

**THE INFLUENCE OF USING TREE DIAGRAM TECHNIQUE (TDT)
TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT
THE EIGHTH GRADE OF MTs NEGERI 1 BANDAR LAMPUNG
IN 2017/2018 ACADEMIC YEAR**



A Thesis
Submitted in a Partial Fulfillment of
Requirements for S-1 Degree

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2018**

ABSTRACT

THE INFLUENCE OF USING TREE DIAGRAM TECHNIQUE (TDT) TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF MTs NEGERI 1 BANDAR LAMPUNG IN 2017/2018 ACADEMIC YEAR

BY:

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Writing is needed for students because writing a basic of language skills. In writing process was an activity to produce a well written language. The students' writing skill of MTs Negeri 1 Bandar Lampung is still low especially in writing descriptive text. Some techniques were needed by teacher to overcome that problem. One of techniques is Tree Diagram Technique (TDT). The objective of this research is to know whether the use of Tree Diagram Technique (TDT) influence for teaching writing of descriptive text at the eighth grade of MTs Negeri 1 Bandar Lampung in 2017/2018 academic year or not.

Quasi experimental design was used in this research. The population was eighth grade of MTs Negeri 1 Bandar Lampung. The total sample in this research was 323 students that were taken from two classes, VIII A and VIII D, by using Cluster Random Sampling. In collecting the data, an instrument was descriptive writing test. After giving the post-test, the data was analyzed by using normality and homogeneity test.

From the data analysis, it was found that the result of the test was t_{observed} (2.21) with t_{critical} (1.684), it means that the score of t_{observed} was higher than t_{critical} , so H_0 is rejected and H_a is accepted. Therefore, the use of Tree Diagram Technique (TDT) is influence for teaching writing of descriptive text.

Keywords: Descriptive text, Tree Diagram, Quasi Experimental Design, Writing Ability.



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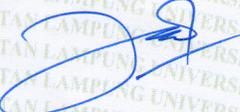
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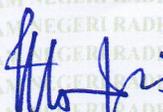
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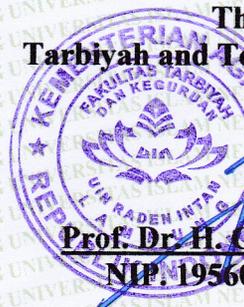
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DECLARATION

I hereby stated that thesis entitled “The Influence of Using Tree Diagram Technique (TDT) Towards Students’ Descriptive Text Writing Ability at The Eighth Grade of MTs Negeri 1 Bandar Lampung in 2017/2018 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

Bandar Lampung, April 2018
Declared by,

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MOTTO

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ
إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٧٧﴾

“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 would not the words of Allah be exhausted (in the writing): for Allah is Exalted in Power, full of Wisdom.”¹

[Luqman:27]

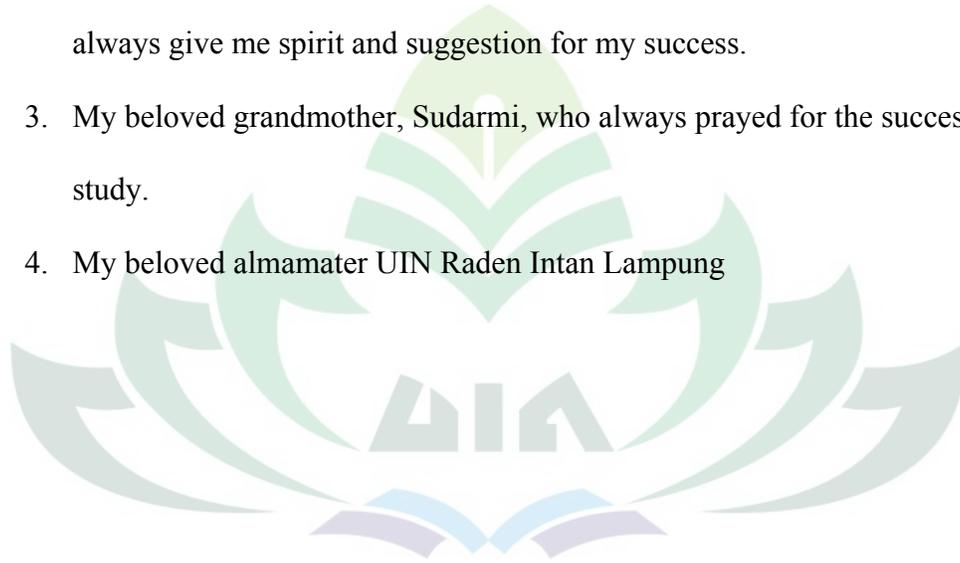


¹ Abdullah Yusuf Ali. *The Holy Qur'an Arabic Text with English Translation*, (New Johar:India,2006). p.1219

DEDICATION

This thesis is dedicated to:

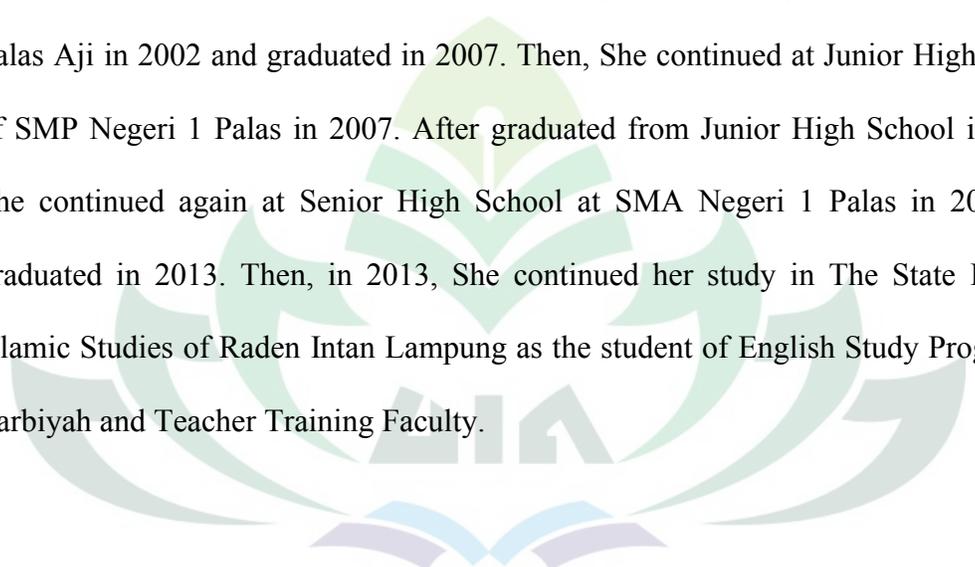
1. My beloved parents, my father Sayidina Ali and my mother Yumrotun, who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved brother, Sidik Pangestu and Akbar Muhamad Fadholi, who always give me spirit and suggestion for my success.
3. My beloved grandmother, Sudarmi, who always prayed for the success of my study.
4. My beloved almamater UIN Raden Intan Lampung



CURRICULUM VITAE

Chintya Nova Lestari was born in Tangerang on November 16th, 1994. She is the first child of three children of Mr. Saydina Ali and Ms. Yumrotun. She has two brothers whose name is Sidik Pangestu and Akbar Muhamad Fadholi.

She began her study at Kindergarten of Dharma Wanita Bangunan in 2000 and graduated in 2002. Then, She continued her study at elementary school of SD Negeri Palas Aji in 2002 and graduated in 2007. Then, She continued at Junior High School of SMP Negeri 1 Palas in 2007. After graduated from Junior High School in 2010, She continued again at Senior High School at SMA Negeri 1 Palas in 2010 and graduated in 2013. Then, in 2013, She continued her study in The State Institute Islamic Studies of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

A large, faint watermark logo is centered on the page. It features a stylized green tree with a white house-like shape at its base, all enclosed within a circular frame. Below the circle are two blue, curved shapes resembling an open book.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Tree Diagram Technique (TDT) Towards Students’ Descriptive Text Writing Ability At The Eighth Grade Of MTs Negeri 1 Bandar Lampung In 2017/2018 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weakness in this thesis. Therefore, the writer sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, April 2018
The Writer,

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TABLE OF CONTENTS

	Page
TITLE.....	i
ABSTRACT.....	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES.....	xv
LIST OF APPENDICES.....	xvi

CHAPTER I INTRODUCTION

A. Background of the problem.....	1
B. Identification of the problem.....	8
C. Limitation of the problem.....	8
D. Formulation of the problem.....	8
E. Objective of the Research.....	8
F. Use of the Research.....	9
G. Scope of the Research.....	9
1. Subject of the research.....	9
2. Object of the research.....	9
3. Place of the research.....	10
4. Time of the research.....	10

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Writing.....	11
1. Definition of Writing.....	11
2. Aspects of Writing.....	12
3. Concept of Writing Ability.....	13
4. Teaching Writing.....	15
5. Definition of Text.....	16
6. Definition of Descriptive Text.....	20
7. Students' Descriptive Text Writing Ability.....	24
B. Concept of Tree Diagram Technique (TDT).....	25

1. Definition of Tree Diagram Technique (TDT).....	25
2. Procedure of Tree Diagram Technique (TDT).....	27
3. Advantages and Disadvantages of Tree Diagram Technique in Writing.....	30
C. Teaching Descriptive Text By Flower writing Strategy.....	32
1. Procedure of Flower Writing Strategy.....	33
2. Advantages of Flower Writing Strategy.....	35
D. Frame of thinking.....	36
E. Hypothesis.....	38

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	39
B. Operational Definition of Variables.....	40
C. Population, Sample, and Sampling Technique.....	40
1. Population.....	40
2. Sampling Technique.....	41
3. Sample.....	42
D. Data Collecting Technique.....	43
E. Research Instrument.....	43
F. Research Procedures.....	45
a. Planning.....	45
b. Application.....	46
c. Reporting.....	47
G. The Validity and The Reliability.....	47
1. Validity of the Test.....	47
a. Content Validity.....	48
b. Construct Validity.....	48
2. Reliability of the Test.....	50
H. Data Analysis.....	51
1. Fulfillment of the Assumptions.....	52
2. Normality Test.....	52
3. Homogeneity Test.....	53
4. Hypothetical Test.....	54

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures.....	56
B. Result of the Research.....	57
1. Result of Pre-test.....	57
2. Result of Post-test.....	59
3. Result of Normality Test.....	61

4. Result of Homogeneity Test	62
5. Result of Hypothetical Test	63
C. Discussion	65

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	67
B. Suggestion	68
1. Suggestion to the teacher	68
2. Suggestion for the students	68
3. Suggestion for the School	69
4. Suggestion For the Future Researchers.....	69

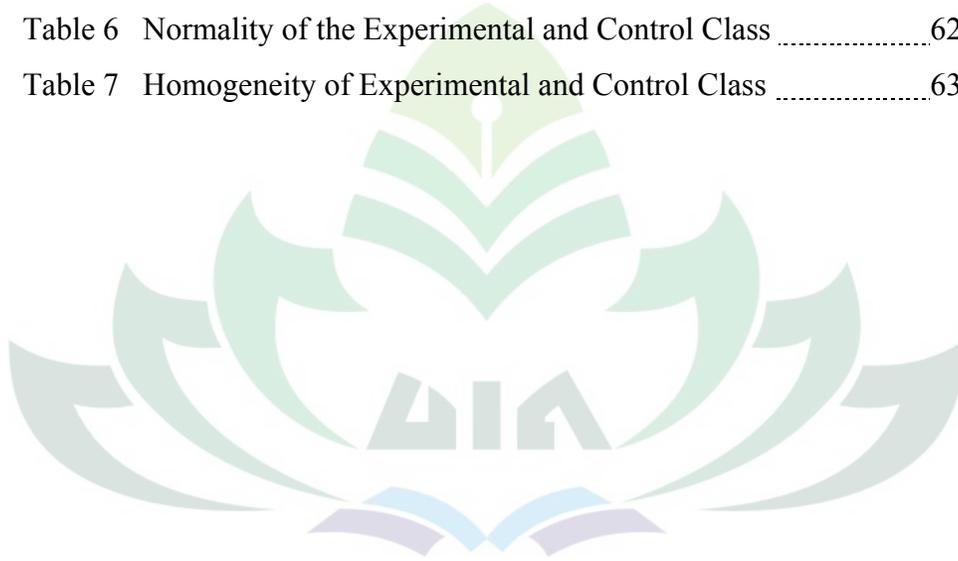
REFERENCES	70
-------------------------	----

APPENDICES	71
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LIST OF TABLES

	Page
Table 1 Population of the Eighth Grade.....	41
Table 2 Students' Score Pre-Test of Control Class	58
Table 3 Students' Score Pre-Test of Experimental Class	59
Table 4 Students' Score Post-Test of Control Class	60
Table 5 Students' Score Post-Test of Experimental Class	61
Table 6 Normality of the Experimental and Control Class	62
Table 7 Homogeneity of Experimental and Control Class	63



LIST OF APPENDICES

		Page
Appendices 1	Syllabus.....	71
Appendices 2	Lesson Plan for Control Class.....	75
Appendices 3	Lesson Plan for Experimental Class.....	88
Appendices 4	Validation Form.....	104
Appendices 5	Instrument Writing for Pre-test.....	105
Appendices 6	Instrument Writing for Post-test.....	106
Appendices 7	Scoring Rubric Writing.....	107
Appendices 8	Name Code Experimental Class.....	110
Appendices 9	Name Code Control Class.....	111
Appendices 10	Students' Pre-Test Result of Control Class.....	112
Appendices 11	Analysis of Students Score of Pre-Test in Control Class.....	113
Appendices 12	Students' Post-Test Result of Control Class.....	115
Appendices 13	Analysis of Students Score of Post-Test in Control Class.....	116
Appendices 14	Students' Pre-Test Result of Experimental Class.....	118
Appendices 15	Analysis Students Score of Pre-Test in Experimental class.....	119
Appendices 16	Students' Post-Test Result of Experimental Class.....	121
Appendices 17	Analysis Students Score of Post-Test in Experimental class.....	122
Appendices 18	Reliability of Pre Test.....	124
Appendices 19	Reliability of Post Test.....	125
Appendices 20	Analysis Normality Test of Pre Test in Control Class.....	126
Appendices 21	Analysis Normality Test of Pre Test in Experimental Class.....	127
Appendices 22	Analysis Normality Test of Post Test in Experimental Class.....	128
Appendices 23	Analysis Normality Test of Post Test in Control Class.....	129
Appendices 24	Hypothetical Test Experimental and Control Class.....	130
Appendices 25	Homogeneity Test.....	131
Appendices 26	Hypothetical Test.....	133
Appendices 27	Interview Students.....	136
Appendices 28	Interview Teacher.....	137
Appendices 29	Photo Documentation.....	138
Appendices 30	Result of Descriptive Text by Students.....	143

CHAPTER I INTRODUCTION

A. Background of the Problem

Everyone always uses language in their communication. Language is considered to be a system of communicating with other people using sounds, symbol and words in expressing meaning, idea or thought, feeling both in spoken and in written form. Language can be used in many forms, primarily through oral and written communication as well as using expressions body language.¹ In addition, based on Ar-Ruum verse 22 explained:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ فِي ذَلِكَ لآيَاتٍ لِلْعَالَمِينَ

Meaning: And of His sign in the creation of the heavens and the earth, and the diversity of your language your colors. Indeed in that are signs for those of knowledge.² So, language is very important because it is always used by people to communicate with other and as a media of communication to share information with other people.

¹ AS Hornby. *Oxford Advanced Learner's Dictionary*. 8th Editions. Oxford University Press. 2010.P.834

² Al-Jazari, Syaikh Abu Bakar Jabir, *Tafsir Al-Qur'an Al- Aisar* (Jilid 5), (Jakarta Timur:Sunnah Press,2008)

The function of language is so important for human life.³ Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.⁴ It means that language need for everyone because as a part of communication to communicate with other people.

Every country has its own language, but there should be a language in common that people can use. The language must be mastered by all people in the world. For joining the world competition, they are demanded to master the language, it is English.

In our country, English is the second foreign language. It means that English is a compulsory learning subject that must be taught for the students. Although the position of English is only as a foreign language, it means that English is only used in certain situation, and it is not used in the daily life but English has an important part in our education. English becomes one of the requirements subjects that should be passed to graduate from the last national examination. It proves that how important English is to be learnt.

In the process of learning English, there are four language skills that should be mastered by students. The four language skills are listening,

³ Sanggam Siahaan, *Issues in Linguistics* (yogyakarta:Graha Ilmu, 2008), p. 185.

⁴ Jeremy Harmer, *The Practice of English Language Teaching* (4th ed) (Edinburgh Gate: Pearson Longman, 2007), p. 13.

“Read in the name of the lord and cherisher, who created. Created men, out of a (mare) clot of congealed blood. Read! And the Lord is most beautiful. He who taught (the use of) pen. Taught man that which he knew not”.⁶

God’s the most Akram it is God’s who has made the pen as a tool to deliver ideas through writing and to provide understanding to others as his case orally which is also a tool to express ideas with speech. It means that pen is used to write, and the result of using pen is writing. By writing the people will get some information. That is why human being needs to learn how to write correctly.

Writing is different from other language skills. Writing is more complex than the other skills because to make good writing students should master structure and grammar. It is skill of a writer to communicate information to reader or a group of reader. Students skill is also realized by them ability to apply the rules of languages them is writing to transfer the information in them mind effectively. The ability of them has included all the correct grammatical aspects of the language them is writing. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective.

