

Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Three Step Interview on Writing Achievement at MTs Baitul Hikmah in 2017/2018 academic year.	Is there any significant effect of using Three Step Interview on Writing Achievement at MTs Baitul Hikmah in 2017/2018 academic year ?	Independent Variable: Three Step Interview Technique Dependent Variable: Writing achievement	1. Three Step Interview Technique -The first step is students form two pairs within their teams of four and conduct a one way interview in pairs. - The second step, students reverse roles interviewers become the interviewees. -The third step, students roundrobin each student takes a turn sharing infomation learned in the interview 2. Writing Achievement 1. Students are able to make a paragraph of	Respondents: The Seventh Grade Students at MTs Baitul Hikmah Informant: The English teacher of the Seventh Grade Students at MTs Baitul Hikmah Documents: 1. The names and the numbers of the Seventh Grade Students at MTs Baitul Hikmah in 2017/2018 academic year 2. The students' previous scores	1. Kind of research : Experimental research method 2. Research desain : Nonrandomized Control Group, Pretest-Posttest Design 3. Research respondents: Students' of seventh grade at MTs Baitul Hikmah in 2017/2018 academic year. 4. Research instruments : - Pretest -Posttest 5. Data analysis : - T test will be conducted by using SPSS	There is any significant effect of using Three Step Interview on Writing Achievement at MTs Baitul Hikmah in 2017/2018 academic year.

Appendix 8

STUDENTS ATTENDANT LIST
RESEARCH SUBJECT (EXPERIMENTAL CLASS)
VII E

No	Name	Day/Date			
		Tuesday/ 15-05-2018	Wednesday/ 16-05-2018	Thursday/ 17-05-2018	Friday/ 18-05-2018
1	Amelia Thirsa V	√	√	√	√
2	Andini Setia W	√	√	√	√
3	Asarita Astrid A	√	√	√	√
4	Diana Pratiwi	√	√	√	√
5	Dini Novita Sari	√	√	√	√
6	Fatimatus Zahro	√	√	√	√
7	Ida Retno S	√	√	√	√
8	Insiyah K	√	√	√	√
9	Julia Putri Rianita	√	√	√	√
10	Ma'rifatatus Sa'adah	√	√	√	√
11	Nanda Afifah	√	√	√	√
12	Novita Dwi A	√	√	√	√
13	Putri Amalia R	√	√	√	√
14	Putri Mihtahul R	√	√	√	√
15	Rima Dita Sahrani	√	√	√	√
16	Rini Kurnia Wati	√	√	√	√
17	Rosiatul Farihah	√	√	√	√
18	Silvi Amanda N	√	√	√	√

Appendix 8

STUDENTS ATTENDANT LIST
RESEARCH SUBJECT (CONTROL GROUP)
VII D

No	Name	Day/Date			
		Tuesday/ 15-05-2018	Wednesday/ 16-05-2018	Thursday/ 17-05-2018	Friday/ 18-05-2018
1	Anders Cressa W	√	√	√	√
2	Eva Permata Sari	√	√	√	√
3	Inayatul Rohmah	√	√	√	√
4	Nur Aini I	√	√	√	√
5	Nur Diana	√	√	√	√
6	Putri Salsabila	√	√	√	√
7	Rinata	√	√	√	√
8	Safira Taskin	√	√	√	√
9	Siti Fina Aulia	√	√	√	√
10	Siti Khusnul K	√	√	√	√
11	Vita Aprilia	√	√	√	√
12	Vivin Nurul Aini	√	√	√	√
13	Wahyu Nur C	√	√	√	√
14	Yuyun Fidawati	√	√	√	√
15	Zakia Adifa	√	√	√	√
16	Zilla Putri Belia	√	√	√	√
17	Zulfatur Rahmah	√	√	√	√

TRY OUT TEST

Name :

Class :

Students' Worksheet

Write an effective descriptive paragraph entitled “A Secretary” in 100 words. You can use this picture for a help. Do it in 30 minutes.



Appendix 6

RESEARCH SUBJECT**School : MTs BAITUL HIKMAH****Level/Semester : VII E/2nd (Experiment Class)****Academic Year : 2017/2018**

NO	NAME	GENDER
1	Amelia Thirsa Viola	F
2	Andini Setia Winata	F
3	Asarita Astrid Asa'adah	F
4	Diana Pratiwi	F
5	Dini Novita Sari	F
6	Fatimatus Zahro	F
7	Ida Retno Sulistiono	F
8	Insiyah K	F
9	Julia Putri Rianita	F
10	Ma'rifatuz Sa'adah	F
11	Nanda Afifah	F
12	Novita Dwi Amalia	F
13	Putri Amalia R	F
14	Putri Mihtahul Rizky	F
15	Rima Dita Sahrani	F
16	Rini Kurnia Wati	F
17	Rosiatul Farihah	F
18	Silvi Amanda Nur S	F

