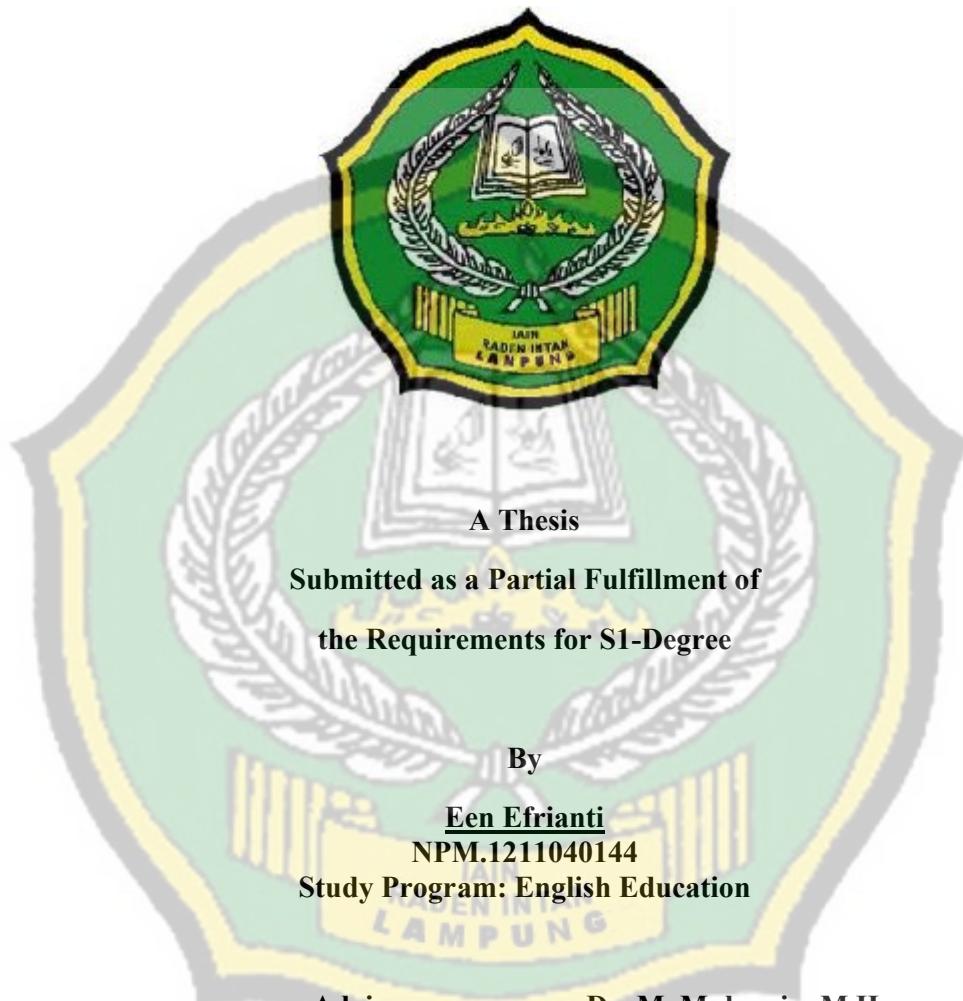


**THE INFLUENCE OF USING CONCEPT MAPPING TOWARDS
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ABILITY AT
THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 2 LIWA
IN THE ACADEMIC YEAR OF 2016/2017**



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STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016**

ABSTRACT

THE INFLUENCE OF USING CONCEPT MAPPING TOWARDS STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 2 LIWA IN THE ACADEMIC YEAR OF 2016/2017

By

Een Efrianti

English consists of four skills which have the same important part in communication, namely listening, speaking, reading, and writing. One of the important language skills is writing. The students' writing ability of SMAN 2 Liwa is still low especially in writing descriptive paragraph. It can be seen from the students' writing score in preliminary research. There were 64% of the students who got the score under 75 as the criteria of minimum mastery. To solve the problem, the writer applied concept mapping. Concept mapping can be used to make teaching and learning process more enjoyable and impressive the students. The objective of this research was to know whether there is a significant influence of using concept mapping toward students' descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic year 2016/2017.

The research methodology was quasi experimental design. The population of this research was the tenth grade of SMAN 2 Liwa. The writer took two classes consisting of 30 students for experimental class and 32 students for control class. In experimental class, the writer used Concept Mapping, whereas in control class the writer used Lecturing Technique. The treatments were held in 3 meetings in which 2×45 minutes for each class. In collecting the data, the writer used written test. The instruments given were pre test and post test. Before giving the treatment, the writer gave pre test for both classes. Then, after conducting the treatments, the instrument was given in post test. After giving pre test and post test, the writer analyzed the data.

After doing the data analysis, it was found that there was a significant influence of using Concept Mapping toward students' descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa. It can be seen from the result of T_{test} was 3.5 and the result of $t_{critical}$ was 1.67. The criteria to know whether the hypothesis is accepted or not, was $t_{observed}$ higher than 1.67. This result means that there is a significant influence of using concept mapping towards students' descriptive paragrah writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic year 2016/2017.

Keywords: *Concept Mapping, Descriptive Paragraph, Experimental Research Design.*



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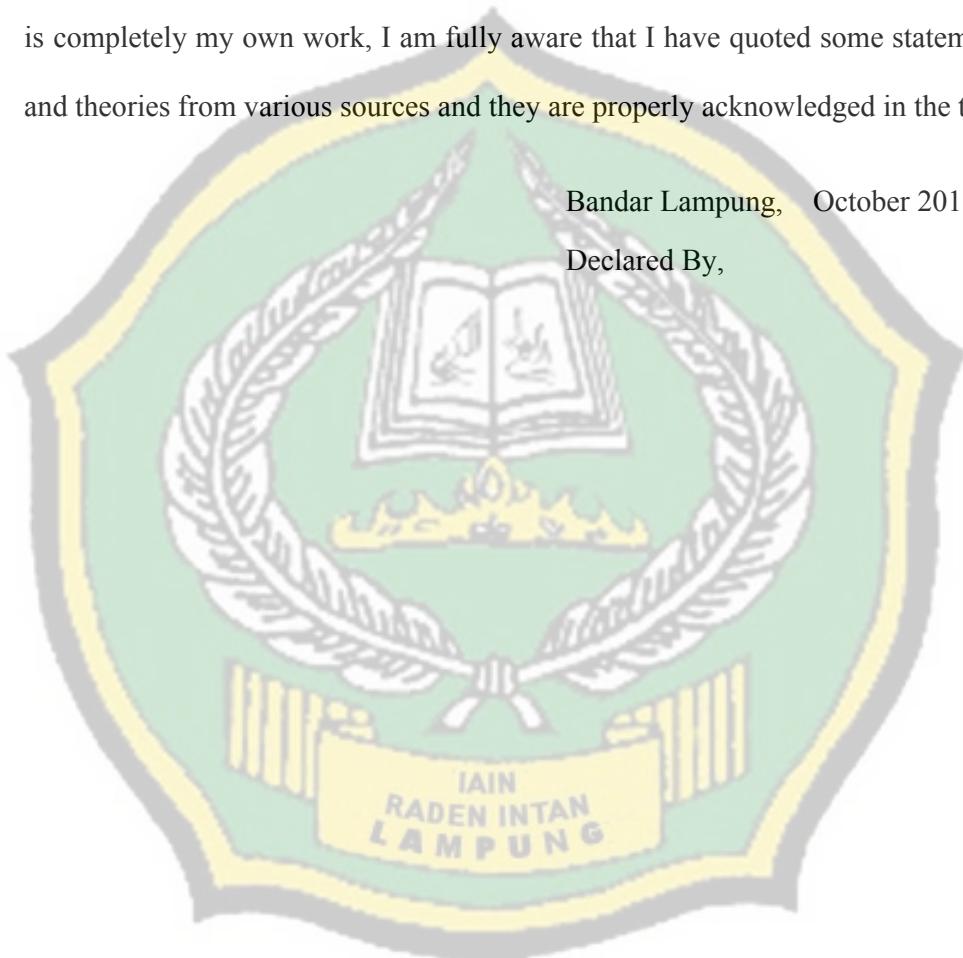
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DECLARATION

Hereby, I state this thesis entitled The Influence of Using Concept Mapping Towards Students' Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in The Academic Year 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, October 2016

Declared By,



MOTTO

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمُ وَالْبَحْرُ يَمْدُهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْجَرٍ مَا نَفِدَتْ كَلِمَتُ

اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)



¹ Abdullah Yusuf ‘Ali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 1219.

DEDICATION

I would like to dedecate this thesis for all my beloved people

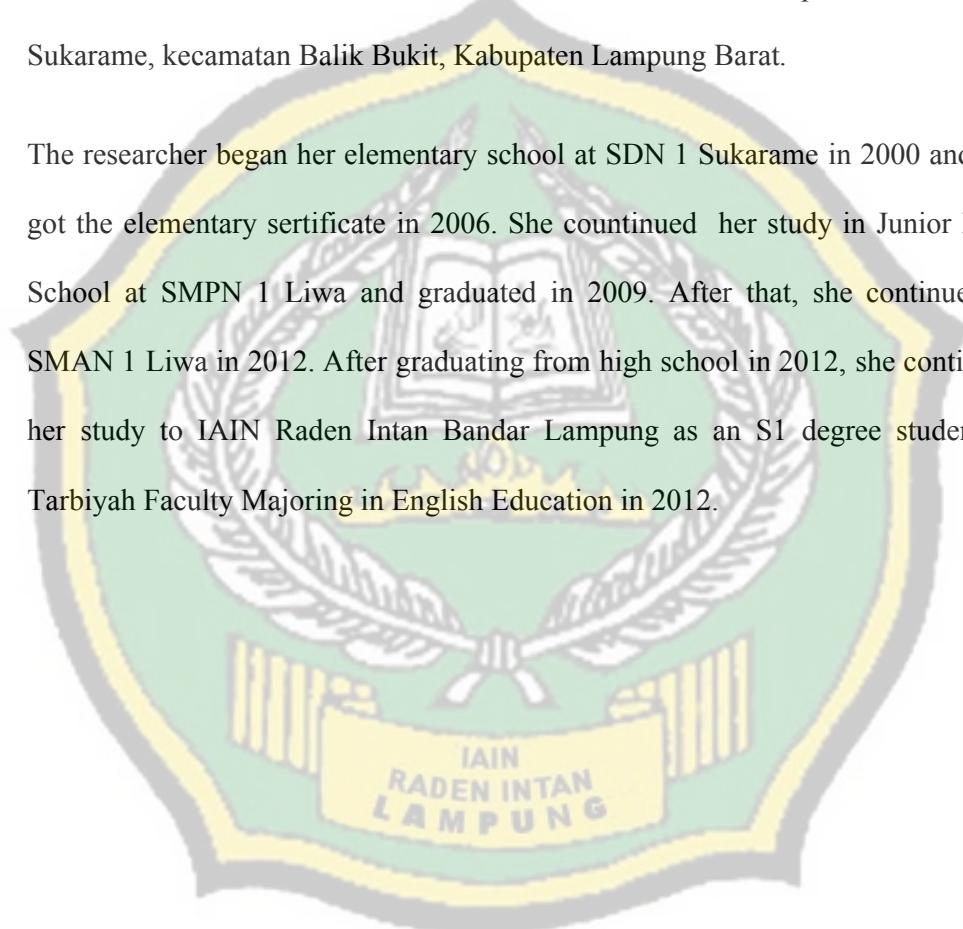
1. My beloved parents, Mr. Sairi and Mrs. Ro'aini who have already prayed and advised me all the time for my succes.
2. My beloved sister, Rosalia Novita who always motivate me to succed.
3. My lovely almamater, IAIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The writer's name is Een Efrianti, whose nickname is Een. She was born in Sukarame, on April 05th, 1995. She is the first child of two children of Mr. Sairi and Mrs. Ro'aini. She has a sister, her name is Rosalia Nopita. She lives in Sukarame, kecamatan Balik Bukit, Kabupaten Lampung Barat.

The researcher began her elementary school at SDN 1 Sukarame in 2000 and she got the elementary sertificate in 2006. She countinued her study in Junior High School at SMPN 1 Liwa and graduated in 2009. After that, she continued to SMAN 1 Liwa in 2012. After graduating from high school in 2012, she continued her study to IAIN Raden Intan Bandar Lampung as an S1 degree student of Tarbiyah Faculty Majoring in English Education in 2012.

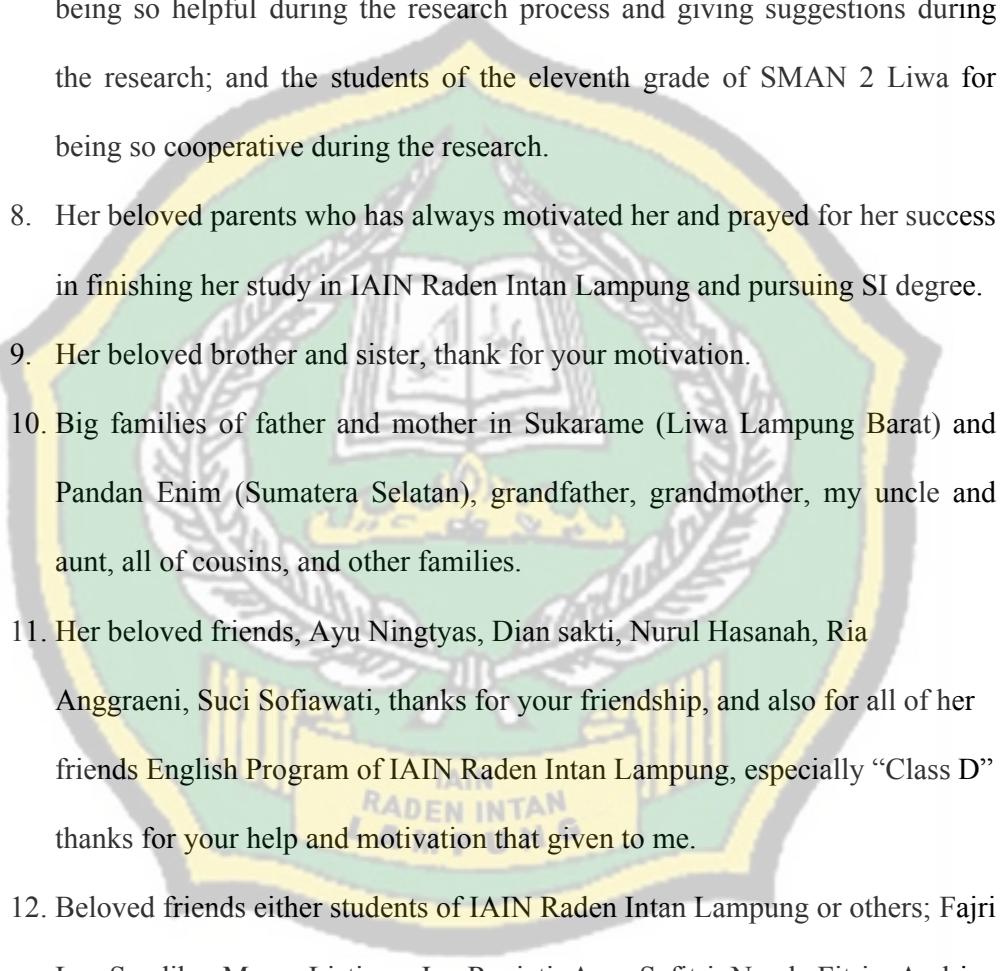


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By the name Allah SWT who gives charity, health and favor to the writer in finishing this thesis entitled “The Influence of Using Concept Mapping Towards Students’ Descriptive Paragraph Writing Ability at the first semester of the Tenth Grade of SMAN 2 Liwa in Academic Year of 2016/2017”, as a requirements to get S1 degree in English Study Program of English Department IAIN Raden Intan Lampung. The blessing and peace only be upon allah’s messenger Muhammad PBUH, his companions, and his faith followers till the end of the day.

The writer has obtained a lot of guidance, suggestion, support and many valuable things from various sides. Therefore, the writer would like to thank to the following people for their ideas, times and guidance for this thesis:

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4. Rohmatillah, M.Pd as the co- advisor who always helps and guides the writer in finishing this thesis.
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- 
6. All lecturers and administration staffs of IAIN Raden Intan Lampung who always give good education, knowledge, and experience to the writer.
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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and critics for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, October 2016
The Writer

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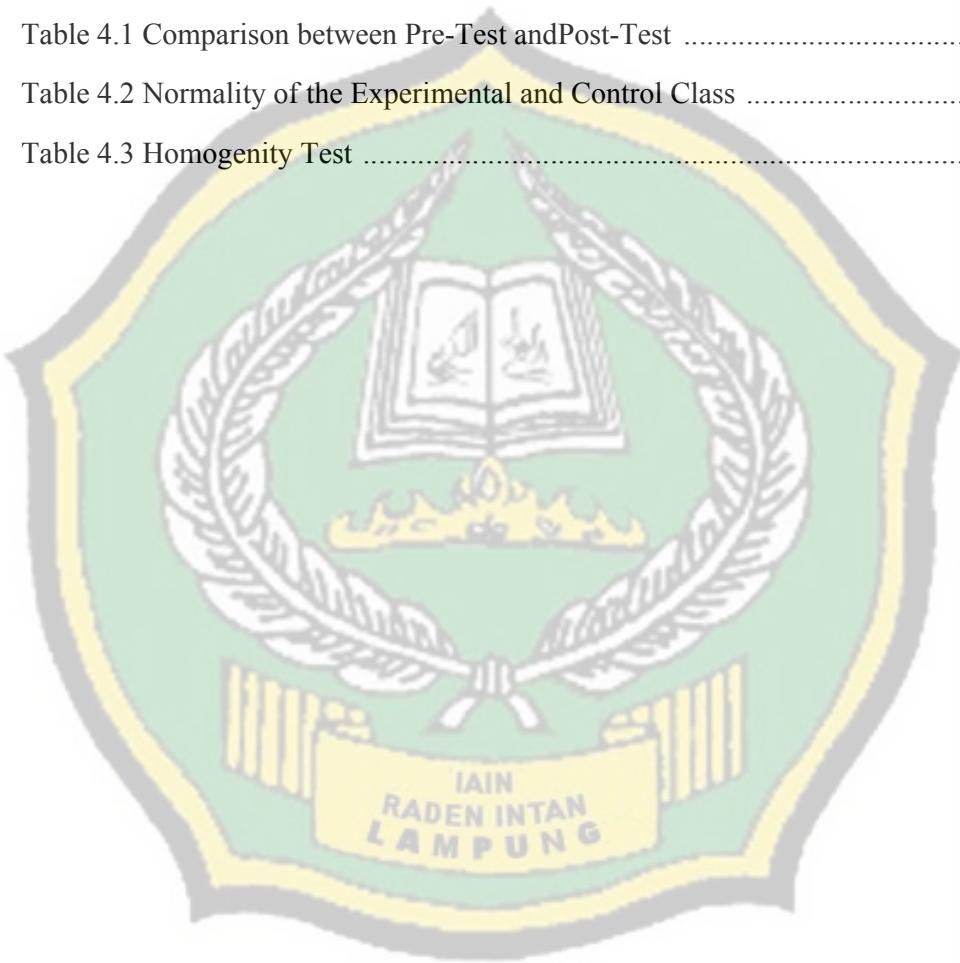
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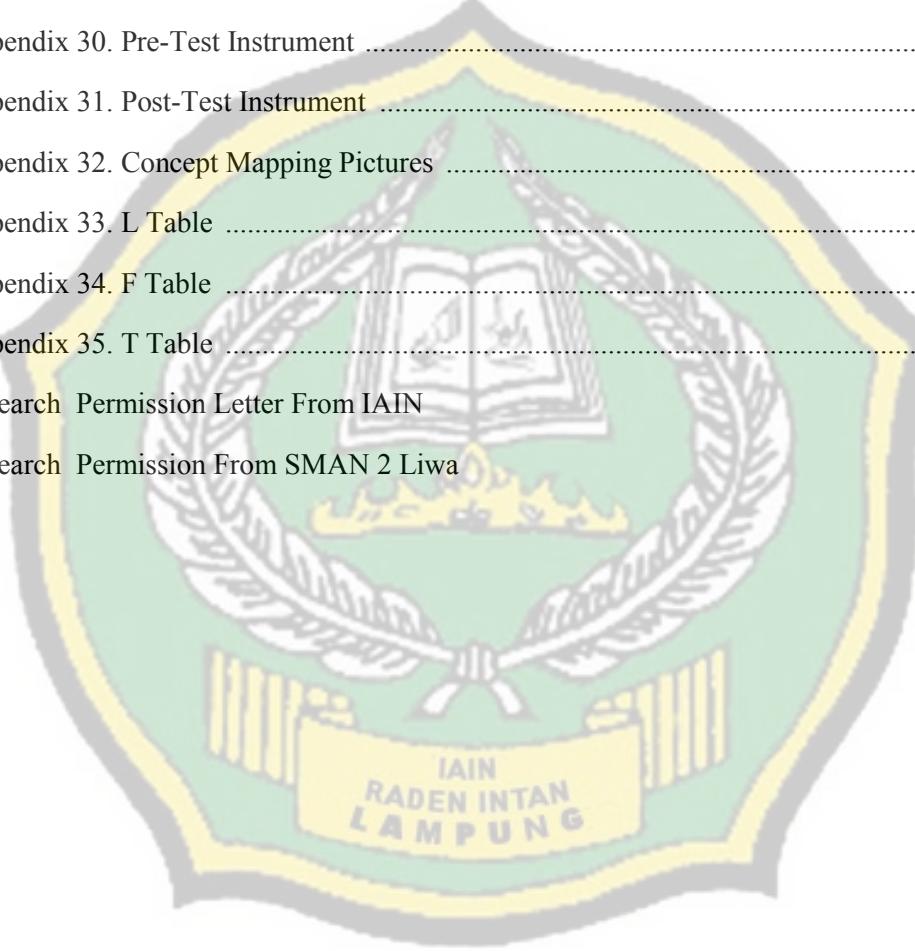
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing holds an important role in studying foreign language, especially in studying English. Siahaan states that writing is psychological activity of the language user to put information in the writing text.¹ Writing is also a part of learning a language that requires knowledge, reading, observation and experience. Student can understand the information through listening and reading; in addition, through speaking and writing, Raimes says that writing is skill in which we express the idea, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.² It means that writing is a skill to express the idea and thought on their mind in form of written.

Writing is one of competencies in English that should be mastered by the students. In writing, the students are able to express their feeling and ideas in written form. For some students, writing may be the most suitable learning skill. Because not all learners have skills to express their idea spontaneously, some of them would rather to write than speak. Harmer states that in the context of the education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students'

¹ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta, Graha Ilmu, 1st edition, 2008), p.3

² Ann Raimes, *Technique in Teaching Writing*, (London, Oxford American English, 1983), p.3

writing proficiency in order to measure their knowledge³. It means that writing can be said that writing has essential meaning, because when we learn English, most of exams will be measured in written form.

Writing is also one of the productive skills that must be mastered by the students besides the other language skills. According to Hyland, writing is an interaction between writers and readers adds a communicative dimension to write.⁴ On the other hand, writing is used as a media to communicate because writing is an integrated part of the production of language since the students are required to apply their knowledge of grammar, sentence structure, and vocabularies. Moreover, they are also given the opportunity to explore the language that they have learned.

Writing is not an easy subject because it is not only transcribing language into written symbol, but also as thinking process. Raimes states that there are many elements that should be considered and noticed in producing a piece of writing, for example content, grammar, syntax, mechanic, organization, word choice and so forth.⁵ It means that writing is a difficult skill to understand for students in the learning process that is why, writing is important to teach for students.

³ Jeremy Harmer, *How to Teach Writing*, England, Longman, 2005, p.3

⁴ Ken Hylan, *teaching and researching writing*, (UK, Person education limited, 2009), p.30

⁵ Ann Raimes, *Technique in Teaching Writing*, (New York, Oxford University Press,1983), p.2

In writing process is not always easy to be done, especially for students. In the real condition, writing is a difficult subject especially for the students, because writing is mixture of idea, vocabulary and grammar. They felt difficult to express their ideas in written form because they are no ideas to write, difficulty in organizing ideas, limited range of vocabulary, and lack confidence in grammar. They were still not able to compose text or paragraph. According to Heaton, writing skills are more complex and difficult to teaching, requiring and mastering not only of grammatical and rhetorical defices but also conceptual and judgement.⁶ Based on statement above, there are many problems in writing such as the students felt difficult to develop their ideas in written form, then the students less mastering not only of grammatical and rhetorical but also conceptual and judgement in writing.

Moreover, in writing there are many types of paragraphs that have to be studied by the students such as descriptive, narrative, recount, and expository. Students found the difficulty in writing descriptive paragraph in which they have to express their ideas into words and how to construct sentences grammatically until become a good paragraph. Descriptive paragraph is giving information about something or someone. It can be concrete object such as person, or an

⁶ J.B. Heaton, *Writing English Language Test* (New York: Longman, 1998), p.135.

animal, or car etc. It can be also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc.⁷

However, based on the preliminary research of the Tenth Grade of SMAN 2 Liwa, the researcher found that the students had difficulties in writing especially descriptive paragraph. The writer interviewed Merylin S.Pd as an English teacher to get the data about the students descriptive paragraph writing ability. She said that the students had difficulties to express their ideas through written form what they want to write. The students were confused to write because they did not understand to describe something what they write. Besides that they had limited range of vocabulary, difficulty in organizing ideas, no motivation to write, and lacking confidence in grammar.⁸ The students' score of writing descriptive paragraph can be seen in the following table;

⁷Sanggam Siahaan , *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2.

⁸ Merylin, an English teacher in SMAN 2 Liwa.

Table 1.1
Students' Score of Writing Descriptive Paragraph
in the Academic Year of 2016/2017

No	Class	Students' score		Number of students
		< 70	≥ 70	
1	XI	20	10	30
2	X2	22	12	34
3	X3	24	8	32
4	X4	19	16	35
5	X5	25	10	35
6	X6	17	15	32
7	X7	19	12	31
Total		146	83	229
Percentage		64%	36%	100%

(Source: Data from English teacher of SMAN 2 LIWA academic year of 2016/2017).⁹

The English teacher at SMAN 2 Liwa said that the criteria of minimum mastery (KKM) score for English subject at the school was 75. From the data above, it can be seen that 64% of 229 students got score lower than KKM set. It means only 83 students can write descriptive paragraph correctly.

Furthermore, the writer did not only interviewe the teacher, but also some of the students of the Tenth grade of SMAN 2 Liwa. Based on the result of interviewing, they said that the teacher just explained about the materials without giving chance for them to revised their own writing, so they felt bored in learning writing.¹⁰ Because of the difficulties in writing, the teacher should attract the students' interest in learning writing by creating an enjoyable atmosphere of learning before the students start to study. So, it is hoped that the

⁹ Data from english teacher of SMAN 2 LIWA academic year of 2016/2017

¹⁰ Interviewed with some students of the Tenth grade at SMAN 2 Liwa

students will be enthusiastic in learning writing. And the teacher should give more attention to improve the students' writing ability and use various techniques.

