

**THE USE OF PROBLEM-BASED LEARNING METHOD TO IMPROVE  
STUDENTS' WRITING SKILL AT THE EIGHT GRADE OF MTs.**

**MUHAMMADIYAH LIMBUNG**

*(A Quasi Expeimental Research)*



*A Thesis*

*“Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial Fulfillment  
Of the Requirement for the Degree of  
Education in English Department”*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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# *Motto*

*Take time to see and appreciate what you have. Do what is right, not what is easy.*

*I dedicate this thesis special to my parents, my aunt, and my beloved A.A. Thanks for everything*

## ABSTRACT

**NIS RINA DWIJAYANTI. 2017. *The Use of Problem Based Learning Method To Improve Students' Writing Skill At The Eight Grade of MTs. Muhammadiyah Limbung (A Quasi Experimental Research)*.** A thesis of English Education Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Guided by Erwin Akib and Muh. Astrianto Setiadi under supervisor of completion my thesis.

Problem based learning is a new learning method that uses a problem as a step beginning in collecting and integrating new knowledge. Where this method can improve students' learning ability. One of them is in the field of English studies. I chose this method because I think it can improve students' ability in place I will research. Because the previous time I put on P2K program I saw the problem that the average students' confront when learning English at school. Therefore, according to my estimation with this method can help students' in learning English that I focus on improving students' learning in writing. Because writing is one skill that is difficult according to students'.

The objective of the study were to find out: the improvement of students' writing skill trough the use of Problem Based Learning Method, the improvement of students' writing skill trough the use of Discussion Method, the significant improvement of students' writing skill between the students' who were taught by using Problem Based Learning Method with those who were taught by using Discussion Method.

This research employed Quasi Experimental Research with focused on nonequivalent control group design since control group and experimental group were not chosen randomly. There were two variables, namely independent variable (independent variable was the use of Problem Based Learning Method) and dependent variable (dependent variable was the students' writing skill). The population of this research was the eight grade of Mts. Muhammadiyah Limbung in academic year 2017/2018 which consisted of 72 students'. The samples were taken by using purposive sampling technique. The sample of the research were VIII.A consist of 36 students as experimental group and VIII.B consist of 36 students as control group.

The instrument of this research was a written test used in pre-test and post-test. Based on the finding and discussion of the research, the researcher drawn a conclusion that the use of problem based learning method made the students' writing skill at the eight grade students' of MTs. Muhammadiyah Limbung is improve significantly. The result of the data indicated that there was significant improvement of the students' writing skill between the students who were taught by using discussion method. It is proved by the mean score of post-test (44,16) in experimental group was greater than the mean score of post-test (38,89) in controlled group. The value of t-test (2.321) was greater than t-table (1.994) at the level of significance 0.05 with degree of freedom (df) = 70. Therefore, hypothesis H<sub>0</sub> was rejected and H<sub>a</sub> was accepted.

**Keywords:** Problem Based Learning Method, Discussion method, Writing Skill.

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Makassar, Mei 2017

The Writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing is one of the basic competencies in English subject. As the basic competence, writing brings considerable advantage to those who can do it well in many sites, personal and occupational (Derewianka, 2004: 244). Writing as one of the English language skills has an important role, not only formal situation, but informal one. Sometimes people can not verbalize their opinion, ideas, or feeling orally but they can express them through writing.

There is no doubt English writing is as important as the other three language skills. The ability to write frequently is demanded, in our life. For many reasons writing skill is crucial to most people. Adelstein and Vival (1980:23) expressed that in all subjects in our life or in all profession, the ability to write or express oneself is clearly essential skill to get success. Writing is a crucial means of human communication. It is used to communicate with other people in society and also to express our feelings and opinions. Writing is a means of both communication and self-expression.

Borwn in Prawati (2010:1) stated that as a means of communication, writing can be used to establish and maintain contact with others, transmit information, express their feelings and reactions, entertaining, and persuading. But in reality it shows that writing can not be done well because it is very difficult for some people as it requires thinking.

Based on the observation at the eight year students of MTs. Muhammadiyah Limbung, the students understand and ability in writing is still low. Then, the result interview of the English teacher at the eight grade students of MTs. Muhammadiyah Limbung said that the students' problems or difficulties in formulating or expressing their idea or thoughts into written form are: first, the students do not know how to develop their ideas or thoughts into a piece of writing because they lack of ideas or many lack of vocabulary. Second, the students do not know how to arrange idea or organization in illogical order, so the students writing seem unclear, confusing, and incoherent.

From the problem above the researcher will applied one method in teaching writing that is Problem Based Learning Method. Problem-Based Learning (PBL) is one of teaching methods that is expected can increase students' interest in learning English specially in writing paragraph. In PBL, the students are challenge to learn through engagement in the real world problems, discuss on small class for seeking the solutions, etc.

According to Boud and Felletti in Saptono (2003:11) state that Problem Based Learning is a way of constructing and teaching course using problem as a stimulus and focus on student activity". H.S. Barrows (1982:201), as the expert states that the definition of problem based learning is a learning method that is based on the principle that the issue (problem) can be used as a starting point to obtain or integrate science (knowledge).



Based on the factual information and explanation above, the researcher chooses Problem Based Learning Method in teaching writing. Therefore, the researcher would like to make a research entitle “The Use of Problem Based Learning Method to Improve Students’ Writing Skill at the Eight Grade of MTs. Muhammadiyah Limbung (A *Quasi Expeimental Research*).

## **B. Problem Statement**

Based on the background above, the research questions are formulated as follows:

1. How is the improvement of students’ writing skill through the use of Problem Based Learning Method?
2. How is the improvement of students’ writing skill through the use of Discussion Method?
3. Is there any significant improvement of the students’ writing skill between the students who are taught by using Problem Based Learning Method and Those who are taught by using Discussion Method?

### **C. Objective of the Research**

The objectives of the research are to find out:

1. The improvement of students' writing skill through the use of Problem Based Learning Method.
2. The improvement of students' writing skill through the use of Discussion Method
3. Whether or not there is any significant improvement of students' writing skill between the students who are taught by using Problem Based Learning Method and those who are taught by using Discussion Method.

### **D. Significance of the Research**

This research is expected to give significant contribution both theoretical and practical point of view. For theoretical significance, the finding of this study The Use of Problem Based Learning Method in improving students' writing skill. Then, for the practical significance, it is expected to give contribution for students, teachers, and next researcher. First, by this research the process will be self for the students to improve their writing skill. They learn how to make a good descriptive text through Problem Based Learning Method. Second, the teacher applies this method as an alternative method in teaching English especially in writing. Finally, the researcher expects that this research is developed by the next researcher in different skill and participant.

### **E. Scope of the Research**

The scope of the research is restricted in improving students' writing skill by using Problem Based Learning Method at the eight grade of MTs. Muhammadiyah Limbung. It is limited in organizing idea and using vocabulary in writing descriptive text. In organization of the writing the students should know how to arrange and organize the ideas in order the message in the words. The students have to understand how to make the ideas are well organized, coherent, and relevant to outline. In vocabulary, the students should know a various uses of vocabulary such as verbs, nouns, adjective and verbs. Therefore, organization and vocabulary are components of writing skills which will be observed as part of writing assessment.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

Some of the previous research findings as follow:

First, Dalle in Agus (1980) states that most of the students have difficulties to arrange word into sentence and sentences into paragraph because they have not been able to organize them in their correct position. In other words, the students do not have enough knowledge to write effective.

Second, Richard and Rogers in Naimah (1986) argue that the most difficult part writing is getting started; the learners do not usually have clear ideas and do not know what to write about.

Third, Suherni in Agus (2000), In her study Errors Made by the Students in Using Punctuation in English Writing by Fourth Semester Students of English Department of FBS UNM finds out that all students made errors in the use of the seven punctuation marks in writing activities: period, question mark, exclamation point, colon, semicolon, abrevation and quation mark.

Fourth, Anderson in Naimah (2007) reported that PBL is a good instructional strategy for motivating students to learn, encouraging students to think and problem solving, and helping student to make a connection between what they learn in the classroom and how it can be applied in the real world, which may lead to better retention of the concepts He also says that students

who participate in PBL are more satisfied with their educational experience than students who are taught using traditional methods.

Fifth, Mahdalena in Agus (2007) found that the students were more interested in learning English through PBL method. The students were so active to work hi class for discussing the real world problems. The students had high motivation in learning English because they were brought to the real life in learning.

Sixth, Arifin in Naimah (2005) reported that PBL method had significance effect in improving students' ability to speak English. They were very enthusiastic in depending their class for debating problems.

Based on the finding above, whether in writing and the use of PBL method, the researcher concludes that the students' ability in writing is still far from expectation and needs to be unproved and PBL method can motivate the students in learning. Because of that, the writer tries to do research in writing skill especially descriptive paragraph and interested to apply PBL method, whether or not the result was same.

## **B. The Concepts of Writing**

### **1. Definition of Writing**

Byrne in Ismayanti (1990: 1) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked

together in certain ways. Writing involves the encoding of message of some kinds that translate through out into language.

Another statement about writing skill comes from Widdowson in Saleha (2008: 15) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindbolm in Fatmawaty (2009: 13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Graham and Perin (2007: 3) explain that writing well is not just an option for young people it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always

involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Based on the various definitions above, it is clear that writing is a means of communication, and way of expressing ideas through written form. Writing is a process of building larger units from smaller ones. That for the combination letter form words and the words to be arranged to form sentences, sentences to be arranged to make paragraph and paragraph are arranged to be a composition essay.

## **2. The Importance of Writing**

There are many reasons why writing is important. Some of them as stated by Hariston (1986:101) below:

1. Writing is a tool for discovery. We stimulate our unconscious minds.
2. Writing general new ideas by helping us to make connection and relationship.
3. Writing helps us to organize our ideas. We can arrange them in coherent form.
4. Writing down ideas allows us to distance ourselves from them.
5. Writing helps us to absorb and process information, when we write a topic we learn it better.
6. Writing enable us to solve the problems, by putting the element of them into written form, we can examine and manipulate them.

7. Writing on a subject makes us active learners rather than passive learners of information.

Raimes (1993:5) also states that some reasons about the importance of writing. According to him, writing is used to help students in the learning process. The reasons for that are as follows:

1. Writing reinforces the grammatical structure, idiom, and content that have been teaching to the students.
2. When the students write, they necessarily become very involved with the new language, the effort to express.
3. When the students write, they also have a chance to be adventure with the language, to go beyond what they have learned to say, to take risks.

Based on the definitions above, it is appear that writing is a tool testimulate our though process. It can reinforce the students what they have learned.