Appendix 6

RESEARCH SUBJECT**School : MTs BAITUL HIKMAH****Level/Semester : VII D/2nd (Control Class)****Academic Year : 2017/2018**

NO	NAME	GENDER
1	Anders Cressa Widyasari	F
2	Eva Permata Sari	F
3	Inayatul Rohmah	F
4	Nur Aini Istiqomah	F
5	Nur Diana	F
6	Putri Salsabila	F
7	Rinata	F
8	Safira Taskin	F
9	Siti Fina Aulia	F
10	Siti Khusnul Khotimah	F
11	Vita Aprilia	F
12	Vivin Nurul Aini	F
13	Wahyu Nur Cahyawati	F
14	Yuyun Fidawati	F
15	Zakia Adifa	F
16	Zilla Putri Belia	F
17	Zulfatur Rahmah	F

Appendix 3

TRYOUT SUBJECT

NO	NAME	GENDER
1	ADITYA RAHMAD WIJAYA	M
2	AHMAD HOLILI	M
3	ALFINATUL HIKMAH	F
4	AMITA WIDIYANINGSIH	F
5	ANISA PUTRI RAYLA	F
6	DEVI ANTIKA	F
7	FARIATU ICA	F
8	IRSADIL HASAN	M
9	MAULINA VIRDIANSYAH	F
10	MOCH. AFANDI BAHTIAR	M
11	MUHAMMAD ARIL EFENDI	M
12	MUHAMMAD AGIL MAULANA	M
13	MUHAMMAD YASIN	M
14	M BAHRUL ROSI	M
15	M FERDI	M
16	M MUZAMIL AL MUBAROK	M
17	NURMAYATI	F
18	NUR AZMI SAFITRI	F
19	RAHMATUL JANNAH	F
20	SHOLEHA	F
21	SITI NURAINI	F
22	STIVAN PERMANA	F
23	TASYA DWI AGUSTIN	F
24	TIARA PRASASTI	F
25	USSY MEGAWATI	F
26	VIKA DWI MAULIDIA WATI	F
27	WINDI EKA PUTRI	F
28	YOGI ERISCO	M
29	ZAINAL ARIFIN	M
30	M. MUHLISIN	M

Appendix 4

TRY OUT SCORE**School : SMP Plus Darul Hikmah****Level/Semester : VII / II****Academic Year : 2017/2018**

No	Name	The Aspect of Writing			Total score of each aspect
		G	V	O	
1	Aditya Rahmad W	3	3	2	8
2	Ahmad Holili	4	3	2	9
3	Alfinatul Hikmah	3	4	3	10
4	Amita W	4	3	4	11
5	Anisa Putri Rayla	3	3	3	9
6	Devi Antika	3	3	2	8
7	Fariatu Ica	3	3	2	8
8	Irsadil Hasan	3	4	3	10
9	Maulina V	2	3	3	8
10	Moch. Afandi B	3	3	2	8
11	Muhammad Aril E	3	4	2	9
12	Muhammad Agil M	3	3	3	9
13	Muhammad Yasin	3	3	3	9
14	M Bahrul Rosi	3	3	2	8
15	M Ferdi	3	3	2	8
16	M Muzamil Al M	3	3	3	9
17	Nurmayati	3	3	2	8
18	Nur Azmi Safitri	3	4	4	11
19	Rahmatul Jannah	4	4	3	11
20	Sholeha	4	4	3	11
21	Siti Nuraini	4	4	4	12
22	Stivan Permana	4	3	2	9
23	Tasya Dwi Agustin	3	4	3	10
24	Tiara Prasasti	3	4	4	11
25	Ussy Megawati	3	4	4	11
26	Vika Dwi Maulidia W	3	4	3	10
27	Windi Eka Putri	3	3	3	9
28	Yogi Erisco	4	4	3	11
29	Zainal Arifin	3	4	4	11
30	M. Muhlisin	3	3	2	8
$\sum x$		96	103	85	284
$\sum x^2$		9216	10609	7225	80656

Appendix 5

THE VARIANT OF THE WRITING TRY OUT TEST

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

$$1. \sigma(1) = \frac{9216 - \frac{96^2}{30}}{30} = \frac{9216 - \frac{9216}{30}}{30} = \frac{9216 - 307,2}{30} = \frac{8908,8}{30} = 296,96$$

$$2. \sigma(2) = \frac{10609 - \frac{103^2}{30}}{30} = \frac{10209 - \frac{10609}{30}}{30} = \frac{10209 - 353,6}{30} = \frac{10255,4}{30} = 341,85$$

$$3. \sigma(3) = \frac{7225 - \frac{85^2}{30}}{30} = \frac{7225 - \frac{7225}{30}}{30} = \frac{7225 - 240,8}{30} = \frac{6984,2}{30} = 232,81$$

$$\sum \sigma_b^2 = 296,96 + 341,85 + 232,81 = 871,62$$

$$\sum \sigma_t^2 = \frac{80656 - \frac{284^2}{30}}{30} = \frac{80656 - \frac{80656}{30}}{30} = \frac{80656 - 2688,5}{30} = \frac{77967,5}{30} = 2598,92$$

