

**THE INFLUENCE OF USING NUMBERED HEADS TOGETHER TECHNIQUE
TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE
FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 1 JATI AGUNG
SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**



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



By:

**INTAN DEVITA NADYA
NPM : 1411040271**

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2018/2019**

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Advisor : Rohmatillah, M.Pd

Co-Advisor : Nunun Indrasari, M.Pd

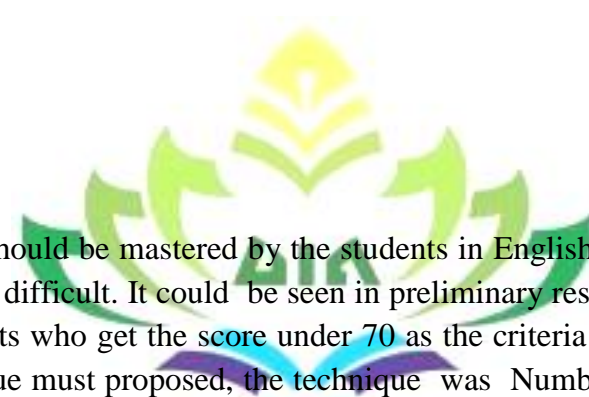
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ABSTRACT

THE INFLUENCE OF USING NUMBERED HEADS TOGETHER TECHNIQUE TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 1 JATI AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By

Intan Devita Nadya



As one skill which should be mastered by the students in English learning, the students still find writing difficult. It could be seen in preliminary research. There were 66.1% of students who get the score under 70 as the criteria of writing test. Thus, the new technique must be proposed, the technique was Numbered Heads Together. The objective of this research is to know whether there is a significant influence of using Numbered Heads Together Technique towards students' descriptive text writing ability.

This research used quasi experimental design with the treatment held in three meetings, 2x40 minutes for each class. The population of this research was the eighth grade of SMPN 1 Jati Agung South Lampung. The sampling technique was cluster random sampling. The sample was taken two classes, one class as the experimental class, VIII B and the other class as the control class, VIII E consisted of 63 students. In collecting the data, the writer used the instrument in the form of writing test for pre-test and post-test. After giving the post-test, the writer analyzed the data by using SPSS (*Statistical Package for Social Science*).

From the data analysis, it was found that the result of Sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. H_a is accepted if Sig. (ρ_{value}) $< \alpha = 0.05$ and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Numbered Heads Together Technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.

Keywords: *Numbered Heads Together Technique, Quasi Experimental Design, Descriptive Text Writing Ability.*



DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Numbered Heads Together Technique Towards Students’ Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.



Intan Devita Nadya

NPM. 1411040271

MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ
أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

"And if all the trees upon the earth were pens and the sea (was ink), replenished there after by seven (more) seas, the words of Allah would not be exhausted (in the writing). Indeed, Allah is Exalted in Might and Wise"¹ (Q.S. Luqman : 27)



¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), p.413.

DEDICATION

Bismillahirrahmanirrahim...

Praise and gratitude to Allah Subhanahu Wataalla for abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. The greatest support in my life, my beloved family. Mr. Bob April A.Md, Mrs. Nina Sri Yati A.Md, and do not forget my sister Zalika Mutiara Anabella and my brother M.Goldy Berlian, and all of my family who always pray for my success and give me inspiration, motivation, love, support to always study hard. I love them very much.
2. My beloved lecturers and advisors who are always patient in giving direction in working on this thesis.
3. My beloved family, PBI D'14.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Intan Devita Nadya. She was born on January 2nd 1996, in Bandar Lampung. She is the first child of three children of Mr. Bob April A.Md and Mrs. Nina Sri Yati A.Md. She has one sister, her name is Zalika Mutiara Anabella, and one brother, his name is M.Goldy Berlian.

The writer began her study in Elementary School at SD Al-Azhar 1 Bandar Lampung in 2002 and graduated in 2008. Then, she continued her study at SMPN 19 Bandar Lampung and graduated in 2011. After she finished her study at Junior High School, she continued her study at MAN 1 Model Bandar Lampung and graduated in 2014. And after she finished her study at Senior High School, in the same year she continued her study to UIN Raden Intan Lampung as a student of English Education Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise be to Allah Subhanahu wata'Allah the Almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon to our prophet Muhammad Shallallahu 'alaihi wasallam, with his family and followers. This thesis entitled "The influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, support, and many valuable things from various sides. Therefore, the writer would sincerely thank :

1. Prof. Dr. H. Chairul Anwar, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with his staff, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd., the chairperson of English Education Faculty UIN Raden Intan Lampung.
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8. My best partner Faizal Akbar, who came at the right time by Allah. The people who have always supported and accompany the writer when her felt hopeless to finish this thesis.
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Destri, Dani, Diana, Imam, Jepri, Joko, Rahmat, Putri, Yogi) who always given the happiness for 5 years.

10. All the people who helped the writer, who cannot mention one by one.

May Allah Subhanahu wata'Allah bless and give in return for every help they did to the writer. Finally, it is expected that this thesis can benefit to the readers.

Aaammiiinn Allahuma Aaammiiinn.

Bandar Lampung, 15 April 2019

The Writer,



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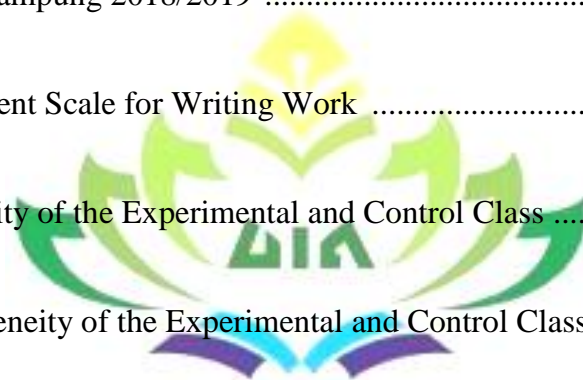
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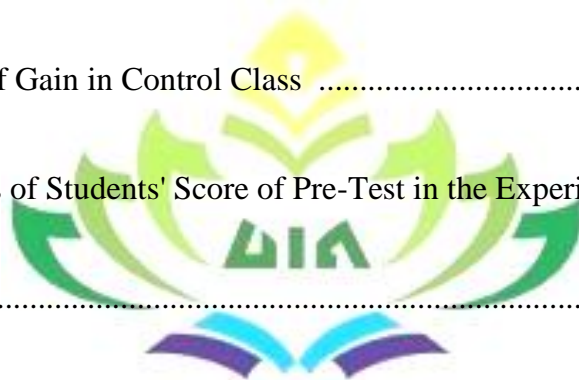
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CHAPTER I INTRODUCTION

A. Background of the Problem

According to Siahaan, language is a set of rules used by human as a tool of their communication.² Many functions of the Language, for example helps people to make interaction to their environment. Language also as a way of communication among people around the world, as a system of structurally related elements and language for the expression of functional meaning.³ Language is used to exchange information. By using language, people can express their ideas, thoughts, needs, and wishes. Each language is unique and each has its own system. A language is always different from others even though the language may be similar to some language.⁴

English is one of the international languages used in countries through out the world, include Indonesia. Since English becomes an important language for communication, it is carried out to Indonesian education and it has the main goal to develop four skills in order to attain communicative competence, taught in university, senior high school, junior high school, and elementary school. But in Indonesia, English is learned only at schools and people do not speak the language in the society, because English is really a foreign language for language learner in Indonesia.⁵ Heaton stated

² Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1.

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.8.

⁴ *Ibid*, p.23.

⁵ *Ibid*, p.22.

that “The four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing”.⁶ It can be assumed that there are four language skills that should be mastered by English learners.

Based on the statement above, teaching English to the English learners especially students is expected to help them to develop their ability in four language skills, not only receptive skills (listening and reading) but also productive skills (speaking and writing). Teaching and learning are two processes that cannot be separated, because they are related to each other. As we know that teaching is a process of transferring knowledge to someone, and learning is a process of getting knowledge from someone. Teaching English to the English learner or students as foreign language in Indonesia is not as easy as it seems, especially in teaching writing. This is because English is very different from local languages (Javanese, Maduranese, etc.) and our national language, Indonesian language.

Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English.⁷ Raimes says that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁸ It means that writing is complex skill because writing needs hard thinking to give ideas, feelings, sentence and paragraph to attainment of writing. Realizing that writing is very important for English

⁶ J.B.Heaton, *Writing English Language Tests*, (London: Longman Group, 1988), p. 8.

⁷ Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2007), p.31.

⁸ Ann Raimes, *Techniques in Teaching Writing*, (Oxford: Oxford University Press, 1983), p.3.

learners, it is essential for the students to develop their writing skills in English. Allah states in the holy Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Who taught by the pen (Qalam). Taught man that what he did not know....

(Al-Alaq: 4-5).⁹

The symbol of a permanent revelation is the mystic pen and the mystic record, the word Qalam in the fourth verse means the tool to write (pen). God teach us new knowledge at every given moment individuals learn more and more day by day; nations and humanity at large learn fresh knowledge at every stage. This is even more noticeable and important in the spiritual world. From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen, by writing people will get some information. That is why human needs to learn how to write correctly.

From the Qur'an verse above, Allah said that writing is important for education world. Because from writing we know about something we do not know. Writing is one for four language skill, as a process of communication, which uses conventional graphic system to convey a message to reader. It means that writing is the process to deliver the message with detail information to the reader by using graphic system.

⁹ H.Ahmad Tohapatra, *AL Bayan: Al Qur'an dan Terjemahannya Transliterasi Arab-Latin Model Perbaris*, (Semarang: Asy Syifa Press, 2001), p.1616.

Writing is important English skill for students because writing has some benefits for them. In fact, many students found difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skills for many people. Based on the journal research of Spelkova and Hurst about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill in English.¹⁰ It means that writing is complex skill because the people who want to write they must use eyes, brain and hand. Students who write rarely will find some problems when they must write, because sometimes when they want to write something they are confronted with a lot of difficulties to transfer thought and idea in written form. Not only focus on words, phrases, sentences, pattern and grammar, but also they must focus on the idea of each paragraph.

Based on preliminary research, this condition also happened at SMPN 1 Jati Agung South Lampung, especially in VIII class. From interview with English teacher Mrs. Yuliana, S.Pd, she said that "the students are very difficult to be told to bring a dictionary at the time of my subjects".¹¹ In fact, the students have lack of vocabulary. And not only that, many students do not pass the minimum standard (KKM) and have difficulties in writing, students writing score were still low. The students cannot express their ideas in written form well especially in Descriptive Text, mostly made mistakes in

¹⁰ Innelsa Spelkova and Nicholas Hurst, *Teachers' attitudes to Skill and writing Process in Latvia and Portugal*, Journal. (Available on <http://web.letras.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf>). Accessed on January 12th 2018.

¹¹ Mrs. Yuliana, S.Pd, *English Teacher of SMPN 1 Jati Agung*, South Lampung: SMPN 1 South Lampung. February 22th 2018. (an Interview)

both organizational ideas and in language usage. This is due to the fact that writing in English is different from Indonesian language. The writer also had interviewed the students. And based on the interview the students felt bored when they write Descriptive Text, they do not enjoy with the teaching technique in writing English, so they were felt lazy to follow the learning process very well. The scores can be seen from the value of writing English students in Descriptive Text. Scores are displayed in Table 1.1:

Table 1.1
Students' English Writing Score at the Eighth Grade of SMPN 1 Jati Agung South Lampung in Academic Year of 2018/2019.

No.	Class	Students' score		Number of student
		<70	>70	
1	VIII A	20	12	32
2	VIII B	24	7	31
3	VIII C	15	17	32
4	VIII D	21	10	31
5	VIII E	23	9	32
6	VIII F	22	9	31
Total		125	64	189
Percentage		66.1%	33.9%	100%

Source: SMPN 1 Jati Agung, Sout Lampung in the academic year of 2018/2019.

Based on Table 1, there were 64 students of 189 students who passed the test based on criteria of minimum mastery (KKM) and 125 students failed. In this case, the students' score of KKM in SMPN1 Jati Agung South Lampung is 70 and there were many students who got the score under 70. It means that more than 50% students who do not pass the criteria of minimum mastery. From those kinds of problem, the writer assumed that most of the students were still difficult to learn English, especially in

writing of Descriptive Text. It means that the English teacher must find some ways how to make students' writing ability better than before.

There are many kinds of teaching writing technique. The technique can attract students' motivation in learning English, so that the students feel enjoyable and the students do not feel bored. From these reasons, the writer would like to propose a fun technique in teaching writing especially in Descriptive Text by using Numbered Heads Together technique. It is one type of Cooperative Learning with syntax: directing, creating heterogeneous groups, and each student is given a number.¹² In other words, it's a technique where students are divided in some groups then the teacher gives numbers and questions to every student based on their numbers. The purpose of this technique is the students are able to process the information, communication. They also can develop their thinking, review material and checking their prior knowledge. According to Slavin in Huda, the technique developed by Rush Frank is suitable for ensuring individual accountability in group discussions.¹³

Considering the topic discuss in this research, it is also supported by previous research. There were some previous research that have been done related to this topic are: First, Khairani and Zainudin with the title *Improving Students' Achievement in Writing Report Text Through Numbered Heads Together*. This study was conducted by using classroom action research at SMP PRIMARY UPMI Medan in the Academic Year

¹² Ngalimun, *Strategi dan Model Pembelajaran*, (Banjarasin: Aswaja Pressindo, 2012), p.169.

¹³ Miftahul Huda, *Cooperative Learning Method, Teknik, Struktur, dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar,2013), p.130.

2014. In this research, students' writing score kept improving in every test. In test I, the mean was 66.4375, in test II the mean was 78.125 and in test III the mean was 87.5625. And, based on the observation sheets and questionnaire sheets, it was found that the teaching learning process ran well. Students were active and interested in writing. The result of the research showed that Number Heads Together (NHT) significantly effective improved students' achievement in writing.¹⁴

The Second, thesis entitled *The Effectiveness of Numbered Head Together Technique in Teaching Writing Hortatory Exposition Text* by Rizqina Rachman and Vega Hesmatantya from University of Muhammadiyah Surabaya. This research used experimental design that the sample used XI-IPA3 as control class and XI-IPA4 as experimental class of SMA Wachid Hasyim1 Surabaya in Academic Year 2016. Based on result of the research, NHT is effective to be used because the result of independent samples test showed that $t_{count} > t_{table}$ ($4.139 > 0.172$). It means that H_1 is accepted, there is significant difference between student's ability in control and experimental class. And most of students give a positive response in implementation of Numbered Heads together technique, the students feel that this technique make them more active, more motivated in learning English.¹⁵

¹⁴ Yunita Khairani and Zainudin, *Improving Students' Achievement in Writing Report Text Through Numbered Heads Together*, (Medan: Unimed). Journal. (Available on <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/viewFile/335/143>). Accessed on January 7th2018.

¹⁵ Rizqina Rachman and Vega Hesmatantya, *The Effectiveness of Numbered Head Together Technique in Teaching Writing Hortatory Exposition Text*, Journal. (Available on <http://journal.um-surabaya.ac.id/index.php/Tell/article/view/354>). Accessed on January 11th2018.

So, the conclusion of the two previous research are, in the first previous research by Khairani, she has found that the teaching learning process ran well. Students were active and interested in writing. The result of the research showed that Number Heads Together (NHT) significantly effective improved students' achievement in writing. And in the second previous research by Rachman, he has found that there was significant difference between student's ability in control and experimental class. And most of students gave a positive response in implementation of Numbered Heads together technique, the students felt that this technique make them more active, more motivated in learning English. And the different of previous and present research is they use the same technique and skill, but different in subject and grade. In present research, the writer use Numbered Heads Together to make the student more interest and do not feel bored when their learning English, especially in their Descriptive Text Writing Ability at the first semester of the seventh grade.

Based on the explanations above, the writer conducted a research entitled “The Influence of Using Numbered Heads Together Technique Towards Students’ Descriptive Text Writing Ability at the First Semester of the Eight Grade of SMPN 1 Jati Agung South Lampung in The Academic Year of 2018/2019”.

B. Identification of the Problem

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

1. The students were lazy and difficult to bring the dictionary.

2. The students got difficulties in expressing their ideas in written form especially in Descriptive Text.
3. The students got difficulties in organizing ideas and language usage in written form especially in Descriptive Text.
4. The students felt bored when they wrote Descriptive Text.
5. The teaching technique that was used by teacher was still less enjoyable for the students.

C. Limitation of the Problem

In this research, the writer focused on The Influence of using Numbered Heads Together Technique Towards Students' Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Jati Agung South Lampung in The Academic Year of 2018/2019.

D. Formulation of the Problem

In this research, the formulation of the problem is: Is there any significant Influence of using Numbered Heads Together Technique Towards students' Descriptive Text Writing Ability at the First Semester of The Eighth Grade of SMPN 1 Jati Agung South Lampung in The Academic Year of 2018/2019?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research is to know whether there is any significant Influence of using Numbered Heads Together

Technique Towards students' Descriptive Text Writing Ability at the First Semester of The Eighth Grade of SMPN 1 Jati Agung South Lampung in The Academic Year of 2018/2019.

F. Uses of the Research

After doing this research, the writer expects that the result of this research are as follows:

a. Theoretically

This research to give information for the English teacher about the influence of Numbered Heads Together Technique toward students' descriptive text writing ability, and also to give information for further research.

b. Practically

It is expected that this research can provide useful input in improving the quality of learning in the school and also give information to the English teacher about teaching Descriptive text writing.

G. Scope of the Research

1. Research Subject

The research subject was the students at the first semester of she eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year 2018/2019.

2. Research Object

The research object of this research was the used Numbered Heads Together technique towards student's Descriptive Text writing ability.

3. Research Place

The research was conducted at SMPN 1 Jati Agung South Lampung.

4. Research Time

The research was conducted at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year 2018/2019.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Teaching English as a Foreign Language

Language is used for communication.¹⁶ Every human needs language as medium for communication among individual or nations and interaction to their environment. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.¹⁷ As a way of communication among people around the world, language is used to exchange information. By using language, people can express their ideas, thoughts, needs, and wishes. Each language is unique and each has its own system, a language is always different from others even though the language may be similar to some languages.¹⁸

English is one of the subject material schools and as a part national exam in Indonesia. Therefore, the students must know English well for carrying on their study and to go to the next level that higher than before. Brown states that teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.¹⁹ It means that teaching is a process that should be done by teacher

¹⁶ H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: State University, 1994), p.6.

¹⁷ *Loc.cit.*

¹⁸ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.23.

¹⁹ Brown, *Op.Cit*, p.8.

based on the experience, knowledge and material preparation. Then in reality the students still find difficulties in English, because of the difference of pattern, structure, and language used.

In the other hand, English also called as a foreign language. It is supported by Harmer, he says that English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.²⁰ It means that many students just use English for their communication in the school or institution. In addition, the teacher has to use effective way so the students use English in their daily communication.

English is an action to transfer English knowledge from the teacher to the students. Student is someone who receives the materials, and teacher is someone who delivers the material and guides the students in learning process. And, English in Indonesia as a foreign language, because English is only learned at schools and people do not speak English in the society, they are do not practice to use it in daily life. Many students are not good in English because they just practice it in their school or institution. Consequently, in Indonesia, many people think that English is difficult.

From those theories, the writer concludes that teaching English as a foreign language is an action to transfer English knowledge from the teacher to the students. English is only learned at schools and people do not speak English in the society, they are do not practice to use it in daily life. In this case, the teacher's ability in creating

²⁰ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.39.

effective and good way in teaching English is very important to make the students more interested in learning English.

2. Concept of Writing

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.²¹ In making good writing, we should use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Thus, it can be stated that writing is one of productive skills, which contains of a symbol (orthographic) and involves a complex process. It is not a spontaneous activity, because it needs some mental efforts to combine and arrange sentence.

Writing is frequently useful as preparation for some other activities, in particular when students write sentence as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.²² In writing, more time and energy can be spent on cognitive activities such as planning and information retrieval. A writer must devote a considerable amount of cognitive energy simultaneously managing several different kinds of information about acceptable

²¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc. Graw Hill, 2005), p. 98.

²² Harmer, *Op.Cit*, p.33.

forms of written texts.²³ So, create ideas and collect information in writing is very important because the ideas will be organized into written and read by others.

Additionally, Palmer says that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.²⁴ It means, writing is an activity that produces something from mind become meaningful a text of sentence.

Writing is a medium for communication, it helps us connect to others, and the reader must understand the purpose of our writing, what we are going to inform or to say.²⁵ It means, that in writing we should make it clearly so the reader can understand what message we want to convey.