In addition, after interviewing English teacher at the Tenth grade of SMAN 2 Liwa, the researcher knew that the condition was caused by lack interaction between the students and the English teacher. The English teacher did not apply interesting techniques those involved students in the classroom interaction to get the best result. She only explained the material in front of the class and then asked the students to do the exercises on the students' worksheet (LKS) or ask them to write paragraph based on the picture or topic that had been prepared in the text book without checking their ability in mastery aspects of writing. After that, she evaluated the students' work to get the students' score.

For those reasons, there are several possibilities to attract the students motivation in learning writing especially to senior high school students, some techniques can be used by the teachers. One way is to use concept mapping technique. Concept mapping can be used to make teaching and learning process more enjoyable and impressive the students. Mansoor states that "Concept mapping is a graphic representation or picture of one's thoughts, ideas, and attitudes toward a key concept".¹¹ Concept mapping is a good way for students

¹¹ Mansoor, Fahimi and Rahimi, A.H, the effect of concept mapping strategy on the writing performance on EFL learners. *Journal Of Academic And Applied Studies*.1(5). 1-8

to understand and remember new information; moreover, the students can describe the concept of the knowledge that is represented by diagrams or drawings.

Concept mapping is effective to be implemented in teaching learning writing. It has been revolved by previous research conducted by Muhyidin about Using Concept map to improve students' writing ability in teaching recount texts at the Eighth Grade of SMP H. Isriati Baiturrahman Semarang in the Academic Year of 2011/2012. It was found that Concept map may become alternative technique in teaching writing. The result of research showed that Concept Mapping technique can improve students' achievement in writing recount text.¹² Related to Muhyidin research above, using concept map to teach writing is a good innovation. It can be stimulates the students' interest in writing. By looking at some concept maps, the students are able to catch the ideas of what to write and arrange the sentence in recount more easily. So the students will not find difficulties in getting idea in writing.

This is supported by same previous research that had been conducted by Villalon. Concept Map Mining (CMM) is to support writing activities, it was integrated into a tool for enhanced feedback on writing activities. The tool

¹² Muhyidin, *Using Concept Map to Improve Students' Writing Ability in Teaching Recount Text at the Eighth Grade Students of SMP H. Isriati Baiturrahman Semarang in the Academic Year of 2011/2012*, (Education Faculty Walisongo State Institute for Islamic Studies, 2012)

supports writing activities by scaffolding authors' reflection during the process of writing, to encourage them to revise their work.¹³

In the same Niloufar research concluded the use of concept mapping of the experimental group significantly increased after the instruction, but in the case of the control group, the changes in the students were not noticeable.¹⁴

Moreover, in a study by Pishghadam and Ghanizadeh on the effect of concept mapping on EFL writing ability of a group of Iranian students, it was found that the technique showed remarkable quantitative and qualitative improvement in the pupils' writing skills.¹⁵

Difference of previous research of this research. The previous of Muhyidin, using concept mapping to improve student writing ability in recount text meanwhile the writer use concept mapping toward students writing descriptive paragraph. The previous of Vilalon, using concept map to support writing activities meanwhile the writer use concept mapping toward students writing descriptive paragraph. The previous of Niloufar, using concept mapping in argumentative essay writing skill, meanwhile the writer use concept

¹³ Villalon, J., & Calvo, R.A. (2011). Concept Maps as Cognitive Visualizations of Writing Assignments. *Educational Technology & society*. 14(3), 16-27.

¹⁴ Niloufar Jafari & Gholam Reza Zarei (2015). The Influence of Concept Mapping on Iranian Intermediate EFL Learners Argumentative Essay Writing Skill. *Journal of Applied Linguistics and Language Research*. 2(1), 98-112.

¹⁵ Pishghadam, R., & Ghanizadeh, A. (2006). On the impact of concept mapping as a prewriting activity on EFL learners' writing ability. *Iranian Journal of Applied Linguistics*. 9, 103-130.

mapping toward students writing descriptive paragraph. And last the previous of Pishghadam, using concept mapping in prewriting activity, mean while the writer use concept mapping toward students writing descriptive paragraph. Thus, the writer use concept mapping toward students writing descriptive paragraph. That is using this research provides a novelty.

Based on the statement above, the researcher is interested to conduct a research entitled "The Influence of Using Concept Mapping Towards Students' Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic Year of 2016/2017"

B. Identification of the Problem

Based on the background of research above the researcher identified the problems as follows:

1. The students had difficulties in expressing their ideas in writing.
2. The students have confused how to construct sentences grammatically until become a good paragraph.
3. The teachers only gave the students the explanations based on the textbook/LKS.
4. The students have limited range of vocabulary, difficulty in organizing ideas, and grammar.

C. Limitation of the Problem

Based on identification of the problem above, the researcher focused on The Influence of Using Concept Mapping Towards Students' Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic Year of 2016/2017.

D. Formulation of the Problem

Based on the identification and limitation of the problem above the researcher formulated the problem as follow:

Is there a significant Influence of Using Concept Mapping Towards Students' Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic Year of 2016/2017?

E. Objective of the research

Based on the formulation of the problem above. The objective of this research is: To know whether there is significant influence of using concept mapping towards students' descriptive paragraph writing ability at the First semester of the Tenth grade of SMAN 2 Liwa Lampung Barat in the academic year of 2016/2017.

F. Uses of the Research

The researcher expected that there are some uses of this research as follows:

1. Theoretically, it may support the theory that concept mapping technique can be applied to teach descriptive paragraph writing
2. Practically, it may inform English teachers on how to teach descriptive paragraph writing ability by using concept mapping technique.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subject of the research was the students at the First Semester of the Tenth grade of SMAN 2 Liwa in the academic year of 2016/ 2017.

2. Object of the Research

Objects of the research was the students' descriptive paragraph writing ability and the use of Concept Mapping.

3. Place of the Research

The research was conducted at SMAN 2 Liwa, West Lampung in the Academic Year of 2016/2017.

4. Time of the Research

The research was conducted at the First Semester of the Tenth grade of SMAN 2 Liwa in 2016/2017 Academic Year.

CHAPTER II **REVIEW OF RELATED LITERATURE**

A. Frame of Theories

1. Teaching English as a Foreign Language

Harmer states, “English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country”.¹ It means that the students only have chance to practice English in the school and institutions. In this case the teachers are also demanded to encourage students to practice English every time in their daily activities.

However, teaching English as a foreign language should be different from teaching it as a second language. Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods.² It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. In addition, Brown states that teaching shows helping

¹ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate, Longman, 2004), p.39

² Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Graha Ilmu, Yogyakarta, 2006), p.20

someone to learn do something, giving instructions in the study of something, providing with language, and causing to know or understand.³

English as the foreign language has different characteristic from our mother tongue. Although the students have learned English for a long time but their English ability is still low, so the English teacher must be able to give motivation to the students to increase their English competence. Richard and Rodger state that the goal of foreign language learning is to learn a language in order to benefit from mental discipline and intellectual development that result from the language study.⁴

Additionally Murcia states that the goal of teaching a second or foreign language would be to gain the ability to communicate in target language that is in language learners.⁵ In other words, in teaching English as a foreign language, a teacher should be able to make his or her students use the language in communication.

Based on the explanation above, it can be concluded that teaching is the process of transferring knowledge to the students in order to make them learn and use English in both spoken and written forms.

³H. Douglas Brown, *Teaching Principles of Language and Teaching*, (Prentice Hall Regents, New Jersey), 1994, p.7

⁴Rodger, Richard. *Approach and Method in Language Teaching*. (Cambridge University Press. London. 1986). p.5

⁵Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, Rowly, (New Bury, House Publishing Company, inc., Massachussets, 1978), p.3

2. Writing

a. Concept of Writing

Writing is one of four skills in English that must be mastered by student. Raimes states that writing is a skill in which we express ideas, feelings, and thoughts arranged in words, sentences, and paragraphs by using eyes, brain, and hand.⁶ It means that writing is one of the ways in expressing the ideas using symbols letters which are arranged in word form, and words to be arranged to sentences form. It is supported by Leo who says that writing as a process of expressing ideas or thought in words should be done at our leisure.⁷ It can be said that writing is a skill to express the idea and thought on their mind in written form.

According to Harmer, he states 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 other reference mastery to help them.⁸ It means that, the students not only prepared an ideas in writing but also the students should have more references such as grammar book, tenses book, and etc. Because of those references, can help us to support our ideas or feeling in form of written, so make the reader is interested to read our written.

⁶ Ann Raimes, *technique in teaching writing*, (London, Oxford American English, 1983), p.3

⁷ Sutanto Leo, Et. Al, *English for Academic Purpose Essay Writing*, (London: Penerbit Andi Offset), p.1

⁸ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

Writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.⁹ It means that in writing must be grammatically correct and coherence of the one paragraph to other paragraph. It is supported by Kent that writing is expression and that successful expression is dependent upon the continuity and clarity of their thought.¹⁰ It means that when writer want to convey information in writing form the writing must be write clearly.

Based on the statement above, the writer concludes that writing is a skill to express the idea and thought on their mind in written form by using correct grammatical and coherent.

b. Concept of Writing Ability

Writing is one of skill to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching in English. When we writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their mind, and even consult dictionaries,

⁹ Sanggam Siahaan, *Generic Text Structure*, first edition, Yogyakarta, Graha Ilmu, 2008, p.3

¹⁰ Shermant Kent, *Writing History*, Apleton Century Crofts New York, Second Edition , 1988, p.1

grammar book, or order reference material to help them.¹¹ It means that process of writing more complex and more difficult than other skills.

According to Weigle, writing ability is the skill that we want to test is a critical starting point in designing a test for particular context will depend in large measure in the specific group of second-language and the type of writing that these writer are likely to engage in.¹² Therefore, writing ability is the ability that we want to critical starting point in designing a test for particular context.

Writing ability is supporting by others skills. Harmer says that in writing what we write often depends upon what we read. He also says that letters are often written in reply to other letters, and e-mail conversation proceeds much like spoken dialogues. Indeed, in the case of chat rooms, the computer discourse takes place, like spoken conversation, in real time.¹³ Reader is very important in writing, because in writing we need reader as participant to receive information. Moreover, in writing also supported by speaking. When we start to write something, our writing resemble of our speaking. It means that writing is supporting by reading skill and speaking skill.

¹¹ Jeremy Harmer, *Op.Cit.*, p.31.

¹² Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p.14.

¹³ Jeremy Harmer, *Op.Cit*, p.251.

According to Tribble, Five major aspects to scoring writing ability are, content, organization, vocabulary, language, and mechanic.¹⁴

- a. content : refers substance of writing, the experience of the main idea (unity),
- b. organization : refers to logical organization of the coherent (coherence),
- c. vocabulary : refers to the selection of words those are suitable with the content,
- d. language : refers to use of the correct grammatical and syntactic pattern,
- e. mechanic : refers to use graphic conventional of the language.

Based on the explanation above, it can be concluded that writing ability is the students' ability to write a text by showing good mastery of such components as content, organization, vocabulary, language, and mechanics.

c. Concept of Writing Process

Writing process is the stages a writer goes though 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).¹⁵ It means that, writing as a process of our mind to produce a good

¹⁴ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130-131.

¹⁵ Jeremy Harmer, *Op. Cit*, p.4.

written start from begining until the last the written. Furthermore, in writing not only to express our mind in form of written language, but also we should have understand about the message that we want to convey to the reader. So, make the reader understand message and get the information.

Further, in the process of writing. In the real world, this typically involves planning what we are going to write, drafting, reviewing and editing what we have written and then producing a final (and satisfactory) version.¹⁶ It means that in writing must know about the rule in writing process. All of these cases suggest that the process has four main elements:

1. Planning. Plan what they are going to write. when planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure
2. Drafting. The first version of a piece of writing as a draft.
3. Editing. (reflecting and revising). The writers tend at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.
4. Final version. The writers are now ready to send the written text to its intended audience.¹⁷

¹⁶ Jeremy Harmer, *How To Teach English*, Edinburgh Gate. Longman. 2007, p.113

¹⁷ Jeremy Harmer, opcit, pp. 4-5

From the statements above, the writer concludes that writing process is a process of to order something in form of written language. Furthermore, writing process is an activity to produce a good written that suitable based on the rule of writing. Nonetheless, written language needed some steps or process. The students make a good writing if they follow rule of writing process, like they begin with planning, drafting, editing and final version. Here, the role of the teacher is important for the students in writing.

d. Concept of Teaching Writing

Harmer says that by far the most important reason for teaching writing of course is that a basic of language skills.¹⁸ Therefore, teaching writing for the student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers that in the classroom, writing should be given much attention as reading, speaking and listening. Yet, many teachers and students alike consider writing to be most difficult subject of language skill to learn.

Based on the statement above, the writer can conclude that teaching writing text is very important; however, learning it is not easy because the students should learn some components, namely: structure, spelling, and punctuation. The teacher

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, Edinburgh Gate, Longman, 2007, p.23

can teach writing easily to make the students feel a viable to learn. Good performance can help the teacher to send the material perfectly. In addition, Brown states that there are types of writing class performance:

1. Imitative, or writing down

Beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive, or controlled

Writing is sometimes used as production made for learning, reinforcing or testing grammatical concept. This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer

3. Self writing

A significant proportion of class room writing may be devoted to self writing or writing which only the self in mind as audience

4. Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, easy examinations and even research reports will involve an element of display.

5. Real writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those message. There are subcategories that illustrate how reality can be injected: (a) academy, (b) vocational/technical, and (c)personal.¹⁹

When the teacher is writing in the class room, it has many activities that the students do in learning. The teacher not only ask her students to write sentence or composition, but also can focus her activities in language practice and make them more active. For example the teacher asks them to write a dialog with their partner. It makes the students get ideas or suggestion from other students. The teaching of writing is a matter of prescribing a set of predetermine tasks or exercise to the students. When teachers teach writing course, s/he does not only teach about to develop ideas in writing, but also need a serious attention of how to write English sentences grammatically and systematically. So, teaching writing will be good if depends on the teachers' being improve.

¹⁹ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. Second Edition Longman inc. 2001. pp. 343-346

2. Paragraph

a. Concept of Paragraph

In writing activity, we must write down some sentences. A paragraph is the basic unit of academic writing in English. Academic paragraph have a very specific organizational pattern. Paragraph begins with a sentence that introduces the topic and main idea of the paragraph is called the bod, and it consist of sentences that explain or support the topic sentence. These sentences are called supporting sentences. The last sentence is called concluding sentence, which ends the paragraph by reminding the reader of the main point of the paragraph.²⁰ In addition, Siahaan state that paragraph is a piece of written text, it contains several sentences.²¹

It can be classified into three parts namely:

1. The beginning

Commonly it only has one sentence. It is the most important sentence in the paragraph. The functionas the introductory sentence and it also called topic sentence. This topic is usually expressed in a topic sentence announces what the writer is going to write.

²⁰ Cynthia A. Boardman, Jia Frydenberg, *Writing to Communicate Paragraphs and Essays*, Third Edition, (New York: Pearson Longman,2008), p.3

²¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),p.5

2. The body

It contains several supporting sentences. A supporting sentence is the any information, which functions to develop the topic sentence.

3. The ending

It is a complete sentence. It closes the paragraph. It contains a single concluding sentence and it ends a paragraph.

In addition, Siahaan states a paragraph also involves the invention of some details for the main topic and the controlling idea.²² It means that a paragraph contain some details for main topic and controlling idea, then a paragraph as the production some steps to express a main topic and controlling idea in a piece of writing.

Based on stetements above, the writer concludes that a paragraph consists of several sentences and there are some elements in writing a paragraph such as topic sentence, supporting sentence, and concluding sentence.

b. Kinds of Paragraph

According to Siahaan, there are three types of paragraph as follows:

1. Narrative paragraph is the written language like the spoken one. An organized this paragraph can be statement, interrogative, offer or imperative.²³

²² Ibid., p.11

²³ Ibid., p.109

2. Descriptive paragraph is giving information about something or someone. It can be concrete object such as person, or an animal, or car etc. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc.²⁴
3. Expository paragraph is paragraph which a writer tries to reveal out a new truth of fact of certain object to his reader. The object can be a concrete object such as a person, or an animal, or car etc. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc.²⁵

Based on the explanations above, there are three types of paragraph like as narrative, descriptive and expository. Whereby, in this research the writer focuses on the descriptive paragraph, because conducted in SMAN 2 Liwa, Lampung Barat based on syllabus on tenth grade, the students learn descriptive paragraph.

c. Concept of Descriptive Paragraph

Descriptive paragraph is a group of sentences that explains or describes an object. That is same as Siahaan says, "description is written English text in which the writer describes object."²⁶ The object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.²⁷ Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals

²⁴ Ibid., p.119

²⁵ Ibid., p.125

²⁶ Ibid., p.89

²⁷ Loc., Cit.

with other kinds of perfection. The following passage, for example, uses sounds to describe the beginning of an act revolutionary violence in china.²⁸ However, good descriptive writing can simulate the readers' imagination from sensory responses.

Furthermore, Emilia says in this case as a product of writing, the text functions to reflect what is being described to the readers.²⁹

1. Generic Structure:

- a. General statement: introduce the topic, to state the general category of the story, and to show what will be described.

- b. Description: a writer describes some of aspects from the topic that he/she tell.

2. Language feature:

- a. Using spesific participant

- b. Using action verb

- c. Using a lot of linking verb (is, are, has, have, belong to)

- d. Using present tense

- e. Using descriptive language, but factual and precise

- f. Using language to define, classify, to equal and to distinguish

- g. Using a lot of technique word

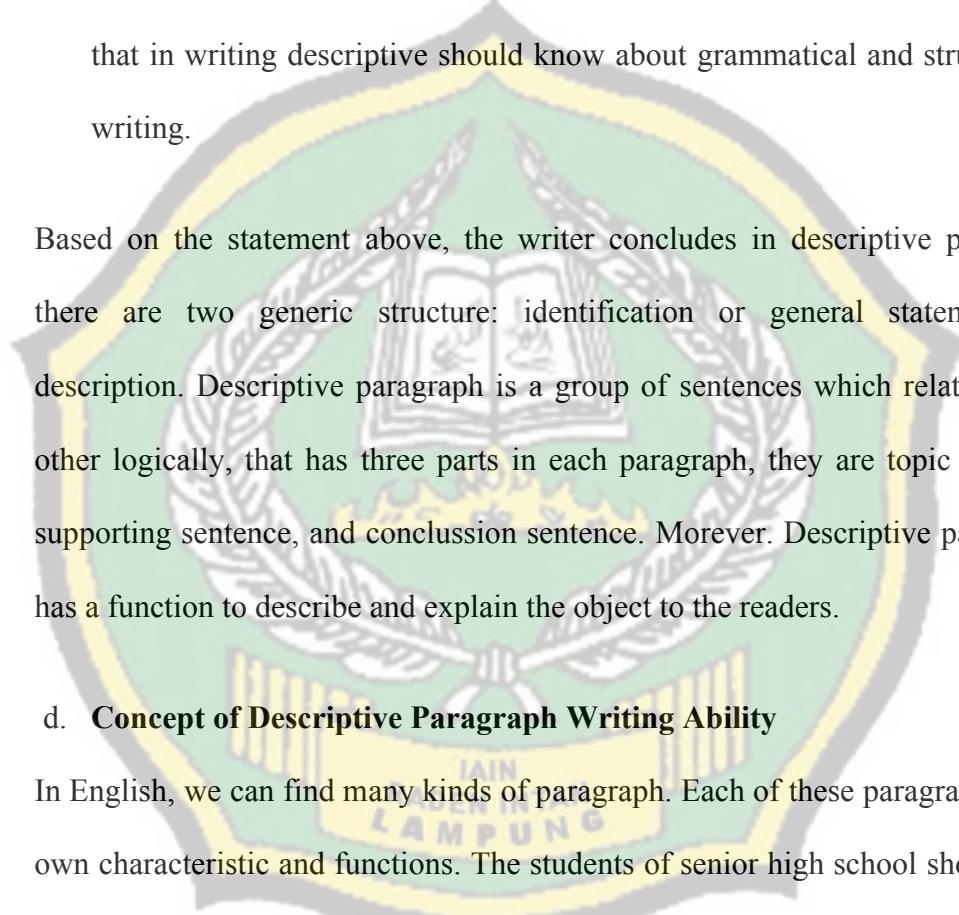
²⁸ Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Barkley Books, 2000), p.7

²⁹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.119

h. Using formal type and objective for written.

3. Grammatical pattern

It always performs with present, but not all. So the students must know about it and by using conjunction, punctuation, capitalization exactly.³⁰ It means that in writing descriptive should know about grammatical and structural of writing.



Based on the statement above, the writer concludes in descriptive paragraph, there are two generic structure: identification or general statement and description. Descriptive paragraph is a group of sentences which relate to each other logically, that has three parts in each paragraph, they are topic sentence, supporting sentence, and conclusion sentence. Moreover. Descriptive paragraphs has a function to describe and explain the object to the readers.

d. Concept of Descriptive Paragraph Writing Ability

In English, we can find many kinds of paragraph. Each of these paragraph has its own characteristic and functions. The students of senior high school should have knowledge of these paragraphs. The examples are the types of paragraph: narrative, descriptive, and expository.³¹ It means that students should have knowledge about paragraph and learn about all types of paragraphs.

³⁰ Pardiyono, *Teaching Genre-Based Writing*, Yogyakarta: ANDI OFFSET, 2007, p.34

³¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),p.5

Descriptive paragraph is a group of sentences that explains or describes an object. That is same as Siahaan says, "description is written English text in which the writer describes object."³² It means that in descriptive paragraph is a activity to explain about objects. Usually we use descriptive to describe or to make a description about certain place, person or things. In descriptive writing, actually we are painting a picture with words. They are word that appeals to one of our five senses, sight, smell, touch, taste, or hearing.

Hornby say, descriptive is saying what somebody or something is like³³. It means that in describing an object, it is better to give the details description in a form of concrete and specific. Moreover, in writing descriptive, it is often important for the readers to be able to see in their mind the object being described. It means that we must try to make the description well-organized. In this case, writing ability is needed by the author. From this statement, it is stated clearly that in writing descriptive paragraph, the words showed must be clear, moreover descriptive details make the description more interesting.

Writing is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variable of linguistic aspects (word

³² Ibid., p.89

³³ A.S Hornby, *Oxford Advanced Learner's Dictionary*, Sixth Edition, New York, Oxford University Press, 2000, p. 357

spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

From the idea above, writing ability is then defined as technical competence to arrange and produce written form in which the writer uses certain of variables of Tribble states, that there are five scoring criteria for scoring writing, they are: task fulfillment/content, organization, vocabulary, language and mechanic.³⁴

From all of the explanation above, it can be concluded that the students' descriptive paragraph writing ability is the ability of the students to produce or compose a descriptive paragraph that describes the characteristics of an object; it can be a person, a place or thing, which fulfills such criteria of a good writing, as content, organization, vocabulary, language, and mechanics.

3. Concept Mapping

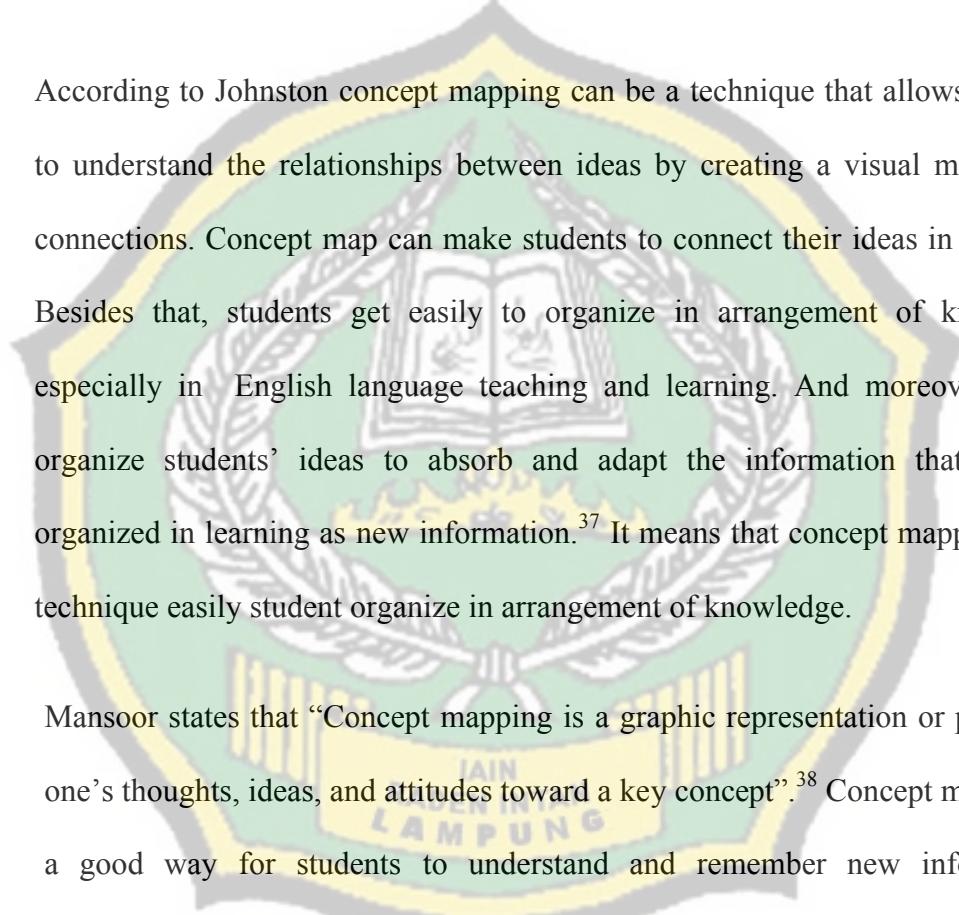
a. Definition of Concept Mapping

Concept mapping is generic term that describes any process for representing ideas in pictures or maps.³⁵ Concept maps are also tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between two concepts. Words on these lines can

³⁴ Christopher Tribble, *Writing*, York, Oxford University, 1996, p.130

³⁵ Mary kane, william m. K. Trochim, *concept mapping for planning and evaluation* (london: sage publications, vol.50) p.1

be used to specify the nature of the relationships between different concepts. The concept mapping technique was originally developed by Novak.³⁶ It means that concept mapping are tools for organizing and representing knowledge in circle or boxes of some type.



According to Johnston concept mapping can be a technique that allows students to understand the relationships between ideas by creating a visual map of the connections. Concept map can make students to connect their ideas in studying. Besides that, students get easily to organize in arrangement of knowledge especially in English language teaching and learning. And moreover it can organize students' ideas to absorb and adapt the information that will be organized in learning as new information.³⁷ It means that concept mapping are a technique easily student organize in arrangement of knowledge.

Mansoor states that "Concept mapping is a graphic representation or picture of one's thoughts, ideas, and attitudes toward a key concept".³⁸ Concept mapping is a good way for students to understand and remember new information; moreover, the students can describe the concept of the knowledge that is represented by diagrams or drawings. Concept mapping can be used by teachers

³⁶ Alberto J. Canas et.al. (2003) Summary to Literature Pertaining to the Use of Concept Map Technique and Technologies for Education and Performance Support, *the chief of naval Education and training pensacola fl 32500*, 5-6.