Alpha Formula :

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

$$r_{11} = \left(\frac{3}{3-1} \right) \left(1 - \frac{871,62}{2598,92} \right)$$

$$r_{11} = \left(\frac{3}{2} \right) (1 - 0,335)$$

$$r_{11} = \left(\frac{3}{2} \right) (0,665)$$

$$r_{11} = 0,98 \quad (\text{Very high correlation})$$

Appendix 7

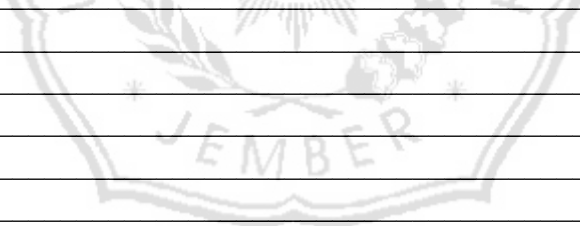
TEST

Name :

Class :

Students' Worksheet

Write an effective descriptive paragraph entitled “A Secretary” in 100 words. You can use this picture for a help. Do it in 30 minutes.



STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Nama : Kiki Aprilia Ananda Putri

Student Number : 1410231074

Program : English Education

Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that I claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready for all the cosequences.

Jember, 9 July 2018
The writer,

Kiki Aprilia Ananda Putri
NIM 1410231074

Appendix 9

School : MTs Baitul Hikmah

Level : VII E/2nd

Academic Year : 2017/2018

Student Number	Name	Writing Test Score			Total Score	Score
		Organization	Vocabulary	Grammar	X	
1	Amelia Thirsa Viola	3	3	2	8	44
2	Andini Setia Winata	4	3	3	10	56
3	Asarita Astrid Asa'adah	4	4	4	12	67
4	Diana Pratiwi	4	3	3	10	56
5	Dini Novita Sari	4	5	3	12	67
6	Fatimatus Zahro	4	4	3	11	61
7	Ida Retno Sulistiono	3	3	4	10	56
8	Insiyah K	5	4	3	12	67
9	Julia Putri Rianita	4	5	4	13	72
10	Ma'rifatus Sa'adah	5	4	3	12	67
11	Nanda Afifah	3	5	3	11	61
12	Novita Dwi Amalia	3	5	4	12	67
13	Putri Amalia R	3	2	2	7	39
14	Putri Mihtahul Rizky	4	4	4	12	67
15	Rima Dita Sahrani	4	4	3	11	61
16	Rini Kurnia Wati	4	5	4	13	72
17	Rosiatul Farihah	4	4	3	11	61
18	Silvi Amanda Nur S	3	3	2	8	44

Appendix 9

School : MTs Baitul Hikmah

Level : VII D/2nd

Academic Year : 2017/2018

Student Number	Name	Writing Test Score			Total Score	Score
		Organization	Vocabulary	Grammar	X	
1	Anders Cressa W	4	4	3	11	61
2	Eva Permata Sari	2	3	2	7	39
3	Inayatul Rohmah	3	3	3	9	50
4	Nur Aini Istiqomah	3	4	2	9	50
5	Nur Diana	4	4	4	12	67
6	Putri Salsabila	5	3	2	10	56
7	Rinata	3	3	2	8	44
8	Safira Taskin	5	3	3	11	61
9	Siti Fina Aulia	4	4	3	11	61
10	Siti Khusnul Khotimah	3	4	3	10	56
11	Vita Aprilia	3	3	3	9	50
12	Vivin Nurul Aini	4	5	2	11	61
13	Wahyu Nur Cahyawati	4	4	3	11	61
14	Yuyun Fidawati	4	4	4	12	67
15	Zakia Adifa	3	4	3	10	56
16	Zilla Putri Belia	4	3	3	10	56
17	Zulfatur Rahmah	3	4	3	11	61

Appendix 10

LESSON PLAN**Experimental Class (First Meeting)**

School	: MTs Baitul Hikmah
Subject	: Bahasa Inggris
Class/Semester	: VII E / II
Topic	: Descriptive Test
Skill / competency	: Writing (writing descriptive paragraph about a person with his/her occupation)
Time allocation	: 40 x 2

A. Core Competence

- KI 1 : Menghargai dan menghayati agama yang dianutnya
- KI 2 : 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 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.
- KI 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 sebuah sudut pandang.

B. Basic Competence and indicator

Basic Competence	Indicator
4.13 Arrange oral and written descriptive text, very short and simple, about people, animals, and things, by observing the social function, text structure, and linguistic elements, correctly and contextually.	1. Students are able to identify about social function, generic structure and language feature of descriptive text.
	2. Student are able to write the simple paragraph of descriptive text consist at least 100 words.