Based on the definitions above, it can be concluded that writing is an activity or process in express the idea in written form. When we write, our mind get an idea and express the idea by symbols letter is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their idea by using writing. It means that writing is skill to express the idea and thought on their mind and students can get the information in writing form.

²³ Linse, *Op.Cit.*, p.18.

²⁴ Barbara C, Palmer, *Developing Cultural Literacy through the Writing Process*, (Loongwood Profesional Book, USA, 1994), p.5.

²⁵ Ann Raimes, *Technique in Teaching Writing*, (England: Oxford University Press, 1983), p.129.

3. Concept of Writing Ability

Writing is one of skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching in English.²⁶ When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their mind, and even consult dictionaries, grammar book, or other reference material to help them.²⁷ Hyland says, that 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.²⁸ It means that the process of writing is a complex process, which the students not only explore ideas and concrete to be realized in a text but also test of students' ability to make a writing correctly.

Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.²⁹ Writing skills are an important part of communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Additionally, Harmer says that writing ability is supporting by others skill, what we write often depends upon what we read. He also says that letters are often written in reply to other letters, and e-mail conversation proceeds much like spoken dialogues.

²⁶ Harmer, *Op.Cit*, p.31

²⁷ *Loc.cit*.

²⁸ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

²⁹ Devinder Sharma, *What is meant by writing ability?*, 5 August, 2015. (Available on <https://www.quora.com/What-is-meant-by-%E2%80%9Cwriting-ability%E2%80%9D>). Accessed on February 2th 2018.

Indeed, in the case of chat rooms, the computer discourse takes place, like spoken conversation, in real time.³⁰ Reader is very important in writing, because in writing we need reader as participant to receive information. Moreover, in writing also supported by speaking. When we start to write something, our writing resemble of our speaking. It means that writing is also supporting by reading skill and speaking skill.

There are five scoring criteria for scoring of writing, they are:

- 1) Content (refers substance of writing, the experience of the main idea/unity).
- 2) Organization (refers tp logical organization of the coherent/coherence).
- 3) Vocabulary (refers to the selection of words those are suitable with the content).
- 4) Language (refers to use the correct grammatical and syntactic pattern).
- 5) Mechanics (refers to use graphic conventional of the language).³¹

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

4. Concept of Writing Process

Writing process is the stage a writer goes though in order to produce something and its final written form. This process of course, be affected by the *content* (subject

³⁰ Jeremy Harmer, *The Practice Of English Language Teaching, Third Edition*, (New York: Longman, 2001), p.251.

³¹ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996) p. 130-131.

matter) of the writing, the type of writing (shopping, list, letters, essays, report, or novel) and the *medium* of written in (pen and paper, computer word files, live chat, etc).³² In writing process, the writer seems to have the most important cognitive implication.³³ It means that, writing is a process of our mind to produce a good written start from beginning until the last in writing, the writer not only express her/his mind in form written language, but also we should have understand about the massege that we want to convey to the reader.

Writing process as a classroom activity incorporates the five main writing stages: planning(rewriting), drafting (writing), revising (redrafting), editing and publishing.³⁴

1) Planning (Prewriting)

Prewriting is an activity to stimulate students' thoughts to write. It is help you generate ideas and gathers information for writing.³⁵ It is used to find out ideas in our mind so we can organize them in-written form. It can help people to clarify the thinking processes and make people think more clearly about the subject they want to write.

2) Drafting (Writing)

Drafting is time to the writer especially students put their idea on paper or other media. The purpose of drafting is to make the students focus on their ideas and get them

³² Harmer, *Op.Cit*, p.4.

³³ Sara Chusing Weigle, *Assessing Writing*, (London : Cambridge University Press, 2002), p. 17.

³⁴ Linse, *Op.Cit*, p. 105-109.

³⁵ Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, (New York: Longman, 1998), p.3.

on paper without the distraction or fear of making mistakes in grammar, punctuation, capitalization or the neatness of the draft.

3) Revising (Redrafting)

Revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.³⁶ In this stage, students can improve what have been written by adding new ideas to support the topic or cross out sentences that do not support the topic.

4) Editing

Editing involves the careful checking of the text to ensure that there are no errors. In editing, students edit for grammar, spelling, word forms, word orders, punctuation etc.

5) Publishing

The writing process is finally at its end. In this stage, the writer proudly displays their writing because it takes all courage and sees the written through a publication.

From the statements above, the writer concludes that writing process is a term used in teaching. Writing process is an activity to produce a good written lang that is suitable with the rule or process of writing. And the students can make a good writing if

³⁶ Harmer, *Op.Cit*, p.5.

they follow the process of writing, like they begin with planning, drafting, editing, and publishing.

5. Concept of Teaching Writing

Harmer says, that by far the most important reason for teaching writing of course is that a basic of language skills.³⁷ The process of teaching writing is not an easy option for students or teachers.³⁸ Harmer also says that in teaching writing, first students write a composition in the classroom which the teacher corrects and hands back the next day covered in red ink. Before getting students to write we can encourage them to think about what they are going to write by planning the content and sequence of what they will put down on paper. And brainstorming to more guided tasks where the teacher or the coursebook includes a number of activities which lead students to plan for a forthcoming task.³⁹ Therefore, teaching writing for the student of English is more important than other language skills and the teacher must give the example for the student so the student can easily practice writing.

When the teacher is teaching writing in the class room, it has many activities that the students do in learning. The teacher not only ask her/his students to write sentence or composition, but also focus on her/his activities in language practice and make them more active. When teachers teach writing course, she/he does not only teach

³⁷ Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition*, (Edinburgh Gate: Longman, 2007), p.23.

³⁸ Harmer, *Op.Cit*, p.13.

³⁹ *Ibid*, p.11.

about to develop ideas in writing, but also serious attention of how to write English sentence grammatically and systematically. So, the teacher is important to make the students focus on the learning and the students should pay attention during the learning.

Based on that statement above, the writer can conclude that teaching writing is not only ask her/his students to write sentence or composition, but also focus on her/his activities in language practice and make them more active. Students are quite difficult to understand how to learn writing and its not easy because the student should learn some components. It means that the teacher must be able to teach writing easily to make the students feel a viable to learn. Good performance can help the teacher to send the material perfectly.

6. Text

Text is a meaningful linguistic unit in a context. Text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase, a sentence, and a discourse. A written text is any meaningful written text.⁴⁰ 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.⁴¹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call

⁴⁰ Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Mackmillan, 1997), p.1.

⁴¹ Ken Hayland, *Teaching and Researching Writing Second Edition*, (Edinburg Gate: Pearson, 2009), p.8.

text.⁴² It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain and coherent text. In text has texture and good characteristic, as follow:⁴³

a. Coherence

Coherence refers to a group clause or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherences the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the writer relates each part form the text.

Based on those explanation, it ca be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

7. Kinds of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to

⁴² Petter Knap and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p.29.

⁴³ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru*, (Bandung: Rizqi, 2011), p.8.

students. Each of these texts has its own characteristics and functions. Students should have knowledge of these text. There are kinds of text that must be taught by students, such as:⁴⁴

a. Narrative Text

Narrative Text is the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story can be a fiction such as legend, fairy tale, myth, and fable.

b. Procedure Text

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

c. Explanation Text

Explanation text is the type of text to explain the processes involved in the formation or working of natural or socio cultural phenomena.

d. Report Text

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

e. Descriptive Text

Descriptive text is the type of text to describes an object.

f. Recount Text

Recount text is the type of text about information in the past item.

⁴⁴ Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Jakarta: Andi, 2006), p.27-38.

g. Exposition Text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

h. Discussion Text

Discussion text is the type of text to present at least two points of view about an issue.

i. News Item

News item is the type of text about events of the day which are considered newsworthy or important.

Based on those explanation above, it can be concluded that there are many kinds of text. Teaching learning writing provided nine types of text that must be taught and 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 focused on descriptive text as the form of writing that will be investigated because that kind of writing form is concluded as the material should be learnt by the students in the eight grade. Moreover, the students have already learnt about it, so that the writer will be easier to find out the problem from teaching and learning descriptive text writing.

8. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and or sounds.⁴⁵ Descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, or a place. It can be about love, hate, or belief.⁴⁶

Descriptive is containing two components: ideas and describes by which a writer describes an object as her/his topic. Additionally, descriptive text is a text which lists the characteristics of something, says person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.⁴⁷

Based on the theories above, the writer concludes that Descriptive text is presenting observations about the characteristics of someone or something in a sentence. Purpose of the descriptive text is clear, namely to explain, describe or disclose an individual or an object.



b. Social Function and Generic Structure of Descriptive Text

Descriptive text is a written English text in which the writer describes an object. Descriptive is a text that has social function to describe a particular person, place or

⁴⁵ Alice Oshima and Ann Hogue, *An Introduction to Academic Writing*, (New York: Longman, 1997), p. 50.

⁴⁶ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89.

⁴⁷ Alice Oshima and Ann Hogue, *Op.Cit*, p.50.

thing. When writing descriptive text, there are several sets of common/generic structure.

The order are :

a. Social function

To describe particular person, place, or thing

b. Generic structure

1) Identification : is a general opening statement identifies phenomenon to be described.

2) Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

c. Significant Lexico grammatical Features

1) Focus on specific participants

2) Use of attribute and identifying process

3) Frequent use of epithets and classifiers in nominal group

4) Use of simple present tense⁴⁸

9. Grammatical Features of Descriptive Text

The grammatical features commonly used in descriptive text, are:⁴⁹

1) Present tense

When describing things from a technical or factual point of view, the present tense is predominantly used; for example:

Has, eats, sings, lays, swim.

⁴⁸ Hasan Walinono, *Bahasa Inggris 1a*, (Jakarta: Balai Pustaka, 1988), p.60.

⁴⁹ Pardiyo, *Op.Cit.*, p.126.

2) Relational verb

Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example:

My favorite toy is a teddy bear because it is cuddly and friendly.

3) Action verb

Action verbs are used when describing behaviors/uses; for example:

An ant has three body parts. Some ants have wings.

The queen ant lays the eggs. Ants live in colonies.

4) Mental verb

Mental verbs are used when describing feelings in literary descriptions; for example:

She felt unhappy.

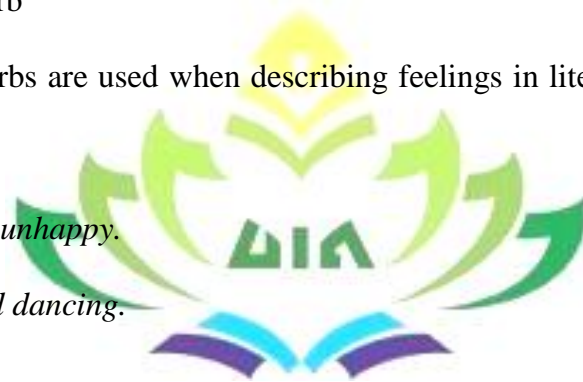
He liked dancing.

5) Adjective

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example:

It is grey and brown.

He has a cool hairstyle.



Example of Descriptive Text :

Descriptive of Person

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why i love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.
(identification)

My mother name is Khodijah, She was born 49 years ago. She s short, but not too short she is little fat. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stop to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why i never her willing. *(description)*⁵⁰

10. Descriptive Text Writing Ability

Pardiyono says that to make the descriptive text clear, the students must implement the important part of descriptive besides the genre.⁵¹ It means that students must be able to understand the grammatical, purposes of descriptive text then they can write descriptive text correctly.

⁵⁰ Siti Wachidah and Asep Gunawan, *When English Rings a Bell*, (Jakarta: Pusat Kurikulum dan Perbukuan Kemendikbud, 2014), p.57.

⁵¹ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi, 2007), p.34.

Writing ability is then defined as technical competence to arrange and produce written form in which the writer uses certain of variables of Tribble states, that there are five scoring criteria for scoring writing, they are : content, organization, vocabulary, language, and mechanics.⁵²

From the definition above, it can be concluded that students' descriptive text writing ability is the ability to describe the characters of something; it can be a person, place, or thing. So, the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

11. Concept of Numbered Heads Together

a. Definition of Numbered Heads Together

Numbered Heads Together is one of the teaching techniques that derived from cooperative learning and was first proposed by Spencer Kagan in 1994. It requires students to interact and rely on others and themselves to accomplish a task. Numbered Heads Together is an excellent structure for combining learning partnership into groups or team of four. According to Kagan (1994) in Yunita, Numbered Heads Together is a learning method when each student is given a number they make a group of work and then the teacher will call the number of students randomly.⁵³

⁵² Christopher Tribble, *Op.Cit*, p.130-131.

⁵³ Yunita Khairani and Zainudin, *Improving Students' Achievement in Writing Report Text Through Numbered Heads Together*, (Medan: Unimed), p.13. Journal. (Available on <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/viewFile/335/143>). Accessed on January 7th2018.

Numbered Heads Together is the activity that needs groups to do sharing information, communication with their groups. Numbered Heads Together is a kind of variant a group discussion. The first, teacher ask the students to sit on the group and each student is given a number. After that, the teacher calls number randomly for presenting the result their discussion.⁵⁴ According to Slavin in Huda the method that is improved by Russ Frank is appropriate to ensure individual accountability in group discussions.⁵⁵ The purpose of this technique is to give a chance to the student to share their ideas and find the correct answer.

Additionally, Yunita and Zainudin said that Number Heads Together (NHT) significantly improved students' achievement in writing.⁵⁶ The student has to think in original ways to come up with the solution to these real problems. It helps with their creative thinking skills by showing that there are many ways to solve a problem. Within the Numbered Heads Together, cooperative learning student are working together to make sense of what is going on, and then represent what being learned.⁵⁷ Most of students give a positive response in implementation of Numbered Heads together technique, the students feel that this technique make them more active, more motivated in learning english.⁵⁸

⁵⁴ Miftahul Huda, *Cooperative Learning Method, Teknik, Struktur, dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2013), p.130.

⁵⁵ *Loc.cit.*

⁵⁶ Yunita Khairani and Zainudin, *Op.Cit.*, p.1

⁵⁷ *Ibid*, p.3.

⁵⁸ Rizqina Rachman and Vega Hesmatantya, *The Effectiveness Of Numbered Heads Together Technique In Teaching Writing Hortatory Exposition Text*. (Surabaya: Universitas Muhammadiyah

In asking questions to all students, teacher using a four phase structure as Numbered Head Together syntax. There are syntax of Numbered Head Together Cooperative Learning model, there are:⁵⁹

Table 2.1
Syntax of Numbered Head Together Cooperative Learning model

Phase	Teacher And Students Activities
Phase 1 (Numbering)	The teacher divides students into group 1-5. people. and each person is given a number.
Phase 2 (Questioner)	The teacher asks the students questions.
Phase 3 (Think Together)	The group discusses to find answers that are considered the most correct, and ensures all of the group members know the answers.
Phase 4 (Answer)	The teacher calls one number. The students who were called, present the answers to the results of their group discussion.

Based on table 2.1 above, the writer concludes that Numbered Heads Together technique is a technique that can be used for teaching writing by asking the students to work in group to tell each other about certain topic, and each member of the group are responsible for learning the material. So, the students are able to processing information, communication, developing thinking, review of material, and they can share their ideas in writing process with their group.

Surabaya, 2016), p.58. Journal. (Available on <http://journal.um-surabaya.ac.id/index.php/Tell/article/view/354&ved>). Accessed on February 19th2018.

⁵⁹ Chandra Kusuma Lestari, *Penerapan Metode Numbered Heads ogether untuk Meningkatkan Keaktifan dan Hasil Belajar Siswa Terhadap Mata Pelajaran Mulok Produktif Membuat Jajanan Tradisional*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015), p.25. Thesis.

b. Concept of Teaching Writing by using Numbered Heads Together

Writing is frequently useful as preparation for some other activities, in particular when students write sentence as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.⁶⁰ In writing, more time and energy can be spent on cognitive activities such as planning and information retrieval. So, it means that writing is an activity to know your thoughts, ideas, and feelings as near to what you want to convey with good organization of written language which require some stages. Students will feel bored if teaching and learning writing process is not conducted various technique.

The process of teaching writing is not an easy option for students or teachers.⁶¹ When the teacher is teaching writing in the class room, it has many activities that the students do in learning. The teacher not only ask her/his students to write sentence or composition, but also focus on her/his activities in language practice and make them more active.

Students are usually not active in the class. they leave all the burden of maintaining discipline to their teacher. for this reason, from the very beginning it is importance for teacher to be able to create a more fun and interesting atmosphere in the

⁶⁰ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.33.

⁶¹ *Ibid*, p.13.

classroom. teaching technique is hoped to be able help students understand the concept in writing the purpose of learning.

Numbered Heads Together is learning models developed to train more students in the material included in the activities carried out by them. It is a learning method that provides oppurtunities for students to mutually generate ideas and consider the most appropriate answers.⁶² According Laura Candle and Kagan, Numbered Heads Together is a group of learning activity organized so that learning is dependent or the social structual exchange of information between learners in groups and which each learners is held accountable for his own learning and is moyivated to increases the learning others.⁶³

Based on explanation above, Teaching Writing by using Numbered Heads Together is one of the way to help students to develop his/her writing achievments, becuse students doing activities in collaborative form or make students work together to improve their English writing ability. Teaching Writing by using Numbered Heads Together being made to work with others of different ethnicity and culture allows for more interaction and cooperation. So, teaching by using Numbered Heads Together Technique can make students understand the writing well because they are can ask with other friends about what they are writing, they are can share their ideas each other.

⁶² Huda, *Op.Cit.*, p.138.

⁶³ Evi Kasyulita, *The Effect of Numbered Heads Together on English Writing Descriptive Paragraph*, (Pekanbaru: Universitas Islam Riau, 2015), p.35. Thesis.

c. Procedure of Teaching by using Numbered Heads Together

According to Suprijono, describes the procedure of teaching by using Numbered Heads Together, namely:

- 1) Numbering, namely the teacher separates the class into small groups.
- 2) The teacher asks several questions that have been answered by each group.
- 3) Discussion groups to find answers. In this step, each group discussed the answers to questions from the teacher. Unite 'head together'.
- 4) The teacher calls students who have the same number in each group. They are given to give answers to questions they have received from the teacher.⁶⁴

Additionally, Huda also explained that there are several procedure of teaching by using Numbered Heads Together, namely:

- 1) Students divided into groups. Each student in each group gets a number.
- 2) Teacher gives questions/assignment. And each member does it.
- 3) The group discusses to find answers that are considered the most correct, and ensures all of the group members know the answers.
- 4) The teacher calls one number. The students who were called, present the answers to the results of their group discussion.⁶⁵

From several steps according to some of the theories above, the steps of teaching by using NHT technique are further developed, are as follows:

⁶⁴ Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar, 2009), p.76.

⁶⁵ Huda, Op.Cit, p.138.

1) Pre- teaching

In this activity, the activities carried out during the activity learning to write with the NHT technique include:

- a) say hello to the students to start learning activities
- b) condition students to be ready to participate in learning activities
- c) ask student attendance
- d) provide an explanation of the objectives of the learning activities that will held

2) Whilst - Teaching

a. Exploration

In the investigation activities carried out between other:

- 1) the teacher asks students questions about the material to be studied
- 2) the teacher explains the additional material of descriptive text
- 3) the teacher explains how to make descriptive text
- 4) the teacher explains the NHT method.

b. Elaboration

In the elaboration activities of the activities carried out between other:

- 1) teachers form students into several groups, each group 3-4 members, each student is given a different number for account for individual work
- 2) teachers give assignments to students to do with their groups
- 3) students work on the tasks that the teacher has given in groups

4) teachers call students randomly based on their numbering group, to write the results of their work.

c. Confirmation

In confirming activities, the students revised and edited their writing. The students discuss about their work with their group.

3) Closing

In closing activities, the activities carried out include:

- 1) the teacher asks students about things that are not yet known
- 2) teachers and students together to correct misunderstandings, and teachers give revolution and conclusion.
- 3) closing greetings.⁶⁶

d. Advantages and Disadvantages of Numbered Heads Together

1) Advantages of Numbered Heads Together

Numbered Heads Together techniques has the advantages as Trianto states in Khairani, that:

- a) It is consider to help the students are ready to give the solution to each question or problem which is given.
- b) All of the students can do the discussion with intensively.

⁶⁶ Suci Utami, *Peningkatan Kemampuan Menulis Pantun Dengan Metode NHT Pada Siswa Kelas VII H SMP Negeri 1 Kuwarasan*, (Purworejo: Universitas Muhammadiyah Purworejo, 2014), p.24. Thesis.

