	74
29.	Student C29	F	70	65

30.	Student C30	M	70	68
31.	Student C31	F	70	72
32.	Student C32	F	70	73
33.	Student C33	M	70	67
34.	Student C34	F	70	72
35.	Student C35	F	70	66
36.	Student C36	F	70	65
37.	Student C37	M	70	65
Total			2592	
Mean			66,46	

■ = Students of tenth grade did not pass the minimum score

F = 22

M = 15

Appendix 4 SILABUS K13

SILABUS

Satuan Pendidikan	: SMK Gajah Mada Bandar Lampung
Kelas	: X (Sepuluh)
Mata Pelajaran	: Bahasa Inggris
Semester	: 2 (dua)
Standar Kompetensi	: 4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang

<p>sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>baca, dan tulisan tangan</p> <ul style="list-style-type: none">• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	<p>datang membacanya</p> <ul style="list-style-type: none">- Melakukan refleksi tentang proses dan hasil belajar.
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Appendix 5 Teacher's Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Gajah Mada Bandar Lampung
Mata Pelajaran	: Bahasa Inggris/Wajib
Kelas/Semester	: IX/2
Materi Pokok	: Teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal
Alokasi Waktu	: 4 x 2JP (180 Menit)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

(Pengetahuan)

- 3.7.1 Mengidentifikasi fungsi social, struktur teks anda tata bahasa *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal lisan dan tulisan.
- 3.7.2 Membandingkan perbedaan antara berbagai *teks deskriptif* yang ada dalam bahasa Inggris, perbedaan *teks deskriptif* dalam bahasa Inggris dengan yang ada bahasa Indonesia.
- 3.7.3 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.

(Penerapan)

- 4.10.1 Menyusun *teks deskriptif* tulis tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
- 4.10.2 Menyusun *teks deskriptif* lisan tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

(Pengetahuan)

- 3.7.4 Mengidentifikasi fungsi social, struktur teks anda tata bahasa *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal lisan dan tulisan.

3.7.5 Membandingkan perbedaan antara berbagai *teks deskriptif* yang ada dalam bahasa Inggris, perbedaan *teks deskriptif* dalam bahasa Inggris dengan yang ada bahasa Indonesia.

3.7.6 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.

(Penerapan)

4.10.3 Menyusun *teks deskriptif* tulis tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

4.10.4 Menyusun *teks deskriptif* lisan tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

E. MATERI PEMBELAJARAN

- Fakta : Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Konsep : Fungsi Sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
- Prinsip : Struktur Teks
 1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan
 3. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- Prosedur : Unsur kebahasaan
 1. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
 2. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

3. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
4. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
5. Rujukan kata

F. METODE/ TEKNIK PEMBELAJARAN

Guided Writing

G. MEDIA DAN ALAT PEMBELAJARAN

Media : Power Point Presentation, Film/Gambar

Alat : Laptop, LCD, whiteboard.

H. SUMBER BELAJAR

- Audio CD/ VCD/DVD
- SUARA PENDIDIK
- Koran/ majalah berbahasa Inggris
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

I. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN KE-1 (2 JP)

1) Kegiatan Pendahuluan

Pembelajaran	Waktu
<ul style="list-style-type: none"> - Memberi salam kepada Peserta didik. - Mengajak siwa berdoa. - Mengecek kehadiran Peserta didik. 	10'

2) Kegiatan Inti

Pembelajaran	Waktu
<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah yang dibimbing dengan beberapa pertanyaan (guided questions) oleh pendidik. - Peserta didik menirukan contoh secara terbimbing. - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. 	
<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, Peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia - Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif 	70'
<p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan (guided questions) dari pendidik. - Berkelompok, Peserta didik menggambarkan tempat wisata lain 	

<p>dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari dengan beberapa pertanyaan (guided questions).</p>	
<p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing peserta didik menganalisis dengan beberapa pertanyaan (guided questions) lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. - Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. - Peserta didik memperoleh balikan (<i>feedback</i>) dari pendidik dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Berkelompok, Peserta didik menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya dengan arahan beberapa pertanyaan (guided questions). - Peserta didik menyampaikan deskripsinya didepan pendidik dan teman. 	

3) Kegiatan Penutup

Pembelajaran	Waktu
<ul style="list-style-type: none"> - Memberi panduan menyimpulkan hasil pembelajaran. - Memberi Peserta didik tugas berkelompok untuk mencari teks deskriptif yang ada. 	10'

G. PENILAIAN HASIL BELAJAR

- 1) Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 2) Penilaian pengetahuan dilakukan dengan : tes tertulis (soal terlampir)
- 3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui,
2016
Kepala SMK Gajah Mada

Bandar Lampung, Juli
Guru Mata Pelajaran

Enden Sopa Sopiya, S.Sos., M.Pd.

Riyon, S.S.

Appendix 6A Lesson Plans for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Satuan Pendidikan	: SMK Gajah Mada Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/2
Materi Pokok	: Menyusun <i>teks deskriptif</i> tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
Alokasi Waktu	: 6 x 45 menit (3 kali Pertemuan)

J. Tujuan Pembelajaran

- 1) Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan tentang teks *deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal secara benar dan sesuai konteks.
- 2) Menulis teks *deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

K. Kompetensi Dasar

- 3.4** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4.1** 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.

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

L. Indikator Pencapaian Kompetensi

- 3.7.7 Mengidentifikasi fungsi social *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal.
- 3.7.8 Mengidentifikasi struktur kebahasaan *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal.
- 3.7.9 Mengidentifikasi unsur kebahasaan *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal
- 4.10.5 Menyusun *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

M. MATERI PEMBELAJARAN

Teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

- Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks
Dapat mencakup
 - Identifikasi (nama keseluruhan dan bagian)
 - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
 - Fungsi, manfaat, tindakan, kebiasaan.
- Unsur kebahasaan
 - Kosakata dan istilah terkait dengan nama orang, tempat wisata dan bangunan bersejarah terkenal.
 - Adverbia terkait sifat seperti *quite, very, extremely, dst.*
 - Kalimat deklaratif dan interogatif dalam tense yang benar.

- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Deskripsi orang, tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI
- Contoh Teks Deskriptif
Descriptive text is a text that describe a person, thing, places, or an animal that has been specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contains in decriptive text, they are identification and description.

- **Descriptive Text about Person (First Meeting)**

Raisa Andriana

Identification: Raisa was born on June 6, 1990 in Jakarta, Indonesia to Allan Rachman and Ria Mariaty. She studied at [Binus University](#).

Description: Raisa Andriana, also known as Raisa. This beautiful lady is mixed Sundanese-Dutch. She is a solo singer. The genre of her music is pop and jazz. Her famous song is "Could it be" which takes her to be one of famous lady singer in Indonesia. Raisa is good looking with long hair and pointed nose. She has white skin and nice smile. Her chubby cheek makes her face is easy to remember. Growing up with minimal music education, she picked up her unique singing style and voice through some of her favorite singers like [Brian Mcknight](#), [India Arie](#), [Stevie Wonder](#), [Joss Stone](#) etc.