⁶ Muhammad Taqi-ud-din Al Hilali, *Interpretation of the meaning of the Noble Quran in the English Language*, (Riyadh: Darussalam,1996),p.902

Many strategies to teach students according to the materials or potencies of the students.⁷

Based on the preliminary research that was in MTs Negeri 1 Bandar Lampung, the writer found that the students of eighth grade still have many problem in learning English especially in writing. The students did not understand about writing text or writing sentences. They were not able to arrange the sentences according to the truth rules of tenses and also they wrote the English sentences the same way as Indonesian pattern.

Based on interview with English teacher the students have many problems in learning English, the principle problem is the students did not know how to express their ideas and what to write. The students also made so many mistakes of rules on their writing and their score is very low less than 73.⁸ According to Brown the criteria of writing score is still poor if the students writing score get 36-58.⁹ The score taken based on pronunciation, grammar, vocabulary, fluency, and comprehension by Brown, based on the data obtained by writing test from the students of the eighth grade at MTs N 1 Bandar Lampung, as from 323 students of VIII grade only 118 (37%) students got score above criteria and 201 (63%) students got under criteria. So, it can

⁷ Herrel and Jordan. *Fifty Strategies for Teaching English Language Learners*. (New Jersey: Pearson Education Inc), p. 12

⁸ Dian Syafarina. *English Teacher*, at MTsN 1 Bandar Lampung, on Friday, November 16, 2016. *An Interview*.

⁹ H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.341

be said that students' descriptive text in writing ability in MTs N 1 Bandar Lampung is still low, because the students have little practice in writing descriptive text.

The writer interviewed one of the students that was only little variation technique in teaching writing in the classroom, so the students got difficulty to express their ideas to learn writing.¹⁰ In this case the teacher must have many new technique in learning teaching process in order that the students can be more creative and easier to develop their ideas especially in writing.

One of technique is Tree Diagram Technique (TDT). Tree Diagram Technique is technique that a guide for students to plan their writing before they start writing the first draft. In other words, Tree Diagram Technique is an outlining technique which is carried out before the students start writing. It helps students plan their writing, organize their thoughts, and clarify their thesis statement.¹¹ The tree diagram technique is great technique for writer of descriptive text writing ability and helps the students make a simple sentence and describe it in detail. The writer assumes that by using tree diagram technique, the students could develop their descriptive text writing ability well.

¹⁰ Adellia N.P. One of students in MTs Negeri 1 Bandar Lampung

¹¹ Lee, C. C. 2004. *Improving Coherence in Students' Writing*. Nanyang Technological University (Singapore) p.141

Writing is removed and they do not come to regard writing as a painless and tedious chore. Teacher should introduce the 'tree diagram' to students as pedagogy in teaching of writing essay.¹² Tree diagram could be effective to develop and organize their ideas in writing hortatory exposition text.¹³ The implementation of brain-sketching technique has a good effect because make the students more active to arrange their thoughts.¹⁴

The writer has a different research from some research above that is mean tree diagram toward descriptive text that have drawn individually to see how far they understood the material.

Based on the explanation above, the writer was interested to conducting a research entitled: "The Influence of using Tree Diagram Technique (TDT) Towards Students' Descriptive Text Writing Ability at the Eighth Grade of MTs Negeri 1 Bandar Lampung in 2017/2018 Academic Year".

¹² A Journal from Gopala Krishan, Writing essay using tree diagram as a tool, available on <http://www.iteslj.org/> Accessed on Thursday 28th, September 2017.

¹³ A journal from Yunita sari, teaching hortatory exposition writing through tree diagram technique. Available on <http://www.edu.acadwrite/html/> Accessed on Thursday 28th, September 2017.

¹⁴ A journal from Erwin Akib, Brain-sketching technique for descriptive text it improving writing skill, Available on <http://dx.doi.org/>. Accessed on Thursday 28th, September 2017.

B. Identification of the Problem

Based on the background of problem above, the writer identified the problem as follow:

1. Students' descriptive text writing is low.
2. Students often find some difficulties in writing descriptive text.
3. No variety of techniques is used by the teacher in teaching writing

C. Limitation of the Problem

Based on the identification of the problem above, the writer focused only on the influence of using of Tree Diagram Technique (TDT) towards students' descriptive text writing ability.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the writer formulated the problem: is there any significant influence of using tree diagram technique towards students' descriptive text writing ability?

E. Objective of the Research

Related to the problem formulation, the objective of the research was to find out whether or not there was a significant influence of using tree diagram technique towards students' writing ability in descriptive text at the eighth grade of MTs Negeri 1 Bandar Lampung in the academic year of

2017/2018.

F. Use of the Research

This research is hopeful expected to use:

a) For the Students

By using tree diagram technique, it was hoped that the students would more interested and motivated in descriptive text writing ability and gave the students positive effect on their English achievement.

b) For the Teacher

To inform the English teacher that teaching using tree diagram technique has good effected to students' writing ability, so the goal of learning could achieved.

G. Scope of the Research

In this research, the writer determined the scope of the research as follows:

1) Subject of the research

The subjects of the research are the students at the eighth grade of MTs Negeri 1 Bandar Lampung.

2) Objects of the Research

The objects of this research are students' descriptive text writing ability and the used of tree diagram technique.

3) Place of the Research

The research is conducted at MTs Negeri 1 Bandar Lampung.

4) Time of Research

The research is conducted at the eighth grade of 2017/2018 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. Definition of Writing

Writing is one of four skills should be mastered by students, writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.¹ According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.² It means that writing can express the ideas, feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

Writing is regarded as an extension of grammar - a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.³ It means that writing is a complex

¹Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.

²Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

³*Ibid*, p.3.

process, which the students not only explore ideas and concrete to be realized in a text but also test of students' ability to make a writing correctly.

Moreover, according to Byrne too writing is procedure a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.⁴ It means that writing is the sequences of the word that is related each other and systematically in order to give the information to the reader. In addition, that written product are often the result of thinking, drafting, and revising.⁵ When we write, we think from the topic to the final draft of the writing.

Writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into languages.⁶ Writing represents what people think. It is because the writing process reflects things, which stay in the mind. Students who are refustant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

⁴ Donn Byrne, *Teaching Writing Skills. (New Edition)*, (Longman: London, 1993), p.3

⁵ H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.335

⁶ H. Douglas Brown, *Teaching by Principle: ...ibid*, p.336

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

2. Aspects of Writing

Writing is the skill of writer to communicate information to a reader or group of readers.⁷ It means that we must have ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly.

In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word / idiom).
4. Languages (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).⁸

⁷ Sanggam Siahaan, *op. cit*, p.2

⁸ Christopher Tribble, *Writing*, (New York: Oxford University Press,1996), P.130

Writing is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing.

Based on the explanation above, it can be concluded that writing is an ability to communicate or express ideas and thoughts on written form which fulfills five aspects of writing including content, organization, vocabulary, language, and mechanics effectively.

3. Concept of Writing Ability

Writing is one of the four skills of listening, speaking, reading, and writing.⁹ Raimes states that writing is a skill in which we express ideas, feeling, and thoughts that arranged in words, sentences and paragraph by using eyes, brain and hand.¹⁰ Writing is the ability to create words or idea of the writer. It means that writing ability is one of English skill that aims to express the ideas, thoughts, and feeling in order to the readers can understand about the writers' ideas, thoughts and feelings.

The concept of writing ability is the process involving two features of writing communication simultancously, for example the concept of writing

⁹ Jeremy Harmer, *How to Teach Writing*,(London: Pearson Education. 2004) p.31

¹⁰ Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University press,983), p.2

and the use of language. There are some tips which can help improving writing ability those are:¹¹

1. Use acceptable grammatical systems (e.g. tense, agreement, pluralization, patterns and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Appropriately accomplish the communicate functions of written texts according to form and purpose.
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text
9. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
10. Brush up on grammar and style.

¹¹ H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.343

Based on the explanation above, the researcher concludes that writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the reader. Writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their idea to be a good proper use such aspect as content, organization, vocabulary, language, and mechanics.

4. Teaching Writing

Teaching writing that should be considered by the teacher into some part. The first principle of teaching writing is making the students understand the reasons for writing. The teacher explain what will they write and what they write for. It makes the students the aim of their writing. The second principle of teaching writing is providing many opportunities for the students to write. The students are provided with enough time and leisure to write because writing is not easy process. The third principle of teaching writing is making feedback helpful and meaningful. The teacher should give comments as the feedback to what the students have written. The comment must be clear and support for the students so they can do better. The fourth principle of teaching writing is clarifying for yourself, and for your students, how their writing will be evaluated. An evaluation is needed by the students as the

measurement toward their writing. It will help them to increase their writing ability that before by knowing what is the mistake that they done.

Furthermore, teaching writing focused on the written product rather than on the writing process. The product is expected to the result of writing process. Appropriate writing process will deliver a good writing product in written form that can be comprehended by the reader easily.

From the explanations above, the writer takes a conclusion that teaching writing is a guideline and direction for the teacher to run the teaching writing well. It helps the teacher to guide the students in good process of writing. Teaching writing consists of several steps that can be done by the teacher in supporting the teaching writing in classroom.

5. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaningful spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.¹² It means that text is a number of words to give a message to somebody in written or spoken.

¹²Mark Anderson, Kathy Anderson, *Text Type in English* (South Yarra: Mackmillan Education Australia, 1997), p.1.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹³ It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

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

They are;

1. Spoof

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

2. Recount

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

3. Report

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

4. Analytical Exposition

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

¹³Ken Hyland, *Teaching and Researching Writing*, Second Edition (Edinburgh Gate: Pearson Education Limited, 2009), p.8.

5. News Item

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

6. Anecdote

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

7. Narrative

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

8. Procedure

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

9. Description

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

10. Hortatory Exposition

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

11. Explanation

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

12. Discussion

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

13. Reviews

Review is a text to critique an art work or event for a public audience.¹⁴

Based on those explanations, it can be concluding that there are many kinds of text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, the writer only focus in descriptive text as the form of writing that will be investigated because this kind of writing form is concluded as the material should be learned by the students for the tenth grade.

Moreover, the students have already learned about it, so that the writer will be easier to find out the influence of using graphic organizers toward students' writing ability in descriptive text. From the definition above, it means that there are many kinds of text in English for teaching and learning, and the writer concludes that text is an original word of something written, printed, or spoken to describe about something to one people to another.

¹⁴Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220.

6. Definition of Descriptive Text

Descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being (certain thing, our pets, or someone we know well), it is different from report text which describes something in general (for example a specific of animal species, an architect of certain era, and so on).

Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.¹⁵

According to Kane, description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but

¹⁵ Miller, George. 1986. *The Prentice-Hall Reader*. New Jersey: Prentice Hall.p.328

description also deals with other kinds of perception.¹⁶ Anderson added that descriptive text is different from information reports because they described a specific subject rather than general group.¹⁷ Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.¹⁸

a) Purpose

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

b) Rhetorical structure

A descriptive writing has generic structure. They are:

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

c) Grammatical Pattern

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

Descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

¹⁶Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000), p.6.

¹⁷Anderson, *Op. Cit*, p. 28.

¹⁸Pardiyono, *Pasti bisa Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 34.

a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

b. Description of a place

In describing a place for example a room, what should you describe first? wall? floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged.

c. Description of things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

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

d) The Example of Descriptive Text Writing

Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

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

Example 1.1

The Example of Descriptive Text Writing

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

7. Students' Descriptive Text Writing Ability

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the writer also must practice it more and rapidly. Descriptive writing is to describe a person, thing, places, or an animal that has been specific. And descriptive writing also giving more information about a person, thing, place, or animal using appropriate details".¹⁹ It means that the purpose of descriptive text is to describe objects or persons in which the writer will interest.

There are some components that are used in scoring writing ability. According to Tribble, there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.²⁰ It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

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

¹⁹Otong Setiawan Djuharie, *Easy Writing* (Bandung: CV. Yrama Widya, 2009), p. 153.

²⁰Christoper Tribble, *Op. Cit*, p. 130.

B. Concept of Tree Diagram Technique (TDT)

1. Definition of Tree Diagram Technique (TDT)

Tree diagram is simply as one example of mapping.²¹ Whereas the tree diagram is a central idea surrounded by the branches of related ideas, tree diagram comes up with a diagram looks like a tree. It starts with its “root” as a central or key idea and then it will be followed by some ideas related and they derives. It starts with a single node, with branches emanating to additional nodes, which represent mutually exclusive decisions or events.

Tree diagram is based upon “family tree” organizational graphic that required to record how subordinate facts or statement are related to one another and to a larger, unifying statement.²² Tree diagram also may be utilized as a main idea/supporting details type of graphic organizer. This type of graphic organizer is helpful when you want students to find the main idea of paragraph or section. The main idea or topic is written in the top box. Then students must analyze the reading further for information that demonstrates or support that main idea or topics.

Tree diagram can be used to represent the relationships between different factors in a problem, tree diagram is must often use with problems

²¹ Tony buzan. *Buku Pintar Mind Map*, (Jakarta : Gramedia Pustaka Utama, 2007, p.26

²² A journal from George Jacobs, Quick writing: a technique for invention in writing Available on <http://dx.doi.org/10.1093/elt/40.4.282/>. Accessed on Tuesday 14th, November 2017.

where it is necessary to work out all possible combination of the different factors in the problem. Using tree diagram enables the problem solver to visualize the different factors of the problem more easily.

Tree diagram can ease the students to organize, classify, generalize, and visualize their ideas when they are up to make any genres of writing. Comparing with the practicality of mind map, tree diagram has more advantage where the writer will not be flustered when he comes to the stage of writing his idea sentence by sentence. Tree diagram aslo can activate the left and right brain to balance it because it can be mixed up with pictures. Surely the tree diagram is so useful to help the students more active in their writing activities.

Tree diagram is an outlining technique which is carried out before the students start writing. It helps students plan their writing, organize their thoughts, and clarify their thesis statement.²³ Therefore, tree diagram is a guide for students to plan their writing before they start writing the first draft. Tree diagram is a figure to create new ideas and arrangements writing text or paragraph.²⁴

²³ Lee, C. C. 2004. *Improving Coherence in Students' Writing*. Nanyang Technological University (Singapore) p.141

²⁴ Fowler, H. R., & Aaron, J. E. (2007). *The Little, Brown Handbook*. New York: Pearson Education, Inc. p.5

In line with this, points out that tree diagram helps students see a start of their writing. It also helps them keep track of their ideas.²⁵ The tree diagram, started in the middle of 1980s, is a simple mnemonic device to guide students through the steps of writing a well-developed paragraph and with some modifications can be used in writing well-developed essay.

This research focused on improving students' achievement in writing skill. Moreover, the previous study used teacher-student conference in the sharing stage while this study used peer-assessment and publishing to give feedback on the students' writing products.

It can be concluded that the influence of Tree Diagram Technique had improved the students' achievement in their writing and their involvement in the teaching and learning process as well. Therefore, this technique can be used in the classroom as an alternative technique for teaching writing.

2. Procedure of Tree Diagram Technique (TDT)

Below the procedure of teaching writing ability by using tree diagram technique, follows:

1. The teacher explains about the text or paragraph
2. The teacher explain about the text or paragraph, and explains about Tree

Diagram

²⁵ Riley. *The Tree: a Graphic Organizer for Paragraph and Summary Organization*.2003.p.31

3. The teacher asks the students to make text or paragraph
4. The teacher guides the students to make a simple sentence from their idea which will be written the first by them
5. The teacher guide the students to visualized and lists (make visualize and list of everything in their mind)
6. And the last, students can describe by show. Show is describing it in detail (describe of everything in mind in detail).²⁶

Another procedure in teaching writing ability by using tree diagram technique that is,

1. The teacher relates students' prior knowledge with the teaching materials by showing the pictures and asking some questions regarding the material.
2. The teacher explained the materials that were taught through tree diagram technique that was how to write good descriptive text writing; teacher draw tree diagram about the topic and then from that topic the teacher explained about the generic structures and language features of descriptive text.
3. The students work in pairs make tree diagram from the topic that give and then made a description text based on the tree diagram that have drawn, during work in pairs each person gave comments and suggests in

²⁶ Mc Niff, J. 1998. *Action Research: Principles and Practice*. New York: Macmillan Education, Limited.

developing and organizing ideas of description text. After finishing the exercise, they submit it.

4. Asked the students make tree diagram from the topic that give.²⁷

Based on explanation above that the procedure of tree diagram technique is,

1. The teacher relates students' prior knowledge with the teaching materials by showing the pictures and asking some questions regarding the material.
2. The teacher guides the students to make a simple sentence from the picture which show by the teacher
3. The teacher explained the materials that were taught through tree diagram technique that was how to write good descriptive text writing
4. Teacher draw tree diagram about the topic and then from that topic the teacher explained about the generic structures and language features of descriptive text.
5. The students work in pairs make tree diagram from the topic that give and then made a description text based on the tree diagram that have drawn, during work in pairs each person gave comments and suggests in developing and organizing ideas of description text. After finishing the exercise, they submit it.

²⁷ Lee, C. C. 2004. *Improving Coherence in Students' Writing*. Nanyang Technological University (Singapore) p.149

6. Asked the students make tree diagram from the topic that give.
7. The teacher guided the students to visualize and lists.