C. Learning Objectives

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write the simple paragraph of descriptive text consist at least 100 words.

D. Learning Materials

1. Social function of Descriptive Text:
Boasting, introducing, identifying, praising, criticizing, etc.
2. Text structure of descriptive Text, ie:
 - a. Mention the names of the persons selected for description
 - b. Mention the nature of people like his/her appearance (such as she is beautiful, He has dark skin, and etc) and his/her characteristic (such as he is a brave man, she is smart and friendly).
 - c. Mention actions from or related to people in accordance with the social function to be achieved.
3. Linguistic elements of the expression greeting and farewell are:

- a. The mention of singular nouns with a and the, and plural (-s).
- b. The pronoun it, they, she, we, etc .
- c. Common adjectives are young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,
- d. Verbs to state the circumstances and routine actions in simple present tense: be, have, go, play, get, take, etc.
- e. The correct use of singular and plural nominal, with or without a, the, this, those, my, their, etc. precisely in the nominal phrase
- f. Speech, word pressure, intonation
- g. Spelling and punctuation
- h. handwriting

E. Learning Method

Three Step Interview technique

F. Media, Tools, Learning Resources

Media : 1. Power Point

2. Picture

Alat : 1. LCD

2. Paper

Learning Resources: Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

G. Steps of Learning Activities

1. First meeting

a. Pre-activity (5 minutes)

1. Teacher introduces to the students about descriptive text
2. Teacher gives some leading questions to get students' attention, such as "have you ever heard about descriptive text?"; "what is descriptive text?", "What is the content of descriptive text?"; etc.

b. Main activities (80 minutes)

1. Teacher shows picture in the class about a person with his/her occupation titled Fisherman.

2. Teacher gives some leading questions related to the picture such as “who is a person in the picture?”; “what does he look like?”; “What is his occupation?”; “What is he doing?” etc.
3. Students read the written text about descriptive text titled Fisherman.
4. Teacher explains about social function, generic structure and language feature of descriptive text.
5. Students identify about social function, generic structure and language feature of descriptive text titled Fisherman.

c. Closing (5 minutes)

1. Teacher guides students to conclude the descriptive text.
2. Teacher asks the students about the difficulties in learning about descriptive text.

H. Evaluation

- Technique : Orally
- Form : Answering teacher’s question about identify social function, generic structure and language feature of descriptive text.

I. Developing of Material

Model of descriptive text



Fisherman

My uncle is a fisherman. His name is Mr. Roni. He has dark skin but he is handsome. He works at sea and brings fish nets and a boat. He looks for fish in the sea. He is a brave man. He is not afraid although sometimes there is a big wave at the sea. He usually goes to the sea at 01.30 p.m. and goes back from the sea at 06.00 a.m. Before going home, he sells the caught fish. He never feels tired. He is a strong fisherman.

Jember, 15th of May 2018

The English Teacher

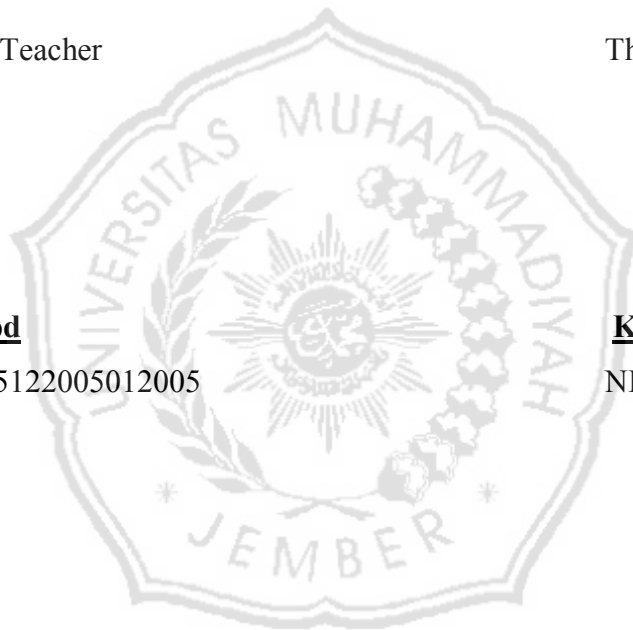
The Researcher

Titarini, S.pd

NIP : 197405122005012005

Kiki Aprilia A.P

NIM : 1410231074



LESSON PLAN

Experimental Class (Second Meeting)

School : MTs Baitul Hikmah

Subject : Bahasa Inggris

Class/Semester : VII E / II

Topic : Descriptive Test

Skill / competency : Writing

Time allocation : 40 x 2

A. Core Competence

- KI 1 : Menghargai dan menghayati agama yang dianutnya
- KI 2 : 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 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.
- KI 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 sebuah sudut pandang.