- **Descriptive Text about Place (Second Meeting)**

Way Kambas National Park

Identification : Way Kambas National Park is located in Lampung province, South Sumatra, Indonesia. This national Park is consisting of forest and preservation for Sumatran tigers and elephant sanctuary. This park also becomes a breeding center or Sumatran Rhino Sanctuary (SRS) that has been build up in 1995. Way Kambas

National Park is a representative of the lowland forest ecosystem consisting of freshwater swamp forest, meadow grass, and coastal forests in Sumatra.

Description : Plant species that grow in this national park are, api-api (*Avicennia marina*), Sonneratia (*Sonneratia sp.*), Palm (*Nypa fruticans*), Gelam (*Melaleuca leucadendron*), salam (*Syzygium polyanthum*), mire (*Glochidion borneensis*), almond (*Terminalia cattapa*), sea pine (*Casuarina equisetifolia*), pandan (*Pandanus sp.*), puspa (*Schima wallichii*), meranti (*Shorea sp.*), oil (*Dipterocarpus gracilis*), and ramin (*Gonystylus bancanus*). Way Kambas National Park has 50 species of mammals such as Sumatran rhino (*Dicerorhinus sumatrensis sumatrensis*), Sumatran elephant (*Elephas maximus sumatranus*), Sumatran tiger (*Panthera tigris sumatrae*), tapir (*Tapirus indicus*), coyote (*Cuon alpinus sumatrensis*), gibbon (*Hylobates syndactylus syndactylus*); 406 forest bird species including ducks (*Cairina scutulata*), yarn and clothing stork (*Ciconia episcopus stormi*), stork casks (*Leptoptilos javanicus*), Crested Fireback (*Lophura ignita*), Peacock (*Argusianus argus argus*), Little Cormorant snake (*Anhinga melanogaster*); different types of reptiles, amphibians, fish, and insects.

- **Descriptive text about Things (Third Meeting)**

Car

Identification : I have a car. It is my means of transportation. Almost everybody goes to work by car. Therefore, maintaining the car is very crucial. It needs to be serviced regularly.

Description : Beside servicing the engine, I have to pay attention to all the tyres. Inside my car there are some important tools such as scissor, lead, pick, jack for wheel alarmed. It is very important to change the tyre when it is flat. My car doesn't need to have a nail to change a generator, a tyre compressor, a tyre changer and did all tyre lifter, but I should check all tyres regularly before driving.

N. METODE/ TEKNIK PEMBELAJARAN*Graphic Organizers***O. MEDIA DAN ALAT PEMBELAJARAN**Media : Slide Presentasi *Graphic Organizers*

Alat : Laptop, projector, whiteboard.

P. SUMBER BELAJAR

Buku Bahasa Inggris Kelas X yang relevan.

Q. LANGKAH-LANGKAH PEMBELAJARAN**PERTEMUAN PERTAMA (2 JP)**

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> Peserta didik memperhatikan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan 	70 menit

	<p><i>Graphic Organizer</i> yang ditayangkan oleh pendidik.</p> <ul style="list-style-type: none">• Peserta didik menirukan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal yang telah dibacakan dengan intonasi, ucapan, dan tekanan kata yang benar oleh pendidik. <p>Menanya</p> <ul style="list-style-type: none">• Peserta didik bertanya jawab sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> yang diamati.• Peserta didik menerapkan/membuat outline <i>Graphic Organizer</i> berdasarkan tanya jawab dengan pendidik sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none">• Peserta didik mengidentifikasi ciri-ciri (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. <p>Mengasosiasi</p> <ul style="list-style-type: none">• Peserta didik secara berpasangan mendiskusikan (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal.• Peserta didik mengevaluasi (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang	
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	<p>terkenal yang diarahkan oleh pendidik.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik membuat teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal dengan cara menulis nama orang/siswa, nama tempat wisata atau nama bangunan sejarah dalam <i>Graphic Organizer</i>. • Untuk setiap ikon mewakili kategori informasi, Peserta didik menggambar dan label masing-masing dengan kata-kata untuk mendukung informasi tentang teks deskriptif sederhana orang, tempat wisata atau bangunan bersejarah yang terkenal. • Peserta didik mengumpulkan hasil teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> ke pendidik. 	
Penutup	<ul style="list-style-type: none"> • Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung. • Memberikan umpan balik terhadap proses dari hasil pembelajaran. • Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok. 	10 menit

PERTEMUAN KEDUA (2 JP)

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik • Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari • Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik memperhatikan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> yang ditayangkan oleh pendidik. • Peserta didik menirukan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal yang telah dibacakan dengan intonasi, ucapan, dan tekanan kata yang benar oleh pendidik. <p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik bertanya jawab sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal 	70 menit

	<p>menggunakan <i>Graphic Organizer</i> yang diamati.</p> <ul style="list-style-type: none"> • Peserta didik menerapkan/membuat outline <i>Graphic Organizer</i> berdasarkan tanya jawab dengan pendidik sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Peserta didik mengidentifikasi ciri-ciri (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik secara berpasangan mendiskusikan (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. • Peserta didik mengevaluasi (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal yang diarahkan oleh pendidik. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik membuat teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal dengan cara menulis nama orang/siswa, nama tempat wisata atau nama bangunan sejarah dalam <i>Graphic Organizer</i>. • Untuk setiap ikon mewakili kategori informasi, Peserta didik menggambar dan label masing-masing dengan kata-kata untuk mendukung informasi 	
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	<p>tentang teks deskriptif sederhana orang, tempat wisata atau bangunan bersejarah yang terkenal.</p> <ul style="list-style-type: none"> • Peserta didik mengumpulkan hasil teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> ke pendidik. 	
Penutup	<ul style="list-style-type: none"> • Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung. • Memberikan umpan balik terhadap proses dari hasil pembelajaran. • Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok. 	10 menit

PERTEMUAN KETIGA (2 JP)

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik • Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari • Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan akan dicapai. • Menyampaikan cakupan materi dan penjelasan 	10 menit

	uraian kegiatan sesuai silabus	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik memperhatikan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> yang ditayangkan oleh pendidik. • Peserta didik menirukan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal yang telah dibacakan dengan intonasi, ucapan, dan tekanan kata yang benar oleh pendidik. <p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik bertanya jawab sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> yang diamati. • Peserta didik menerapkan/membuat outline <i>Graphic Organizer</i> berdasarkan tanya jawab dengan pendidik sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Peserta didik mengidentifikasi ciri-ciri (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik secara berpasangan mendiskusikan (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata 	70 menit

	<p>atau bangunan bersejarah yang terkenal.</p> <ul style="list-style-type: none"> • Peserta didik mengevaluasi (<i>fungsi sosial, struktur teks, dan unsur kebahasaan</i>) menggunakan <i>Graphic Organizer</i> tentang teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal yang diarahkan oleh pendidik. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik membuat teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal dengan cara menulis nama orang/siswa, nama tempat wisata atau nama bangunan sejarah dalam <i>Graphic Organizer</i>. • Untuk setiap ikon mewakili kategori informasi, Peserta didik menggambar dan label masing-masing dengan kata-kata untuk mendukung informasi tentang teks deskriptif sederhana orang, tempat wisata atau bangunan bersejarah yang terkenal. • Peserta didik mengumpulkan hasil teks deskriptif sederhana tentang orang, tempat wisata atau bangunan bersejarah yang terkenal menggunakan <i>Graphic Organizer</i> ke pendidik. 	
Penutup	<ul style="list-style-type: none"> • Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung. • Memberikan umpan balik terhadap proses dari hasil pembelajaran. • Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok. 	10 menit

H. PENILAIAN HASIL BELAJAR

G.1A Rubrik Penilaian Aspek Keterampilan Writing

- 1) Teknik Penilaian : Tulis
- 2) Bentuk : Menulis Teks Deskriptif
- 3) Instrumen : Lihat lampiran G.1A
- 4) Pedoman Penskoran:

No	Aspek	Deskripsi	Skor
1	Content	Isi sesuai dengan tujuan	4-20
2	Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	4-20
3	Vocabulary	Ketepatan penggunaan kosa kata	4-20
4	Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	5-30
5	Mechanics	Ketepatan tanda baca dan ejaan.	2-10

Keterangan :

1. Nilai keterampilan menulis:

(jumlah skor perolehan : skor maksimal) x 100 =...