3. The Advantages and Disadvantages of Tree Diagram Technique in Writing

Tree diagram technique improves all students' participation in process teaching learning in writing and make them active with their assignment in order to get things done, with the result they can be active in the process of teaching learning in writing. Advantages and disadvantages of use Tree Diagram Technique are as follows:

1) The advantages

- a. The technique can improving the students to organize, classify, generalize, and visualize their ideas when they are up to make any genres of writing;
- b. The technique also can activate the left and right brain to balance;
- c. The technique can improving the students' ability with the new subject and students learning motivation;
- d. The technique is effective as model to improve students ability to present their result from the learning process; and
- e. The technique is effective to improve their new vocabulary.

The advantages of tree diagram technique “First, it helps students organize their ideas because the components of the tree diagram are well-connected and well-arranged. As the result, the students can write relevant sentences in their writings. Second, tree diagram serves as the guide for students so they can remember the main points they are going to write. It saves their time from wandering about what to write. The last advantage is that it helps students improve the quality of their writings because they can edit the language, the sentence structure, or the mechanics in the process of writing text using the tree diagram technique.²⁸

2) The disadvantages

- a. Using this technique continuously will make students bored to involve in the process of teaching and learning;
- b. In the first at the process of teaching learning, too much students feel difficult to understand the technique;
- c. In this technique the student confused to difference main idea and supporting idea;
- d. Too much students not focused because this technique not make the students interesting;
- e. If the teacher doesn't guide students well, there will be many students don't pay attention with teacher instruction.

²⁸ *Ibid* .p.147

C. Teaching Descriptive Text by Flower Writing Strategy

Flower writing strategy is one of the writing strategies that can be used by the teacher in learning process. Flower writing is a writing strategy involves writing down the central idea supported by the details around that have connection to make a complete paragraph.²⁹ This is writing strategy in flower form that can help the students explore their critical thinking to make paragraph. Furthermore, Flower writing is a writing strategy to create the creativity and sense of students in taking a writing section by finding the main ideas from the text and determine the supporting details that is related to the topic aimed to construct a good paragraph.³⁰

This strategy provides the space to put the main ideas that will write in the text, and space to put the supporting detail around it. The students are guided to find the main ideas first, and then determine the supporting detail that related to the main ideas. The writer takes conclusion that Flower writing strategy that is designed as a guideline for the students in constructing a text or essay based on the steps and point that is provided by this strategy. Flower writing strategy is also one of a good strategy that can be used by the teacher to measure the ability of students in writing and help the students how to write

²⁹ Corrine, Burton. 2006. *30 Graphics Organizers: With lessons & Transparencies*. Huntington Beach: Shell Education.p.24

³⁰ Holmes, David. 2001. *Teaching Strategy: Create An Interesting Classroom Activity*. University of North Dakota. Pdf. Retrieved on November 8th

good sequence of text. This is a simple and interesting strategy to be applied in classroom.

1. Procedure of Flower Writing Strategy

The procedure of Flower writing strategy as follow:

- a. Teacher asks the students to sit in pair.
- b. The teacher shows the sheet of Flower writing strategy. The teacher explains about Flower writing strategy to the students and how to complete it.
- c. The teacher and students discuss how to make a text by using Flower writing strategy above.
- d. The teacher leads the students to find the main idea / topic based on the picture that students see. The teacher leads the students by giving the questions that is related to the picture.
- e. After that, the teacher lead the students to find the characteristic of the picture by giving some questions that is related to the picture.
- f. Before going to make the text, the teacher teaches the students about the conjunction word.
- g. After completing the diagram, the teacher arranges the sentences in the diagram into a good descriptive paragraph.
- h. After the students got the text, the teacher gives the students opportunity to read the text many times carefully.

- i. The teacher and the students discuss some difficult words that are founded by students in the story.
- j. After the teacher explains how make the text by using Flower writing strategy. Then the teacher asks the students to make a text by themself based on the picture that is provided by the teacher.
- k. The teacher asks the students to choose one of the pictures above that will be written into text by using Flower writing strategy.
- l. The teacher leads the students to find the main idea based on the pictures that the students get. The teacher gives the some question that is related to the main idea of the picture.
- m. After that, the teacher lead the students to find the characteristic of the picture by giving some questions that is related to the picture
- n. After students make text from the sheet, the teacher asks the students to check their paper by exchanging with another. They revise it based on the teacher's guideline.
- o. After revising the friend's paper, the paper are given back to the owner.
- p. After getting the paper, the students edit and revise the mistakes on their text.
- q. The teacher asks the students to rewrite the text and collect it to the teacher.

2. Advantages of Flower Writing Strategy

That some advantage of Flower strategy are to help the students to make a good descriptive text easily by following the graph and steps. This strategy makes the students work and think independently to find what subject that will be describe and arrange good equencing paragraph. Some advantages of Flower writing strategy. They are:

- a. Flower writing strategy is an easy writing strategy to be applied at any level. This strategy in not focus to certain level, but it can be applied to any level of students.
- b. Flower writing strategy can be applied in group or individually.
- c. Flower writing strategy can create an individual creative thinking of students to find the topic and supporting detail to make an essay.
- d. Flower writing strategy provides some simple steps to help the students in writing paragraph.³¹

³¹ Jones, David. C. 2011. *Teaching Strategies That Really Works*. Center of Teaching Excellence, Endicot Collage. Pdf. Retrieved on November 8th.

D. Frame of Thinking

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

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

Flower writing is used to help the students in gathering. In teaching English descriptive text by using flower writing, the teachers have to provide

the flower strategy in order to help the students in gathering idea help the students easier in learning it.

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

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

By using Tree diagram, the students can learn more effective and efficient. It is because each students draw figure and/or diagram with words to show the supporting information and to explore a character, place or things. The students can learn descriptive text easier because by tree diagram they

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

E. Hypothesis

Based on problem, theories and frame of thinking which are discussed, the hypothesis of the research were formulated as follows:

Ha: There is a significant influence of using tree diagram technique (TDT) towards students' descriptive text writing ability at the eighth grade of MTs Negeri 1 Bandar Lampung in academic year of 2017/2018

Ho: There is no significant influence of using tree diagram technique (TDT) towards students' descriptive text writing ability at the eighth grade of MTs Negeri 1 Bandar Lampung in academic year of 2017/2018

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this Research the writer used quasi experimental design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment.¹ Quasi experimental design does not have random assignment. We do not have the opportunity for random assignment of students to a teacher or class. The common term for this type of group participants is intact. The writer chose two classes, one was the control class and the other was the experimental class.

The research design was presented as follows:

G1 (Random) :	T1	X	T2
G2 (Random) :	T1	O	T2

Notes:

G1 : The first group (Experimental class).

G2 : The second group (Control class).

T1 : pre-test

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

- T2 : post-test
- X : Treatment by using Tree Diagram Technique
- O : Treatment by using Discovery Learning Method

B. Operational Definition of Variables

The operational definition of variables of this research see follows:

1. Tree diagram is a technique that can help students to make simple sentence. Tree diagram is central idea surrounded by the branches of related ideas, tree diagram comes up with a diagram looks like a tree. It is activity where students become more interesting to write sentence.
2. Writing ability descriptive text is the students to produce or compose a sentence or paragraph correctly. Criteria of good descriptive paragraph; they are content, organization, vocabulary, language and mechanics.

C. Population, Sample and Sampling Technique

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.² According to Ary *et.al* large group about which the generalization is made that is called a population. A population is defined as all members of

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

any well-defined class of people, events, or objects.³ So, population in this research was all the students of the eighth grade of MTs Negeri 1 Bandar Lampung in 2017/2018 academic year. The total number of students is 323.

Table 1
The Population of the Eighth Grade of MTs Negeri Bandar Lampung in 2017/2018 Academic Year

No	Class	Gender		Total
		Male	Female	
1	VIII-KK	37	0	37
2	VIII-A	15	21	36
3	VIII-B	15	21	36
4	VIII-C	17	18	35
5	VIII-D	19	17	36
6	VIII-E	18	18	36
7	VIII-F	19	16	35
8	VIII-G	20	16	36
9	VIII-H	20	16	36
Total Number of the Students		180	143	323

Source: Document at the MTsN 1 Bandar Lampung

2. Sampling Technique

In getting the sample from population, the writer would use cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.⁴ The writer would conduct the research at the eighth grade. The eighth grade consists of nine classes, but it was quite hard

³ *ibid.* p.301

⁴ Schreiber, *Op. Cit.*, p.89.

to maintain all of the tenth grade students as sample of this research, so the writer would select two classes as the sample. Steps in determining the experimental class and control class as follows:

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

3. Sample

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.⁵ Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁶ The sample of this research will be divided into two classes. Because there were three classes, the class that would be as experimental class and control class will be chosen by sampling technique below.

⁵ Creswell, *Op.Cit.*, p.142.

⁶ Jack R. Fraenkel, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p.106.

D. Data Collecting Technique

In collecting data, the writer used some techniques. They are:

1. Pre Test, it used to know the students' descriptive text writing ability before the treatment. The test was done by asking the students to write their descriptive paragraph based on the titles that are provided. The scoring based on the appropriate of steps; contents, organization, vocabulary language and mechanic.
2. Post Test, it was done to know the students' descriptive text writing ability after they were taught by using the Tree Diagram Technique. The system and degree of difficulty of post-test were same as pre-test, so both of them were used to measure the students writing ability in order to know the development of students' writing ability after Tree Diagram Technique is applied.

E. Research Instrument

Before collecting the data, the writer would make an instrument. The instrument is a tool used to collect the data.⁷ The research instrument that would be used in this research was writing test. The writer would make two instruments, they are pre-test and post-test. In this research, the writer used writing paragraph test as the instrument. Writing paragraph test was chosen as the instrument because it was required the students to express their own idea

⁷ Sugiyono, *Op. Cit*, p.133.

and to decide the scale of instrument. It would measure certain writing abilities more effective than the objective test. Moreover the students wrote in their own idea and creativity, it could motivate the students to improve their writing ability.

The writer made two instruments, they were pre-test and post-test. The instruments of pre-test and post-test tested to compose the descriptive paragraph with the topic was decided by the writer.

The topics are:

a. Pre-test instrument :

1. My Mother
2. Beach
3. Rabbit

b. Post-test instrument :

1. My Father
2. School
3. Cat

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

F. Research Procedures

There are four steps in research procedure, they were:

1. Planning

Before the writer applied the research procedure; the writer made some planning to run the implementation well. There were some steps that should be planned by the writer. The procedure of making plan of this research was as follows:

1) Determining the subject

The writer determined the subject; the writer was chooses the eighth grade of MTsN 1 Bandar Lampung as the subject of the research. One class is the experimental class and another class, is the control class.

2) Preparing pre-test

The writer prepared a kind of test that given to the students to know the students writing ability.

3) Determining the material

The write determined the material that was taught to the students and material was writing

4) Preparing the Treatment

The writer taught writing ability by using Tree Diagram Technique in experimental class and taught by using exposition strategy in control class.

5) Preparing the post-test

The writer prepared a kind of test that was given to the students to know whether the students' writing ability increased or not.

G. Application

After making plan, the writer tried to apply the research procedure that were already planned. There were some steps in doing this research; they were:

- 1) In the second meeting, the writer gave pre-test. The test was in the form of write the words in 40 minutes. Students write the words with form descriptive text, with title is choose by the writer
 - a. My Mother
 - b. Beach
 - c. Rabbit
- 2) After giving the pre-test of the students, the writer gave the treatment by using Tree Diagram Technique with theme above in experimental class and gave the treatment by using Exposition Strategy in the control class.
- 3) In the last meeting, the writer gave post-test. The test was in the form of write the words in 40 minutes. Post-test will be administered to measure whether there is an improvement of students' writing ability. The students will be assigned to make a descriptive text based on the theme each of the titles consists of 60-100 words by choosing the titles that are provided.
The titles are:

- a. My Father
- b. School
- c. Cat

H. Reporting

The next step that was done in this research procedure was reporting.

There were two steps which done in reporting. The steps were as follows:

- a. Analyzing the data received from pre-test and post-test.
- b. After collecting the data, the researcher will analyze the data by quantitative

I. The Validity and The Reliability

1. Validity of the Test

Validity is a matter of relevance. It means that the test measures what is claimed to be measured.⁸ A test is valid if the test can really test what needs to be tested correctly. In other words, it has high accuracy to measure the aspects that needed to be measured. To measure whether the test has good validity or not, the writer analyzed the test from content validity and construct validity.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 2006, p.21

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.⁹ To make the test is valid, the writer gave the test related to the students' material in their school. It means that to get content validity the test will be adapted with an English teacher and the student book that is the test that suitable with subject that will be taught to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that will be measured because in this research the test is intend to measure students' writing ability of the eighth grade of MTsN 1 Bandar Lampung.

b. Construct Validity

Construct validity refers to assumption, showing the measurement use contains correct operational definite, which is based on the theoretical concept. Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound

⁹John W. Best and James V. Kahn, *Research in Education Seventh Edition* (New Delhi: Prentice-Hall, 1995), p. 295.

theory.¹⁰ It means that construct validity is focused on the aspects of the test which can measure the ability especially for students' descriptive text writing ability. In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measure and examined. When the writer measures or scores vocabulary in writing, the writer should make sure whether it is what really need to be measured.

Construct validity focuses on the kind of the test that is used to measure the ability. In other word, the test can measure what need to measured. In this research , the writer administrated a writing test, the scoring covers five aspects of writing that are adapted from Tribble, they are, contents, organization, vocabulary, language and mechanics. To make sure, the writer consulted the instrument to the English teacher. By considering these five aspects that would be scored, the English teacher MTsN 1 Bandar Lampung. The teacher is Mrs. Dian Syafarina S.Pd decided that test will be obtained construct validity or not.

¹⁰ *Ibid*, p.296.

2. Reliability of the Test

Reliability is a measurement of accuracy, consistency, or fairness of scores resulting administration of particular examination.¹¹ A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample. To ensure reliability of the scores and to avoid the subjectivity, the writer used inter-rater reliability. Inter-rater reliability is used when scores on the test are independently estimated by two or judges of raters. They are the teacher and the writer. According to Ary, Jacob, and Sorensen, a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The several different computational formula for computing Pearson's each result in the same answer (except for rounding errors). The correlation coefficient should be rounded to three decimal places. Rounding in the middle of a calculation often creates substantial errors, therefore, round-off only at the last calculation. Pearson's formula to calculate r follows:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

¹¹ Schreiber, *Op. Cit*, p.110.

Where r_{xy} = Product moment coefficient of correlation between X and

Y variables

$\sum XY$ = Sum of product of X and Y

$\sum X$ = Sum of the scores of X variable

$\sum Y$ = Sum of the scores of Y variable

$\sum X^2$ = Sum of square of X

$\sum Y^2$ = Sum of square of Y

Furthermore, to know the degree or the level of the reliability of writing test the writer consulted the criteria of reliability as follows.¹²

1. Between 0.800 until 1.000 = Very high reliability
2. Between 0.600 until 0.799 = High reliability
3. Between 0.400 until 0.599 = Medium reliability
4. Between 0.200 until 0.399 = Low reliability
5. Between 0.000 until 0.199 = Very low reliability

J. Data Analysis

After collecting the data, the writer would analyze the data by using independent sample t-test. There are two assumptions that would be done, before the researcher analyzed the data by using t-test.

¹² *Ibid*, p.319.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹³

2. Normality test

To analyze the data, the writer will use normality test to know whether the data was normally distributed or not so that the writer will decide what type of test that will be used to test the hypothesis of the research later. The normality test will be used to measure whether the data in the experimental class and control classes are normally distributed or not.¹⁴ In this case, the writer will use *Lilliefors* test as follows:

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

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

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

$$S_z = \frac{1, 2 \dots \dots \dots <}{\dots}$$

¹³ David M. Erceg-Hum, *Modern Robust Statistical Methods*. Crawley: American Psychological Association, p. 591

¹⁴ Budiyo, *Statistika Untuk Penelitian (Surakarta: Sebelas Maret University Press, 2004)*, p.170.

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

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution.
7. The test criteria:

H_0 is accepted if $L_{\text{observed}} < L_{\text{critical}}$, it means that the distribution or the data normally distributed.

H_a is accepted if $L_{\text{observed}} > L_{\text{critical}}$, it means that the distribution or the data are not normally distributed.¹⁵

3. Homogeneity Test

Another requirement test of deciding the types of research hypothesis test is homogeneity test. Homogeneity is used to determine whether the data is homogeneous or not. In this research, the writer will use F-test to measure the homogeneity of the data. The formula of F-test used as follows:¹⁶

$$F = \frac{\text{The bigger variance}}{\text{The smaller variance}}$$

¹⁵ Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467.

¹⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2013), p.275.

The hypothesis for the homogeneity tests are formulated as follows:

H_0 = Data have the homogenous variances

H_a = Data have not the homogenous variances

In this case the criteria for the homogeneity test are:

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

H_a is accepted if $f_{\text{observed}} < f_{\text{critical}}$, or ($f_{\text{observed}} < f_{\text{critical}}$).¹⁷

4. Hypothetical Test

After the writer knew that the data is normal and homogeneous, the data will be analyzed by using t-test in order to know the significance of the treatment effect. According to Ary, Jacobs, and Sorensen, the t test for independent samples is a straightforward ratio that divides the observed difference between the means by the difference expected through chance alone.¹⁸ A physical education teacher will be conducted an experimental to determine if archery students perform better if they get frequent feedback concerning their performance or do better with infrequent feedback. The formula that will be used in this research is independent sample t- test as follows:¹⁹

¹⁷ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.313.