B. Basic Competence and indicator

Basic Competence	Indicator
4.13 Arrange oral and written descriptive text, very short and simple, about people, animals, and things, by observing the social function, text structure, and linguistic elements, correctly and contextually.	1. Students are able to identify about social function, generic structure and language feature of descriptive text.
	2. Student are able to write the simple paragraph of descriptive text consist at least 100 words.

C. Learning Objectives

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write the simple paragraph of descriptive text consist at least 100 words.

D. Learning Materials

1. Social function of Descriptive Text:

Boasting, introducing, identifying, praising, criticizing, etc.

2. Text structure of descriptive Text, ie:

- a. Mention the names of the persons selected for description
- b. Mention the nature of people like his/her appearance (such as she is beautiful, He has dark skin, and etc) and his/her characteristic (such as he is a brave man, she is smart and friendly).
- c. Mention actions from or related to people in accordance with the social function to be achieved.

3. Linguistic elements of the expression greeting and farewell are:

- a. The mention of singular nouns with a and the, and plural (-s).

- b. The pronoun it, they, she, we, etc .
- c. Common adjectives are young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,
- d. Verbs to state the circumstances and routine actions in simple present tense: be, have, go, play, get, take, etc.
- e. The correct use of singular and plural nominal, with or without a, the, this, those, my, their, etc. precisely in the nominal phrase
- f. Speech, word pressure, intonation
- g. Spelling and punctuation
- h. handwriting

E. Learning Method

Three Step Interview technique

F. Media, Tools, Learning Resources

Media : 1. Power Point

2. Picture

Tools : 1. LCD

2. Paper

Learning Resources: Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

G. Steps of Learning Activities

1. First meeting

a. Pre-activity (5 minutes)

Teacher gives some leading questions to recall students' memories about descriptive text, such as "do you still remember about descriptive text?"; "what are the generic structure of descriptive text? could you mention them?"; "what is the aim of descriptive text?"

b. Main activities (80 minutes)

1. Teacher explain about "what is Three Step Step Interview?", "How to implement Three Step Interview ?", "what is the steps of Three Step?", "what is the benefits of Three Step Interview?" etc. (10 minutes)

2. After the students understand well about Three step Interview, the teacher ask students to implement Three Step Interview technique by using the questions that the students have already made.
3. Teacher implements Three Step Interview technique.
4. Student are divided into groups, which is a group consist of 4 students (students A, B, C, and D) that the groups are divided by the teacher.
5. Two students in each group get the same picture. Students A get the same picture with students C and students B got the same picture with students D.
6. Four groups are then divided into pairs to do an interview. One student pairs with another student having a different picture (students A pair of students B and students C pair with students D). (20 minutes)
7. Students A interview students B. Then, switch the role, students B interview students A. Students C and students D do the same step as students A and students B at the same time. (20 minutes)
8. Students go back to the group (students A, B, C, and D) and share the result get from the interview. (5 minutes)
9. Students individually write the information obtained from the interview session in the form of a descriptive paragraph.(25 minutes).

c. Closing (5 minutes)

Students submit their work.

H. Evaluation

- Technique : Written text
- Form : Making a simple paragraph of descriptive text
- Instrument : Essay

Jember, 15th of May 2018

The English Teacher

The Researcher

Titarini, S.pd

NIP : 197405122005012005

Kiki Aprilia A.P

NIM : 1410231074



Appendix 11

LESSON PLAN**Control Class (First Meeting)**

School : MTs Baitul Hikmah

Subject : Bahasa Inggris

Class/Semester : VII/II

Topic : Descriptive Test

Skill / competency : Writing

Time allocation : 40 x 2

A. Core Competence

KI 1 : Menghargai dan menghayati agama yang dianutnya

KI 2 : 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 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.

KI 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 sebuah sudut pandang.

B. Basic Competence and indicator

Basic Competence	Indicator
4.13 Arrange oral and written descriptive text, very short and simple, about people, animals, and things, by observing the social function, text structure, and linguistic elements, correctly and contextually.	1. Students are able to identify about social function, generic structure and language feature of descriptive text.
	2. Student are able to write the simple paragraph of descriptive text consist at least 100 words.

C. Learning Objectives

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write the simple paragraph of descriptive text consist at least 100 words.

D. Learning Materials

1. Social function of Descriptive Text:
Boasting, introducing, identifying, praising, criticizing, etc.
2. Text structure of descriptive Text, ie:
 - a. Mention the names of the persons selected for description
 - b. Mention the nature of people like his/her appearance (such as she is beautiful, He has dark skin, and etc) and his/her characteristic (such as he is a brave man, she is smart and friendly).
 - c. Mention actions from or related to people in accordance with the social function to be achieved.