Menyetujui,
Guru Bahasa Inggris

Bandar Lampung, 15 Mei 2017
Mahasiswa Peneliti

Riyon, S.S.

Suhaidi Pratama
NPM. 1311040109

Mengetahui,
Kepala SMK Gajah Mada Bandar Lampung

Enden Sopa Sopiwana, S.Sos., M.Pd.

Appendix 6B Lesson Plans for Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (Control Class)

Satuan Pendidikan	: SMK Gajah Mada Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/2
Materi Pokok	: <i>Teks deskriptif</i> lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
Alokasi Waktu	: 6 x 45 menit (3 kali Pertemuan)

R. Tujuan Pembelajaran

- 3) Mengidentifikasi fungsi social, struktur teks and tata bahasa *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal lisan dan tulisan.
- 4) Membandingkan perbedaan antara berbagai *teks deskriptif* yang ada dalam bahasa Inggris, perbedaan *teks deskriptif* dalam bahasa Inggris dengan yang ada bahasa Indonesia.
- 5) Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
- 6) Menyusun *teks deskriptif* tulis tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
- 7) Menyusun *teks deskriptif* lisan tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

S. Kompetensi Dasar

- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

- 4.12 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.13 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

T. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi social, struktur teks anda tata bahasa *teks deskriptif* tentang orang, tempat wisata dan bangunan bersejarah terkenal lisan dan tulisan.
2. Membandingkan perbedaan antara berbagai *teks deskriptif* yang ada dalam bahasa Inggris, perbedaan *teks deskriptif* dalam bahasaa Inggris dengan yang ada bahasa Indonesia.
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
4. Menyusun *teks deskriptif* tulis tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
5. Menyusun *teks deskriptif* lisan tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

U. MATERI PEMBELAJARAN

- Fakta : Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Konsep : Fungsi Sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb.
- Prinsip : Struktur Teks
 4. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 5. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

6. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- Prosedur : Unsur kebahasaan
 6. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
 7. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
 8. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 9. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 10. Rujukan kata
 - Contoh Teks Deskriptif

Descriptive text is a text that describe a person, thing, places, or an animal that has been specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contains in decriptive text, they are identification and description.

a. Descriptive text about people (First Meeting)

Raisa Andriana

Identification: Raisa was born on June 6, 1990 in Jakarta, Indonesia to Allan Rachman and Ria Mariaty. She studied at [Binus University](#).

Description: Raisa Andriana, also known as Raisa. This beautiful lady is mixed Sundanese-Dutch. She is a solo singer. The genre of her music is pop and jazz. Her famous song is "Could it be" which takes her to be one of famous lady singer in Indonesia. Raisa is good looking with long hair and pointed nose. She has white skin and nice smile. Her chubby cheek makes her face is easy to remember. Growing up with minimal music education, she picked up her unique singing style and voice through some of her favorite singers like [Brian Mcknight](#), [India Arie](#), [Stevie Wonder](#), [Joss Stone](#) etc.

b. Descriptive text about place (Second Meeting)

Way Kambas National Park

Identification: Way Kambas National Park is located in Lampung province, South Sumatra, Indonesia. This national Park is consisting of forest and preservation for Sumatran tigers and elephant sanctuary. This park also becomes a breeding center or Sumatran Rhino Sanctuary (SRS) that has been build up in 1995. Way Kambas National Park is a representative of the lowland forest ecosystem consisting of freshwater swamp forest, meadow grass, and coastal forests in Sumatra.

Description: Plant species that grow in this national park are, api-api (*Avicennia marina*), Sonneratia (*Sonneratia* sp.), Palm (*Nypa fruticans*), Gelam (*Melaleuca leucadendron*), salam (*Syzygium polyanthum*), mire (*Glochidion borneensis*), almond (*Terminalia cattapa*), sea pine (*Casuarina equisetifolia*), pandan (*Pandanus* sp.), puspa (*Schima wallichii*), meranti (*Shorea* sp.), oil (*Dipterocarpus gracilis*), and ramin (*Gonystylus bancanus*). Way Kambas National Park has 50 species of mammals such as Sumatran rhino (*Dicerorhinus sumatrensis sumatrensis*), Sumatran elephant (*Elephas maximus sumatranus*), Sumatran tiger (*Panthera tigris sumatrae*), tapir (*Tapirus indicus*), coyote (*Cuon alpinus sumatrensis*), gibbon (*Hylobates syndactylus syndactylus*); 406 forest bird species including ducks (*Cairina scutulata*), yarn and clothing stork (*Ciconia episcopus stormi*), stork casks (*Leptoptilos javanicus*), Crested Fireback (*Lophura ignita*), Peacock (*Argusianus argus argus*), Little Cormorant snake (*Anhinga melanogaster*); different types of reptiles, amphibians, fish, and insects.

c. Descriptive text about things (Third Meeting)

Car

Identification : I have a car. It is my means of transportation. Almost everybody goes to work by car. Therefore, maintaining the car is very crucial. It needs to be serviced regularly.

Description : Beside servicing the engine, I have to pay attention to all the tyres. Inside my car there are some important tools such as scissor, lead, pick, jack for wheel alarmed. It is very important to change the tyre when it is flat. My car

doesn't need to have a nail to change a generator, a tyre compressor, a tyre changer and did all tyre lifter, but I should check all tyres regularly before driving.

V. METODE/ TEKNIK PEMBELAJARAN

Guided Writing

W. MEDIA DAN ALAT PEMBELAJARAN

Media : Power Point Presentation, Film/Gambar

Alat : Laptop, LCD, whiteboard.