¹⁸ Donal Ary *et.al*, *Op.Cit*, p.171.

¹⁹ *Ibid*, 172.

$$= \frac{\frac{\sum x_1 - \frac{(\sum x_1)^2}{n_1}}{n_1 - 2} + \frac{\sum x_2 - \frac{(\sum x_2)^2}{n_2}}{n_2 - 2}}{\frac{1}{n_1} + \frac{1}{n_2}}$$

Notes:

\bar{x}_1 = Mean of experimental class

\bar{x}_2 = Mean of control class

$\sum x_1$ = Average deviation in experimental class

$\sum x_2$ = Average deviation in control class

n_1 = Number of sample in experimental class

n_2 = Number of sample in control class

The hypothesis formulas are:

H_a : There is influence of using tree diagram technique (TDT) towards students' descriptive text writing ability at the eighth grade of MTs Negeri 1 Bandar Lampung in 2017/2018 academic year.

H_0 : There is no influence of using tree diagram technique (TDT) towards students' descriptive text writing ability at the eighth grade of MTs Negeri 1 Bandar Lampung in 2017/2018 academic year.

The criteria are:

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

H_a is accepted if $t_{\text{observed}} < t_{\text{critical}}$, or $(t_{\text{observed}} < t_{\text{critical}})$.²⁰

²⁰ Sudijono, *Op.Cit*, p.313.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedures

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

1. Determined the subject of research, namely the students at the eighth of MTs Negeri 1 Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test on Monday 13th, 2017 (it was given to the students out of the research sample).
5. Held pre-test on Tuesday 14th, 2017 and Wednesday 15th, 2017 in order to know students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data that was gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing tree diagram in teaching and learning descriptive text writing ability.

8. Held post-test on Tuesday 28th, 2017 and Wednesday 29st, 2017 in order to know students' score in descriptive text writing ability after the treatments.
9. Analyzed the data that was gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

B. Result of the Research

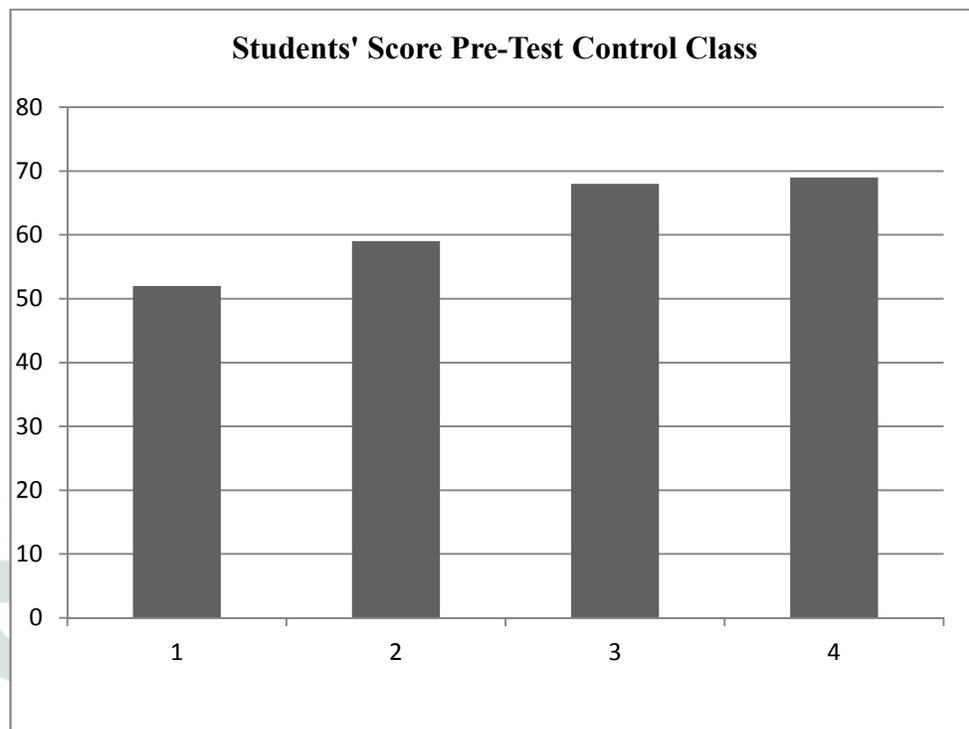
The research was aimed to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using tree diagram technique. The research was conducted of the eighth grade of MTs Negeri 1 Bandar Lampung. The number of population was 323 students of the eighth. Two classes as sample of research, they were VIII A and VIII D. In this case, the writer used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. Result of Pre-test

At the first meeting, the writer conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on November, Tuesday 14th, 2017 at 07.30 a.m for class VIII D

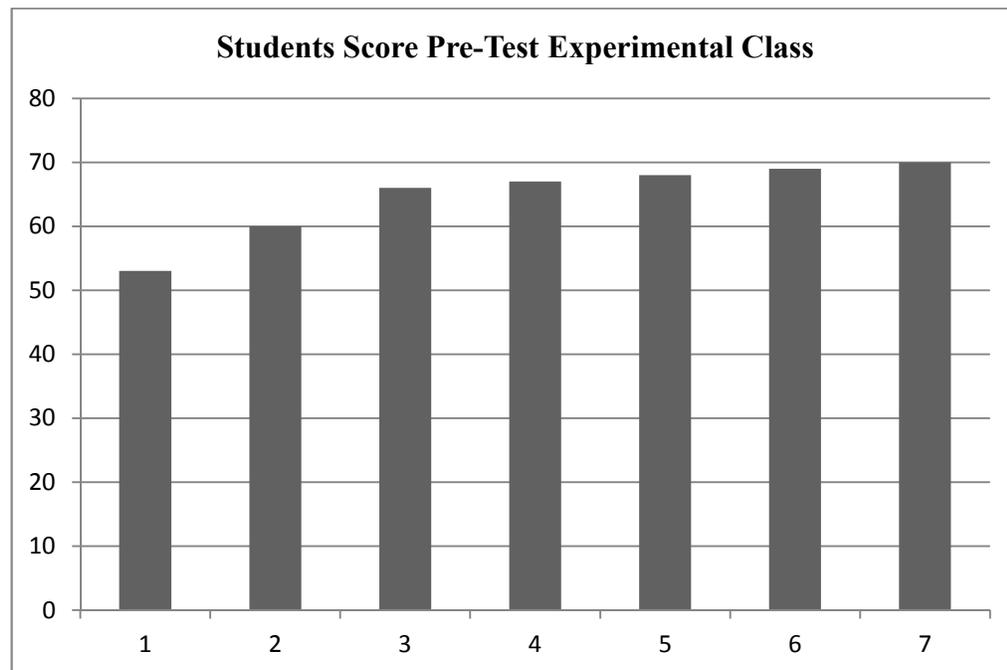
as the control class and on Wednesday 15th, 2017 at 8.30 a.m for class VIII A as the experimental class.

Table 2
Students' Score Pre-Test of Control Class



The analysis showed that the mean score of pre-test in control class was 63.2. The highest score was 69 and the lowest score was 52. The median score was 64.5 and mode score was 69.

Table 3
Students' Score Pre-Test of Experimental Class

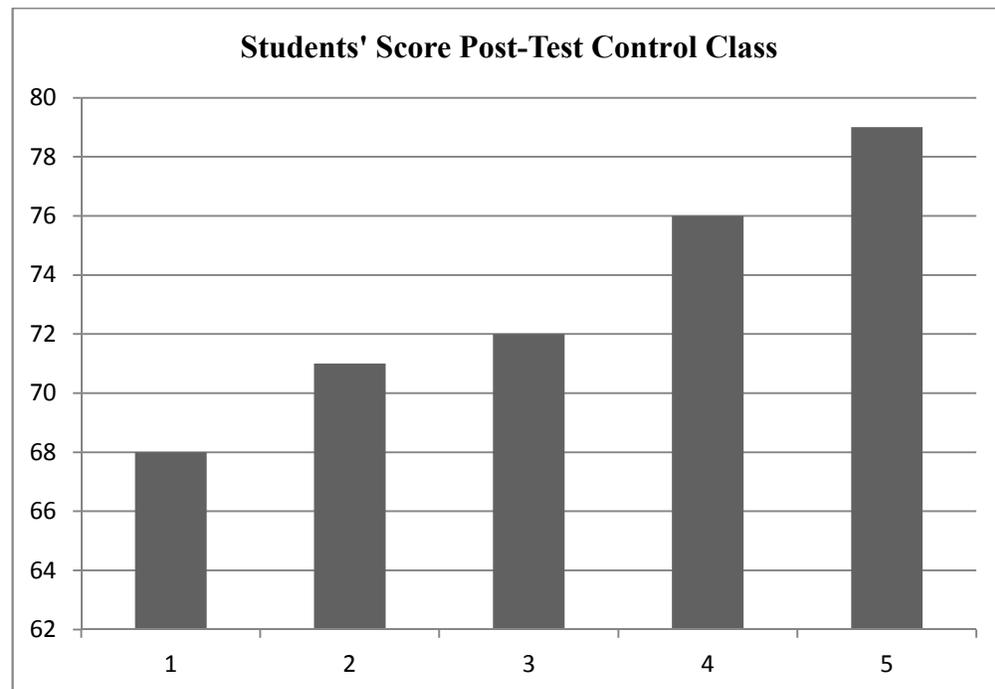


While in experimental class the mean score was 66.2. The highest score was 72 and the lowest score was 53.5. The median score was 67.7 and mode score was 70.5. (see appendix 14 and appendix 15).

2. Result of Post-test

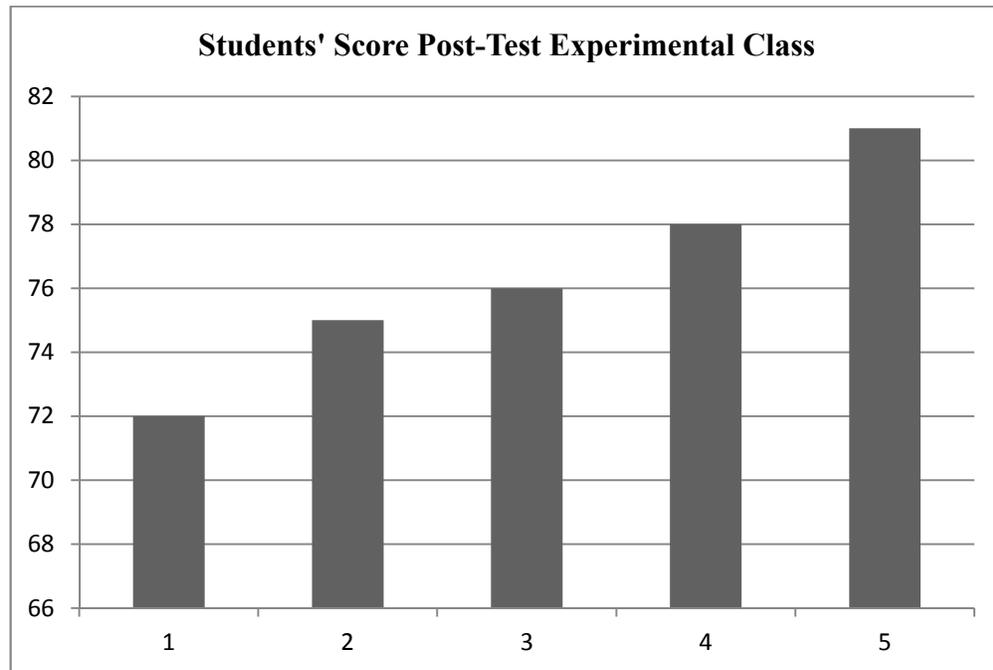
After conducting two meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Tuesday 28th, 2017 at 07.30 a.m for the VIII D as the control class and on Wednesday 29st, 2017 at 8.30 a.m for class VIII A as the experimental class.

Table 4
Students' Score Post-Test of Control Class



The analysis showed that the mean score of pre-test in control class was 71.6. The highest score was 79 and the lowest score was 65. The median score was 72 and mode score was 72.

Table 5
Students' Score Post-Test of Experimental Class



While in experimental class the mean score was 76. The highest score was 82.5 and the lowest score was 71.5. The median score was 76.5 and mode score was 76.5. (see appendix 16 and appendix 17).

3. Result of Normality Test

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

The hypothesis formulas as follows:

H_0 = the data are normal distribution

H_a = the data are not normal distribution

The criteria acceptance:

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

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

Table 6
Normality of the Experimental and Control Class

Class	Pre-test		Post-test		Conclusion
	L_{observe}	L_{critical}	L_{observe}	L_{critical}	
Experimental	0.1333	0.1477	0.1044	0.0843	Normal
Control	0.1131	0.1477	0.1135	0.1477	

Based on the Table 6, it can be seen that in the experimental and control class showed if $L_{\text{observe}} \leq L_{\text{critical}}$. So, the calculation is that the population is in normal. (See appendix 22, appendix 23, appendix 24 and appendix 25).

4. Result of Homogeneity Test

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

The hypothesis formulas as follows:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria acceptance:

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

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

Table 7
Homogeneity of Experimental and Control Class

	The Biggest Variance	The Smallest Variance	F_{observed}	F_{critical}	Conclusion
Pre-test	4.78^2	4.75^2	1.0083	1.72	Homogenous
Post-test	3.36^2	2.82^2	1.4188	1.72	

Based on the Table 7, it can be seen at the result of the pre-test and post-test were 1.0083 and 1.4188 while the F_{critical} at the significant level of 0.05 is 1.72. It proves that H_0 is accepted because H_0 accepted if $F_{\text{observed}} \leq F_{\text{critical}}$. It means that the variance of the data is homogeneous. (See appendix 27).

5. Result of Hypothetical Test

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

The hypotheses as follows:

H_a : There is a significant influence of using tree diagram technique towards students' writing ability in descriptive text at the eighth grade of MTs Negeri 1 Bandar Lampung in the academic year of 2017/2018.

H_0 : There is no significant influence of using tree diagram technique towards students' writing ability in descriptive text at the eighth grade of MTs Negeri 1 Bandar Lampung in the academic year of 2017/2018.

The criteria of the test as follows:

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

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

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

Based on the calculation was obtained t-test was 2.21, while the df (number of sample from both control and experimental class subtracted by 2) was 75. Thus, the result of level of significant 0.05 was 1.684. It can be seen that the result of t_{test} was $t_{\text{observed}} > t_{\text{critical}}$. So, H_a was accepted because $2.21 > 1.684$. Then, it could be assumed that there was significant influence of using tree diagram towards students' writing ability in descriptive text. (see appendix 28).

C. Discussion

The students can learn descriptive text easier because by tree diagram they make a visual representation of their idea that structured, so that become a concept that used by the students to make descriptive text. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing descriptive text.

Descriptive text is basically to give information. Descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

On the other hand, by using tree diagram, the students can learn more effective and efficient because of students more active in the teaching process and it makes the students easier to understand the material that will be given. It can be said that the students more understood a concept or topic that was given by tree diagram, it was used to explain the relationship between content and ideas with others. It is intended to make students understand the descriptive text as a whole. Through the use of tree diagram, students can make more abstract comparisons, evaluations, and conclusions. In short, tree diagram allow students an active role in their learning, for easy understanding.

Tree diagram not only helps students in generate, sort, arrange and organize ideas to be developed their writing but also it motivates students to produce better writing. It was because the students know their mistake and learn to do better in their writing. Students began to view writing as easy, interesting and more exciting by using tree diagram can increase the students' writing skill. Therefore, by using tree diagram technique can increase the students' writing skill, the writing skill includes the mastery of developing and organizing ideas in written form, using correct grammatical sentences, students can be selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. Because the hypothesis alternative was accepted, the writer concluded that there was the influence of using graphic organizer towards students' writing ability in the descriptive text at the eighth grade of MTs Negeri 1 Bandar Lampung in the academic year of 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer concluded that there was a significant influence of using tree diagram technique towards students' writing ability in descriptive text. It was supported by result of t_{test} where t_{observed} was higher than t_{critical} ($t_{\text{observed}} > t_{\text{critical}}$) that was $2.21 > 1.684$ for level of significance 0.05. This also indicated that the hypothesis alternative (H_a) was accepted. Because teaching writing by using tree diagram can give a significant influence towards students' writing ability in descriptive text.

Therefore, tree diagram could motivate the students in order to increase their writing ability. It is supported by the students' score, they received higher scores after the writer gave the treatments by using "tree diagram" as a way in learning writing ability. In other words, tree diagram had significant influence in students' writing ability in descriptive text of the eighth grade of MTs Negeri 1 Bandar Lampung.

B. Suggestion

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

1. Suggestion to the teacher

- a. Considering the tree diagram can be used to develop and motivate the students' writing ability, the English teacher should apply tree diagram as one of the kind teaching writing because it can help the English teacher easier in teaching process.
- b. Considering the students' problem in writing ability during the treatments, suggests the English teacher in making tree diagram by using media such as picture.
- c. Considering the students also bored in teaching learning, suggests the English teacher should give motivations to the students in every practice in writing.

2. Suggestion for the students

- a. The students should learn in Learning English, especially in writing because writing is also one of skills in English that hold many parts of students' activity.
- b. The students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.