³⁷ Carol Johnston, Concept Mapping, The University of Melbourne, p. 1

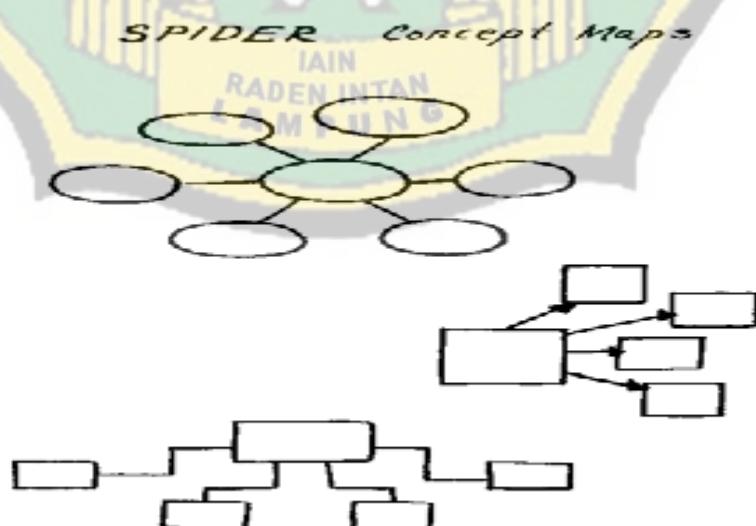
³⁸ Mansoor, f and rahimi, A.H. (2011) The Effect of Concept Mapping Strategy on the Writing Performance nn EFL Learners. *Journal of academic and applied studies*, 1, 5-6.

at the start of a topic, so it can help the students to see the relationship between concepts and the understanding between different concepts.

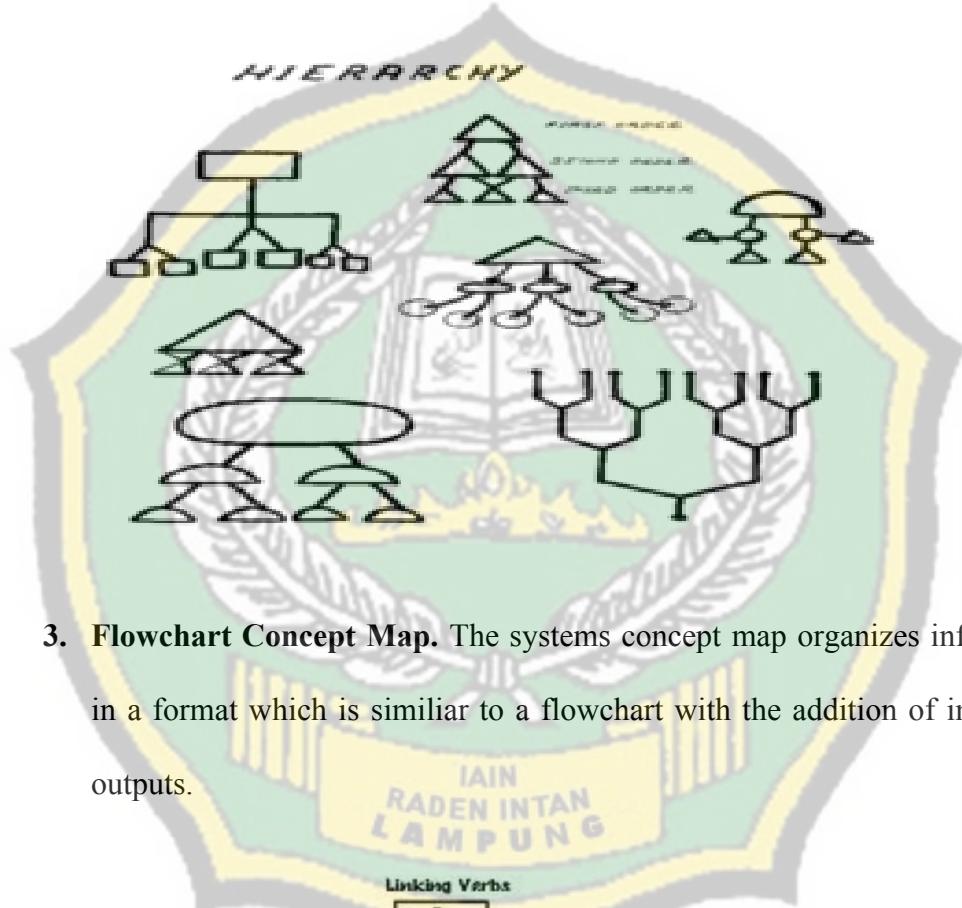
Based on statement above, the writer concludes Concept maps are also valuable tools for teachers. Thus, concept mapping is useful both for students or teachers. The students will find and connect the new concepts visually with concept mapping. Students will combine the existing knowledge with the new knowledge, becomes an existing knowledge structure. This is why a picture or a diagram can be more effective than only words. Therefore, concepts mapping technique can be used as a tool to facilitate writing.

b. Type of Concept Mapping

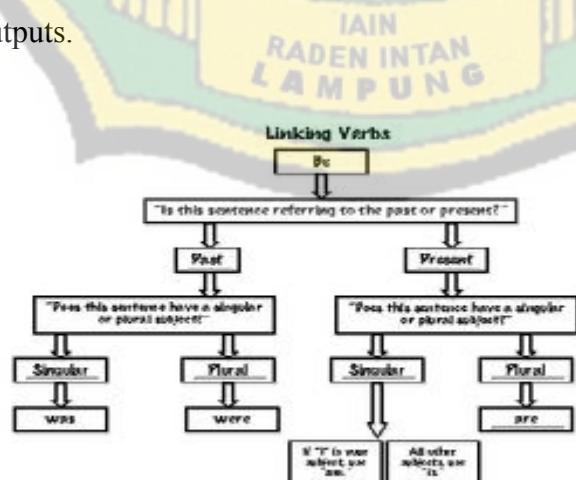
1. **Spider Concept Map.** The “spider” concept map is organized by placing the central theme or unifying factor in the center of the map.



2. Hierarchy Concept Map. The hierarchy concept map presents information in a descending order of importance. The most important information is placed on the top. Distinguishing factors determine the placement of the information.



3. Flowchart Concept Map. The systems concept map organizes information in a format which is similar to a flowchart with the addition of inputs and outputs.



Based on explanation above, The researcher choose one of the three type of concept mapping, that is spider concept map. Spider concept mapping easy to configure and easy to read.

c. Procedure of Teaching Descriptive Paragraph through Concept Mapping

To teach descriptive paragraph by using concept mapping needs some procedures to do it. The writer knows that concept mapping is an effective teaching tool. So there are some models to construct in teaching practices. The models of construction in concept mapping can be applied in the class by the teacher. It can give a way to explain the subject matter especially Descriptive Paragraph. Beside that, the students can explore their brain to remember what the teacher explains, because they are directly involved to connect the knowledge that is presented. On the contrary, the teacher gives feedback to students to their knowledge in teaching and learning activities.³⁹

According to Vanides, concept mapping can be effectively constructed through some procedures involving four steps that teacher can apply it.

³⁹ Luu Trong Tuan and Le Thi Bich Thuan. (2011). The Linkage between Concept Map and Language Learning. *Ho Chi Minh City: Studies In Literature and Language*, 2(1), 128-146.

1. **Step 1 Train your students.** If students have never created an open-ended type of concept map, provide them with a practice topic they are quite familiar word for the object. The teacher also can use the picture, photos, or drawing image related to concept map
2. **Step 2 Create individual maps first.** Ask students to create their own individual maps first. This independent reflection step is crucial; it elicits the personal understanding of each student. We have found that creating a concept map as a class activity without completing individual maps is very time consuming and not engaging for all students.
3. **Step 3 Review the maps in small groups.** After students finish their individual concept map, organize small group discussions. Have students share their concept maps with partners. Ask them to find similarities and differences in their maps and try to reconcile them. Group discussions provide opportunities for students to engage in the social aspect of science, where they can articulate their thoughts and learn from each other. Consider the creation of heterogeneous groups with students at different levels in every group.
4. **Step 4 Whole class discussion of certain parts of the small group concept maps.** Ask each group to present their important propositions to the whole class and explain their choices. Many propositions can be discussed, but focus on those that are more relevant to what you want to know about the

students' level of understanding. A whole-class map can also be created based on these discussions to document class progress, and engage students.

After their discussion the student make a paragraph with a different topic.⁴⁰

d. The Advantages and Disadvantages of Concept Mapping

The use of concept map can give a way to students in representing knowledge especially in language. Not only students can get an ease in study but also the teacher will be easily to explain the subject or material. There are main advantages that can be used to provide the powerful representation.

1. *Teaching and Revision Topic.* Using this concept map in teaching, teachers could be more aware of the key concept and relationship among them. This helps teachers to convey a clear general picture of the topics and their relationship to their students. In this way, it is less likely to miss and misinterpret any important concepts.
2. *Reinforce Understanding.* Using concept maps students understanding and learning more easily. This enables visualization of the key concepts and summarizes their relationship.
3. *Check Learning and Identify Misconceptions.* the use of concept maps can also consist teachers in evaluating the process of teaching. They can asses the students' achievement by identifying misconceptions and missing concepts. Concept mapping is also gaining inroads as a tool for problem-

⁴⁰ Jim Vanides, Yue Yin, Miki Tomita, and Maria Araceli Ruiz-Primo (2005).Using Concept Maps in The Science Classroom. *National Science Teachers Association (NSTA)*. 28(8), 27-31.

solving in education. Concept mapping may be used to enhance the problem-solving phases of generating alternative solution and options. Since problem-solving in education is usually done in small groups, learning should also benefit from the communication enhancing properties of concept mapping.

4. *Assessment.* Student achievement can be tested or examined by concept mapping, as the concept maps can also be useassesment tools . the research team around Joseph Novak at Cornell found that an important by product of concept mapping is its ability to detect or illustrate the “Misconceptions” learners may have as explanations of content matter.the conceptions students may have are often incomplete and deficient, leading to misunderstanding of instruction. Concept maps drawn by students express their conceptions and can help the instructor diagnose the misconceptions that make the instruction ineffective.⁴¹

Whereas disadvantages of concept mapping in learning that is:⁴²

1. Demand understanding and mastery more material and true, so that some students do not master the material in developing concept maps.

⁴¹ Ioana Stoica, et.al. (2011). Concept Map, A Must For The Modern Teaching Learning Process. *Romanian Report in Physics*, 63(2), 567-576.

⁴² Tom Vilberg, "using concept maping in a sensation and perception course" A paper presented at the national institute for the teaching of Psychology Universit.,1996.[online]. Tersedia diihp:// riven clarion.edu/trivelberg/ conceptmap. Html. Diakses 20 oktober 2015

2. In the process of cognitive students are generally not able to connect between the one concept with the other concept or develop just a little concept and considered as a job to busy.
3. Change the learning proces students where students new can totally understand after the material studied not before.

B. Frame of Thinking

Concept maps are also valuable tools for teachers. Thus, concept mapping is useful both for students or teachers. The students will find and connect the new concepts visually with concept mapping. Students will combine the existing knowledge with the new knowledge, becomes an existing knowledge structure. This is why a picture or a diagram can be more effective than only words. Therefore, concepts mapping technique can be used as a tool to facilitate writing. furthermore, this technique is able to make it easy for the students to get idea and express their ideas because in this strategy the students can develop their ideas about something, easy strategy that helps the students to develop their idea in descriptive paragraph that they want to write, can make easier their writing richer and more detail, the students have to describe an object in the form of writing.

Concept mapping makes the students easy to details of an object clearly in order that the reader can see in their mind the object being described by the author

because their just focus to one topic so students easy to describe object clearly.

By providing the students with technique, as a teaching aid, the writer hopes that the students get some interesting experience in learning English, and they can increase their ability in writing especially writing descriptive paragraph. Consequently, they will decide that studying English is fun and comfortable. the writer will assume that there is influence of using concept mapping towards students' writing ability, practically in descriptive paragraph.

C. Hypothesis

Concerning to the theories and the frame of thinking, the writer proposes the hypotheses as follows:

H_a : There is a significant influence of using Concept Mapping towards students' descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic year of 2016/2017.

H_o : There is no significant influence of using Concept Mapping towards students' descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic year of 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the writer applied quasi experimental. Quasi-experimental design is a research design that includes assignment, but not random assignment participants to groups, because the experimenter cannot artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of the students to special group in different conditions. The common term for this type of group of participants in intact. For that, the writer selected two classes, one is the control class and other is the experimental class.

According to Ary *et.al.*, who state that the variety of quasi experimental designs, which can be divided into two main categories, there are pretest, posttest, and posttest-only.² The writer will use pre-test and post-test. The writer will apply the pre-test and post-test design approach to a quasi-experimental design. The writer design can be presented in Table 3.1:

¹ John W. Creswell, *Educational Research; Planning and conducting Quantitative and Qualitative Research* (Boston: Pearson, 2012), p. 309.

² Donald Ary, *et.al.*, (8th Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.307.

Table 3.1
Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

In this research, the students used pre-test to know their descriptive paragraph writing ability before treatment and posttest after the treatment by concept mapping. The pretest and posttest conducted for control and experimental class.

B. Variables of the Research

Variable is a quantity which can take a number of different values or states. According to Sudjana, there are two kinds of variable; they are independent variable and dependent variable. Independent variable is a variable that are easily obtained and can be diversified into free variable, while dependent variable is the effect of independent variable³. In this study, the writer focused on two variables:

1. Independent variable

The independent variable in this research is Concept mapping that is symbolized by (X).

2. Dependent variable

The dependent variable in this research is the students' Descriptive Paragraph Writing Ability that is symbolized by (Y).

³ Sudjana, *Metode Statistika*, Bandung; Tarsito, 1996, p.310

C. Operational Definition of Variable

The operational of variable is to describe the character of the variable that investigated by the writer to collect the data and information. The writer explain the definitions as follows:

1. The students' descriptive paragraph writing ability is the ability of the students to produce or compose a descriptive paragraph that describes the characteristics of an object; it can be a person, a place or thing, which fulfills such criteria of a good writing, as content, organization, vocabulary, language, and mechanics.
2. Concept mapping is a good way for students to understand and remember new information; moreover, the students can describe the concept of the knowledge that is represented by diagrams or drawings. Students will combine the existing knowledge with the new knowledge, becomes an existing knowledge structure. This is why a picture or a diagram can be more effective than only words. Therefore, concepts mapping technique can be used as a tool to facilitate writing.

D. Population, Sample and Sampling Technique

1. Population

Population is all subject of the research.⁴ A population is a set (or collection) of all elements processing one or more attributes of interest.⁵ So, The population of this research is the students at Tenth grade SMAN 2 Liwa. The number of the students is 229 students from three classes available, the following table shows the number of the population:

Table 3.2
The Number of The Students at Tenth Grade SMAN 2 Liwa

No.	Class	Gender		Total
		Male	Female	
1.	XI	12	18	30
2.	X2	15	19	34
3.	X3	10	22	32
4.	X4	10	25	35
5.	X5	15	20	35
6.	X6	12	20	32
7.	X7	11	20	31
Total		85	144	229

Source: the students at tenth grade SMAN 2 Liwa

2. Sample of the Research

Arikunto says that sample is the part of population which was investigated.⁶ So, the writer took two classes out of the sample in this research. The writer chose two classes one class as experimental class and the other class as control class.

⁴ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktis*, Jakarta, Rineka Cipta, 2006, p.130.

⁵ Ibid

⁶ Ibid

3. Sampling Technique

In taking sample, the writer used *Cluster Random Sampling*. Hadi states, in cluster random sampling, the samples are not taken from individual, but based on the group of the individual.⁷ It means that the writer used cluster random sampling because the population in groups and homogeneous and random the class. Based on the Hadi's idea above, the writer used two classes as groups, the first is class is experimental class and the second class is a control class as follow:

- a. The first, the writer provided four pieces of small paper, each paper is contained the name of 7 classes.
- b. The second, the writer rolled and put into a box.
- c. The third, the box was shaken.
- d. After that, the writer chose two pieces of the paper randomly.
- e. Then, the first paper was experimental class, and the second paper was as control class.

E. Data Collecting Technique

To collect the data the writer was used writing test. The test consists of pre test, post test. The test was used to know the students ability in writing descriptive paragraph. The teacher asks students to make a descriptive paragraph.

⁷ Sutrisno Hadi, *Metodelogi Research*. Yogyakarta, 2004, p.94.

1. Pre test, it was given before the treatments. The test do by asking the students to write their descriptive paragraph based on the title that are provided. The scoring based on the appropriate of steps; content, organization, vocabulary language, and mechanic. The result of this test written in the scoring column on the paper. Example about the test is the students make descriptive used the topic about B.J Habibie.
2. Post test, it was done to know the students' descriptive paragraph writing ability after they are taught by using Concept Mapping. The system and degree of difficulty of post test same as pre test, so, both of them used to measure the students' descriptive paragraph writing ability in order to know the development of students' descriptive paragraph writing ability after Concept Mapping is applied.

F. Research Instrument

The research instrument in this research used writing test, they were pre-test and post-test. The instrument of pre-test and post-test was to write descriptive paragraph. In this case, the students made a descriptive paragraph and 60 minutes for time allocation. The paragraph was in present tense form and the writer was given some topics that must be chose by students. Each student will choose one topic and write a descriptive paragraph in each test.

The topics are :

- a. Pre test instrument

1. B.J Habibie
 2. My Class Room
 3. A dog
- b. Post test instrument
1. My Father
 2. My Hometown
 3. A Cat

G. Research Procedure

The procedures of this research are as follows:

1. Determining the subject

The writer determined the subject. In this case, the writer chose the Tenth grade of SMAN 2 Liwa as the subjects of the research, one class as the experimental class and one is control class.

2. Determining the population and sample signing the test

The writer determined the instruments that was taught by students, the instruments is descriptive paragraph writing ability. The students got the same instrument for both classes in different topics.

3. Selecting the material that will given

The writer selected the materials that suitable for the students. For example, the writer selected the descriptive paragraph that easier to understand by the students.

4. Giving the treatment, the writer will teach the class

The writer was given the treatment in three meetings. In the treatment, the writer as a teacher was taught by using concept mapping. The writer was given the explanation about descriptive paragraph. For instance, the general structure of descriptive paragraph, the example descriptive paragraph, and the writer also was given explanation about the concept mapping technique. After that, the students can write descriptive paragraph based on the concept mapping technique by students group.

5. Giving the pre-test, post test and score the result.

The writer is conducted the pre-test before the treatment. The writer preparing a kind of test (called pre-test) that was given to the students. Then, The writer was conducted the post-test after the treatment. By giving post-test, the writer knew the students' improvement in their writing ability in descriptive paragraph or not. This test is aimed to know the students' descriptive paragraph writing ability after giving the treatment. In this test, the students

was given some of the topics. Then, the students make the descriptive paragraph related to the topics.

6. Analyzing the result of the test

The writer was analyzed the data to find out whether technique used is effective or not.

H. Scoring Procedure

In give score to the students' writing task, the writer applies scoring system propose by Tribble⁸.

There are five aspects that were score, as can be seen in table 3:

**Table 3.3
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 the 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

⁸ Christopher Tribble, *Writing*, Oxford University Press, 1996, p.130.

		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 to follow; paragraphing/organization does not help the reader; logical sequencing difficult to follow (coherence); connotative largely absent (cohesion).
	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 structure, 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 structure; 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: fail 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.

I. Validity, Readability and Reliability of the Test

1. Validity of the Test

A good test is the test that has validity. The validity test is the most important consideration in developing and evaluating measuring instrument.⁹ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure 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.¹⁰ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapted with the textbook and based on the syllabus for the tenth grade of SMAN 2 Liwa (**See Appendix 7**)

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹¹ It means that

⁹ Donald Ary, Lucy Cheser Jacobs, and Chris sorenson. *Loc. Cit.* p.225

¹⁰ John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, PrenticeHall, 1995), p. 219

¹¹ *Ibid*,p.219

construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the writer uses a writing. The methods of scoring students' writing that is adapted by Heaton. They are content, organization, vocabulary, language use, and mechanic. To make sure, the writer consulted to the English teacher of SMAN 2 Liwa, Mrs. Merylin, S.Pd. for determining whether the test has obtained construct validity or not.

The writer did construct validity by consulting to the English teacher on 10th October, 2016. After the teacher analyzed the instruments and she concerned that the instruments were valid and she said that it needed to give a few minute for the students doing the task. The result of validation form for writing test is attached. (see **Appendix 3**)

2. Readability of the test

Readability tests were indicators that measure how easy a documents 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.¹² To know readability of the procedure test instrument, the writer followed Kouame's research. The

¹² Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants; Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University), p.133.

students asked to evaluate instructions of the test 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.¹³ The questions tested individually the questionnaire for readability is attached. (see Appendix 4)

The writer did readability by giving the questioner for readability to the students on October 10th, 2016. After giving the readability test to the students in class XI, the result showed the score of readability was 1.56. It means that the instruments of the test were readable. (see Appendix 4)

3. Reliability of the Test

Frankel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁴ A good test must have high validity. To get the reliability of the test, the writer used inter rater reliability, they were two raters; English teacher and the writer. This is done by the writer who examines the students' writing test the intention of knowing the reliability of the test.

¹³ *Ibid*, pp.133.

¹⁴ *Loc.Cit*.p.154.

To estimate the reliability of the test, the writer will use rank order correlation as follows:¹⁵

$$= 1 - \frac{6 \sum}{(N - 1)}$$

Note:

ρ = The number of rank order correlation (Rho)

6 & 1 = Constant number

D = Difference of rank correlation ($D = R_1 - R_2$)

N = The number of students

Furthermore, to know the degree or the level of the reliability of writing test the writer also use the criteria of reliability as follows:¹⁶

1. 0.800 – 1.000 = very high

2. 0.600 – 0.800 = high

3. 0.400 – 0.600 = medium

4. 0.200 – 0.400 = low

5. 0.000 – 0.200 = very low

After calculating the reliability, the writer found that the Cronbach's alpha of reliability in was pre-test was 0.982 and reliability in post-test was 0.938. the

¹⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, RajaGrafindo Persada, Jakarta, 2008, p. 232

¹⁶ Suharsimi Arikunto, *Op. Cit*, p.311

writer concluded that the degree of the level of reliability of the students' was very high and sufficiently reliable. (see Appendix 10 until Appendix 14)

J. Data Analysis

1. Normality Test

The normality of the test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the writer used lilliefors test, the steps are¹⁷ :

a. Hypothesis formula:

H_a : The data have normal distribution

H_0 : The data do not have normal distribution

b. The average rates (\bar{x}) are calculated by formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

Notes :

x_i = The score achieved by students

n = The total of students

c. Variant (s^2) calculated by formula:

¹⁷ Sudjana, *Metoda Statistika*, Tarsito Bandung, 2005, p.95

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

Notes:

x_i = The score achieve by students

n = The number of the students

d. The test of taught hypothesis, the procedure as follows:

1. For $x_1, x_2, x_3, \dots, x_n$ were assumed as number $z_1, z_2, z_3, \dots, z_n$ by using the formula: $z_i = x_i - \bar{x}$
2. For each this absolute number were arrange in the normal distribution, then it was calculate $F(z_i) = P(z \leq z_i)$.
3. Next calculate the proportion $z_1, z_2, z_3, \dots, z_n$ than can be smaller or just the same as z_i . If the proportion is represented by $S(z_i)$, so $S(z_i) = \frac{z_1, z_2, z_3, \dots, z_n}{n}$
4. Calculate $F(z_i) - S(z_i)$ and calculated the absolute number.
5. Calculate the highest number among those absolute numbers and call the number as T-observed.

e. Testing criteria

H_0 is accept for $L_{\text{observed}} \geq L_{\text{critical}}$, the data are not normal distribution

H_0 is refuse for $L_{\text{observed}} \leq L_{\text{critical}}$, the data are normal distribution

2. Homogeneity Test

a. The hypothesis Formula

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

b. The test statistic

$$F = \frac{vb}{vk}$$

Notes:

F : The homogeneous

vb : The biggest variant

vk : The smallest variant

c. Testing criteria

Accept H_0 if $F \leq$

Reject $F \geq F_{(1 - \alpha)}$

3. Hypothetical Test

In this research the writer used the quantitative analysis to know whether there is significant influence of the use Concept Mapping toward students' descriptive paragraph writing ability or not. Because the data take from homogeneous population and were normally distributed, the research use hypothesis.

The writer use the following t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

M_x = Mean of control class

M_y = Mean of experimental class

$\sum x^2$ = Average of deviation of control class

$\sum y^2$ = Average deviation of experimental class

N = Number of subject¹⁸

The steps to use the formula are as follows:

1. Count the mean of both of experimental and control class using the following formula:

$$\underline{\underline{\Sigma}}$$

Notes:

M = mean

$\sum x$ = total score of post-test and pre-test differences

N = number of subject

¹⁸ Arikunto, Op. Cit., pp. 306-308

2. Count of deviation of both of experimental and control class using the following formula:

$$\Sigma \text{ } = \text{ } \Sigma \text{ } - \frac{(\Sigma)}{N}$$

Notes:

Σx^2 = average deviation

N = number of subject

The hypothetical formulas are:

$H_0 : =$ (there is no a significant influence of using Concept Mapping toward students' descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in academic year of 2016/2017)

$H_a : \neq$ (there is a significant influence of using Concept Mapping toward students' descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in academic year of 2016/2017)

Testing criteria:

H_0 is accepted if $t_{\text{observed}} < t_{\text{critical}}$

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$

CHAPTER IV **RESULT AND DISCUSSION.**

A. Result of the Research

1. Result of Pre-test in Control Class

The writer conducted pre-test in order to know students' ability before the treatment.

The pre-test was administered on October 10th, 2016. The score of the students' descriptive paragraph tested in pre-test can be seen in figure 1.