X. SUMBER BELAJAR

- Audio CD/ VCD/DVD
- SUARA PENDIDIK
- Koran/ majalah berbahasa Inggris
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

Y. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN PERTAMA (2 JP)

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik • Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit

	<ul style="list-style-type: none"> • Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan akan dicapai. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah yang dibimbing dengan beberapa pertanyaan (guided questions) oleh pendidik. - Peserta didik menirukan contoh secara terbimbing. - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, Peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia - Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan (guided questions) dari pendidik. 	70 menit

	<ul style="list-style-type: none"> - Berkelompok, Peserta didik menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari dengan beberapa pertanyaan (guided questions). <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing peserta didik menganalisis dengan beberapa pertanyaan (guided questions) lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. - Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. - Peserta didik memperoleh balikan (<i>feedback</i>) dari pendidik dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Berkelompok, Peserta didik menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya dengan arahan beberapa pertanyaan (guided questions). - Peserta didik menyampaikan deskripsinya didepan pendidik dan teman. 	
Penutup	<ul style="list-style-type: none"> • Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung. • Memberikan umpan balik terhadap proses dari hasil pembelajaran. • Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok. 	10 menit

PERTEMUAN KEDUA (2 JP)

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik • Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari • Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah yang dibimbing dengan beberapa pertanyaan (guided questions) oleh pendidik. - Peserta didik menirukan contoh secara terbimbing. - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, Peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia 	70 menit

	<ul style="list-style-type: none"> - Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan (guided questions) dari pendidik. - Berkelompok, Peserta didik menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari dengan beberapa pertanyaan (guided questions). <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing peserta didik menganalisis dengan beberapa pertanyaan (guided questions) lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. - Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsinya. - Peserta didik memperoleh balikan (<i>feedback</i>) dari pendidik dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p>	
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	<ul style="list-style-type: none"> - Berkelompok, Peserta didik menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya dengan arahan beberapa pertanyaan (guided questions). - Peserta didik menyampaikan deskripsinya didepan pendidik dan teman. 	
Penutup	<ul style="list-style-type: none"> • Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung. • Memberikan umpan balik terhadap proses dari hasil pembelajaran. • Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok. 	10 menit

PERTEMUAN KETIGA (2 JP)

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik • Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari • Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan akan dicapai. • Menyampaikan cakupan materi dan penjelasan uraian 	10 menit

	kegiatan sesuai silabus	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah yang dibimbing dengan beberapa pertanyaan (guided questions) oleh pendidik. - Peserta didik menirukan contoh secara terbimbing. - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, Peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia - Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan (guided questions) dari pendidik. - Berkelompok, Peserta didik menggambarkan tempat wisata lain dalam konteks penyampaian informasi 	70 menit

	<p>yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari dengan beberapa pertanyaan (guided questions).</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing peserta didik menganalisis dengan beberapa pertanyaan (guided questions) lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. - Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. - Peserta didik memperoleh balikan (<i>feedback</i>) dari pendidik dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Berkelompok, Peserta didik menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya dengan arahan beberapa pertanyaan (guided questions). - Peserta didik menyampaikan deskripsinya didepan pendidik dan teman. 	
Penutup	<ul style="list-style-type: none"> • Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung. • Memberikan umpan balik terhadap proses dari hasil pembelajaran. • Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok. 	10 menit

I. PENILAIAN HASIL BELAJAR

G.1B Rubrik Penilaian Aspek Keterampilan Writing

- 5) Teknik Penilaian : Tulis
 6) Bentuk : Menulis Teks Deskriptif
 7) Instrumen : Lihat lampiran G.1A
 8) Pedoman Penskoran:

No	Aspek	Deskripsi	Skor
1	Content	Isi sesuai dengan tujuan	4-20
2	Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	4-20
3	Vocabulary	Ketepatan penggunaan kosa kata	4-20
4	Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	5-30
5	Mechanics	Ketepatan tanda baca dan ejaan.	2-10

Keterangan :

2. Nilai keterampilan menulis:

(jumlah skor perolehan : skor maksimal) x 100 =.....

Menyetujui,
Guru Bahasa Inggris

Bandar Lampung, 15 Mei 2017
Mahasiswa Peneliti

Riyon, S.S.

Suhaidi Pratama
NPM. 1311040109

Mengetahui,
Kepala SMK Gajah Mada Bandar Lampung

Enden Sopa Sopiwana, S.Sos., M.Pd.

Appendix 7A Instrument of Pre-Test

Instrument of Pre-Test

Subject : English
Sub Matter : Writing
Class/Semester : X/II
Time Allocation : 65 Minutes

Instructions:

- Write your name and your class clearly on the paper.
- Use your time effectively.
- Work individually.

Directions:

1. Write a descriptive text that consists of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covering the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of the three topics given below:
 - a. Joko Widodo**
 - b. Bumi Kedaton Zoo**
 - c. Train**

Appendix 7B Instrument Post-Test**Instrument of Post-Test**

Subject : English
Sub Matter : Writing
Class/Semester : X/II
Time Allocation : 65 Minutes

Instructions:

- Write your name and your class clearly on the paper.
- Use your time effectively.
- Work individually.

Directions:

1. Write a descriptive text that consists of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covering the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of the three topics given below:
 - a. Susilo Bambang Yudhoyono**
 - b. Lampung Museum**
 - c. Plane**

Appendix 8 Sample of Students' Writing Test Pre-Test and Post-Test

Subject : English
 Sub Matter : Writing
 Class/Semester : X/II
 Time Allocation : 65 Minutes

Instructions:

- Write your name and your class clearly on the paper.
- Use your time effectively.
- Work individually.

Directions:

5. Write a descriptive text that consists of 100 words or more.
6. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
7. Write your text by covering the generic structures of descriptive text (identification and description).
8. Write your descriptive text by choosing one of the three topics given.

In this research, the writer used inter-rater to score the result of the test. The scoring was done by the writer himself and another person who also scores the test, the English teacher in the school. The scores of two raters were summed up and then were divided into two.

R1 : The Writer

R2 : English Teacher

Appendix 9A Readability of the Writing Test

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1- 10)	Comment
1	Apakahandapahamdenganpetunjuk (instruction) poin pertama ?				
2	Apakahandapahamdenganpetunjuk (instruction) poin kedua ?				
3	Apakahandapahamdenganpetunjuk (instruction) poin ketiga ?				
4	Apakahandapahamdenganperintah (direction) no 1 ?				
5	Apakahandapahamdenganperintah (direction) no 2 ?				
6	Apakahandapahamdenganperintah (direction) no 3 ?				
7	Apakahandapahamdenganperintah (direction) no 4 ?				

*** 1 describes an item that is easy to read and 10 describes an item that is difficult to read.**

Appendix 9B Sample of Readability Students'

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1- 10)	Comment
1	Apakahandapahamdenganpetunjuk (instruction) poin pertama ?				
2	Apakahandapahamdenganpetunjuk (instruction) poin kedua ?				
3	Apakahandapahamdenganpetunjuk (instruction) poin ketiga ?				
4	Apakahandapahamdenganperintah (direction) no 1 ?				
5	Apakahandapahamdenganperintah (direction) no 2 ?				
6	Apakahandapahamdenganperintah (direction) no 3 ?				
7	Apakahandapahamdenganperintah (direction) no 4 ?				

* 1 describes an item that is easy to read and 10 describes an item that is difficult to read.

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1- 10)	Comment
1	Apakahandapahamdenganpetunjuk (instruction) poin pertama ?				
2	Apakahandapahamdenganpetunjuk (instruction) poin kedua ?				
3	Apakahandapahamdenganpetunjuk (instruction) poin ketiga ?				
4	Apakahandapahamdenganperintah (direction) no 1 ?				
5	Apakahandapahamdenganperintah (direction) no 2 ?				
6	Apakahandapahamdenganperintah (direction) no 3 ?				
7	Apakahandapahamdenganperintah (direction) no 4 ?				