### 3. **Characteristics of a Good Writing**

Naimah (2002: 6) writes four characteristic of a good writing namely: significance, clarity, unity and organization and adequate development. Those are described as follows:

#### a. **Significance**

Writing is significant if the readers enjoy it reading and learn something from it. In order to produce significance writing, the author has to under estimate his own resources. He has to have valuable



information about some activity or interest that someone would like to read about it.

b. Clarity

One thing is very important in writing is clarity. A piece of writing that lacks clarity will annoy the reader.

c. Unity and Organization

A piece of writing is called unity if each sentence in paragraph develops or supports the main idea of the paragraph, and connects in some ways with any sentences that come before and after it.

d. Adequate Development

In writing, the author establishes a contract with the reader that contract can take various forms such as a title that predicts an opening question that must be answered, a thesis statement to be developed, or an anecdote.

4. **Components of Writing**

Jacob et al (1981: 31) point out five significant components in writing; they are content, organization, vocabulary, language usage, and mechanics.

a. Content

There are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed (Sullivan in Fakhrurasyid: 1999:23).

b. Organization

The purpose of organizing material in writing involves coherence, order of importance, general to specific, specific to general, chronological, order and spatial order of pattern. When writing, the learner should arrange their writing chronologically. They should present their ideas based on the order of which happened from the beginning to the end.

c. Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one in writing. To express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

d. Language Use

Language use in writing description and other form of writing involves correct languages and point of grammar. An adequate grammar should be one that is capable of producing writing. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two main parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English writing capital letters have two principals, first they are used to distinguish between particulars and things.

Second, it is used as first word in quotations, a formal statement and proper adjectives.

Based on the component above, as long some approaches had been applied to improve the students' writing especially in content and organization at the school, but those approaches still weak. In the other words those approaches are not significant to improve the students' achievement in writing skill. In this case the writer would like to introduce a strategy that is assumed to be success to improve the students' writing skill. It is called Problem-Based Learning.

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing. Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

## **C. The Concepts of Paragraph**

### **1. Definition of Paragraph**

Saraka, (1988:21) stated the word 'paragraph' is derived from Greek words 'para' and 'graphein'. 'para' means beside, while 'graphein' means the writing. In this sense, paragraph refers to a piece of writing in which the paragraph starts you indicate the reader a new kind of material will come

Martin (1981: 1) states that in written form, English is divided into paragraphs to distinguish one main idea. The paragraph is the basic unit of composition and is a class of sentences that develop one central idea. Barli (1995: 13) defines paragraph as a class of sentences that contain relevant information about one main or central idea. It has four essential parts: topic, idea, details and transitions.

According to Me Crimon (1984:220), a paragraph is a class of related sentence that present one idea or aspect of an idea. A good paragraph not only just state the idea, but also each sentences in it support or extent the central idea. In spite of the paragraph is short but it is complete composition. The basic rule of follow the length of the paragraph you write is make the paragraph long enough to develop it's central idea clearly and completely. Do not make a paragraph so long that you do not relate to the central idea becomes repetition and boring.

To make paragraph a writer has to know firstly how to write sentence correctly, and how to develop a topic sentences or the controlling ideas. He then should pay attention his readers. As stated by Alien (1974: 84)

*If learners of either a first of second language are to acquire an ability to communicate in writing, they have to learn not only to write correct sentences, but also how to define, how to classify, how introduction, howkeep contact with the reader and soon. We also would suggest that the learner would more likely to develop this communicative competence, this knowledge of the theoretical conventions, if this writing is immediately relates to subject which naturally require such an ability.*

A piece of writing which contains a set of paragraph will have several indentations, making it for the reader to see where each new paragraph or idea starts. One paragraph, however, contains only one indentation because there is only one starting point. A paragraph can be a skinny line or two or go on without relief for whole pages on unbroken paragraph. The following is an example of model paragraph.

Gold, a precious metal is prize for two important characteristic. First, gold has a illustrious beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beauty forever. For example, a Macedonian coin remains as untarnished If learners of either a first of second language are to acquire an ability to communicate in writing, they have to learn not only to write correct sentences, but also how to define, how to classify, how introduction, how keep contact with the reader and soon. We also would suggest that the learner would more likely to develop this communicative competence, this knowledge of the theoretical conventions, if this writing is immediately relates to subject which naturally require such an ability.

## 2. Main Parts of Paragraph

Oshima et al. (1981:76) classifies the paragraph into three main structural part namely: a topic sentences, supporting sentences and a concluding sentences.

### a. Topic Sentence

The topic sentence state the main idea of paragraph it briefly indicates what the paragraph is going to discuss. It contains both a topic and a controlling idea. It names the topic and then limits the topic to specific area to be discussed in the space of single paragraph.

A topic sentence is a complete sentence, that it contains a subject, a verb and usually complement. The topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

### b. Supporting Sentences

Supporting sentences develop the topic sentence, that is they explanation the topic sentence by giving definitions, reason, examples, facts, an accident, comparison, analogy, cause and effect, statistics and quotations.

### c. Concluding Sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It serves three purposes namely: (1) it signals the end of the paragraph, (2) it summarizes the main points of the paragraph, and (3) it gives a final

comment on the topic and leaves the reader with the most important ideas to think about.

### **3. The Characteristic of an Effective Paragraph**

Saraka (1988: 61) states that an effective paragraph is a paragraph that possesses what one often called unity, completeness, order and coherence. Those are described as follow:

#### 1) Unity

By unity, we mean that every sentence in a paragraph contributes to developing one central idea. If a paragraph contains sentences that do not develop or support the main or central idea, then it lacks wondering from it. Every sentence or detail in the paragraph must qualify, support, and explain the main idea.

#### 2) Completeness

A paragraph is complete when it provides information well enough developed to convince the reader of its truths. In a complete paragraph, you provide the readers with a restricted topic sentence and sufficient information to clarify, analyze, and support the main idea stated in the topic sentence.

#### 3) Order

By order, we mean that the organization of information in a paragraph is presented in a describe sequence. Since you control the presentation of information, you need to decide which information you

will put first in your paragraph, and which information you will present next and so on.

#### 4) Coherence

Coherence means each sentence in a paragraph is closely related to the next. It takes the reader logically and smoothly from one sentence to next, so that the ideas stick one another.

### **4. Kinds of Paragraph**

Lannon (1992:9) stated that when we think of the paragraph in the term of the kinds they are, we find that there are four basic types of paragraph:

#### 1) Description

Description is writing to show, it tries to present a picture.

#### 2) Narration

Narration is writing to tell the story.

#### 3) Argument

Argument focuses on its audience. It may ask them to accept an opinion or to support a position or to take change their behavior. However, because it calls for varying degrees of involvement, an argument provokes resistance from its readers.

#### 4) Exposition

Exposition is non-fiction writing. Its basic purpose is to tell about something, to inform or to explain. In school and in the business world, it is a kind of writing you will do most.



## **D. The Concepts of Descriptive Paragraph**

### **1. Definition of Descriptive Paragraph**

Alice Oshima(1997:89) says that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. In a description writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space.

Oshima and Hogue (1997: 50) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. It helps the reader through his/ her imagination, to visualize a scene or a person or to understand a sensation or an emotion or descriptive text is a text that gives information about a particular person, thing, and place.

When you describe a person, you could begin with an overall impression and then focus on the person’s head, then the face, and then on one part of the face such as the eyes. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

On the writing process of the point, one of the most effective ways make the experience that you describing vivid for your reader is to use the five sense: smell, sight, sound, taste, and touch. When the description is

focused on the sense, you provide specific and vivid details in such a way that it shows your reader what you are describing about.

Based on the various definitions above, the writer can conclude that the primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

## **2. The Characteristics of Good Descriptive**

- a. Good descriptive writing includes many vivid sensory pictures and appeals to all the reader's senses of sight, hearing, touch, smell, and when appropriate. Descriptive writing may also paint a picture of the feelings the person, place or thing evoke in the writer.
- b. Good descriptive writing often makes use of figurative language such as analogies, simile, hyperbole, metaphor, symbolism, and personification to help paint the picture in the reader's mind.
- c. Good descriptive writing uses precise language, general adjectives, nouns, and passive verbs do not have place in good descriptive writing. Use specific adjectives, nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
- d. Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time, special location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks and acts.

e. General structure (generic structure) consists of:

- 1) Identification : Part (sentence) that introduce (introducing) something.
- 2) Description : describes parts, qualities, characteristics, this section contains a description or picture of something, for example, about the type and shape.

f. Features general grammatical tenses:

*The use of simple present tense*

The formula of simple present tense:

Subject + Verb I (s/es) + O
-----------------------------

g. Focus on specific participant

Example: *my house, the dog, it, she, he, etc.*

### 3. Language Feature of Descriptive

- a. Use simple present tense
- b. Use coordinating conjunction (yet, for and nor)
- c. Use spatial order (infront of, behind, inside)
- d. Use five sense (include sight, sound, sound, smell, taste, and touch)

(Alice Oshima: 1997:50)

#### **4. The Types of Description**

##### **a. Objective Description**

Objective description is based purely on observable details, it is not colored by writer emotion or like and dislikes. Objective description records exactly see from the writer vantage point. Some descriptive have not topic statement, however they always begin with some kinds of orienting statement, because the goal of such the description is merely to catalog the details of subject so that reader can visualize it.

##### **b. Subjective Description**

Subjective description can be defined as that which has descriptive details by Colored by personal impression, the usual goal of subjective description is to create a mood or to share feelings.

#### **E. The Concepts of Problem Based Learning Method**

##### **1. Nature of problem based learning**

Duch (1995:45) stated that PBL is an instructional method that challenges students to "learn to learn," working cooperatively in class to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. Chin (2004:2) states that PBL is one of the active learning models that supports flexibility and creativity in learning changing knowledge and takes individual differences into consideration. It is a learning method that places the students face-to-face with problems which they could come across in the real world, makes them aware of their importance it is based on fostering skills like solving the

problem in advance, focuses on the student's activity and depends on mastery and adequacy.

(Pea, 1993:32) stated PBL is process of learning where small classes of learners are given an unstructured real-world problem to be solved. One assumption of PBL is that the small class structure helps distribute the cognitive load among the members of the class, taking advantage of class members' distributed expertise by allowing the whole class to tackle problems that would normally be too difficult for each student alone.