- c) This method gives the possibility to students to know their progress based on their ability.
- d) The students who can do the test can teach the other friend in getting the solution.
- e) Students become more actively involved in the learning process.
- f) The learning focused on learner-centered in which between student work in group and teacher participate each other to solve the problem.
- g) The teacher feels more freedom in the instructional process.⁶⁷

2) Disadvantages of Numbered Heads Together

Numbered Heads Together technique has also some disadvantages as follow:

- a) Not all members of the group will be called by the teacher
- b) Need a lot of time
- c) Sometimes classroom activity is not controllable.⁶⁸

From the description above, it can be concluded that Numbered Heads Together has also some disadvantages. And to solve the problems faced by teacher, teacher need to organize the classroom well, and organize the learning time as best as possible to be on time.

⁶⁷ Yunita Khairani and Zainudin, *Op.Cit.*, p.14.

⁶⁸ Ana Wahyu Dwi Andari, *Teaching Speaking Skill Using Numbered Heads Together*, (Solo: Universitas Muhammadiyah Surakarta, 2012), p.21. Journal. (Available on http://eprints.ums.ac.id/19644/14/02._Publication_Article.pdf). Accessed on January 14th 2018.

12. Concept of Draw Label Caption (DLC) Strategy

a. Definition of Draw Label Caption (DLC) Strategy

Definition of Draw Label Caption (DLC) Strategy is strategy that can help students to generate their ideas before writing a descriptive text, fictional story or a personal narrative. It can be used to introduce new vocabulary or review vocabulary. The basic strategy that the students draw a picture, then label everything in the picture, and then give an overall of summary what is happening in the picture.⁶⁹ We should follow three steps to apply this strategy:

1) Draw

Draw is making a picture, image, etc. It is made with a pencil, pen, marker, chalk, etc. But not usually with paint, it can just sketch. Draw is activity to make a picture with using a tool with the certain object and purpose.

2) Label

Labeling is the second step in draw label caption strategy. Labeling is creates one or two word text label for each item in your drawing. Label is a word or more that can be used to give a name for an object. It means that labeling has function to give information about their drawing.

3) Caption

⁶⁹ Julie Bumgardner, *Teaching That Makes Sense*, (Journal of Teaching English of Foreign Learner, Volume 20, 2009), p.183. (Accessed on October 15th, 2018)

Caption is the third step in draw label caption strategy. The word caption is defined as words that printed underneath a picture, cartoon, etc.⁷⁰ Caption can be inferred that it is a phrase that can be a sentence, it shows main or topic of the paragraph or text.

Based on the explanation above, draw label caption strategy is strategy that can help the students easier in mastering writing ability especially writing descriptive text. It can be help the students to generate their ideas before writing a text, fictional story or a personal narrative. It consists of draw, label, and caption process.

b. Procedure of Draw Label Caption (DLC) Strategy

To achieve the purpose in writing process there are three steps process in draw label caption strategy, they are:⁷¹

1) Draw

Draw is making a quick pencil sketch of your scene. This is a rough sketch, use outlines only, stick people are encouraged. Try to include as many little details as you can.

2) Label

Label is created a one or two word text label for each item in your drawing.

Label everything you can think of, even different part of things. Have students

⁷⁰ Oxford, *Learner Dictionary*, (Oxford: Oxford University Press, 2008), p.60.

⁷¹ Steva Peha, *The Writing Teacher's Strategy Guide*, (New York: Oxford University Press, 2003), p.47.

label everything in the picture. They are allowed to label everything that is considered as an important thing for them.

3) Caption

Caption is writing a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you are up for it. Have the students write a sentence caption for their picture, they can make the sentence under their picture to tell about their writing.

4) Description

Have the students write a description of everything in the picture and push them to be as detailed as possible.

5) Complete story

Students have more than enough material to write a complete scene or story.

c. Procedure of Teaching Descriptive Text Writing Using Draw Label Caption (DLC) Strategy



Draw label caption strategy is one of the strategies in teaching learning writing, where the students are asked to draw some object to be described. There are several steps used in the process of teaching writing a descriptive text using the draw label caption strategy for junior high school. The steps are:

1) Pre-teaching activities

The activities in the step such as:

- a. Review the previous lesson

The activity is conducted check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

b. Teacher choose new topic

Choosing topic is the first thing should be done by the teacher before start to writing study. After the topic is determined, the teacher can guide the students to develop their idea through draw label caption strategy. This stage aimed to help students to more focus to the topic of writing.

c. The teacher explains the purpose of the learning

Before the process teaching and learning begin, the teacher will explain purpose and what the students reach after learning the material.

d. The teacher explains the assignment for the students.

2) Whilst-teaching activities

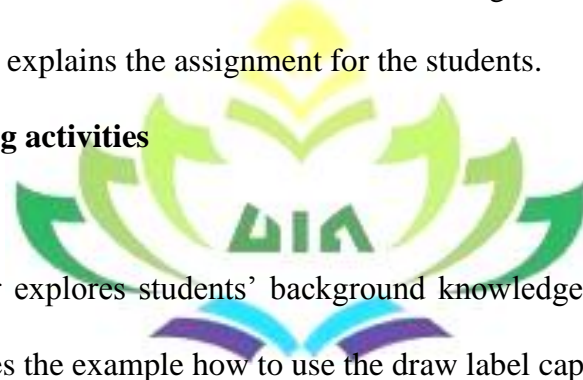
a. Exploration

The teacher explores students' background knowledge about the topic. The teacher gives the example how to use the draw label caption strategy.

- 1) The teacher gives example of drawing stage
- 2) The teacher gives example how to label the picture
- 3) The teacher gives example how to change the label in to caption

b. Elaboration

- 1) The teacher explains how to write a descriptive text



- 2) The teacher leads the students to combine and arrange the sentence to be a good descriptive text
- 3) The teacher guides the students to edit and revise the text
- 4) The teacher checks students' understanding about the lesson
- 5) The teacher gives an assignment to the students

c. Confirmation

In this stage the students will revise and edit their writing. The students will discuss about their work with another student. After discussing, the students submit their work from labeling the picture, changing the label into the caption and finishing the text.

3) Post-teaching activities

In this stage the teacher guides the students to make a conclusion about the material that they have learned.

Based on the statement above, the several steps used in the process of teaching writing a descriptive text using the draw label caption strategy for junior high school are; pre-teaching activities, whilst-teaching activities, and post-teaching activities.

d. Advantages and Disadvantages of Draw Label Caption (DLC) Strategy

1) Advantages of DLC Strategy

- a. The draw label caption strategy helps the student to more focus to the topic about what they want to write

- b. The use of draw label caption strategy makes writing learning process becomes more easy and interesting
- c. The use of draw label caption strategy can increase the students' motivation, concentration, and participation in learning process

2) Disadvantages of DLC Strategy

Besides there are the advantages, DLC Strategy also has disadvantages, namely, the student will spend much time in drawing. So, the teacher must try to arrange the time of teaching learning as good as possible.

B. Frame of Thinking

The writing skills of the eighth grade students in SMPN 1 Jati Agung South Lampung was still low and has not met the target. This is influenced by several factors. This factor including from the students themselves, or learning strategies that are of a nature by the teacher. Teaching selection strategy is one of the factors. During this writing learning is done by the teacher is still using the lecture method and giving examples orally. This matter cause students not to have a concrete example and students still difficulties in writing his ideas in writing.

In teaching writing, an English teacher should teach the students to improve their writing ability. Therefore, the teacher should have various techniques to make the students interested and have motivation in learning English. The teacher must prepare the materials as well as possible and use suitable technique and method in teaching and learning process.

Based on the problem, the writer assumes that technique Numbered Heads Together can help the students to improve their motivation and interest in teaching writing skill especially in Descriptive Text. By using Numbered Heads Together technique, students can learn more creatively and make them easy to express their ideas. And this technique will make fun learning process because it give oppurtunity to students to share their ideas and to consider the true answer, also pushed the students to increase the team work spirit. Therefore, the use of Numbered Heads Together can be as an alternative technique and give significant influence towards the students' descriptive text writing ability.

C. Hypothesis

Based on the frame of thinking above, the writer proposes the hypotheses as follows:

H_a : There is significant influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.

H_o : There is no significant influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first

semester of the eighth grade of SMPN 1 Jati Agung South Lampung in
the Academic Year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used quasi experimental design. According to Setiyadi, experimental design is intended to find the relation of variables in valid which can be used to search the test in general.⁷² Experimental has two types, they are 1) Pre experimental design, this section present two design that have been as pre experimental because they provide little or no control of extraneous variable. Unfortunately one finds that this design are still used in educational research.⁷³ 2) True experimental design, the design in this category are the most highly recommended design for experimentation in educational because of the control that the provided.⁷⁴ Quasi experimental design, the goal of the experimenter is to use designs that provide full experimental control though the use of randomization procedures.⁷⁵

The writer used quasi experimental post-test only design to know whether using Numbered Heads Together can influence students' writing descriptive text ability or not. According to Creswell, says that we can apply the pre and post test design approach to quasi experimental .⁷⁶ The quasi experimental divided into categories pre-test and post-

⁷² Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.125.

⁷³ Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & B* (Bandung: Alfabeta, 2010), p.114.

⁷⁴ *Ibid*, p.112.

⁷⁵ *Ibid*, p.114.

⁷⁶ John W. Creswell, *Educational Research, Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson Education, 2012), pp.309-310.

test only. The writer selected two classes, first class as an experimental class and second class as a control class. The research design can be presented as follows:

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

Note:

G1 : Experimental class

G2 : Control class

T1 : Pre-test

T2 : Post-test

X : Treatment by using Numbered Heads Together Technique.

O : Treatment by using Draw Label Caption (DLC) Strategy.

In this research, the writer gave the pre-test to know their writing ability in descriptive text before treatment and post-test after the treatment by using Numbered Heads Together Technique. The pre-test and post-test conducted for experimental class and control class. In the experimental class the writer used Numbered Heads Together Technique, and in control class the treatment used Draw Label Caption (DLC) Strategy.

B. Variable of the Research

There are two variables of this research, they are :

1. Independent variable is Numbered Heads Together technique symbolized as (X).

2. Dependent variable is students' descriptive text writing ability symbolized as (Y).

C. Operational Definition of Variable

The operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definitions of variables were as follows:

1. Independent variable (X)

Numbered Heads Together technique is one technique to teach writing by asking the students to work in group to tell each other about certain topic, each member of the group are responsible for learning the material.

2. Dependent variable (Y)

Students' descriptive text writing ability is the ability to describe the characters of something; it can be a person, place, or thing. The purpose to describe or disclose an individual or an object, by paying attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

D. Population, Sample, and Sampling Technique

1. Population

According to Sugiyono, population is a generalization region consisting of objects or subjects that have certain qualities and characteristics are determined by the

researcher to studied and then make conclusion.⁷⁷ Population of this research were the students at the first semester of the eighth grade of SMPN 1 Jatiagung South Lampung in the academic year of 2018/2019.

The population of this research consisted of 189 students including six classes.

Here is the table of the students' number in detail:

Table 3.1
Total Number of the students of the eighth grade
at SMPN 1 Jati Agung South Lampung 2018/2019

No.	Class	Gender		Number of student
		Male	Female	
1	VIII A	14	18	32
2	VIII B	16	15	31
3	VIII C	18	14	32
4	VIII D	17	14	31
5	VIII E	18	14	32
6	VIII F	14	17	31
Total				189

2. Sample

The sample of this research was taken from two classes, the first class as experimental class (VIII B) consists of 31 students was taught by Numbered Heads Together Technique. And the second class as the control class (VIII E) consists of 32 students was taught by Draw Label Caption (DLC) Strategy

⁷⁷ Sugiyono, *Op,cit.*, p.117.

3. Sampling Technique

In getting the sample from population, the writer used cluster random sampling. As setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.⁷⁸ It means that the experimental and control class are chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers was rolled and shaken. The first paper was an experimental class and the second paper was control class.in this chance VIII B as the experimental class and VIII E as the contol class.

E. Research Procedure

The procedures of this research as follows :

1. Finding the subject of research

The writer choses the students of eighth grade of SMPN 1 Jati Agung South Lampung as a subject of the research. One class as experimental class and one class as control class.

2. Designing the instruments of the research

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

3. Administering of Pre-test

⁷⁸ Setiyadi, *Op.Cit.*, p.42.

The pre-test was used to find out the students' writing ability. Here, students was assigned to write Descriptive text, based on the topic describe about:

- a. My Teacher
- b. Zoo
- c. Cat

4. Giving treatments

The writer gave the treatment in 3 meetings for both of the class. It is required 80 minutes for each meeting. The treatment in experimental class used numbered heads together and in control class used Draw Label Strategy.

5. Administering the post-test

The post-test to find out whether there was an increasing in the students' achievement in writing treatment. The writer administrated post-test in order to know the students' writing ability after the treatment. In this test, the students gave the topic. Then the students made the descriptive text related to the topic. The topic namely:

- a. Family
- b. My School
- c. Elephant

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

In analyzing the result, the writer compared the result of post-test between experimental and control class to know whether the score of post-test was higher than the score in pre-test.

F. Data Collecting Technique

To collect the data, the writer used an instrument that was a test which consists of pre-test and post-test. the test was used to know students' ability in descriptive text. The teacher asked the students to make a descriptive text.

1. Pre-Test

Pre-Test is to know the students' writing ability before the treatment. In pre-test the student asked to write descriptive text that consist of 70-100 words or more in 60 minutes for time allocation by choosing the topics. The scoring based on the content, organization, vocabulary, language, mechanic.

2. Post-Test

Post-Test is to know the students' writing ability after Numbered Heads Together apply. In post-test also the student asked to write descriptive text that consist of 70-100 words or more in 60 minutes for time allocation by choosing the topics. The scoring also taken based on the content, organization, vocabulary, language, mechanic.

G. Research Instrument

The instrument used in this research was writing test. This test has a purpose to measure the students' writing ability. The writer made two instruments, they are pre-test and post-test. Breeland added that an essay of a sample of writing approximately 150 words.⁷⁹ While Munoz, *et.al*, may also make reference to the pattern of text, which

⁷⁹ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (New York: College Entrance Examination Board, 1983). p.13

refers to the specific instructions to the students, for example the length 100 words, one page, etc., and time allotment 30 minutes, 60 minutes.⁸⁰, and then the students can describe it based on the topic that were given.

From several definitions above, there are many references for the length of words and time allocation. Then, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for time allocation. Then, the writer assumed that the eighth grade was in high level category. So, the minimum of words should be written by the students is 70 until 100 words or more and 60 minutes for time allocation.

It also based on some previous research, the first research by Nurleni with her title “The Influence Of Using Picture Word Inductive Model Startegy Towards Students’ Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade Of SMP Al-Huda”. In her thesis, the students were 70 words or more and 60 minutes for time allocation to do their task.⁸¹ And the second research by Ratu Mega with her title “The Influence Of Using Peer Free Technique Towards Students’ Descriptive Text Writing Ability At The First Semester Of The Eighth Grade Of SMPN 1 Pagelaran”. In her

⁸⁰ Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, (Grupo de Investigación Centro De Idioms (GICI) Universidad EAFIT, 2006), available on publicaciones.eafit.edu.co/viewfile.com. Accessed on January, 14th 2019.

⁸¹ Nurleni, *The Influence Of Using Picture Word Inductive Model Startegy Towards Students’ Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade Of SMP Al-Huda Lampung Selatan*, (Bandar Lampung: UIN Raden Intan Lampung, 2017)

thesis, the students were 70 until 100 words or more and 60 minutes for time allocation to do their task.⁸²

In this case, the students were given three topics of descriptive text. The students were free to choose only one of three topics. The topics were chose based on the syllabus of the eighth grade, the students learn about person, place, animal:

1. Pre test Instrument

- a. My Teacher
- b. Zoo
- c. Cat

2. Post test Instrument

- a. Family
- b. My School
- c. Elephant



H. Criteria for Evaluating Students' Writing

In evaluating the students' writing ability, the score of test was calculated based on the following scoring system proposed by Tribble.⁸³ There are five aspects to be considered; content, organization, vocabulary, language, mechanics.

⁸² Ratu Mega Melia, *The Influence Of Using Peer Free Technique Towards Students' Descriptive Text Writing Ability At The First Semester Of The Eighth Grade Of SMPN 1 Pagelaran*, (Bandar Lampung: UIN Raden Intan Lampung, 2018)

⁸³ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130-131.

Table 3.2
Assesment Scale for Writing Work

Criteria	Score	Level
Content	20-17	Excellent To Very Good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	16-12	Good To Avarage: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	11-7	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, not enough to evaluate
Organization	20-17	Excellent To Very Good: fluent expression, ideas clearly stated/supported, succinct, wellorganized, logical sequencing, cohesive
	16-12	Good To Avarage: 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, lacks logical sequencing and development
	7-5	Very Poor: does not communicate, no organization, not enough to evaluate
Vocabulary	20-17	Excellent To Very Good: sophisticated range, effective word/idiom choice and usage, word form materi,

	<p>16-12</p> <p>11-8</p> <p>7-5</p>	<p>appropriate register</p> <p>Good To Average: Adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured</p> <p>Fair To Poor: limited range, frequent errors of word/idiom form; choice; usage, meaning confused or obscured</p> <p>Very Poor: Essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate</p>
Language	<p>30-24</p> <p>23-18</p> <p>17-10</p> <p>9-6</p>	<p>Excellent To Very Good: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions</p> <p>Good To Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured</p> <p>Fair To Poor: major problem in simple/complex constructions, frequent errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured</p> <p>Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate</p>

Mechanics	10-8	Excellent To Very Good: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	7-5	Good To Avarage: Occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	4-2	Fair To Poor: frequent errors of spelling; punctuation; capitalization; paragraphing,, poor handwriting, meaning confused or obscured
	1-0	Very Poor: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

Final score : (C+O+V+L+M=20+20+20+30+10=100)

I. Validity of the Test

According to Arikunto, validity is measurement which shows the level of validity or the real of the instrument, a valid instrument has a high validity.⁸⁴ By using validity test the writer known whether test that the writer will did are valid or not. Best and Kahn state, that a test is valid if it is measured what it claim to measure.⁸⁵ Based on statement above a test is valid if it is measured. To measure whether the test had good validity or not, the writer used the content and construct validity.

⁸⁴ Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.211.

⁸⁵ John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall1995), p. 219.

1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed. Content validity is based upon the examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁸⁶ It means that the instrument of the test must be accord with the objectives of learning in the school which is based on the syllabus. In his research, the writer made the test based on the syllabus for Junior High School, and descriptive text was taught at the first semester of eight grade.

2. Construct Validity

Best and Kahn say that construct validity was the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁸⁷ It means that construct validity focuses on the aspects of the test which can measure the ability especially for writing descriptive text ability. In this research, the writer administered a writing test and scoring system the students' writing based on the five aspects of writing, they are content, organization, vocabulary language and mechanic. To get the construct validity evidence, the instrument of validity was consulted by Mrs Yuliana, S.Pd as an English teacher of SMPN 1 Jatiagung South Lampung. (See Appendix 11)

⁸⁶ *Loc.cit.*

⁸⁷ *Loc.cit.*

J. Readability of the Test

Readability test are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.⁸⁸ To know readability of the descriptive text writing ability test instrument, Kouame's as follow in this research. The participants would evaluate the instructions and the understandability of each item on a scale of 1 to 10, where 1 described an item that is easy to read an 10 describes an item that is difficult to read.⁸⁹ The questions would be tested individually by giving the questionnaire for readability. After that, the mean of each item that measure in the research.

Based on the finding of Kouame's, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.⁹⁰ After giving the readability test to the students, the result showed that the score of readability was 2.69. it means hat the instruments of the test were quite readable and understandable by the readers or test takers. (See appendix 13)

K. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an

⁸⁸ Julien B Kouame, *Using Readability Test To Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi, Disclipinary Evaluation, Volume VI), 2010, p.133. (Available on journals.sfu.ca) Accessed on January 18th, 2018.

⁸⁹ *Loc.cit.*

⁹⁰ *Ibid.*, p.134.

instrument to another and from one set of items to another.⁹¹ Therefore, a good test should have high reliability besides having high validity. To ensure the reliability of the test, the writer used inter-rater reliability. Inter-rater reliability was used when scores on the test are independently estimated by two or more judges or raters. They were teacher as first rater and the writer as the second rater. To estimate the reliability of the test, the writer will use rank order correlation formula as follows:⁹²

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

Notes :

ρ : the number of rank order correlation (Rho)

6 & 1 : constant number

D : Difference of rank correlation (D = R 1- R 2)

N : Number of subjects.