*** 1 describes an item that is easy to read and 10 describes an item that is difficult to read.**

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1- 10)	Comment
1	Apakahandapahamdenganpetunjuk (instruction) poin pertama ?				
2	Apakahandapahamdenganpetunjuk (instruction) poin kedua ?				
3	Apakahandapahamdenganpetunjuk (instruction) poin ketiga ?				
4	Apakahandapahamdenganperintah (direction) no 1 ?				
5	Apakahandapahamdenganperintah (direction) no 2 ?				
6	Apakahandapahamdenganperintah (direction) no 3 ?				
7	Apakahandapahamdenganperintah (direction) no 4 ?				

*** 1 describes an item that is easy to read and 10 describes an item that is difficult to read.**

Appendix 9C The Result of Readability Writing Test

The Result of Readability Test

No	Students' Name	Questions and Scale							Total	Mean
		1	2	3	4	5	6	7		
1	Alfina Novi Yanti	4	3	2	2	2	3	1	17	2,43
2	Ana Lufita	3	2	2	2	3	2	1	15	2,14
3	Andre Setiawan	4	1	2	3	2	1	2	15	2,14
4	Andri Manulang	2	3	2	1	3	2	1	14	2,00
5	Annisa Octavia	3	2	1	4	2	4	1	17	2,43
6	Burhandi	3	3	2	1	3	2	2	16	2,29
7	Canggi Gatan	3	2	2	3	4	2	2	18	2,57
8	Dedi Saputra	2	3	3	2	3	2	2	17	2,43
9	Devi Riyanti	2	3	2	4	1	1	2	15	2,14
10	Dimas Dwi K	2	3	3	2	1	1	2	14	2,00
11	Doni Irawan	3	2	4	3	2	2	1	17	2,43
12	Dwi Apriyanto	2	4	4	4	3	2	2	21	3,00
13	Fahrul S	2	2	1	1	2	2	2	12	1,71
14	Fitri Khoirunisa	2	3	7	5	1	3	2	23	3,29
15	Heru Tamami	2	4	2	6	3	2	1	20	2,86
16	I Made Aditia	2	4	2	2	4	2	4	20	2,86
17	Jeni Dwi A	2	2	3	2	3	2	1	15	2,14
18	Lujeng Rahayu	3	3	7	3	4	4	2	26	3,71
19	Manatun	2	4	2	2	1	2	4	17	2,43
20	M. Rizky	2	3	2	2	2	4	2	17	2,43
21	Novan R	3	3	3	2	4	3	1	19	2,71
22	Noviana	5	3	5	4	3	2	1	23	3,29
23	Ongki Agung P	2	4	3	6	4	2	2	23	3,29
24	Hanif Nurhayat	4	3	3	4	4	3	1	22	3,14
25	Irfan Hutagalung	2	3	2	2	2	3	4	18	2,57
26	Redi Indra S	2	4	3	2	3	4	3	21	3,00
27	Riski Irawan	2	3	2	2	3	3	3	18	2,57
28	Rizal Fadilah	3	2	3	2	2	2	1	15	2,14
29	Sindi Anggraini	2	4	2	2	1	1	1	13	1,86
30	Sri Wahyunita Sari	2	3	2	2	3	4	2	18	2,57
31	Tabrani Yusuf	2	3	2	3	2	2	1	15	2,14
32	Rubby Meiyanda	3	3	3	2	1	1	4	17	2,43
33	Willy Aditia	3	4	3	2	2	2	1	17	2,43

34	Zahira Cantika	2	3	2	2	4	3	2	18	2,57
35	Andi Priana	3	2	3	2	2	1	2	15	2,14
36	Riski Tri Amanda	2	3	2	3	3	2	1	16	2,29
37	Deni Fauzi	3	4	2	2	1	2	3	17	2,43
Total Mean									93,00	
Mean									2,51	

Catatan:

Pertanyaan

1. Apakah anda paham dengan petunjuk (instruction) poin pertama ?
2. Apakah anda paham dengan petunjuk (instruction) poin kedua ?
3. Apakah anda paham dengan petunjuk (instruction) poin ketiga ?
4. Apakah anda paham dengan perintah (direction) no 1 ?
5. Apakah anda paham dengan perintah (direction) no 2 ?
6. Apakah anda paham dengan perintah (direction) no 3 ?
7. Apakah anda paham dengan perintah (direction) no 4 ?

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4,46, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above is 2,51(lower than 4,46), it means that the instrument is readable.

Appendix10A The Reliability for Pre-Test Based on Two Raters

The Reliability For Pre-Test Based On Two Raters

Criteria	Score		Rank		D(R1-R2)	D ²
	R1	R2	R1	R2		
Content	961	915	2	2	0	0
Organization	960	895	3	4	-1	1
Vocabulary	932	896	4	3	1	1
Language	1156	1105	1	1	0	0
Mechanics	544	522	5	5	0	0
Total						2

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(2)}{77(77^2 - 1)}$$

$$\rho = 1 - \frac{12}{456456}$$

$$\rho = 1 - 0.0000263$$

$$\rho = 0.9999737$$

The result reliability of the pretest was 0.9999737 and the criteria of reliability were very high.

Appendix 10B The Reliability for Post-Test Based on Two Raters

The Reliability for Post-Test Based On Two Raters

Criteria	Score		Rank		D(R1-R2)	D ²
	R1	R2	R1	R2		
Content	1176	1078	4	4	0	0
Organization	1194	1091	2	3	-1	1
Vocabulary	1193	1111	3	2	1	1
Language	1665	1565	1	1	0	0
Mechanics	612	555	5	5	0	0
Total						2

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(2)}{77(77^2 - 1)}$$

$$\rho = 1 - \frac{12}{456456}$$

$$\rho = 1 - 0.0000263$$

$$\rho = 0.9999737$$

The result reliability of the posttest was 0.9999737 and the criteria of reliability were very high.

Appendix12 The Result of Homogeneity Test Pre-Test and Post-Test Homogeneity Test

1. Pre-Test

Variance (S^2) of Pre-test Experimental Class = $(4.83^2) = 23.33$

Variance (S^2) of Pre-test Control Class = $(5.89^2) = 34.70$

The formula:

$$F_{\text{observe}} = \frac{\text{The biggest variance}}{\text{The smallest variance}}$$

$$F_{\text{observe}} = \frac{34.70}{23.33}$$

$$F_{\text{observe}} = 1.4875$$

From the computation above, we can see that F-observed is 1.4875 while the F-critical at significant level of 0.05 is 1,72. It means that $F\text{-observed} < F\text{-critical} = 1.4875 < 1.72$. It proves that the variance of the data of the Pre-test was homogeneous.

2. Post-Test

Variance (S^2) of Post-test Experimental Class = $(3.70^2) = 13.67$

Variance (S^2) of Post-test Control Class = $(4.37^2) = 19.09$

The formula:

$$F_{\text{observe}} = \frac{\text{The biggest variance}}{\text{The smallest variance}}$$

$$F_{\text{observe}} = \frac{19.09}{13.67}$$

$$F_{\text{observe}} = 1.3961$$

From the computation above, we can see that F-observed is 1.3961 while the F-critical at significant level of 0.05 is 1.72. It means that $F\text{-observed} < F\text{-critical} = 1.3961 < 1.72$. It proves that the variance of the data of the Post-test was homogeneous.