Dicle (2001:38) stated that PBL is to gain a problem-solving ability as a result of determining, problems, looking for causes, formulating hypotheses and dealing with the knowledge and effort to prove or disprove these hypotheses, it is a multifaceted method providing possibilities for the knowledge to be used in other fields. (Wee, 2003:78) stated PBL integrates all aspects of learning such as facilitation, questioning, creative and critical thinking, problem solving, cooperative learning, team building, active learning and discovery-based learning to provide for holistic learning experience.

(Yelland ET. Al in Etherington, 2011:12).Problem-based learning is a student-centered method of teaching that involves learning through solving unclear but genuine problems. It is a constructivist, student-focused approach that promotes reflection, skills in communication and collaboration, and it requires reflection from multiple perspectives.

Based on the various definitions above, it is clear that PBL is one of the teaching methods that challenges the students to learn based on the real life. Actual problems are brought into the class and discussed by the students in order to give opinions or solutions.

## **2. The Characteristics of Problem Based Learning**

Fogarty (1997:207) point out the characteristics of PBL, namely: 1). Learning is started by the problems that are being happened in the real life; 2). Learning is student-centered; 3). Teacher as a coach or facilitator of learning; and 4). Students work in small class to solve/ provide multiple solutions to problems.

## **3. The Steps of Problem Based Learning**

Santyasa (2005:90) writes eight steps of PBL. Those are described as follows:

### **1. Finding the problem**

The students are given ill-defined problem which is taken to the real life problem. It is then expressed with simple sentences and gives it is facts. It is also hoped to give the chance to the learners for doing research. The students use inters and intra personal intelligence for mutual understanding and mutual giving knowledge with member of class about problem that is being learning.

## 2. Defining the problem

In this step, the students define the problem by their own words. The problem is expressed by parameter clearly and then, the students make some definitions as prior knowledge that is so vital to be prepared. In this section, the students apply the infra-personal intelligence and their own prior knowledge to understand and define the problem.

## 3. Collecting the facts

The students remember again their experiences and their own prior knowledge for collecting the facts. In this step, the students use complex intelligence to look for information that is suitable with the problem discussed.

The students then organize the information by using expression "know", "need to know", and "need to do" for analyzing the problem and the facts that is based on the problem,

## 4. Constructing the hypotheses

Based on the discussion which has gone before, the students then construct hypotheses about the nature, of the problem, including possible mechanisms. The aim is to have the students focus on understanding the key concept which are illustrated by each problem, and this requires that they delve deeper into it.

## 5. Investigating the data and information

In this step, the students investigate the data and information that has been gotten and oriented to the problem. The students apply their

complex intelligence to understand the information and facts which they have found. The teachers then make the structure of learning that because the students can use any ways to know and understand their condition.

6. Completing the problem that has been defined

In this section, the students complete again the problem statement by reflecting through real life that they know and understand. The students use verbal-linguistic intelligence in correcting the problem statement by using correct words, focus to the investigation and show the facts and information clearly and also it gives the advantages in analyzing the data.

7. Concluding the solution of problem inclass collaboratively

Each class discusses the data and information that are relevant to the problem. All of the member class should give their argument, opinion, and solution about the problem. In this step, the process of problem solving is to conclude the solutions which are found from the result of discussion collaboratively in each class. Collaboration be a good method in collecting some of solutions compare with working individually.

8. Testing the solution of problem

This is the last step, the students test the solutions based on actual problem by discussing with other class for getting result and the best solution. Each class is given the opportunity to present their solution and other class may give opinion and argument. Each team will be guided in the use of a reiterative problem-solving process and will apply this problem solving process to find, analyze, and solve the problem.



#### **4. Why Use Problem Based Learning**

There are two factors influence students' interest in learning, as Junaid (1992:26) points out, namely external and internal factor. The internal factors include the students' attitude toward the subject and their aptitude or linguistic ability. The external factors include the school factor, which may involve the teachers, the students and the material, family factors such a mental support and social environment factor.

PBL is one of the teaching methods that can interest the students; as we know that, PBL method places the students in small-class and provides a means by which they can investigate real problems. It can motivate the students in learning because the students learn based on the real-world problem so that students can put their opinions, feeling and solution about the problem automatically they are interested in learning.

In addition, it is similar as Engel (2004:34) says that:

- 1) PBL better prepares students to apply their learning to real-world situations.
- 2) PBL enables students to become producers, rather than consumers of knowledge.
- 3) PBL can, help students develop communication, reasoning and critical thinking skills.

In writing activities, using PBL method can be helpful to stimulate the students to write paragraph. Because, the problem can motivated the students' to write anything. By the problem the students are interested for giving arguments, opinion and so on.

## F. The Concept of Discussion Method

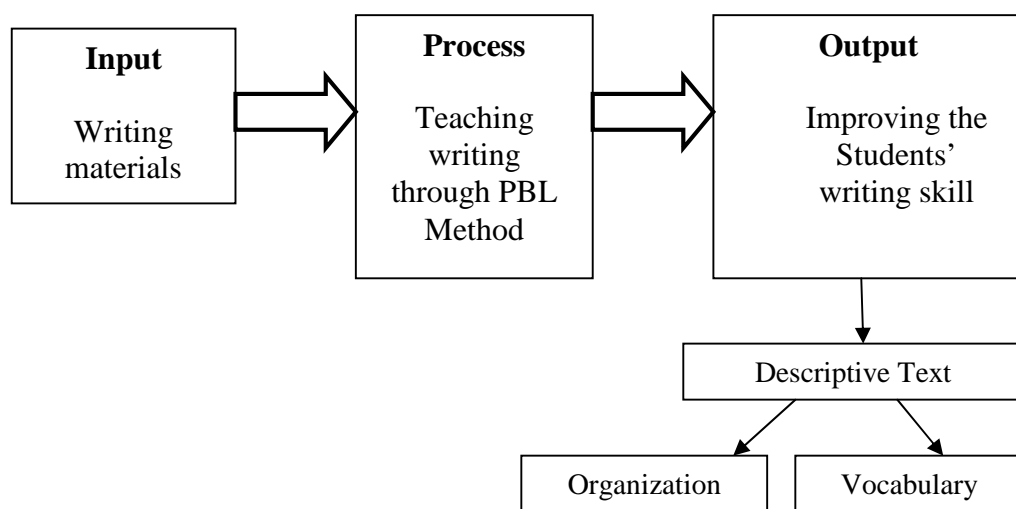
### 1. Definition of Discussion Method

Discussion method was a group activity involving the teacher and the students to define the problem and seek its situation. In this method, student's asked to open their English book in getting some information about a descriptive text.

## G. Theoretical Framework

The conceptual framework in this research is shown in the following diagram:

**Figure 2.1** Conceptual Framework



The three main complements are explained as follow:

Input : This refers to materials of writing is applied in the classroom process.

Process: This refers to teaching and learning activities by Problem Based Learning Method

Output : This refers to the improvement of the students' writing skill in descriptive text

## **H. Hypothesis**

As an alternative answer of the research questions, the researcher formulates the following Hypothesis such as:

2. Null Hypothesis (H<sub>0</sub>): There is no a significant improvement of the students' writing skill between the students who were taught by using Problem Based Learning Method and those who are taught by using Discussion Method.
3. Alternative Hypothesis (H<sub>a</sub>): There is a significant improvement of the students' writing skill between the students who were taught by using Problem Based Learning Method and those who are taught by using Discussion Method.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher applied Experimental Design. The research was conducted by using a quasi-experimental research. This research focused on nonequivalent control group design since control group and experimental group were not chosen randomly. The subjects of the research were two groups; one group as an experimental group which got a treatment by using Problem Based Learning Method and the other group as a control group which Discussion Method. The design was presented as follows:

**Table 3.1** The Experimental Design

Class	Pretest	Treatment	Posttest
Experimental	$O_1$	$X_1$	$O_2$
Control	$O_1$	$X_2$	$O_2$

$O_1$  = Pretest

$O_2$  = Posttest

$X_1$  = Treatment of Experimental Class (PBL Method)

$X_2$  = Treatment of Control Class (Discussion Method), (Hatch, 1991:87)

## **1. Pre-test**

First writing test or Pre-test was conducted to both groups as the first step of the research. This test was aimed to obtain the data of the students' basic writing skill and to ascertain that the students from both groups have the same capability and the same English proficiency before they received the treatment. The tests were essay test. In this case, the students were asked to write a short descriptive text.

## **2. Treatment**

Problem Based Learning Method was used as the method in teaching writing descriptive text in this research. The treatment was designed for eight meetings to the experimental group. In contrast, the control group was treated by using teacher's method such as discussion method.

### **a. Experimental Group**

Using problem based learning method; the teacher did the steps below:

- 1) The researcher introduced writing and types of genre, generic structure and grammatical feature of descriptive text.
- 2) The researcher familiarized the students with the key words or verbs used in the steps of descriptive text to help them in writing.

- 3) The researcher asked each student to write a descriptive text about things based on picture that they have seen.
- 4) The researcher asked the students to ask what they don't understand about descriptive text.

#### **b. Control Group**

In the control group, the students were taught by using the teacher's method that is discussion. Discussion method was a group activity involving the teacher and the students to define the problem and seek its situation. In this method, student's asked to open their English book in getting some information about a descriptive text.

- 1) The researcher divided students into some groups.
- 2) The researcher explained about descriptive text.
- 3) The researcher distributed a text about descriptive text and discusses the text.
- 4) The researcher asked some groups to present the result of their discussion.

### **3. Post-test**

The researcher performed the post-test at the end of the research. It was conducted to measure the students' writing skill after the treatment. It was distributed to both experimental and control groups. This was intended and also to find out the differences between students' score of both group. The post-test was almost similar to the pre-test. The test was

essay test. In this case, the students were asked to write a short descriptive text.

## B. Variable of the Research

This research consisted of two variables, dependent variable and independent variable. The dependent variable was the students' writing skill and independent variable was problem based learning method.

## C. Population and Sample

### 1. Population

The population of this research was the students of the eight grade of Mts. Muhammadiyah Limbung which consist of two classes as follow:

**Table 3.2** Students Population

No	Class	Number of Students
1.	VIII.A	36
2.	VIII.B	36
<b>TOTAL</b>		<b>72</b>

Source: Administration Office of MTs. Muhammadiyah Limbung

## **2. Sample**

In selecting the sample, the research used purposive sampling technique. This technique determined the sample based on certain consideration. Two classes were selected for the research. The classes were VIII.A which consisted of 36 students as an experimental group and VIII.B which consisted of 36 students as a control group. The experimental group was treated by Problem Based Learning Method. Both classes were chosen as the sample with the consideration from the English teacher in the school. The classes have same level of English proficiency.

