THE EFFECTIVENESS OF USING PICTURE WEBLOG TOWARD STUDENTS' TO TEACH WRITING TEXT AT THE TENTH GRADE OF SMA N 1 SAMBUNGMACAN IN THE ACADEMIC YEAR OF 2017/2018 (AN EXPERIMENTAL RESERCH)

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in

English Education Department

By:

JIHAD FII SABILILLAH BAHARI DIRGANTARA

SRN. 133221018

ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

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ADVISOR SHEET

Subject   : Thesis of Jihad Fii Sabilillah Bahari Dirgantara
SRN   : 13.32.2.1.018

To:
The Dean of Islamic Education,
and Teacher Training Faculty
IAIN Surakarta
In Surakarta

Assalamu'alaikumWr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of :

Name : Jihad Fii Sabilillah Bahari Dirgantara

SRN   : 13.32.2.1.018

Title   : The Effectiveness of Using Picture Weblog Toward Students' to Teach Writing Text at The Tenth Grade of SMA N 1 Sambungmacan in The Academic Year of 2017/2018.
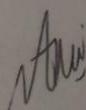
It has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqosyah*) to gain Undergraduate Degree in English Education Department.

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Wassalamu'alaikumWr. Wb.

Surakarta, Januari   , 2018
Advisor,

Novianni Angraini, M.Pd
NIP. 19830130 201101 2 008

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RATIFICATION

This is to certify the Undergraduate degree thesis entitled *"The Effectiveness of Using Picture Weblog Toward Students' to Teach Writing Text at The Tenth Grade of SMA N 1 Sambungmacan in The Academic Year Of 2017/2018"* by Jihad Fii Sabilillah Bahari Dirgantara has been approved by the Board of Thesis Examiners as the requirements for the Undergraduate degree in English Education Department.

Chairman   : Muntaha, M.Pd.   (................)

               NIP. 19850221 201503 1 003

Secretary   : Novianni Anggraini, M.Pd.   (................)

               NIP. 19830130 201101 2 008

Main Examiner : Dr. Imroatus Solikhah, M.Pd   (................)
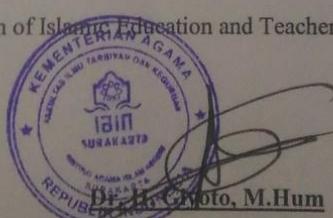
               NIP. 19770316 200912 2 002

Surakarta, January 28th 2018

Approved by

The Dean of Islamic Education and Teacher Training Faculty

Dr. H. Giyoto, M.Hum

NIP. 19670224 200003 1 001

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DEDICATION

This thesis is dedicated to:

1. My beloved parent (Suwono and Sri Sudarti)

2. My beloved brother (Annis and Habibie)

3. My thesis advisor (Novianni Anggraini, M.Pd.)

4. *Kos Kandang Macan* (Syamsuri, Syukron, Dul, Dani, Aji, Zahid, Anang, Galih)

5. My beloved friends of Alien Class of English Education Department

6. My Almamater IAIN Surakarta

MOTTO

Karena sesungguhnya sesudah kesulitan itu ada kemudahan

(Q. S. Al Insyirah (94) 5-6)

Bersikaplah kukuh seperti batu karang yang tidak putus-putusnya dipukul ombak.

Ia tidak saja tetap berdiri kukuh, bahkan ia menentramkan amarah ombak dan

gelombang itu. (Marcus Aurelius)

PRONOUNCEMENT

Name   : Jihad Fii Sabilillah Bahari Dirgantara

SRN   : 13.32.2.1.018

Study Program   : English Education

Faculty   : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled *"The Effectiveness of Using Picture Weblog Toward Students' to Teach Writing Text at The Tenth Grade of SMA N 1 Sambungmacan in The Academic Year Of 2017/2018"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

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Surakarta, Janiary 2018

Stated by,

Jihad Fii Sabilillah Bahari Dirgantara
SRN. 13.32.2.1.018

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   The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, January 20th 2018

The researcher,

Jihad Fii Sabilillah Bahari Dirgantara

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ABSTRACT

Jihad Fii Sabilillah Bahari Dirgantara. 2018. *The Effectiveness of Using Picture Weblog Toward Students' to Teach Writing Text at The Tenth Grade of SMA N 1 Sambungmacan in The Academic Year Of 2017/2018*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisor   : Novianni Anggraini, M. Pd.

Key words   : Weblog , Picture Media, Writing text, Descriptive text.

The objectives of this research is to know (1) the significant differences of students writing on descriptive text between the students who are taught by using Picture Weblog and those who are taught by using Picture Media at the tenth grade of SMA N 1 Sambungmacan in academic year 2017/2018.

This research used a Quasi Experimental Research design with Pre-test and Post-test. The research was carried out at SMA N 1 Sambungmacan in November 2017. Here, the researcher took the data from the first semester students of X MIA 3 and X MIA 4 as the sample of research. Class X MIA 3 was an experimental group and class X MIA 4 as a control group. Each classes consisted of 25 students. Dealing with the research instrument of collecting the data, the researcher used tests of pre-test and post-test. It was conducted before and after treatment. To analyse the data, the researcher applied the t-test.

The result of the research showed that the students' average who were taught by Picture Weblog had significant score than who were taught by using Picture Media. It could be proved from the score result of t-test (5.702) which was higher than t-table (1.71) with degree of freedom 48 and level of significance 0.05. The students' score taught by using Picture Weblog were 76.00, higher than those who were taught by using Picture Media; 70.77. It meant that the students who were taught by using Picture Weblog had better writing descriptive text than those who were taught by using Picture Media. English teacher should use Picture Weblog in order to improve students writing text. It was created a good circumstance during teaching and learning in order to make students comfort and enjoy it.

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CHAPTER I
INTRODUCTION

A. **Background of The Study**

Writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Oshima & Hogue (1997:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections.

Writing involves communicating a message with a sign or symbol on a page (Spratt, 2005:26). It needs to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that have to be developed by students because it is very important for the academic context, business and the relationship with others in the world.

Harmer (2007:112), "Writing for writing, on the other hand, is directed at developing the students' skills as writers." In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be in teaching and learning English language, writing is important to support other skill from English language.

Writing is very important in teaching and learning English. Braine and Claire (1996:60), "writing clear sentence requires you to learn the rules of

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English grammar and mechanic such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation". Fauziati (2010:45) state that writing is the most difficult skill to master for foreign language learners. The students have difficulties in transferring ideas from native language into target language. So writing is very important in teaching and learning English because writing was considered much too difficult and writing is important to transfer one's opinion with others. In writing all elements of language skills should be really concentrated in order to get really good results. Sometimes students can speak well, but they cannot write in writing, and this is needed to fulfill the four English language skills. Because writing skills are more complex and difficult to teach, in the roughing requires mastery of not only grammatical and theoretical tools but also conceptual and judgments.

In this case, the researcher believes that the activities in blogging are suitable to improve writing skill. Ward (2004: 14) expresses the place of blog in writing instruction. Blogs are a timely arrive which can fulfill many of needs identified for the effective teaching of writing. Blogs provide genuine audience, are authentically communicative, process driven, peer reviewed, and unusual context and offers a completely new form with unchartered creative potential.

Guttler (2011), blog is something rather simple; it is a type of website usually arranged in chronological order from the most recent "post" at the top of the main page to older entries toward the bottom. Blogs are, usually, written by one person and are updated regularly. They are often written on a

particular topic – there are blogs on virtually any topic someone can bring to mind. From photography, to spirituality, to recipes, to personal diaries to hobbies – blogging has as many applications and varieties as it can be imagined. Whole blog communities have sprung up around some of these topics putting people in contact with each other in relationships where they can learn, share ideas, make friends with and even do business with people who have similar interests from around the world.

Lujan and Juana (2006: 04) stated that the advantages of weblog from internet technology, weblog has its own advantages that can be translated into real benefits for the user, as follows: Weblog easy to manage and manage different from other technology and make it easier to publish all kinds of resources (text, images, video, etc.) when compared to traditional web publishing. Weblog allows instant publishing with just one click: weblogs are easy to create and maintain compared to traditional web pages. Weblog can be updated easily, from anywhere without having to worry about FTP connections, web authoring software, etc. Although there are many advantages in weblog but there are also many disadvantages in weblog, according to Lujan and Juana (2007: 05) weblog have many barrier that is: teacher may have difficulties in assessing student participation in blog. There are several indicators to note: group grading, individual posting, post quality, etc., as well as subjectivity and qualitative appreciation. The use of technology-based tools may be another barrier. It could be, for example the lack of computers, difficult access to the internet. If his blog is public, he may suffer from troll infestations, people who deliberately try to cause interference

by posting disruptive, insulting, inaccurate, inaccurate, or off topic messages in order to provoke reactions from others.