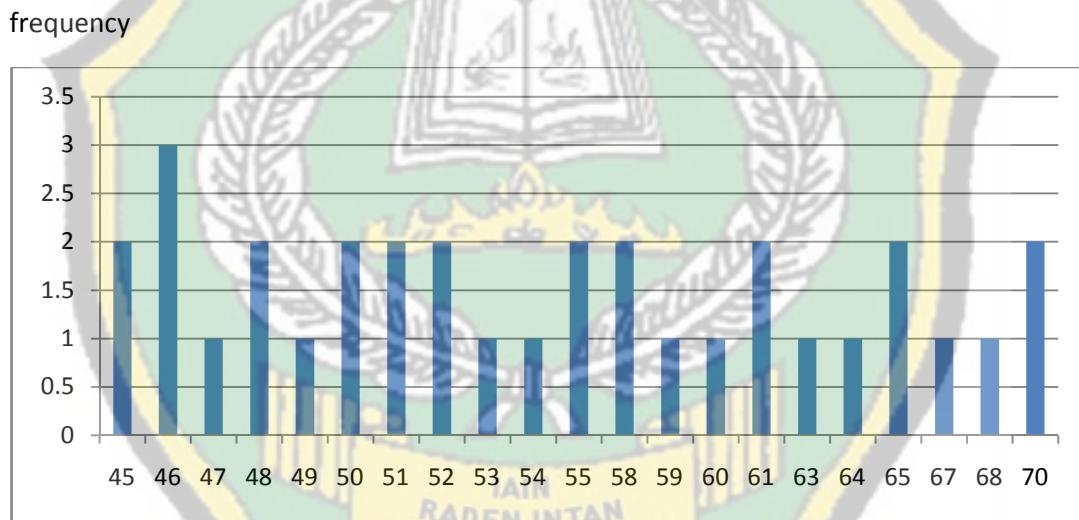


Figure 1
Result of the Pre-Test of X3

Based on the figure 1, it could be seen that there was two students who got 45 score, three student who got 46 score, one student who got 47 score, two students who got 48 score, one student who got 49 score, two students who got 50 score, two students who got 51 score, two students who got 52 score, one student who got 53 score, one student who got 54 score, two students who got 55 score, two students who got 58

score, one student who got 59 score, one student who got 60 score, two students who got 61 score, one student who got 63 score, one student who got 64 score, two students who got 65 score, one student who got 67 score, one student who got 68 score, one student who got 70 score. It can be seen that the highest score of pre-test of X3 was 70 and the lowest score was 45.

The writer also showed mean of pre-test in control class was $1770 : 32 = 64.50$. (See appendix 9).

2. Result of the Pre-test in the Experimental Class

The writer conducted pre-test in order to know students' ability before the treatment. The pre-test administered on October 10th, 2016. The score of the students' descriptive paragraph tested in pre-test can be seen in figure 2.

frequency

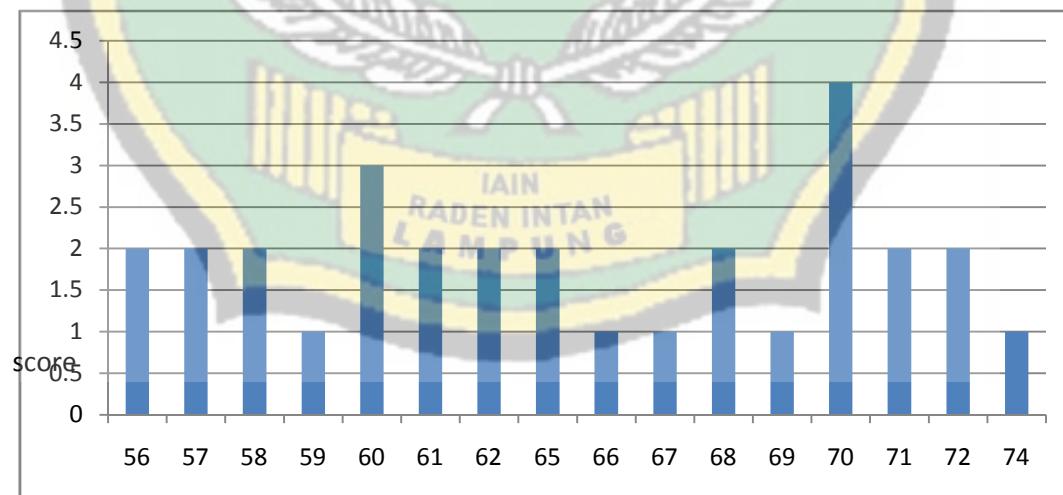


Figure 2
Result of Pre Test in X1

Based on the figure 2, it could be seen that there were one student who got 74 score, two students who got 72 score, two students who got 71 score, four students who got 70 score, one student who got score 69, two students who got 68 score, one student who got 67 score, one student who got 66 score, two students who got 65 score, two students who got 62 score, two students who got 61 score, three students who got 60 score, one student who got score 59, two students who got 58 score, two students who got 57 score, two students who got 56 score. It can be seen that the highest score of pre-test of X1 was 74 and the lowest score was 56.

the writer also showed the mean of pre-test in experimental class was $1935:30 = 64.5$ (See appendix 7).

3. Result of the Post-test in Control Class

The writer also gave post-test in experimental class to know students' procedure text after the treatment. It was administered on October 24th, 2016. The score of post-test in control class are presented in figure 3.

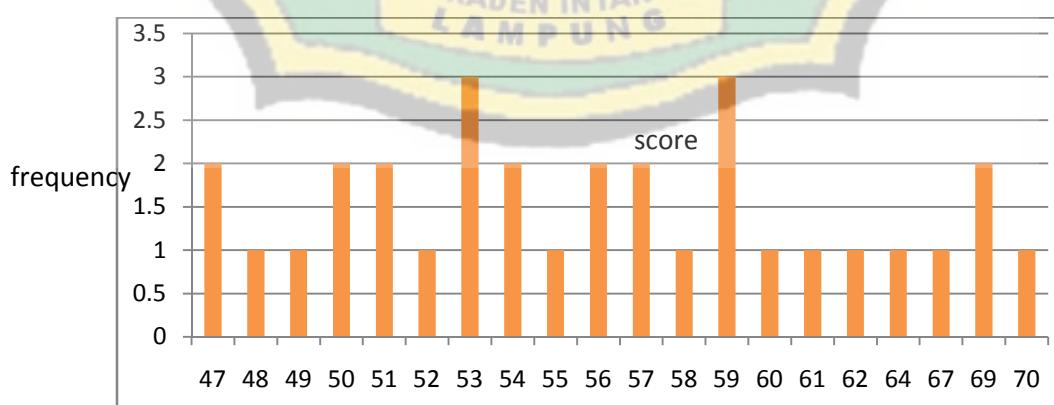


Figure 3
Result of Post test of X3

Based on the figure 3, it could be there was two students who got 47 score, one student who got 48 score, one student who got 49 score, two students who got 50 score, two students who got 51 score, one student who got 52 score, three students who got 53 score, two students who got 54 score, one student who got 55 score, two students who got 56 score, two students who got 57 score, one student who got 58 score, three students who got 59 score, one student who got 60 score, one student who got 61 score, one student who got 62 score, one student who got 64 score, one student who got score 67, two students who got score 69, and one student who got 70 score . It can be seen that the highest score of post-test of X3 was 70 and lowest score was 50.

The writer also showed the mean of post-test in control class was $1810 : 32 = 56.5$ (See appendix 11) it increased from 55.3 to 56.5.

4. Result of the Post-Test in Experimental Class

The writer also gave post-test in experimental class to know students' descriptive paragraph after the treatment. It was administered on October 24th , 2016. The score of post-test in control class are presented in figure 4.

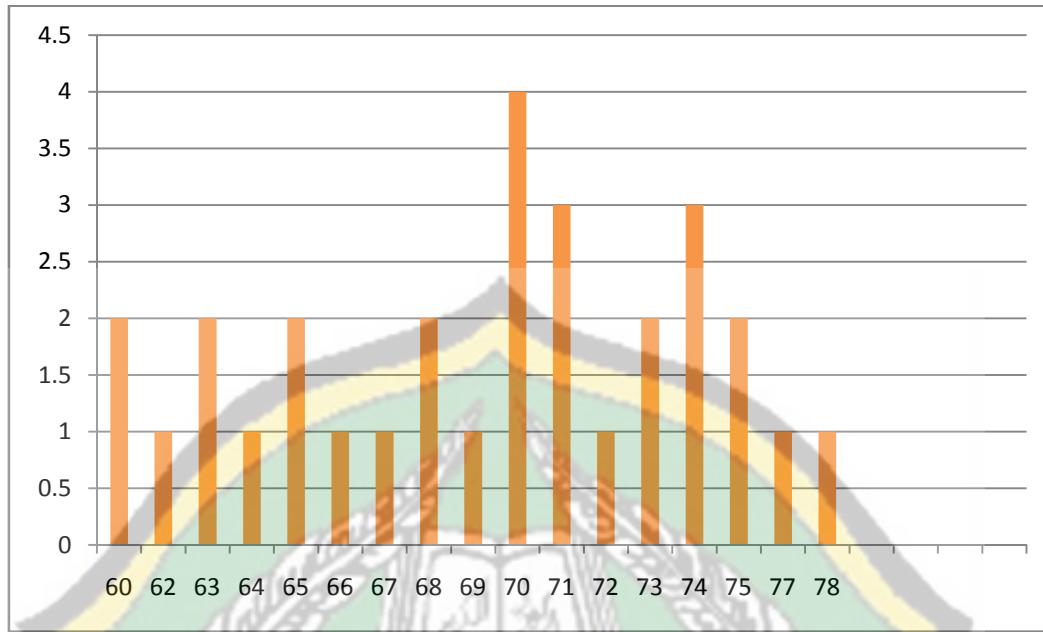


Figure 4
Graph of the post-test in experimental class

Based on the figure 4, it could be seen that there were two students who got 60 score, one student who got 62 score, two students who got 63 score, one student who got 64 score, two students who got 65 score, one student who got 66 score, one student who got 67 score, two students who got 68 score, one student who got 69 score, four students who got 70 score, three students who got 71 score, one student who got 72 score, two students who got 73 score, three students who got 74 score, two students who got 75 score, one student who got 77 score, one student who got 78 score. It can be seen that the highest score of post-test of X1 was 78 and lowest score was 60.

The writer also showed the mean of post-test in experimental class $2078 : 30 = 69.3$ (See appendix 18) it increased from 64.5 to 69.3.

B. Data Analysis

1. Result of Reliability

Reliability shows that the instrument can be believed to be used the data collecting technique when the instrument is good enough.

a. Reliability of Pretest Control Class

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{\Sigma}{()} \\
 &= 1 - \frac{()}{()} \\
 &= 1 - \frac{()}{()} \\
 &= 1 - \frac{---}{---} \\
 &= 1 - 0.0123 \\
 &= . . . \rightarrow \text{Reliability is Very High}
 \end{aligned}$$

From the calculation above, the result of pretest experimental class is 0.984. It means that the instrument has very high reliability.

b. Reliability of Posttest Control Class

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{\Sigma}{()} \\
 &= 1 - \frac{()}{()}
 \end{aligned}$$

$$\begin{aligned}
 &= 1 - \frac{\Sigma}{(\quad)} \\
 &= 1 - \frac{(\quad)}{(\quad)} \\
 &= 1 - 0.0109 \\
 &= . \quad \rightarrow \text{Reliability is Very High}
 \end{aligned}$$

From the calculation above, the result of posttest control class is 0.984. It means that the instrument has high reliability.

c. Reliability of Pre test Experimental Class

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{\Sigma}{(\quad)} \\
 &= 1 - \frac{(\quad)}{(\quad)} \\
 &= 1 - \frac{(\quad)}{(\quad)} \\
 &= 1 - \frac{(\quad)}{(\quad)} \\
 &= 1 - \frac{(\quad)}{(\quad)} \\
 &= 1 - 0.0178 \\
 &= . \quad \rightarrow \text{reliability is Very High}
 \end{aligned}$$

From the calculation above, the result of prettest control class is 0.972. It means that the instrument has very high reliabilty.

d. Reliability of Posttest Experimental Class

The statistical formula is:

$$\begin{aligned}
 &= 1 - \frac{\Sigma}{()} \\
 &= 1 - \frac{()}{()} \\
 &= 1 - 0.062 \\
 &= . . . \rightarrow \text{reliability is Very High}
 \end{aligned}$$

From the calculation above, the result of posttest control class is 0.938. It means that the instrument has very high reliability.

Based on the data above, it can be seen that the result of the experimental class and control class have the high reliability by the criteria of reliability. (**see appendix 8,10,12,14)**

2. Result of Normality Test

The researcher did normality test to measure whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 = the data are normally distributed.

H_a = the data are not normally distributed.

Test criteria :

$L_{observed} > L_{critical}$: it means that the data is not in the normal distribution.

$L_{observed} < L_{critical}$: it means the data is in the normal distribution.

Table 7
Normality of the Experimental and Control Class

Class	Pre Test		Post Test		Conclusion
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0.140	0.161	0.0985	0.161	Normal
Control	0.127	0.156	0.0972	0.156	Normal

Based on the table above, it can be seen that in experimental and control class shows $L_{observed} \leq L_{critical}$, so, the conclusion is that the population is in the normal distribution (see appendix 16,17,18,19).

3. Result of Homogeneity Test

Homogeneity test is used to know whether the variance of the data is homogenous or not.

a. Hypothesis formula

H_0 = The variance of the data homogenous

H_a = The variance of the data not homogenous

criteria for the test are as follows :

H_0 is accepted if $F_{observed} < F_{critical}$

H_a is refused if $F_{observed} > F_{critical}$

Table 8
Homogeneity Test

Class	The biggest variant	The smallest variant	F observed	F critical	Conclusion
Experimental	31.276	27.35	1.143	1.61	Homogeneous
Control	52.223	37.184	1.40	1.56	Homogeneous

Based on the table above, it can be seen that the result of the test in experimental class and the control class, the F_{observed} are 1.143 and 1.40 while the F_{critical} at the significant level of 0.05. It proves that H_0 is accepted because $F_{\text{observed}} < F_{\text{critical}}$. It means that the variance of the data is homogenous. (see appendix 24)

4. Result of Hypothetical Test

The researcher used the following t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

M_x = Mean of control class

M_y = Mean of experimental class

$\sum x^2$ = Average of deviation of control class

$\sum y^2$ = Average deviation of experimental class

N = Number of subject¹

The hypotheses formula is:

¹ Arikunto, *Op. Cit.*, pp 306-308

Ho : There is no a significant influence of using concept mapping towards students descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic year of 2016/2017.

Ha : There is a significant influence of using concept mapping towards students descriptive paragraph writing ability at the first semester of the tenth grade at SMAN 2 Liwa in the academic year of 2016/2017.

Testing criteria:

H_0 is accepted if $t_{\text{observed}} < t_{\text{critical}}$

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$

Based on the result (see appendix 26) obtain $t_{\text{observed}} = 3.5$ t_{critical} at degree of significance 0.05 and $d.f = N_x + N_y - 2 = 30 + 32 - 2 = 60$ gain $t_{\text{critical}} = 1.67$. Since $3.5 > 1.67$, H_0 is refused and H_a is accepted. It means that the treatment has influence of the students' score. It means that there is significant influence of using concept mapping towards students descriptive paragraph writing ability at the first semester of the tenth grade at SMAN 2 Liwa in the academic year of 2016/2017.

C. Discussion

At the beginning of the research, the pre-test was conducted on October, 10th, 2016 at 07.15 A.M for class XI as the experimental class and X3 as the control class at 08.45 A.M. the pre-test was administered to know students' achievement in descriptive paragraph before they were given treatment by writer. The mean score of pre- test Experimental class was 64.50 and the mean score of pre-test in control class was 55.30 the normality test and homogeneity test showed that the data of pre-test were normal and homogeneous.

In the first treatment of Tuesday, October 11th, 2016 in X1, the writer told to the students about the material and the focus of the study. The writer explained about writing aspects and rhetorical structure descriptive paragraph included generic structure and grammatical features of descriptive paragraph. After the students understanding about descriptive paragraph, the writer introduced concept mapping as a technique to teach writing especially descriptive paragraph.

At second treatment on Tuesday, October 18th, 2016 in XI, the writer told to the students about the material and the focus of the study. The writer taught the descriptive paragraph by using concept mapping.

At the last treatment, the writer told to the students about the material and the focus of the study. The writer taught the descriptive paragraph by using concept mapping.

on Friday, October 21th, 2016 in XI in the third treatment, the result was better than previous treatment.

After conducting three meetings of treatment, the writer gave post test to the sample. The post test was conducted on Monday, October 24th 2016 at 07.15 A.M for class X1 as experimental class and at 08.45 A.M X3 as the control class. The mean of students' post-test score in experimental class was 69.3 and the mean od students' post-test score in control class was 64.5.

Based on the result pre-test and post test score, was influence between the experimetal class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test in experimental class was 64.5 and the mean score of pre-test in control class was 55.3. and the mean of students' post-test score in experimental class was 69.3. and the mean of students' post-test score in control class was 64.5. It means that H_0 is rejected and H_a is accepted. It means that the treatments had influence of using concept mapping towards students descriptive paragraph writing ability.

Difference of previous research of this research. The previous of Muhyidin, using concept mapping to improve student writing ability in recount text meanwhile the writes use concept mapping toward students writing descriptive paragraph. The previous of vilalon, using concept map to support writing activities meanwhile the writer use concept mapping toward students writing descriptive paragraph. The

previous of Niloufar, using concept mapping in argumentative essay writing skill, meanwhile the writer the writer use concept mapping toward students writing descriptive paragraph. And last the previous of Pishghadam, using concept mapping in prewriting activity, mean while the writer use concept mapping toward students writing descriptive paragraph. Thus, the writer use concept mapping toward students writing descriptive paragraph. That is using this research provides a novelty.

Based on the analysis of the data and the testing Hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of using concept mapping get better score than the students without using concept mapping in teaching descriptive paragraph writing ability. So, it can be concluded that using concept mapping is one of good technique in motivating students in learning English, especially in descriptive paragraph writing ability.

CHAPTER V **CONCLUSION AND SUGGESTION**

A. Conclusion

In the previous chapter the writer analyzed the data statistically. Based on the statistical analysis, the writer concluded that there is a significant influence of using concept mapping towards students' descriptive paragraph writing ability of the first semester of the tenth grade of SMAN 2 Liwa in the academic year of 2016/2017.

The reason for taking conclusion above, it can be proved from hypothetical test. In the hypothetical test, the research used $t_{critical}$ (1.67) of t-value distribution for $n= 60$. H_a is accepted if $t_{observed}$ is higher than $t_{critical}$, or ($t_{observed} > t_{critical}$). H_o is rejected if $t_{observed}$ is lower than $t_{critical}$, or ($t_{observed} < t_{critical}$).

So, since $3.5 > 1.64$ there is a significant influence of using concept mapping towards students descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic year of 2016/2017.

B. Suggestion

In reference to the conclusion above, the researcher proposes some suggestions as follows:

1. Suggestion For The Teacher

Suggestion for the teacher as follows:

- a. In this research the writer found out that concept mapping can be used to improve students' descriptive paragraph writing ability. Due to the finding, English teacher can help students to increase their descriptive paragraph writing ability by using concept mapping technique. This can be done, among others, by providing certain clues based on the technique so that they can develop they concept mapping appropriately.
- b. The teacher should give much practice and motivation to the students because giving so much knowledge without giving any practice will be use.

2. Suggestion to Other Researcher

Suggestion to other researcher as follows:

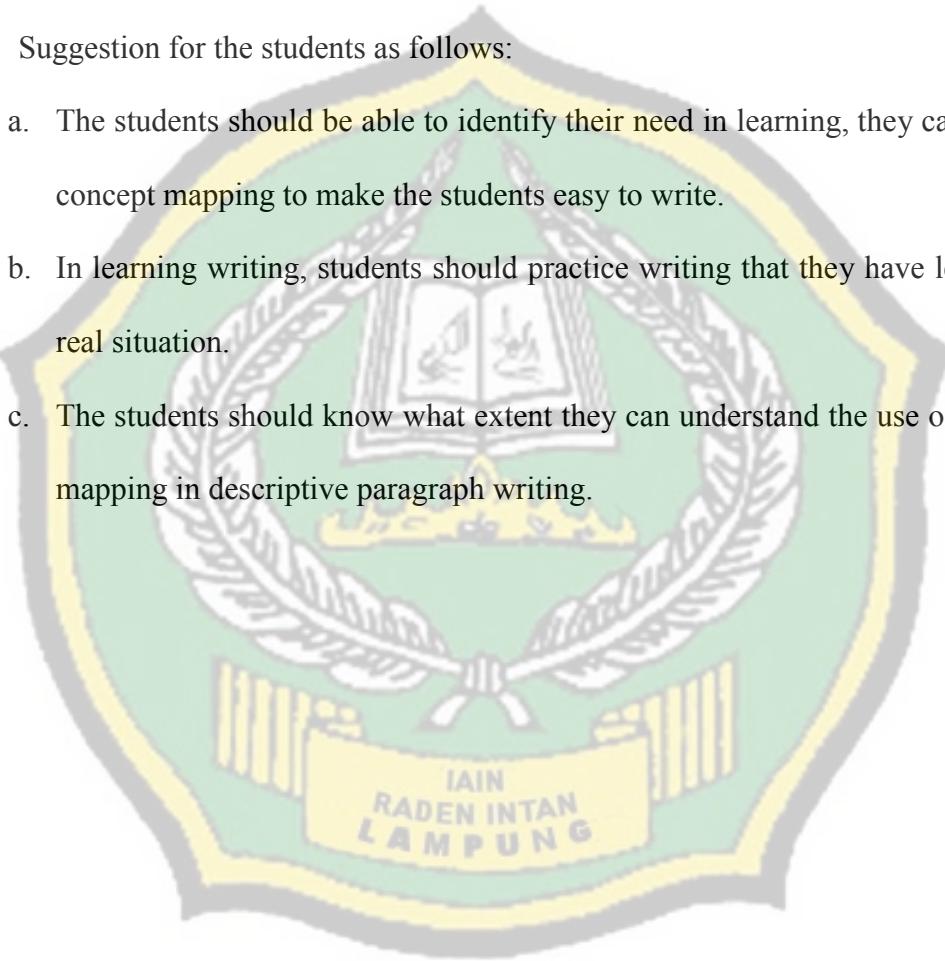
- a. In this research the researcher focused on the influence of Concept mapping towards students' descriptive paragraph writing ability. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening skill, reading skill or speaking skill.
- b. The writer applied concept mapping to increase students' descriptive paragraph writing ability. Further other researcher should conducted this technique on different skill and genre of paragraph.

- c. In this research, the writer used concept mapping to help the students of senior high school, especially in descriptive paragraph writing ability. Further other writer should conducted this technique on different level of students

3. Suggestion For the Students

Suggestion for the students as follows:

- a. The students should be able to identify their need in learning, they can choose concept mapping to make the students easy to write.
- b. In learning writing, students should practice writing that they have learned in real situation.
- c. The students should know what extent they can understand the use of concept mapping in descriptive paragraph writing.



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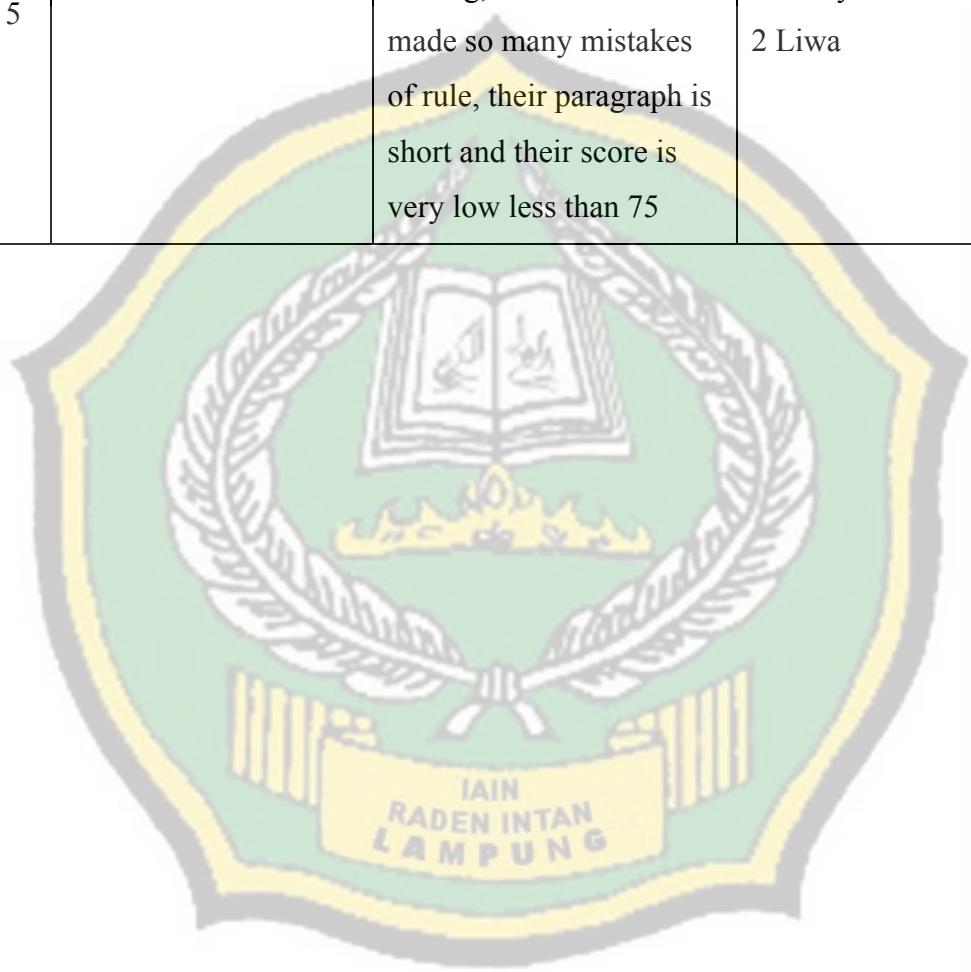
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APPENDIX 1

THE RESULT OF REVIEW THE TEACHER

No	Question	Answer	Conclusion
1	When did you start teaching english?	I started teaching on 4 2013 at SMAN 2 Liwa	Miss Merylin has been teaching in SMAN 2 Liwa for 2 years
2	What kind of technique or strategy do you use when teaching descriptive paragraph?	I use lecturing technique for teaching english included teaching descriptive paragraph	lecturing technique is the way of delivering of the knowledge which do by the teacher by using oral explanation directly to the students.
3	Is there problem that you found when you teach descriptive paragraph in classroom?	In learning descriptive paragraph writing, i found that some of student did not know many vocabularies, they are difficulties to develop word become paragraph and do not know how to express their ideas to write in descriptive paragraph	Student did not know many vocabularies,did not express ideas for develop descriptive paragraph
4	Have you ever taught descriptive paragraph by using media If the answer "yes"	Yes, i have. I use pictures in text book as media for teaching descriptive paragraph.	Pictures in textbook as media in teaching learning descriptive paragraph

	please mention it!		
5	How is students' score from the test of descriptive paragraph?	When I gave the task to students to made descriptive paragraph writing, the students made so many mistakes of rule, their paragraph is short and their score is very low less than 75	Almost of students' score is low less than 75 as criteria of minimum mastery score in SMAN 2 Liwa



APPENDIX 2

Hasil Interview dengan Peserta Didik Kelas X di SMAN 2 Liwa Tahun Ajaran 2015/2016

No	Nama	Pertanyaan	Jawaban
1.	Rosa lianovita	<p>a. Apakah kamu menyukai pelajaran bahasa inggris?</p> <p>b. Bagaimana perasaan kamu ketika gurumu sedang mengajar?</p> <p>c. Apakah gurumu ketika mengajar didalam kelas menggunakan teknik mengajar yang menyenangkan?</p> <p>d. Apakah kalian kesulitan dalam menulis khususnya descriptive paragraph?</p> <p>e. Apa yang membuat kalian kesulitan dalam menulis khususnya materi descriptive paragraph ?</p> <p>f. Metode apa yang gurumu gunakan ketika mengajar descriptive paragraph misalnya adakah game atau media?</p> <p>g. Apakah kamu merasa senang dengan media yang digunakan gurumu ketika mengajar descriptive paragraph?</p>	<p>a. Saya tidak menyukai pelajaran bahasa inggris.</p> <p>b. Saya merasakan Bosan.</p> <p>c. Ibu guru tidak pernah menggunakan teknik mengajar dia hanya menjelaskan lalu memberikan tugas.</p> <p>d. Iya saya merasakan kesulitan dalam menulis descriptive paragraph.</p> <p>e. Saya merasa kesulitan karena guru ketika menjelaskan dan memberikan contoh hanya berdasarkan buku, jadi saya tidak mengerti, sebaiknya guru menggunakan bahasa yang mudah kami pahami.</p> <p>f. Guru saya tidak menggunakan game ketika mengajar descriptive paragraph, hanya menggunakan gambar yang ada di LKS.</p> <p>g. Saya merasa tidak senang dengan media yang digunakan guru karena dia hanya berpatokan di buku atau LKS</p>

2.	Rian anggara	<p>a. Apakah kamu menyukai pelajaran bahasa inggris?</p> <p>b. Bagaimana perasaan kamu ketika gurumu sedang mengajar?</p> <p>c. Apakah gurumu ketika mengajar didalam kelas menggunakan teknik mengajar yang menyenangkan?</p> <p>d. Apakah kalian kesulitan dalam menulis khususnya materi descriptive paragraph?</p> <p>e. Apa yang membuat kalian kesulitan dalam menulis khususnya materi descriptive paragraph ?</p> <p>f. Metode apa yang gurumu gunakan dalam mengajar descriptive paragraph?</p> <p>g. Apakah kamu merasa senang dengan media yang digunakan gurumu ketika mengajar descriptive paragraph?</p>	<p>a. Saya menyukai pelajaran bahasa inggris</p> <p>b. Saya merasakan sedikit malas karena guru hanya menjelaskan dan memberikan tugas</p> <p>c. Guru saya tidak pernah menggunakan teknik atau cara khusus ketika mengajar descriptive paragraph</p> <p>d. Saya merasakan kesulitan dalam menulis descriptive paragraph karena saya hanya mengerti sedikit kosa kata lalu saya sedikit bisa membuat teks.</p> <p>e. Saya merasakan sedikit kesulitan karena saya hanya tahu sedikit kosa kata dan saya belum terlalu paham susunan kata ketika akan membuat teks.</p> <p>f. Guru hanya menggunakan metode ceramah dia hanya menjelaskan lalu kami di suruh membuat conto descriptive paragraph.</p> <p>g. Saya sedikit merasa senang karena saya sedikit termotivasi ketika pelajaran bahasa inggris karena saya menyukai pelajaran bahasa inggris.</p>
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APPENDIX 3

EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....