- c. The students should practice to use English in daily writing, with language they have learned with their environment even with their friends or teachers.

3. Suggestion for the School

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

4. Suggestion for the Future Researchers

After conducting the result and getting the result, the writer would like to suggest order researchers to develop this research with the new innovation such as the use Tree Diagram Technique (TDT) with different material or order to increase students writing ability. Moreover, hopefully the result of this research can be a reference.

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Appendix 1

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	PENILAIAN	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p>Fungsi sosial</p> <p>Membangankan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan

<p>dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya,</p>	<p>untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan 	<p>dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang</p>	<p>setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailymail.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org
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<p>kebahasaan yang benar dan sesuai konteks.</p>	<p>dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama,</p>	<p>menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. 	<p>bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks</p>	<p>g/en/</p> <p>- https://www.google.com/</p>
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	dan bertanggung jawab.	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 		
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Appendix 2**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)*****(Control Class)***

Nama Sekolah : MTs Negeri 1 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Materi Pokok : Teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal
Alokasi Waktu : 6 x 45 menit (3 kali pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 1.1.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 1.1.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskriptif orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 1.1.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi social, struktur teks dan tata bahasa teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal lisan dan tulisan.
2. Membandingkan perbedaan antara berbagai teks deskriptif yang ada dalam bahasa inggris, perbedaan teks deskriptif dalam bahasa inggris dengan yang ada bahasa Indonesia.
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentuserta fungsi social dari teks deskriptif yang dibaca/didengar.

4. Menyusun teks deskriptif tulis tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
5. Menyusun teks deskripsif lisan tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Fakta : teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Konsep : Fungsi social
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
- Prinsip : Struktur Teks
 1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya.
 3. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi social yang hendak dicapai.
- Prosedur : Unsur kebahasaan
 1. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
 2. Kata sifat yang terkait dengan orang, tempat wisata, bangunan bersejarah terkenal.
 3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 4. Ucapan, tekanan kata, intonasi, ketika mempersentasikan secara lisan

5. Rujukan kata.

- Contoh Teks Deskriptif

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

a. Descriptive text about people (first Meeting)

IQBAL CJR

Identification : Here I would like to describe my idol. His full name is Iqbaal Dhiafakhri Ramadhan. You can call him Iqbaal. He was born on Surabaya 28th December 1999. He's 15th years old. He lives in Jl. Pondok Kopi III B no. D6/11 RT.6 RW.6 Jakarta Timur. He is the member of child boy band Indonesia named CJR. He has good voice. He studies in Global Islamic School (GIS) Jakarta. The school address is on Jl. Condet Raya, Jakarta Timur. Now he is grade nine in global islamic junior high school. his religion is islam and he has ideals can memorize Al-Quran. His hobbies are reading, listening music, singing, and watching cartoon movie. His favorite subjects are Fiqih and English. His idol are Justin Bieber, Greyson Chance, and Raisa.

Description : He has short, straight black haired and round eyes. And he also has thick eyebrow and eyelash. He has oval and cute face. He has pointed nosed and light brown skin. He has thin body. He's 150 cm. he has with teeth, and slim lips. Iqbaal is player in Musikal Laskar Pelangi, 5 Elang Movie, Hanya kamu film, Coboy Junior The Movie, and CJR The Movie 2. although busy filming and perfoming, He always diligent in study and he got first rank in his class. iqbaal is very love with his family. He also cried for 6 hours because he fell from his bicycle. Other fact about iqbaal, he like to wear hat very much, and he has one wardrobe full of hat.

His fashion style is moody. But he like use t-shirt. When he show with CJR he always use hat, and he also collect so many hat. He likes use butterfly tie. Iqbaal's fans are called SoniQ, which mean "Sobatnya Iqbaal". if you want to say anything to Iqbaal, you can follow and mention him in his twitter @Iqbaale.

b. Descriptive text about place (Second Meeting)**Borobudur Temple**

Identification : Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description : Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

c. Descriptive text about thing (Third Meeting)

Car

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

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

E. Metode / Teknik Pembelajaran

Discovery Learning Method

F. Media dan Alat Pembelajaran

Media : Power Point Presentation, Picture

Alat : Laptop, LCD, Whiteboard

G. Sumber Belajar

- Audio
- Suara Pendidik
- www.dailyenglish.com

H. Langkah-langkah Pembelajaran Pertemuan Pertama (2 JP)

Langkah Pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran - Pendidik memotivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan 	10 menit

	<p>contoh dan perbandingan local, nasional dan internasional, serta disesuaikan dengan karakteristik dan jenjang peserta didik</p> <ul style="list-style-type: none"> - Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari - Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah - Peserta didik mengamati kertas yg berisikan flower strategy yang telah diberikan oleh pendidik - Peserta didik menirukan contoh secara terbimbing - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia - Peserta didik mempertanyakan gagasan pokok, informasi tertentu dari teks deskriptif - Peserta didik memilih satu gambar yang diberikan oleh pendidik - Peserta didik mempertanyakan karakteristik dari gambar - Peserta didik memberikan beberapa pertanyaan yang berhubungan dengan gambar - Dengan arahan dan bimbingan pendidik, peserta didik mempertanyakan tentang kata penghubung <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik duduk secara berpasangan membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks deskripsi yang 	

	<p>dibaca/didengar.</p> <ul style="list-style-type: none"> - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan dari pendidik <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik menganalisis lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah, terkenal dengan focus pada struktur teks dan unsur kebahasaan - Peserta didik memperoleh balikan (Feedback) dari pendidik dan teman <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik menyusun teks deskripsi tentang orang / tempat wisata/ bangunan bersejarah sesuai dengan fungsi social tujuan, struktur dan unsur kebahasaannya - Peserta didik memperbaiki kesalahan pada text yang mereka buat 	
Penutup	<ul style="list-style-type: none"> - Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung - Memberikan umpan balik terhadap proses dari hasil pembelajaran - Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok 	10 menit

Pertemuan Kedua (2 JP)

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

	<p>kompetensi dasar yang akan dicapai.</p> <ul style="list-style-type: none"> - Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah - Peserta didik mengamati kertas yg berisikan flower strategy yang telah diberikan oleh pendidik - Peserta didik menirukan contoh secara terbimbing - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia - Peserta didik mempertanyakan gagasan pokok, informasi tertentu dari teks deskriptif - Peserta didik memilih satu gambar yang diberikan oleh pendidik - Peserta didik mempertanyakan karakteristik dari gambar - Peserta didik memberikan beberapa pertanyaan yang berhubungan dengan gambar - Dengan arahan dan bimbingan pendidik, peserta didik mempertanyakan tentang kata penghubung <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik duduk secara berpasangan membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks deskripsi yang dibaca/didengar. - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan dari pendidik 	70 menit

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik menganalisis lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah, terkenal dengan focus pada struktur teks dan unsur kebahasaan - Peserta didik memperoleh balikan (Feedback) dari pendidik dan teman <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik menyusun teks deskripsi tentang orang / tempat wisata/ bangunan bersejarah sesuai dengan fungsi social tujuan, struktur dan unsur kebahasaannya <p>Peserta didik memperbaiki kesalahan pada text yang mereka buat</p>	
Penutup	<ul style="list-style-type: none"> - Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung - Memberikan umpan balik terhadap proses dari hasil pembelajaran - Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok 	10 menit

Pertemuan Ketiga (2 JP)

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

	<p>contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah</p> <ul style="list-style-type: none"> - Peserta didik mengamati kertas yg berisikan flower strategy yang telah diberikan oleh pendidik - Peserta didik menirukan contoh secara terbimbing - Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia - Peserta didik mempertanyakan gagasan pokok, informasi tertentu dari teks deskriptif - Peserta didik memilih satu gambar yang diberikan oleh pendidik - Peserta didik mempertanyakan karakteristik dari gambar - Peserta didik memberikan beberapa pertanyaan yang berhubungan dengan gambar - Dengan arahan dan bimbingan pendidik, peserta didik mempertanyakan tentang kata penghubung <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik duduk secara berpasangan membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat - Peserta didik berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks deskripsi yang dibaca/didengar. - Peserta didik menyunting teks deskripsi yang diberikan pendidik dari segi struktur dan kebahasaan dengan arahan beberapa pertanyaan dari pendidik <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik menganalisis lalu membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah, terkenal dengan focus pada struktur teks dan unsur kebahasaan - Peserta didik memperoleh balikan (Feedback) dari 	
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	pendidik dan teman Mengkomunikasikan - Peserta didik menyusun teks deskripsi tentang orang / tempat wisata/ bangunan bersejarah sesuai dengan fungsi social tujuan, struktur dan unsur kebahasaannya Peserta didik memperbaiki kesalahan pada text yang mereka buat	
Penutup	- Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung - Memberikan umpan balik terhadap proses dari hasil pembelajaran - Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok	10 menit

G. Penilaian Hasil Belajar

Rubrik Penilaian Aspek Keterampilan Writing

- 1) Teknik Penilaian : Tulis
 2) Bentuk : Menulis Teks Deskriptif

3) Pedoman Penskoran:

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

Keterangan :

1. Nilai keterampilan menulis
 (jumlah skor perolehan : skor maksimal) x 100 = ...

Bandar Lampung, November 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa PPL

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Appendix 3**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)*****(Experimental Class)***

Nama Sekolah	: MTs Negeri 1 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Materi Pokok	: Menyusun teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan fungsi social, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
Alokasi Waktu	: 6 x 45 menit (3 kali pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 1.1.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 1.1.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskriptif orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 1.1.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi social, struktur teks dan tata bahasa teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal.
2. Mengidentifikasi struktur kebahasaan teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal.
3. Mengidentifikasi unsur kebahasaan teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal.
4. Menyusun teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

- Teks deskriptif tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, unsur kebahasaan secara benar dan sesuai konteks.
- Fungsi social
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
- Struktur Teks
 1. Identifikasi (nama keseluruhan atau bagian)
 2. Sifat (ukuran, warna, jumlah, bentuk, dsb)
 3. Fungsi, manfaat, tindakan, kebiasaan.
- Prosedur : Unsur kebahasaan
 1. Kosa kata dan istilah yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
 2. Kalimat deklaratif dan introgratif dalam tense yang benar

3. Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.

4. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topic

Deskripsi orang, tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

- Contoh Teks Deskriptif

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

a. **Descriptive text about people (first Meeting)**

IQBAL CJR

Identification : Here I would like to describe my idol. His full name is Iqbaal Dhiafakhri Ramadhan. You can call him Iqbaal. He was born on Surabaya 28th December 1999. He's 15th years old. He lives in Jl. Pondok Kopi III B no. D6/11 RT.6 RW.6 Jakarta Timur. He is the member of child boy band Indonesia named CJR. He has good voice. He studies in Global Islamic School (GIS) Jakarta. The school address is on Jl. Condet Raya, Jakarta Timur. Now he is grade nine in global islamic junior high school. his religion is islam and he has ideals can memorize Al-Quran. His hobbies are reading, listening music, singing, and watching cartoon movie. His favorite subjects are Fiqih and English. His idol are Justin Bieber, Greyson Chance, and Raisa.

Description : He has short, straight black haired and round eyes. And he also has thick eyebrow and eyelash. He has oval and cute face. He has pointed nosed and light brown skin. He has thin body. He's 150 cm. he has with teeth, and slim lips. Iqbaal is player in Musikal Laskar Pelangi, 5 Elang Movie,

Hanya kamu film, Coboy Junior The Movie, and CJR The Movie 2. although busy filming and performing, He always diligent in study and he got first rank in his class. Iqbaal is very love with his family. He also cried for 6 hours because he fell from his bicycle. Other fact about Iqbaal, he like to wear hat very much, and he has one wardrobe full of hat.

His fashion style is moody. But he like use t-shirt. When he show with CJR he always use hat, and he also collect so many hat. He likes use butterfly tie. Iqbaal's fans are called SoniQ, which mean "Sobatnya Iqbaal". if you want to say anything to Iqbaal, you can follow and mention him in his twitter @Iqbaale.

b. Descriptive text about place (Second Meeting)

Borobudur Temple

Identification : Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description : Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our

desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

c. Descriptive text about thing (Third Meeting)

Car

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

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

E. Metode / Teknik Pembelajaran

Tree Diagram Technique

F. Media dan Alat Pembelajaran

Media : slide presentation *Tree Diagram Technique*

Alat : Laptop, LCD, Whiteboard

G. Sumber Belajar

- Buku Bahasa Inggris kelas VIII yang relevan

H. Langkah-langkah Pembelajaran

Pertemuan Pertama (2 JP)

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

	<p>bersejarah yang terkenal.</p> <p>Mempertanyakan</p> <ul style="list-style-type: none">- Peserta didik mempertanyakan karakteristik dari gambar- Peserta didik memberikan beberapa pertanyaan yang berhubungan dengan gambar- Peserta didik menerapkan/membuat outline <i>Tree diagram Technique</i> berdasarkan Tanya jawab dengan pendidik sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal. <p>Mengeksplorasi</p> <ul style="list-style-type: none">- Peserta didik duduk berpasangan dan membuat tree diagram dari topic yang telah diberikan oleh pendidik- Dengan bimbingan dan arahan pendidik, peserta didik membuat kalimat sederhana dari ide-ide mereka <p>Mengasosiasi</p> <ul style="list-style-type: none">- Peserta didik secara berpasangan mendiskusikan menggunakan <i>Tree diagram Technique</i> teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal.- Peserta didik secara mengevaluasi menggunakan <i>Tree diagram Technique</i> teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal yang diarahkan oleh pendidik	
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	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik membuat teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal dengan cara menulis nama orang/siswa, nama tempat wisata atau nama bangunan bersejarah dalam <i>Tree diagram Technique</i>. - Peserta didik mengumpulkan hasil teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal menggunakan <i>Tree diagram Technique</i> ke pendidik. 	
Penutup	<ul style="list-style-type: none"> - Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung - Memberikan umpan balik terhadap proses dari hasil pembelajaran - Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok 	10 menit

Pertemuan Kedua (2 JP)

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

	<p>dan jenjang peserta didik</p> <ul style="list-style-type: none"> - Pendidik menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari - Pendidik menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan teks deskriptif tentang penggambaran orang, tempat wisata, dan bangunan bersejarah yang terkait menggunakan <i>Tree Diagram Technique</i> yang jelaskan oleh pendidik - Peserta didik menirukan/membuat teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal. <p>Mempertanyakan</p> <ul style="list-style-type: none"> - Peserta didik mempertanyakan karakteristik dari gambar - Peserta didik memberikan beberapa pertanyaan yang berhubungan dengan gambar - Peserta didik menerapkan/membuat outline <i>Tree diagram Technique</i> berdasarkan Tanya jawab dengan pendidik sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik duduk berpasangan dan membuat tree diagram dari topic yang telah diberikan oleh pendidik 	70 menit

	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan pendidik, peserta didik membuat kalimat sederhana dari ide-ide mereka <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik secara berpasangan mendiskusikan menggunakan <i>Tree diagram Technique</i> teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal. - Peserta didik secara mengevaluasi menggunakan <i>Tree diagram Technique</i> teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal yang diarahkan oleh pendidik <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik membuat teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal dengan cara menulis nama orang/siswa, nama tempat wisata atau nama bangunan bersejarah dalam <i>Tree diagram Technique</i>. <p>Peserta didik mengumpulkan hasil teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal menggunakan <i>Tree diagram Technique</i> ke pendidik.</p>	
Penutup	<ul style="list-style-type: none"> - Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung 	10 menit

	<ul style="list-style-type: none"> - Memberikan umpan balik terhadap proses dari hasil pembelajaran - Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok 	
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Pertemuan Ketiga (2 JP)

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

	<ul style="list-style-type: none">- Peserta didik menirukan/membuat teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal. <p>Mempertanyakan</p> <ul style="list-style-type: none">- Peserta didik mempertanyakan karakteristik dari gambar- Peserta didik memberikan beberapa pertanyaan yang berhubungan dengan gambar- Peserta didik menerapkan/membuat outline <i>Tree diagram Technique</i> berdasarkan Tanya jawab dengan pendidik sesuai dengan teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal. <p>Mengeksplorasi</p> <ul style="list-style-type: none">- Peserta didik duduk berpasangan dan membuat tree diagram dari topic yang telah diberikan oleh pendidik- Dengan bimbingan dan arahan pendidik, peserta didik membuat kalimat sederhana dari ide-ide mereka <p>Mengasosiasi</p> <ul style="list-style-type: none">- Peserta didik secara berpasangan mendiskusikan menggunakan <i>Tree diagram Technique</i> teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal.- Peserta didik secara mengevaluasi menggunakan <i>Tree diagram Technique</i> teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal yang diarahkan oleh	
--	---	--

	<p>pendidik</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik membuat teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal dengan cara menulis nama orang/siswa, nama tempat wisata atau nama bangunan bersejarah dalam <i>Tree diagram Technique</i>. - Peserta didik mengumpulkan hasil teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang terkenal menggunakan <i>Tree diagram Technique</i> ke pendidik. 	
Penutup	<ul style="list-style-type: none"> - Bersama siswa menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung - Memberikan umpan balik terhadap proses dari hasil pembelajaran - Melakukan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun tugas kelompok 	10 menit

G. Penilaian Hasil Belajar

Rubrik Penilaian Aspek Keterampilan Writing

- 1) Teknik Penilaian : Tulis
- 2) Bentuk : Menulis Teks Deskriptif
- 3) Pedoman Penskoran:

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

Keterangan :

1. Nilai keterampilan menulis

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

Bandar Lampung, November 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa PPL

Dian Syafarina, S.Pd
NIP. 197303121998032005

Chintya Nova Lestari
NPM.1311040118

Kepala MTsN 1 Bandar Lampung

HIKMAT TUTASRY, S.Pd
NIP. 197201022000031003



Appendix 4

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?			