Wu (2004) there are many advantages for using blogs in an EFL Writing, such as: (a) it is very easy to design and maintain; (b) teachers can access and create, edit, assign homework, and review materials in a very organized way and in chronological order; (c) blogs can promote exploration of websites in English, once the teacher can be able to place links to their source websites and students can have the chance to read articles; (d) with the automatic date stamping function, both teachers and students are able to know clearly when assignments are turned in; (e) most students will write more carefully if they know that they are going to publish their articles online for authentic readers who may comment on their postings.

There are some methods can be applied in teaching learning activities. One of the method often used is discussion method. Damien & Gillet (2011) say that discussion methods are very versatile. Teachers can vary their use to achieve several different learning objectives while pictures media is a sketch of objects visualized in a surface of paper, board, wall, etc. In teaching media, it belongs to visual aid. Wright (1989) states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

There are some researches which have been conducted research about writing skill and weblog. The previous study of weblog media was conduced by Nurita Wulandari (2016) entitled The Effectiveness of Blog on Students'

Writing of Narrative Text (A Pre-experimental Study at Tenth Year Student of SMA N 3 Tangerang Selatan). The result showed that Tvalue was 3.989 and degree of freedom (df) is 35. in the table of significance 5% the value, the value significance was 1.690 (Ttable). Comparing those values, the result was 3.989 > 1.690. So in conclusion, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (H0) was rejected. Therefore, there was effectiveness of blog to on student's writing of narrative text at tenth year of SMAN 3 Tangerang Selatan.

SMA N 1 Sambungmacan is a senior high school in district Sambungmacan, Sragen. This school implemented curriculum 2013. During the pre-observation, the researcher found that the teacher used text book as media in the teaching learning process. She also used grammar translation method to teach English in daily lesson. The teacher was also monotonous during the implementation of the method used. It made the teaching learning activities were being less interactive.

The research conducted the research at the tenth grade of SMA N 1 Sambungmacan. The researcher also found some students' difficulties at tenth grade of SMA N 1 Sambungmacan. The students had many problems in effective writing. The students could not enjoy writing activity; the students had not idea about what they write in descriptive text. The students were also difficult in mastering grammar. The teacher did not have media to teaching writing because language laboratories in poor condition.

In this research, the researcher tried to test the effectiveness of use of Weblog. As the advantages of weblog stated above, the researcher would

conduct weblog as teaching writing media. Weblog as online picture would be implemented in experimental class, while the media used in the control class was printed pictures media. The researcher would use discussion method in teaching writing to the experimental class and control class.

Based on this explanation, the researcher would like to conduct the research with title "The Effectiveness of Using Picture Weblog to Teach Writing Text at the Tenth Grade of SMA N 1 Sambungmacan in the Academic Year of 2017/2018".

B. Identification of Problems

Based on the background above, the researcher identifies some problem as follows:

1. The students cannot enjoy writing activities in the class
2. The students' are difficulty writing text.
3. The teachers do not have interesting media to teach writing in the class.

C. Limitation of The Study

The limitation in this study focused on teaching writing descriptive text using picture weblog in experimental class and using picture media in control class at tenth grade students of SMA N 1 Sambungmacan and the study focused on the effectiveness of using picture weblog on students' ability in writing of tenth grade students at SMA N 1 Sambungmacan.

D. Problem Statement

Based on the background of the study, the research problem statement are: "Is picture weblog media effective for teaching writing at the tenth grade students' of SMA N 1 Sambunngmacan in the academic years of 2017/2018?"

E. The Objective of the Study

Based on the background of study and research problems above, the purpose of the study can be formulated as follows: To know the effectiveness of weblog through student achievement before and after being taught by using picture weblog of class X student SMA N 1 Sambungmacan.

F. Benefit of The Study

The result of this research is expected to give benefit both theoretically and practically:

1. Theoretical Benefits

   a. Giving description about the effectiveness of Weblog in teaching learning process of writing.

   b. Giving facilitate other researchers as a reference in conducting further studies in using Weblog.

2. Practical Benefits

   a. For teachers

   For the teacher, they can selective media to teaching of writing skill.

b. For students

The students can improve their ability in writing skill by using weblog.

c. Other research on the reading comprehension

The result of this study can help other researchers as a reference in conducting further studies in using the Weblog.

G. Definition of Key Terms

1. Writing

According to Nunan (2003:88) writing is the process of thinking to invent ideas, thinking about how to express into good writing, arranging the ideas into statement and paragraph clearly.

2. Weblog

According to Campbell (2003) weblog is online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to easily do so. Users can extend their ability to customize the layout of their blog and even add pictures to enhance its attractiveness.

3. SMA N 1 Sambungmacan

SMA N 1 Sambungmacan is senior high school in district Sambungmacan, Sragen. SMA N 1 Sambungmacan has facility to teaching learning process, language laboratory, computer laboratory, science laboratory, cooperation, etc.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review on Writing

1. The Definition of Writing

Writing is one of four skills in English that should be mastered both by the teacher and students. Bryrne (1979:4) states that writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is difficult because more complex and difficult to teach, require and master, writing does not only transfer information to the reader, but also need complex ways and strategies in transferring it. Writing is one of the important skills that have to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill Writing is a connector between the writer and the reader.

Harmer (2004) states that writing belongs to productive skills besides speaking, in which the language users require the ability to produce language both spoken and written. Writing is productive skills; it is one of the four language skills, reading, listening, speaking, and writing. Writing is focused on how to produce language rather than receive. Therefore, writing has several steps to do. Harmer (2001) says that writing is undeniably developed into an instrument that helps human communicate with one another quickly and easily.

Richards and Renandya (2002) say that writing is the most difficult skill master for English learners. The difficulty lies not only in create and organize ideas, but also translate these ideas into easy to read text. This view is also supported by Bashyal (2009), which assumes that the writing is complex tasks that require skills such as mastering vocabulary, Grammar, and set the text. So good writing must go through several stages in the process. Authors must find ideas in their writing first to write good compositions in phrases, sentences and paragraphs. This is very important in their writing because writing requires ideas they really like. When they write what they like, they may try to write well. At a later stage, they should focus on the correct grammar patterns, spelling and punctuation and vocabulary. As a result, writing is often accepted as the last skill gained in language.

2. Purpose of writing

Furthermore, Brookes and Grundy (2000: 3) state that the purposes of writing for each person are different. However, the main purpose of writing is to deliver a message through the writing product to the readers. In line with the statement, Hyland (2003: 23) mentions the purposes of writing as follows:

1) To express the writer's feeling

The writer wants to express his feeling and thought through the written forms, as in a diary or a love letter. It is what is so called as the expressive writing.

2) To entertain the readers

The writers intend to entertain the readers through the written forms and they usually use the authentic materials. It is called as the literary writing.

3) To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

The writers want to persuade or convince the readers about their opinions or concepts or ideas. It is called as the persuasive writing.

On a personal level, the authors use their writing to make notes on something, such as shopping lists, diaries, and illustrating things. They are also used to noting things to remember. Their writing is also used to send messages in the form of letters, descriptions, and various types of writing to convey messages from one to another.

3. **Types of writing**

Brown (2004) states that there are four types of writing: imitative writing, Dictation, Guided writing and Controlled writing. According to (Amanda Morin, School-age Children expert), there are four types of writing style as follows:

1) Narrative

Narrative writing is the type of writing that tells a story. Thought it's most commonly used when your child is asked to write a personal

essay (along the lines of what I did to celebrate the holidays), this type of writing can also be used for fictional stories, plays or even plot summarization of a story your child has read or intends to write. Narrative writing typically uses the first person.

2) Descriptive

Descriptive writing is used to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe that upon which your child is focused. For example, if your child is asked to write about his favorite ride at an amusement park, his writing will not only tell the name of the ride and what it looks like, but also describe the sensation of being on it and what that experience reminds him of.