.....

Date,
Validator

Merylin, S.Pd

APPENDIX 4

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of descriptive writing test, please answer the following questions.

No	Question	Yes	No	Scale (1-10)*	Comment
1	Apakah anda paham dengan petunjuk (direction) no 1?				
2	Apakah anda paham dengan petunjuk (direction) no 2?				
3	Apakah anda paham dengan petunjuk (instruction) no 1?				
4	Apakah anda paham dengan perintah (instruction) no 2?				
5	Apakah anda paham dengan perintah (instruction) no 3?				
6	Apakah anda paham dengan petunjuk (instruction) no 4?				

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

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 1.56 (lower than 4.46), it means that the instrument is **readable**.



APPENDIX 5

STUDENTS' NAME IN THE CONTROL CLASS

No	Nama Siswa	Code
1	AHMAD KURNIAWAN AJIB P	C1
2	ANDINI PRASISKA	C2
3	ANGELIA SAPUTRI	C3
4	ANGGITA AFRILIA SY	C4
5	APRIYANI LESTARI	C5
6	ARGANTO DAVINANDITO	C6
7	BRAMANTIO ALFA RIZQI	C7
8	DEFFA ARRUM ADNIE	C8
9	DESNITA	C9
10	DIMAS ANDRIANTO	C10
11	DWI YANTI FEBRIANA L	C11
12	FATUR RAHMAN	C12
13	GUSTI NADIA	C13
14	HERSAN PRATAMA ASHARI	C14
15	ICHA IRIANI	C15
16	LISA DWIANA FANITA SARI	C16
17	M AGUNG PRATAMA	C17
18	M AKBAR MUZASIN	C18
19	M ARAFI RIZDALLAH	C19
20	M KHADAFI PRAYOGA	C20
21	MUHAMMAD ZAKY NAUFAL	C21
22	OKTARIZA DWI PUTRI	C22
23	PRIO BUDI UTOMO	C23
24	PUTRI AYU AZZAHRA	C24
25	RAFLI RAYHAN MAULANA	C25
26	RAHMI FITRI NOVIANA SALASABILA	C26
27	RAIHAN HUDA PRATAMA	C27
28	REFFA HIBATULLAH	C28
29	REVI MARISKA	C29
30	REYVA LINO GUMAY GUMANTI	C30
31	RIKA PRAMUDITA	C31
32	RISKA	C32

APPENDIX 5

STUDENTS' NAME IN THE EXPERIMENTAL CLASS

No	Name	Code
1	ADINDA AULIA	A1
2	AMAL SANJAYA	A2
3	ANISA RAHAYU	A3
4	AUZAR ZAHRA SYAIBA	A4
5	DENDI	A5
6	DENIS DARMAWAN SURI	A6
7	DESTI YANI	A7
8	DILLA SELVIANA PUTRI	A8
9	DIO GABRIEL SIMANJUNTAK	A9
10	DWI RAHMA PUTRI	A10
11	FARIHA SYAQINA GUNAWAN	A11
12	HESTI EKA SAPUTRI	A12
13	IGOR SANDY ANTHONY	A13
14	IKE OCTAVIA UTAMI	A14
15	JIMMY LORENZA	A15
16	JULIA PUTRI AMBARWATI	A16
17	M AREJA PAHLEPI	A17
18	M KHOIRUL	A18
19	M NOVERDI IRAWAN	A19
20	MUFRIDA PUSPA	A20
21	NI KADEX WIDIA SARI	A21
22	NILA CINTA SARI	A22
23	OKTA MUTIARA	A23
24	PIDO FAJAR ANTONI	A24
25	RANDI MAULANA	A25
26	RIVIA ALFATH TANIA	A26
27	RIZA IRFANSYAH	A27
28	RIZKI MUHAMMAD DHAFYA	A28
29	SABILA RAHMADHANI	A29
30	SATYA SETIAWAN PUTRA	A30

Appendix 7

The Analysis of the Students' Score of Pretest in the Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Total	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C1	13	13	11	10	11	10	11	11	2	2	48	46	94	47
2	C2	17	18	13	14	14	13	15	17	3	4	62	66	128	64
3	C3	13	13	10	10	10	10	11	11	2	2	46	46	92	46
4	C4	13	13	11	10	10	11	12	11	2	3	48	48	96	48
5	C5	17	16	14	13	13	13	15	14	3	4	62	60	122	61
6	C6	16	15	13	12	13	12	16	15	3	3	61	57	118	59
7	C7	13	13	10	10	10	9	10	11	2	2	45	45	90	45
8	C8	13	13	11	10	10	11	12	11	2	3	48	48	96	48
9	C9	14	13	12	11	13	13	12	11	3	2	54	50	104	52
10	C10	17	16	16	14	14	13	15	14	3	4	65	61	126	63
11	C11	13	13	10	10	10	10	11	11	2	2	46	46	92	46
12	C12	14	13	12	11	13	13	12	11	3	2	54	50	104	52
13	C13	13	13	10	10	10	9	10	11	2	2	45	45	90	45
14	C14	16	14	14	13	12	11	12	12	3	3	57	53	110	55
15	C15	14	13	11	11	10	11	12	11	2	3	49	49	98	49
16	C16	17	18	15	14	14	13	15	17	3	4	64	66	130	65
17	C17	14	13	12	11	13	12	11	11	3	2	53	49	102	51
18	C18	13	12	12	11	13	12	11	11	3	2	52	48	100	50
19	C19	15	14	13	11	13	12	12	11	3	2	56	50	106	53
20	C20	17	15	16	15	13	12	12	11	3	2	61	55	116	58
21	C21	20	18	16	14	14	13	17	17	3	4	70	66	136	68
22	C22	13	13	10	10	10	10	11	11	2	2	46	46	92	46
23	C23	13	12	12	11	13	12	11	11	3	2	52	48	100	50

24	C24	15	14	13	11	13	12	12	11	4	3	57	51	108	54
25	C25	17	15	16	15	13	12	12	11	4	3	62	56	118	59
26	C26	16	14	14	13	12	11	12	12	3	3	57	53	110	55
27	C27	17	15	16	15	13	12	12	11	3	2	61	55	116	58
28	C28	19	17	16	16	15	16	17	18	3	3	70	70	140	70
29	C29	20	18	16	14	14	13	17	17	2	3	69	65	134	67
30	C30	16	16	14	13	13	13	15	14	3	3	61	59	120	60
31	C31	17	18	15	14	14	13	15	17	3	4	64	66	130	65
32	C32	17	16	14	13	13	13	15	14	3	4	62	60	122	61
													SUM	3540	1770
													110.625	55.312	



APPENDIX 8

Reliability of the Test Pretest Result of Control Class

No	Code	R1	R2	RANK		D= R1-R2	D2
				R1	R2		
1	C1	48	46	24	26,5	-2,5	6,25
2	C2	62	66	7	3	4	16
3	C3	46	46	27	26,5	0,5	0,25
4	C4	48	48	24	22,5	1,5	2,25
5	C5	62	60	7	7	0	0
6	C6	61	57	10,5	9	1,5	2,25
7	C7	45	45	29,5	29,5	0	0
8	C8	48	48	24	22,5	1,5	2,25
9	C9	54	50	17,5	17	0,5	0,25
10	C10	65	61	4	6	-2	4
11	C11	46	46	27	26,5	0,5	0,25
12	C12	54	50	17,5	17	0,5	0,25
13	C13	45	45	29,5	29,5	0	0
14	C14	57	53	14	13,5	0,5	0,25
15	C15	49	49	22	19,5	2,5	6,25
16	C16	64	66	5	3	2	4
17	C17	53	49	19	19,5	-0,5	0,25
18	C18	52	48	20,5	22,5	-2	4
19	C19	56	50	16	17	1	1
20	C20	61	55	10,5	11,5	-1	1
21	C21	70	66	1,5	3	-1,5	2,25
22	C22	46	46	27	26,5	1,5	2,25
23	C23	52	48	20,5	22,5	-2	4
24	C24	57	51	14	15	-1	1
25	C25	62	56	7	10	-3	9
26	C26	57	53	14	13,5	0,5	0,25
27	C27	61	55	10,5	11,5	-1	1
28	C28	70	70	1,5	1	0,5	0,25
29	C29	69	65	3	5	-2	4
30	C30	61	59	10,5	8	2,5	6,25
31	C31	64	66	5	3	2	4
32	C32	62	60	7	7	0	0
				Total	5	85	

The Reability Test Of Control Class

The statistical formula is:

$$\begin{aligned} &= 1 - \frac{6 \sum}{(n - 1)} \\ &= 1 - \frac{6 (85)}{32(1,024 - 1)} \\ &= 1 - \frac{510}{32(1,023)} \\ &= 1 - \frac{510}{32,736} \\ &= 1 - 0.0156 \\ &= 0.984 \rightarrow \text{reliability is very High} \end{aligned}$$



Appendix 8

The Analysis of the Students' Score of Pretest in the Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Total	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A1	16	15	16	14	13	12	12	11	3	2	60	54	114	57
2	A2	16	16	14	13	13	13	15	14	3	3	61	59	120	60
3	A3	20	18	17	16	15	16	14	15	2	3	68	68	136	68
4	A4	17	16	14	13	13	13	15	14	3	4	62	60	122	61
5	A5	16	14	16	15	13	12	12	11	3	2	60	54	114	57
6	A6	15	13	16	15	13	12	12	11	3	2	59	53	112	56
7	A7	20	18	17	16	15	16	14	15	2	3	68	68	136	68
8	A8	16	14	16	15	13	12	12	11	3	4	60	56	116	58
9	A9	17	16	14	13	13	13	15	14	3	4	62	60	122	61
10	A10	20	18	17	16	15	16	14	15	3	4	69	69	138	69
11	A11	16	15	16	14	13	12	12	11	3	4	60	56	116	58
12	A12	17	16	16	14	13	12	12	11	3	4	61	57	118	59
13	A13	18	17	14	13	13	13	15	14	3	4	63	61	124	62
14	A14	20	17	16	16	15	16	17	18	4	3	72	70	142	71
15	A15	20	17	17	16	16	16	17	18	4	3	74	70	144	72
16	A16	20	16	16	16	16	16	17	18	3	2	72	68	140	70
17	A17	16	16	14	13	13	13	15	14	3	3	61	59	120	60
18	A18	20	17	17	16	16	16	17	18	4	3	74	70	144	72
19	A19	20	16	16	16	16	16	17	18	3	2	72	68	140	70
20	A20	19	16	14	13	13	13	15	14	3	4	64	60	124	62
21	A21	17	17	16	14	14	13	17	17	2	3	66	64	130	65

22	A22	16	16	14	13	13	13	15	14	3	3	61	59	120	60
23	A23	17	17	16	14	14	13	17	17	2	3	66	66	132	65
24	A24	16	15	15	14	13	12	11	11	3	2	58	54	112	56
25	A25	17	16	16	15	15	16	15	16	3	3	66	66	132	66
26	A26	20	16	16	16	16	16	17	18	3	2	72	68	140	70
27	A27	20	16	16	16	16	16	17	18	3	2	72	68	140	70
28	A28	20	18	16	14	14	13	17	17	2	3	69	65	134	67
29	A29	19	18	18	17	17	15	16	17	3	2	73	69	142	71
30	A30	22	19	18	18	17	16	17	16	3	2	77	71	148	74
													Total	3872	1935



APPENDIX 10

Reliability of the Test Pre-test Result experimental class

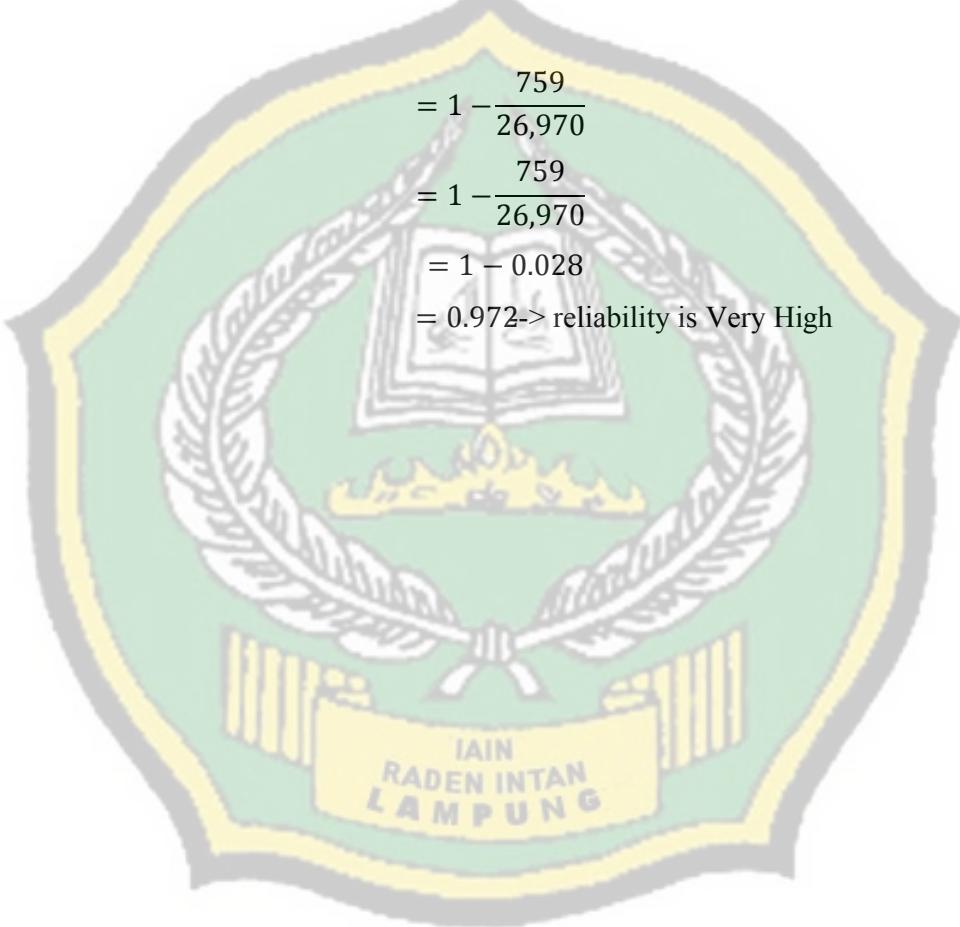
No	Code	R1	R2	RANK		D= R1-R2	D2
				R1	R2		
1	A1	60	54	26	28	-2	4
2	A2	61	59	22	22	0	0
3	A3	68	68	12,5	9,5	3	9
4	A4	62	60	19,5	19	0,5	0,25
5	A5	60	54	26	28	-2	4
6	A6	59	53	29	30	-1	1
7	A7	68	68	12,5	9,5	3	9
8	A8	60	56	26	25,5	0,5	0,25
9	A9	62	60	19,5	19	0,5	0,25
10	A10	69	69	10,5	5,5	5	25
11	A11	60	56	26	25,5	0,5	0,25
12	A12	61	57	22	24	2	4
13	A13	63	61	18	17	1	1
14	A14	72	70	7	3	4	16
15	A15	74	70	2,5	3	0,5	0,25
16	A16	72	68	7	9,5	-2,5	6,25
17	A17	61	59	22	22	0	0
18	A18	74	70	2,5	3	-0,5	0,25
19	A19	72	68	7	9,5	-2,5	6,25
20	A20	64	60	17	19	-2	4
21	A21	66	64	15	15,5	-0,5	0,25
22	A22	61	59	22	22	0	0
23	A23	66	64	15	15,5	-0,5	0,25
24	A24	58	54	30	28	2	4
25	A25	66	66	15	13	2	4
26	A26	72	68	7	9,5	-2,5	6,25
27	A27	72	68	7	9,5	-2,5	6,25
28	A28	69	65	10,5	14	-3,5	12,25
29	A29	73	69	4	5,5	-1,5	2,25
30	A30	77	71	1	1	0	0
		Total				0	126,5
		N		30			
		N2		900			
		Reliable					

The Reability Test Of pre test experimental

The statistical formula is:

$$\begin{aligned} &= 1 - \frac{6 \sum}{(n - 1)} \\ &= 1 - \frac{6(126.5)}{30(900 - 1)} \\ &= 1 - \frac{759}{30(899)} \end{aligned}$$

$$\begin{aligned} &= 1 - \frac{759}{26,970} \\ &= 1 - \frac{759}{26,970} \\ &= 1 - 0.028 \\ &= 0.972 \rightarrow \text{reliability is Very High} \end{aligned}$$



Appendix 12

The Analysis of the Students' Score of Posttest in the Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C1	14	13	12	11	13	12	11	11	3	2	53	49	51
2	C2	17	15	14	13	12	11	12	12	3	3	58	54	56
3	C3	13	13	11	10	11	10	11	11	2	2	48	46	47
4	C4	15	14	12	11	13	13	12	11	3	2	55	51	53
5	C5	20	18	17	15	15	15	16	15	4	3	72	66	69
6	C6	16	15	13	12	13	12	16	15	3	3	61	57	59
7	C7	13	13	11	10	11	10	11	11	2	2	48	46	47
8	C8	15	13	12	10	11	10	11	11	3	2	52	46	49
9	C9	15	14	13	11	13	12	12	11	4	3	57	51	54
10	C10	16	15	16	14	14	13	15	14	3	4	64	60	62
11	C11	13	12	12	11	13	12	11	11	3	2	52	48	50
12	C12	16	15	14	13	12	11	12	12	4	3	58	54	56
13	C13	15	14	11	10	10	10	11	11	2	2	49	47	48
14	C14	15	14	14	13	12	11	12	12	3	2	56	52	54
15	C15	13	12	12	11	13	12	11	11	3	2	52	48	50
16	C16	16	15	13	12	13	12	16	15	3	3	61	57	59
17	C17	15	14	12	11	13	13	12	11	3	2	55	51	53
18	C18	14	14	12	11	13	13	12	10	3	2	54	50	52
19	C19	16	15	16	14	13	12	12	11	3	2	60	54	57
20	C20	16	15	16	14	13	12	12	11	3	2	60	54	57
21	C21	17	18	13	14	14	13	15	17	3	4	62	66	64

22	C22	15	13	13	11	12	11	12	11	2	2	54	48	51
23	C23	15	13	14	13	12	11	12	11	3	2	56	50	53
24	C24	15	14	13	12	14	12	12	11	4	3	58	52	55
25	C25	16	16	14	13	13	13	15	14	3	3	61	59	60
26	C26	17	15	16	15	13	12	12	11	3	2	61	55	58
27	C27	16	16	14	13	13	13	15	14	3	3	61	59	60
28	C28	20	18	19	17	15	15	15	15	3	3	72	68	70
29	C29	20	18	16	14	14	13	17	17	2	3	69	65	67
30	C30	17	16	14	13	13	13	15	14	4	3	63	59	61
31	C31	16	15	13	12	13	12	16	15	3	3	61	57	59
32	C32	20	18	17	15	15	15	16	15	4	3	72	66	69
Total														1810



APPENDIX 12

Reliability of the Test Posttest Result of Control Class

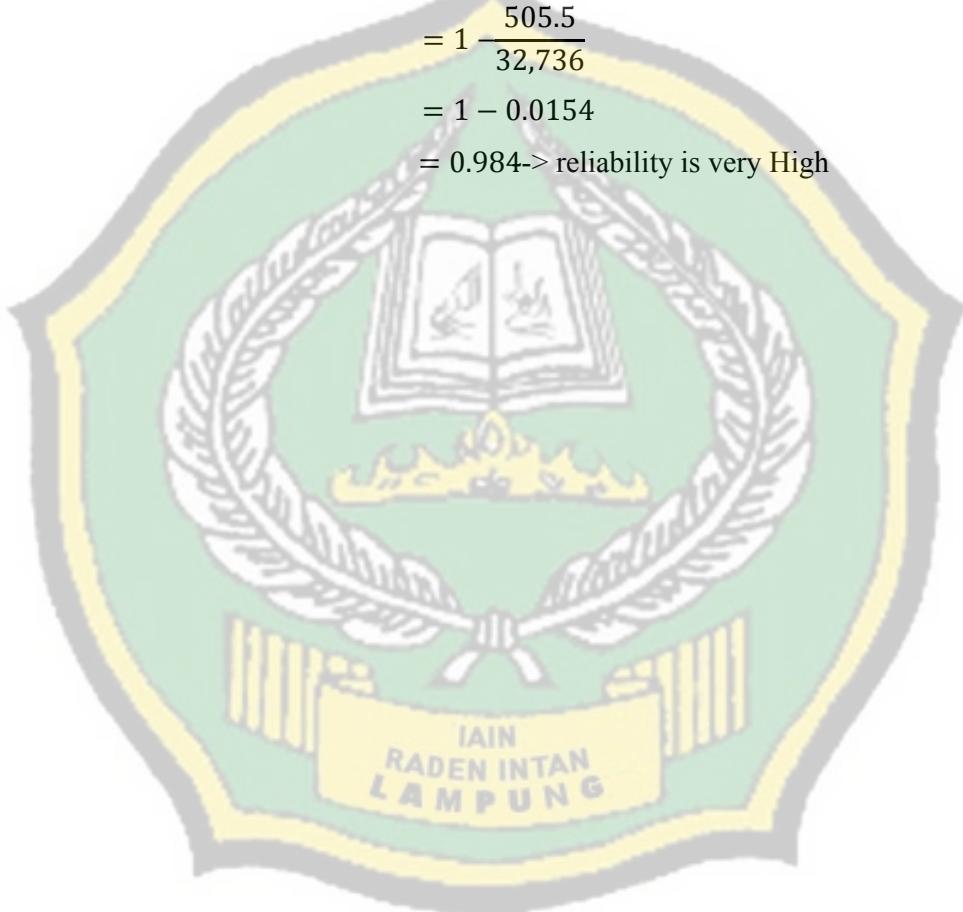
No	Code	R1	R2	RANK		D= R1-R2	D2
				R1	R2		
1	C1	53	49	24	23	1	1
2	C2	58	54	15	13,5	1,5	2,25
3	C3	48	46	29,5	29	0,5	0,25
4	C4	55	51	20,5	19	1,5	2,25
5	C5	72	66	1,5	2,5	-1	1
6	C6	61	57	9	9,5	-0,5	0,25
7	C7	48	46	29,5	29	0,5	0,25
8	C8	52	46	26	29	-3	9
9	C9	57	51	17	19	-2	4
10	C10	64	60	4	5	-1	1
11	C11	52	48	26	25	-1	1
12	C12	58	54	15	13,5	1,5	2,25
13	C13	49	47	28	27	1	1
14	C14	56	52	18,5	16,5	2	4
15	C15	52	48	26	25	1	1
16	C16	61	57	9	9,5	0,5	0,25
17	C17	55	51	20,5	19	1,5	2,25
18	C18	54	50	22,5	21,5	1	1
19	C19	60	54	12,5	13,5	-1	1
20	C20	60	54	12,5	13,5	-1	1
21	C21	62	66	6	2,5	3,5	12,25
22	C22	54	48	22,5	25	2,5	6,25
23	C23	56	50	18,5	21,5	-3	9
24	C24	58	52	15	16,5	-1,5	2,25
25	C25	61	59	9	7	2	4
26	C26	61	55	9	11	-2	4
27	C27	61	59	9	7	2	4
28	C28	72	68	1,5	1	0,5	0,25
29	C29	69	65	3	4	-1	1
30	C30	63	59	5	7	-2	4
31	C31	61	57	9	9,5	0,5	0,25
32	C32	72	66	1,5	2,5	-1	1

TOTAL 3,5 84,25

The Reability Test Of post test control class

The statistical formula is:

$$\begin{aligned} &= 1 - \frac{6 \sum}{(n - 1)} \\ &= 1 - \frac{6 (84,25)}{32(1,024 - 1)} \\ &= 1 - \frac{505,5}{32(1,023)} \\ &= 1 - \frac{505,5}{32,736} \\ &= 1 - 0.0154 \\ &= 0.984 \rightarrow \text{reliability is very High} \end{aligned}$$