Appendix13 The Result of Hypothetical Test

Hypothetical Test

The Calculating of Hypothetical Analysis by Using Independent t-test

The formula t-test:

$$\sum x_1 = 678.5$$

$$\sum x_2 = 497.5$$

$$\sum x_1^2 = 13007.3$$

$$\sum x_2^2 = 8844.3$$

$$n_1 = 39$$

$$n_2 = 38$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{\frac{678.5}{39} - \frac{497.5}{38}}{\sqrt{\frac{13007.3 - \frac{(678.5)^2}{39} + 8844.3 - \frac{(497.5)^2}{38}}{39 + 38} \left(\frac{1}{39} + \frac{1}{38} \right)}}$$

$$t = \frac{17.40 - 13.09}{\sqrt{\frac{(13007.3 - 11804.16) + (8844.3 - 6513.32)}{75} (0.05)}}$$

$$t = \frac{4.31}{\sqrt{\frac{1203.14 + 2 \cdot .98}{75} (0.052)}}$$

$$t = \frac{4.31}{\sqrt{(47.12)(0.052)}}$$

$$t = \frac{4.31}{1.56}$$

$$t = 2.76$$

$$df = N_x + N_y - 2$$

$$df = 39 + 38 - 2$$

$$df = 75$$

The value of t-critical at df = 75 and at significant degree 5% (0.05) is 1.684.

H_a is accepted If t-observed is higher than t-critical or ($t_{\text{observed}} > t_{\text{critical}}$).

H_0 is accepted If t-observed is lower than t-critical or ($t_{\text{observed}} \leq t_{\text{critical}}$).

From the calculation:

$2.76 > 1.684$ there was a significant.

Conclusion:

$t_{\text{observed}} > t_{\text{critical}}$, then H_a is accepted. It means that there was a significant of the influence of using graphic organizer towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Gajah Mada Bandar Lampung.

Appendix 15 F-Table

F- Table
 $\alpha = 0.05$

df2 \df1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	24	26	28	30	35	40	45	50	60	70	80	100	200	500	1000	>1000	df1/ df2
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70	8.69	8.68	8.67	8.67	8.66	8.65	8.64	8.63	8.62	8.62	8.60	8.59	8.59	8.58	8.57	8.57	8.56	8.55	8.54	8.53	8.53	8.54	3
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86	5.84	5.83	5.82	5.81	5.80	5.79	5.77	5.76	5.75	5.73	5.72	5.71	5.70	5.69	5.68	5.67	5.66	5.65	5.64	5.63	5.63	5.63	4
5	6.61	5.70	5.11	5.19	5.05	1.95	1.88	1.82	1.77	1.71	1.70	1.68	1.66	1.61	1.62	1.60	1.59	1.58	1.57	1.56	1.51	1.53	1.52	1.50	1.50	1.48	1.46	1.45	1.41	1.43	1.42	1.42	1.41	1.39	1.37	1.37	1.36	5
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94	3.92	3.91	3.90	3.88	3.87	3.86	3.84	3.83	3.82	3.81	3.79	3.77	3.76	3.75	3.74	3.73	3.72	3.71	3.69	3.68	3.67	3.67	6
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51	3.49	3.48	3.47	3.46	3.44	3.43	3.41	3.40	3.39	3.38	3.36	3.34	3.33	3.32	3.30	3.29	3.29	3.27	3.25	3.24	3.23	3.23	7
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22	3.20	3.19	3.17	3.16	3.15	3.13	3.12	3.10	3.09	3.08	3.06	3.04	3.03	3.02	3.01	2.99	2.99	2.97	2.95	2.94	2.93	2.93	8
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01	2.99	2.97	2.96	2.95	2.94	2.92	2.90	2.89	2.87	2.86	2.84	2.83	2.81	2.80	2.79	2.78	2.77	2.76	2.73	2.72	2.71	2.71	9
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85	2.83	2.81	2.80	2.79	2.77	2.75	2.74	2.72	2.71	2.70	2.68	2.66	2.65	2.64	2.62	2.61	2.60	2.59	2.56	2.55	2.54	2.54	10
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72	2.70	2.69	2.67	2.66	2.65	2.63	2.61	2.59	2.58	2.57	2.55	2.53	2.52	2.51	2.49	2.48	2.47	2.46	2.43	2.42	2.41	2.41	11
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62	2.60	2.58	2.57	2.56	2.54	2.52	2.51	2.49	2.48	2.47	2.44	2.43	2.41	2.40	2.38	2.37	2.36	2.33	2.32	2.31	2.30	2.30	12
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53	2.51	2.50	2.48	2.47	2.46	2.44	2.42	2.41	2.39	2.38	2.36	2.34	2.33	2.31	2.30	2.28	2.27	2.26	2.23	2.22	2.21	2.21	13
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46	2.44	2.43	2.41	2.40	2.39	2.37	2.35	2.33	2.32	2.31	2.28	2.27	2.25	2.24	2.22	2.21	2.20	2.19	2.16	2.14	2.14	2.13	14
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40	2.38	2.37	2.35	2.34	2.33	2.31	2.29	2.27	2.26	2.25	2.22	2.20	2.19	2.18	2.16	2.15	2.14	2.12	2.10	2.08	2.07	2.07	15
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35	2.33	2.32	2.30	2.29	2.28	2.25	2.24	2.22	2.21	2.19	2.17	2.15	2.14	2.12	2.11	2.09	2.08	2.07	2.04	2.02	2.02	2.01	16
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31	2.29	2.27	2.26	2.24	2.23	2.21	2.19	2.17	2.16	2.15	2.12	2.10	2.09	2.08	2.06	2.05	2.02	2.00	1.99	1.97	1.97	1.96	17
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.22	2.20	2.19	2.17	2.15	2.13	2.12	2.11	2.08	2.06	2.05	2.04	2.02	2.00	1.99	1.98	1.95	1.92	1.92	1.92	18
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23	2.21	2.20	2.18	2.17	2.16	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.97	1.96	1.94	1.91	1.89	1.88	1.88	19
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.23	2.20	2.18	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.05	2.04	2.01	1.99	1.98	1.97	1.95	1.93	1.92	1.91	1.88	1.86	1.85	1.84	20
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.96	1.94	1.92	1.91	1.89	1.88	1.86	1.85	1.82	1.80	1.79	1.78	22
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11	2.09	2.07	2.05	2.04	2.03	2.00	1.98	1.97	1.95	1.94	1.91	1.89	1.88	1.86	1.84	1.83	1.82	1.80	1.77	1.75	1.74	1.73	24
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07	2.05	2.03	2.02	2.00	1.99	1.97	1.95	1.93	1.91	1.90	1.87	1.85	1.84	1.82	1.80	1.79	1.78	1.76	1.73	1.71	1.70	1.69	26
28	4.20	3.31	2.95	2.71	2.56	2.45	2.36	2.29	2.21	2.19	2.15	2.12	2.09	2.06	2.04	2.02	2.00	1.99	1.97	1.96	1.93	1.91	1.90	1.88	1.87	1.84	1.82	1.80	1.79	1.77	1.75	1.74	1.73	1.69	1.67	1.66	1.66	28
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01	1.99	1.98	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.71	1.70	1.66	1.64	1.63	1.62	30
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.08	2.04	2.01	1.99	1.96	1.94	1.92	1.91	1.89	1.88	1.85	1.83	1.82	1.80	1.79	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.60	1.57	1.56	1.56	35
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92	1.90	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.61	1.59	1.55	1.52	1.51	1.51	40
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89	1.87	1.86	1.84	1.82	1.81	1.78	1.76	1.74	1.73	1.71	1.68	1.66	1.64	1.63	1.60	1.59	1.57	1.55	1.51	1.49	1.48	1.47	45
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87	1.85	1.83	1.81	1.80	1.78	1.76	1.74	1.72	1.70	1.69	1.66	1.63	1.61	1.60	1.58	1.56	1.54	1.52	1.48	1.46	1.45	1.44	50
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84	1.82	1.80	1.78	1.76	1.75	1.72	1.70	1.68	1.66	1.65	1.62	1.59	1.57	1.55	1.53	1.52	1.50	1.48	1.44	1.41	1.40	1.39	60
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81	1.79	1.77	1.75	1.74	1.72	1.70	1.67	1.65	1.64	1.62	1.59	1.57	1.55	1.53	1.50	1.49	1.47	1.45	1.40	1.37	1.36	1.35	70
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79	1.77	1.75	1.73	1.72	1.70	1.68	1.65	1.63	1.62	1.60	1.57	1.54	1.52	1.51	1.48	1.46	1.45	1.43	1.38	1.35	1.34	1.33	80
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77	1.75	1.73	1.71	1.69	1.68	1.65	1.63	1.61	1.59	1.57	1.54	1.52	1.49	1.48	1.45	1.43	1.41	1.39	1.34	1.31	1.30	1.28	100
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.60	1.57	1.55	1.53	1.51	1.48	1.46	1.43	1.41	1.39	1.36	1.35	1.32	1.26	1.22	1.21	1.19	200
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.95	1.90	1.85	1.81	1.77	1.74	1.71	1.69	1.66	1.64	1.62	1.61	1.59	1.56	1.54	1.52	1.50	1.48	1.45	1.42	1.40	1.38	1.35	1.32	1.30	1.28	1.21	1.16	1.14	1.12	500
1000	3.85	3.00	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.80	1.76	1.73	1.70	1.68	1.65	1.63	1.61	1.60	1.58	1.55	1.53	1.51	1.49	1.47	1.43	1.41	1.38	1.36	1.33	1.31	1.29	1.26					