3) Expository

Expository writing is to-the-point and factual. This category of writing includes definition, instructions, directions and other basic comparisons and clarification. Expository writing is devoid of descriptive detail and opinion.

4) Persuasive

Persuasive writing is a more sophisticated type of writing to which your child will introduced around fourth grade. It can be thought of as a debate in writing. The idea is to express an opinion or to take a stance about something and then to support that opinion or to take a stance about something and the support that opinion is a way that convinces the reader to see it the same way. Persuasive writing is

often in essay form, contain s an explanation of the other point of view and uses facts and/or statistic to disprove that view and support your child's opinion.

4. Process of writing

According to Harmer (2004 : 05), there are four elements in the process of writing, namely planning, drafting, editing (reflecting and revising), and producing a final version. The explanation is as follows.

1) Planning

In the planning process, writers try and decide what it is they are going to write. They also have to think about three main issues. In the first place they have to consider the purpose of the writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. In the second place, they have to take into account the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language.

Richards and Renandya (2002) add some activities in the planning process. The first activity is group brainstorming. In group brainstorming, group members are allowed to spew out all of the ideas. The students are totally free to put out all of the ideas because there is no right for the wrong answers. Some teachers in English language learning sometimes use clustering to get the topic. Here, the teachers provide some word stimuli and then the

students form words related to those word stimuli. The words are circled and then linked by lines to show discernible clusters. Another way to brainstorm the writers' ideas is through rapid writing. In rapid free writing, the students write down single words and phrases about a topic freely and rapidly in 1 or 2 minutes. The time limit keeps the students' minds ticking and thinking fast. The last activity is wh-questions. In this activity, students generate who, why, what, where, when, and how questions about the topic. More such questions can be asked of answers to the first staring of wh-questions.

2) Drafting

Johnson (2008 : 179) defines drafting as the writers' first attempt to capture the ideas on paper. In this stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The writing is not finished yet and that can still be changed.

3) Editing (reflecting and revising)

Richards and Renandya (2002) suggest some simple checklists to alert students to some of the common surface errors. They are about the using of tenses, concord, verb form, preposition, article pronoun, and avoiding of fragments. In line with this, Nation (2009) emphasizes that editing not only involves going back over the writing and making changes to its grammatical and vocabulary

correctness, and appropriateness, but also to its organization, and style.

4) Producing a final version

After the process of editing the written text is done, the text can be changed based on the editing to make the better text if it is necessary. Then, it is the final version. This final version may be different with the plan and also the draft because things have changed in the editing process.

The process of writing is recursive (Harmer, 2004: 05-06). It means that the student writers are very possibly to re-plan, re-draft, and re-edit. Even when student writers already get to the final draft, they may find that they can change their mind to re-plan, re-draft, or re-edit. Accordingly, Harmer (2004) also represents a writing process as a process wheel. The figure of process wheel is as follows.
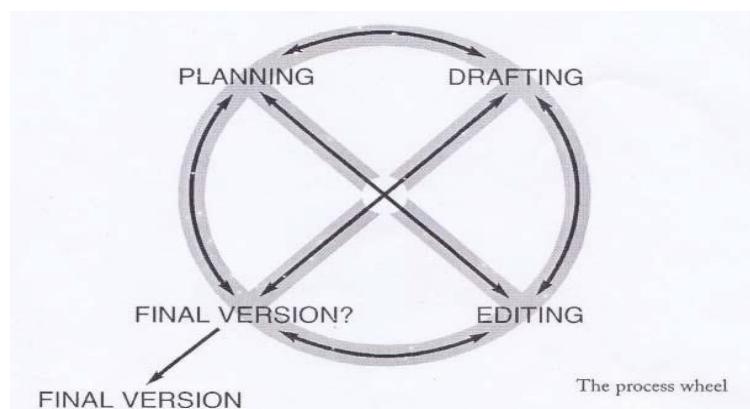
Figure 2.1. The Process Wheel

In the above process wheel, there are many directions that arbiters can take either travelling backwards or forwards around the rim or going up and down the wheel's spoke. The process writing also

can back to the planning, drafting, or editing process though the writer already produces the final draft.

From the definition above, it can be concluded that the process of writing consists of planning, drafting, editing, and producing a final version. Since the current approach in teaching writing is process approach, it is important not to see writing as a product anymore but more pay attention to the process of the writing. By considering the process of the writing, the student writers have advantages to re-plan, re-draft, and re-edit their writing because the process of writing is recursive.

5. Teaching writing

Writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Therefore, based on the explanation above, there are several approaches to teaching writing that are presented by (Raimes, 1983) as follows :

1) The Controlled to Free Approach

The controlled to free approach in is sequential: students are first given sentence exercise, the paragraphs to copy or manipulate grammatically by changing questions to statement, present to past, or plural to singular. They might also change words to clauses or combine sentence. With these controlled

composition, it is relatively easy to for students write and yet avoid errors, which makes error collection easy. Students are followed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

2) The Free-Writing approach

This approach stresses writing quality rather than quality. Teachers who use this approach assign vast amounts of free writing on given topic with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for "audience" and "content" are seen as important in this approach.

3) The Paragraph Pattern Approach

Instead of accuracy of grammar of fluency of content, the paragraph pattern approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled

sentences into paragraphs order. They identify general and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

4) The Grammar Syntax Organization Approach

This approach stresses on simultaneous work on more than one compositing feature. Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, students should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey massage.

5) The Communicative Approach

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life. Traditionally, the teacher alone has been the audience for students writing, but some feel that writers do their best when writing is truly a communicative act, with a writer of writing for a real reader. As such, the readership may be extended to classmate and pen pals.

6) The Process Approach

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicative their own ideas. Teachers who use this approach give students time to tray ideas and feedback on the content of what they write in their draft. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them.

Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topic and genres, and writing form their own experiences or observations. A writing process approach requires that teacher give student's greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

6. **Designing assessment tasks**

According to Brown (2004) design assessment tasks divided into two design of writing, they are:

a. *Imitative Writing*

1) Tasks in [Hand] Writing Letters, Words, and Punctuation.

It aims to increase the use of personal and laptop computers and handheld instruments for creating written symbols. Handwriting has the potential of becoming a lost art

as even very young children are more and more likely to use keyboard to produce writing. Hand writing remains a skill of paramount importance within the larger domain of language assessment.

a) Copying

There is nothing innovative or modern about directing a test-taker to copy letters or words

b) Listening cloze selection tasks

The test sheet provides a list of missing words from which the test-taker must select.

c) Picture-cued tasks

The test-taker will be displayed a poster or picture such as car, cat, watermelon, or pen, and they are asked to write the word that picture represents.

d) Form completion tasks

A variation on pictures is the use of a simple form (registration, application, etc.) that asks for name, address, phone number, and other data.

e) Converting numbers and abbreviation to words.

In this test, the test-takers are asked to write down abbreviation such as numbers, hours of the day, dates, or schedules into words. This task can serve as a reasonably reliable method to stimulate handwritten English.

2) Spelling Tasks and Detecting Phoneme - Grapheme Correspondences.

A number of task types are in popular use to assess the ability to spell words correctly and to process phoneme-grapheme correspondences.

a) *Spelling tests*

In a traditionally, old-fashioned spelling test, the teacher dictates a simple list of words, one word at a time followed by the word in a sentence, repeated again, with a pause for test-takers to write the word. Scoring emphasizes correct spelling.

b) *Picture-cued tasks*

Pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. Items are chosen according to the objectives of the assessment, but this format is an opportunity to present some challenging words and words pairs: *boot/book, read/reed, bit/bite, etc.*

c) *Multiple-choice techniques*

Presenting words and phrases in the form of a multiple choice task risks crossing over into the domain of assessing reading, but the items have a follow-up writing component.

d) *Matching phonetic symbols*

If the test-takers have been familiar with the phonetic alphabet, they could be shown phonetic symbols and asked to write the correctly spelled word alphabetically.

b. *Intensive Writing*

1) Dictation and Dicto-Comp

Dictation is an assessment of the integration of listening and writing. It is simply the retention in writing of what one hears aurally, so it could be classified as an imitative type of writing, especially since a proportion of the test - taker's performance centers on correct spelling.