Appendix 14

The Analysis of the Students' Score of Posttest in the Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Total	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A1	16	16	14	13	13	13	15	14	3	3	61	59	120	60
2	A2	17	18	15	14	13	13	15	14	3	3	63	61	124	62
3	A3	19	18	16	15	15	16	15	16	3	3	68	68	136	68
4	A4	21	21	17	16	17	16	17	16	3	2	75	71	146	73
5	A5	18	18	15	13	13	13	15	14	4	3	65	61	126	63
6	A6	17	15	16	14	13	12	12	11	3	3	61	55	126	58
7	A7	21	21	18	17	16	15	17	15	3	3	75	71	146	73
8	A8	20	18	16	15	15	16	15	16	4	3	70	68	138	69
9	A9	23	22	15	16	15	13	18	19	4	3	75	73	148	74
10	A10	20	19	16	16	15	16	17	16	3	2	71	69	140	70
11	A11	20	18	15	13	13	13	15	14	4	3	67	61	128	64
12	A12	20	19	16	16	15	16	17	16	3	2	71	69	140	70
13	A13	23	22	18	14	15	16	17	15	4	4	77	71	148	74
14	A14	23	22	18	17	17	16	18	17	4	4	80	76	156	78
15	A15	22	21	18	17	17	17	18	17	3	4	78	76	154	77
16	A16	23	22	19	18	15	14	17	15	4	3	78	72	150	75
17	A17	20	19	15	13	14	13	15	14	4	3	68	62	130	65
18	A18	23	22	19	18	16	13	16	17	3	3	77	73	150	75
19	A19	20	20	18	17	18	16	15	13	3	2	74	68	142	71
20	A20	20	20	18	17	18	16	15	13	3	2	74	68	142	71
21	A21	20	19	15	14	13	13	15	14	4	3	67	63	130	65

22	A22	20	19	16	15	13	13	15	14	4	3	68	64	132	66
23	A23	20	19	18	16	15	15	18	17	3	3	74	70	144	72
24	A24	16	16	14	13	13	13	15	14	3	3	61	59	120	60
25	A25	19	18	16	15	15	16	15	16	3	3	68	68	136	68
26	A26	19	18	17	16	15	16	16	16	3	4	70	70	140	70
27	A27	19	17	18	17	16	15	17	16	3	2	73	67	140	70
28	A28	20	18	16	14	14	13	17	17	2	3	69	65	134	67
29	A29	19	18	18	17	17	15	16	17	3	2	73	69	142	71
30	A30	22	19	18	18	17	16	17	16	3	2	77	71	148	74
Total														4156	2089



APPENDIX 15

Reliability of the Test Posttest Result of Experimental Class

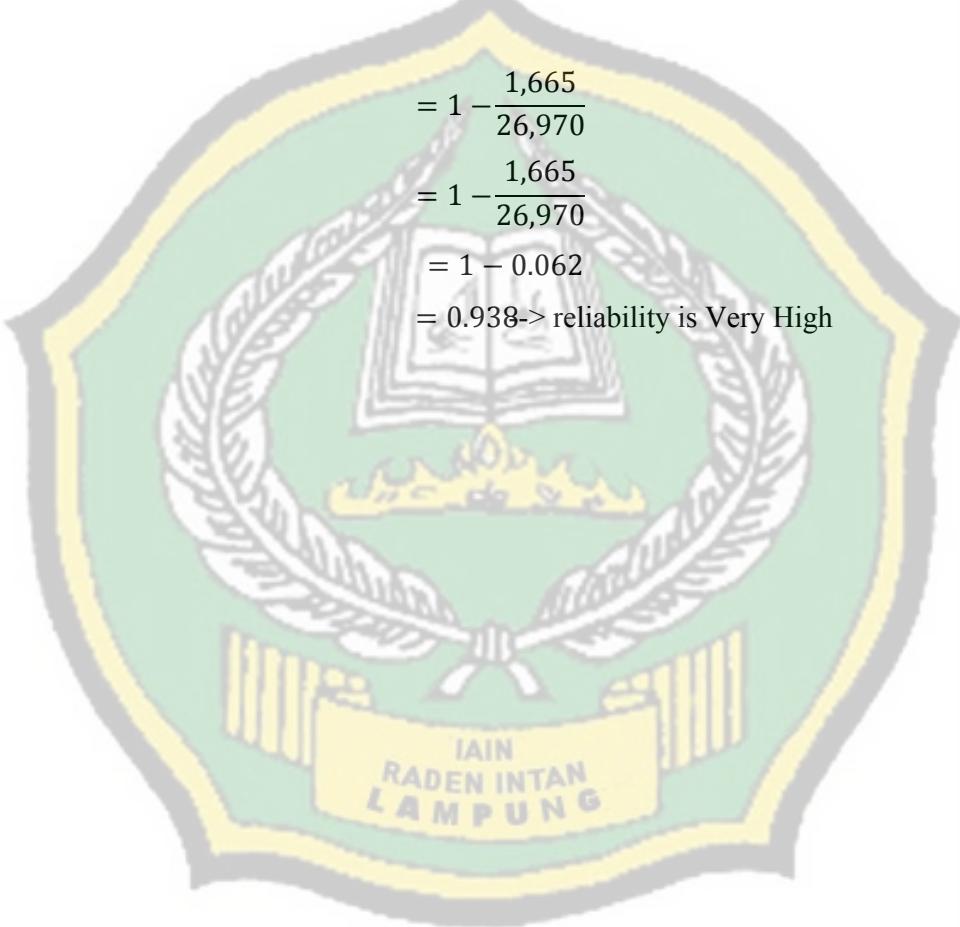
No	Code	R1	R2	RANK		D= R1-R2	D2
				R1	R2		
1	A1	61	59	29	28,5	0,5	0,25
2	A2	63	61	27	26	1	1
3	A3	68	68	21,5	17	4,5	20,25
4	A4	75	71	8	7,5	0,5	0,25
5	A5	65	61	26	26	0	0
6	A6	61	55	29	31	-1	1
7	A7	75	71	8	7,5	0,5	0,25
8	A8	70	68	17,5	17	0,5	0,25
9	A9	75	73	8	3,5	4,5	20,25
10	A10	71	69	15,5	13	2,5	6,25
11	A11	67	61	24,5	26	-1,5	2,25
12	A12	71	69	15,5	13	2,5	6,25
13	A13	77	71	5	7,5	-2,5	6,25
14	A14	80	76	1	1,5	-0,5	0,25
15	A15	78	76	2,5	1,5	1	1
16	A16	78	72	2,5	5	-2,5	6,25
17	A17	68	62	21,5	24	-2,5	6,25
18	A18	77	73	5	3,5	1,5	2,25
19	A19	74	68	11	17	-6	36
20	A20	74	68	11	17	-6	36
21	A21	67	63	24,5	23	1,5	2,25
22	A22	68	64	21,5	22	-0,5	0,25
23	A23	74	70	11	10,5	0,5	0,25
24	A24	61	59	29	28,5	0,5	0,25
25	A25	68	68	21,5	17	4,5	20,25
26	A26	70	70	17,5	10,5	7	49
27	A27	73	67	13,5	20	-6,5	42,25
28	A28	69	65	19	21	-2	4
29	A29	73	69	13,5	13	0,5	0,25
30	A30	77	71	5	7,5	-2,5	6,25
Total					0	277,5	

The Reability Test Of Experimental Class

The statistical formula is:

$$\begin{aligned} &= 1 - \frac{6 \sum}{(n - 1)} \\ &= 1 - \frac{6(277.5)}{30(900 - 1)} \\ &= 1 - \frac{1,665}{30(899)} \end{aligned}$$

$$\begin{aligned} &= 1 - \frac{1,665}{26,970} \\ &= 1 - \frac{1,665}{26,970} \\ &= 1 - 0.062 \\ &= 0.938 \rightarrow \text{reliability is Very High} \end{aligned}$$



APPENDIX 11
STUDENTS SCORE IN CONTROL CLASS AND EXPERIMENTAL CLASS

CONTROL CLASS			
NO	NAME	SCORE	
		PRE-TEST	POST-TEST
1	C1	47	51
2	C2	64	56
3	C3	46	47
4	C4	48	53
5	C5	61	69
6	C6	59	59
7	C7	45	47
8	C8	48	49
9	C9	52	54
10	C10	63	62
11	C11	46	50
12	C12	52	56
13	C13	45	48
14	C14	55	54
15	C15	49	50
16	C16	65	59
17	C17	51	53
18	C18	50	52
19	C19	53	57
20	C20	58	57
21	C21	68	64
22	C22	46	51
23	C23	50	53
24	C24	54	55
25	C25	59	60
26	C26	55	58
27	C27	58	60
28	C28	70	70
29	C29	67	67
30	C30	60	61
31	C31	65	67
32	C32	61	64
TOTAL		1770	1813
AVERAGE		55.312	56.656

EXPERIMENTAL CLASS			
NO	NAME	SCORE	
		PRE-TEST	POST-TEST
1	A1	57	60
2	A2	60	62
3	A3	68	68
4	A4	61	73
5	A5	57	63
6	A6	56	58
7	A7	68	73
8	A8	58	69
9	A9	61	74
10	A10	69	70
11	A11	58	64
12	A12	59	70
13	A13	62	74
14	A14	71	78
15	A15	72	77
16	A16	70	75
17	A17	60	65
18	A18	72	75
19	A19	70	71
20	A20	62	71
21	A21	65	65
22	A22	60	66
23	A23	65	72
24	A24	56	60
25	A25	66	68
26	A26	70	70
27	A27	70	70
28	A28	67	67
29	A29	71	71
30	A30	74	74
TOTAL		1935	2073
AVERAGE		64.5	69.1

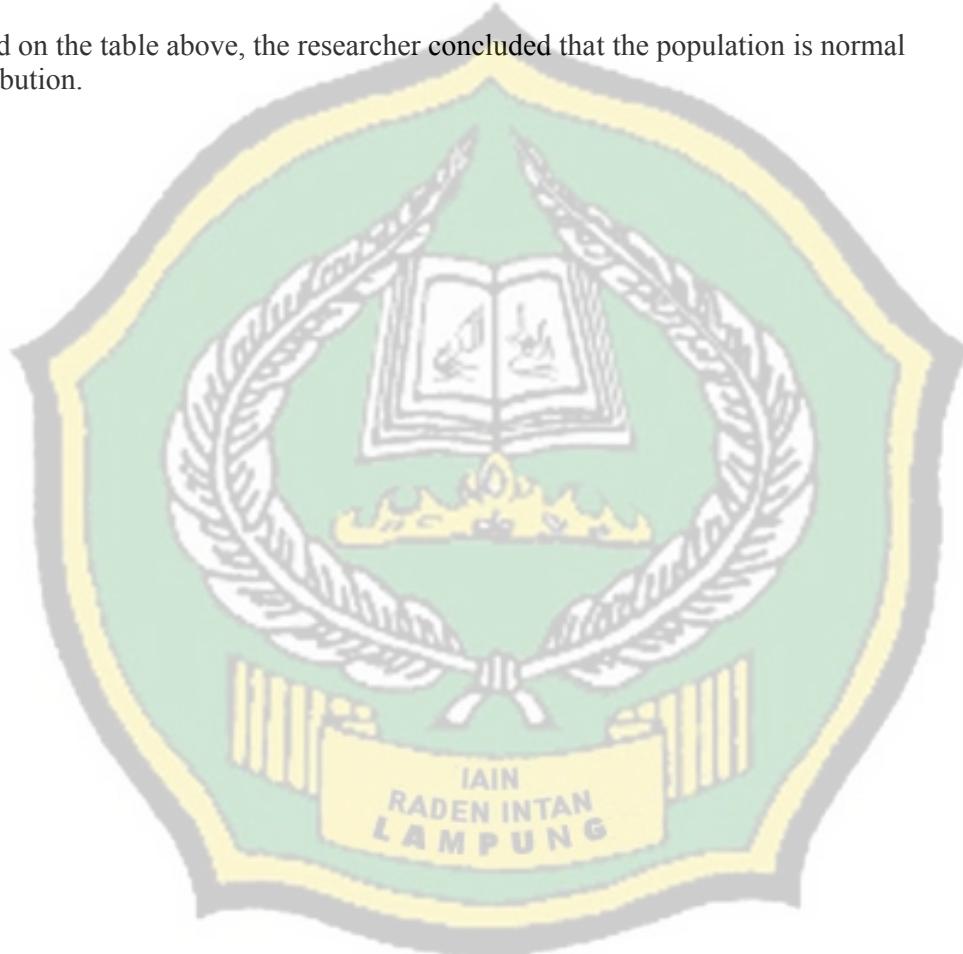
APPENDIX 16

Normality Test Score of Pretest in the Control Class

No	Code	X	X - X	(X - X) ²	Zi	F(zi)	S(zi)	F(Zi) - S(zi)
1	C1	45	-9,37	87,7969	-1,28	0,0998	0,07	0,0332
2	C2	45	-9,37	87,7969	-1,28	0,0998	0,07	0,0332
3	C3	46	-8,37	70,0569	-1,15	0,1259	0,17	0,0407
4	C4	46	-8,37	70,0569	-1,15	0,1259	0,17	0,0407
5	C5	46	-8,37	70,0569	-1,15	0,1259	0,17	0,0407
6	C32	46	-8,37	70,0569	-1,15	0,1259	0,17	0,0407
7	C6	47	-7,37	54,3169	-1,01	0,1566	0,2	0,0434
8	C7	48	-6,37	40,5769	0,87	0,1917	0,27	0,0749
9	C8	48	-6,37	40,5769	0,87	0,1917	0,27	0,0749
10	C9	49	-5,37	28,8369	-0,73	0,2312	0,3	0,0688
11	C10	50	-4,37	19,0969	-0,6	0,2749	0,37	0,0917
12	C11	50	-4,37	19,0969	-0,6	0,2749	0,37	0,0917
13	C12	51	-3,37	11,3569	-0,46	0,3224	0,4	0,1109
14	C13	51	-3,37	11,3569	-0,46	0,3224	0,4	0,1109
15	C14	52	-2,37	5,6169	-0,32	0,3729	0,5	0,127
16	C15	52	-2,37	5,6169	-0,32	0,3729	0,5	0,127
17	C16	53	-1,37	1,8769	-0,19	0,4258	0,53	0,1075
18	C31	53	-1,37	1,8769	-0,19	0,4258	0,53	0,1075
19	C17	54	-0,37	0,1369	-0,05	0,4799	0,57	0,0867
20	C18	55	0,63	0,3969	0,09	0,5345	0,63	0,0654
21	C19	55	0,63	0,3969	0,09	0,5345	0,63	0,0654
22	C20	58	3,63	13,1769	0,5	0,6905	0,7	0,0239
23	C21	58	3,63	13,1769	0,5	0,6905	0,7	0,0239
24	C22	59	4,63	21,4369	0,63	0,7371	0,76	0,0295
25	C23	59	4,63	21,4369	0,63	0,7371	0,76	0,0295
26	C24	60	5,63	31,6969	0,77	0,7797	0,8	0,0202
27	C25	61	6,63	43,9569	0,9	0,8181	0,83	0,0152
28	C26	63	8,63	74,4769	1,18	0,8814	0,87	0,0147
29	C27	65	10,63	112,997	1,46	0,9273	0,9	0,0272
30	C28	67	12,63	159,517	1,73	0,9582	0,93	0,0248
31	C29	68	13,63	185,777	1,87	0,969	0,97	0,0023
32	C30	70	15,63	244,297	2,14	0,9838	1	0,0162

ΣX	1730
X bar	54,0625
S	7,219765
S_2	52.128
L observed	0,127
L critical	0,1705
Median	52,5
Mode	46

Based on the table above, the researcher concluded that the population is normal distribution.



APPENDIX 18

Normality Test Score of Pretest in the Experimental Class

No	Code	X	\bar{X}	$(X - \bar{X})$	$(X - \bar{X})^2$	Zi	F(zi)	S(zi)	$ F(Zi) - S(zi) $
1	A6	56	-8,5	72,25	-1,49	0,0668	0,07	0,0032	
2	A24	56	-8,5	72,25	-1,49	0,0668	0,07	0,0032	
3	A1	57	-7,5	56,25	-1,32	0,0929	0,13	0,0371	
4	A5	57	-7,5	56,25	-1,32	0,0929	0,13	0,0371	
5	A8	58	-6,5	42,25	-1,15	0,1257	0,2	0,0743	
6	A11	58	-6,5	42,25	-1,15	0,1257	0,2	0,0743	
7	A12	59	-5,5	30,25	-0,97	0,1659	0,23	0,0674	
8	A17	60	-4,5	20,25	-0,79	0,2136	0,33	0,1164	
9	A22	60	-4,5	20,25	-0,79	0,2136	0,33	0,1164	
10	A2	60	-4,5	20,25	-0,79	0,2136	0,33	0,1164	
11	A4	61	-3,5	12,25	-0,62	0,2684	0,4	0,1316	
12	A9	61	-3,5	12,25	-0,62	0,2684	0,4	0,1316	
13	A13	62	-2,5	6,25	0,44	0,3296	0,47	0,1404	
14	A20	62	-2,5	6,25	0,44	0,3296	0,47	0,1404	
15	A21	65	0,5	0,25	0,53	0,5351	0,53	0,0051	
16	A23	65	0,5	0,25	0,53	0,5351	0,53	0,0051	
17	A25	66	1,5	2,25	0,26	0,6044	0,57	0,0344	
18	A28	67	2,5	6,25	0,44	0,6704	0,6	0,0704	
19	A3	68	3,5	12,25	0,62	0,7316	0,67	0,0616	
20	A7	68	3,5	12,25	0,62	0,7316	0,67	0,0616	
21	A10	69	4,5	20,25	0,79	0,7864	0,7	0,0864	
22	A16	70	5,5	30,25	0,97	0,834	0,83	0,004	
23	A19	70	5,5	30,25	0,97	0,834	0,83	0,004	
24	A26	70	5,5	30,25	0,97	0,834	0,83	0,004	
25	A27	70	5,5	30,25	0,97	0,834	0,83	0,004	
26	A29	71	6,5	42,25	1,15	0,8743	0,9	0,0258	
27	A14	71	6,5	42,25	1,15	0,8743	0,9	0,0258	
28	A15	72	7,5	56,25	1,32	0,9071	0,97	0,0629	
29	A18	72	7,5	56,25	1,32	0,9071	0,97	0,0629	
30	A30	74	9,5	90,25	1,67	0,9532	1	0,0468	
$\sum X$		1935							
X bar		64,5							
S		5,667512							
S_2		32.115							
L observed		0,1404							
L critical		0,1617							
Median		65							
Mode		70							

Based on the table above, the researcher concluded that the population is normal.

APPENDIX

19

Normality Test Score of Posttest in the Experimental Class

No	Code	X	X - X	(X - X)2	Zi	F(zi)	S(zi)	F(Zi)-S(zi)
			-11,63	135,257	-2,09	0,0183	0,03	0,0117
1	A6	58	-9,63	92,7369	-1,73	0,0418	0,1	0,0582
2	A1	60	-9,63	92,7369	-1,73	0,0418	0,1	0,0582
3	A24	60	-7,63	58,2169	-1,37	0,0853	0,13	0,0447
4	A2	62	-6,63	43,9569	-1,19	0,117	0,17	0,053
5	A5	63	-5,63	31,6969	-1,01	0,1562	0,2	0,0438
6	A11	64	-4,63	21,4369	-0,83	0,2033	0,27	0,0667
7	A17	65	-4,63	21,4369	-0,83	0,2033	0,27	0,0667
8	A21	65	-3,63	13,1769	-0,65	0,2578	0,3	0,0422
9	A22	66	-2,63	6,9169	-0,47	0,3192	0,33	0,0108
10	A28	67	-1,63	2,6569	-0,29	0,3859	0,4	0,0141
11	A3	68	-1,63	2,6569	-0,29	0,3859	0,4	0,0141
12	A25	68	-0,63	0,3969	-0,11	0,4562	43	0,0262
13	A8	69	0,37	0,1369	0,07	0,5279	0,57	0,0421
14	A10	70	0,37	0,1369	0,07	0,5279	0,57	0,0421
15	A12	70	0,37	0,1369	0,07	0,5279	0,57	0,0421
16	A26	70	0,37	0,1369	0,07	0,5279	0,57	0,0421
17	A27	70	0,37	0,1369	0,07	0,5279	0,57	0,0421
18	A19	71	1,37	1,8769	0,25	0,5987	0,67	0,0713
19	A20	71	1,37	1,8769	0,25	0,5987	0,67	0,0713
20	A29	71	1,37	1,8769	0,25	0,5987	0,67	0,0713
21	A23	72	2,37	5,6169	0,43	0,6664	0,7	0,0336
22	A4	73	3,37	9,3569	0,61	0,7291	0,77	0,0409
23	A7	73	3,37	9,3569	0,61	0,7291	0,77	0,0409
24	A9	74	4,37	19,0969	0,78	0,7823	0,87	0,0877
25	A13	74	4,37	19,0969	0,78	0,7823	0,87	0,0877
26	A30	74	4,37	19,0969	0,78	0,7823	0,87	0,0877
27	A16	75	5,37	28,8369	0,96	0,8315	0,93	0,0985
28	A18	75	5,37	28,8369	0,96	0,8315	0,93	0,0985
29	A15	77	7,37	54,3169	1,32	0,9066	0,97	0,0634
30	A14	78	8,37	70,0569	1,5	0,9332	1	0,0668
ΣX		2073						
X bar		69,1						
S		5,215031						
S^2		27,196						
L observed		0,0985						
L critical		0,1617						
Median		70						
Mode		70						

APPENDIX 20

Analysis of Homogeneity Pretest in the Control Class

No	Code	X	<u>X - X̄</u>	<u>(X - X̄)²</u>
			X - X̄	(X - X̄)²
1	C1	45	-9,37	87,7969
2	C2	45	-9,37	87,7969
3	C3	46	-8,37	70,0569
4	C4	46	-8,37	70,0569
5	C5	46	-8,37	70,0569
6	C32	46	-8,37	70,0569
7	C6	47	-7,37	54,3169
8	C7	48	-6,37	40,5769
9	C8	48	-6,37	40,5769
10	C9	49	-5,37	28,8369
11	C10	50	-4,37	19,0969
12	C11	50	-4,37	19,0969
13	C12	51	-3,37	11,3569
14	C13	51	-3,37	11,3569
15	C14	52	-2,37	5,6169
16	C15	52	-2,37	5,6169
17	C16	53	-1,37	1,8769
18	C31	53	-1,37	1,8769
19	C17	54	-0,37	0,1369
20	C18	55	0,63	0,3969
21	C19	55	0,63	0,3969
22	C20	58	3,63	13,1769
23	C21	58	3,63	13,1769
24	C22	59	4,63	21,4369
25	C23	59	4,63	21,4369
26	C24	60	5,63	31,6969
27	C25	61	6,63	43,9569
28	C26	63	8,63	74,4769
29	C27	65	10,63	112,997
30	C28	67	12,63	159,517
31	C29	68	13,63	185,777
32	C30	70	15,63	244,297

X	54,0625
S ₂	52.128
S	7,21976
n	32



APPENDIX 22

Analysis of Homogeneity Pretest in the Experimental Class

No	Code	X	$\bar{X} - X$	$(\bar{X} - X)^2$
1	A6	56	-8,5	72,25
2	A1	56	-8,5	72,25
3	A24	57	-7,5	56,25
4	A2	57	-7,5	56,25
5	A5	58	-6,5	42,25
6	A11	58	-6,5	42,25
7	A17	59	-5,5	30,25
8	A21	60	-4,5	20,25
9	A22	60	-4,5	20,25
10	A28	60	-4,5	20,25
11	A3	61	-3,5	12,25
12	A25	61	-3,5	12,25
13	A8	62	-2,5	6,25
14	A10	62	-2,5	6,25
15	A12	65	0,5	0,25
16	A26	65	0,5	0,25
17	A27	66	1,5	2,25
18	A19	67	2,5	6,25
19	A20	68	3,5	12,25
20	A29	68	3,5	12,25
21	A23	69	4,5	20,25
22	A4	70	5,5	30,25
23	A7	70	5,5	30,25
24	A9	70	5,5	30,25
25	A13	70	5,5	30,25
26	A30	71	6,5	42,25
27	A16	71	6,5	42,25
28	A18	72	7,5	56,25
29	A15	72	7,5	56,25
30	A14	74	9,5	90,25
Total		1935		
X		64,5		
S²		32.115		
s		5,66751		
n		30		

Analysis of Homogeneity Posttest in the Experimental Class

No	Code	X	X - X̄	(X - X̄)²
1	A6	58	-11,63	135,257
2	A1	60	-9,63	92,7369
3	A24	60	-9,63	92,7369
4	A2	62	-7,63	58,2169
5	A5	63	-6,63	43,9569
6	A11	64	-5,63	31,6969
7	A17	65	-4,63	21,4369
8	A21	65	-4,63	21,4369
9	A22	66	-3,63	13,1769
10	A28	67	-2,63	6,9169
11	A3	68	-1,63	2,6569
12	A25	68	-1,63	2,6569
13	A8	69	-0,63	0,3969
14	A10	70	0,37	0,1369
15	A12	70	0,37	0,1369
16	A26	70	0,37	0,1369
17	A27	70	0,37	0,1369
18	A19	71	1,37	1,8769
19	A20	71	1,37	1,8769
20	A29	71	1,37	1,8769
21	A23	72	2,37	5,6169
22	A4	73	3,37	9,3569
23	A7	73	3,37	9,3569
24	A9	74	4,37	19,0969
25	A13	74	4,37	19,0969
26	A30	74	4,37	19,0969
27	A16	75	5,37	28,8369
28	A18	75	5,37	28,8369
29	A15	77	7,37	54,3169
30	A14	78	8,37	70,0569
Total		2073		
		X	69,1	
		S ²	5,21503	
		s	27.196	
		n	30	

APPENDIX 26

The Analysis of Homogeneity Test

1. Pre-test Experimental Class

Varians of pretest = 907

Varian of posttest = 793,127

The statistical formula :

$$F = \frac{S_1^2}{S_2^2}$$

$$F = \frac{S_1^2}{S_2^2} = \frac{907}{793,127}$$

$$F = 1.143 \quad (F_{\text{observed}})$$

Furthermore, to know the F_{critical} $df_1 = n-1$ $df_2 = n-1$

$$df_1 = n-1 = 30-1 = 29$$

$$df_2 = n-1 = 30-1 = 29$$

$$F_{\text{critical}} = F_{1/2} \cdot df_1 \cdot df_2$$

$$= 1,143 \cdot 1/2 \cdot 29 \cdot 29$$

$$= 0.5(29)(29)$$

$$= 4.,20$$

$$F_{\text{critical}} = 4,20$$

$$F_{\text{observed}} = 1.143$$

Based on the analysis above, we can see that F_{observed} is 1.143 and F_{critical} at significant level of 0.05 is 2.09. It can be concluded that $F_{\text{observed}} < F_{\text{critical}} = 1.143 < 4,20$, it means that the variance of the data is homogeneous.