### **D. Instruments of the research**

The instrument in this research was writing test. The researcher used test that consist of pre-test and post-test. The researcher asked the students to write descriptive text according to the topic. Pre-test was designed to measure the students' prior knowledge of writing ability before treatment. While the post-test was design to measure the students' competence in writing after the treatment was applied.

### **E. Procedural of Data Collection**

Procedures of data collection involved the following steps:

The test was organized in order to find the students' writing skill improvement towards the use of problem based learning method in teaching writing descriptive text. It was carried out as the instrumentation to collect the data of the students' score in pre-test and



post-test in both of two groups (control group and experimental group). Then, written test was used as the instrument where the students' works are examined. The first written test (pre-test) was aimed to know the students' skill in writing descriptive text before the research is conducted. The written test in post-test was aimed to find out the students' skill in writing descriptive text after the research is conducted. In addition, there were two main aspects in scoring and analyzing the descriptive text created by the students. They were the organization of the text and vocabulary.

## F. Technique of Data Analysis

### 1. Criteria of score analysis

In scoring the result of students' test the researcher evaluated based on two components of writing as follows:

#### a. Organization

**Table 3.3** The assessment of organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce

	connection between them.
1	Lack of organization several that communication is seriously impaired.

### b. Vocabulary

**Table 3.4** The assessment of vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

(Hughes, 2006:101)

2. Scored the students' correct answer of pre-test and post-test by using formula:

$$Score = \frac{\text{Students correct Answer}}{\text{Total number of item}} \times 10$$

(Yuniarto, 2012:7)

3. Found out the mean score, the researcher used the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean score

$\sum X$  : The sum of all score

N : The number of students, (Gay, 1981:298)

4. Found the students' improving, the formula was follow:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Notes:

% : the students' percentage

$X_1$  : the mean score of the pre-test

$X_2$  : the mean score of the post-test, (Depdikbud, 1985:6)

5. Found out significant differences between the score of pre-test and post-test by sing the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

where:  $SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$  and  $SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$

$t$  = Test of significant differences

$\bar{x}_1$  = Mean score of experimental class

$\bar{x}_2$  = Mean score of control class

$n_1$  = Number of sample experimental class

$n_2$  = Number of sample control class

$SS_1$  = Sum of Squares experimental class

$SS_2$  = Sum of Squares controlled class

$k$  = Number of group involved

$c$  = Constant number, (Gay, 1981:331)

CHAPTER IV  
FINDINGS AND DISCUSSIONS

**A. Findings**

The findings of the research deal with the result of Problem Based Learning Method in improving students' writing skill at the eight grade of MTs. Muhammadiyah Limbung.

**1. The Improvement of the Students' Writing Skill through Problem Based Learning Method (Experimental Group).**

The researcher gave treatment by using Problem Based Learning Method in Experimental Group to see the improvement of students' writing skill in organization and vocabulary in writing descriptive text.

**a. The Improvement of Students' Writing Skill in term of Organization**

The students' writing skill in organization can be seen in the following table:

**Table 4.1** The Improvement of students' Writing Skill in Term of Organization in Experimental Group

Indicator	Mean Score		Improvement
	Pre-test	Post-test	
Organization	2.88	4.38	% 52.08

Based on the table above, it showed that the mean score of the students' in pre-test were 2.88. Most of students' did not know how to organize their idea. It was caused that they did not understand how to make the ideas are well organized, coherent, and relevant to the topic. After that, the researcher gave treatment by using Problem Based Learning Method and the score of the students' had improved. It showed in post-test which to be 4.38. The students' writing was suitable; they could organize their idea well.

The result of pre-test and post-test had improvement which was 52.08 %. The data showed that using Problem Based Learning Method in writing could improve students' writing skill viewed from Organization.

#### **b. The Improvement of Students' Writing Skill in terms of Vocabulary**

The researcher also assessed students' writing skill in vocabulary. It was begun pre-test to post-test. After the treatment was applied, there was improvement of students' writing skill in term of vocabulary. It was indicated by significant difference between students' pre-test and post-test score. Beside that, research also had counted improvement percentage of students. It showed at the following table:

**Table 4.2** The Improvement of Students' Writing Skill in Terms of Vocabulary in Experimental Group.

Indicator	Mean Score		Improvement
	Pre-test	Post-test	
Vocabulary	2.77	4.44	60.29%

Based on the table above, it showed that the mean score of the students' in pre-test were 2.77. Most of students' felt confuse to develop their idea based on the topic. It was caused that they had lack of vocabulary. After the researcher gave treatment by using PBL method, the score of the students' had improved. It showed in post-test which to be 4.44. it was indicated that the students' had improve their vocabulary and they can write descriptive text correctly. The percentage of improvement the students in pre-test to post-test was 60.29%. It was meant that PBL Method could improve students' vocabulary in writing.

## 2. **The Improvement of The Students' Writing Skill through Discussion Method (Control Group)**

The researcher taught students by using Discussion Method in control group to see the improvement of students' organization and vocabulary in writing descriptive text.

**a. The Improvement of Students' Writing Skill in terms of Organization**

The students' writing skill in organization can be seen in the following table:

**Table 4.3** The Improvement of Students' Writing Skill in Terms of Organization in Control Group

Indicators	Mean Score		Improvement
	Pre-test	Post-test	Improvement
Organization	3.13	3.88	23.96

Based on the table above, it showed that the mean score of the students' in pre-test were 3.13. Most of students did not know how to organize their idea. It was caused that they did not understand how to make the ideas are well organized, coherent, and relevant to the topic. After that, the researcher gave treatment by using Discussion Method and the score of the students' had improved. It showed in post-test which to be 3.88. The students' could organize their idea in a good piece of writing. The result of pre-test and post-test had improvement which was 23.96%. The data showed that using Discussion Method in writing could improve students' writing skill viewed from organization.



### b. The Improvement of Students' Writing Skill in term of Vocabulary

The researcher also assessed students' writing skill in vocabulary. It was begun pre-test to post-test. After the treatment was applied by using Discussion Method, there was also improvement of students' writing skill in terms of vocabulary. It was indicated by the significant difference between students' pre-test and post-test score. Beside that, researcher also had counted improvement percentage of students. It showed at the following table:

**Table 4.4** The Improvement of Students' Writing Skill in Terms of Vocabulary in Control Group.

Indicator	Mean Score		Improvement
	Pre-test	Post-test	%
Vocabulary	3.08	3.88	25.97

Based on the table 4.4 above, it showed that the mean score of the students' in pre-test were 3.08. Most of students' felt confuse to develop their idea based on the topic. It was caused that they had lack of vocabulary. After the researcher gave treatment by using Discussion Method, the score of the students' had improved. It showed in post-test which to be 3.88. It was indicated that the students' had improve their vocabulary and they can write

descriptive text correctly. The percentage of improvement the students' in pre-test to post-test was 25.97%. It was meant that Discussion Method could improve students' vocabulary in writing.

### **3. The Significant Improvement of Students' Writing Skill in Both of Group**

A pre-test was administrated before the treatment, and post-test which aimed to know whether there was a significant improvement of the students' writing skill between the students' who were taught by Problem Based Learning Method. The mean scores were presented in the following table.

#### **a. Mean score based on pre-test and post-test in Experimental group and control group.**

**Table 4.5** Mean score of Pre-test and Post-test

<b>Group</b>	<b>Mean Score</b>		<b>Improvement</b>
	<b>Pre-test</b>	<b>Post-test</b>	
Experimental	28.33	44.16	55.90%
Control	31.11	38.89	25%

Based on the table above the students' mean score of pre-test in Experimental group were 28.33. After giving the treatment by using Problem Based Learning Method, the students' mean score of post-test was 44.16. It means that the mean score of the

students' in Experimental group have an improvement, namely 55.90%.

In Control Group the students' mean score of pre-test was 31.11. After giving the treatment by using Discussion Method, the students' mean score of post-test was 38.89. It means that the mean score of the students' in Control Group have an improvement, namely 25%.

**b. Test of Significance (T-test)**

The significant score between experimental and control group can be known by using t-test. The result of t-test can be seen in able 4.7 as follows:

**Table 4.6** Test of Significance

<b>Variable</b>	<b>t-test value</b>	<b>t-table value</b>	<b>Remark</b>
$X_1 - X_2$	2.321	1.994	Significantly different

The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test ( $1.994 < 2.321$ ), it means that t-table was lower than t-test at the level of significance 0.05 and the degree of freedom  $(N_1 + N_2) - 2 = (36 + 36) - 2 = 70$ . It was indicated that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

## **B. Discussion**

This part presents a discussion dealing with the interpretation of the research findings derived from the result of statistical analysis to depict the students' writing skill in the teaching and learning through Problem Based Learning Method, focusing on writing descriptive text.

The description of data collected from writing skill in term of organization and vocabulary, as explanation in the previous section showed that the students' writing skill in organization and vocabulary in both of Experimental and Control group had improved. It was supported by mean score and percentage of the students' pre-test and post-test result in both of group. Based on the finding above, the use of Problem Based Learning Method made students had mean score was higher in writing skill than before they taught by Problem Based Learning Method.

### **1. The Improvement of the Students' Writing Skill through Problem Based Learning Method (Experimental Group).**

The improvement of organization also can be seen from their writing product. The experimental group's score in organization aspect increase significantly. In regard with the improvements generic structures of a descriptive text (using simple present tense, using linking verb (is, are, has, have, and belongs to), using adjective, and using descriptive language.

In the first meeting when researcher gave pre-test, researcher looked most of students did not know to organize their idea in good piece of writing. It could be seen in the table 4.1 that the students' writing achievement in pre-test mean score was very poor, it was 2.88.

After the students' had given treatment by using Problem Based Learning Method, mean score of students in post-test had improved became 4.38. It was higher than pre-test score. Pre-test to post-test score, there was achievement score of students from low to high by using Problem Based Learning Method. The improvement percentage showed 52.08%. Using Problem Based Learning Method had improved students' writing skill viewed from organization.

Dealing with vocabularies, the improvements of students' writing were regard with some factors in teaching learning process. Particularly; the students were introduced to the sample of descriptive text in real context which has new vocabularies. The development of students' mastery in vocabularies revealed from the number of words they used on pre-test and post-test. On pre-test, most students' see in appropriate vocabulary. After treatments, students in experimental group show some progression in term of their vocabulary usage.

Based on finding above in using Problem Based Learning Method in Experimental Group, the data was collected by the text as explanation in the previous finding section showed that the students' writing skill in term of vocabulary improve significantly. It could be seen on the mean

score of pre-test and post-test and also improvement percentage on the table 4.2.