2) Grammatical transformation tasks (practical, reliable)

Even though it is an old technique in assessing writing, but it has positive side; grammatical transformation tasks are easy to administer and are therefore practical, quite high in score reliability, and arguably tap into knowledge of grammatical forms that will be performed through writing. Numerous versions of the task are possible: Change the tenses in a paragraph, the statements to *yes/no* or *wh-* questions, the question into statements, combine two sentences into one using a relative pronoun, and change from active to passive voice.

3) Picture-Cued tasks

The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead an on verbal means to stimulate written responses. Numerous types of this task are:

a) Short sentences a drawing of some simple action is shown: the test-taker writes a brief sentence.

b) Picture description in this test, the teacher will show a picture to the students and then ask them to describe the picture.

c) Picture sequence description, a sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. The picture must be simple and unambiguous because an open-ended task at the selective level would give test takers too many options.

4) Vocabulary Assessment Tasks

Most vocabulary study is carried out through reading. A number of assessments of reading recognition of vocabulary are multiple-choice technique, matching, picture-cued identification, cloze techniques, guessing the meaning of a word in context. The major techniques used to assess vocabulary are defining and using a word in a sentence.

5) Ordering Tasks

In this kind of test, the teacher gives scrambled sets of words to the students and then asks the students to reorder the scrambled sets of the words into a correct sentence.

6) Short-answer and Sentence Completion Tasks

In this case, the test-takers are asked to write short-answer and complete sentences.

c. *Responsive and Extensive Writing.*

1) Paraphrasing

The initial step in teaching paraphrasing is to ensure that learners understand the importance of paraphrasing: to say something in one's own words, to avoid plagiarizing, to offer some variety in expression.

2) Guided Question and Answer

Another lower-order task in this type of writing is a guided question and answer format in which the test administrator poses a series of question that essentially serve as an outline of the emergent written test.

3) Paragraph Construction Tasks

Assessment of paragraph development takes on a number of different forms:

a) *Topic sentence writing.* These tasks there of consists of: specifying the writing of a topic sentence, scoring

points for its presence or absence, and scoring and/or commenting on its effectiveness is stating the topic.

b) *Topic development within a paragraph.* Four criteria are commonly applied to assess the quality of a paragraph: the clarity of expression of ideas, the logic of the sequence and connections, the cohesiveness or unity of the paragraph, the overall effectiveness or impact of the paragraph as a whole.

c) *Development of main and supporting ideas across paragraphs.* The elements which can be considered in evaluating this kind of task are: addressing the topic, main idea, or principal purpose, organizing and developing supporting ideas, using appropriate details to under grid supporting ideas, showing facility and fluency in the use of language, demonstrating syntactic variety.

4) Strategic Option.

Developing main and supporting ideas is the goal of the writer attempting to create an effective text. A number of strategies are commonly taught to second language writer to accomplish their purposes. Aside from strategies of free-writing, outlining, drafting, and revising, writers need to be aware of the task that has been demanded and to

focus on the genre of writing and the expectations of the genre.

a) *Attending to task*

In responsive writing, the context is seldom completely open-ended: a task has been defined by the teacher or test administrator, and the writer must fulfill the criterion of the task. Even in extensive writing of longer texts, a set of directives has been stated by the teacher or is implied by the conventions of the genre. Four types of tasks are commonly addressed in academic writing courses: compare/contrast, problem/solution, pros/cons, and cause/effect.

Depending on the genre of the text, one or more of these task types will be needed to achieve the writer's purpose. Assessment of the fulfillment of such tasks could be formative and informal, but the product might also be assigned a holistic or analytic score.

b) *Attending to genre*

Assessment of the more common genres may include the following criteria, along with chosen factors from the list in item of main and supporting ideas. That are Reports, Summaries of Readings/Lecture/Videos, Responses to Readings/Lecture/Videos, Narration, Descriptive, Persuasion/Argument, and Exposition,

Interpreting Statistical, Graphic or Tabular Data, Library Research Report.

7. **Scoring rubrics for writing skills assessment**

According to Weigle in Brown(2004), separate the scoring rubrics for writing skills assessment into three different groups. These groups are generally defined as:

1) Primary Trait Scoring.

In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment.

2) Holistic Scoring

In holistic scale, raters read whole text, and then judge against a rating scale, or scoring rubric, which describes the criteria. Many assessment programs rely on this scale. TOEFL Writing Test is a well-known example of program which uses holistic scale as rating score. By using holistic scale, the raters do not spend much time. However, Weigle (2002) points out some disadvantages of this 23 scale. The first, a single score does not provide much information about writers' ability since it does not have multi-aspects about the specific criteria of writers' writing ability. Second, holistic scores are not always easy to interpret since there may be two or more criteria in the same score.

3) Analytic Scoring

In analytic scoring, there are several aspects of writing provided in single score. The aspects include some features such as content, organization, cohesion, register, vocabulary, grammar, or mechanics. The primary advantage of its scoring that it provides more detailed information about students' writing ability. In addition, analytic scoring can be used by inexperienced raters and itis appropriate to assess second language learners since it gives information to specific aspect of writing. However, since it has single score in different aspects, analytic scoring is regarded more time-consuming assessment though it is more reliable than holistic scoring.

According to Reid (1993: 236- 237) said that indicators of writing skill there are five indicators of writing scoring: organization, content, grammar, mechanics, and vocabulary.

Table 2.1. Analytical Scoring for Students' Writing

No.	Indicators	Score	Criterion	Description
1.	Content: The appropriateness with the title chosen	30- 27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevance to assigned topic.
		26- 22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevance to topic but lacks detail.
		21- 17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
		16- 13	Very Poor	Does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate.
2.	Organization: Paragraph of	20- 18	Excellent to Very	Fluent expression ideas clearly stated/ supported, succinct, well-

	unity, Coherence, and Cohesion		Good	organized, logical sequencing, cohesive
		17- 14	Good to Average	Somewhat choppy, loosely, organized, but main ideas standout, limited support, logical but incomplete sequencing.
		13- 10	Fair to Poor	Not fluent, ideas confused or disconnected, lack logical sequencing and development.
		9- 7	Very Poor	Does not communicative, no organization, or not enough to evaluate
3	Vocabulary: The precision of using vocabulary	20- 18	Excellent to Very Good	Supplicated range, effective word/ idiom, choice and usage, word form mastery, appropriate register
		17- 14	Good to Average	Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured
		13- 10	Fair to Poor	Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
		9- 7	Very Poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
4.	Language use/ Grammar, Tenses and pattern	25- 22	Excellent to Very Good	Effective, complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, and prepositions
		21- 18	Good to Average	Effective but simple construction, minor problems in complex constructions, several errors of agreement tense, number, word order/ function, articles, pronouns, and prepositions but meaning seldom obscured.
		17- 11	Fair to Poor	Major problems in simple/ complex instruction, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, and prepositions and or fragments, run-ons deletion, meaning confused or obscured.
		10- 6	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

		5	Excellent to Very Good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
5.	Mechanics: Spelling and Punctuation	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, illegible or not enough to evaluate.
Total Score		**35-100**		

B. Review of Weblog

a. Definition of weblog

There are many theories of weblog. One of them is stated by Lamshed in Arana (2009), he defines a blog (or weblog) as a web-based spaces for writing. Blogs can be thought of as an online journal where all the writing and editing of information is managed through a web browser or a handheld device. According to Campbell (2003) He stated that blogs can be tought of as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts trough software that enables one to easily do so.

Unlike a standart website, blogs entries are made by typing directly into the browser and with the click of a button are instantly published on the internet. All basic document formatting, like spacing, bold, italics, underline, and creating links, requires no knowledge of

HTML or FTP, so that anyone who can type, copy, and paste can create and maintain blogs. However, with a very basic knowlege of HTML, users can extend their ability to customize the lay out of their blog and even add pictures to enhance its attractiveness.

Similar to an open journal, the accumulation of writings and other content creates both a record of learning and a resource for others. furthermore, blogs are interactive, in the sense that readers can respond to any given entry with a comment and even threaded discussion can take place depending on the software chosen. Other theories come from Grossman (2004: 65), he defines blogs as amateur websites that provide news, informations and, above all, opinions to rapidly growing and devoted audiences drawn by nothing more than a shared interest or two and the sheer magnetism of the editor's personality.

b. The Uses of Blogs

According to Lujan and Juana (2007: 03), there are many uses for blogs in many fields. Nardi discovered many fields. Nardi (2004: 41-46) discovered five major motivations for blogging: documenting one's life, providing commentary and opinions; expressing deeply felt emotions; articulating ideas through writing; and forming and maintaining community forums. Certainly, these motivations are not mutually exclusive and might come into play simultaneously.