2. Control Class

Varians of pretest = 1618,901

Varian of posttest = 1152,717

The statistical formula :

$$F = \frac{S_1^2}{S_2^2}$$

$$F = \frac{S_1^2}{S_2^2} = \frac{n_1 - 1}{n_2 - 1}$$

$$F = 1.40 \quad (F_{\text{observed}})$$

Furthermore, to know the F_{critical} $df_1 = n_1 - 1$ $df_2 = n_2 - 1$

$$df_1 = n_1 - 1 = 32 - 1 = 31$$

$$df_2 = n_2 - 1 = 32 - 1 = 31$$

$$F_{\text{critical}} = F_{1/2} \cdot df_1 \cdot df_2$$

$$= 1.40 \cdot 1/2 \cdot (31) \cdot (31)$$

$$= 0.702 \cdot (31) \cdot (31)$$

$$= 6,72$$

$$F_{\text{critical}} = 6,72$$

$$F_{\text{observed}} = 1.40$$

Based on the analysis above, we can see that F_{observed} is 1.40 and F_{critical} at significant level of 0.05 is 1.85. It can be concluded that $F_{\text{observed}} < F_{\text{critical}} = 1.40 < 6,72$, it means that the variance of the data is homogeneous.

APPENDIX 25

Gain Score of the Control Class

No	Code	Pretest Y1	Posttest Y2	Gain Y	Y2
1	C1	47	51	4	16
2	C2	64	56	8	64
3	C3	46	47	1	1
4	C4	48	53	5	25
5	C5	61	69	8	64
6	C6	59	59	0	0
7	C7	45	47	2	4
8	C8	48	49	1	1
9	C9	52	54	2	4
10	10	63	62	1	1
11	C11	46	50	4	16
12	C12	52	56	4	16
13	C13	45	48	3	9
14	C14	55	54	1	1
15	C15	49	50	1	1
16	C16	65	59	6	36
17	C17	51	53	2	4
18	C18	50	52	2	4
19	C19	53	57	4	16
20	C20	58	57	1	1
21	C21	68	64	4	16
22	C22	46	51	5	25
23	C23	50	53	3	9
24	C24	54	55	1	1
25	C25	59	60	1	1
26	C26	55	58	3	9
27	C27	58	60	2	4
28	C28	70	70	0	0
29	C29	67	67	0	0
30	C30	60	61	1	1
31	C31	65	67	2	4
32	C32	61	64	3	9
Total		1770	1813	85	363
Mean		55,3125	56,65625	2,65625	11,3438

Gain Score of the Experimental Class

No	Code	Pretest X1	Posttest X2	Gain X	X2
1	A1	57	60	3	9
2	A2	60	62	2	4
3	A3	68	68	0	0
4	A4	61	73	12	144
5	A5	57	63	6	36
6	A6	56	58	2	4
7	A7	68	73	5	25
8	A8	58	69	11	121
9	A9	61	74	13	169
10	A10	69	70	1	1
11	A11	58	64	6	36
12	A12	59	70	11	121
13	A13	62	74	12	144
14	A14	71	78	7	49
15	A15	72	77	5	25
16	A16	70	75	5	25
17	A17	60	65	5	25
18	A18	72	75	3	9
19	A19	70	71	1	1
20	A20	62	71	9	81
21	A21	65	65	0	0
22	A22	60	66	6	36
23	A23	65	72	7	49
24	A24	56	60	4	16
25	A25	66	68	2	4
26	A26	70	70	2	4
27	A27	70	70	6	36
28	A28	67	67	9	81
29	A29	71	71	1	1
30	A30	74	74	2	4
Total		1935	2073	158	1260
Mean		64,5	69,1	5,26667	42

APPENDIX 26

The calculation of Hypothetical Analysis by Using Independent t-test

The formula t-test :

$$t = \frac{\overline{M_x} - \overline{M_y}}{\sqrt{\frac{\sum (x_i - \overline{M_x})^2}{n_x - 1} + \frac{\sum (y_i - \overline{M_y})^2}{n_y - 1}}}$$

1. EXPERIMENTAL CLASS

To analyze the significance of the Treatment Effect Test is used

$$\overline{M_x} = \frac{\sum x_i}{n_x} \quad \overline{M_x} = \text{---} \quad \overline{M_x} = 5.27$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n_x}$$

$$= 1260 - \frac{(5.27)^2}{10}$$

$$= 1260 - \text{---}$$

$$= 1260 - 832.13$$

$$= 427.87$$

2. CONTROL CLASS

To analyze the significance of the Treatment Effect Test is used :

$$\overline{M_y} = \frac{\sum y_i}{n_y} \quad \overline{M_y} = \text{---} \quad \overline{M_y} = 2.65$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n_y}$$

$$= 363 - \frac{(2.65)^2}{10}$$

$$= 363 - \text{---}$$

$$= 363 - 225.78 = 137.22$$

HYPOTHESIS TEST

The formula is :

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$$

$$= \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} = 3.5 \text{ (} t_{\text{observed}} \text{)}$$

$$df = Nx + Ny - 2$$

$$= 30 + 32 - 2$$

$$= 60 \text{ (significant 0.05)} = 1.67 \text{ (} t_{\text{critical}} \text{)}$$

The criteria of the test :

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

H_a is rejected if t_{observed} is lower than t_{critical} , or ($t_{\text{observed}} < t_{\text{critical}}$)

$$t_{\text{observed}} = 3.5, t_{\text{critical}} = 1.67$$

So, $3.5 > 1.67$ there was a significant influence differences. It means that there is a significant influence of using concept mapping towards students descriptive paragraph writing ability at the first semester of the tenth grade of SMAN 2 Liwa in the academic years 2016/2017.

APPENDIX 28

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Control Class

Sekolah	: SMAN 2 Liwa
Kelas/semester	: X/ 1 (Control Class)
Pertemuan ke	: 1
Alokasi waktu	: 2 x 45 menit
Skill	: Writing
Standar kompetensi	: Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dalam bentuk descriptive.

Indikator

1. Memahami pengertian paragraph descriptive
2. Mengidentifikasi tujuan dari paragraph descriptive

3. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
4. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics

Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, siswa diharapkan mampu:

1. Memahami pengertian teks descriptive
2. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
3. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics.

Materi Pembelajaran

1. Lima aspect dalam writing

Lima aspect dalam writing antara lain: content, organization, vocabulary, language, mechanics

2. Rhetorical structures which are used in descriptive paragraph

Structure Descriptive Paragraph (generic structure) adalah:

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan

3. Ciri-ciri descriptive paragraph

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am,is,are)
- c. Hanya fokus pada satu objek tersebut

4. Structure Text

- a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
- b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan
- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai

5. Unsur Kebahasaan

- a. Penyebutan kata benda singular dengan *a* dan *the*, plural (-s).
- b. Kata ganti *it, they, she, we, dst.; our, my., your, their, dst.*
- c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- d. Frasa nominal seperti *dark brown, cute littl cat, beatifuk red flower.*
- e. Kata kerja untuk menyatakan keadaan dan tindakanrutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those,, my, their*, dsb secara tepat dalam frasa nominal
- g. Ucapan, tekanan kata, intonasi.

Contoh Descriptive Paragraph

My Mom

My mother is a very beautiful woman. Her tall is about 160 cm and her weight is about 60 kg. She has a black and shiny curly hair. She also has a pointed nose and a dimple that makes her beautiful. Her eyes brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beatiful smile. My mom is not fat and skinny too. I think her body is pretty proportional.

She is a very nice, a friendly, and a patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healty. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a tasty food. I loved food madeby her especially her fried rice.

My mom is also good with others. She is happy to help friends and neighbors who are in trouble. Because she has a very high social soul, my mom always takes pity on people who need help. My mother is so diciplined with religion. She is very diligent in worship and always remind us to continue praying to god. There are still a lot of things that iI could not say about my mother because iI think my mother is a perfects mom for myself and my family. I wish I could find a mother like her for my children in the future.

Metode Pembelajaran

Lecturing Technique

Langkah - Langkah Kegiatan Pembelajaran

No	Kegiatan pembelajaran	Durasi	Karakter
1	<p>Pre activity</p> <ol style="list-style-type: none"> 1. Berdoa 2. Mengucap ramah kepada siswa ketika masuk ruang kelas “Good morning student” 3. mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” 4. Guru menanyakan materi minggu lalu pada siswa “Do you remember our previous lesson? What is it?” 	10'	Religious Santun Disiplin Tanggung jawab
2	<p>Main activity</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ol style="list-style-type: none"> 1. guru memberikan sebuah teks descriptive paragraph yang digunakan pada pertemuan sebelumnya diikuti oleh beberapa pertanyaan berdasarkan teks tersebut. . 2. Menjelaskan tentang descriptive paragraph 3. Guru menjelaskan aspek dalam writing 4. Guru meminta beberapa murid untuk menganalisa susunan teks yang diberikan serta memahami tata bahasa yang digunakan dalam text tersebut. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ol style="list-style-type: none"> a. Guru menjelaskan tentang materi descriptive yang akan dipelajari b. Menjelaskan topik c. Siswa berpikir tentang topik tersebut d. Ciptakan hal menarik e. Terakhir, guru meminta siswa untuk menulis sebuah paragraf sesuai dengan 	55'	Rasa ingin tahu Komunikatif Toleransi Mandiri JujuKomunikatif

	<p>yang telah dijelaskan oleh guru.</p> <p>f. Guru mengoreksi hasil siswa satu per satu</p> <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ol style="list-style-type: none"> 1. Siswa diberi kesempatan untuk bertanya 2. Siswa diminta untuk membuat descriptive text 		
3	<p>Post activity</p> <ol style="list-style-type: none"> 1. Evaluasi 2. Guru menyimpulkan materi pembelajaran 3. Guru memberikan tugas 4. Guru menutup pelajaran dengan mengucap salam <p>“Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>	20'	<p>Toleransi</p> <p>Tanggung jawab</p>

Sumber Belajar/Alat dan Media Belajar

1. Buku teks yang relevan
2. Picture, paper
3. White board, board marker, dictionary

Penilaian

Tenik : Tes tulis

Bentuk : Urian

Instrumen

- I. *Make a descriptive paragraph about one of member your family!*

Pedoman Penilaian

$$\text{Nilai siswa} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$$

Rubrik Penilaian

No	Aspek	Skor
1.	Content	20
2.	Organization	20
3.	Vocabulary	20
4.	Language use	30
5.	Mechanics	10
Total		100

Liwa,2016

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Merylin, S.Pd

Een Efrianti
NPM: 1211040144

IAIN
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LAMPUNG

Menyetujui,
Kepala SMAN 2 Liwa

Drs. Ansori, M.Pd
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Rencana Pelaksanaan Pembelajaran

(RPP)

Control Class

Sekolah : SMAN 2 Liwa

Kelas/semester : X/ 1 (Control Class)

Pertemuan ke : 2

Alokasi waktu : 2 x 45 menit

Skill : Writing

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dalam bentuk descriptive.

Indikator

1. Memahami pengertian paragraph descriptive
2. Mengidentifikasi tujuan dari paragraph descriptive
3. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive

4. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics

Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, siswa diharapkan mampu:

1. Memahami pengertian teks descriptive
2. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
3. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics.

Materi Pembelajaran

1. Lima aspect dalam writing

Lima aspect dalam writing antara lain: content, organization, vocabulary, language, mechanics

2. Rhetorical structures which are used in descriptive paragraph

Structure Descriptive Paragraph (generic structure) adalah:

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
 - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan
3. Ciri-ciri descriptive paragraph
 - a. Menggunakan simple present tense

- b. Menggunakan attribute verb, seperti be (am,is,are)
 - c. Hanya fokus pada satu objek tersebut
4. Structure Text
- a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
 - b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan
 - c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai
5. Unsur kebahasaan
- a. Penyebutan kata benda singular dengan *a* dan *the*, plural (-s).
 - b. Kata ganti *it, they, she, we, dst.; our, my,, your, their, dst.*
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute littl cat, beatifuk red flower.*
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take, dll.*
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those,, my, their*, dsb secara tepat dalam frasa nominal

Contoh Descriptive Paragraph

My Casper

I have a dog in my house named Casper. Casper is a cute dog. Which has a white spots spread across his tail. He he is pomeranian dog eventhough he has a strong body, he has a gentle face. He is always friendly to those

whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Casper loves food, especially bones. Even casper can spend the whole afternoon chewing bones. Whenever Casper is worried, he looks me sad eyes. He also wags his tail from one side to the other. Whenever I see these sings, I immadately give him a neal and some bones to eat.

Casper also likes the chirpink sound of birds that reside on the three in front of my house. Whenever casper hears these sounds, he bargs and goes toward the direction where the chirpink sound comes. His black eyes will light with excitement whenever his sees the birds begin to make the beautiful sound.

Langkah - Langkah Kegiatan Pembelajaran

No	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity <ol style="list-style-type: none"> 1. Berdoa 2. Mengucap ramah kepada siswa ketika masuk ruang kelas “Good morning student” 3. mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” 4. Guru menanyakan materi minggu lalu pada siswa “Do you remmber our previous lesson? What is it?” 	10'	Religious Santun Disiplin Tanggung jawab
2	Main activity Eksplorasi Dalam kegiatan eksplorasi guru: <ol style="list-style-type: none"> 1. guru memberikan sebuah teks descriptive paragraph yang digunakan pada pertemuan sebelumnya diikuti oleh beberapa pertanyaan berdasarkan teks tersebut. . 2. Menjelaskan tentang descriptive paragraph 3. Guru menjelaskan aspek dalam writing 	55'	Rasa ingin tahu Komunikatif Toleransi Mandiri

	<p>4. Guru meminta beberapa murid untuk menganalisa susunan teks yang diberikan serta memahami tata bahasa yang digunakan dalam text tersebut.</p> <p>Elaborasi Dalam kegiatan elaborasi guru:</p> <ol style="list-style-type: none"> Guru menjelaskan tentang materi descriptive yang akan dipelajari Menjelaskan topik Siswa berpikir tentang topik tersebut Ciptakan hal menarik Terakhir, guru meminta siswa untuk menulis sebuah paragraf sesuai dengan yang telah dijelaskan oleh guru. Guru mengoreksi hasil siswa satu per satu <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <ol style="list-style-type: none"> Siswa diberi kesempatan untuk bertanya Siswa diminta untuk membuat descriptive text 		JujuKomunikatif
3	<p>Post activity</p> <ol style="list-style-type: none"> Evaluasi Guru menyimpulkan materi pembelajaran Guru memberikan tugas Guru memberikan motivasi pada siswa Guru menutup pelajaran dengan mengucap salam <p>“Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>	20'	Toleransi Tanggung jawab

Sumber Belajar/Alat dan Media Belajar

1. Buku teks yang relevan
2. Picture, paper
3. White board, board marker, dictionary

Penilaian

Tenik : Tes tulis

Bentuk : Urian

Instrumen

I. *Make a descriptive paragraph about one of member your family!*

Pedoman Penilaian

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Skor maksimal

Rubrik Penilaian

No	Aspek	Skor
1.	Content	20
2.	Organization	20
3.	Vocabulary	20
4.	Language use	30
5.	Mechanics	10
Total		100

Liwa,2016

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Merylin, S.Pd

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NPM: 1211040144

Menyetujui,

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IAIN
RADEN INTAN
LAMPUNG

Rencana Pelaksanaan Pembelajaran

(RPP)

Control Class

Sekolah : SMAN 2 Liwa

Kelas/semester : X/ 2 (Control Class)

Pertemuan ke : 3

Alokasi waktu : 2 x 45 menit

Skill : Writing

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dalam bentuk descriptive.

Indikator

1. Memahami pengertian paragraph descriptive
2. Mengidentifikasi tujuan dari paragraph descriptive
3. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive

4. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics

Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, siswa diharapkan mampu:

1. Memahami pengertian teks descriptive
2. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
3. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics.

Materi Pembelajaran

1. Lima aspect dalam writing

Lima aspect dalam writing antara lain: content, organization, vocabulary, language, mechanics

2. Rhetorical structures which are used in descriptive paragraph

Structure Descriptive Paragraph (generic structure) adalah:

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
 - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan
3. Ciri-ciri descriptive paragraph
 - a. Menggunakan simple present tense

- b. Menggunakan attribute verb, seperti be (am,is,are)
 - c. Hanya fokus pada satu objek tersebut
4. Structure Text
- a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
 - b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan
 - c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai
5. The common grammatical patterns of a description include:
- a. Use of particular nouns, e.g. *an Australian icon*
 - b. Use of detailed noun groups to provide information about the subject, e.g. its is 183 m long and about 120 m wide
 - c. Use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
 - d. Use of relating verbs to provide information about the subject, e.g. *The Sydney Opera House Covers 1.8 Hectare Of Land*

Contoh descriptive paragraph

My Favorite Book

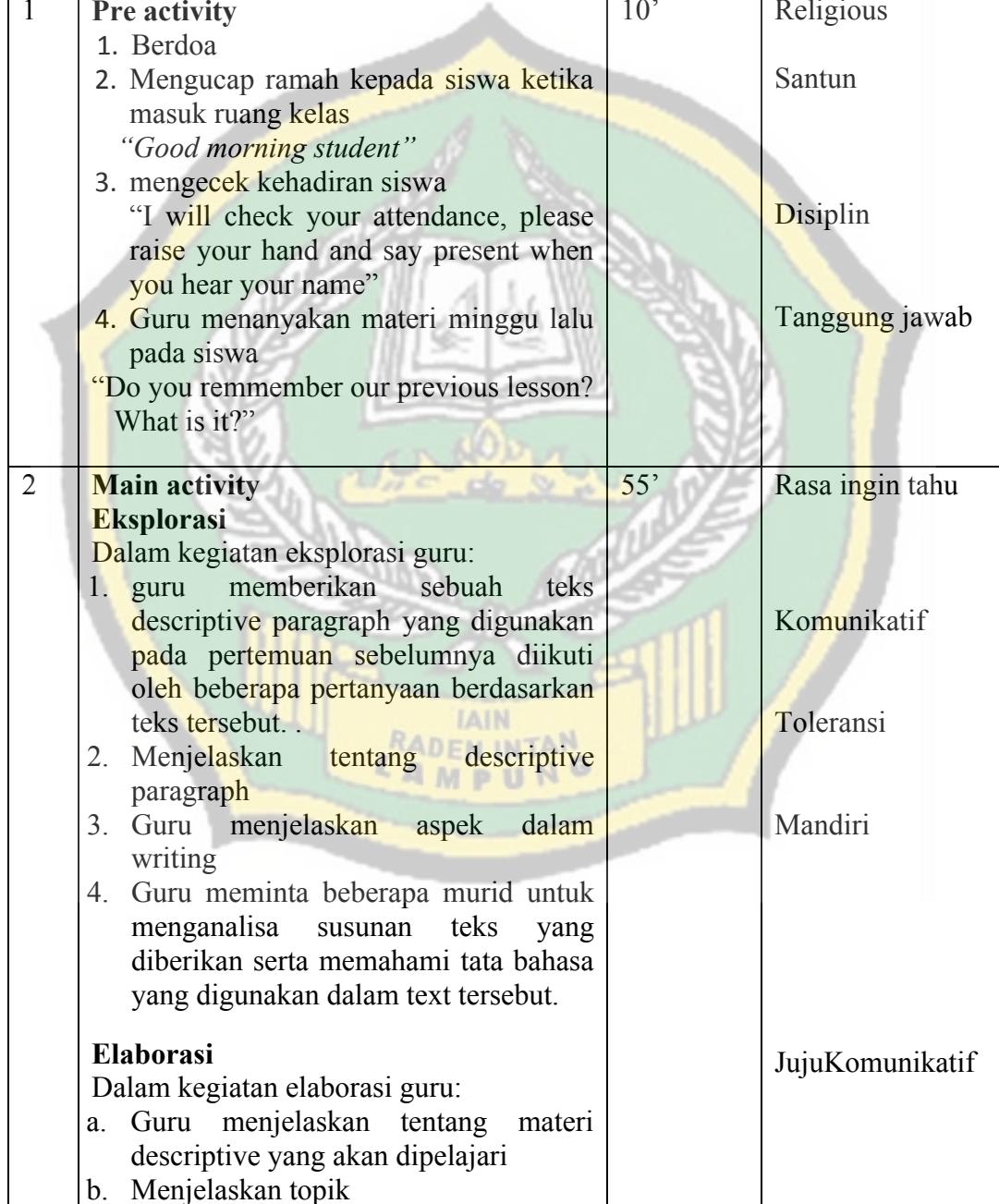
Well.. i want to tell you about my favorite thing. My favorite thing is book. I love book so much. You can find much knowledge from the book. Book have many types. There are strory book, novel, comics, study books, short story books, etc.

Book has many colours and i love it. Because, its make me happy, and it can make me know about something positive for me. So, lets read a book, and many books can you read! But, you must choose the good for yourself. Dont forget to choose the book that can motivate and the book must be according to your age.

Metode Pembelajaran

Lecturing Technique

Langkah - Langkah Kegiatan Pembelajaran

No	Kegiatan pembelajaran	Durasi	Karakter
1	<p>Pre activity</p> <ol style="list-style-type: none"> 1. Berdoa 2. Mengucap ramah kepada siswa ketika masuk ruang kelas “Good morning student” 3. mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” 4. Guru menanyakan materi minggu lalu pada siswa “Do you remember our previous lesson? What is it?” 	10'	 Religious Santun Disiplin Tanggung jawab
2	<p>Main activity</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ol style="list-style-type: none"> 1. guru memberikan sebuah teks descriptive paragraph yang digunakan pada pertemuan sebelumnya diikuti oleh beberapa pertanyaan berdasarkan teks tersebut. 2. Menjelaskan tentang descriptive paragraph 3. Guru menjelaskan aspek dalam writing 4. Guru meminta beberapa murid untuk menganalisa susunan teks yang diberikan serta memahami tata bahasa yang digunakan dalam text tersebut. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <ol style="list-style-type: none"> a. Guru menjelaskan tentang materi descriptive yang akan dipelajari b. Menjelaskan topik 	55'	Rasa ingin tahu Komunikatif Toleransi Mandiri JujuKomunikatif

	<p>c. Siswa berpikir tentang topik tersebut d. Ciptakan hal menarik e. Terakhir, guru meminta siswa untuk menulis sebuah paragraf sesuai dengan yang telah dijelaskan oleh guru. f. Guru mengoreksi hasil siswa satu per satu</p> <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <ol style="list-style-type: none"> 1. Siswa diberi kesempatan untuk bertanya 2. Siswa diminta untuk membuat descriptive text 		
3	<p>Post activity</p> <ol style="list-style-type: none"> 1. Evaluasi 2. Guru menyimpulkan materi pembelajaran 3. Guru memberikan tugas 4. Guru memberikan motivasi pada siswa 5. Guru menutup pelajaran dengan mengucap salam <p>“Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>	20'	Toleransi Tanggung jawab

Sumber Belajar/Alat dan Media Belajar

1. Buku teks yang relevan
2. Picture, paper
3. White board, board marker, dictionary

Penilaian

Tenik : Tes tulis

Bentuk : Urian

Instrumen

I. Make a descriptive paragraph about one of member your family!

Pedoman Penilaian

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Rubrik Penilaian

No	Aspek	Skor
1.	Content	20
2.	Organization	20
3.	Vocabulary	20
4.	Language use	30
5.	Mechanics	10
Total		100

Liwa,2016

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Merylin, S.Pd

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APPENDIX 29

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Experimental Class

Sekolah	: SMAN 2 Liwa
Kelas/semester	: X/ 1 (Experimental Class)
Pertemuan ke	: 1
Alokasi waktu	: 2 x 45 menit
Skill	: Writing
Standar kompetensi	: Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dalam bentuk descriptive.

Indikator

1. Memahami pengertian paragraph descriptive
2. Mengidentifikasi tujuan dari paragraph descriptive

3. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
4. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics

Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, siswa diharapkan mampu:

1. Memahami pengertian teks descriptive
2. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
3. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics.

Materi Pembelajaran

1. Lima aspect dalam writing

Lima aspect dalam writing antara lain: content, organization, vocabulary, language, mechanics

2. Rhetorical structures which are used in descriptive paragraph

Structure Descriptive Paragraph (generic structure) adalah:

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan
3. Ciri-ciri descriptive paragraph
 - a. Menggunakan simple present tense
 - b. Menggunakan attribute verb, seperti be (am,is,are)
 - c. Hanya fokus pada satu objek tersebut
4. Structure Text

- a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
 - b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan
 - c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai
5. Unsur Kebahasaan
- a. Penyebutan kata benda singular dengan *a* dan *the*, plural (-s).
 - b. Kata ganti *it, they, she, we, dst.; our, my,, your, their, dst.*
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute littl cat, beatifuk red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those,, my, their*, dsb secara tepat dalam frasa nominal
 - g. Ucapan, tekanan kata, intonasi.

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thun	Old	Short	Oval	Round
	Fat	Teenager	Bald	Square	Blue
	Muscular		Straight	Wrinkles	Brown
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Red		Slanting

Contoh Descriptive Paragraph

<i>My Mom</i>

My mother is a very beautiful woman. Her tall is about 160 cm and her weight is about 60 kg. She has a black and shiny curly hair. She also has a pointed nose and a dimple that makes her beautiful. Her eyes brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beatiful smile. My mom is not fat and skinny too. I think her body is pretty proportional.

She is a very nice, a friendly, and a patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healty. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a tasty food. I loved food madeby her especially her fried rice.

My mom is also good with others. She is happy to help friends and neighbors who are in trouble. Because she has a very high social soul, my mom always takes pity on people who need help. My mother is so diciplined with religion. She is very diligent in worship and always remind us to continue praying to god. There are still a lot of things that iI could not say about my mother because iI think my mother is a perfects mom for myself and my family. I wish I could find a mother like her for my children in the future.