Appendix16B Table t-Distribution Critical Values

Table Distribusi *t*

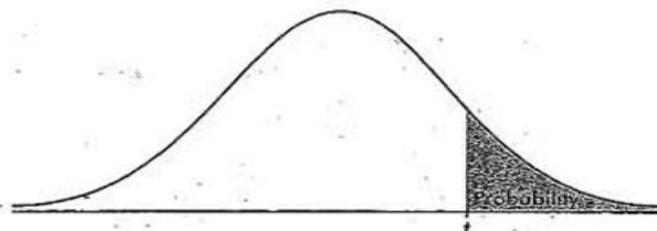


TABLE B: *t*-DISTRIBUTION CRITICAL VALUES

df	Tail probability <i>p</i>											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level <i>C</i>											

Appendix 17 General Description of the Research Place

17A. Brief Profile of SMK Gajah Mada Bandar Lampung

SMK Gajah Mada Bandar Lampung 1 is located on Jl. By Pass Soekarno-Hatta No. 1 Tanjung Senang Bandar Lampung. It was built in 1987. The principal of SMK Gajah Mada Bandar Lampung has been changed for third times. The following are the names of the principals of SMK :

1. Drs. Ragil Sukandis : 1987/1988 – 2006/2007
2. Maryadi Saputra, S.E., M.M. : 2007/2008 – 2012/2013
3. Enden Sopa Sopiyanana, S.Sos., M.Pd. : 2013/2014 – up to now.

The activities of teaching learning process in SMK Gajah Mada Bandar Lampung were done in the morning. The class began at 07.15 a.m and ended at 14.30 p.m. The school had 15 classrooms consisting of three classes for tenth grade students. Then, six classes for eleventh grade students and six classes for twelve grade students. The total number of the teachers is 44 teachers, and the total number of the students is 615 students. There were several rooms functioning as the office in the school. The office rooms were headmaster office, teacher office, head of study program office and administration office. Then, It was completed by OSIS's room and UKS's room. This school also has a library, a computer laboratory, a mosque, canteen and two toilets. For sport facilities, the school was provided with a football court. The court also functioned as the field flag-raising ceremony which was held every Monday morning.

17B. Condition of Teachers and Students of SMK Gajah Mada Bandar Lampung

SMK Gajah Mada Bandar Lampung had 44 teachers including 24 male teachers and 20 female teachers. All the teachers were graduated from bachelor degree. The data about number of teachers of SMK Gajah Mada Bandar Lampung can be presented in Table 1:

Table 1
Data of Teachers at SMK Gajah Mada Bandar Lampung

No	Name of Teachers and Staffs	Expertise
1	EndenSopaSopiyana, S.Sos., M.Pd.	Headmaster
2	Drs. Dewa KadekArtha	Vice Principal of Curriculum
3	Nisa Martina, S.Pd.	Vice Principal of Student Affairs
4	Muhammad Saleh, S.Sos.	Facilities and Infrastructure
5	AdhiFuadi	Physical Education
6	Drs. Syahperi	Islamic Religion
7	Dra. EtiSusilowati	Accounting
8	Drs. Karimanto	Indonesian
9	Saiful Abdul Jamal, S.E.	Marketing
10	Ana Susanti, S.Pd	Accounting
11	Drs. Nyata	History Education
12	Rosanah, S.Pd., M.Pd.	Indonesian
13	Aripin, S.E.	Economics
14	Dra. Arliyana	Office Administration
15	RiniSupatmawati, S.Pd.	Math
16	Matoyah, S.Pd.	Math
17	Nurlaili, S.Pd.	History Education
18	Nilsiatunah, S.Pd.	Indonesian
19	MaryadiSaputra, S.E., M.M.	Computer and Network Engineering
20	Rosiah, S.Pd.	Marketing
21	Ferryda Laila, S.S.	English
22	AminahAffiatin, S.Pd.	Art and Culture
23	AkhmadArkianArief, S.E.	Marketing
24	HeriKasmedi, S.E.	Entrepreneurship
25	Riyon, S.S.	English
26	Bambang Putra Jaya, S.E.	Computer

27	Maryana, S.Pd.	Accounting
28	DessiShintiaDewi, S.Pd.	Math
29	Dwi Dodi Gusmanto, S.H.	Civics
30	NeliaSelta, S.Pd.I.	Islamic Religion
31	Dewa PutuEka Budi	Art and Culture
32	Muhammad Subaidi	Computer and Network Engineering
33	Tri Wibowo, S.Pd.	Physical Education
34	Ahmad Rodiyani, S.Kom.	Computer and Network Engineering
35	M. Idham, S.Pd., M.Pd.	MYOB
36	NelentikaLendarty, S.Kom	Computer and Network Engineering
37	IrvanKhoiri, S.Pd.I.	Islamic Religion
38	Laidiyawati, S.Pd.	Civics
39	Ahmad Jayadi, S.Kom.	Computer and Network Engineering
40	Hilda Asriani, S.Pd.	Civics
41	Mirza Efendi, S.Pd.	History
42	SundariYani	Counselor
43	Hendri	Computer and Network Engineering
44	Muhammad Ridho	Computer and Network Engineering