The data on the table 4.2 showed that the score of vocabulary improved from 2.77 in pre-test's mean score to 4.44 in post-test's score. It was good improvement because they could see appropriate vocabulary in writing descriptive text.

After calculating of score between pre-test and post-test score, the researcher found that writing skill of students improved to become 60.29%. It meant that implementation of Problem Based Learning Method in treatment of students' MTs. Muhammadiyah Limbung was success to make students understand about writing in term of vocabulary.

## **2. The Improvement of the Students' Writing Skill through Discussion Method (Control Group).**

The improvement of organization also can be seen in Control Group. The control group's score in organization aspect increase significantly. In regard with the improvements generic structure of a descriptive text ((using simple present tense, using linking verb (is, are, has, have, and belongs to), using adjective, and using descriptive language.

In the first meeting when researcher gave pre-test, researcher looked most of students did not know to organize their idea in good piece of writing. It could be seen in the table 4.3 that the students' writing achievement in pre-test mean score was fair, it was 3.13.

After the students' had taught by using Discussion Method, mean score of students in post-test had improved become 3.88. It was higher than pre-test score. Pre-test to post-test score, there was achievement score of students from low to high by using Discussion Method. The improvement percentage showed 23.96%. Using Discussion Method had improved students' writing skill special viewed from organization.

Dealing with vocabularies, the improvements of students' writing were regard with some factors in teaching learning process. Particularly; the students' were introduced to the sample of descriptive text in real context which has new vocabularies. The development of students' mastery in vocabularies revealed from the number of words they used on pre-test and on post-test. On pre-test, most students use inappropriate vocabulary in writing descriptive text. After using Discussion Method, students in control Group showed some progression in terms of their vocabulary usage.

Based on finding above in using Discussion Method in control Group, the data was collected by the text as explanation in the previous finding section showed that the students' writing skill in term of vocabulary improve significantly. It could see in mean score of pre-test and post-test and also improvement percentage on the table 4.3.

The data on the table 4.3 showed that the score of vocabulary improved from 3.08 in pre-test's mean score to 3.88 in post-test's score. It was good improvement because they could use appropriate vocabulary

in writing descriptive text. After calculating of score between pre-test and post-test score, they researcher found that writing skill of students improved to become 25.97%. It mean that implementation of Discussion Method in treatment of students' MTs. Muhammadiyah Limbung was success to make students know kinds of vocabulary.

### **3. The Significant Improvement of Students' Writing Skill in Both Groups.**

The students' mean score of pre-test in Experimental group was 28.33. After giving treatment by using Problem Based Learning Method, the students' mean score of post-test was 44.16. It means that the mean score of the students' in Experimental Group have an improvement, namely 55.90%. In control Group, the students' mean score of pre-test was 31.11. After giving the treatment by using Discussion Method, the students' mean score of post-test was 38.89. It means that the mean score of the students' in Control Group namely 25%.

The result of the t-test statistical analysis showed that there was significant difference between the experimental group who got treatment by using Problem Based Learning Method with control group who got treatment by Discussion Method, even though different both of them was not enough high. The improvement of the students writing skill in both groups was significantly different. It was caused by the treatment that got in both groups. Using discussion method in control group just makes the students' understand the materials by themselves. While using Problem



Based Learning Method in experimental group makes the students' easier to understand how to write a good descriptive text because the teacher explain and PBL material step by step carefully. It is proved by the statement of Mutasa and wills in line (2013:49) propound that the Problem Based Learning Method involves the teacher showing students' how to do something while they observe, students' practice will follow the teachers' Problem Based Learning. In addition, when PBL the materials students' find it easy to write what they have seen, listened, and practiced.

The statement above was proved by the t-test value (2.321) which higher than t-table value (1.994), at the level of significance 0.05 and the degree of freedom  $(N_1 + N_2) - 2 = (36+36)-2 = 70$ . It means that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

Seeing the result above, it can be concluded that teaching English Using Problem Based Learning Method can improve the students' writing skill at the eight grade students' of MTs. Muhammadiyah Limbung.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher draws conclusion in the following statement. The Use Of Problem Based Learning Method in Teaching English Writing at the Eight Grade of MTs. Muhammadiyah Limbung.

1. The improvement of students' writing skill through Problem Based Learning Method were, in organization showed that the students' mean score improved from pre-test to post-test. The students' mean score of pre-test was 2.88. After applying treatment the students' organization in writing improved. It was proved by students' mean score in post-test was 4.38. So, the improvement of students' achievement in organization was 52.08%. In vocabulary, it was indicated that the students' mean score of pre-test was 2.77 and in post-test was 4.44. Thus, the improvement of students' achievement in vocabulary was 60.29%.
2. The improvement of students' writing skill trough Discussion Method were, in organization showed that the students' mean score of pre-test was 3.11 and in post-test was 3.88. So, the improvement of students' achievement in organization was 23.96%. In vocabulary indicated that the students' mean score of pre-test was 3.08 and in post-test was 3.88. Thus, the improvement of students' achievement in vocabulary was 25.97%.

3. There was any significant improvement of students' writing skill between the students' who were taught by using Problem Based Learning Method with those were taught by using Discussion Method. It was proved by the value of t-test which was bigger than the ratio on t-table, ( $2.321 > 1.994$ ). The improvement also could be seen on the means score of post-test in experimental group (44.16) which was higher than the post-test in control group (38.89). The score also prove that the use of problem based learning method in teaching English writing at the eight grade of MTs. Muhammadiyah Limbung.

## **B. Suggestion**

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. The teachers are recommended to have certain competencies. They should be able to select various kind of method or technique that is appropriate for students' in term of the learning objectives and students' needs and interests. And then, The English Teachers should be creative to manage material presentation in the classroom for teaching writing such as using PBL method.
2. The result of this research can also be used as an additional reference or further research with different discussion for the next researcher.

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# APPENDIX METHODS



**APPENDIX 1.a**

**INSTRUMENT 1**

**1. PRE-TEST**

**INTRUCTION**

- ) Write your name, and class.
- ) Chose one of the topics below that you think interesting, and then make a descriptive text. Write down anything at all that comes into your head!



## APPENDIX 2.b

### INSTRUMENT 2

#### 2. POST-TEST

##### INTRUCTION

- ) Write your name, and class.
- ) Chose one of the topics below that you think interesting, and then make a descriptive text. Write down anything at all that comes into your head!



## APPENDIX 2.a

### STUDENTS' NAME OF EXPERIMENTAL CLASS

NAME	SAMPLE
ABD. RAHIM	S – 1
AHMAD MAULA	S – 2
AHMAD RAMLI	S – 3
ALFARIZI	S – 4
ALQADRI HALIM	S – 5
ALTIFA AWALIAH	S – 6
AMIRA SUMAYYA	S – 7
ANUGRAH KAHAR	S – 8
ASYIRAH NURUL F	S – 9
ATIKA AWALIAH	S – 10
DIAN SETIAWATI	S – 11
DWI RAHMANILAH DILJAH	S – 12
ERSA WAHYUNI	S – 13
FANI LIPLATUL S	S – 14
FITRI	S – 15
FITRIAH NUR	S – 16
ILHAM HAMDANI	S – 17
ISHAK	S – 18
LUTFIAH RAHIM	S – 19
M. FADLI	S – 20
M. KHAIDIR AL	S – 21
MISBAHUDDIN	S – 22
MUTTAHIDAH	S – 23
NADILAH SAFITRI	S – 24
NURHIKMAH	S – 25
NURJANNAH	S – 26
NURSYAMSI	S – 27
NURUL FADILAH	S – 28
NURUL MEIRAH	S – 29
NURWANDA	S – 30
PUTRI A	S – 31
SHOLBIAH	S – 32
ST. NURAZIZAH	S – 33
ST ROFIAH S	S – 34
WAHYUDI	S – 35
MUH ILHAM	S – 36

**APPENDIX 2.b****STUDENTS' NAME OF CONTROL CLASS**

NAME	SAMPLE
ABDI TRINUGRAHA	S – 1
ADRIAN	S – 2
AKSYIANA CYNTIA	S – 3
AL MA'ARIF	S – 4
AL FARIZAL	S – 5
ALFIAN	S – 6
AUDIYAH AZZAHRA	S – 7
DIKI DIKANDI	S – 8
DIMAS SAPUTRA	S – 9
FARIDA ILAHI	S – 10
FIRMANSYAH	S – 11
IKRAM	S – 12
IKSAN	S – 13
M. AKBAR M	S – 14
M. AKBAR	S – 15
M. FADLI	S – 16
M. HAMZAH	S – 17
M. RIFKI	S – 18
M. RIZAL	S – 19
M. SIDIQ	S – 20
MUH RABA	S – 21
MUHAJIRIN	S – 22
NINDA A	S – 23
NUR AMANAH	S – 24
NUR INSANI	S – 25
NURAENI	S – 26
NURFADILAH SARI	S – 27
NURFAHIRAH	S – 28
NURMIATI	S – 29
NUR RAHMANI	S – 30
NUR SANJAYA	S – 31
RASUL	S – 32
SALSADILA	S – 33
SARINAH	S – 34
SYAIFUL	S – 35
USRIFAR	S – 36

## APPENDIX 3

### Teaching Materials

#### 1. The first meeting

Descriptive text is a text to describe certain thing, animal, person, and place. Descriptive text consists of:

- ) **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.

(Identification : mengidentifikasi benda/ hewan apa, siapa, tempat apa yang akan dideskripsikan)

- ) **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

(Descriptions: menggambarkan bagian-bagian, kualitas, ciri-ciri khas suatu benda, hewan atau orang yang dipilih untuk digambarkan).

#### Features general grammatical tenses:

*The use* of simple present tense

The formula of simple present tense:

Subject + Verb I (s/es) + O
-----------------------------

Subject+tobe(is/am/are)+complement (ANA)
--

#### Focus on specific participant:

Example: *my house, the dog, it, she, he, etc.*

#### Example:

##### 1. Describing animal:



1. Do you have a pet?
2. What is the name of the animal?
3. What are the physical features?

) **Identification** : There is a cat in my house, his name is spot.

) **Description** : He is an adorable cat; he has orange and white fur. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

## 2. The second meeting



1. What is the name of the animal?
2. What are the physical features?

) **Identification:** There is an orangutan in the bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

) **Description:** She Physical feature similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

### 3. The third meeting

Describe people:

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.

1. Generic Structure:

Identification : identifies things (the name, occupation, profession).

Description : Gives information (the physical features, the way he/she and his/her personality.