Metode Pembelajaran / Teknik

Concept mapping

Langkah - Langkah Kegiatan Pembelajaran

NO	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity <ol style="list-style-type: none"> Berdoa Mengucap ramah kepada siswa ketika masuk ruang kelas “Good morning student” mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” Guru menanyakan materi minggu lalu pada siswa “Do you remmember our previous lesson? What is it?” 	10'	Religious Santun Disiplin Tanggung jawab
2	Main activity	55'	Kerja keras

	<p>Eksplorasi Dalam kegiatan eksplorasi guru:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan aspek dalam writing 2. Guru menjelaskan tentang pengertian descriptive dan retorikal struktur dalam descriptive text. 3. Guru meminta beberapa murid untuk menjelaskan tentang paragraph yang mereka buat dengan menggunakan concept mapping. <p>Elaborasi Dalam kegiatan elaborasi guru:</p> <ol style="list-style-type: none"> 1. Langkah pertama adalah teacher's preparation. Ini berarti bahwa: <ol style="list-style-type: none"> a. Guru memilih topik pelajaran b. Guru membuat sebuah daftar kata pada papan tulis dengan menggunakan kata yang familiar untuk objeknya. Misalnya objeknya adalah orang (mom or father) c. Guru juga dapat menggunakan gambar, foto yang berhubungan dengan konsep 2. Langkah kedua adalah students' idea. Pada langkah ini: <ol style="list-style-type: none"> a. Mintalah siswa untuk menjelaskan apa yang mereka pikirkan ketika mereka mendengar kata <i>Mom</i>, dalam hal ini bantulah siswa untuk menspesifikasikan dari objek tersebut seperti <i>tinggi, umur, rambut, wajah, mata dan yang lainnya yang berhubungan dengan objek</i>. Karena meskipun menggunakan kata-kata yang sama setiap siswa memiliki pemikiran yang berbeda-beda. b. Kemudian, guru menulis sebuah contoh paragraf deskriptif sesuai dengan penjabaran yang ada di papan. 3. Langkah ketiga adalah students group. 	Komunikatif Rasa ingin tahu Komunikatif
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	<p>a. Siswa dapat mengungkapkan pendapat tentang materi yang diberikan</p> <p>b. Guru meminta siswa untuk mengidentifikasi hubungan antara konsep</p> <p>c. Guru meminta siswa untuk mendiskusikan topik pelajaran untuk memberitahu alasan dalam gagasan siswa dengan sub konsep untuk sub konsep lain.</p> <p>d. Ide-ide siswa dapat menghubungkan konsep dengan menggunakan concept mapping dengan garis-garis, link, kotak, dan lingkaran.</p> <p>e. Setelah itu siswa membuat sebuah paragraf dengan topik yang berbeda.</p> <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <p>a. Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan.</p>		Kreatif
3	<p>Post activity</p> <p>a. Evaluasi</p> <p>b. Guru menyimpulkan materi pembelajaran</p> <p>c. Guru memberikan tugas</p> <p>d. Guru menutup pelajaran dengan mengucap salam</p> <p>“Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>	20'	Toleransi

Sumber Belajar/Alat dan Media Belajar

1. Buku teks yang relevan
2. Picture
3. White board, board marker, dictionary
4. Paper

Penilaian

Tenik : Tes tulis

Bentuk : Urian

Instrumen

- I. *Make a descriptive paragraph about one of the your family!*

Pedoman Penilaian

$$\text{Nilai siswa} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$$

Rubrik penilaian

No	Aspek	Skor
1.	Content	20
2.	Organization	20
3.	Vocabulary	20
4.	Language use	30
5.	Mechanics	10
Total		100

Liwa,.....2016

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti

Merylin, S.Pd

Een Efrianti

NPM: 1211040144

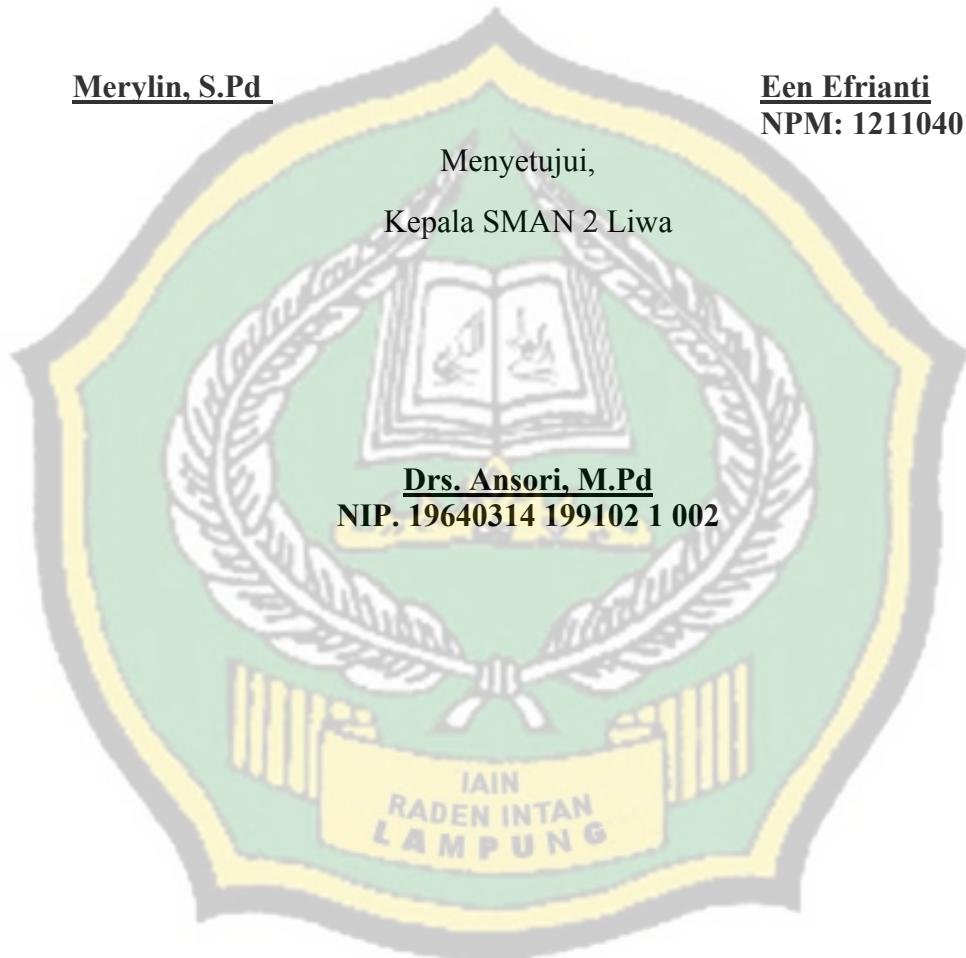
Menyetujui,

Kepala SMAN 2 Liwa

Drs. Ansori, M.Pd

NIP. 19640314 199102 1 002

IAIN
RADEN INTAN
LAMPUNG



Rencana Pelaksanaan Pembelajaran

(RPP)

Experimental Class

Sekolah : SMAN 2 Liwa

Kelas/semester : X/ 1 (Experimental Class)

Pertemuan ke : 2

Alokasi waktu : 2 x 45 menit

Skill : Writing

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dalam bentuk descriptive.

Indikator

1. Memahami pengertian paragraph descriptive
2. Mengidentifikasi tujuan dari paragraph descriptive
3. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive

4. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics

Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, siswa diharapkan mampu:

1. Memahami pengertian teks descriptive
2. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
3. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics.

Materi Pembelajaran

1. Lima aspect dalam writing

Lima aspect dalam writing antara lain: content, organization, vocabulary, language, mechanics

2. Rhetorical structures which are used in descriptive paragraph

Structure Descriptive Paragraph (generic structure) adalah:

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan
3. Ciri-ciri descriptive paragraph
 - a. Menggunakan simple present tense
 - b. Menggunakan attribute verb, seperti be (am,is,are)
 - c. Hanya fokus pada satu objek tersebut
4. Structure Text
 - a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
 - b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan

- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai
5. Unsur Kebahasaan
- a. Penyebutan kata benda singular dengan *a* dan *the*, plural (-s).
 - b. Kata ganti *it, they, she, we, dst.; our, my., your, their, dst.*
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute littl cat, beatifuk red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those,, my, their*, dsb secara tepat dalam frasa nominal
 - g. Ucapan, tekanan kata, intonasi.

You can use the following to describe an animal:

Adjectives			Animal's parts
Size	Character	Colour	
Big	Furry	Black	Fur
Small	Ferocious	White	Mane snout
Large	Dangerous	Brown	Paw
	Poisonous	Green	Horn
	Tame	Red	Tail
	Agile	Blue	Whiskers
	Aggressive	Gray	Beak
	Beautiful		Wing
	Tiny		Scales
	Wild		
	Herbivorous		
	Carnivorous		

CONTOH DESCRIPTIVE PARAGRAPH

My Casper

I have a dog in my house named Casper. Casper is a cute dog. Which has a white spots spread across his tail. He he is pomeranian dog eventhough he has a strong body, he has a gentle face. He is always friendly to those whom

he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Casper loves food, especially bones. Even casper can spend the whole afternoon chewing bones. Whenever Casper is worried, he looks me sad eyes. He also wags his tail from one side to the other. Whenever I see these sings, I immadiately give him a neal and some bones to eat.

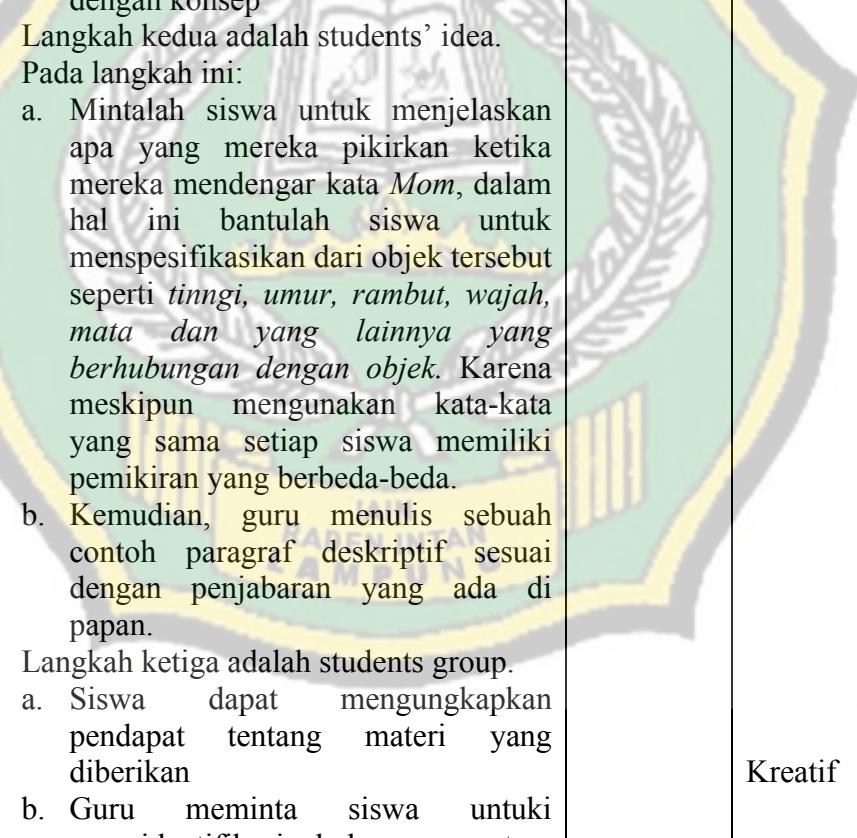
Casper also likes the chirpink sound of birds that reside on the three in front of my house. Whenever casper hears these sounds, he bargs and goes toward the direction where the chirpink sound comes. His black eyes will light with excitement whenever his sees the birds begin to make the beautiful sound

Metode Pembelajaran / Teknik:

Concept mapping

Langkah - Langkah Kegiatan Pembelajaran

NO	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity <ol style="list-style-type: none"> Berdoa Mengucap ramah kepada siswa ketika masuk ruang kelas “Good morning student” mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” Guru menanyakan materi minggu lalu pada siswa “Do you remmber our previous lesson? What is it?” 	10'	Religious Santun Disiplin Tanggung jawab
2	Main activity Eksplorasi Dalam kegiatan eksplorasi guru: <ol style="list-style-type: none"> Guru menjelaskan aspek dalam writing Guru menjelaskan tentang pengertian descriptive dan retorikal struktur dalam descriptive text. Guru meminta beberapa murid untuk menjelaskan tentang paragraph yang mereka buat dengan menggunakan 	55'	Kerja keras Komunikatif

<p>concept mapping.</p> <h3>Elaborasi</h3> <p>Dalam kegiatan elaborasi guru:</p> <ol style="list-style-type: none"> 1. Langkah pertama adalah teacher's preparation. Ini berarti bahwa: <ol style="list-style-type: none"> a. Guru memilih topik pelajaran b. Guru membuat sebuah daftar kata pada papan tulis dengan menggunakan kata yang familiar untuk objeknya. Misalnya objeknya adalah orang (mom or father) c. Guru juga dapat menggunakan gambar, foto yang berhubungan dengan konsep 2. Langkah kedua adalah students' idea. Pada langkah ini: <ol style="list-style-type: none"> a. Mintalah siswa untuk menjelaskan apa yang mereka pikirkan ketika mereka mendengar kata <i>Mom</i>, dalam hal ini bantulah siswa untuk menspesifikasikan dari objek tersebut seperti <i>tinggi, umur, rambut, wajah, mata dan yang lainnya yang berhubungan dengan objek</i>. Karena meskipun menggunakan kata-kata yang sama setiap siswa memiliki pemikiran yang berbeda-beda. b. Kemudian, guru menulis sebuah contoh paragraf deskriptif sesuai dengan penjabaran yang ada di papan. 3. Langkah ketiga adalah students group. <ol style="list-style-type: none"> a. Siswa dapat mengungkapkan pendapat tentang materi yang diberikan b. Guru meminta siswa untuk mengidentifikasi hubungan antara konsep c. Guru meminta siswa untuk mendiskusikan topik pelajaran untuk memberitahu alasan dalam gagasan 		<p>Rasa ingin tahu</p> 
		<p>Komunikatif</p>
		<p>Kreatif</p>

	<p>siswa dengan sub konsep untuk sub konsep lain.</p> <p>d. Ide-ide siswa dapat menghubungkan konsep dengan menggunakan concept mapping dengan garis-garis, link, kotak, dan lingkaran.</p> <p>e. Setelah itu siswa membuat sebuah paragraf dengan topik yang berbeda.</p> <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <p>a. Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan.</p>		
3	<p>Post activity</p> <p>a. Evaluasi</p> <p>b. Guru menyimpulkan materi pembelajaran</p> <p>c. Guru memberikan tugas</p> <p>d. Guru menutup pelajaran dengan mengucap salam “Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>	20'	Toleransi

Sumber Belajar/Alat dan Media Belajar

1. Buku teks yang relevan
2. Picture
3. White board, board marker, dictionary
4. Paper

Penilaian

Tenik : Tes tulis

Bentuk : Urian

Instrumen

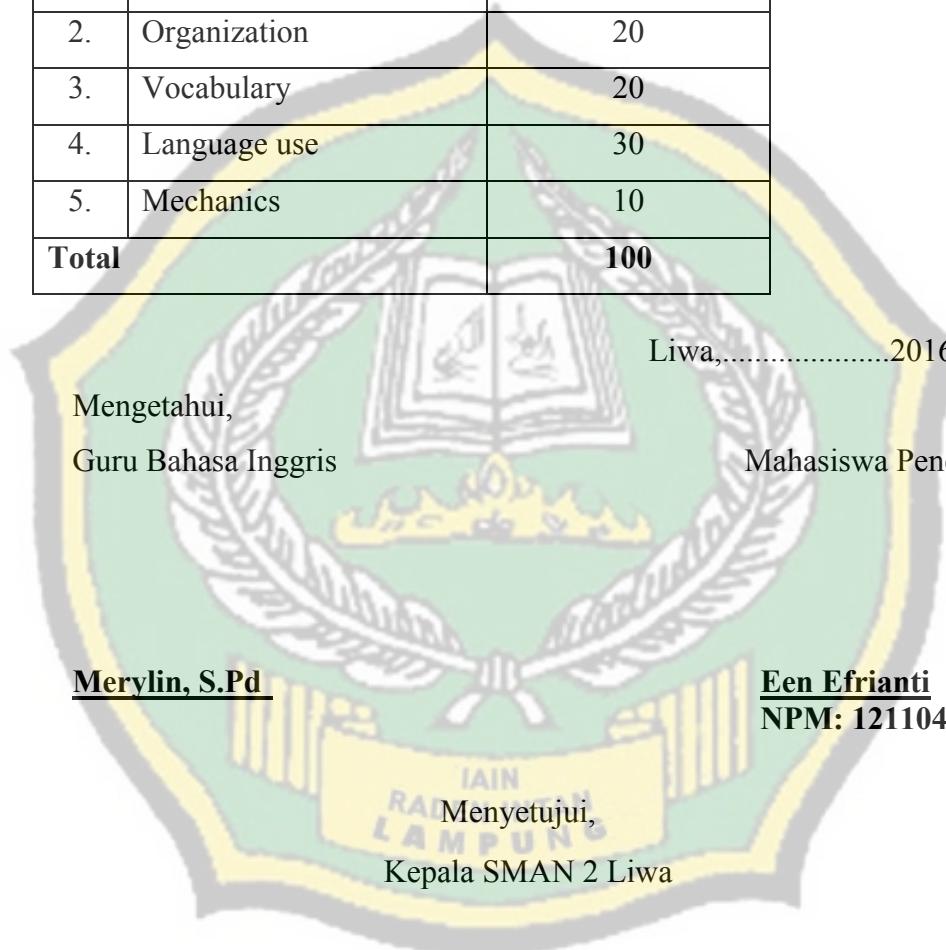
- I. *Make a descriptive paragraph about one of the your family!*

Pedoman Penilaian

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Rubrik penilaian

No	Aspek	Skor
1.	Content	20
2.	Organization	20
3.	Vocabulary	20
4.	Language use	30
5.	Mechanics	10
Total		100



Liwa,2016

Mengetahui,
Guru Bahasa Inggris

Mahasiswa Peneliti

Merylin, S.Pd

Een Efrianti
NPM: 1211040144

Menyetujui,
Kepala SMAN 2 Liwa

Drs. Ansori, M.Pd
NIP. 19640314 199102 1 002

Rencana Pelaksanaan Pembelajaran

(RPP)

Experimental Class

Sekolah : SMAN 2 Liwa

Kelas/semester : X/ 1 (Experimental Class)

Pertemuan ke : 3

Alokasi waktu : 2 x 45 menit

Skill : Writing

Standar kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dalam bentuk descriptive.

Indikator

1. Memahami pengertian paragraph descriptive
2. Mengidentifikasi tujuan dari paragraph descriptive
3. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive

4. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics

Tujuan Pembelajaran

Setelah melakukan kegiatan pembelajaran, siswa diharapkan mampu:

1. Memahami pengertian teks descriptive
2. Mengidentifikasi langkah-langkah retorikal dalam menulis teks berbentuk descriptive
3. Menulis teks descriptive dengan akurat sesuai dengan element writing yaitu content, organization, vocabulary, language and mechanics.

Materi Pembelajaran

1. Lima aspect dalam writing

Lima aspect dalam writing antara lain: content, organization, vocabulary, language, mechanics

2. Rhetorical structures which are used in descriptive paragraph

Structure Descriptive Paragraph (generic structure) adalah:

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan
3. Ciri-ciri descriptive paragraph
 - a. Menggunakan simple present tense
 - b. Menggunakan attribute verb, seperti be (am,is,are)
 - c. Hanya fokus pada satu objek tersebut
4. Structure Text
 - a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
 - b. Menyebutkan sifat orang, binatang, benda, dan bagiannya, dan

- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai
5. Unsur Kebahasaan
- a. Penyebutan kata benda singular dengan *a* dan *the*, plural (-s).
 - b. Kata ganti *it, they, she, we, dst.; our, my., your, their, dst.*
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
 - d. Frasa nominal seperti *dark brown, cute littl cat, beatifuk red flower*.
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those,, my, their*, dsb secara tepat dalam frasa nominal
 - g. Ucapan, tekanan kata, intonasi.
6. The common grammatical patterns of a description include:
- a. Use of particular nouns, e.g. *an Australian icon*
 - b. Use of detailed noun groups to provide information about the subject, e.g. its is 183 m long and about 120 m wide
 - c. Use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
 - d. Use of relating verbs to provide information about the subject, e.g. *The Sydney Opera House Covers 1.8 Hectare Of Land*

Contoh Descriptive Paragraph

My Favorite Book

Well.. i want to tell you about my favorite thing. My favorite thing is book. I love book so much. You can find much knowledge from the book. Book have many types. There are story book, novel, comics, study books, short story books, etc.

Book has many colours and i love it. Because, its make me happy, and it can make me know about something positive for me. So, lets read a book, and many books can you read! But, you must choose the good for yourself. Dont forget to choose the book that can motivate and the book must be according to your age.

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Metode Pembelajaran / Teknik

Concept mapping

Langkah - Langkah Kegiatan Pembelajaran

NO	Kegiatan pembelajaran	Durasi	Karakter
1	<p>Pre activity</p> <p>1. Berdoa</p> <p>2. Mengucap ramah kepada siswa ketika masuk ruang kelas “Good morning student”</p> <p>3. mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name”</p> <p>4. Guru menanyakan materi minggu lalu pada siswa “Do you remember our previous lesson? What is it?”</p>	10'	Religious Santun Disiplin Tanggung jawab
2	<p>Main activity</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <p>1. Guru menjelaskan aspek dalam writing</p> <p>2. Guru menjelaskan tentang pengertian descriptive dan retorikal struktur dalam descriptive text.</p> <p>3. Guru meminta beberapa murid untuk menjelaskan tentang paragraph yang mereka buat dengan menggunakan concept mapping.</p> <p>Elaborasi</p> <p>Dalam kegiatan elaborasi guru:</p> <p>1. Langkah pertama adalah teacher's preparation. Ini berarti bahwa:</p> <ul style="list-style-type: none"> a. Guru memilih topik pelajaran b. Guru membuat sebuah daftar kata pada papan tulis dengan menggunakan kata yang familiar untuk objeknya. Misalnya objeknya 	55'	Kerja keras Komunikatif Rasa ingin tahu

	<p>adalah orang (mom or father)</p> <p>c. Guru juga dapat menggunakan gambar, foto yang berhubungan dengan konsep</p> <p>2. Langkah kedua adalah students' idea.</p> <p>Pada langkah ini:</p> <ul style="list-style-type: none"> a. Mintalah siswa untuk menjelaskan apa yang mereka pikirkan ketika mereka mendengar kata <i>Mom</i>, dalam hal ini bantulah siswa untuk menspesifikasikan dari objek tersebut seperti <i>tinggi, umur, rambut, wajah, mata dan yang lainnya yang berhubungan dengan objek</i>. Karena meskipun menggunakan kata-kata yang sama setiap siswa memiliki pemikiran yang berbeda-beda. b. Kemudian, guru menulis sebuah contoh paragraf deskriptif sesuai dengan penjabaran yang ada di papan. <p>3. Langkah ketiga adalah students group.</p> <ul style="list-style-type: none"> a. Siswa dapat mengungkapkan pendapat tentang materi yang diberikan b. Guru meminta siswa untuk mengidentifikasi hubungan antara konsep c. Guru meminta siswa untuk mendiskusikan topik pelajaran untuk memberitahu alasan dalam gagasan siswa dengan sub konsep untuk sub konsep lain. d. Ide-ide siswa dapat menghubungkan konsep dengan menggunakan concept mapping dengan garis-garis, link, kotak, dan lingkaran. e. Setelah itu siswa membuat sebuah paragraf dengan topik yang berbeda. <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p>	<p>Komunikatif</p> <p>Kreatif</p>
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	a. Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan.		
3	<p>Post activity</p> <p>a. Evaluasi b. Guru menyimpulkan materi pembelajaran c. Guru memberikan tugas d. Guru menutup pelajaran dengan mengucap salam “Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>	20'	Toleransi

Sumber Belajar/Alat dan Media Belajar

1. Buku teks yang relevan
2. Picture
3. White board, board marker, dictionary
4. Paper

Penilaian

Tenik : Tes tulis

Bentuk : Urian

Instrumen

- I. Make a descriptive paragraph about one of the your family!

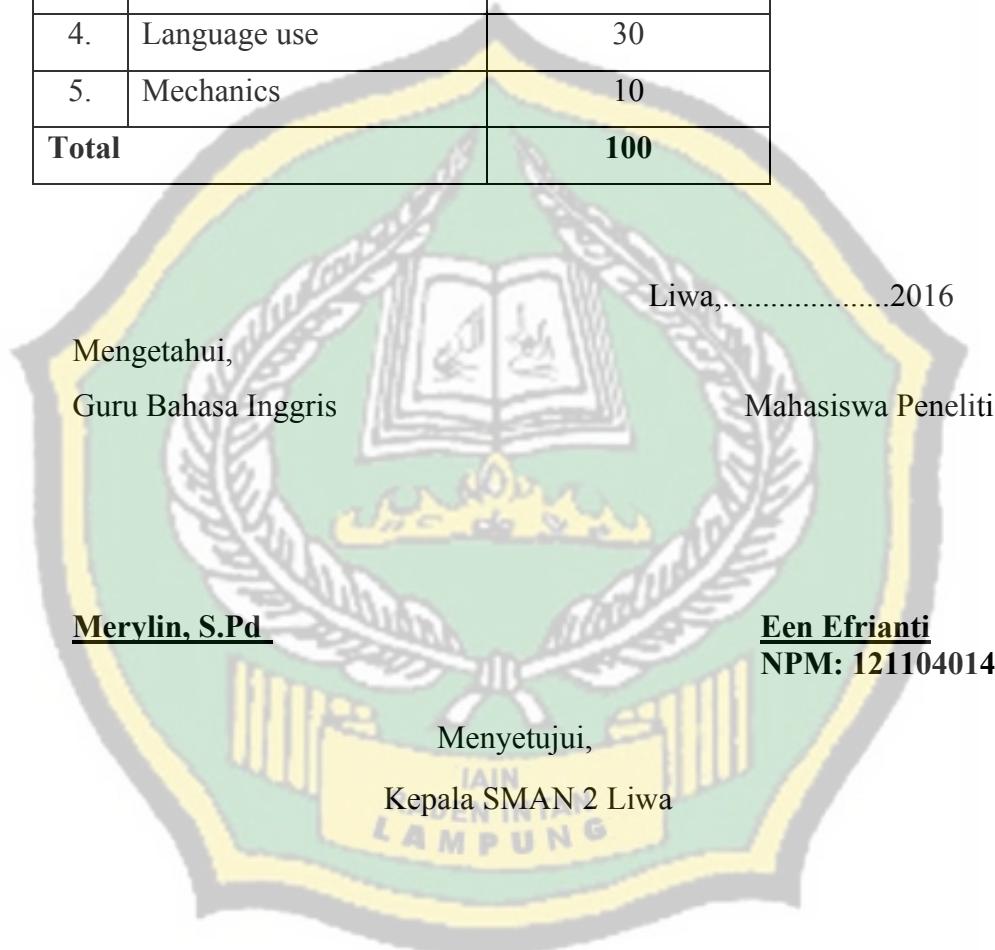
Pedoman Penilaian

Nilai siswa = Skor perolehan x 100

Skor maksimal

Rubrik penilaian

No	Aspek	Skor
1.	Content	20
2.	Organization	20
3.	Vocabulary	20
4.	Language use	30
5.	Mechanics	10
Total		100



APPENDIX 30**PRE-TEST**

Subject : English

Sub Matter : Writing

Sub Subject Matter : Descriptive Paragraph

Class/ Semester : X/ I

Instructions :

1. Write your name and your class clearly on the paper!
2. Use time adequately.
3. Work individually.

Directions :

1. Make a descriptive paragraph and 60 minutes for time allocation!
2. Write text by choosing one of the topics below :
 - a. B.J Habibie
 - b. My Class Room
 - c. A Dog

APPENDIX 31**POST-TEST**

Subject : English

Sub Matter : Writing

Sub Subject Matter : Descriptive Paragraph

Class/ Semester : X/ I

Instructions :

4. Write your name and your class clearly on the paper!
5. Use time adequately.
6. Work individually.

Directions :

3. Make a descriptive paragraph and 60 minutes for time allocation!
4. Write text by choosing one of the topics below :
 - a. My Father
 - b. My Hometown
 - c. A Cat