Furthermore, to know the degree or the level of the reliability of writing test the writer consultes with the criteria of reliability as follows:⁹³

0.80 - 1.00 = very high

0.60 - 0.80 = high

0.40 - 0.60 = medium

0.20 - 0.40 = low

⁹¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7th Edition, (New York: Mc Graw-Hill, 2009), p. 154.

⁹² Arikunto, *Op.Cit.*, p.321.

⁹³ *Ibid*, p.319.

0.00 - 0.20 = very low

After the writer calculated the data, the result reliability of the pre-test was 0,999952, it means that criteria of reliability were very high (See appendix 22). And the result reliability of the post-test was 0.999976, it means that criteria of reliability were very high (See appendix 23).

L. Data Analysis

After collecting the data, the data would analyze by using independent sample t-test. there were two test that must be done before analyzing the data by using independent sample t-test. they are normality test and homogeneity test.

1. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normality distributed or not.⁹⁴ In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) is used for normality. The teste of normality employed are Kolmogrov-Smirnov and Shapiro Wilk. While the criteria of acceptance or rejection of normality are as follows:

H_o : is accepted if $\text{sig} \geq \alpha = 0.05$

H_a : is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows :

H_o : the data are normally distributed

H_a : the data are not normally distributed

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

2. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not in this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test :

While the criteria of acceptance or rejection of homogeneity test are as follows :

H_0 : is accepted if $\text{sig} \geq \alpha = 0.05$

H_a : is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows :

H_0 : the variances of the data are homogenous

H_a : the variances of the data are not homogenous

3. Hypothetical Test

After the writer knew the data are normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the writer will use statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are :

H_a : is accepted if $\text{sig} < \alpha = 0.05$

H_0 : is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses are:

H_a : There is significant influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.

H_o : There is no significant influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.



CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures

The research was conducted on November 2018. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After having permission, the writer conducted through the following steps :

1. Determined the subject of research, namely the student at the eighth grade of SMPN 1 Jati Agung South Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held pre-test in order to know the student's writing before they had treatment.
5. Analyzed the data gotten the pre-test.
6. Gave the treatment to the sample of the research by implementing numbered heads together technique in teaching and learning descriptive text writing ability.
7. Held post-test to know the students' writing after the treatment.
8. Analyzed the data gotten through post-test. The data were analyzing by using SPSS (*Statistical Package for Social Science*).
9. Tested the hypothesis and made the conclusion.
10. Reported the result of the research

B. Data Description

This research was conducted in five meetings. It started from pre-test, then the writer gave three treatments in experimental class and control class, and the last was post-test. On Monday, November 5th, 2018. The writer administered the pre-test and post-test. The writer gave the pre-test and post-test to experimental class (VIII B) and control class (VIII E).

English subject was taught twice a week at SMPN 1 Jati Agung South Lampung. The writer gave the pre-test on Monday, November 5th, 2018 at 09.45 a.m - 10.45 a.m in experimental class and at 10.45 a.m – 12.05 a.m in control class. The experimental class consists of 31 students and the control class consists of 32 students. When the writer gave the pre-test all of the students followed the test.

On Thursday, November 8th, 2018 the writer gave the first treatment in experimental class at 08.10 a.m – 09.30 and control class at 09.45 – 10.45 a.m. there was no student absent in experimental class and control class. The writer gave the second treatment on Monday, November 12th, 2018 in this section there was no student absent in experimental and control class. In experimental class, the treatment began at 09.45 a.m – 10.45 a.m whereas in control class at 10.45 a.m – 12.05 a.m. Then, on Thursday, November 15th, 2018 the writer gave the third treatment, in this treatment began at 08.10 a.m – 09.30 and control class at 09.45 – 10.45 a.m. There was no student absent in experimental class and control class. And for the last meeting, the writer gave the post-test to the students to experimental class and control class in different time. on Monday,

November 19th, 2018 at 10.45 a.m – 12.05 a.m was post-test in control class. And then, on Thursday, November 22th, 2018 at 08.10 a.m – 09.30 was post-test in experimental class. There was no students absent in experimental class, and control class.

1. Description of the First Treatment

The first treatment was done on Thursday, November 8th, 2018. The writer taught a material about descriptive text. The students looked nervous. The topic of the first meeting was “My Beloved Mother”. In pre teaching, the writer and students prayed together in the class, checked the students’ name and gave perception about the materials to the students. In while teaching, the writer asked about descriptive text and Numbered Heads Together Technique to students. But they did not know about Numbered Heads Together Technique and how to do it. So, the writer introduced Numbered Heads Together Technique before starting the activity.

At the first treatment, the writer taught descriptive text used Numbered Heads Together Technique. After that, she gave the example of descriptive text by using Numbered Heads Together Technique. Then, the writer asked the students to make small group that consists of 4-5 members in each group, and each students was given a different number for account for individual work. After that writer gave a different topic about descriptive text to each group, and students tried to make the descriptive text used a Numbered Heads Together Technique with their group. After the students finished their work, writer called them randomly based on their numbering group to write the result of their work. And the last, writer gave chance to students to ask about the task if

they had difficulty. The students looked interesting in teaching learning process, even in this session the writer still confused to manage the time and the students still confused to make a descriptive text using Numbered Heads Together technique. And for the next meeting the writer asked the students to bring the dictionary to make them more easier in learning process.

2. Description of the Second Treatment

This treatment was done on Monday, November 12th, 2018. In this session, the students also seemed interested in the teaching and learning process and better than the first because the students did not look nervous anymore to do, they felt more enjoyable. In the second treatment, the students were given treatment with same technique that was Numbered Heads Together. But the topic in second treatment was “Lembah Pelangi Waterfall”. In pre teaching, the writer and students prayed together in the class, checked the students’ name and gave perception about the materials to the students. In while teaching, the writer asked about the last material about descriptive text. The students were given the similar technique like first treatment. In this session, the writer tried to manage their time better than the first meeting. If the first treatment the writer have explainde them about the Number Head Together Technique, in this session they also focused in purpose, generic structure and grammatical features of descriptive text and making the sentence with their group. Although, sometime they still looked a little bit confused about the word they would use, but at least almost the students brought the dictionary to made them more easier in teaching learning process. The writer also made

the situation more active in teaching learning to increase more students' enthusiasm in learning process in descriptive text of writing by Numbered Heads Together technique. The students seemed better than the first treatment.

3. Description of the Third Treatment

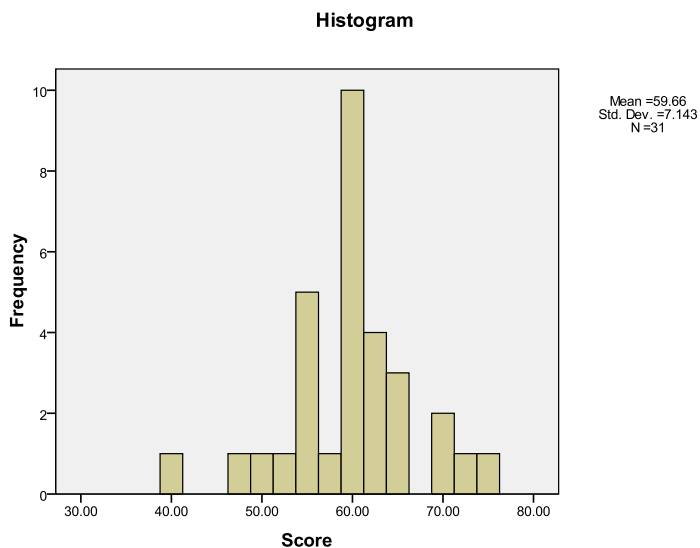
The third treatment was done on Thursday, November 15th, 2018. The topic in this treatment was "Girrafe". In pre teaching, the similar thing was done like the first and second treatments. The writer and students prayed together in the class, checked the students' name and gave perception about the materials to the students. In while teaching, the writer asked about the last material about descriptive text. The students were given the similar technique like first treatment. In this section, there were many improvements in the students' writing ability. The students looked more enthusiastic and enjoyable in learning process. The students felt easier to understand the material because they have studied about the purpose, generic structure and grammatical features of descriptive text and Numbered Heads Together technique in two previous meetings. All of the students already understand to using Numbered Heads Together Technique. The students was more active to made a descriptive text using Numbered Heads Together technique. The students looked happy and enjoyed in teaching learning process to make descriptive text by using Numbered Heads Together technique.

C. Result of the Research

1. Result of Pre-test in Experimental Class

The writer conducted pre-test in order to know students' writing ability before the treatments were given. The pre-test was administrated on Monday, November 5th, 2018 at 09.45 a.m - 10.45 a.m in VIII B as the experimental class. The scores of students' writing tested in pre-test in the experimental class can be seen in figure 1 :

Figure 1
Graphs of the Pre-test Result in Experimental Class

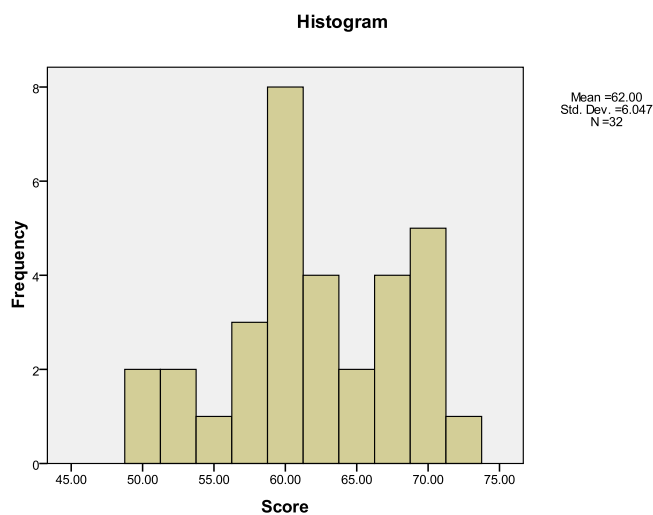


Based on figure 1, the mean of pre-test in experimental class was 59.66, standard of deviation was 7.143, N was 31, median 59.90, variance was 51.02, minimum score was 40.00. and maximum score was 76.00. (See appendix 24)

2. Result of Pre-test in Control Class

The writer conducted pre-test in order to know students' writing ability before the treatments were given. The pre-test was administrated on Monday, November 5th, 2018 at 10.45 a.m - 12.05 a.m in VIII E as the control class. The scores of students' writing tested in pre-test in the control class can be seen in figure 2 :

Figure 2
Graphs of the Pre-test Result in Control Class



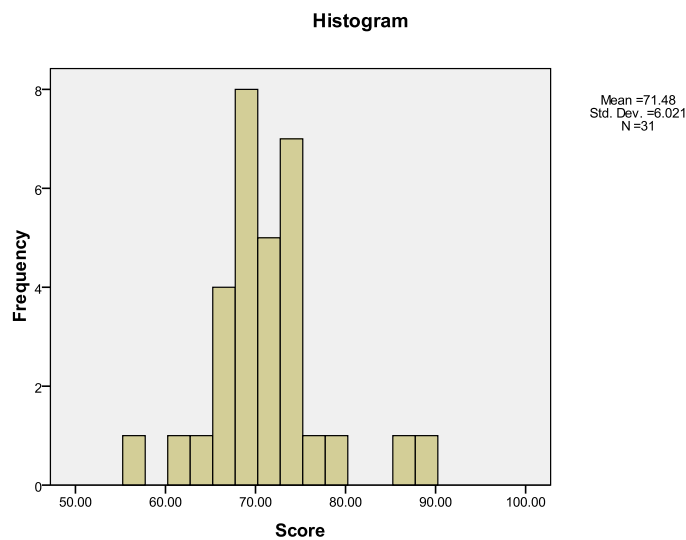
Referring to figure 2, the mean of pre-test in control class was 62.00, standard of deviation was 6.047, N was 32, median 61.30, variance was 36.56, minimum score was 50.00. and maximum score was 72.00. (See appendix 24)

3. Result of Post-test in Experimental Class

The writer also gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. It was administrated on Thursday,

November 22th, 2018 at 08.10 a.m – 09.30 in experimental class. The score students' writing tested in post-test in experimental class can be seen in figure 3 :

Figure 3
Graphs of the Post-test Result in Experimental Class

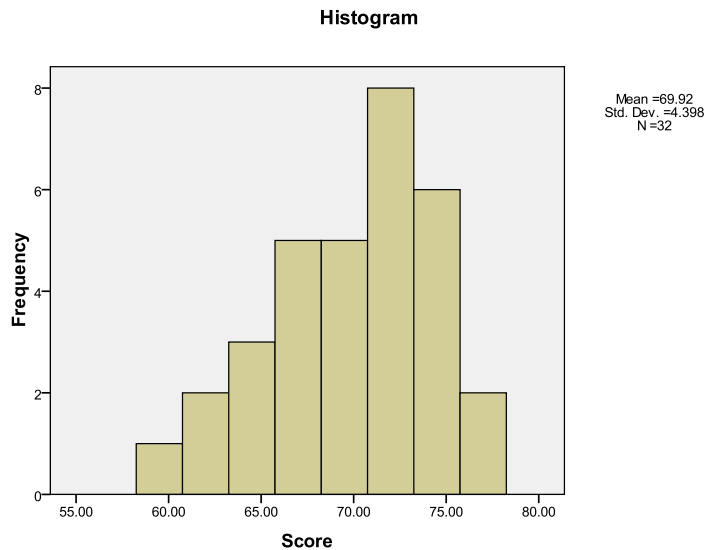


Based on figure 3, the mean of post-test in experimental class was 71.48, standard of deviation was 6.021, N was 31, median 70.50, variance was 36.25, minimum score was 56.50. and maximum score was 88.00. It showed students' writing ability in descriptive text after they got treatment. (See appendix 25)

4. Result of Post-test in Control Class

The writer also gave post-test in control class to know students' writing ability in descriptive text after the treatment. It was administrated on Monday, November 19th, 2018 at 10.45 a.m - 12.05 a.m in control class. The score students' writing tested in post-test in control class can be seen in figure 4 :

Figure 4
Graphs of the Post-test Result in Control Class



Related to figure 4, the mean of post-test in control class was 69.92, standard of deviation was 4.398, N was 32, median 70.75, variance was 19.34, minimum score was 59.50. and maximum score was 77.00. (See appendix 25)

D. Gain Score

The writer got the gain score from pre-test and post-test. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in manner positive indicates that post-test score was higher than pre-test score. A negative score indicates that the post-test less than pre-test score. The mean of gain score of experimental class was 11.82, whereas the mean of gain in control class was 7.92. It showed that the gain in experimental class was higher than gain score in control class.

E. Data Analysis

1. Fulfillment of the Assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared. In order to get a certain distribution of the data, the writer did some test and homogeneity test.

a. Result of Normality Test

The Normality was used to measured whether the data in experimental class and control class has the normal distribution or not. In this research, the writer used statistical computation by using SPSS 17.0 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The tests of normality employed are Kolmogrov-Smirnov and Shapiro-Wilk.

The hypothesis for the normality test was formulated as follows :

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria of acceptance of rejection of normality test were as follows :

H_0 : is accepted if sig (ρ_{value}) $> \alpha = 0.05$

H_a : is accepted if sig (ρ_{value}) $< \alpha = 0.05$

Table 4.1
Normality of the Experimental and Control Class
Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score Experimental	.119	31	.200*	.966	31	.410
Control	.133	32	.161	.941	32	.082

Related on the table 4.1, it can be seen that Sig, (ρ_{value}) for experimental class was 0.200 for Kolmogorov-Smirnov^a and 0.410 for Shapiro-Wilk. Sig, (ρ_{value}) for control class was 0.161 for Kolmogorov-Smirnov^a and 0.082 for Shapiro-Wilk. Because Sig, (ρ_{value}) for experimental class and control class $> \alpha = 0.05$, it means had normal distribution. (See appendix 26)

b. Result of Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data are homogenous or not. In this research, the writer used statistical computation by using SPSS 17.0 (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

The hypothesis for the homogeneity test was formulated as follows :

H_0 : the variances of the data are homogenous

H_a : the variances of the data are not homogenous

While the criteria of acceptance of rejection of normality test were as follows :

H_o : is accepted if sig (ρ_{value}) $> \alpha = 0.05$

H_a : is accepted if sig (ρ_{value}) $< \alpha = 0.05$

Table 4.2
Homogeneity of the Experimental and Control Class
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.020	1	61	.889

Based on the result obtained in the test of homogeneity of variances in the column Levene Statistic, it can be seen that Sig, (ρ_{value}) = 0.889 $> \alpha = 0.05$, it demonstrated that H_o was accepted because Sig (ρ_{value}) $> \alpha = 0.05$. It means that the variance of the data was homogenous. (See appendix 27)

2. Result of Hypothetical Test

a. Hypothetical test

Based on previous explanation it can be concluded that the normality and homogeneity test had fulfilled the standard criteria. Therefore, the writer used the following t-test by independent t-test by using SPSS 17.0 (*Statistical Package for Social Science*) for hypothetical of test.

The criteria of acceptance or rejection of the hypotheses for hypothetical test was :

H_a : is accepted if sig $< \alpha = 0.05$

H_o : is accepted if sig $> \alpha = 0.05$

The hypotheses as followed :

H_a : There was a significant influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.

H_o : There was no significant influence of using Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.

Table 4.3
Result of Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experi- mental	Equal variances assumed	.020	.889	5.979	61	.000	3.90071	.65241	2.59613	5.20528
	Equal variances not assumed			5.970	60.083	.000	3.90071	.65337	2.59380	5.20761

Based on the result obtained in the independent sample t-test in the table 4.3, that the value of significant generated Sig (ρ_{value}) = 0.000 < α = 0.05. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was any significant influence of using Numbered Heads Together Technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the academic year of 2018/2019. (See appendix 28)

3. Discussion

Based on the finding of the research, it was found that the students who were taught by using Numbered Heads Together Technique have increased their descriptive text writing ability. It could be seen from the result that the students' post test in experimental class was higher than in control class, besides Numbered Heads Together Technique could improve each aspect of students's writing ability including content, organization, vocabulary, language, and mechanic.

Based on the result of research, the writer did the pre-test to know the students' descriptive text writing ability before the treatment. The scores show that the mean of pre-test in experimental class was 59.66, while in control class the mean of pre-test was 62.00.

After the writer analyzed pretest and posttest, the writer used the data to find out increase score. Increase score obtained from posttest score minus pretest score. Increase score was used to analyze the data of normality test score and it showed that the

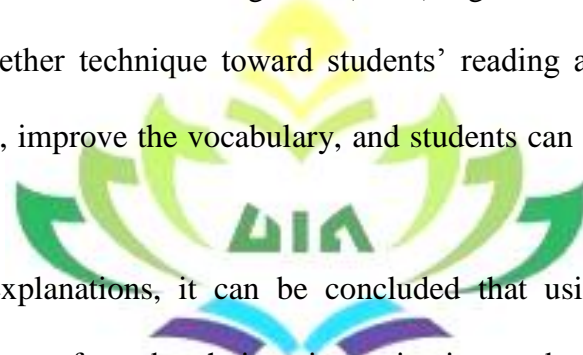
data were normal. After the normality test, the writer analyzed the data of homogeneity test based on increase score and it showed that the data were homogenous. According to the result of the students' pretest score and posttest score, it shows that the students' posttest is higher than pretest.

Numbered Heads Together technique was implemented in teaching descriptive text writing ability. This technique can improve each aspects of students' descriptive text writing ability in content, organization, vocabulary, language and mechanic. The technique made students interested in learning descriptive text. Then, students were easier to construct descriptive text form their ideas, and sharing each other by their group. Besides, Numbered Heads Together technique can made students felt more fun and they were not bored in the classroom during the teaching and learning process.

In general, the teaching and learning process ran well, the students enjoyed to follow the steps. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by t-test found that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that students using Numbered Heads Together technique in teaching descriptive text could improve students' descriptive text writing ability.