3. Linguistic elements of the expression greeting and farewell are:
 - a. The mention of singular nouns with a and the, and plural (-s).
 - b. The pronoun it, they, she, we, etc .
 - c. Common adjectives are young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,
 - d. Verbs to state the circumstances and routine actions in simple present tense: be, have, go, play, get, take, etc.
 - e. The correct use of singular and plural nominal, with or without a, the, this, those, my, their, etc. precisely in the nominal phrase
 - f. Speech, word pressure, intonation
 - g. Spelling and punctuation
 - h. handwriting

E. Learning Method

Lecturing method

F. Media, Alat, sumber pembelajaran

Media : 1. Power Point
2. Picture

Alat : 1. LCD
2. Paper

Learning Resources : Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

G. Steps of Learning Activities

1. First meeting

a. Pre-activity (5 minutes)

1. Teacher introduces to the students about descriptive text
2. Teacher gives some leading questions to get students' attention, such as "have you ever heard about descriptive text?"; "what is descriptive text?", "What is the content of descriptive text?"; etc.

b. Main activities (80 minutes)

1. Teacher shows picture in the class about a person with his/her occupation titled Fisherman.
2. Teacher gives some leading questions related to the picture such as “who is a person in the picture?”; “what does he look like?”; “What is his occupation?”; “What is he doing?” etc.
3. Students read the written text about descriptive text titled Fisherman.
4. Teacher explains about social function, generic structure and language feature of descriptive text.
5. Using the text provide by the teacher, students identify about social function, generic structure and language feature of descriptive text titled Fisherman.

d. Closing (5 minutes)

1. Teacher guides students to conclude the descriptive text.
2. Teacher ask the students about the difficulties in learning about descriptive text.

H. Evaluation

- Technique : Orally
- Form : Answering teacher's question about identifying social function, generic structure and language feature of descriptive text.

I. Developing of Material

Model of descriptive text



Fisherman

My uncle is a fisherman. His name is Mr. Roni. He has dark skin but he is handsome. He works at sea and brings fish nets and a boat. He looks for fish in the sea. He is a brave man. He is not afraid although sometimes there is a big wave at the sea. He usually goes to the sea at 01.30 p.m. and goes back from the sea at 06.00 a.m. Before going home, he sells the caught fish. He never feels tired. He is a strong fisherman.

Jember, 15th of May 2018

The English Teacher

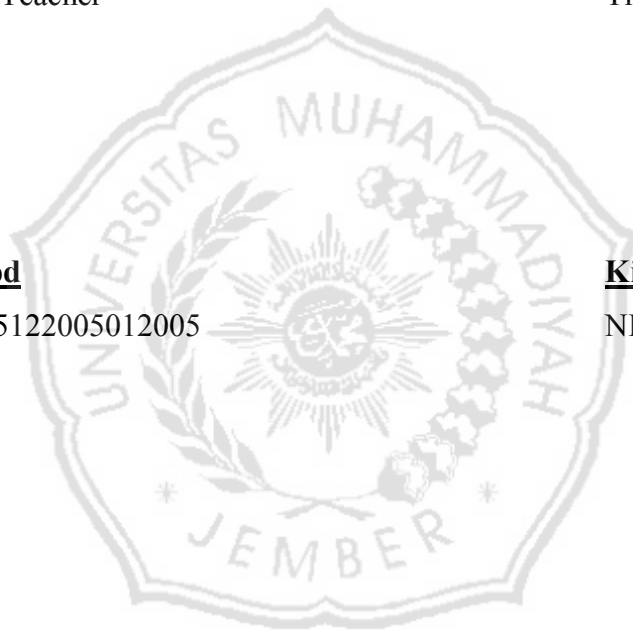
The Researcher

Titarini, S.pd

NIP : 197405122005012005

Kiki Aprilia A.P

NIM : 1410231074



LESSON PLAN

Control Class (Second Meeting)

School : MTs Baitul Hikmah

Subject : Bahasa Inggris

Class/Semester : VII/II

Topic : Descriptive Test

Skill / competency : Writing

Time allocation : 40 x 2

D. Core Competence

- KI 1 : Menghargai dan menghayati agama yang dianutnya
- KI 2 : 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 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.
- KI 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 sebuah sudut pandang.

E. Basic Competence and indicator

Basic Competence	Indicator
4.13 Arrange oral and written descriptive text, very short and simple, about people, animals, and things, by observing the social	1. Students are able to identify about social function, generic

function, text structure, and linguistic elements, correctly and contextually.	structure and language feature of descriptive text.
	2. Student are able to write the simple paragraph of descriptive text consist at least 100 words.

F. Learning Objectives

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write the simple paragraph of descriptive text consist at least 100 words.

D. Learning Materials

1. Social function of Descriptive Text:
Boasting, introducing, identifying, praising, criticizing, etc.
2. Text structure of descriptive Text, ie:
 - a. Mention the names of the persons selected for description
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 - c. Mention actions from or related to people in accordance with the social function to be achieved.
3. Linguistic elements of the expression greeting and farewell are:
 - a. The mention of singular nouns with a and the, and plural (-s).
 - b. The pronoun it, they, she, we, etc .
 - c. Common adjectives are young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,
 - d. Verbs to state the circumstances and routine actions in simple present tense: be, have, go, play, get, take, etc.