(bagian-bagian tanaman atau tubuh hewan/ manusia yang sedang dideskripsikan)

2. Language features

- a. Using of adjectives (beautiful, handsome, long hair, etc)
- b. Using of certain noun (Atris, doctor, farmer, teacher etc)
- c. Using of attributive (the, his, a, etc).

3. The use of simple present tense.

Verbal:

nominal:

**s+ v1 (s/es) +o**

**s+ is/am/are+complement**

example: Hello, I *am* Mirna Setyawati.

### Miss. Lena



Miss. Lena is a doctor. She has a pointed nose, straight hair and white skin. Miss. Lena is tall, slim and beautiful; she works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her because she is very kindly.

#### 4. The Fourth Meeting

Adjective is used to describe noun (things and people)

For Example:

- ❖ An old car
- ❖ A beautiful girl
- ❖ A rich businesswomen
- ❖ A red chair
- ❖ A flowery shirt

##### 1. Fruit

For Example:



List of the words about water melon:

- Round
- Red, yellow
- Sweet.

Describe about fruit above!

It is watermelon, the shapes are big and round the colors are red or yellow. The flesh is soft, juicy, and sweet. The fruit which is easy to find and relatively cheap can be found locally, in fact contain much nutrition which is good for our health.



**APPENDIX 5.b**  
**(Control Group)**

**LESSON PLAN**

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.B / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: I</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

**1. Learning objectives**

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe a person of form descriptive text.

**2. Subject matter**

- ) Types of writing

**3. Learning methods**

- ) Methods: Discussion Method

#### 4. Teaching Materials

##### The first meeting

Descriptive text is a text to describe certain thing, animal, person, and place. Descriptive text consists of:

- ) **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.

(Identification : mengidentifikasi benda/ hewan apa, siapa, tempat apa yang akan dideskripsikan)

- ) **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

(Descriptions: menggambarakan bagian-bagian, kualitas, ciri-ciri khas suatu benda, hewan atau orang yang dipilih untuk digambarkan).

##### Features general grammatical tenses:

*The use* of simple present tense

The formula of simple present tense:

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-----------------------------

Subject+tobe(is/am/are)+complement (ANA)
--

##### Focus on specific participant:

Example: *my house, the dog, it, she, he, etc.*

##### Example:

##### 1. Describing animal:



4. Do you have a pet?
5. What is the name of the animal?
6. What are the physical features?




) **Identification** : There is a cat in my house, his name is spot.

) **Description** : He is an adorable cat; he has orange and white fur. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

## 5. Learning activities

Activity	Phase	Teacher Activities
Initial activities (10 minutes)	a. Apperception	Connecting students with prior knowledge of what will be learned
	b. Motivation	Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"> <li>- provide stimulus in the form of matter about writing in general.</li> <li>- Teacher explains the definitions, functions and types of writing.</li> <li>- Students are required to understand the definitions, functions and types of writing.</li> <li>- Teacher asks students to ask questions if there is not yet understood.</li> <li>- Teachers ask questions to the students to determine the level of student understanding.</li> </ul>
Final activity (12 minutes)	a. Reflection	Provide opportunities for students to reflect on what he had done, while teachers provide reinforcement.
	b. Appraisal	Written text
	c. Assignment	Assign students to create a one of a kind paper

## 6. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

## 7. Penilaian

- ) Tehnik : Tes tertulis
- ) Bentuk : Writing Descriptive Text

### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.

### Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently

	expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 18 Maret 2017

Peneliti

NIS RINA DWIJAYANTI

## LESSON PLAN

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.B / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: 2</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

### 1. Learning objectives

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe a person of form descriptive text.

### 2. Subject matter

- ) Types of writing

### 3. Learning methods

- ) Methods: Discussion Method

#### 4. Teaching Materials



4. What is the name of the animal?
5. What are the physical features?

) **Identification:** There is an orangutan in the bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.




) **Description:** She Physical feature similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

#### 5. Learning activities

Activity	Phase	Teacher Activities
Initial activities (10 minutes)	a. Appersepsi	Connecting students with prior knowledge of what will be learned
	b. Motivation	Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"><li>- provide stimulus in the form of matter about writing in general.</li><li>- Teacher explains the definitions, functions and types of writing.</li><li>- Students are required to understand the definitions, functions and types of writing.</li><li>- Teacher asks students to ask questions if there is not yet</li></ul>

		understood. - Teachers ask questions to the students to determine the level of student understanding.
Final activity (10 minutes)	d. Reflection  e. Appraisal  f. Assignment	Provide opportunities for students to reflect on what he had done, while teachers provide reinforcement.  Written text  Assign students to create a one of a kind paper

## 6. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

## 7. Penilaian

- ) Teknik : Tes tertulis
- ) Bentuk : Writing Descriptive Text

### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.



## Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 28 Maret 2017

Peneliti

NIS RINA DWIJAYANTI

## LESSON PLAN

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.B / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: 3</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

### 1. Learning objectives

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe an environment of form descriptive text.

### 2. Subject matter

- ) Descriptive text

### 3. Learning methods

- ) Technique: Discussion Method

#### 4. Teaching Materials

Describe people:

Descriptive text is a text which say what a person or thing is like. It purposes is to describe and reveal a particular person, place or thing.

5. Generic Structure:

Identification : indentifies things (the name, occupation, profession).

Description : Gives information (the phisycal features, the way he/she and his/her personality.

(bagian-bagian tanaman atau tubuh hewan/ manusia yang sedang dideskripsikan)

6. Language features

d. Using of adjectives (beatiful, handsome, long hair, etc)

e. Using of certain noun (Atris, doctor, farmer, teacher etc)

f. Using of atributive (the, his, a, etc).

7. The use of simple present tense.

Verbal: nominal:

**s+ v1 (s/es) +o       s+ is/am/are+complement**

example: Hello, I *am* Mirna Setyawati.

### Miss. Lena






Miss. Lena is a doctor. She has a pointed nose, straight hair and white skin. Miss. Lena is tall, slim and beautiful; she works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her because she is very kindly.

## 5. Learning activities

Activity	Phase	Teacher Activities
Initial activities (10 minutes)	a. Appersepsi	Connecting students with prior knowledge of what will be learned
	b. Motivation	Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"> <li>- Provides for the provision of stimulus material on descriptive text.</li> <li>- Before the activity starts, the teacher gives some advice in the form of rules which they must follow:               <ul style="list-style-type: none"> <li>a. Write fast as possible until the teacher says "STOP".</li> <li>b. Write down a topic, but in the form of sentences, not in the form of words - words.</li> <li>c. Do not stop writing. If you do not know what you wrote. Write the phrase "I do not know what I would have written" until you think of something.</li> <li>d. Do not worry about spelling, grammar or punctuation.</li> <li>e. If you do not remember a word in English, write in their own language and continue into English.</li> </ul> </li> <li>- After writing specified time runs out, the teacher said, "STOP". Each student assembles their written.</li> </ul>
Final activity (11 minutes)	c. Reflection	Provide opportunities for students to reflect on what he had done, while teachers provide

		reinforcement
	d. Appraisal	Written text
	e. Assignment	Assign students to create descriptive text about place

## 6. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

## 7. Penilaian

- ) Tehnik : Tes tertulis
- ) Bentuk : Writing Descriptive Text

### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.

## Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 1 April 2017

Peneliti

NIS RINA DWIJAYANTI

## LESSON PLAN

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.B / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: 4</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

### 1. Learning objectives

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe an environment of form descriptive text.

### 2. Subject matter

- ) Descriptive text

### 3. Learning methods

- ) Technique: Discussion Method

#### 4. Teaching Materials

Adjective is used to describe noun (things and people)

For Example:

- ❖ An old car
- ❖ A beautiful girl
- ❖ A rich businesswomen
- ❖ A red chair
- ❖ A flowery shirt

#### 2. Fruit

For Example:



List of the words about water melon:

- Round
- Red, yellow
- Sweet.

Describe about fruit above!

It is watermelon, the shapes are big and round the colors are red or yellow. The flesh is soft, juicy, and sweet. The fruit which is easy to find and relatively cheap can be found locally, in fact contain much nutrition which is good for our health.






## 5. Learning Activities

Activity	Phase	Teacher Activities
Initial activities (10 minutes)	a. Appersepsi	Connecting students with prior knowledge of what will be learned
	b. Motivation	Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"> <li>- Provides for the provision of stimulus material on descriptive text.</li> <li>- Before the activity starts, the teacher gives some advice in the form of rules which they must follow:               <ol style="list-style-type: none"> <li>a. Write fast as possible until the teacher says "STOP".</li> <li>b. Write down a topic, but in the form of sentences, not in the form of words - words.</li> <li>c. Do not stop writing. If you do not know what you wrote. Write the phrase "I do not know what I would have written" until you think of something.</li> <li>d. Do not worry about spelling, grammar or punctuation.</li> <li>e. If you do not remember a word in English, write in their own language and continue into English.</li> </ol> </li> <li>- After writing specified time runs out, the teacher said, "STOP". Each student assembles their written.</li> </ul>
Final activity (12 minutes)	a. Reflection	Provide opportunities for students to reflect on what he had done, while teachers provide

		reinforcement
	b. Appraisal	Written text
	c. Assignment	Assign students to create descriptive text about place

## 6. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

## 7. Penilaian

- ) Tehnik : Tes tertulis
- ) Bentuk : Writing Descriptive Text

### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.

## Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 4 April 2017

Peneliti

NIS RINA DWIJAYANTI

**APPENDIX 5.a**  
**(Experimental Group)**

**LESSON PLAN**

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.A / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: I</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

**8. Learning objectives**

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe a person of form descriptive text.

**9. Subject matter**

- ) Types of writing

**10. Learning methods**

- ) Methods: Problem-Based Learning Method

## 11. Teaching Materials

### The first meeting

Descriptive text is a text to describe certain thing, animal, person, and place. Descriptive text consists of:

- ) **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.

(Identification : mengidentifikasi benda/ hewan apa, siapa, tempat apa yang akan dideskripsikan)

- ) **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

(Descriptions: menggambarakan bagian-bagian, kualitas, ciri-ciri khas suatu benda, hewan atau orang yang dipilih untuk digambarkan).

#### Features general grammatical tenses:

*The use* of simple present tense

The formula of simple present tense:

Subject + Verb I (s/es) + O
-----------------------------

Subject+tobe(is/am/are)+complement (ANA)
--

#### Focus on specific participant:

Example: *my house, the dog, it, she, he, etc.*

#### Example:

##### 1. Describing animal:



7. Do you have a pet?
8. What is the name of the animal?
9. What are the physical features?




) **Identification** : There is a cat in my house, his name is spot.