The result of the data analysis shows that the use of Numbered Heads Together technique in teaching descriptive text seemed to be applicable for the eighth grade of SMPN 1 Jati Agung South Lampung. The technique made students easier to construct descriptive text form their ideas, and sharing each other by their group. Besides,

Numbered Heads Together technique can made students felt more fun and they were not bored in the classroom during the teaching and learning process. It is supported by the previous research, the first research conducted by Rizki Ayu with the title *The Influence of Numbered Heads Together Technique Towards Students' Speaking Ability Aat The Second Semester of The Seventh Grade*, the result of the research showed that Number Heads Together (NHT) significantly influence of using Numbered Heads Together technique toward students' speaking ability.⁹⁵ And the second research conducted by Yohan Christiani with the title *The Influence of Numbered Heads Together (NHT) on Students' Reading Ability of Seventh Grade Junior High School*, the result of the research showed that Number Heads Together (NHT) significantly influence of using Numbered Heads Together technique toward students' reading ability. It can help to understanding yhe text, improve the vocabulary, and students can find the characteristic in descriptive text.⁹⁶



From these explanations, it can be concluded that using Numbered Heads Together technique is one of good technique in motivating students in learning English especially in writing. It means that there was a significant influence of using Numbered Heads Together technique towards students' writing ability in descriptive text at the eighth grade of SMPN 1 Jati Agung South Lampung in the academic year of 2018/2019.

⁹⁵ Rizki Ayu Annisa, *The Influence of Numbered Heads Together Technique Towards Students' Speaking Ability at the Second Semester of The Seventh Grade*, (Bandar Lampung: UIN Raden Intan Lampung). Thesis.

⁹⁶ Yohan Christiani, *The Influence of Numbered Heads Together (NHT) on Students' Reading Ability of Seventh Grade Junior High School*, (Kediri: University of Nusantara PGRI Kediri). Thesis.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is significant influence of using Numbered Heads Together Technique towards students' descriptive text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means that the writer concluded that there is a significant influence of using Numbered Heads Together Technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung.

It was supported by the score achieved by that students in which they got higher scores after the writer gave the treatment by using Numbered Heads Together Technique to teaching writing. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it is lower than $\alpha = 0.05$ and it means (H_o) is rejected and (H_a) is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

Based on the conclusion above, the writer proposes some suggestions as follows :

1. Suggestion to the Teacher

- a. In this research the writer find out that Numbered Heads Together Technique can be used to improve students' descriptive text writing ability. And this technique is recommended for English teachers, because this technique is one of good technique to be applied in teaching English process especially in writing for Junior High School.
- b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English especially in writing skill.
- c. The teacher should help students increase their score by giving more explanation, and make the students realize that the material in teaching English process especially in writing is important and all of the students must understand.

2. Suggestion to the Students

- a. The students should study hard and practice more in writing English to improve their writing ability,
- b. The students should understand about how to produce a good written text by using Numbered Heads Together technique, also they must be through every

step in Numbered Heads Together technique including group with their friends, revise, edit and discuss their writing in group, teachers call students randomly based on their numbering group to write the results of their work.

- c. The teacher should practice to write the text by using Numbered Heads Together Technique that they should in group with their friends and discussion about the text that had learned with their friends or teachers.

3. Suggestion to the Further Next Research

- a. The writer applied Numbered Heads Together Technique to increase students' descriptive text writing ability. Further other writer should conduct this technique on different skill or genre of text.
- b. In this research, the writer used Numbered Heads Together Technique to help the students of Junior High School. Further other writer should conduct this technique on different level of students.
- c. Further next research should be well prepared before entering the classroom, and choose appropriate material while teaching in the classroom, so the goal of teaching could be achieved.

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APPENDICES



Appendix 1

Interview Guidline For The Teacher In The Preliminary Research

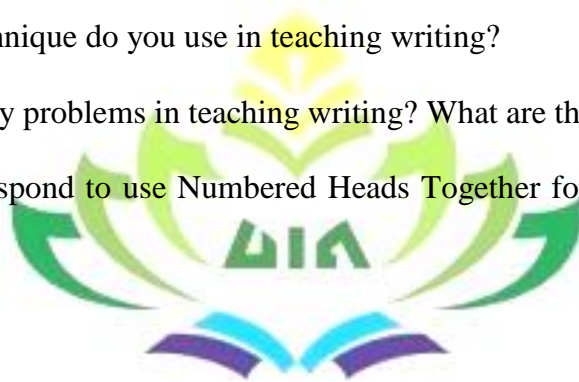
Interviewer : Intan Devita Nadya (the writer)

Interviewee : Yuliana, S.Pd (the English teacher)

Date : Wednesday, February 22th 2018

Place : SMPN 1 Jatiagung South Lampung

1. How long have you been teaching here ?
2. Can you tell me your experience in teaching English. especially in writing descriptive text?
3. What is the technique do you use in teaching writing?
4. Do you have any problems in teaching writing? What are they?
5. How do you respond to use Numbered Heads Together for teaching descriptive text?



Appendix 2

Result Of Interview The Teacher

No.	Question	Answer	Conclusion
1.	How long have you been teaching here?	I started teaching since 2006.at SMPN 1 Jati Agung South Lampung.	Mrs. Yuliana has been teaching at SMPN 1 Jati Agung South Lampung for 12 years.
2.	Can you tell me your experience in teaching English. especially in writing descriptive text?	In teaching writing descriptive text, I always find the students who bored when they were studied. I explain to students about descriptive text, and I ask the students to learn from the book or LKS, to add the knowledge, and I ask them to open the dictionary, but they didn't bring it. Actually, the dictionary is to help them study English easily. For the task, I gave them the exercises about descriptive text, and I ask them to do it, an after finish I gave them the score.	It can be concluded that the teacher in teaching writing descriptive text, the teacher just explain about descriptive text and give exercise to the students and submit it to the teacher and teacher give the score.
3.	What is the technique do	In teaching writing descriptive text, I did	It can be concluded that the teacher in teaching

	you use in teaching writing?	not use special technique. I just explain the materials based on the textbook's instruction. Then I ask the students to do the exercise each other and do the task.	writing using free writing technique.
4.	Do you have any problems in teaching writing? What are they?	In learning writing descriptive text, I found that some of students did not know many vocabularies, they are difficulties to develop word become paragraph and do not know how to express their ideas to write in recount text.	Students did not know many vocabularies, did not express ideas for develop description text.
5.	How do you respond to use Numbered Heads Together for teaching descriptive text?	I never use it before. I think it is interested, maybe I can try it to be implemented in teaching description text.	It can be concluded that the teacher has good respond about Numbered Heads Together.

Appendix 3

Interview For The Student

1. Apakah kamu menyukai pelajaran bahasa inggris? Mengapa?
2. Apakah guru menjelaskan pelajaran menulis dengan ringkas?
3. Apakah kamu menyukai menulis *Descriptive Text*? Mengapa?
4. Apakah ada masalah yang kamu temukan dalam pelajaran bahasa inggris khususnya dalam menulis *Descriptive Text*?
5. Bagaimana guru dalam mengajar menulis *Descriptive Text*?
6. Apakah kamu mengerti ketika guru menjelaskan tentang menulis *Descriptive Text*?

Appendix 4

Result of Interview For The Student

Name of student: Defrina Registiya

1. Ya saya suka bahasa inggris, bahasa inggris itu unik menurut saya, di rumah juga disuruh ibu belajar makanya ikut les juga diluar
2. Ya ringkas dan seneng aja gitu kalo udah pelajaran bahasa inggris
3. Ya saya suka, walaupun tidak terlalu bagus bahasa nya tapi saya suka menulis, kadang berantakan juga grammarnya, tapi kata ibu yuli gpp
4. Ya ada masalah, sedikit susah karena masih banyak yang belum sy tahu kosa kata nya sama tenses yang di pakai untuk teks deskripsi
5. Guru nya menjelaskan dulu, kalau masih belum paham ya di suruh baca di buku lagi, habis itu ibu yuli nyuruh buat teks deskripsi setelah selesai dikumpul dan dikasih nilai.
6. Ya mengerti kok

Name of student : Citra Apriliana

1. Ya saya suka bahasa inggris karena menarik untuk dipelajari
2. Cukup jelas kok, ringkas jelasinnya tapi kadang ada juga yang saya tidak mengerti jadi kadang-kadang sulit gitu.
3. Ya, saya suka menulis.
4. Masalahnya kadang saya bingung ngembangin idenya, terus kosa kata saya gak terlalu banyak, masih harus lihat kamus gitu
5. Ya dijelaskan dulu, diberi contoh terus itu disuruh membuat teks deskripsi sendiri dan dikasih nilai.
6. Ya saya mengerti sih walaupun sedikit-sedikit.

Name of student : Valentina Rika Resti Safira

1. Ya saya suka gak suka sih, tp nanti pingin jd pramugari makanya harus disukain bahasa inggris biar bagus inggrisnya gitu
2. Kadang jelas sih karna kadang agak ringkas, tapi juga kadang ribet gitu jelasinnya
3. Ya, saya suka menulis walopun agak susah ya
4. Masalahnya itu kadang saya bingung apa yg harus ditulis, terus kosa katanya, trus sturktur buat tulisannya itu
5. Ya dijelaskan dahulu lalu diberi contoh seterusnya ya kita disuruh membuat teks deskripsinya
6. Ya saya mengerti walopun kadang jelas kadang enggak, abisnya kadang kalo sudah siang belajarnya suka susah dicerna gitu hehe

Name of student : Firman Hadi Nasrullah

1. Saya tidak suka bahasa inggris karena susah banget mba dimengerti.
2. Ya begitulah, terlalu cepat terus kaya ribet gitu

3. Kalau menulis sih saya suka, cuma bingung apa yang mau di tulis
4. Ada banyak hehe yang tidak saya mengerti itu kosa katanya susah, banyak yang saya tidak tahu, ribet nulisnya gak sesuai bacanya juga
5. Pasti di jelasin dulu sih, terusnya di beri contoh kalau udah paham disuruh latihan menulis membuat teks deskripsinya.
6. Ya sedikit sih mengerti.

Name of student : Akas Reza Pratama

1. Saya tidak suka bahasa inggris, sulit banget di pahami.
2. Tidak jelas, bosan belajar bahasa inggris itu bu
3. Tidak suka.
4. Tidak tahu semuanya hehe abisnya kosa kata sama grammar nya susah di pahami.
5. Ya dijelasin terus disuruh buat contoh teks deskripsnya gitu.
6. Yaaa, jelas gak mengerti hehehe



Name of student : Lutfiah Saharani

1. Kadag-kadang, tapi seringnya enggak suka hehe, pelajaran bahasa inggris itu susah kadang bikin pusing
2. Terkadang guru nya jelasin nya gak jelas, singkat tapi tetep aja gak ngerti
3. Saya tidak suka menulis karena saya bingung mau nulis apa, kadang tuh saya keabisan ide-ide buat nulisnya.
4. Masalah nya saya kurang banyak yang tahu kosa kata jadi bingung mau translate ke bahasa inggris nya harus cari dikamus dulu lama dan grammar nya juga gak paham

5. Ya guru nya cuma jelasin, sudah itu nyuruh nulis teks deskripsi dan di kumpul abis itu
6. Ya saya kurang mengerti karena menjelaskannya terlalu cepat susah pahamiannya

Name of student : Bekti Kurniawan

1. Tidak suka pelajaran bahasa inggris, banyak yang harus di hapal, males buka kamusnya juga
2. Ringkas tapi masih buat saya tidak paham.
3. Tidak, bingung bu mau nulis apa.
4. Masalahnya saya tidak mengerti cara menulisnya, terus tulisannya kan beda sama bacanya jadi sering salah-salah kalau tidak lihat kamus.
5. Ya dijelasin, disuruh nulis teks deskripsi terus dikumpul kadang tuker kekawan dikoreksi.
6. Saya tidak mengerti.

Nama of student: Panca Prabowo Dananjoyo

1. Ya saya suka bahasa inggris, karena keren kalau bisa bahasa inggris.
2. Jelas dan ringkas
3. Ya saya suka tapi kadang sedikit bingung.
4. Ya sedikit masalahnya, saya bingung nentuin topic awalnya.
5. Ya gurunya menjelaskan teks deskripsi kalau udah jelas ya disuruh buat teksnya
6. Ya mengerti.

Name of student: Rifat Adi Nugroho

1. Tidak suka, pelajaran bahasa inggris itu membosankan malah susah juga
2. Tidak jelas, gitu-gitu aja jelasin nya, tetep gk paham hehe

3. Tidak suka menulis, bingung mau nulis apa.
4. Masalahnya ya itu bu, saya tidak mengerti bahasa inggris.
5. Di jelasin dulu, terus suruh buat teks nya dan di kumpul.
6. Tidak mengerti.

Name of student: Alin Afiana

1. Ya suka sedikit, karena kata bu yuli penting buat di pelajarin.
2. Jelas kok, Cuma gak menarik jelasin nya gitu-gitu aja.
3. Ya, saya suka menulis.
4. Ya ada masalahnya susah buat ngembangin ide, kosa-kata nya sama grammar nya kadang lupa rumus nya.
5. Ya gurunya jelasin dulu, dikasih contoh setelah itu di suruh tuh buat teks deskripsinya dan dikumpul.
6. Ya sedikit mengerti.

Name of student : Isna Kurniawati

1. Ya saya sedikit suka belajar bahasa inggris, karena menyenangkan belajar bahasa inggris.
2. Ya jelas kalau kurang jelas di suruh tanya.
3. Tidak suka, bingung cara mengungkapkan ide nya.
4. Mengembangkan ide nya saya suka bingung terus penulisannya juga beda agak sulit.
5. Ya dijelasin, di kasih contoh habis itu dikasih tugas.
6. Ya sedikit-sedikit sih mengerti.

Name of student : Sendi Rama Dani

1. Saya tidak suka belajar bahasa inggris, suka bingung.
2. Ringkas jelasinnya, tapi masih gak paham

3. Tidak, susah nentuin ide apa yang mau ditulis.
4. Ya masalahnya saya bingung di awal saat disuruh nulis.
5. Ya awal nya dijelasin, dikasih contoh dan dikasih tugas terus kumpul.
6. Gak ngerti.

Name of student : Nindya Rahmadani

1. Suka sih sedikit karena masuk pelajaran ujian nasional.
2. Jelas kadang kalau kurang jelas kan bisa ditanya.
3. Tidak seberapa suka menulis, karena saya susah buat mengarang.
4. Ya lumayan bingung dengan apa yang mau ditulis.
5. Dijelasin dulu baru dikasih tugas.
6. Ya saya lumayan mengerti.

Name of student : Vina Archelia

1. Ya saya suka bahasa inggris, keren aja bahasa internasional.
2. Singkat tapi kadang ada yang kurang jelas.
3. Suka tapi sedikit.
4. Kalau masalah dalam menulis kadang saya susah jelasin ide tulisan saya kadang cuma dapat tiga kalimat aja.
5. Di jelasin dulu udah itu disuruh nulis.
6. Ya saya mengerti.

Name of student : Anisa Hayatin Nupus

1. Tidak suka, sulit buat dipahami.
2. Bosen jelasinnya terlalu singkat kadang saya belum mengerti udah ke materi yg lain
3. Tidak suka, bingung mau nulis apa dulu.
4. Ya ada masalah nya lupa tenses nya rumus nya gimana.

5. Di jelasin dulu dan dikasih tugas kalau udh selesai jelasin nya.
6. Saya kurang mengerti

Name of student : Khaila Dwi Apriza

1. Tidak suka, pelajarannya sulit.
2. Bosen aja kalau belajar bahasa inggris.
3. Tidak suka.
4. Ada masalahnya saya gak suka menulis beda tulisannya kaya bahasa indonesia
5. Di jelasin dan dikasih tugas.
6. Kurang mengerti.



Appendix 5

Students' Score of Writing at the Eighth Grade of SMPN 1 Jati Agung South Lampung in The Academic Year of 2018/2019

KELAS : VIII A

No.	Students' Name	Gender	KKM	Writing Score
1	A-1	F	70	65
2	A-2	F	70	65
3	A-3	M	70	70
4	A-4	M	70	60
5	A-5	F	70	65
6	A-6	M	70	65
7	A-7	F	70	75
8	A-8	M	70	65
9	A-9	F	70	75
10	A-10	F	70	75
11	A-11	F	70	75
12	A-12	F	70	70
13	A-13	M	70	65
14	A-14	M	70	65
15	A-15	F	70	70
16	A-16	F	70	60
17	A-17	F	70	60
18	A-18	F	70	60
19	A-19	M	70	50
20	A-20	F	70	55
21	A-21	M	70	55
22	A-22	F	70	70
23	A-23	M	70	80
24	A-24	M	70	75

25	A-25	F	70	70
26	A-26	F	70	45
27	A-27	M	70	45
28	A-28	M	70	65
29	A-29	M	70	65
30	A-30	F	70	75
31	A-31	F	70	65
32	A-32	M	70	60

KELAS : VIII B

No.	Students' Name	Gender	KKM	Writing Score
1	B-1	F	70	75
2	B-2	M	70	60
3	B-3	M	70	60
4	B-4	M	70	55
5	B-5	F	70	65
6	B-6	F	70	65
7	B-7	F	70	65
8	B-8	M	70	50
9	B-9	F	70	50
10	B-10	M	70	50
11	B-11	M	70	50
12	B-12	F	70	80
13	B-13	M	70	80
14	B-14	F	70	75
15	B-15	F	70	75
16	B-16	F	70	60
17	B-17	M	70	65
18	B-18	F	70	50
19	B-19	F	70	50
20	B-20	F	70	65
21	B-21	M	70	70
22	B-22	M	70	45
23	B-23	M	70	40

24	B-24	M	70	40
25	B-25	M	70	55
26	B-26	M	70	65
27	B-27	M	70	70
28	B-28	M	70	65
29	B-29	F	70	65
30	B-30	F	70	60
31	B-31	F	70	60

KELAS : VIII C

No.	Students' Name	Gender	KKM	Writing Score
1	C-1	M	70	80
2	C-2	M	70	60
3	C-3	M	70	75
4	C-4	M	70	60
5	C-5	F	70	75
6	C-6	F	70	75
7	C-7	M	70	40
8	C-8	F	70	75
9	C-9	M	70	65
10	C-10	F	70	75
11	C-11	F	70	75
12	C-12	F	70	70
13	C-13	F	70	50
14	C-14	M	70	55
15	C-15	F	70	75
16	C-16	F	70	60
17	C-17	M	70	75
18	C-18	M	70	70
19	C-19	M	70	45

20	C-20	M	70	45
21	C-21	M	70	75
22	C-22	M	70	55
23	C-23	M	70	50
24	C-24	F	70	65
25	C-25	F	70	70
26	C-26	F	70	75
27	C-27	F	70	65
28	C-28	M	70	70
29	C-29	M	70	70
30	C-30	M	70	70
31	C-31	F	70	50
32	C-32	M	70	55

KELAS : VIII D

No.	Students' Name	Gender	KKM	Writing Score
1	D-1	M	70	45
2	D-2	M	70	55
3	D-3	F	70	65
4	D-4	F	70	75
5	D-5	M	70	70
6	D-6	M	70	60
7	D-7	F	70	65
8	D-8	M	70	65
9	D-9	M	70	65
10	D-10	F	70	65
11	D-11	M	70	55
12	D-12	F	70	75
13	D-13	F	70	80
14	D-14	F	70	80
15	D-15	M	70	75

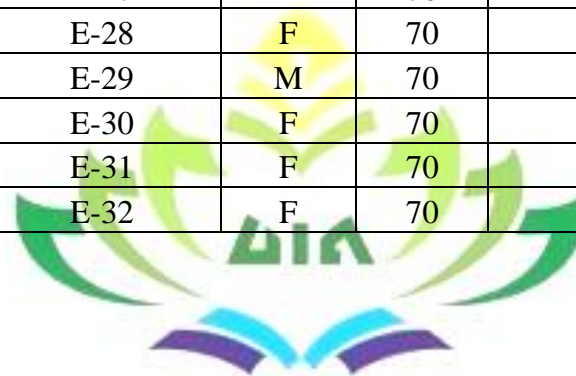
16	D-16	M	70	50
17	D-17	M	70	55
18	D-18	F	70	55
19	D-19	F	70	75
20	D-20	M	70	65
21	D-21	M	70	55
22	D-22	M	70	55
23	D-23	F	70	65
24	D-24	M	70	65
25	D-25	F	70	65
26	D-26	M	70	80
27	D-27	M	70	70
28	D-28	F	70	65
29	D-29	M	70	65
30	D-30	F	70	75
31	D-31	F	70	50



KELAS : VIII E

No.	Students' Name	Gender	KKM	Writing Score
1	E-1	F	70	65
2	E-2	F	70	65
3	E-3	M	70	50
4	E-4	M	70	50
5	E-5	M	70	60
6	E-6	M	70	70
7	E-7	M	70	65
8	E-8	F	70	55
9	E-9	F	70	70
10	E-10	M	70	50
11	E-11	M	70	75