In education field, blogs are being used to satisfy a variety of communication needs to favour e-learning practices. In Leslie (2003), a matrix of some of possible uses of blogs in education is shown. These

possible uses are analyzed in a two dimension space: who uses the blogs (teachers and students) and for what (reading and writing). Following this same matrix, a list of possible uses is provided in Lowe (2006): improving writing skills, encouraging reflective writing, reading students blog for assesment, sharing resources and ideas, recording progress and process, course administration, group work, etc.

Wagner (2003 : 131-132) proposes the use of blogs as improved learning logs, this is, as a tool, for "enhancing and strengthening the best features of this teaching technique, while giving students more responsibility for learning and publishing process".

Moreover, according to Farrel (2003) discusses five ways of using blogs in the classroom, each with their own pros and cons: standart class web pages (class times, syllabus, etc); professor-written blogs which cover interesting developments that relate to the theme of the course; organization of intensive seminars where students have to provide weekly summaries of the readings; and requiring students to writetheir own blogs as part of their grade.

c. **Benefit of weblog**

Users need to be aware of what are the main benefits and barriers that this kind of learning tool may bring in the classroom, whether virtual or real. According to Huffacker (2005: 91-98), using blogs in the classroom activities offers a list of benefits and barriers to students and teachers. The first and foremost benefit of blogs is their use as e-learning tools. This way, the teaching-learning process can continue outside the

classroom. Blogs help create connections between students with diverse opinions and interests (Lujan and Juana, 2007: 04). This encourages critical thinking and teaches the value of respect towards other students' points of view.

Blogs features (linking, replying, and tracking) make easier sharing knowledge and information. Discussions in blogs promote higher levels of thinking, because people can think before answering back. Collaborative blogs support team work and group learning. Because of its format similar to that of a personal diary, blogs encourage informal communication, creativity and self-expression. Accuracy of project outcomes increases due to the continuous flow of feedback from the teacher and fellow students from the blogs.

Teachers may benefit from the possibility of monitoring project in real time, thus indicating improvement before it is too late for the student to incorporate them. Final grading is faster and easier: teachers are able to review how student have participated and developed over the course. For non-computer science student, blogs provide the chance of learning about web page creation, hyper linking and other www topics.

Writing in blogs is attractive in the sense that teens and college students, and people in general, want an opportunity to share their experiences and feelings, and blogs provide them with the chance to do it in an easy, interactive way. The uses of blogs (new technologies) prepare student better for the current labour market. In those courses where there are many instructors and student, blogs improve coordination and allow

interaction to a far greater extent. Different teacher and students from different part can share, teach and learn together.

d. Procedure taching writing using weblog

According to Pinkman (2005) he said that, procedure teaching writing using weblog were as follow: In computer labs, learners are shown examples of blogs created by instructors. Learners are then instructed to design their own blog at Blogger.com, a popular and easy-to-use free blog provider. As soon as learners finish their blog, they are instructed to write their first blog entry. The list of blog addresses is collected by the instructor and posted on the instructor's main blog. Learners are then instructed to read two to three blogs of their classmates and comment on them. After the initial lab session, the project is done as a non-class project. Learners are responsible for writing one entry of 150 words per week, and commenting on two or three of their colleagues' blogs. The contents of their entries should be based on the context of the class. For example, if learners learn how to express their opinions about the week's music in the classroom, they are encouraged to recycle or reuse those skills on their blogs. After the semester is completed and the final grade is filed, learners are asked to voluntarily meet one on one with the instructor to discuss the project.

e. Using Weblog in the classrom

A blog has many uses, one of them to teach language in the classrom, Raith (2009) stated that using weblogs in the language classrom does not simply mean having a nice tool with which to practice

writing, but rather is an opportunity to prepare students for comunities of practice connected to the use of weblogs other Web 2.0 tool in real life. According to Campbell (2003) has three types of blogs for classroom use:

1) Tutor blog

The tutor blog is run by the tutor for the learner, and its purpose is to give reading practice to the learner, promote exploration of English websites, encourage online exchange by use of comment buttons, provide class or syllabus information, and serve as a resource of links for self-study.

2) Learner blog

Learner blog are run by individual learners themselves. Learner blogs are best suited for english reading and writing classes. This blog is used to work a homework given by totur or teacher.

3) Class Blog

Class blog is a shared space, with educator and learners being able to write to the main area. Educators encourage learners to reflect on topics and make posts to the blog. Learners have a greater sense of freedom and involvement than with the tutor blog. According to Cambell (2003) the class blogsare the result of collaborative effort of an entire class.The following are some possible uses:

a) In conversation-based classes it could be used like a free-form bulletin board for learners to post messages, images, and links

related to classroom discussion topics. It could also be a space for them to post thoughts on a common theme assigned for homework.

b) With intermediate and advanced learners, class blogs might also useful for facilitating project-based language learning, where learmers can be given the opportunity to develop research and writing skills by being asked to created an online resource for others.

c) Class blogs could also be used as a virtual space for an international classroom language exchange. In this scenario, learners from different countries would have joint acces and publishing rights to the blogs. The entire exchange woud then be transparant to all readers and could be followed and commented on by other learners, tutors, parents, and friends.

For writing and reading classes, it might also involve the use of knowledge management software, that Userland's Manila, that allows for a great deal of threaded discussion behind the scenes. Much like a publishing group, individual learners can be given varying amounts of responsibility to publish material arising from postings on the discussion list. The results of this effort are what is seen on a website by the public at large.

C. Review of Picture Media

1. Definition of Picture

Picture in this classroom can represent situation which would be impossible to create in any other way. Many actions can be demonstrated in a classroom, many objects can be brought into the classroom like toys, tools, clocks, etc. Picture is one of the varieties of teaching aids which is used to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. In teaching writing, teachers can use pictures – whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning (Harmer, 2001:134). Teachers have always used picture or graphics whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning. Harmer (2001: 178) explaines that teacher also draws picture on the board to help with explanation and language work.

Thornbury (2005:142) says that Picture can be tools or media to stimulate students in describing an object or a person in the pictures. Students can acquire the meaning by seeing the things in the pictures without teacher's explanation. Picture also helps the students to communicate or explain the events in the pictures. In addition, pictures can help students to describe an object or a person easily because they can enjoy the learning process.

The use of pictures and other visual aids is consistently supported by studies that demonstrate the versatility of this type of resources in language teaching and learning. Incorporating picture to language teaching and learning has positive effects on the improvement of learners'

communicative skills (Raimes, 1983; Wright, 1990; Hill, 1990; Bowen, 1991). These resources help teachers to contextualize language by connecting the classroom with the world outside its walls. They also encourage students to use the target language by providing support or a reference point to write or talk about. In this regard, Wright (1990:2) affirms that pictures contribute to: 1) interest and motivation; 2) a sense of the context of the language; and 3) a specific reference point or stimulus.

From the definitions above, it can be concluded that picture is one of the media in teaching learning process to support the presentation of the material by emphasizing the students' visual sense that can be used to motivate and increase the students' interest in teaching and learning process.

2. **Types of Picture**

According to Harmer (2001:136), pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustrations, and projected slide.

a. Flashcard

It is a small card which we can hold up for students to see. Flashcard is particularly useful for "drilling" grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture

It is big enough for everyone to see detail. Sometime teachers use large wall pictures when pointing to detail of a picture to elicit response.

c. Cue card

It is small card which students use in pairs or group work. Teachers put students in pair of groups and give them some cards so that when a student picks up the top cue card in a pile he or she will say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or an image that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide.

In multimedia class, the teacher also uses it to teach. Sometimes the teacher uses it to show the images in the big form.

3. **Picture as Teaching Media**

Arsyad (2003:4) states that media is the instrument that can send and transmits learning messages. According to Gerlach and Elly that was adopted by Arsyad (2003:3) says that if media is understood globally, it is human, material, or event which build students can get knowledge, skill, or attitude. Media is very needed in teaching learning process.