Validator,

Dian Syafarina, S.Pd
NIP.197303121998032005

Appendix 5**INSTRUMENTS TEST OF WRITING FOR PRE – TEST**

Name :

Class :

Subject : English

Sub Matter : Writing

Class/Semester : VIII (Delapan)/1

Time Allocation : 40 Minutes

Instructions:

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

Directions:

1. Write a descriptive text consist of 100 words or less
2. Your test will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covered the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of three topics below:
 - a. My Mother
 - b. Beach
 - c. Rabbit

Appendix 6**INSTRUMENTS TEST OF WRITING FOR POST – TEST**

Name :

Class :

Subject : English

Sub Matter : Writing

Class/Semester : VIII (Delapan)/1

Time Allocation : 40 Minutes

Instructions:

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

Directions:

1. Write a descriptive text consist of 100 words or less
2. Your test will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covered the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of three topics below:
 - a. My Father
 - b. School
 - c. Cat

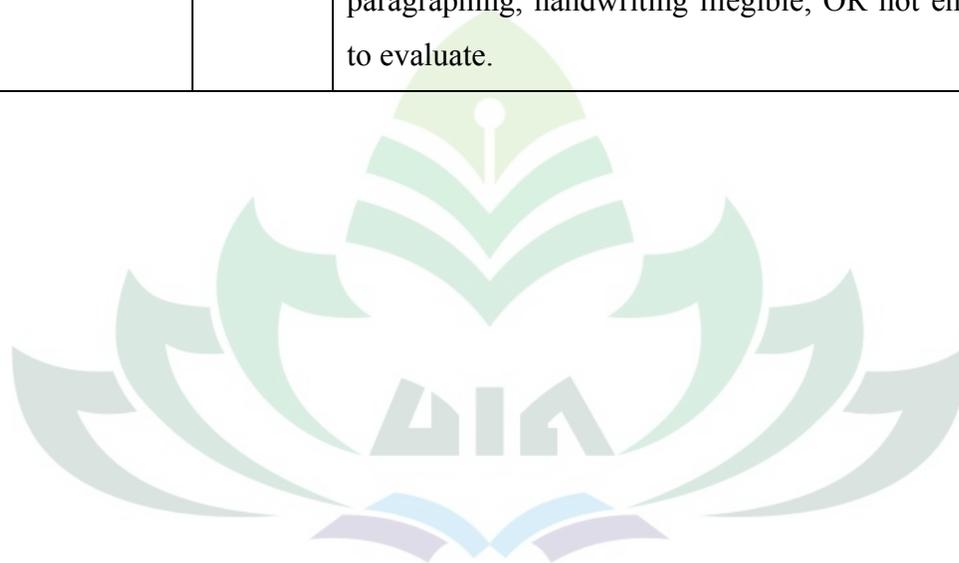
Appendix 7

Scoring Rubric Writing

Aspects	Score	Criteria
Content	20-17	Excellent to very good: knowledgeable, substantive through development of thesis, relevant to assigned topic.
	16-12	Good to average: some knowledge of subject, adequate range limited development of thesis, mostly knowledge to topic, but lacks detail.
	11-8	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	7-5	Very poor: does not show knowledge of subject, non-substantive, non-pertinent, OR not enough to evaluate
	4-0	Inadequate: fails to address the task with any effectiveness
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct well-organized, logical sequencing, cohesive.
	16-12	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	11-8	Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	7-5	Very poor: does not communicate, no organization, OR not enough to evaluate.
Vocabulary	20-17	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

	16-12	Good to average: adequate range, occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	11-8	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, <i>meaning confused or obscured</i> .
	7-5	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
	4-0	Inadequate: fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	23-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number word order/function, articles, pronouns, preposition <i>but meaning seldom obscured</i> .
	17-10	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense number word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, <i>meaning confused or obscured</i> .
	9-6	Very poor: virtually mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
	5-0	Inadequate: fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates mastery of

		conventions, few errors spelling, punctuation, capitalization, paragraphing.
	7-5	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>
	4-2	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured.</i>
	1-0	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.



Appendix 8

List of the Sample of Research Student in Experimental Class (VIII A)

No	Name Of Students	Code
1	Aditya Ananda Putra	AAP
2	Al - Fajar	AF
3	Al Afif Muzafa	AAM
4	Alya Syakira	AS
5	Armelia Indriyani	AI
6	Ayu Jannati Ali Putri	AJA
7	Bintang Nadhiva Balqis	BNB
8	Bryan Akbar	BA
9	Bumi Ramadhani	BR
10	Dhea Nur Azizia	DNA
11	Disky Ariansyah	DA
12	Elvia Rahmanisa	ER
13	Fiki Damai Zakiyah	FDZ
14	Ghina Dian Putri	GDP
15	Gisella Aura Putri	GAP
16	Hanun Nafira Maharani	HNM
17	Ifana Azizah Pramika	IAP
18	Irham Allif Adjie Sakha	IAA
19	Kheisya Anindya Jahra .F	KAJ
20	Muhammad Sufie Raffly	MSR
21	Muhammad Farid Ihsan Adli	MFI
22	Muhammad Habiburrahman	MH
23	Muhammad Imam Nawawi	MIN
24	Nabila Qurrotuaini Azzah	NQA
25	Nafidz Revaldi Putrawan	NRP
26	Najla Aurelia Evanthe	NAE
27	Nisrina Asakinasih	NA
28	Raeycita Yaza	RY
29	Raihan Bintang Agustya	RBA
30	Relita Adelia Putri	RAP
31	Rizki Mahesa	RM
32	Sabrina Az Zahra	SAZ
33	Shofa Salsabila Prasetyo	SSP
34	Suci Fatimah	SF
35	Syadewo Maulana Razzaqa	SMR
36	Zannuba Arifa Khofsa	ZAK

Appendix 9

List of the Sample of Research Student in Control Class (VIII D)

No	Name Of Students	Code
1	Abdul Hafid	AH
2	Achmad Farobi	AF
3	Adri Al Amin	AAA
4	Ahmad Ali Wardana	AAW
5	Aisyah Salma Agustina	ASA
6	Akbar Hari Setiawan	AHS
7	Alief Maulana Huda	AMH
8	Aliya Rahma	AR
9	Alwi Al Ghifari	AAG
10	Alya Nur Afifah	ANA
11	Annisa Febriyanti	AF
12	Asrofil Ma'ruf	AM
13	Athaya Rahma Fadhila	ARF
14	Azra Arfita Azhari	AAA
15	Azril Noval Ramadhan	ANR
16	Bilgis Dwi Septianty	BDS
17	Bintang Aramita	BA
18	Fatimah Zahra	FZ
19	Galang Ramadhan	GR
20	Hafiz Gymnastiar Saputra	HGS
21	Hasbi Murni Saputra	HMS
22	Ijip Syahran Aminudin	ISA
23	Jihan Jazilah	JJ
24	M. Dwi Riyanta	MDR
25	M. Febrian Putra Adha Bren	FPA
26	Maharani Wahyu Tantri	MWT
27	Mohammad Aqeel Vidi .F	MAV
28	Muhammad Harsya Putranto	MHP
29	Muhammad Jabbar Sidiq	MJS
30	Nabila Azzahra	NA
31	Nahya Fitri An-Nisa	NFN
32	Nesin Pratama Putri	NPP
33	Shandy Raditya Dewangga	SRD
34	Siti Nurhaliza	SN
35	Syesa Nabila Nurhayani	SNN
36	Zafira Ibtisama	ZI

Appendix 10

Students' Pre-Test Result of Control Class (VIII D)

No	Name Of Students	Score
1	Abdul Hafid	60
2	Achmad Farobi	52
3	Adri Al Amin	56.5
4	Ahmad Ali Wardana	54.5
5	Aisyah Salma Agustina	56.5
6	Akbar Hari Setiawan	68.5
7	Alief Maulana Huda	69
8	Aliya Rahma	59.5
9	Alwi Al Ghifari	60
10	Alya Nur Afifah	58
11	Annisa Febriyanti	62.5
12	Asrofil Ma'ruf	65
13	Athaya Rahma Fadhila	67
14	Azra Arfita Azhari	69
15	Azril Noval Ramadhan	68
16	Bilgis Dwi Septianty	69
17	Bintang Aramita	68.5
18	Fatimah Zahra	66
19	Galang Ramadhan	67
20	Hafiz Gymnastiar Saputra	61
21	Hasbi Murni Saputra	64.5
22	Ijip Syahran Aminudin	67.5
23	Jihan Jazilah	67.5
24	M. Dwi Riyanta	58
25	M. Febrian Putra Adha Bren	69
26	Maharani Wahyu Tantri	65.5
27	Mohammad Aqeel Vidi .F	61.5
28	Muhammad Harsya Putranto	65
29	Muhammad Jabbar Sidiq	61.5
30	Nabila Azzahra	59.5
31	Nahya Fitri An-Nisa	58.5
32	Nesin Pratama Putri	67.5
33	Shandy Raditya Dewangga	67
34	Siti Nurhaliza	64
35	Syesa Nabila Nurhayani	64.5
36	Zafira Ibtisama	58

Appendix 11

Analysis of Students Score of Pre-Test in Control Class

No	Students Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AH	12	12	12	12	12	15	17	14	7	7	60	60	60
2	AF	11	11	13	13	9	9	14	14	4	6	51	53	52
3	AAA	12	12	14	15	10	10	14	14	6	6	56	57	56.5
4	AAW	12	13	13	13	9	9	14	14	6	6	54	55	54.5
5	ASA	13	13	13	13	9	9	14	14	6	9	55	58	56.5
6	AHS	14	15	15	17	14	14	15	15	9	9	67	70	68.5
7	AMH	15	15	15	17	14	14	15	15	9	9	68	70	69
8	AR	11	12	12	12	12	15	17	14	7	7	59	60	59.5
9	AAG	12	12	12	12	12	15	17	14	7	7	60	60	60
10	ANA	13	13	13	13	9	9	14	14	9	9	58	58	58
11	AF	14	12	12	13	12	12	17	17	7	9	62	63	62.5
12	AM	15	15	13	13	14	12	15	17	8	8	65	65	65
13	ARF	15	17	13	13	14	14	15	15	9	9	66	68	67
14	AAA	15	15	15	17	14	14	15	15	9	9	68	70	69
15	ANR	14	16	15	15	14	14	15	15	9	7	67	69	68
16	BDS	15	15	15	17	14	14	15	15	9	9	68	70	69
17	BA	14	15	15	17	14	14	15	15	9	9	67	70	68.5
18	FZ	14	14	15	15	14	14	15	15	7	9	65	67	66
19	GR	15	17	13	13	14	14	15	15	9	9	66	68	67
20	HGS	12	12	12	12	12	15	17	14	6	6	60	62	61
21	HMS	15	15	12	12	14	14	15	15	8	9	64	65	64.5
22	ISA	15	15	13	17	14	14	15	15	8	9	65	70	67.5
23	JJ	14	14	15	15	14	14	15	16	9	9	67	68	67.5
24	MDR	15	15	12	12	12	12	11	15	6	6	56	60	58
25	FPA	15	15	15	17	14	14	15	15	9	9	68	70	69
26	MWT	15	15	13	13	14	14	15	15	8	9	65	66	65.5
27	MAV	12	15	12	12	12	12	17	15	8	8	61	62	61.5
28	MHP	15	15	13	13	14	12	15	17	8	8	65	65	65
29	MJS	12	15	12	12	12	12	17	15	8	8	61	62	61.5
30	NA	12	13	12	12	12	12	15	15	8	8	59	60	59.5
31	NFN	12	13	12	12	12	12	13	15	8	8	57	60	58.5
32	NPP	14	14	15	15	14	14	15	16	9	9	67	68	67.5
33	SRD	15	17	13	14	14	15	15	15	8	8	65	69	67
34	SN	14	15	13	13	14	14	15	15	8	8	63	65	64

35	SNN	15	16	13	12	14	14	15	14	8	9	64	65	64.5
36	ZI	12	12	12	12	12	12	12	17	7	8	55	61	58
Total		490	510	477	495	458	467	540	540	280	292	2244	2309	2276.5
Mean		13.61	14.16	13.25	13.75	12.72	12.97	15.00	15.00	7.777	8.111	62.33	64.13	63.24



Appendix 12

Students' Post-Test Result of Control Class (VIII D)

No	Name Of Students	Score
1	Abdul Hafid	70
2	Achmad Farobi	67
3	Adri Al Amin	68
4	Ahmad Ali Wardana	70
5	Aisyah Salma Agustina	69
6	Akbar Hari Setiawan	74
7	Alief Maulana Huda	72
8	Aliya Rahma	69.5
9	Alwi Al Ghifari	72
10	Alya Nur Afifah	68
11	Annisa Febriyanti	72.5
12	Asrofil Ma'ruf	75
13	Athaya Rahma Fadhila	75
14	Azra Arfita Azhari	76
15	Azril Noval Ramadhan	78
16	Bilgis Dwi Septianty	79
17	Bintang Aramita	72
18	Fatimah Zahra	73
19	Galang Ramadhan	70
20	Hafiz Gymnastiar Saputra	71
21	Hasbi Murni Saputra	74
22	Ijip Syahran Aminudin	73
23	Jihan Jazilah	77
24	M. Dwi Riyanta	65
25	M. Febrian Putra Adha Bren	76
26	Maharani Wahyu Tantri	72.5
27	Mohammad Aqeel Vidi .F	71
28	Muhammad Harsya Putranto	71
29	Muhammad Jabbar Sidiq	74
30	Nabila Azzahra	69
31	Nahya Fitri An-Nisa	68
32	Nesin Pratama Putri	72
33	Shandy Raditya Dewangga	72
34	Siti Nurhaliza	69
35	Syesa Nabila Nurhayani	69.5
36	Zafira Ibtisama	65

Appendix 13

Analysis of Students Score of Post-Test in Control Class

No	Students Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AH	16	15	15	15	14	15	19	19	6	6	70	70	70
2	AF	15	17	13	14	14	15	15	15	8	8	65	69	67
3	AAA	14	16	15	15	14	14	15	15	9	7	67	69	68
4	AAW	16	15	15	15	14	15	19	19	6	6	70	70	70
5	ASA	15	15	15	17	14	14	15	15	9	9	68	70	69
6	AHS	14	16	15	15	17	17	18	18	9	9	73	75	74
7	AMH	16	16	15	15	14	14	19	19	6	10	70	74	72
8	AR	15	15	15	17	14	14	15	16	9	9	68	71	69.5
9	AAG	16	16	15	15	14	14	19	19	6	10	70	74	72
10	ANA	14	16	15	15	14	14	15	15	9	7	67	69	68
11	AF	17	16	15	15	14	14	19	19	6	10	71	74	72.5
12	AM	16	16	15	15	17	17	18	18	9	9	75	75	75
13	ARF	16	16	15	15	17	17	18	18	9	9	75	75	75
14	AAA	17	17	15	16	17	17	16	18	9	10	74	78	76
15	ANR	17	17	15	16	17	17	12	18	9	10	78	78	78
16	BDS	17	17	15	16	17	19	12	18	9	10	78	80	79
17	BA	16	16	15	15	14	14	19	19	6	10	70	74	72
18	FZ	15	15	16	15	14	16	19	18	9	8	73	73	73
19	GR	16	15	15	15	14	15	19	19	6	6	70	70	70
20	HGS	16	16	15	15	15	15	19	19	6	6	71	71	71
21	HMS	14	16	15	15	17	17	18	18	9	9	73	75	74
22	ISA	15	15	16	15	14	16	19	18	9	8	73	73	73
23	JJ	17	17	15	16	17	17	18	18	9	10	76	78	77
24	MDR	15	15	13	13	14	12	15	17	8	8	65	65	65
25	FPA	17	17	15	16	17	17	16	18	9	10	74	78	76
26	MWT	17	16	15	15	14	14	19	19	6	10	71	74	72.5
27	MAV	16	16	15	15	15	15	19	19	6	6	71	71	71

28	MHP	16	16	15	15	15	15	19	19	6	6	71	71	71
29	MJS	14	16	15	15	17	17	18	18	9	9	73	75	74
30	NA	15	15	15	17	14	14	15	15	9	9	68	70	69
31	NFN	14	16	15	15	14	14	15	15	9	7	67	69	68
32	NPP	16	16	15	15	14	14	19	19	6	10	70	74	72
33	SRD	16	16	15	15	14	14	19	19	6	10	70	74	72
34	SN	15	15	15	17	14	14	15	15	9	9	68	70	69
35	SNN	15	15	15	17	14	14	15	16	9	9	68	71	69.5
36	ZI	15	15	13	13	14	12	15	17	8	8	65	65	65
Total		561	570	536	550	537	543	614	634	282	307	2546	2612	2579
Mean		15.58	15.83	14.88	15.27	14.91	15.08	17.05	17.61	7.83	8.52	70.72	72.55	71.64