12	E-12	M	70	80
13	E-13	M	70	70
14	E-14	F	70	55
15	E-15	M	70	50
16	E-16	F	70	65
17	E-17	F	70	65
18	E-18	M	70	60
19	E-19	M	70	55
20	E-20	M	70	55
21	E-21	F	70	60
22	E-22	M	70	80
23	E-23	F	70	80
24	E-24	M	70	50
25	E-25	M	70	70
26	E-26	F	70	55
27	E-27	M	70	50
28	E-28	F	70	45
29	E-29	M	70	45
30	E-30	F	70	75
31	E-31	F	70	65
32	E-32	F	70	55



KELAS : VIII F

No.	Students' Name	Gender	KKM	Writing Score
1	F-1	F	70	80
2	F-2	M	70	65
3	F-3	F	70	65
4	F-4	M	70	60
5	F-5	F	70	65
6	F-6	M	70	65
7	F-7	M	70	70

8	F-8	F	70	65
9	F-9	F	70	55
10	F-10	F	70	50
11	F-11	F	70	50
12	F-12	M	70	80
13	F-13	M	70	55
14	F-14	F	70	55
15	F-15	M	70	70
16	F-16	M	70	55
17	F-17	M	70	45
18	F-18	M	70	65
19	F-19	M	70	65
20	F-20	F	70	65
21	F-21	M	70	50
22	F-22	F	70	80
23	F-23	F	70	70
24	F-24	F	70	55
25	F-25	F	70	50
26	F-26	F	70	75
27	F-27	M	70	75
28	F-28	M	70	55
29	F-29	F	70	65
30	F-30	F	70	60
31	F-31	F	70	75

Appendix 6

Instrument For Pre-Test

Name :
Class :
Subject : English

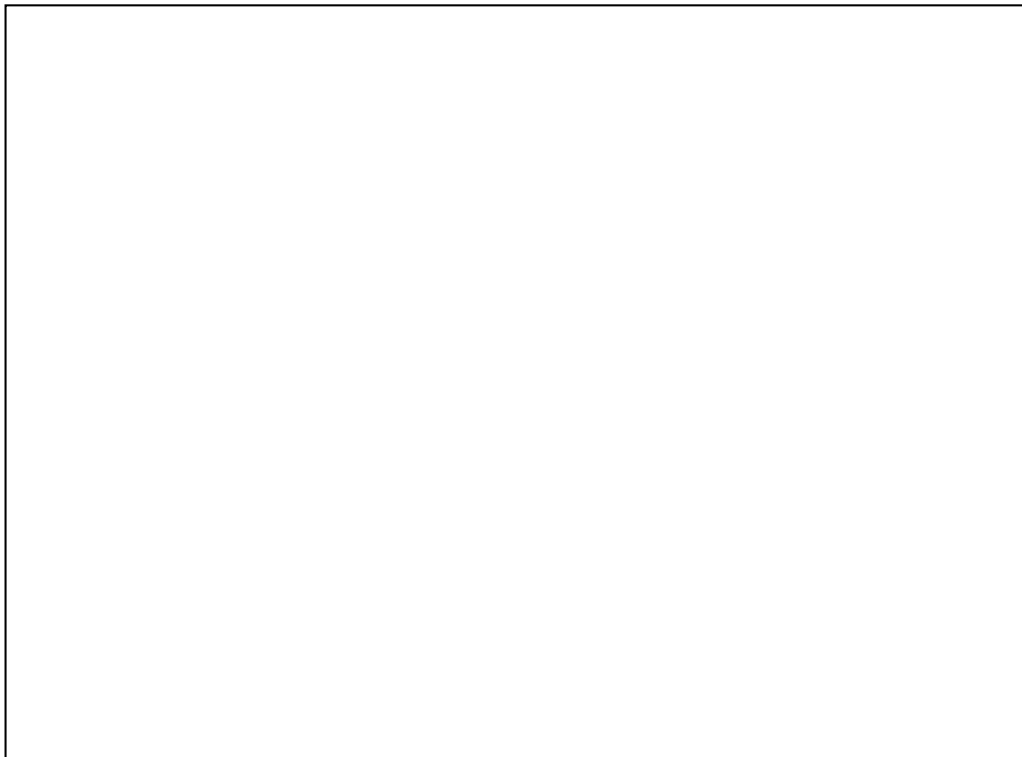
Time Allocation : 60 minutes

Instruction:

1. Write down your name and your class clearly!
2. Use time adequately and work individually!

Direction:

1. Write the descriptive text that consist of 70-100 words or more.
2. Write your text in the present tense.
3. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanic)
4. Write a descriptive text by choosing one of the topics below:
 - a. My Teacher
 - b. Zoo
 - c. Cat



Instrument For Post-Test

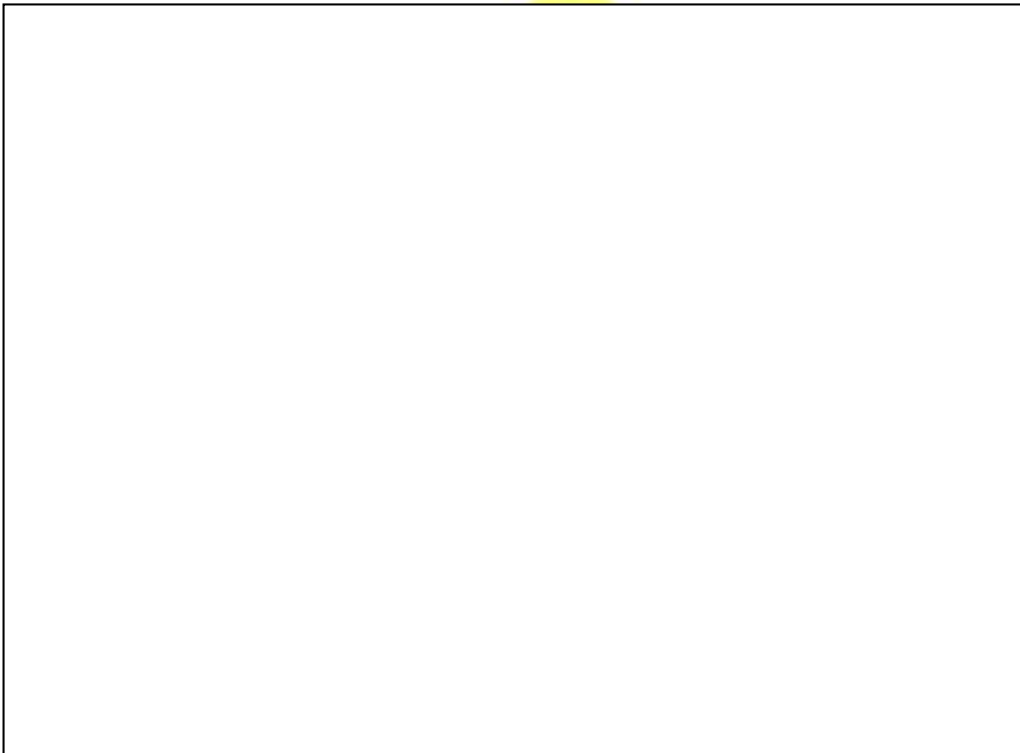
Name :
Class :
Subject : **English**
Time Allocation : **60 minutes**

Instruction:

3. Write down your name and your class clearly!
4. Use time adequately and work individually!

Direction:

5. Write the descriptive text that consist of 70-100 words or more.
6. Write your text in the present tense.
7. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanic)
8. Write a descriptive text by choosing one of the topics below:
 - d. Family
 - e. My School
 - f. Elephant





Appendix 8

SILABUS PEMBELAJARAN

- Mata Pelajaran : Bahasa Inggris
 Kelas : VIII
 Alokasi Waktu : 4 Jam Pelajaran/Minggu
 Kompetensi Inti (KI) :
- KI-1 (Spiritual) : Menghargai dan menghayati ajaran agama yang dianutnya
 - KI-3 (Soasial) : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 - KI-3 (Pengetahuan) : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 - KI 4 (Keterampilan) : Mencoba, mengolah, dan menyaji 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 Sikap Spiritual dan Kompetensi Sikap Sosial, dicapai melalui pembelajaran tidak langsung (*indirect teaching*), pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman. - Struktur teks - Memulai 	<ul style="list-style-type: none"> • Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.

Silabus Kelas VIII SMP/Mts – Bahasa Inggris

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal - Memaparkan jati dirinya yang sebenarnya. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>You, We, They, He, She, It</i></p> <ul style="list-style-type: none"> - Kata ganti possessive <i>my, your, his</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbulkan perilaku yang termuat di KI 	<p>proses dan hasil belajarnya</p>
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of</i> 	<ul style="list-style-type: none"> • Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun • Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. • Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan • Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar • Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah • Melakukan refleksi tentang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>May)</p> <ul style="list-style-type: none"> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulisan): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel the untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>proses dan hasil belajarnya</p>
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan</p>	<ul style="list-style-type: none"> - Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. - Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>kata yang benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang • Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya • Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>(Perhatikan unsur kebahasaan be, adjective)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • kata yang benar • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi 	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar • Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>declarative, interrogative, simple present tense)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>orang, binatang, benda</p> <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interrogative: <i>Yes/No question, Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif</p>	<ul style="list-style-type: none"> • Fungsi sosial • Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks • Dapat mencakup: <ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), 	<ul style="list-style-type: none"> • Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan mind-map) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan • Dalam kelompok membuat proyek kecil: dengan bantuan mind-map, membuat teks

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dan interrogative (<i>Yes/No question, Wh-question</i>), dalam simple present tense</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>	<p>deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> - Fungsi sosial - Mengembangkan nilai-nilai kehidupan dan karakter yang positif - Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik - Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p>	<p>4. Mencoba, mengolah, dan menyaji 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.</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.</p>	<p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; <i>pronoun (subjective, objective, possessive)</i>.</p>	<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka,</p>

<p>nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya (Perhatikan kosa kata terkait angka kardinal dan ordinal).</p>	<p>tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>).</p>	<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>).</p>	<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present</i></p>	<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

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<p>tense).</p>	
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.</p>	<p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.</p>

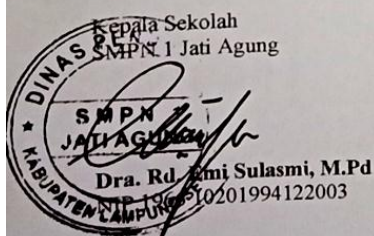
Lampung Selatan,

2017

Guru Bidang Studi
Bahasa Inggris



Yuliana, S.Pd
NIP.197307 192005012005



Appendix 9

Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

EXPERIMENTAL CLASS

Nama Sekolah : SMPN 1 Jati Agung
Materi Pembelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Materi Pokok : Descriptive Text
Skill/Topik : Menulis(Writing)/Descriptive Text
Alokasi Waktu : 2x40 menit

A. KOMPETENSI INTI (KI)

- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji 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 DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta	<ul style="list-style-type: none">- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Membandingkan fungsi sosial, struktur teks,

	informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	dan unsur kebahasaan beberapa teks deskriptif - Menjawab pertanyaan tentang teks deskriptif - Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
	Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Menjawab pertanyaan tentang teks deskriptif
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. MATERI PEMBELAJARAN

Descriptive Text

Descriptive text is a text that describes what kind of person, an object, place, properties. Or describe something looks, feels, smells, tastes, sounds.

2. *Social function*

To describe particular person, place, or thing

3. *Generic structure*

- Identification : is a general opening statement identifies phenomenon to be described.
- Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

4. *Significant Lexico grammatical Features*

- Focus on specific participants
- Use of attribute and identifying process
- Frequent use of epithets and classifiers in nominal group
- Use of simple present tense
Has, eats, sings, lays, swim.
(Penyebutan tentang seseorang: *She, He, His, Her, etc*)
- Adjective (*handsome, beautiful, tall, short, slim etc*)
- Adjective Phrase (*short hair, slim body, tall body, etc*)

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why i love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother. (*identification*)

My mother name is Khodijah, She was born 49 years ago. She s short, but not too short she is little fat. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stop to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why i never her willing. (*description*)

E. STRATEGY PEMBELAJARAN

Numbered Heads Together Technique

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	
Tahap	Kegiatan (10 Menit)
Kegiatan Awal	<ul style="list-style-type: none"> - Guru mengucapkan salam. - Guru mengecek kehadiran peserta didik - Guru memperlihatkan media sekaligus memberi gambaran tentang materi yang akan dipelajari - Memusatkan perhatian peserta didik dengan mengajukan pertanyaan seputar materi yang akan diajar - Penyampaian tujuan pembelajaran, Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.
KEGIATAN INTI (65 menit)	
Observation	<ul style="list-style-type: none"> - Peserta didik menerima informasi tentang keterkaitan pembelajaran dari guru dan bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain. - Peserta didik menyebutkan nama dan kata sifat tentang objek yang akan dibahas - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. - Guru memberikan contoh tentang cara menulis teks deskripsi
Questioning	<ul style="list-style-type: none"> - Peserta didik membuat pertanyaan berdasarkan contoh teks deskriptif yang diterima. - Peserta didik bertanya langkah mengungkapkan teks tulis deskriptif
Association	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks deskripsi
Experimenting	<ul style="list-style-type: none"> - Guru membagi peserta didik menjadi beberapa kelompok - Setiap peserta didik diberi nomor yang berbeda oleh guru di masing-masing kelompok - Guru memberikan tugas/topik kepada setiap peserta didik - Guru memberikan instruksi kepada peserta didik tentang tugas yang akan dikerjakan yaitu membuat teks deskripsi dengan topik yang telah ditentukan - Guru meminta peserta didik untuk mengerjakan tugas yang telah diberikan bersama masing-masing teman kelompoknya
Communicating	<ul style="list-style-type: none"> - Peserta didik mengerjakan tugas yang telah diberikan guru

	secara berkelompok/berdiskusi - Guru memanggil nomor peserta didik secara acak - Siswa yang dipanggil nomornya di masing-masing kelompok oleh guru, menuliskan ulang di papan tulis hasil diskusi mereka
PENUTUP (5 menit)	
Penutup	- Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Penugasan - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : teks deskripsi, buku/kertas, papan tulis dan spidol.

Sumber : *Internet dan Buku Cetak*

H. ASPEK PENILAIAN

No	Aspect of Scoring	Scoring
	Content	20
	Organization	20
	Vocabulary	20
	Language	30
	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Lampung Selatan, 2018

Guru Mata Pelajaran Bahasa Inggris

Mahasiswa Penelitian

Yuliana, S.Pd
NIP.197307 192005012005

Intan Devita Nadya
NPM. 1411040271

Kepala Sekolah SMPN 1 Jati Agung

Dra. Rd. Emi Sulasmi, M.Pd
NIP.1966 10201994122003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

EXPERIMENTAL CLASS

Nama Sekolah : SMPN 1 Jati Agung
Materi Pembelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Materi Pokok : Descriptive Text
Skill/Topik : Menulis(Writing)/Descriptive Text
Alokasi Waktu : 2x40 menit

I. KOMPETENSI INTI (KI)

- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji 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.

J. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta	<ul style="list-style-type: none">- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Membandingkan fungsi sosial, struktur teks,

	informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>dan unsur kebahasaan beberapa teks deskriptif</p> <ul style="list-style-type: none"> - Menjawab pertanyaan tentang teks deskriptif - Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
	<p>Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

K. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Menjawab pertanyaan tentang teks deskriptif
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

L. MATERI PEMBELAJARAN

Descriptive Text

Descriptive text is a text that describes what kind of person, an object, place, properties. Or describe something looks, feels, smells, tastes, sounds.

5. *Social function*

To describe particular person, place, or thing

6. *Generic structure*

- Identification : is a general opening statement identifies phenomenon to be described.
- Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

7. *Significant Lexico grammatical Features*

- Focus on specific participants
- Use of attribute and identifying process
- Frequent use of epithets and classifiers in nominal group
- Use of simple present tense
Has, eats, sings, lays, swim.
(Penyebutan tentang seseorang: *She, He, His, Her, etc*)
- Adjective (handsome, beautiful, tall, short, slim *etc*)
- Adjective Phrase (*short hair, slim body, tall body, etc*)

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive. (*identification*)

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling

waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.(description)

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.(description)

M. STRATEGY PEMBELAJARAN

Numbered Heads Together Technique

N. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	
Tahap	Kegiatan (10 Menit)
Kegiatan Awal	<ul style="list-style-type: none"> - Guru mengucapkan salam. - Guru mengecek kehadiran peserta didik - Guru memperlihatkan media sekaligus memberi gambaran tentang materi yang akan dipelajari - Memusatkan perhatian peserta didik dengan mengajukan pertanyaan seputar materi yang akan diajar - Penyampaian tujuan pembelajaran, Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.
KEGIATAN INTI (65 menit)	
Observation	<ul style="list-style-type: none"> - Peserta didik menerima informasi tentang keterkaitan pembelajaran dari guru dan bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain. - Peserta didik menyebutkan nama dan kata sifat tentang objek yang akan dibahas - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. - Guru memberikan contoh tentang cara menulis teks deskripsi
Questioning	<ul style="list-style-type: none"> - Peserta didik membuat pertanyaan berdasarkan contoh teks deskriptif yang diterima. - Peserta didik bertanya langkah mengungkapkan teks tulis deskriptif

osiation	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks deskripsi
perimenting	<ul style="list-style-type: none"> - Guru membagi peserta didik menjadi beberapa kelompok - Setiap peserta didik diberi nomor yang berbeda oleh guru di masing-masing kelompok - Guru memberikan tugas/topik kepada setiap peserta didik - Guru memberikan instruksi kepada peserta didik tentang tugas yang akan dikerjakan yaitu membuat teks deskripsi dengan topik yang telah ditentukan - Guru meminta peserta didik untuk mengerjakan tugas yang telah diberikan bersama masing-masing teman kelompoknya
mmunicating	<ul style="list-style-type: none"> - Peserta didik mengerjakan tugas yang telah diberikan guru secara berkelompok/berdiskusi - Guru memanggil nomor peserta didik secara acak - Siswa yang dipanggil nomornya di masing-masing kelompok oleh guru, menuliskan ulang di papan tulis hasil diskusi mereka
PENUTUP (5 menit)	
utup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Penugasan - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran

O. SUMBER/ BAHAN / ALAT

Alat/ Bahan : teks deskripsi, buku/kertas, papan tulis dan spidol.

Sumber : *Internet dan Buku Cetak*

P. ASPEK PENILAIAN

No	Aspect of Scoring	Scoring
	Content	20
	Organization	20
	Vocabulary	20
	Language	30
	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Lampung Selatan, 2018

Guru Mata Pelajaran Bahasa Inggris

Mahasiswa Penelitian

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

EXPERIMENTAL CLASS



Nama Sekolah	: SMPN 1 Jati Agung
Materi Pembelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Materi Pokok	: Descriptive Text
Skill/Topik	: Menulis(Writing)/Descriptive Text
Alokasi Waktu	: 2x40 menit

Q. KOMPETENSI INTI (KI)

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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.

R. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
	<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif - Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif - Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif - Menjawab pertanyaan tentang teks deskriptif - Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
	<p>Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

S. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif

- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Menjawab pertanyaan tentang teks deskriptif
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

T. MATERI PEMBELAJARAN

Descriptive Text

Descriptive text is a text that describes what kind of person, an object, place, properties. Or describe something looks, feels, smells, tastes, sounds.