) **Description** : He is an adorable cat; he has orange and white fur. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

## 12. Learning activities

Activity	Phase	Teacher Activities
Initial activities (10 minutes)	c. Apperception	Connecting students with prior knowledge of what will be learned
	d. Motivation	Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"> <li>- provide stimulus in the form of matter about writing in general.</li> <li>- Teacher explains the definitions, functions and types of writing.</li> <li>- Students are required to understand the definitions, functions and types of writing.</li> <li>- Teacher asks students to ask questions if there is not yet understood.</li> <li>- Teachers ask questions to the students to determine the level of student understanding.</li> </ul>
Final activity (13 minutes)	g. Reflection	Provide opportunities for students to reflect on what he had done, while teachers provide reinforcement.
	h. Appraisal	Written text
	i. Assignment	Assign students to create a one of a kind paper

### 13. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

### 14. Penilaian

- ) Tehnik : Tes tertulis
- ) Instrument : Individual Test
- ) Jenis Intrument : Uraian

### 15. Instrument

Search Information and take one picture about animals, then describe them!

### 16. Assessment aspects

#### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.

### **Vocabulary**

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 18 Februari 2017

Peneliti

NIS RINA DWIJAYANTI



## LESSON PLAN

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.A / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: 2</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

### 8. Learning objectives

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe a person of form descriptive text.

### 9. Subject matter

- ) Types of writing

### 10. Learning methods

- ) Methods: Problem Based Learning Method

## 11. Teaching Materials



6. What is the name of the animal?

7. What are the physical features?

) **Identification:** There is an orangutan in the bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.




) **Description:** She Physical feature similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

## 12. Learning activities

Activity	Phase	Teacher Activities
Initial activities (11 minutes)	c. Appersepsi	Connecting students with prior knowledge of what will be learned
	d. Motivation	Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"><li>- provide stimulus in the form of matter about writing in general.</li><li>- Teacher explains the definitions, functions and types of writing.</li><li>- Students are required to understand the definitions, functions and types of writing.</li><li>- Teacher asks students to ask questions if there is not yet understood.</li><li>- Teachers ask questions to the</li></ul>

		students to determine the level of student understanding.
Final activity (13 minutes)	j. Reflection	Provide opportunities for students to reflect on what he had done, while teachers provide reinforcement.
	k. Appraisal	Written text
	l. Assignment	Assign students to create a one of a kind paper

### 13. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

### 14. Penilaian

- ) Teknik : Tes tertulis
- ) Instrument : Individual Test
- ) Jenis Intrument : Uraian

### 15. Instrument

Search Information and take one picture about animals, then describe them!

### 16. Assessment aspects

#### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
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## Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 21 Februari 2017

Peneliti

NIS RINA DWIJAYANTI

## LESSON PLAN

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.A / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: 3</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

### 8. Learning objectives

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe an environment of form descriptive text.

### 9. Subject matter

- ) Descriptive text

### 10. Learning methods

- ) Technique: Problem-Based Learning Method

## 11. Teaching Materials

Describe people:

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.

8. Generic Structure:

Identification : identifies things (the name, occupation, profession).

Description : Gives information (the physical features, the way he/she and his/her personality.

(bagian-bagian tanaman atau tubuh hewan/ manusia yang sedang dideskripsikan)

9. Language features

g. Using of adjectives (beautiful, handsome, long hair, etc)

h. Using of certain noun (Atris, doctor, farmer, teacher etc)

i. Using of attributive (the, his, a, etc).

10. The use of simple present tense.

Verbal:

nominal:

**s+ v1 (s/es) +o**

**s+ is/am/are+complement**

example: Hello, I *am* Mirna Setyawati.

### Miss. Lena






Miss. Lena is a doctor. She has a pointed nose, straight hair and white skin. Miss. Lena is tall, slim and beautiful; she works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her because she is very kindly.

## 12. Learning activities

Activity	Phase	Teacher Activities
Initial activities (11 minutes)	f. Appersepsi  g. Motivation	Connecting students with prior knowledge of what will be learned  Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"> <li>- Provides for the provision of stimulus material on descriptive text.</li> <li>- Before the activity starts, the teacher gives some advice in the form of rules which they must follow:               <ul style="list-style-type: none"> <li>f. Write fast as possible until the teacher says "STOP".</li> <li>g. Write down a topic, but in the form of sentences, not in the form of words - words.</li> <li>h. Do not stop writing. If you do not know what you wrote. Write the phrase "I do not know what I would have written" until you think of something.</li> <li>i. Do not worry about spelling, grammar or punctuation.</li> <li>j. If you do not remember a word in English, write in their own language and continue into English.</li> </ul> </li> <li>- After writing specified time runs out, the teacher said, "STOP". Each student assembles their written.</li> </ul>
Final activity (14 minutes)	h. Reflection	Provide opportunities for students to reflect on what he had done,

		while teachers provide reinforcement
	i. Appraisal	Written text
	j. Assignment	Assign students to create descriptive text about place

### 13. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

### 14. Penilaian

- ) Teknik : Tes tertulis
- ) Instrument : Individual Test
- ) Jenis Intrument : Uraian

### 15. Instrument

Search Information and take one picture about animals, then describe them!

### 16. Assessment aspects

#### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.



## Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 25 Februari 2017

Peneliti

NIS RINA DWIJAYANTI

## LESSON PLAN

<b>Name of School</b>	<b>: MTs. Muhammadiyah Limbung</b>
<b>Subjects</b>	<b>: English</b>
<b>Grade / semester</b>	<b>: VIII.A / 1</b>
<b>Allocated time</b>	<b>: 2x 45 minutes</b>
<b>Meetings</b>	<b>: 4</b>

**Standard competence** : 6. Write  
Expressing meaning in short functional written text and simple essay form, descriptive text in daily life.

**Basic competence** : 6.1 Expressing meaning and generic structure of simple descriptive text with accurately, fluently and acceptable in the context of everyday life.

**Indicators** : 1. Know the definition and types of descriptive text.  
2. Knowing writing descriptive text.  
3. Writing in the form of descriptive text.  
4. The ability of students to write descriptive text about personality.

### 8. Learning objectives

- ) Students may know the definition, purpose and types of descriptive text.
- ) Students can find writing descriptive text.
- ) Students can write in the form of descriptive text.
- ) Students are able to describe an environment of form descriptive text.

### 9. Subject matter

- ) Descriptive text

### 10. Learning methods

- ) Technique: Problem-Based Learning Method

## 11. Teaching Materials

Adjective is used to describe noun (things and people)

For Example:

- ❖ An old car
- ❖ A beautiful girl
- ❖ A rich businesswomen
- ❖ A red chair
- ❖ A flowery shirt

### 3. Fruit

For Example:



List of the words about water melon:

- Round
- Red, yellow
- Sweet.

Describe about fruit above!




It is watermelon, the shapes are big and round the colors are red or yellow. The flesh is soft, juicy, and sweet. The fruit which is easy to find and relatively cheap can be found locally, in fact contain much nutrition which is good for our health.

## 12. Learning Activities

Activity	Phase	Teacher Activities
Initial activities (11 minutes)	c. Appersepsi  d. Motivation	Connecting students with prior knowledge of what will be learned  Inform students writing skills benefit
Core Activities (Exploration) (60 minutes)		<ul style="list-style-type: none"> <li>- Provides for the provision of stimulus material on descriptive text.</li> <li>- Before the activity starts, the teacher gives some advice in the form of rules which they must follow:               <ul style="list-style-type: none"> <li>f. Write fast as possible until the teacher says "STOP".</li> <li>g. Write down a topic, but in the form of sentences, not in the form of words - words.</li> <li>h. Do not stop writing. If you do not know what you wrote. Write the phrase "I do not know what I would have written" until you think of something.</li> <li>i. Do not worry about spelling, grammar or punctuation.</li> <li>j. If you do not remember a word in English, write in their own language and continue into English.</li> </ul> </li> <li>- After writing specified time runs out, the teacher said, "STOP". Each student assembles their written.</li> </ul>
Final activity (15 minutes)	d. Reflection	Provide opportunities for students to reflect on what he had done,

		while teachers provide reinforcement
	e. Appraisal	Written text
	f. Assignment	Assign students to create descriptive text about place

### 13. Sumber belajar

-  Buku Teks yang relevan
-  Internet
-  Gambar-gambar yang relevan

### 14. Penilaian

- ) Teknik : Tes tertulis
- ) Instrument : Individual Test
- ) Jenis Intrument : Uraian

### 15. Instrument

Search Information and take one picture about animals, then describe them!

### 16. Assessment aspects

#### Organization

Score	Criteria
6	Highly organized; clear progression of ideas well linked; like educated native writer.
5	Material well organized; links could occasionally be clearer but communication not impaired.
4	Some lack of organization; re-reading required for clarification of ideas.
3	Little or no attempt at connectivity, though reader can deduce some organization.
2	Individual ideas may be clear, but very difficult to deduce connection between them.
1	Lack of organization several that communication is seriously impaired.

## Vocabulary

Score	Criteria
6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5	Occasionally uses inappropriate term or rely on circumlocutions, expression of ideas hardly impaired.
4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Limbung, 7 Maret 2017

Peneliti

NIS RINA DWIJAYANTI

**APPENDIX 6.a**

**Data of Pre-test and Post-test of Experimental Group**

**1. The Row Score of Students' Pre-test In Experimental group**

SAMPLE	Pre-Test Experimental Class (VIII.A)		TOTAL	X <sub>1</sub>	X x 10	X <sub>1</sub> <sup>2</sup>
	DESCRIPTIVE TEXT					
	Organization	Vocabulary				
S – 1	5	5	10	5	50	2500
S – 2	3	4	7	3.5	35	1225
S – 3	5	4	9	4.5	45	2025
S – 4	3	3	6	3	30	900
S – 5	3	3	6	3	30	900
S – 6	2	2	4	2	20	400
S – 7	2	2	4	2	20	400
S – 8	3	3	6	3	30	900
S – 9	2	2	4	2	20	400
S – 10	4	3	7	3.5	35	1225
S – 11	2	2	4	2	20	400
S – 12	3	3	6	3	30	900
S – 13	2	2	4	2	20	400
S – 14	3	4	7	3.5	35	1225
S – 15	2	2	4	2	20	400
S – 16	3	2	5	2.5	25	625
S – 17	3	3	6	3	30	900
S – 18	3	3	6	3	30	900
S – 19	4	2	6	3	30	900
S – 20	4	4	8	4	40	1600
S – 21	2	2	4	2	20	400
S – 22	3	2	5	2.5	25	625
S – 23	4	2	6	3	30	900