Appendix 14

Students' Pre-Test Result of Experimental Class (VIII A)

No	Name Of Students	Score
1	Aditya Ananda Putra	60.5
2	Al - Fajar	56
3	Al Afif Muzafa	66.5
4	Alya Syakira	70.5
5	Armelia Indriyani	69.5
6	Ayu Jannati Ali Putri	62
7	Bintang Nadhiva Balqis	57.5
8	Bryan Akbar	67.5
9	Bumi Ramadhani	72
10	Dhea Nur Azizia	70.5
11	Disky Ariansyah	66.5
12	Elvia Rahmanisa	53.5
13	Fiki Damai Zakiyah	60
14	Ghina Dian Putri	68
15	Gisella Aura Putri	70.5
16	Hanun Nafira Maharani	69
17	Ifana Azizah Pramika	69.5
18	Irham Allif Adjie Sakha	61
19	Kheisya Anindya Jahra .F	70.5
20	Muhammad Sufie Raffly	61.5
21	Muhammad Farid Ihsan Adli	65
22	Muhammad Habiburrahman	67
23	Muhammad Imam Nawawi	68.5
24	Nabila Qurrotuaini Azzah	61
25	Nafidz Revaldi Putrawan	69
26	Najla Aurelia Evanthe	70.5
27	Nisrina Asakinasih	64.5
28	Raeycita Yaza	70
29	Raihan Bintang Agustya	66
30	Relita Adelia Putri	69.5
31	Rizki Mahesa	70
32	Sabrina Az Zahra	67.5
33	Shofa Salsabila Prasetyo	70.5
34	Suci Fatimah	71
35	Syadewo Maulana Razzaqa	62.5
36	Zannuba Arifa Khofsa	70.5

Appendix 15

Analysis of Students Score of Pre-Test in Experimental Class

No	Students Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AAP	12	12	12	12	12	15	17	14	7	8	60	61	60.5
2	AF	10	12	10	10	11	11	17	15	7	9	55	57	56
3	AAM	14	14	15	15	14	15	15	15	7	9	65	68	66.5
4	AS	16	15	14	15	14	15	18	18	8	8	70	71	70.5
5	AI	16	15	15	15	14	16	16	16	8	8	69	70	69.5
6	AJA	12	12	12	12	12	18	17	14	7	8	60	64	62
7	BNB	10	12	10	10	11	14	17	15	7	9	55	60	57.5
8	BA	14	14	15	15	14	15	15	17	7	9	65	70	67.5
9	BR	18	15	14	15	14	15	18	18	8	9	72	72	72
10	DNA	16	15	14	15	14	15	18	18	8	8	70	71	70.5
11	DA	14	14	15	15	14	15	15	15	7	9	65	68	66.5
12	ER	10	12	10	10	11	11	14	13	7	9	52	55	53.5
13	FDZ	12	12	12	12	12	15	17	14	7	7	60	60	60
14	GDP	15	14	15	15	14	15	15	16	7	10	66	70	68
15	GAP	16	15	14	15	14	15	18	18	8	8	70	71	70.5
16	HNM	15	15	15	15	14	16	16	16	8	8	68	70	69
17	IAP	17	15	14	15	16	17	16	17	6	6	69	70	69.5
18	IAA	12	12	12	12	12	19	14	14	7	8	57	65	61
19	KAJ	16	15	14	15	14	15	18	18	8	8	70	71	70.5
20	MSR	13	12	12	12	12	15	17	15	7	8	61	62	61.5
21	MFI	15	14	12	15	14	15	15	13	7	9	64	66	65
22	MH	14	14	15	15	14	15	15	16	7	9	65	69	67
23	MIN	15	15	14	15	14	16	16	16	8	8	67	70	68.5
24	NQA	12	12	12	12	12	15	17	14	7	9	60	62	61
25	NRP	15	15	15	15	14	16	16	16	8	8	68	70	69
26	NAE	16	15	14	15	14	15	18	18	8	8	70	71	70.5
27	NA	15	14	12	15	14	15	15	13	7	8	64	65	64.5

28	RY	16	15	15	15	14	15	19	19	6	6	70	70	70
29	RBA	14	15	14	15	15	16	16	15	6	6	65	67	66
30	RAP	17	15	14	15	16	17	16	17	6	6	69	70	69.5
31	RM	16	15	15	15	14	15	19	19	6	6	70	70	70
32	SAZ	14	14	15	15	14	15	15	17	7	9	65	70	67.5
33	SSP	16	15	14	15	14	15	18	18	8	8	70	71	70.5
34	SF	16	16	15	15	15	15	19	19	6	6	71	71	71
35	SMR	12	12	12	16	12	15	17	14	7	8	60	65	62.5
36	ZAK	17	15	14	15	16	17	16	17	6	8	69	72	70.5
Total		518	503	486	508	489	549	595	577	256	288	2346	2425	2385.5
Mean		14.38	13.97	13.5	14.11	13.58	15.25	16.52	16.02	7.111	8	65.16	67.36	66.26



Appendix 16

Students' Post-Test Result of Experimental Class (VIII A)

No	Name Of Students	Score
1	Aditya Ananda Putra	72.5
2	Al - Fajar	74
3	Al Afif Muzafa	75
4	Alya Syakira	81
5	Armelia Indriyani	80
6	Ayu Jannati Ali Putri	73
7	Bintang Nadhiva Balqis	72
8	Bryan Akbar	75.5
9	Bumi Ramadhani	80
10	Dhea Nur Azizia	82.5
11	Disky Ariansyah	71.5
12	Elvia Rahmanisa	74.5
13	Fiki Damai Zakiyah	75.5
14	Ghina Dian Putri	76.5
15	Gisella Aura Putri	78
16	Hanun Nafira Maharani	78
17	Ifana Azizah Pramika	76.5
18	Irham Allif Adjie Sakha	74
19	Kheisya Anindya Jahra .F	78
20	Muhammad Sufie Raffly	75
21	Muhammad Farid Ihsan Adli	76.5
22	Muhammad Habiburrahman	77
23	Muhammad Imam Nawawi	76.5
24	Nabila Qurrotuaini Azzah	73
25	Nafidz Revaldi Putrawan	72.5
26	Najla Aurelia Evanthe	79
27	Nisrina Asakinasih	72
28	Raeycita Yaza	81
29	Raihan Bintang Agustya	74.5
30	Relita Adelia Putri	75.5
31	Rizki Mahesa	77.5
32	Sabrina Az Zahra	77
33	Shofa Salsabila Prasetyo	77.5
34	Suci Fatimah	78
35	Syadewo Maulana Razzaqa	72.5
36	Zannuba Arifa Khofsa	76.5

Appendix 17

Analysis of Students Score of Post-Test in Experimental Class

No	Students Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AAP	16	16	15	14	14	15	18	19	9	9	72	73	72.5
2	AF	15	16	15	15	16	17	18	18	9	9	73	75	74
3	AAM	16	16	15	15	17	17	18	18	9	9	75	75	75
4	AS	18	18	16	16	17	19	17	17	9	9	80	82	81
5	AI	18	18	16	16	17	17	17	17	9	9	80	80	80
6	AJA	17	16	15	14	14	15	18	19	9	9	73	73	73
7	BNB	16	16	15	14	14	14	18	19	9	9	72	72	72
8	BA	16	16	15	14	14	15	18	19	9	9	72	73	72.5
9	BR	18	18	16	16	17	17	17	17	9	9	80	80	80
10	DNA	18	18	18	16	17	17	17	20	9	9	82	83	82.5
11	DA	16	16	15	14	14	14	17	19	9	9	71	72	71.5
12	ER	16	16	15	15	16	17	18	18	9	9	74	75	74.5
13	FDZ	16	16	15	15	17	18	18	18	9	9	75	76	75.5
14	GDP	18	17	15	16	17	17	16	18	9	10	75	78	76.5
15	GAP	17	17	15	16	17	17	12	18	9	10	78	78	78
16	HNM	17	17	15	16	17	17	12	18	9	10	78	78	78
17	IAP	16	16	15	17	17	18	18	18	9	9	75	78	76.5
18	IAA	14	16	15	15	17	17	18	18	9	9	73	75	74
19	KAJ	17	17	15	16	17	17	12	18	9	10	78	78	78
20	MSR	16	16	15	15	17	17	18	18	9	9	75	75	75
21	MFI	18	17	15	16	17	17	16	18	9	10	75	78	76.5
22	MH	17	17	15	16	17	17	18	18	9	10	76	78	77
23	MIN	18	17	15	16	17	17	16	18	9	10	75	78	76.5
24	NQA	17	16	15	14	14	15	18	19	9	9	73	73	73
25	NRP	16	16	15	14	14	15	18	19	9	9	72	73	72.5
26	NAE	18	18	16	16	17	17	17	17	7	9	78	80	79
27	NA	16	16	15	14	14	14	18	19	9	9	72	72	72

28	RY	18	18	16	16	17	19	17	17	9	9	80	82	81
29	RBA	15	16	15	15	17	17	18	18	9	9	74	75	74.5
30	RAP	16	16	15	15	17	18	18	18	9	9	75	76	75.5
31	RM	17	17	16	16	17	17	18	18	9	10	77	78	77.5
32	SAZ	17	17	15	16	17	17	18	18	9	10	76	78	77
33	SSP	17	17	16	16	17	17	18	18	9	10	77	78	77.5
34	SF	17	17	15	16	17	17	12	18	9	10	78	78	78
35	SMR	16	16	15	14	14	15	18	19	9	9	72	73	72.5
36	ZAK	18	17	15	16	17	17	16	18	9	10	75	78	76.5
Total		602	600	550	551	583	598	609	654	322	336	2716	2757	2739
Mean		16.72	16.66	15.27	15.30	16.19	16.61	16.91	18.16	8.94	9.33	75.44	76.58	76.08



Appendix 18

RELIABILITY OF THE TEST PRE-TEST BASED ON TWO RATERS

Criteria	Score		Rank			
	R1	R2	R1	R2	D=(R1-R2)D2	D2
Content	1.008	1.013	2	2	0	0
Organization	936	1.003	4	4	0	0
Vocabulary	947	1.016	3	3	0	0
Language	1.135	1.117	1	1	0	0
Mechanic	536	580	5	5	0	0
Total	4.562	4.729				

$$\rho = 1 - \frac{\Sigma}{()}$$

$$\rho = 1 - \frac{()}{(())}$$

$$\rho = 1 - \frac{.}{()}$$

$$\rho = 1 - \frac{.}{.}$$

$$\rho = 1 - 0.0321$$

$\rho = 0.9679 \rightarrow$ The critical of reliability is very high reliable.

Appendix 19

RELIABILITY OF THE TEST POST TEST BASED ON TWO RATERS

Criteria	Score		Rank			
	R1	R2	R1	R2	D=(R1-R2)D2	D2
Content	1.163	1.170	2	2	0	0
Organization	1.086	1.101	4	4	0	0
Vocabulary	1.075	1.141	3	3	0	0
Language	1.223	1.288	1	1	0	0
Mechanic	604	643	5	5	0	0
Total	5.151	5.343				

$$\rho = 1 - \frac{\Sigma}{()}$$

$$\rho = 1 - \frac{()}{(())}$$

$$\rho = 1 - \frac{()}{()}$$

$$\rho = 1 - \frac{()}{()}$$

$$\rho = 1 - 0.0321$$

$\rho = 0.9679 \rightarrow$ The critical of reliability is very high reliable.

Appendix 20

Normality Test Score Pre-Test of Control Class

No	X	X ²	Z	Tabel	F(z)	Fkum	S(z)	Lo	
1	52	2704	-2.37	0.4911	0.0089	1	0.02778	-0.0189	0.01888
2	54.5	2970	-1.84	0.4671	0.0329	2	0.05556	-0.0227	0.02266
3	56.5	3192	-1.42	0.4222	0.0778	4	0.11111	-0.0333	0.03331
4	56.5	3192	-1.42	0.4222	0.0778	4	0.11111	-0.0333	0.03331
5	58	3364	-1.10	0.3643	0.1357	7	0.19444	-0.0587	0.05874
6	58	3364	-1.10	0.3643	0.1357	7	0.19444	-0.0587	0.05874
7	58	3364	-1.10	0.3643	0.1357	7	0.19444	-0.0587	0.05874
8	58.5	3422	-1.00	0.3413	0.1587	8	0.22222	-0.0635	0.06352
9	59.5	3540	-0.79	0.2852	0.2148	10	0.27778	-0.063	0.06298
10	59.5	3540	-0.79	0.2852	0.2148	10	0.27778	-0.063	0.06298
11	60	3600	-0.68	0.2517	0.2483	12	0.33333	-0.085	0.08503
12	60	3600	-0.68	0.2517	0.2483	12	0.33333	-0.085	0.08503
13	61	3721	-0.47	0.1808	0.3192	13	0.36111	-0.0419	0.04191
14	61.5	3782	-0.37	0.1443	0.3557	15	0.41667	-0.061	0.06097
15	61.5	3782	-0.37	0.1443	0.3557	15	0.41667	-0.061	0.06097
16	62.5	3906	-0.16	0.0636	0.4364	16	0.44444	-0.008	0.00804
17	64	4096	0.16	0.0636	0.5636	17	0.47222	0.0914	0.0914
18	64.5	4160	0.27	0.1064	0.6064	19	0.52778	0.0786	0.0786
19	64.5	4160	0.27	0.1064	0.6064	19	0.52778	0.0786	0.0786
20	65	4225	0.37	0.1443	0.6443	21	0.58333	0.0610	0.0610
21	65	4225	0.37	0.1443	0.6443	21	0.58333	0.0610	0.0610
22	65.5	4290	0.48	0.1844	0.6844	22	0.61111	0.0733	0.0733
23	66	4356	0.58	0.219	0.7190	23	0.63889	0.0801	0.0801
24	67	4489	0.79	0.2852	0.7852	26	0.72222	0.0630	0.0630
25	67	4489	0.79	0.2852	0.7852	26	0.72222	0.0630	0.0630
26	67	4489	0.79	0.2852	0.7852	26	0.72222	0.0630	0.0630
27	67.5	4556	0.90	0.3159	0.8159	29	0.80556	0.0103	0.0103
28	67.5	4556	0.90	0.3159	0.8159	29	0.80556	0.0103	0.0103
29	67.5	4556	0.90	0.3159	0.8159	29	0.80556	0.0103	0.0103
30	68	4624	1.00	0.3413	0.8413	30	0.83333	0.0080	0.0080
31	68.5	4692	1.11	0.3665	0.8665	32	0.88889	-0.0224	0.02239
32	68.5	4692	1.11	0.3665	0.8665	32	0.88889	-0.0224	0.02239
33	69	4761	1.21	0.3869	0.8869	36	0.88889	-0.1131	0.1131
34	69	4761	1.21	0.3869	0.8869	36	0.88889	-0.1131	0.1131
35	69	4761	1.21	0.3869	0.8869	36	0.88889	-0.1131	0.1131
36	69	4761	1.21	0.3869	0.8869	36	1	-0.1131	0.1131
Mean		63							
S		4.75							
Konstanta		0.5							
Lo		0.1131							
Lc		0.1477							
Mode		69							
Median		64.5							

Because $L\text{-Observed} < L\text{-Critical}$, so H_a is accepted.
Conclusion: the data is normal distribution.

Appendix 21

Normality Test Score Pre-Test of Experimental Class

No	X	X ²	Z	Tabel	F(z)	Fkum	S(z)	Lo	
1	53.5	2862	-2.67	0.4962	0.0038	1	0.0278	-0.0240	0.0240
2	56	3136	-2.15	0.4842	0.0158	2	0.0556	-0.0398	0.0398
3	57.5	3306	-1.83	0.4644	0.0356	3	0.0833	-0.0477	0.0477
4	60	3600	-1.31	0.4049	0.0951	4	0.1111	-0.0160	0.0160
5	60.5	3660	-1.21	0.3369	0.1631	5	0.1389	0.0242	0.0242
6	61	3721	-1.10	0.3643	0.1357	7	0.1944	-0.0587	0.0587
7	61	3721	-1.10	0.3643	0.1357	7	0.1944	-0.0587	0.0587
8	61.5	3782	-1.00	0.3413	0.1587	8	0.2222	-0.0635	0.0635
9	62	3844	-0.89	0.3133	0.1867	9	0.2500	-0.0633	0.0633
10	62.5	3906	-0.79	0.2852	0.2148	10	0.2778	-0.0630	0.0630
11	64.5	4160	-0.37	0.1443	0.3557	11	0.3056	0.0501	0.0501
12	65	4225	-0.26	0.1026	0.3974	12	0.3333	0.0641	0.0641
13	66	4356	-0.06	0.0239	0.4761	13	0.3611	0.1150	0.1150
14	66.5	4422	0.05	0.0199	0.5199	15	0.4167	0.1032	0.1032
15	66.5	4422	0.05	0.0199	0.5199	15	0.4167	0.1032	0.1032
16	67	4489	0.15	0.0596	0.5596	16	0.4444	0.1152	0.1152
17	67.5	4556	0.26	0.1026	0.6026	18	0.5000	0.1026	0.1026
18	67.5	4556	0.26	0.1026	0.6026	18	0.5000	0.1026	0.1026
19	68	4624	0.36	0.1406	0.6406	19	0.5278	0.1128	0.1128
20	68.5	4692	0.47	0.1808	0.6808	20	0.5556	0.1252	0.1252
21	69	4761	0.57	0.2157	0.7157	22	0.6111	0.1046	0.1046
22	69	4761	0.57	0.2157	0.7157	22	0.6111	0.1046	0.1046
23	69.5	4830	0.68	0.2517	0.7517	25	0.6944	0.0573	0.0573
24	69.5	4830	0.68	0.2517	0.7517	25	0.6944	0.0573	0.0573
25	69.5	4830	0.68	0.2517	0.7517	25	0.6944	0.0573	0.0573
26	70	4900	0.78	0.2823	0.7823	27	0.7500	0.0323	0.0323
27	70	4900	0.78	0.2823	0.7823	27	0.7500	0.0323	0.0323
28	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
29	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
30	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
31	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
32	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
33	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
34	70.5	4970	0.89	0.3133	0.8133	34	0.9444	-0.1311	0.1311
35	71	5041	0.99	0.3389	0.8389	35	0.9722	-0.1333	0.1333
36	72	5184	1.20	0.3849	0.8849	36	1.0000	-0.1151	0.1151
Mean		66							
S		4.78							
Konstanta		0.5							
Lo		0.1333							
Lc		0.1477							
Mode		70.5							
Median		67.75							

Because L-Observed < L-Critical, so Ha is accepted.
Conclusion: the data is normal distribution.