8. *Social function*

To describe particular person, place, or thing

9. *Generic structure*

- Identification : is a general opening statement identifies phenomenon to be described.
- Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

10. *Significant Lexico grammatical Features*

- Focus on specific participants
- Use of attribute and identifying process
- Frequent use of epithets and classifiers in nominal group
- Use of simple present tense
Has, eats, sings, lays, swim.
(Penyebutan tentang seseorang: *She, He, His, Her, etc*)
- Adjective (handsome, beautiful, tall, short, slim *etc*)
- Adjective Phrase (*short hair, slim body, tall body, etc*)

Giraffe

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. (*identification*)

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. “Giraffa camelopardalis” is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting. (*description*)

U. STRATEGY PEMBELAJARAN

Numbered Heads Together Technique

V. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	
Tahap	Kegiatan (10 Menit)
Kegiatan Awal	<ul style="list-style-type: none"> - Guru mengucapkan salam. - Guru mengecek kehadiran peserta didik - Guru memperlihatkan media sekaligus memberi gambaran tentang materi yang akan dipelajari - Memusatkan perhatian peserta didik dengan mengajukan pertanyaan seputar materi yang akan diajar - Penyampaian tujuan pembelajaran, Guru menjelaskan acuan materi, yaitu tentang teks deskriptif.
KEGIATAN INTI (65 menit)	
Observation	<ul style="list-style-type: none"> - Peserta didik menerima informasi tentang keterkaitan pembelajaran dari guru dan bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain. - Peserta didik menyebutkan nama dan kata sifat tentang objek yang akan dibahas - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. - Guru memberikan contoh tentang cara menulis teks deskripsi
Questioning	<ul style="list-style-type: none"> - Peserta didik membuat pertanyaan berdasarkan contoh teks deskriptif yang diterima. - Peserta didik bertanya langkah mengungkapkan teks tulis deskriptif
Assimilation	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks deskripsi
Experimenting	<ul style="list-style-type: none"> - Guru membagi peserta didik menjadi beberapa kelompok - Setiap peserta didik diberi nomor yang berbeda oleh guru di

	<p>masing-masing kelompok</p> <ul style="list-style-type: none"> - Guru memberikan tugas/topik kepada setiap peserta didik - Guru memberikan instruksi kepada peserta didik tentang tugas yang akan dikerjakan yaitu membuat teks deskripsi dengan topik yang telah ditentukan - Guru meminta peserta didik untuk mengerjakan tugas yang telah diberikan bersama masing-masing teman kelompoknya
Communicating	<ul style="list-style-type: none"> - Peserta didik mengerjakan tugas yang telah diberikan guru secara berkelompok/berdiskusi - Guru memanggil nomor peserta didik secara acak - Siswa yang dipanggil nomornya di masing-masing kelompok oleh guru, menuliskan ulang di papan tulis hasil diskusi mereka
PENUTUP (5 menit)	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Penugasan - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran

W. SUMBER/ BAHAN / ALAT

Alat/ Bahan : teks deskripsi, buku/kertas, papan tulis dan spidol.

Sumber : *Internet dan Buku Cetak*

X. ASPEK PENILAIAN

No	Aspect of Scoring	Scoring
	Content	20
	Organization	20
	Vocabulary	20
	Language	30
	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Guru Mata Pelajaran Bahasa Inggris

Mahasiswa Penelitian

Yuliana, S.Pd
NIP.197307 192005012005

Intan Devita Nadya
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Kepala Sekolah SMPN 1 Jati Agung

Dra. Rd. Emi Sulasmi, M.Pd
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Appendix 10

Lesson Plan Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

CONTROL CLASS

Nama Sekolah : SMPN 1 Jati Agung

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : VIII / 1

Materi Pokok : Descriptive Text

Skill/Topik : Menulis(Writing)/Descriptive Text

Alokasi Waktu : 2x40 menit

A. KOMPETENSI INTI (KI)

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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 DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
	<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif - Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif - Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif - Menjawab pertanyaan tentang teks deskriptif - Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
	<p>Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Menjawab pertanyaan tentang teks deskriptif
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. MATERI PEMBELAJARAN

Descriptive Text

Descriptive text is a text that describes what kind of person, an object, place, properties. Or describe something looks, feels, smells, tastes, sounds.

1. *Social function*

To describe particular person, place, or thing

2. *Generic structure*

- Identification : is a general opening statement identifies phenomenon to be described.
- Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

3. *Significant Lexico grammatical Features*

- Focus on specific participants
- Use of attribute and identifying process
- Frequent use of epithets and classifiers in nominal group
- Use of simple present tense

Has, eats, sings, lays, swim.

(Penyebutan tentang seseorang: *She, He, His, Her, etc*)

- Adjective (handsome, beautiful, tall, short, slim *etc*)

- Adjective Phrase (*short hair, slim body, tall body, etc*)

My Beloved Mother

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why i love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother. (*identification*)

My mother name is Khodijah, She was born 49 years ago. She s short, but not too short she is little fat. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stop to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why i never her willing. (*description*)

E. STRATEGY PEMBELAJARAN

Draw Label Caption (DLC) Strategy

F. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	
Tahap	Kegiatan (10 Menit)
Kegiatan Awal	<ul style="list-style-type: none"> - Guru mengucapkan salam. - Guru mengecek kehadiran peserta didik - Guru memperlihatkan media sekaligus memberi gambaran tentang materi yang akan dipelajari - Memusatkan perhatian peserta didik dengan mengajukan pertanyaan seputar materi yang akan diajar - Penyampaian tujuan pembelajaran, Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.
KEGIATAN INTI (65 menit)	
Observation	<ul style="list-style-type: none"> - Peserta didik menerima informasi tentang keterkaitan pembelajaran dari guru dan bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain. - Peserta didik menyebutkan nama dan kata sifat tentang objek yang akan dibahas - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. - Guru memberikan contoh tentang cara menulis teks deskripsi

Questioning	<ul style="list-style-type: none"> - Peserta didik membuat pertanyaan berdasarkan contoh teks deskriptif yang diterima. - Peserta didik bertanya langkah mengungkapkan teks tulis deskriptif
Assimilation	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks deskripsi
Experimenting	<ul style="list-style-type: none"> - Guru memberikan tugas/topik berupa gambar kepada setiap peserta didik - Guru memberikan instruksi kepada peserta didik tentang tugas yang akan dikerjakan yaitu membuat teks deskripsi dengan topik yang ditentukan - Guru menyuruh peserta didik untuk mengerjakan tugas yang telah diberikan
Communicating	<ul style="list-style-type: none"> - Peserta didik mengerjakan tugas yang telah diberikan guru secara berkelompok - Setelah selesai mengerjakan tugas, peserta didik mengumpulkan hasil tugas mereka
PENUTUP (5 menit)	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Penugasan - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran

G. SUMBER/ BAHAN / ALAT

Alat/ Bahan : teks deskripsi, buku/kertas, papan tulis dan spidol.

Sumber : *Internet dan Buku Cetak*

H. ASPEK PENILAIAN

No	Aspect of Scoring	Scoring
	Content	20
	Organization	20
	Vocabulary	20

	guage	30
	chanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Lampung Selatan, 2018

Guru Mata Pelajaran Bahasa Inggris

Mahasiswa Penelitian

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

CONTROL CLASS

Nama Sekolah : SMPN 1 Jati Agung

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : VIII / 1

Materi Pokok : Descriptive Text

Skill/Topik : Menulis(Writing)/Descriptive Text

Alokasi Waktu : 2x40 menit

I. KOMPETENSI INTI (KI)

- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji 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.

J. KOMPETENSI DASAR DAN INDIKATOR

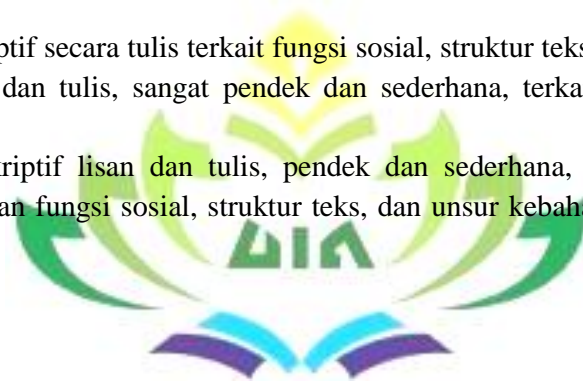
NO	KOMPETENSI DASAR	INDIKATOR
	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif- Menjawab pertanyaan tentang teks deskriptif- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
	<p>Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan</p>	<ul style="list-style-type: none">- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi

	benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
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K. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Menjawab pertanyaan tentang teks deskriptif
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks



L. MATERI PEMBELAJARAN

Descriptive Text

Descriptive text is a text that describes what kind of person, an object, place, properties. Or describe something looks, feels, smells, tastes, sounds.

1. *Social function*

To describe particular person, place, or thing

2. *Generic structure*

- Identification : is a general opening statement identifies phenomenon to be described.
- Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

3. *Significant Lexico grammatical Features*

- Focus on specific participants
- Use of attribute and identifying process
- Frequent use of epithets and classifiers in nominal group
- Use of simple present tense
Has, eats, sings, lays, swim.
(Penyebutan tentang seseorang: *She, He, His, Her, etc*)
- Adjective (handsome, beautiful, tall, short, slim *etc*)
- Adjective Phrase (*short hair, slim body, tall body, etc*)

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive. *(identification)*

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing. *(description)*

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes. *(description)*

M. STRATEGY PEMBELAJARAN

Draw Label Caption (DLC) Strategy

N. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	
Tahap	Kegiatan (10 Menit)
Kegiatan Awal	<ul style="list-style-type: none"> - Guru mengucapkan salam. - Guru mengecek kehadiran peserta didik - Guru memperlihatkan media sekaligus memberi gambaran tentang materi yang akan dipelajari - Memusatkan perhatian peserta didik dengan mengajukan pertanyaan seputar materi yang akan diajar

	<ul style="list-style-type: none"> - Penyampaian tujuan pembelajaran, Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.
KEGIATAN INTI (65 menit)	
Observation	<ul style="list-style-type: none"> - Peserta didik menerima informasi tentang keterkaitan pembelajaran dari guru dan bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain. - Peserta didik menyebutkan nama dan kata sifat tentang objek yang akan dibahas - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. - Guru memberikan contoh tentang cara menulis teks deskripsi
Questioning	<ul style="list-style-type: none"> - Peserta didik membuat pertanyaan berdasarkan contoh teks deskriptif yang diterima. - Peserta didik bertanya langkah mengungkapkan teks tulis deskriptif
Assessment	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks deskripsi
Experimenting	<ul style="list-style-type: none"> - Guru memberikan tugas/topik berupa gambar kepada setiap peserta didik - Guru memberikan instruksi kepada peserta didik tentang tugas yang akan dikerjakan yaitu membuat teks deskripsi dengan topik yang ditentukan - Guru menyuruh peserta didik untuk mengerjakan tugas yang telah diberikan
Communicating	<ul style="list-style-type: none"> - Peserta didik mengerjakan tugas yang telah diberikan guru secara berkelompok - Setelah selesai mengerjakan tugas, peserta didik mengumpulkan hasil tugas mereka
PENUTUP (5 menit)	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Penugasan - Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran

O. SUMBER/ BAHAN / ALAT

Alat/ Bahan : teks deskripsi, buku/kertas, papan tulis dan spidol.

Sumber : *Internet dan Buku Cetak*

P. ASPEK PENILAIAN

No	Aspect of Scoring	Scoring
	Content	20
	Organization	20
	Vocabulary	20
	Language	30
	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Lampung Selatan, 2018

Guru Mata Pelajaran Bahasa Inggris

Mahasiswa Penelitian

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

CONTROL CLASS

Nama Sekolah : SMPN 1 Jati Agung

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : VIII / 1

Materi Pokok : Descriptive Text

Skill/Topik : Menulis(Writing)/Descriptive Text

Alokasi Waktu : 2x40 menit

Q. KOMPETENSI INTI (KI)

- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji 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.

R. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif- Menjawab pertanyaan tentang teks deskriptif- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
	Teks Deskriptif	<ul style="list-style-type: none">- Merespon makna secara kontekstual terkait

	<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <ul style="list-style-type: none"> - Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda - Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
--	---	---

S. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif
- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Menjawab pertanyaan tentang teks deskriptif
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif
- Merespon makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Membuat teks deskriptif secara tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang teks deskripsi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

T. MATERI PEMBELAJARAN

Descriptive Text

Descriptive text is a text that describes what kind of person, an object, place, properties. Or describe something looks, feels, smells, tastes, sounds.

4. *Social function*

To describe particular person, place, or thing

5. *Generic structure*

- Identification : is a general opening statement identifies phenomenon to be described.
- Description : is a series of paragraphs about the subject describe parts, qualities characteristics.

6. *Significant Lexico grammatical Features*

- Focus on specific participants
- Use of attribute and identifying process
- Frequent use of epithets and classifiers in nominal group
- Use of simple present tense
Has, eats, sings, lays, swim.
(Penyebutan tentang seseorang: *She, He, His, Her, etc*)
- Adjective (handsome, beautiful, tall, short, slim *etc*)
- Adjective Phrase (*short hair, slim body, tall body, etc*)



Giraffe

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. (*identification*)

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. “Giraffa camelopardalis” is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting. (*description*)

U. STRATEGY PEMBELAJARAN

Draw Label Caption (DLC) Strategy

V. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	
Tahap	Kegiatan (10 Menit)
Kegiatan Awal	<ul style="list-style-type: none"> - Guru mengucapkan salam. - Guru mengecek kehadiran peserta didik - Guru memperlihatkan media sekaligus memberi gambaran

	<p>tentang materi yang akan dipelajari</p> <ul style="list-style-type: none"> - Memusatkan perhatian peserta didik dengan mengajukan pertanyaan seputar materi yang akan diajar - Penyampaian tujuan pembelajaran, Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.
KEGIATAN INTI (65 menit)	
Observation	<ul style="list-style-type: none"> - Peserta didik menerima informasi tentang keterkaitan pembelajaran dari guru dan bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain. - Peserta didik menyebutkan nama dan kata sifat tentang objek yang akan dibahas - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks descriptive yang diberikan. - Guru memberikan contoh tentang cara menulis teks deskripsi
Questioning	<ul style="list-style-type: none"> - Peserta didik membuat pertanyaan berdasarkan contoh teks deskriptif yang diterima. - Peserta didik bertanya langkah mengungkapkan teks tulis deskriptif
Association	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari. - Guru memberikan penguatan tentang materi teks deskripsi
Experimenting	<ul style="list-style-type: none"> - Guru memberikan tugas/topik berupa gambar kepada setiap peserta didik - Guru memberikan instruksi kepada peserta didik tentang tugas yang akan dikerjakan yaitu membuat teks deskripsi dengan topik yang ditentukan - Guru menyuruh peserta didik untuk mengerjakan tugas yang telah diberikan
Communicating	<ul style="list-style-type: none"> - Peserta didik mengerjakan tugas yang telah diberikan guru secara berkelompok - Setelah selesai mengerjakan tugas, peserta didik mengumpulkan hasil tugas mereka
PENUTUP (5 menit)	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hal-hal yang telah dipelajari bersama peserta didik. - Refleksi - Penugasan

	- Guru menutup pembelajaran dengan salam dan memberi informasi Mengenai rencana tindak lanjut pembelajaran
--	--

W. SUMBER/ BAHAN / ALAT

Alat/ Bahan : teks deskripsi, buku/kertas, papan tulis dan spidol.

Sumber : *Internet dan Buku Cetak*

X. ASPEK PENILAIAN

No	Aspect of Scoring	Scoring
	Content	20
	Organization	20
	Vocabulary	20
	Language	30
	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Lampung Selatan,

2018

Guru Mata Pelajaran Bahasa Inggris

Mahasiswa Penelitian

Yuliana, S.Pd

NIP.197307 192005012005

Intan Devita Nadya

NPM. 1411040271

Kepala Sekolah SMPN 1 Jati Agung

Dra. Rd. Emi Sulasmi, M.Pd

NIP.1966 10201994122003

Appendix 11

Instrument Expert Validation Form For Writing Test

Direction:

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

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

General comments:

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

.....
.....
.....

.....
.....
.....

Validator

Yuliana, S.Pd
NIP. 197307 19200501 2 005

Appendix 12

Instrument Readability Of The Writing Test

Name :

Class :

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

No	Questions	Yes	No	Scale (1-10)	Comments
1	Apakah anda paham dengan petunjuk (instruction) no 1 ?				
2	Apakah anda paham dengan petunjuk (instruction) no 2 ?				
3	Apakah anda paham dengan perintah (direction) no 1 ?				
4	Apakah anda paham dengan perintah (direction) no 2 ?				
5	Apakah anda paham				

	dengan perintah (direction) no 3 ?				
6	Apakah anda paham dengan perintah (direction) no 4 ?				

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

Appendix 13

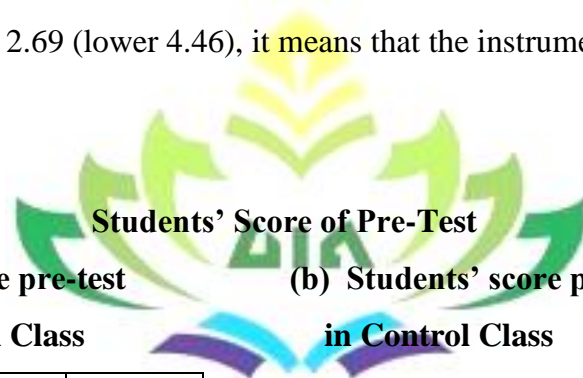
Result of Readability

No.	Student's Name	Question and Scale						Total	Mean
		Q1	Q2	Q3	Q4	Q5	Q6		
1	Student 1	1	1	1	3	4	6	16	2,67
2	Student 2	1	1	1	4	4	6	17	2,83
3	Student 3	2	1	1	4	4	7	19	3,17
4	Student 4	1	1	1	3	5	6	17	2,83
5	Student 5	1	1	1	3	5	5	16	2,67
6	Student 6	1	1	1	3	5	6	17	2,83
7	Student 7	1	2	1	4	4	7	19	3,17
8	Student 8	1	1	1	3	4	6	16	2,67
9	Student 9	1	1	1	1	6	6	16	2,67
10	Student 10	2	1	1	1	4	3	12	2,00
11	Student 11	1	2	2	5	5	6	21	3,50
12	Student 12	1	1	1	3	5	2	13	2,17
13	Student 13	1	1	1	3	4	3	13	2,17
14	Student 14	1	1	1	4	6	5	18	3,00
15	Student 15	1	1	1	3	5	6	17	2,83
16	Student 16	2	1	1	6	5	7	22	3,67
17	Student 17	2	1	2	6	6	5	22	3,67
18	Student 18	1	1	1	2	6	5	16	2,67
19	Student 19	1	1	1	2	5	5	15	2,50

20	Student 20	1	1	1	2	4	5	14	2,33
21	Student 21	1	1	1	2	4	5	14	2,33
22	Student 22	1	1	2	3	4	6	17	2,83
23	Student 23	1	1	1	3	3	5	14	2,33
24	Student 24	1	2	1	3	3	2	12	2,00
25	Student 25	1	1	2	2	6	5	17	2,83
26	Student 26	1	1	1	2	6	5	16	2,67
27	Student 27	1	1	1	2	4	5	14	2,33
28	Student 28	1	3	1	3	5	6	19	3,17
29	Student 29	1	2	1	3	4	2	13	2,17
30	Student 30	1	2	1	2	4	6	16	2,67
31	Student 31	1	2	1	2	4	2	12	2,00
Total Mean									83,33
Mean									2,69

Based on the finding of Kuoam's research, if the mean of all items of instrument text has means under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 2.69 (lower 4.46), it means that the instrument is readable.