- e. The correct use of singular and plural nominal, with or without a, the, this, those, my, their, etc. precisely in the nominal phrase
- f. Speech, word pressure, intonation
- g. Spelling and punctuation
- h. handwriting

E. Learning Method

Lecturing method

F. Media, Tools, Learning Resources

Media : 1. Power Point

2. Picture

Tools : 1. LCD

2. Paper

Learning resources : Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

G. Steps of Learning Activities

1. First meeting

a. Pre-activity (5 minutes)

Teacher gives some leading questions to recall students' memories about descriptive text, such as "do you still remember about descriptive text?"; "what are the generic structure of descriptive text? could you mention them?"; "what is the aim of descriptive text?"

b. Main activities (80 minutes)

Teacher gives students a picture about a person with his/her occupation and ask student to make a descriptive paragraph based on the picture.

c. Closing (5 minutes)

Students submit their work.

H. Evaluation

- Technique : Written text
- Form : Making a simple paragraph of descriptive text
- Instument :Essay

Jember, 15th of May
2018

The English Teacher

The Researcher

Titarini, S.pd

NIP : 197405122005012005

Kiki Aprilia A.P

NIM : 1410231074



Appendix 12

School : MTs Baitul Hikmah

Level : VII E/2nd

Academic Year : 2017/2018

Student Number	Name	Writing Test Score			Total Score	Score
		Organization	Vocabulary	Grammar	X	
1	Amelia Thirsa Viola	6	5	5	16	89
2	Andini Setia Winata	5	5	5	15	83
3	Asarita Astrid A	5	5	4	14	78
4	Diana Pratiwi	5	5	4	14	78
5	Dini Novita Sari	4	4	3	11	61
6	Fatimatus Zahro	5	4	5	14	78
7	Ida Retno Sulistiono	5	3	3	11	61
8	Insiyah K	5	5	4	14	78
9	Julia Putri Rianita	5	5	3	13	72
10	Ma'rifatus Sa'adah	4	5	4	13	72
11	Nanda Afifah	6	6	5	17	94
12	Novita Dwi Amalia	6	4	3	13	72
13	Putri Amalia R	5	5	4	14	78
14	Putri Mihtahul Rizky	5	4	3	12	67
15	Rima Dita Sahrani	5	6	5	16	89
16	Rini Kurnia Wati	4	5	5	14	78
17	Rosiatul Farihah	5	5	3	13	72
18	Siti Amanda Nur S	4	5	4	13	72

Appendix 12

School : MTs Baitul Hikmah

Level : VII D/2nd

Academic Year : 2017/2018

Student Number	Name	Writing Test Score			Total Score	Score
		Organization	Vocabulary	Grammar	X	
1	Anders Cressa Widyasari	5	4	4	13	72
2	Eva Permata Sari	5	5	4	14	78
3	Inayatul Rohmah	5	5	3	13	72
4	Nur Aini Istiqomah	4	4	3	11	61
5	Nur Diana	4	4	4	12	67
6	Putri Salsabila	4	5	3	12	67
7	Rinata	5	5	3	13	72
8	Safira Taskin	5	4	2	11	61
9	Siti Fina Aulia	4	5	2	11	61
10	Siti Khusnul Khotimah	5	5	3	13	72
11	Vita Aprilia	5	5	4	14	78
12	Vivin Nurul Aini	3	3	4	10	56
13	Wahyu Nur Cahyawati	4	4	4	12	67
14	Yuyun Fidawati	3	3	4	10	56
15	Zakia Adifa	4	4	3	11	61
16	Zilla Putri Belia	4	5	4	13	72
17	Zulfatur Rahmah	5	4	4	13	72

1. Pre-Test

a. Pre-Test Experimental and Control Group

Descriptives

[DataSet1]

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Experiment	18	11	56	67	1112	61,78	,774	3,282	10,771
Control	17	28	39	67	968	56,94	1,826	7,529	56,684
Valid N (listwise)	17								

```

GET DATA /TYPE=XLSX
  /FILE='F:\Excel to SPSS.xlsx'
  /SHEET=name 'Pre-Test (t-test)'
  /CELLRANGE=full
  /READNAMES=on
  /ASSUMEDSTRWIDTH=32767.
EXECUTE.
DATASET NAME DataSet2 WINDOW=FRONT.
EXAMINE VARIABLES=PreTest BY Group
  /PLOT BOXPLOT STEMLEAF NPLOT
  /COMPARE GROUPS
  /STATISTICS NONE
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.