Appendix 22

Normality Test Score Post-Test of Experimental Class

No	X	X ²	Z	Tabel	F(z)	Fkum	S(z)	Lo	
1	71.5	5112	-1.62	0.4474	0.0526	1	0.02778	0.02482	0.0248
2	72	5184	-1.45	0.4265	0.0735	3	0.08333	-0.0098	0.0098
3	72	5184	-1.45	0.4265	0.0735	3	0.08333	-0.0098	0.0098
4	72.5	5256	-1.27	0.398	0.102	6	0.16667	-0.0647	0.0647
5	72.5	5256	-1.27	0.398	0.102	6	0.16667	-0.0647	0.0647
6	72.5	5256	-1.27	0.398	0.102	6	0.16667	-0.0647	0.0647
7	73	5329	-1.09	0.3621	0.1379	8	0.22222	-0.0843	0.0843
8	73	5329	-1.09	0.3621	0.1379	8	0.22222	-0.0843	0.0843
9	74	5476	-0.74	0.2704	0.2296	10	0.27778	-0.0482	0.0482
10	74	5476	-0.74	0.2704	0.2296	10	0.27778	-0.0482	0.0482
11	74.5	5550	-0.56	0.2123	0.2877	12	0.33333	-0.0456	0.0456
12	74.5	5550	-0.56	0.2123	0.2877	12	0.33333	-0.0456	0.0456
13	75	5625	-0.38	0.148	0.352	14	0.38889	-0.0369	0.0369
14	75	5625	-0.38	0.148	0.352	14	0.38889	-0.0369	0.0369
15	75.5	5700	-0.21	0.0832	0.4168	17	0.47222	-0.0554	0.0554
16	75.5	5700	-0.21	0.0832	0.4168	17	0.47222	-0.0554	0.0554
17	75.5	5700	-0.21	0.0832	0.4168	17	0.47222	-0.0554	0.0554
18	76	5776	-0.03	0.012	0.488	18	0.5	-0.012	0.0120
19	76.5	5852	0.15	0.0596	0.5596	22	0.61111	-0.0515	0.0515
20	76.5	5852	0.15	0.0596	0.5596	22	0.61111	-0.0515	0.0515
21	76.5	5852	0.15	0.0596	0.5596	22	0.61111	-0.0515	0.0515
22	76.5	5852	0.15	0.0596	0.5596	22	0.61111	-0.0515	0.0515
23	77	5929	0.32	0.1255	0.6255	24	0.66667	-0.0412	0.0412
24	77	5929	0.32	0.1255	0.6255	24	0.66667	-0.0412	0.0412
25	77.5	6006	0.50	0.1915	0.6915	26	0.72222	-0.0307	0.0307
26	77.5	6006	0.50	0.1915	0.6915	26	0.72222	-0.0307	0.0307
27	78	6084	0.68	0.2517	0.7517	30	0.83333	-0.0816	0.0816
28	78	6084	0.68	0.2517	0.7517	30	0.83333	-0.0816	0.0816
29	78	6084	0.68	0.2517	0.7517	30	0.83333	-0.0816	0.0816
30	78	6084	0.68	0.2517	0.7517	30	0.83333	-0.0816	0.0816
31	79	6241	1.03	0.3485	0.8485	31	0.86111	-0.0126	0.0126
32	80	6400	1.39	0.4177	0.9177	33	0.91667	0.00103	0.0010
33	80	6400	1.39	0.4177	0.9177	33	0.91667	0.00103	0.0010
34	81	6561	1.74	0.4591	0.9591	35	0.97222	-0.0131	0.0131
35	81	6561	1.74	0.4591	0.9591	35	0.97222	-0.0131	0.0131
36	82.5	6806	2.27	0.4884	0.9884	36	1	-0.0116	0.0116
Mean		76.08							
S		2.82							
Konstanta		0.5							
Lo		0.0843							
Lc		0.1477							
Mode		76.5							
Median		76.5							

Because $L\text{-Observed} < L\text{-Critical}$, so H_a is accepted.
Conclusion: the data is normal distribution.

Appendix 23

Normality Test Score Post-Test of Control Class

No	X	X ²	Z	Tabel	F(z)	Fkum	S(z)	Lo	
1	65	4225	-1.98	0.4761	0.0239	2	0.0556	-0.0317	0.0317
2	65	4225	-1.98	0.4761	0.0239	2	0.0556	-0.0317	0.0317
3	67	4489	-1.38	0.4162	0.0838	3	0.0833	0.0005	0.0005
4	68	4624	-1.08	0.3599	0.1401	6	0.1667	-0.0266	0.0266
5	68	4624	-1.08	0.3599	0.1401	6	0.1667	-0.0266	0.0266
6	68	4624	-1.08	0.3599	0.1401	6	0.1667	-0.0266	0.0266
7	69	4761	-0.79	0.2852	0.2148	9	0.2500	-0.0352	0.0352
8	69	4761	-0.79	0.2852	0.2148	9	0.2500	-0.0352	0.0352
9	69	4761	-0.79	0.2852	0.2148	9	0.2500	-0.0352	0.0352
10	69.5	4830	-0.64	0.2389	0.2611	11	0.3056	-0.0445	0.0445
11	69.5	4830	-0.64	0.2389	0.2611	11	0.3056	-0.0445	0.0445
12	70	4900	-0.49	0.1879	0.3121	14	0.3889	-0.0768	0.0768
13	70	4900	-0.49	0.1879	0.3121	14	0.3889	-0.0768	0.0768
14	70	4900	-0.49	0.1879	0.3121	14	0.3889	-0.0768	0.0768
15	71	5041	-0.19	0.0753	0.4247	17	0.4722	-0.0475	0.0475
16	71	5041	-0.19	0.0753	0.4247	17	0.4722	-0.0475	0.0475
17	71	5041	-0.19	0.0753	0.4247	17	0.4722	-0.0475	0.0475
18	72	5184	0.11	0.0438	0.5438	22	0.6111	-0.0673	0.0673
19	72	5184	0.11	0.0438	0.5438	22	0.6111	-0.0673	0.0673
20	72	5184	0.11	0.0438	0.5438	22	0.6111	-0.0673	0.0673
21	72	5184	0.11	0.0438	0.5438	22	0.6111	-0.0673	0.0673
22	72	5184	0.11	0.0438	0.5438	22	0.6111	-0.0673	0.0673
23	72.5	5256	0.26	0.1026	0.6026	24	0.6667	-0.0641	0.0641
24	72.5	5256	0.26	0.1026	0.6026	24	0.6667	-0.0641	0.0641
25	73	5329	0.41	0.1591	0.6591	26	0.7222	-0.0631	0.0631
26	73	5329	0.41	0.1591	0.6591	26	0.7222	-0.0631	0.0631
27	74	5476	0.70	0.258	0.7580	29	0.8056	-0.0476	0.0476
28	74	5476	0.70	0.258	0.7580	29	0.8056	-0.0476	0.0476
29	74	5476	0.70	0.258	0.758	29	0.8056	-0.0476	0.0476
30	75	5625	1.00	0.3413	0.8413	31	0.8611	-0.0198	0.0198
31	75	5625	1.00	0.3413	0.8413	31	0.8611	-0.0198	0.0198
32	76	5776	1.30	0.3032	0.8032	33	0.9167	-0.1135	0.1135
33	76	5776	1.30	0.3032	0.8032	33	0.9167	-0.1135	0.1135
34	77	5929	1.60	0.4452	0.9452	34	0.9444	0.0008	0.0008
35	78	6084	1.89	0.4706	0.9706	35	0.9722	-0.0016	0.0016
36	79	6241	2.19	0.4857	0.9857	36	1	-0.0143	0.0143
Mean		72							
S		3.36							
Konstanta		0.5							
Lo		0.1135							
Lc		0.1477							
Mode		72							
Median		72							

Because $L\text{-Observed} < L\text{-Critical}$, so H_a is accepted.
Conclusion: the data is normal distribution.

Appendix 24

Analysis of Hypothetical Test Experimental and Control Class

No	Code	Pre-test X	Post-test X	Gain X	X2	No	Code	Pre-test C	Post-test C	Gain C	C2
1	AAP	60.5	72.5	12	144	1	AH	60	70	10	100
2	AF	56	74	18	324	2	AF	52	67	15	225
3	AAM	66.5	75	8.5	72.25	3	AAA	56.5	68	11.5	132.25
4	AS	70.5	81	10.5	110.25	4	AAW	54.5	70	15.5	240.25
5	AI	69.5	80	10.5	110.25	5	ASA	56.5	69	12.5	156.25
6	AJA	62	73	11	121	6	AHS	68.5	74	5.5	30.25
7	BNB	57.5	72	14.5	210.25	7	AMH	69	72	3	9
8	BA	67.5	75.5	8	64	8	AR	59.5	69.5	10	100
9	BR	72	80	8	64	9	AAG	60	72	12	144
10	DNA	70.5	82.5	12	144	10	ANA	58	68	10	100
11	DA	66.5	71.5	5	25	11	AF	62.5	72.5	10	100
12	ER	53.5	74.5	21	441	12	AM	65	75	10	100
13	FDZ	60	75.5	15.5	240.25	13	ARF	67	75	8	64
14	GDP	68	76	8	64	14	AAA	69	76	7	49
15	GAP	70.5	78	7.5	56.25	15	ANR	68	78	10	100
16	HNM	69	78	9	81	16	BDS	69	79	10	100
17	IAP	69.5	76.5	7	49	17	BA	68.5	72	3.5	12.25
18	IAA	61	74	13	169	18	FZ	66	73	7	49
19	KAJ	70.5	78	7.5	56.25	19	GR	67	70	3	9
20	MSR	61.5	75	13.5	182.25	20	HGS	61	71	10	100
21	MFI	65	76.5	11.5	132.25	21	HMS	64.5	74	9.5	90.25
22	MH	67	77	10	100	22	ISA	67.5	73	5.5	30.25
23	MIN	68.5	76.5	8	64	23	JJ	67.5	77	9.5	90.25
24	NQA	61	73	12	144	24	MDR	58	65	7	49
25	NRP	69	72.5	3.5	12.25	25	FPA	69	76	7	49
26	NAE	70.5	79	8.5	72.25	26	MWT	65.5	72.5	7	49
27	NA	64.5	72	7.5	56.25	27	MAV	61.5	71	9.5	90.25
28	RY	70	81	11	121	28	MHP	65	71	6	36
29	RBA	66	74.5	8.5	72.25	29	MJS	61.5	74	12.5	156.25
30	RAP	69.5	75.5	6	36	30	NA	59.5	69	9.5	90.25
31	RM	70	77.5	7.5	56.25	31	NFN	58.5	68	9.5	90.25
32	SAZ	67.5	77	9.5	90.25	32	NPP	67.5	72	4.5	20.25
33	SSP	70.5	77.5	7	49	33	SRD	67	72	5	25
34	SF	71	78	7	49	34	SN	64	69	5	25
35	SMR	62.5	72.5	10	100	35	SNN	64.5	69.5	5	25
36	ZAK	70.5	76.5	6	36	36	ZI	58	65	7	49
Total		2385.5	2739	353.5	3918.8	Total		2276.5	2579	302.5	2885.25
Mean		66.26	76.08	9.82	108.9	Mean		63.24	71.64	8.40	80.15



Appendix 25

Homogeneity Test

1. Pre-Test

$$\text{Variance (S}^2\text{) of Pre-test Experimental Class} = (4.78^2) = 22.84$$

$$\text{Variance (S}^2\text{) of Pre-test Control Class} = (4.75^2) = 22.65$$

The formula:

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

$$F_{\text{observe}} = \frac{22.84}{22.65}$$

$$F_{\text{observe}} = 1.0083$$

From the computation above, we can see that F-observed is 1.0083 while the F-critical at significant level of 0.05 is 1,72. It means that $F_{\text{observed}} < F_{\text{critical}} = 1.0083 < 1.72$. It proves that the variance of the data of the Pre-test was homogeneous.

2. Post-Test

$$\text{Variance (S}^2\text{) of Post-test Experimental Class} = (2.82^2) = 7.95$$

$$\text{Variance (S}^2\text{) of Post-test Control Class} = (3.36^2) = 11.28$$

The formula:

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

$$F_{\text{observe}} = \frac{11.28}{7.95}$$

$$F_{\text{observed}} = 1.4188$$

From the computation above, we can see that F-observed is 1.4188 while the F-critical at significant level of 0.05 is 1.72. It means that $F_{\text{observed}} < F_{\text{critical}} = 1.42 < 1.72$. It proves that the variance of the data of the Post-test was homogeneous.

Appendix 26

Hypothetical Test

The Calculating of Hypothetical Analysis by Using Independent t-test

The formula t-test:

$$\Sigma = 353.5$$

$$\Sigma = 302.5$$

$$\Sigma = 3918.8$$

$$\Sigma = 2885.25$$

$$= 36$$

$$= 36$$

$$= \frac{\frac{\Sigma - (\Sigma)}{+} + \frac{\Sigma - (\Sigma)}{-2} \left(\frac{1}{36} + \frac{1}{36}\right)}{\frac{3918.8 - \frac{(353.5)}{36} + 2885.25 - \frac{(302.5)}{36}}{36 + 36 - 2} \left(\frac{1}{36} + \frac{1}{36}\right)}$$

$$= \frac{9.82 - 8.40}{\frac{(3918.8 - 3471.17) + (2885.25 - 2541.84)}{70} (0.06)}$$

$$= \frac{1.42}{\frac{447.63 + 343.41}{70} (0.06)}$$

$$= \frac{1.42}{(11.30)(0.06)}$$

$$= \frac{1.42}{0.82}$$

$$= 2.21$$

$$df = N_x + N_y - 2$$

$$df = 36 + 36 - 2$$

$$df = 70$$

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

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

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

From the calculation:

2.21 > 1.684 there was a significant.

Conclusion:

$t_{\text{observed}} > t_{\text{critical}}$, then H_a is accepted. It means that there was a significant of the influence of using tree diagram technique towards students' writing ability in descriptive text at the tenth grade of MTs Negeri 1 Bandar Lampung.



Appendix 27

The Interview with the student in preliminary research Interview for student

No	Question	Answer
1	Are you like English lesson?	Yes, I like it.
2	Can you explain your reason, why you like English lesson?	I like English lesson because English lesson is very interesting to me.
3	Are you like writing skill?	Yes, I like writing skill
4	Can you explain your reason, why you like writing skill?	I like writing skill but I still low about grammar and vocabulary.
5	Are you like the method of your teacher when learning?	Yes, I like. But she was only little variation technique in teaching writing in the classroom.
6	How writing skill lesson is you like?	I like writing lesson is most of game, technique, strategies, make me interesting when learn English lesson especially in writing skill

Appendix 28

The Interview with the English teacher in preliminary research Interview for teacher

No	Question	Answer
1	How long have you been teaching English in this school?	I am teaching in MTs from 2008 until now, about 9 years.
2	Can you explain your experience in teaching English, especially in teaching writing?	In writing, the most students that I taught still get difficulty because they are not doing exercise.
3	Do you have special method, strategies, or technique in teaching writing?	I don't use special method/technique/strategies, but I often using exposition strategy.
4	Do you have problem in teaching writing? What are they?	Yes I have, most of student can't do exercise because they are can't express their idea and write it.
5	How is students ability in writing skill?	Most of students are still low in writing ability, because they can't write the idea fluently.
6	Do you ever use technique in teaching writing?	Not yet. Just strategies that I use before.

7	Why the students are still low in writing according your experience in this school?	I think because most of students can't express their idea and write it. And most of student low in grammar, vocabulary.
8	What are criterias in scoring writing procedure?	I have five criterias, they are content, organization, vocabulary, language, and mechanics. It in writing scoring rubric.



Appendix 29**Photo's with English Teacher (Dian Syafarina, S.Pd)**

Photo's Learning activity of Control Class (VIII D)



Photo's with Students Control Class (VIII D)



Photo's Learning activity of Control Class (VIII A)



Photo with Students Experimental Class (VIII A)