Source: Document of SMK Gajah Mada Bandar Lampung

The number of students in SMK Gajah Mada Bandar Lampung, can be presented in Table 2:

Table 2

The Number of Students at SMK Gajah Mada Bandar Lampung

In the Academic Year of 2016/2017

NO	Class	Number of Students		Total of Students
		Male	Female	
1	X Akuntansi	8	31	39
	X Adm. Perkantoran	4	34	38
	X TeknikKomputerdanJaringan	15	22	37

	Total	27	87	114
2	XI Akuntansi	10	36	46
	XI Adm. Perkantoran 1	8	41	49
	XI Adm. Perkantoran 2	6	43	49
	XI Pemasaran	14	27	41
	XI TeknikKomputerdanJaringan 1	17	26	43
	XI TeknikKomputerdanJaringan 2	20	21	41
	Total	75	194	269
3	XII Akuntansi	4	36	40
	XII Adm. Perkantoran 1	3	42	45
	XII Adm. Perkantoran 2	1	40	41
	XII Pemasaran	6	31	37
	XII TeknikKomputerdanJaringan 1	16	19	35
	XII TeknikKomputerdanJaringan 2	21	13	34
	Total	51	181	232
	Total	153	462	615

Source: Document of SMK Gajah Mada Bandar Lampung

As the explanation before, there were 615 students in this school. They were divided into three grades, grade X, XI andXII. There were 114 students of grade X consisting of 27 male and 87 female. The students for grade XI were 269 students including 75 male and 194 female. Last, grade XII had 232 students, 51male and 181 female.

17C. Facilities of SMK Gajah Mada Bandar Lampung

To support the teaching and learning process, SMK Gajah Mada Bandar Lampung had some facilities. This is detailed information about the number and the condition of teaching and learning facilities of SMK Gajah Mada Bandar Lampung can be presented in Table 3:

Table 3
Total Rooms of SMK Gajah Mada Bandar Lampung

No	The Name of Room	Total	Condition
1	Headmaster's room	1	Good
2	Head of Study Program	1	Good
3	Teachers' room	1	Good
4	Classroom	15	Good
5	Computer laboratory	2	Good
5	Musholla	1	Good
6	Library	1	Good
7	Osis' room	1	Good
8	UKS' room	1	Good
9	Canteen	7	Good
10	Toilet for teacher	1	Good
11	Toilet for students	19	Not Good

Source: Document of SMK Gajah Mada Bandar Lampung

From the explanation before, it showed that SMK Gajah Mada Bandar Lampung had some rooms that use to support the process of teaching and learning activities. The conditions of the rooms were good. But the students' toilet is not good condition.

Appendix 18 Description of Treatment

D. Data Description Treatment

This research was conducted in three meetings. On Tuesday, May 16th, 2017 the writer administered the pre-test in control class and on Wednesday, 17th, 2017 the writer administered the pre-test in experimental class. The writer gave the pre-test and post-test to experimental class (X Akuntansi) and control class (X Administrasi Perkantoran).

In SMK Gajah Mada Bandar Lampung, English subject was taught once a week. The writer gave the pre-test on Tuesday, May 16th, 2017 in control class and experimental class on Wednesday 17th, 2017. In the experimental class which consists of 39 students and in the control class which consists of 38 students. When the writer gave the pre-test all the students followed the test. Then, on Tuesday, May 16th, 2017 the writer gave the first treatment in control class at 10.15 am and on Wednesday, May 17th, 2017 in experimental class at 10.15 am. There was no student absent in the experimental class and control class.

The writer gave the second treatment control class on Tuesday, May 23rd, 2017. In this session, the students of control class there was no student absent. In control class, the treatment began at 11.00 am. The experimental class there was two students absent. In experimental class, the writer gave the second treatment on Wednesday, May 24th, 2017 the treatment began at 9.30 am. Here, the writer asked the permission to the computer and networking engineering teacher Mr. Hendri at the school to use his class. After having the permission, the writer used Mr. Hendi Class. Then, the writer gave the third treatment control class on Tuesday, May 23rd at 13.00 pm. Besides, the writer asked permission again to religion teacher Mrs. Nelia to use her class. Then, the third treatment in experimental class began at 11.00 am, For the last meeting, the writer gave the post-test to the students in control class on Tuesday, May 30th, 2017 and in experimental class on Wednesday, May, 31st, 2017. All of the students in control class followed the post-test.

1. Description of the First Treatment

In the first treatment was done on Tuesday, May 16th, 2017. The writer taught a material about descriptive text. The topic of first meeting was “**Raisa Andriana**”. In pre-teaching,

the writer and students prayed together in the class, checked the students' name and gave apperception about the materials to the students. In whilst-writing, the teacher explained about descriptive text and give the example of using graphic organizer descriptive text about Agnes Monica. The students asked the teacher about descriptive text and graphic organizer. Then, the teacher showed graphic organizer about Agnes Monica and asked the students to describe it. After finishing, some students are asked to present their descriptive text in front of the class. In the post writing, the teacher asked the students to submit their writing. The teacher gave graphic organizer on students' writing and gave the explanation about it. In closing step, the teacher asked the students about the material today and made conclusion. Then, the teacher told about the material for the next meeting. The last, the teacher closed the class by greeting.

2. Description of the Second Treatment

The second treatment was done on Saturday, May 23rd, 2017. In the second treatment, the students were taught through another topic descriptive text writing and then gave graphic organizer. The topic of second meeting was **“Way Kambas National Park”**. In the introduction step, the teacher greeted to the students and asked the students' condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list. In the main step, pre-writing, the teacher explained about descriptive text and the using of graphic organizer students' writing. The students keep attention to the teacher's explanation. In whilst-writing, the teacher explained about descriptive text and give the example of using graphic organizer descriptive text about Way Kambas National Park. The students asked the teacher about descriptive text and graphic organizer. Then, the teacher showed a picture of Way Kambas National Park and asked the students to describe it. After finishing, some students are asked to present their descriptive text in front of the class. In the post writing, the teacher asked the students to submit their writing. The teacher gave graphic organizer on students' writing and gave the explanation about it. Next, the teacher told the mistakes that many students did. In closing step, the teacher asked the students about the material today and made conclusion. Then the teacher told about the material for the next meeting. The last, the teacher closed the class by greeting. The students looked interested in teaching learning process.

3. Description of the Third Treatment

The third treatment still on Tuesday, May 23rd, 2017. In the third treatment, the students had already known what they must done step by step. In the main step, pre-writing, the teacher reviewed and explained about descriptive text and the using of graphic organizer again. The students keep attention to the teacher's explanation. In whilst-writing, the teacher explained about descriptive text and give the example of using graphic organizer descriptive text about "Car". Then, the teacher showed a picture of car and asked the students to describe it. After finishing, some students are asked to present their descriptive text in front of the class. In the post writing, the teacher asked the students to submit their writing. The teacher gave teacher written feedback on students' writing and gave the explanation about it. Next, the teacher told the students' progress in writing descriptive text. In closing step, the teacher asked the students about the material today and made conclusion. The last, the teacher closed the class by greeting. The post test was held on May 31st2017. In the post test activity, the writer gave the students test about written test.

Appendix 19 Documentation of the Research

Documentation of Pre-Test



Documentation of First Meeting



Documentation of Second Meeting



Documentation of Third Meeting



Documentation of Post-Test