Media not only can send learning messages but also sometimes entertain students. For example, occasionally, teacher gives the students pictures in their lesson in order to the students will be comfortable and enjoyable. Picture is one of the teaching media that can make the students enjoy the lesson. The use of media or aids in learning process should be matched with curriculum used and students" level ability. Thus, a teacher

must have knowledge about media in teaching learning process. Media which is used should be easy to be understood and known by the students in order to help them mastering the material or competence which is taught.

Media are kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have important roles in teaching and learning process. Students' motivation can be increased by using media in teaching. Using medium is the main point in teaching learning process, particularly in teaching writing class. One of media which is widely used in teaching is picture. By showing pictures, students can focus on their activities or they will be interested in learning or they should be able to try to understand picture about. It can be used to create situation for English classroom more freely. Picture can help the students to understand the material easily and motivate the students in teaching and learning process also.

4. Picture to Teach Writing

There are several methods in teaching and learning writing. Picture is one of ways to explain a real situation. It is very simple visual aids that can be picked up from the magazine, newspaper, book, calendar, etc. Teacher is the most important actor in teaching and learning process, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of the teaching media that can make the students enjoy the lesson.

Among the teaching media, pictures are the common media to be used. There are three kinds of pictures that are used in teaching and learning process, they are:

a. Picture of individual person and individual objects.

b. Pictures of situation in which person are "doing something".

c. A series of pictures on the paper.

In this thesis, the writer was trying to present pictures as teaching media that can be used by the teachers in teaching descriptive writing. Picture can be used by the students as a medium to help them in writing descriptive text. Before the students write a descriptive paragraph, they can use a picture to guide them in writing, so they will be easier to compose or write it.

5. **Teaching Descriptive Writing by Picture**

Before starting the lesson, the teachers can use the basic questioning with picture to stimulate the students in order to involve them in the teaching and learning activities, like when the teacher teaches about descriptive text. First of all, the teacher explains about the descriptive text itself and gives some examples of descriptive text. Then, the teacher shows the students a picture related to the topic and then asks some questions about the picture. After that the teacher asks the students to make a descriptive paragraph based on the questions and pictures given.

Those activities will make all the students have a guideline about descriptive text, so it will make the lesson more effective and interesting. Give an example first, and then give some questionings. Here, the use of

basic questioning with picture is to give a stimulus to make the students get an idea about the lesson that will be discussed. The teacher starts the lesson from the easiest to the most difficult one. The main point of this method is that the teacher gives stimulus in order the students will give feedbacks from some questions that are given by the teacher, and the teacher can lead them to think more, or we can say writing by guiding them using basic questioning with picture.

D. Previous Study

There are some previous studies that the researcher used in this research as follow: Firstly, the previous study takes from International Journal. This journal is entitled "Using Web Blog to Teach Personal Recount Text". It was made by Amri Tandukklangi, Siam and Kartini Tahir (2015) from Faculty of Education, The University of Halu Oleo, Indonesia. The similarity with this thesis is using weblog as learning media of writing and researcher use quantitative in analyzing data. The difference in this journal is to teach recount text whereas in this thesis it teaches descriptive text.

Second, performed by Iin Kurnia (UIN , 2015) entitled The Effectiveness of Blog Towards Students' Accuracy and Complexity in Writing Narrative Text (*A Quasi Experimental Research at the Eleven Grade Students of SMA Daar El-Qolam Excellent Class Program, Gintung Jayanti, Tangerang Banten*). Similarity with this research is researcher use quasi-experimental research method and media to experiment is blog. A distinction of this thesis Examine the calculation of this research was conducted though

SPSS 20 and the calculation by the researcher was conducted though Microsoft Excel, and in this thesis she use narrative text to know the effectiveness of blog.

Third, performed by Nurita Wulandari (UIN Jakarta, 2016) entitled The Effectiveness of Blog on Students' Writing of Narrative Text (A Pre-experimental Study at Tenth Year Student of SMA N 3 Tangerang Selatan). Similarity with this research is to know the effectiveness of blog media. And differences in this research, the researcher conduct pre-experimental design and use narrative text to know the effectiveness of blog.

E. Rational

Writing is very important for students in learning and teaching education. Writing is also the most difficult skill in teaching English because writing is a complex skill, especially for grammatical and punctuations understanding. In the understanding of writing is not just a combination of letters but a symbol of information that must be understood others. In fact, it's hard for them to master their writing skills because most students are not used to writing things. So students need techniques or methods from teachers to help them in getting used to and learning to write.

Weblog can help students provide a place to write lessons, especially in getting them to write lessons while not in the classroom and providing a place to inform their writing to the public and receive comments from the public. Thus, Weblog can be used in media learning to write and for discussion of the results of writing students with public or other students.

Weblogs give students the structure for abstract ideas. Especially in high school students N 1 Sambungmacan They are difficult to write in writing text. So use Weblog which can help in writing text.

F. Formulation Of Hypothesis

The hypotheses in this research are as follow:

1. Null Hypothesis (Ho): Picture weblog is not effective for teaching writing at the tenth grade students' of SMA N 1 Sambunngmacan in the academic years of 2017/2018.

2. Alternative Hypothesis (Ha): Picture weblog media for teaching writing at the tenth grade students' of SMA N 1 Sambunngmacan in the academic years of 2017/2018.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research is designed as the experimental research. According to David (1992: 24) experimental research is carried out in order to explore the strength of relationships between variables. Therefore, the research used an experimental research in order to notice what was going to happen to the subject of the study after implementation top down and bottom up strategies as the treatment. The researcher used Quasi Experimental design. According Ary (2010: 316) Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation.

In this research, there are two variables Weblog as independent variable and students' achievement in writing a descriptive text as dependent variable. There were two groups in this research; experimental group and control group.

The experimental group is taught writing by using weblog, while the control group is taught writing by using picture media. The design is quasi experimental because the characteristic of subject is considered as same.

Table 3.1 Quasi Experimental Design

R O_1	X	O_2
R O_3		O_4

(Sugiyono, 2011: 114)

In this design there are 2 groups. First group is experimental group and control group.

B. Setting of the Research

The setting of this research will be divided into place of the research and time of research.

1. Place of the Research

    The research was conducted in SMA N 1 Sambungmacan in the academic year of 2017/2018 in the first semester. The school is located in Jalan Raya KM 15, Sambungmacan, Banaran, Sragen. This school chosen because based on observation, this school has a little technique in teaching and learning English. This school has three classes, which were tenth grade, eleventh grades and the twelfth grade. Researcher choose in tenth grade class because in tenth grade class, teaching writing is low. They more like teaching learning with have fun media.

2. The time of the research

    The research was conducted in first semester. It was 2017/2018 in academic years. The schedules for the activities are as follow:

Table 3.2 Time of the Research

Activities	Month															
	September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Proposal Draft Seminar		■	■													
Research Permission						■										
Conducting Research								■	■	■	■					
Data Analysis													■	■		
Research Report																■

C. Population And Sample

1. Population

Sugiyono (2010: 61) states that population is not only about quantitative of the subject or object that is going to be learn, but also involves the whole characteristics of the subject or object. Population is defined as all members of any well-defined class of people, events or objects Ary, Donald et. Al (2002:163). Based on the definition above can be concluded that the population is a group of subject that have certain characteristics used by the researcher.

The researcher was conducted this research at SMA N 1 Sambungmacan. The population of this research is tenth grade students of MTs SMA N 1 Sambungmacan in the academic years 2017/2018. It consists of eight classes in which each class consist of 25 students. The total number of population is 200 students.

2. Sample

A sample is part of representative population which is investigated (Arikunto, 2006: 131). The samples of this research are two classes will be divided into two groups; one group will be the experimental class in which Weblog is implemented, and the other group will be control class in which the picture media will implant to the class.

3. Sampling

Technique to take sample is called sampling. In this study the researcher used cluster random sampling. According to Ary, Donald et. al (2010: 149), sampling is indispensable to researcher. Random sampling is widely used because the subject of the study is homogeneous. Random sampling is sampling technique used to determine the sample when the object will be examined or the data source is very wide Sugiyono (2012: 94).