Appendix 14



Students' Score of Pre-Test

(a) Students' score pre-test
in Experimental Class

(b) Students' score pre-test
in Control Class

No	Students' Code	Score
1	B1	72
2	B2	54,5
3	B3	61
4	B4	40
5	B5	64
6	B6	69
7	B7	58,5
8	B8	55
9	B9	50
10	B10	54

11	B11	48
12	B12	76
13	B13	54,5
14	B14	60
15	B15	52
16	B16	64
17	B17	61
18	B18	59
19	B19	61,5
20	B20	64
21	B21	60,5
22	B22	63,5
23	B23	54
24	B24	59,5
25	B25	60
26	B26	63
27	B27	59,5
28	B28	59
29	B29	63
30	B30	70
31	B31	59,5

No	Students' Code	Score
1	E1	69
2	E2	57
3	E3	60
4	E4	61
5	E5	68
6	E6	50
7	E7	63
8	E8	56,5
9	E9	51,5
10	E10	69
11	E11	61,5
12	E12	59,5
13	E13	60
14	E14	59,5
15	E15	68,5
16	E16	63
17	E17	60
18	E18	61
19	E19	69
20	E20	53,5
21	E21	70
22	E22	68
23	E23	64
24	E24	55
25	E25	58,5
26	E26	61,5
27	E27	70
28	E28	72
29	E29	64
30	E30	61
31	E31	68,5
32	E32	51



Appendix 15

Students' Score of Post-Test

(a) Students' score post-test
in Experimental Class

(b) Students' score post-test
in Control Class

No	Students' Code	Score
1	B1	86
2	B2	65
3	B3	70
4	B4	56,5
5	B5	76
6	B6	78
7	B7	70
8	B8	67
9	B9	67
10	B10	69,5
11	B11	62
12	B12	88
13	B13	69
14	B14	72,5
15	B15	67,5
16	B16	72
17	B17	74
18	B18	70,5
19	B19	74,5
20	B20	75
21	B21	74
22	B22	72
23	B23	66
24	B24	68
25	B25	72,5
26	B26	75
27	B27	70
28	B28	70
29	B29	74,5



30	B30	74
31	B31	70

No	Students' Code	Score
1	E1	74
2	E2	65
3	E3	65
4	E4	72
5	E5	72
6	E6	61,5
7	E7	70
8	E8	67,5
9	E9	62
10	E10	74
11	E11	69,5
12	E12	68
13	E13	69
14	E14	66
15	E15	74
16	E16	71
17	E17	68
18	E18	70,5
19	E19	73
20	E20	65
21	E21	77
22	E22	75
23	E23	72
24	E24	67
25	E25	69
26	E26	72
27	E27	75,5
28	E28	76
29	E29	71,5
30	E30	72
31	E31	74
32	E32	59,5

Appendix 16

Result of Gain in Experimental Class

No	Student's Score	Pretest	Posttest	Gain
1	B1	72	86	14
2	B2	54,5	65	10,5
3	B3	61	70	9
4	B4	40	56,5	16,5
5	B5	64	76	12
6	B6	69	78	9
7	B7	58,5	70	11,5
8	B8	55	67	12
9	B9	50	67	17
10	B10	54	69,5	15,5
11	B11	48	62	14
12	B12	76	88	12
13	B13	54,5	69	14,5
14	B14	60	72,5	12,5
15	B15	52	67,5	15,5
16	B16	64	72	8
17	B17	61	74	13
18	B18	59	70,5	11,5
19	B19	61,5	74,5	13
20	B20	64	75	11
21	B21	60,5	74	13,5
22	B22	63,5	72	8,5
23	B23	54	66	12
24	B24	59,5	68	8,5
25	B25	60	72,5	12,5
26	B26	63	75	12
27	B27	59,5	70	10,5
28	B28	59	70	11
29	B29	63	74,5	11,5
30	B30	70	74	4
31	B31	59,5	70	10,5

Appendix 17

Result of Gain in Control Class

No	Student's Score	Pretest	Post test	Gain
1	E1	69	74	5
2	E2	57	65	8
3	E3	60	65	5
4	E4	61	72	11
5	E5	68	72	4
6	E6	50	61,5	11,5
7	E7	63	70	7
8	E8	56,5	67,5	11
9	E9	51,5	62	10,5
10	E10	69	74	5
11	E11	61,5	69,5	8
12	E12	59,5	68	8,5
13	E13	60	69	9
14	E14	59,5	66	6,5
15	E15	68,5	74	5,5
16	E16	63	71	8
17	E17	60	68	8
18	E18	61	70,5	9,5
19	E19	69	73	4
20	E20	53,5	65	11,5
21	E21	70	77	7
22	E22	68	75	7
23	E23	64	72	8
24	E24	55	67	12
25	E25	58,5	69	10,5
26	E26	61,5	72	10,5
27	E27	70	75,5	5,5
28	E28	72	76	4

29	E29	64	71,5	7,5
30	E30	61	72	11
31	E31	68,5	74	5,5
32	E32	51	59,5	8,5



Appendix 18

Analysis of Students' Score of Pre-Test in the Experimental Class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	B1	15	16	14	15	20	21	13	15	8	7	70	74	72
2	B2	12	13	11	13	13	13	11	13	5	5	52	57	54,5
3	B3	15	12	12	12	14	15	15	16	6	5	62	60	61
4	B4	10	10	8	8	10	8	9	7	5	5	42	38	40
5	B5	14	14	16	14	14	15	15	14	6	6	65	63	64
6	B6	16	15	15	16	16	15	16	15	7	7	70	68	69
7	B7	11	12	11	14	12	12	17	16	6	6	57	60	58,5
8	B8	12	12	11	13	11	10	16	15	5	5	55	55	55
9	B9	12	11	12	10	10	11	12	12	5	5	51	49	50
10	B10	12	11	13	10	11	11	13	12	7	8	56	52	54
11	B11	10	11	10	10	12	12	12	11	4	4	48	48	48
12	B12	17	16	16	14	21	23	14	16	8	7	76	76	76
13	B13	12	14	11	12	14	13	11	12	5	5	53	56	54,5
14	B14	15	13	14	14	14	16	12	11	5	6	60	60	60
15	B15	11	10	11	11	13	12	13	13	5	5	53	51	52
16	B16	14	13	16	14	12	11	17	16	7	8	66	62	64
17	B17	13	12	16	15	14	17	13	12	5	5	61	61	61

18	B18	16	14	12	13	15	15	11	12	5	5	59	59	59
19	B19	13	13	13	12	15	13	16	17	6	5	63	60	61,5
20	B20	15	14	13	12	15	17	14	15	7	6	64	64	64
21	B21	14	13	13	14	14	14	14	13	6	6	61	60	60,5
22	B22	12	13	13	14	14	13	17	19	6	6	62	65	63,5
23	B23	12	14	12	12	11	9	12	14	6	6	53	55	54
24	B24	12	16	12	11	12	13	16	16	6	5	58	61	59,5
25	B25	14	13	15	14	13	13	14	13	6	5	62	58	60
26	B26	14	13	16	14	12	12	16	16	7	6	65	61	63
27	B27	13	13	14	13	14	13	14	15	5	5	60	59	59,5
28	B28	12	13	16	15	13	12	13	13	6	5	60	58	59
29	B29	14	13	14	13	14	14	16	15	6	7	64	62	63
30	B30	12	14	17	16	18	17	16	15	8	7	71	69	70
31	B31	14	13	14	14	13	13	14	14	5	5	60	59	59,5
Total		408	404	411	402	424	423	432	433	184	178	1859	1840	1849,5
Mean		13,16	13,03	13,26	12,97	13,68	13,65	13,94	13,97	5,94	5,74	59,97	59,35	59,66





Appendix 19

Analysis of Students' Score of Pre-Test in the Control Class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1	16	14	16	15	15	14	17	18	6	7	70	68	69
2	E2	12	12	13	12	11	10	17	15	6	6	59	55	57
3	E3	13	13	13	14	14	13	14	15	6	5	60	60	60
4	E4	14	12	14	15	15	12	13	15	6	6	62	60	61
5	E5	15	14	13	14	14	14	20	19	7	6	69	67	68
6	E6	11	11	12	11	11	11	12	11	5	5	51	49	50
7	E7	12	14	14	15	16	14	15	13	6	7	63	63	63
8	E8	12	12	13	12	11	10	17	15	6	5	59	54	56,5
9	E9	10	9	11	10	11	11	16	15	5	5	53	50	51,5
10	E10	12	16	15	15	20	18	15	14	7	6	69	69	69
11	E11	13	11	14	16	16	13	14	14	6	6	63	60	61,5
12	E12	14	14	13	12	12	12	15	16	6	5	60	59	59,5
13	E13	13	14	12	13	14	15	14	13	6	6	59	61	60
14	E14	12	13	13	13	14	14	14	15	6	5	59	60	59,5
15	E15	15	15	14	14	17	18	16	15	7	6	69	68	68,5
16	E16	15	15	14	12	14	14	13	15	7	7	63	63	63
17	E17	14	14	14	15	12	12	13	13	6	7	59	61	60
18	E18	13	14	13	13	15	15	13	12	7	7	61	61	61
19	E19	12	14	17	15	20	19	14	13	7	7	70	68	69

20	E20	10	7	10	12	14	13	14	16	5	6	53	54	53,5
21	E21	15	16	15	16	15	16	17	16	7	7	69	71	70
22	E22	13	13	15	15	19	18	15	15	7	6	69	67	68
23	E23	17	15	13	12	15	13	14	15	7	7	66	62	64
24	E24	12	12	11	12	13	14	13	12	6	5	55	55	55
25	E25	15	13	14	14	12	11	13	14	6	5	60	57	58,5
26	E26	14	14	13	14	14	15	13	14	6	6	60	63	61,5
27	E27	16	16	17	16	16	17	14	15	7	6	70	70	70
28	E28	15	15	16	15	15	14	19	20	8	7	73	71	72
29	E29	14	15	15	13	15	12	17	16	5	6	66	62	64
30	E30	13	13	14	13	13	13	16	16	6	5	62	60	61
31	E31	14	15	16	15	20	19	13	13	6	6	69	68	68,5
32	E32	10	10	13	12	12	11	12	12	5	5	52	50	51
Total		426	425	440	435	465	445	472	470	199	191	2002	1966	1984
Mean		13,31	13,28	13,75	13,59	14,53	13,91	14,75	14,69	6,22	5,97	62,56	61,44	62,00



Appendix 20

Analysis of Students' Score of Post-Test in the Experimental Class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	B1	18	19	16	17	20	24	21	21	8	8	83	89	86
2	B2	14	14	12	15	12	16	18	15	7	7	63	67	65
3	B3	14	15	16	16	16	15	18	17	7	6	71	69	70
4	B4	12	13	12	12	10	11	15	16	6	6	55	58	56,5
5	B5	17	16	16	14	14	17	21	23	7	7	75	77	76
6	B6	16	16	16	15	20	20	18	20	8	7	78	78	78
7	B7	16	16	17	16	15	16	15	15	7	7	70	70	70
8	B8	12	14	15	15	14	15	17	19	7	6	65	69	67
9	B9	12	14	16	16	18	20	12	12	7	7	65	69	67
10	B10	15	15	16	15	15	16	15	17	7	8	68	71	69,5
11	B11	13	13	14	13	14	14	15	15	7	6	63	61	62
12	B12	19	19	17	17	22	24	21	21	8	8	87	89	88
13	B13	13	14	14	17	18	17	18	13	7	7	70	68	69
14	B14	16	17	15	16	18	17	16	16	7	7	72	73	72,5
15	B15	14	16	17	17	15	15	14	15	6	6	66	69	67,5
16	B16	16	15	15	15	16	14	19	20	7	7	73	71	72
17	B17	16	17	15	15	16	16	20	18	8	7	75	73	74

18	B18	14	15	16	16	16	15	18	17	7	7	71	70	70,5
19	B19	15	16	17	16	16	16	20	20	7	6	75	74	74,5
20	B20	14	16	17	18	18	16	18	18	8	7	75	75	75
21	B21	15	15	16	18	17	17	20	17	7	7	75	74	74
22	B22	15	14	16	17	17	18	17	16	7	7	72	72	72
23	B23	14	15	14	12	15	14	18	18	6	6	67	65	66
24	B24	15	15	14	15	14	16	17	18	6	6	66	70	68
25	B25	14	12	17	17	21	22	12	16	7	7	71	74	72.5
26	B26	16	16	16	14	14	17	21	22	7	7	74	76	75
27	B27	14	15	16	16	16	17	16	16	7	7	69	71	70
28	B28	14	14	15	15	19	17	16	16	7	7	71	69	70
29	B29	15	17	14	16	22	20	15	16	7	7	73	76	74.5
30	B30	15	15	17	16	20	19	16	16	7	7	75	73	74
31	B31	15	16	20	17	14	16	14	14	7	7	70	70	70
Total		458	474	484	484	512	527	531	533	218	212	2203	2230	2069
Mean		14,77	15,29	15,61	15,61	16,52	17,00	17,13	17,19	7,03	6,84	71,06	71,94	71,48



Appendix 21

Analysis of Students' Score of Post-Test in the Control Class														
No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1	18	17	17	17	12	14	21	17	8	7	76	72	74
2	E2	13	16	17	15	15	13	15	14	6	6	66	64	65
3	E3	14	14	12	12	16	17	15	16	7	7	64	66	65
4	E4	16	15	15	15	16	15	19	18	8	7	74	70	72
5	E5	14	15	15	15	20	19	16	16	7	7	72	72	72
6	E6	13	14	14	14	14	15	14	13	6	6	61	62	61,5
7	E7	17	14	15	15	14	16	18	17	7	7	71	69	70
8	E8	15	14	15	14	14	14	18	17	7	7	69	66	67,5
9	E9	12	14	15	13	16	15	13	14	6	6	62	62	62
10	E10	18	17	22	17	17	17	13	12	8	7	78	70	74
11	E11	14	15	15	16	15	16	18	17	7	6	69	70	69,5
12	E12	14	14	19	18	16	16	13	13	7	6	69	67	68
13	E13	15	14	16	16	16	17	16	15	7	6	70	68	69
14	E14	14	14	15	16	15	15	16	15	6	6	66	66	66
15	E15	18	16	20	19	18	17	12	13	7	8	75	73	74
16	E16	16	15	15	16	14	13	20	19	7	7	72	70	71
17	E17	14	12	16	14	14	12	18	22	7	7	69	67	68

18	E18	13	15	14	16	17	15	20	18	7	6	71	70	70,5
19	E19	17	15	18	17	19	19	13	14	7	7	74	72	73
20	E20	14	14	13	14	16	17	15	15	6	6	64	66	65
21	E21	16	16	17	18	21	19	16	15	8	8	78	76	77
22	E22	17	16	14	15	20	21	16	16	7	8	74	76	75
23	E23	16	17	15	13	20	19	15	14	8	7	74	70	72
24	E24	13	14	18	16	16	15	14	14	7	7	68	66	67
25	E25	15	15	16	15	16	17	16	15	7	6	70	68	69
26	E26	17	16	20	18	17	17	13	12	7	7	74	70	72
27	E27	16	16	22	21	16	16	14	15	7	8	75	76	75,5
28	E28	17	16	17	17	16	14	21	19	8	7	79	73	76
29	E29	14	15	19	18	17	17	14	15	7	7	71	72	71,5
30	E30	16	15	15	15	16	14	20	18	7	8	74	70	72
31	E31	18	17	17	17	13	14	20	17	8	7	76	72	74
32	E32	12	13	14	13	14	14	14	14	6	5	60	59	59,5
Total		486	480	522	505	516	509	516	499	225	217	2265	2210	2237,5
Mean		15,19	15,00	16,31	15,78	16,13	15,91	16,13	15,59	7,03	6,78	70,78	69,06	69,92



Appendix 22

Result of Reliability for Pre-Test Based On Two Raters

Criteria	Score		Rank		D (R1-R2)	D ²
	R1	R2	R1	R2		
Content	844	829	4	3	1	1
Organization	850	828	3	4	-1	1
Vocabulary	885	865	2	2	0	0
Language	923	898	1	1	0	0
Mechanic	386	369	5	5	0	0
TOTAL						2

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

$$\rho = 1 - \frac{6(2)}{63(63^2 - 1)}$$

$$\rho = 1 - \frac{12}{249984}$$

$$\rho = 1 - 0,000048$$

$$\rho = 0,999952$$

The Result of Reliability for Pre-Test was 0,999952 and the criteria reliability were very high.



Appendix 23

Result of Reliability for Post-Test Based On Two Raters

Criteria	Score		Rank		D (R1-R2)	D ²
	R1	R2	R1	R2		
Content	944	950	4	4	0	0
Organization	1004	986	3	3	0	0
Vocabulary	1025	1027	2	2	0	0
Language	1059	1035	1	1	0	0
Mechanic	445	433	5	5	0	0
TOTAL						0

$$\rho = 1 - \frac{6(\sum D^2)}{N(N^2 - 1)}$$
$$\rho = 1 - \frac{6(0)}{63(63^2 - 1)}$$
$$\rho = 1 - \frac{6}{249984}$$
$$\rho = 1 - 0,000024$$
$$\rho = 0,999976$$

The Result of Reliability for Post-Test was 0,999976 and the criteria reliability were very high.



Appendix 24

Result of Pre-test in Experimental Class and Control Class

Result of Pre-test in Experimental Class

Statistics

Score

N	Valid	31
	Missing	0
Mean		59.6613
Std. Error of Mean		1.28293
Median		59.9000 ^a
Mode		59.50 ^b
Std. Deviation		7.14305
Variance		51.023
Skewness		-.267
Std. Error of Skewness		.421
Kurtosis		1.353
Std. Error of Kurtosis		.821
Range		36.00
Minimum		40.00
Maximum		76.00
Sum		1849.50

Result of Pre-test in Control Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		62.0000
Std. Error of Mean		1.06894
Median		61.3000 ^a
Mode		60.00 ^b
Std. Deviation		6.04686
Variance		36.565
Skewness		-.236
Std. Error of Skewness		.414

Kurtosis	- .720
Std. Error of Kurtosis	.809
Range	22.00
Minimum	50.00
Maximum	72.00
Sum	1984.00

Appendix 25


Result of Post-test in Experimental Class and Control Class

Result of Post-test in Experimental Class

Statistics

Score

N	Valid	31
	Missing	1
Mean		71.4839
Std. Error of Mean		1.08149
Median		70.5000 ^a
Mode		70.00
Std. Deviation		6.02147
Variance		36.258
Skewness		.513
Std. Error of Skewness		.421
Kurtosis		2.377
Std. Error of Kurtosis		.821
Range		31.50
Minimum		56.50
Maximum		88.00
Sum		2216.00



Result of Post-test in Control Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		69.9219
Std. Error of Mean		.77743
Median		70.7500a
Mode		72.00
Std. Deviation		4.39778

Variance	19.340
Skewness	-.593
Std. Error of Skewness	.414
Kurtosis	-.204
Std. Error of Kurtosis	.809
Range	17.50
Minimum	59.50
Maximum	77.00
Sum	2237.50

Appendix 26

Result of Normality Test Descriptives

Control			Statistic	Std. Error
Experimental	1.00	Mean	11.8226	.48612
		95% Confidence Interval for Mean		
		Lower Bound	10.8298	
		Upper Bound	12.8154	
		5% Trimmed Mean	11.9005	
		Median	12.0000	
		Variance	7.326	
		Std. Deviation	2.70662	
		Minimum	4.00	
		Maximum	17.00	
		Range	13.00	
		Interquartile Range	3.00	
		Skewness	-.489	.421
		Kurtosis	1.236	.821
	2.00	Mean	7.9219	.43655
		95% Confidence Interval for Mean		
		Lower Bound	7.0315	
		Upper Bound	8.8122	
		5% Trimmed Mean	7.9236	
		Median	8.0000	
		Variance	6.099	

Std. Deviation	2.46952	
Minimum	4.00	
Maximum	12.00	
Range	8.00	
Interquartile Range	5.00	
Skewness	.000	.414
Kurtosis	-1.154	.809

Tests of Normality

	control	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
experimental	1.00	.119	31	.200*	.966	31	.410
	2.00	.133	32	.161	.941	32	.082

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.



Appendix 27

Result of Homogeneity Test

Test of Homogeneity of Variances

Experimental

Levene Statistic	df1	df2	Sig.
.020	1	61	.889

ANOVA

Experimental

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	239.584	1	239.584	35.748	.000
Within Groups	408.829	61	6.702		
Total	648.413	62			



Appendix 28

Result of Hypothetical

Result of Independent Sample Test

Group Statistics

control	N	Mean	Std. Deviation	Std. Error Mean
experimental 1.00	31	11.8226	2.70662	.48612
2.00	32	7.9219	2.46952	.43655

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
experimental	Equal variances assumed	.020	.889	5.979	61	.000	3.90071	.65241	2.59613	5.20528
	Equal variances not assumed			5.970	60.083	.000	3.90071	.65337	2.59380	5.20761

Appendix 29

**Documentation in SMPN 1 Jati Agung South Lampung
(a) Teaching Learning in Experimental Class**



Writer explained about the material of descriptive text to students



Writer explained about how to use the technique of Numbered Heads Together to students





Writer helped the student to do their task



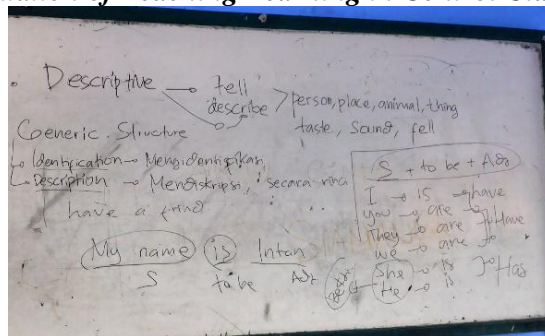


The Situation of Teaching Learning Using Numbered Heads Together Technique in Experimental Class

(b) Teaching Learning in Control Class



The Situation of Teaching Learning in Control Class





*The Material Of Teaching Learning
in Control Class*



*The Matreial Of Teaching Learning
in Experimental Class*