```

b. Result of the *t-test* of the Experimental and Control Group in the Pre-test T-Test

Oneway

Test of Homogeneity of Variances

Pre-Test

Levene Statistic	df1	df2	Sig.
,788	1	33	,381

ANOVA

Pre-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	106,102	1	106,102	1,419	,242
Within Groups	2466,641	33	74,747		
Total	2572,743	34			

```
SAVE OUTFILE='D:\SKRIPSI FIX\Untitled3.sav'
/COMPRESSED.
DATASET ACTIVATE DataSet1.
DATASET CLOSE DataSet2.
```

```
SAVE OUTFILE='D:\SKRIPSI FIX\Untitled2.sav'
/COMPRESSED.
```

2. Post-Test

a. Post-test Experiment and Control Group

Descriptives

[DataSet3]

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
	c	c	Statistic	Statistic	c	c	Error	Statistic	Statistic
Experiment	18	22	67	89	1372	76,22	1,262	5,353	28,654
Control	17	22	56	78	1145	67,35	1,689	6,964	48,493
Valid N (listwise)	17								

```
DATASET ACTIVATE DataSet1.
GET DATA /TYPE=XLSX
/FILE='F:\Excel to SPSS.xlsx'
/SHEET=name 'Post-Test (t-test)'
/CELLRANGE=full
/READNAMES=on
/ASSUMEDSTRWIDTH=32767.
EXECUTE.
DATASET NAME DataSet4 WINDOW=FRONT.
EXAMINE VARIABLES=PostTest BY Group
/PLOT BOXPLOT STEMLEAF NPLOT
```

```

/COMPARE GROUPS
/STATISTICS NONE
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.

```

b. Result of the *t*-test of the Experimental and Control Group in the Pre-test T-Test

T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	eksperiment	18	76,22	8,895	2,097
	control	17	67,35	6,964	1,689

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	,369	,547	3,271	33	,003	8,869	2,711	3,353	14,386
	Equal variances not assumed			3,294	31,934	,002	8,869	2,692	3,385	14,354

```

SAVE OUTFILE='D:\SKRIPSI FIX\Untitled5.sav'
/COMPRESSED.
DATASET ACTIVATE DataSet3.

```

```

SAVE OUTFILE='D:\SKRIPSI FIX\Untitled4.sav'
/COMPRESSED.

```

1. NORMALITY TEST

a. Pre-Test of Experimental and Control Group

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	eksperiment	,218	18	,024	,882	18	,029
	control	,202	17	,064	,915	17	,122

- a. Test distributasion is not Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

b. Post-Test of Experimental and Control Group

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	eksperiment	,199	18	,059	,939	18	,282
	control	,218	17	,031	,909	17	,095

- a. Test distributasion is Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

2. HOMOGENITY OF VARIANCE TEST

a. Pre-Test of Experimental and Control Group

Oneway

Test of Homogeneity of Variances

Pre-Test

Levene Statistic	df1	df2	Sig.
,788	1	33	,381

b. Post-Test of Experimental and Control Group

Test of Homogeneity of Variances

Post-Test

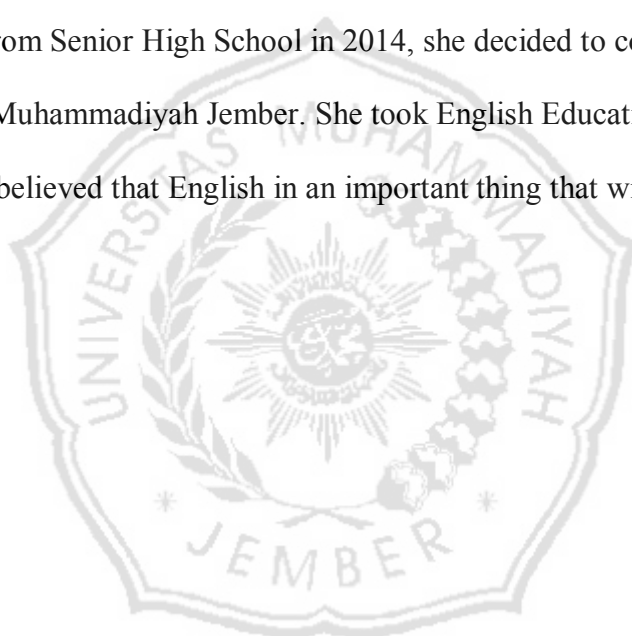
Levene Statistic	df1	df2	Sig.
,369	1	33	,547



CURRICULUM VITAE

Kiki Aprilia Ananda Putri is the second daughter of Rahmad Yusuf and Sulastri. She was born on April 30th, 1996 in Banyuwangi.

She began her study at TK Kartini in 2001. Then, she continued to elementary school at SD Negeri 3 Sarimulyo in 2002. After that, she decided to study at SMP Negeri 2 Cluring for her Junior High School. In the Senior High School, she learned at SMA Negeri 1 Cluring, Banyuwangi in 2011. After graduating from Senior High School in 2014, she decided to continue her study to Universitas Muhammadiyah Jember. She took English Education Program because she believed that English is an important thing that will be useful for her future.



Appendix

Documentation





			<p>descriptive text using 100 words.</p> <p>2. Student are able to organize paragraph well.</p> <p>3. Student are able to use good grammatical.</p>			
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