S – 24	3	4	7	3.5	35	1225
S – 25	2	2	4	2	20	400
S – 26	2	2	4	2	20	400
S – 27	3	3	6	3	30	900
S – 28	2	2	4	2	20	400
S – 29	2	3	5	2.5	25	625
S – 30	3	3	6	3	30	900
S – 31	2	2	4	2	20	400
S – 32	3	3	6	3	30	900
S – 33	5	5	10	5	50	2500
S – 34	3	3	6	3	30	900
S – 35	2	2	4	2	20	400
S – 36	2	2	4	2	20	400
$\Sigma$	104	100	204	102	1.020	31.400
$\bar{x}$	2,88	2,77			28,33	

### 1. The Row Score of Students' Post-test In Experimental group

SAMPLE	Pre-Test Experimental Class (VIII.A)		TOTAL	$X_1$	$X \times 10$	$X_1^2$
	DESCRIPTIVE TEXT					
	Organization	Vocabulary				
S – 1	6	6	12	6	60	3600
S – 2	3	4	7	3.5	35	1225
S – 3	6	6	12	6	60	3600
S – 4	5	6	11	5.5	55	3025
S – 5	6	6	12	6	60	3600



<b>S – 6</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 7</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 8</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>5.5</b>	<b>55</b>	<b>3025</b>
<b>S – 9</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 10</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 11</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>3025</b>
<b>S – 12</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>3025</b>
<b>S – 13</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 14</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>4.5</b>	<b>45</b>	<b>2025</b>
<b>S – 15</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>4.5</b>	<b>45</b>	<b>2025</b>
<b>S – 16</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3.5</b>	<b>35</b>	<b>1225</b>
<b>S – 17</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>3.5</b>	<b>35</b>	<b>1225</b>
<b>S – 18</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 19</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 20</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>3025</b>
<b>S – 21</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>3025</b>
<b>S – 22</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 23</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 24</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 25</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3.5</b>	<b>35</b>	<b>1225</b>
<b>S – 26</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 27</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>

<b>S – 28</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 29</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 30</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 31</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3.5</b>	<b>35</b>	<b>1225</b>
<b>S – 32</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>3025</b>
<b>S – 33</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 34</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 35</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>4.5</b>	<b>45</b>	<b>2025</b>
<b>S – 36</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>x</b>	<b>158</b>	<b>160</b>	<b>318</b>		<b>1590</b>	<b>74.750</b>
<b>x</b>	<b>4,38</b>	<b>4,44</b>			<b>44,16</b>	

**APPENDIX 6.b**

**Data of Pre-test and Post-test of Control Group**

**1. The Row Score of Students' Pre-test In Control Group**

SAMPLE	Pre-Test Experimental Class (VIII.A)		TOTAL	X <sub>1</sub>	X x 10	X <sub>1</sub> <sup>2</sup>
	DESCRIPTIVE TEXT					
	Organization	Vocabulary				
S – 1	4	4	8	4	40	1600
S – 2	3	3	6	3	30	900
S – 3	2	3	5	2.5	25	625
S – 4	3	4	7	3.5	35	1225
S – 5	5	5	10	5	50	2500
S – 6	2	2	4	2	20	400
S – 7	4	3	7	3.5	35	1225
S – 8	4	2	6	3	30	900
S – 9	3	2	5	2.5	25	625
S – 10	2	2	4	2	20	400
S – 11	3	3	6	3	30	900
S – 12	4	2	6	3	30	900
S – 13	4	5	9	4.5	45	2025
S – 14	4	4	8	4	40	1600
S – 15	3	3	6	3	30	900
S – 16	2	2	4	2	20	400
S – 17	2	2	4	2	20	400
S – 18	3	4	7	3.5	35	1225
S – 19	4	4	8	4	40	1600
S – 20	3	4	7	3.5	35	1225
S – 21	3	2	5	2.5	25	625
S – 22	4	3	7	3.5	35	1225
S – 23	4	4	8	4	40	1600

S – 24	2	3	5	2.5	25	625
S – 25	2	2	4	2	20	400
S – 26	2	2	4	2	20	400
S – 27	5	5	10	5	50	2500
S – 28	2	2	4	2	20	400
S – 29	2	2	4	2	20	400
S – 30	2	2	4	2	20	400
S – 31	3	2	5	2.5	25	625
S – 32	4	4	8	4	40	1600
S – 33	2	4	6	3	30	900
S – 34	3	3	6	3	30	900
S – 35	4	3	7	3.5	35	1225
S – 36	5	5	10	5	50	2500
x	113	111	224	112	1120	37.900
x	3,13	3,08			31,11	

## 2. The Row Score of Students' Post-test In Control Group

SAMPLE	Pre-Test Experimental Class (VIII.A)		TOTAL	X <sub>1</sub>	X x 10	X <sub>1</sub> <sup>2</sup>
	DESCRIPTIVE TEXT					
	Organization	Vocabulary				
S – 1	5	5	10	5	50	2500
S – 2	5	5	10	5	50	2500
S – 3	4	4	8	4	40	1600
S – 4	4	4	8	4	40	1600
S – 5	6	6	12	6	60	3600
S – 6	4	3	7	3.5	35	1225
S – 7	4	3	7	3.5	35	1225
S – 8	3	3	6	3	30	900
S – 9	4	3	7	3.5	35	1225

<b>S – 10</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 11</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 12</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 13</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 14</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 15</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 16</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 17</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 18</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 19</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>50</b>	<b>2500</b>
<b>S – 20</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>20</b>	<b>1600</b>
<b>S – 21</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 22</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 23</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 24</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>4.5</b>	<b>45</b>	<b>2025</b>
<b>S – 25</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 26</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 27</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 28</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 29</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>3.5</b>	<b>35</b>	<b>1225</b>
<b>S – 30</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 31</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 32</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>900</b>
<b>S – 33</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 34</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>1600</b>
<b>S – 35</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>60</b>	<b>3600</b>
<b>S – 36</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>3.5</b>	<b>35</b>	<b>1225</b>
<b>x</b>	<b>140</b>	<b>140</b>	<b>280</b>	<b>140</b>	<b>1400</b>	<b>57.150</b>
<b>x</b>	<b>3,88</b>	<b>3,88</b>			<b>38,89</b>	

## APPENDIX 7.a

### Calculation of Test

#### 1. The Mean Score of Experimental Group and Control Group

##### a. Experimental Group

###### 1) Pre-test

$$X_1 = \frac{X}{N}$$

$$X_1 = \frac{1020}{36}$$

$$X_1 = 28,33$$

###### 2) Post-test

$$X_1 = \frac{X}{N}$$

$$X_1 = \frac{1590}{36}$$

$$X_1 = 44,16$$

##### b. Control Group

###### 1) Pre-test

$$X_2 = \frac{X}{N}$$

$$X_2 = \frac{1120}{36}$$

$$X_2 = 31,11$$

## 2) Post-test

$$X_1 = \frac{X}{N}$$

$$X_1 = \frac{1400}{36}$$

$$X_1 = 38,89$$

## 2. The improvement of students' writing skill in organization and vocabulary

### a. Experimental Group

#### 1) Organization

$$P = \frac{X - X_1}{X_1} \times 100$$

$$P = \frac{4,3 - 2,8}{2,8} \times 100$$

$$P = \frac{1,5}{2,8} \times 100$$

$$P = 52,08\%$$

#### 2) Vocabulary

$$P = \frac{X - X_1}{X_1} \times 100$$

$$P = \frac{2,4 - 2,7}{2,7} \times 100$$

$$P = \frac{1,6}{2,7} \times 100$$

$$P = 60,29\%$$

**b. Control Group**

**1) Organization**

$$P = \frac{X - X_1}{X_1} \times 100$$

$$P = \frac{3,8 - 3,1}{3,1} \times 100$$

$$P = \frac{0,7}{3,1} \times 100$$

$$P = 23,96\%$$

**2) Vocabulary**

$$P = \frac{X - X_1}{X_1} \times 100$$

$$P = \frac{3,8 - 3,0}{3,0} \times 100$$

$$P = \frac{0,8}{3,0} \times 100$$

$$P = 25,97\%$$

**3. The improvement of students' writing skill in organization and vocabulary**

**a. Experimental Group**

$$P = \frac{X - X_1}{X_1} \times 100$$

$$P = \frac{4,1 - 2,3}{2,3} \times 100$$

$$P = \frac{1,8}{2,3} \times 100$$

$$P = 55,89\%$$



**b. Control Group**

$$P = \frac{X - X_1}{X_1} \times 100$$

$$P = \frac{3,8 - 3,1}{3,1} \times 100$$

$$P = \frac{7.7}{3,1} \times 100$$

$$P = 25\%$$

**4. T-test value on post-test**

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned} SS_1 &= \sum x^2 - \frac{(\sum x_1)^2}{n_1} \\ &= 74.750 - \frac{1^2}{3} \\ &= 74.750 - \frac{2}{3} \\ &= 74.750 - 70.225 \\ &= 4525 \end{aligned}$$

$$\begin{aligned} SS_2 &= \sum x^2 - \frac{(\sum x_2)^2}{n_2} \\ &= 57.150 - \frac{1^2}{3} \\ &= 57.150 - \frac{1}{3} \\ &= 57.150 - 54.444,44 \\ &= 2705,56 \end{aligned}$$

$$\begin{aligned}
t &= \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
&= \frac{44,16 - 38,89}{\sqrt{\left(\frac{4525 + 2705,56}{36 + 36 - 2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
&= \frac{5,27}{\sqrt{\left(\frac{7230,56}{70}\right)\left(\frac{2}{36}\right)}} \\
&= \frac{5,27}{\sqrt{103,29}(0,05)} \\
&= \frac{5,27}{\sqrt{5,16}} \\
&= \frac{5,27}{2,27} \\
&= 2,321
\end{aligned}$$

The value of t-table:

$$= 0,05$$

$$df = n_1 + n_2 - 2$$

$$= 36 + 36 - 2$$

$$= 70$$

## APPENDIX 8. DOCUMENTATION

### A. Documentation of Class VIII.A (Experimental Group)



## **CURRICULUM VITAE**



NIS RINA DWIJAYANTI is the second child of marriage H. Muchlis Abdullah and Hj. Bungati. She was born on December 06<sup>th</sup>, 1993 in Belopa. She has two brothers. She graduated her Elementary school in 2006 at SDN 22 Belopa,

In the same year she continued her study at SMPN 3 Belopa and graduated in 2009. She then registered in Senior High school, SMAN 1 Belopa and graduated in 2012. In 2012, she accepted at English Department of FKIP Muhammadiyah University of Makassar.