According Arikunto (2006: 180) states that there are some steps in random sampling such as:

    a.   Making the list of all classes

    b.   Writing each class name on a small paper.

    c.   Enrolling the paper

d. Rolling the rolled paper into a box.

e. Shaking the box and taking three rolled papers.

In this research, the researcher used cluster random sampling because the population in SMA N 1 Sambungmacan is homogeneous. From the cluster random sampling technique the researcher gets X MIA 3 as experimental class and X MIA 4 as control class.

D. Technique of Collecting Data

Technique of collecting data is amide to support the success of the research. It helps the research to get the data and the information about the process of improving students' in this research, the researcher applied test as an instrument for collecting the data.

Brown (2004:3) state that test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, the researcher used writing test as a pre-test and a post-test to measure the level of understanding a material in writing skill. The student test was descriptive text. As the focus of this reasert, the researcher asked student of tenth grade of SMA N 1 Sambungmacan to write descriptive text about, people, animal, historic biulding and the researcher should check the readability from the text to measure that readable of the test.

a. The readability of the instrument

Readability is how easily written materials can be read and understood. Readability is used to ensure the understandable instruction, that is, the instruction leads the students to write as what is expected. The

readability could be measured by using some question (Nababan, 1999:62). Hughes (1989: 3940) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all reveal what is intended. Third, the test writer should not really on the students' power telepathy to elicit the desired behavior.

It is impossible to test the writing instruction readability using formula because there is no formula to test the writing instruction. So, to test the readability of the writing instruction, the instruction was given to students outside the sample classes but at the same level and school. From the students answer, we can know whether the instruction is readable by students and can be understood by the students or not.

To know whether the test is readable or not, the try out is given to other students out of the samples that have same levels with the sample. When the result is more than 75% of respondents give "yes" answer to each item or readability test, it can be concluded that the item of writing test is readable.

E. **Technique of Analyzing Data**

The purpose of the data analysis is to know the difference between the students is taught using different strategy. The researcher calculates the score in order to know students' prior reading comprehension. They are taught by using different technique. The post-test prove the significant different score between two classes.

1. Data Description

   The data description includes of mean, median, and standard deviation

   a. Mean

   Individual data:

   $$\bar{x} = \frac{\Sigma x}{n}$$

   Where:

   Σx = the sum of student's score

   n = the sum of student

   (Sudaryono, 2014: 34)

   b. Mode

   The value in a set of data which appears most frequently. Data in frequency distribution:

   $$Mo = L + i \frac{\pi}{(f_1 + f_2)}$$

   Where:

   L = the lower limit of the interval within which the mode lies

   i = interval (class width)

   f_1= the frequency of the interval containing more reduced by that of previous interval

   (Sudaryono, 2014: 40)

c. Median

Data in frequency distribution:

$$Me = L + i\frac{\frac{n}{2}cfb}{(f\ w)}$$

Where:

L = the lower limit of the interval within the median lies

i = interval (class width)

cfb = the cumulative frequency in all interval below the interval containing the median

n = the sum of group

fw = the frequency of cases within the interval containing the median

(Sudaryono, 2014: 38)

d. Standard deviation

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Individual score

Where:

x = Score of student

$\bar{x}$ = average score of all students

n = sum of student

(Sudaryono, 2014: 57)

2. Pre-requisite Test

Before determine the statistical analysis technique used, it will be examined the normality and homogeneity test of the data.

a. Normality test

Normality is used to test the sample from the population that is going to be analyzed whether students' scores have normal distribution or not. The research use Chi- Squar to analyze the normality test. The data are in normal distribution, if X_h^2 smaller than X_t^2 ($X_h^2 X_t^2$) at the level of significance (5%) 0,05 (Sugiyono, 2006: 104).

The formula of Chi-Square is as follow:

$$X^2 = \sum \frac{fo - fh}{fh}$$

Where:

X²   = Chi Square

fh   = Observation frequency

fo   = Expectation frequency

b. Data homogeneity

Homogeneity test is used to know whether experimental class and control class, taking from population are homogeneous or not.

$$F = \frac{Ve}{Vc}$$

(Arikunto, 2006: 324)

Where:

Ve = Variance experiment group

Vc = Variance control group

If the F count, F table, it means that the data is homogeneous.

3. Hypothesis testing

Hypothesis is usually considered as the principal instrument in research, Khotari (2004:184). Its means in the research hypothesis is a while answer toward formula in research.

To answer the objective of the study, the researcher examined the data. First, the test was done in both class, experimental and control class. Second, the result of the test was scored. Third, the mean scores of the experimental class and control class were determined. Finally, the means of posttest were compared by applying t-test formula. T-test was used to differentiate the students' result of students reading comprehension by using graphic organizer strategy is significant different or not.

Independent sample t-test intends to find the effectiveness of using graphic organizer to increase students' reading comprehension. If the value of t-test is higher than the value of t-table it can be concluded that there is a significant difference between experimental class and control class. It means that Ha is accepted while Ho is rejected.

The formula of t-test is as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - n_2)\,S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

$S_1{}^2$ = standard deviation of sample pertama

$S_2{}^2$ = standard deviation of sample kedua

$\bar{x}_1$ = means of experimental group

$\bar{x}_2$ = means of control group

n_1 = students amount of experimental group

n_2 = students amount of control group

(Sugiyono, 2010: 259)

Hₒ is rejected and Hₐ is accepted, if obtained score is higher than t-table score by using 0,5 alpha of significance. Hₒ is rejected, it means that Hₐ is accepted: "Weblog is effective to students' achievement in writing a recount text at the tenth grade students of SMA N Sambungmacan in the academic year 2017/2018".

CHAPTER IV
REASERCH FINDING AND DISCUSSION

A. Reseacrh Finding

This section discusses the result of the research about the effectiveness of using picture weblog toward students' to teach writing text at the tenth grade of SMA N 1 Sambungmacan in the academic year 2017/2018. The aim of the research is to fid out the effectiveness using picture weblog to teach writing text.

In this research, the researcher chose two classes as the sample. They were class X MIA 3 as the experiment class consisted of 24 students and class X MIA 4 as the control class consisted 26 students. The researcher gave the different treatment in experimental class and control class. After that, the researcher gave them post-test to know the result of the treatment. The results of the post-test of both class were compared by using T-test. The data description of both class can be seen as follows :

1. Data Description

a. The student who are taught using picture weblog (experimental class)

The experimental class (X MIA 3) was taught using picture weblog in teaching writing text. It consisted of 24 students. The data was obtained from the pre-test and post-test score of experimental class. The table included of the students' list score in table below:

Table 4.1 List score of students in experimental class.

No	Initial	Pre-test	Post-test
1	AA	72	73
2	AC	66	83
3	ANV	64	73
4	ASW	69	79
5	AM	65	68
6	CSP	69	80
7	CSC	68	78
8	D	70	79
9	DR	71	78
10	DA	70	82
11	DAT	52	72
12	EK	71	78
13	ENW	70	80
14	FRR	63	75
15	HA	70	68
16	LZR	63	75
17	NNH	69	78
18	NRB	72	80
19	RAP	66	76
20	RU	71	75
21	RJN	68	75
22	SDY	65	70
23	WPK	71	74
24	WP	65	75
Total		1620	1824
Mean		67.50	76.00

The data presented are the result of writing test. It concluded the mean, mode, median, standard deviation and frequency distribution. The descriptions of the data were described as follows:
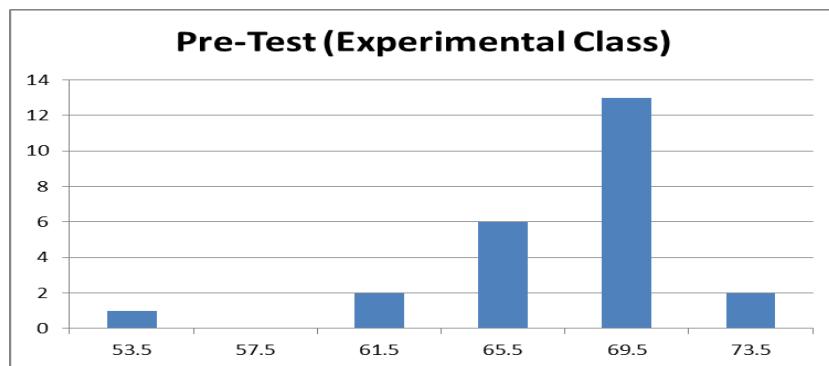
Descriptive analysis of the pre-test data showed that the lowest score was 52 and highest score was 72. The mean was 67.50 the standard deviation was 4.36, the mode 70, and the median was

69. The frequency distribution of the data of pre-test experimental class was in the table 4.2 with histogram preset in figure 4.1.

Table 4.2 Frequency Distribution of Pre-test in Experimental Class

Score			X	F	Fx	x^2	fx^2
52	-	55	53.5	1	53.5	2862.25	2862.25
56	-	59	57.5	0	0	3306.25	0
60	-	63	61.5	2	123	3782.25	7564.5
64	-	67	65.5	6	393	4290.25	25741.5
68	-	71	69.5	13	903.5	4830.25	62793.3
72	-	75	73.5	2	147	5402.25	10804.5
Sum				24	1620	24473.5	109766

Figure 4.1 The histogram Frequency Distribution of Pre-tes at the Experimental Class
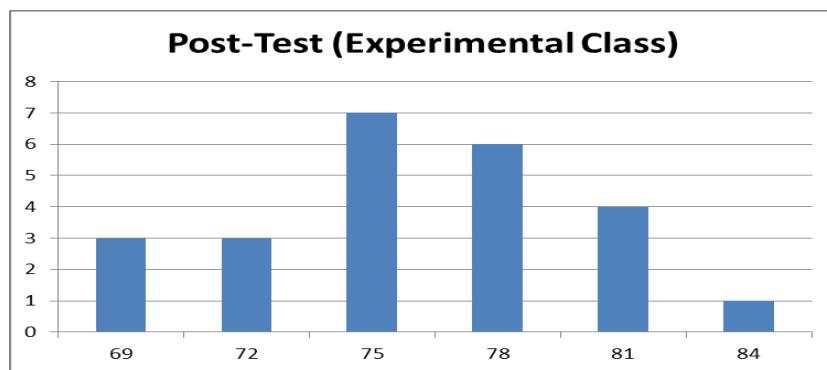
The data presented are the result of writing test. It concludes the mean, mode, median, standard deviation and frequency distribution. The descriptions of the data are described as follows:

Descriptive analysis of the pre-test data showed that the lowest score was 68 and highest score was 83. The mean was 76.00 the standard deviation is 4.03, the mode 75, and the median is 75.5. The frequency distribution of the data of pre-test experimental class is in the table 4.3 with histogram preset in figure 4.2.

Table 4.3 Frequency Distribution of Post-test in Experimental class

Score			X	F	Fx	x^2	fx^2
68	-	70	69	3	207	4761	14283
71	-	73	72	3	216	5184	15552
74	-	76	75	7	525	5625	39375
77	-	79	78	6	468	6084	36504
80	-	82	81	4	324	6561	26244
83	-	85	84	1	84	7056	7056
Sum				24	1824	35271	139014

Figure 4.2 The histogram Frequency Distribution of Post-test at the

Experimental Class

b. The student who are taught using picture weblog (control class)

The control class (X MIA 3) was taught using picture media in teaching writing text. The control class consisted of 26 students. The data was obtained from the pre-test and post-test score of control class. The table included of the students' list score in table 4.4.

Table 4.4 List score of students in control class.

No	Nama	Pre-test	Post-test
1	ATZ	68	69
2	AG	70	67
3	AZ	65	73
4	AJ	71	80

No	Nama	Pre-test	Post-test
5	AW	64	72
6	ADA	64	74
7	BRS	66	69
8	CDA	60	72
9	DH	69	74
10	DSP	64	69
11	DBP	71	72
12	FYCS	66	74
13	HAM	70	70
14	IFA	69	76
15	IK	71	72
16	JDAS	60	67
17	LDRP	72	73
18	RSA	72	69
19	RCN	65	66
20	RL	71	69
21	RY	70	62
22	RP	60	62
23	TCK	68	69
24	TDL	65	77
25	VNI	70	79
26	WAS	69	64
Total		1750	1840
Mean		67.31	70.77
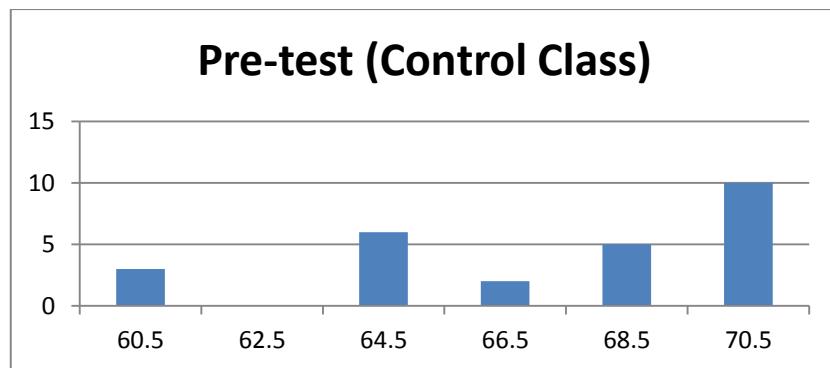
The data presented were the result of writing test. It concluded the mean, mode, median, standard deviation and frequency distribution. The descriptions of the data were described as follows:

Descriptive analysis of the pre-test data showed that the lowest score was 60 and highest score was 72. The mean was 67.31 the standard deviation was 3.74, the mode 70, and the median was 68.5. The frequency distribution of the data of pre-test control class was in the table 4.5 with histogram preset in figure 4.3.

Table 4.5 Frequency Distribution of Pre-test in control class

Score			x	F	Fx	x^2	fx^2
60	-	61	60.5	3	181.5	3660.25	10980.8
62	-	63	62.5	0	0	3906.25	0
64	-	65	64.5	6	387	4160.25	24961.5
66	-	67	66.5	2	133	4422.25	8844.5
68	-	69	68.5	5	342.5	4692.25	23461.3
70	-	72	70.5	10	705	4970.25	49702.5
Sum				26	1749	25811.5	117951

Figure 4.3 Histogram Frequency Distribution of Pre-test at the Cotrol Class
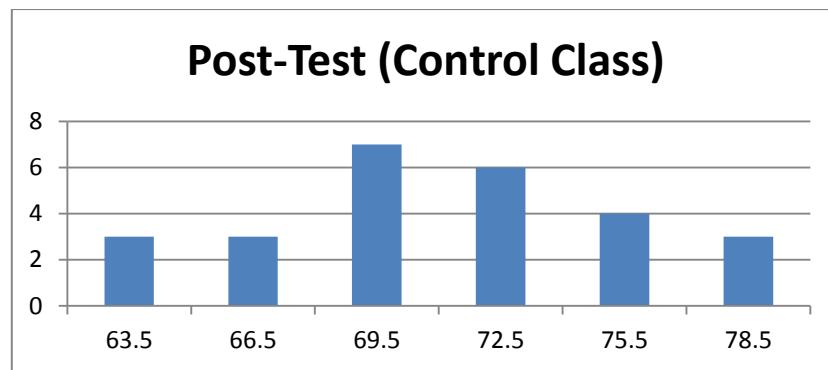
The data presented were the result of writing test. It concluded the mean, mode, median, standard deviation and frequency distribution. The descriptions of the data were described as follows:

Descriptive analysis of the post-test data showed that the lowest score was 62 and highest score was 80. The mean was 70.77 the standard deviation was 4.63, the mode 69, and the median was 71. The frequency distribution of the data of post-test control class was in the table 4.6 with histogram preset in figure 4.4.

Table 4.6 Frequency Distribution of Post-test in control class

Score			x	f	fx	x^2	fx^2
62	-	64	63.5	3	190.5	4032.25	12096.8
65	-	67	66.5	3	199.5	4422.25	13266.8
68	-	70	69.5	7	486.5	4830.25	33811.8
71	-	73	72.5	6	435	5256.25	31537.5
74	-	76	75.5	4	302	5700.25	22801
77	-	80	78.5	3	235.5	6162.25	18486.8
	Sum			26	1849	30403.5	132001

Figure 4.3 Histogram Frequency Distribution of Post-test at the Cotrol Class

2. Prerequisite Test

The normality test is to reveal that the sample are in normal distribution. The homogeneity test is to reveal that both sample of experiment group and control are homogeneous.

a. Normality test

Normality test is The normality test is used to know whether the data is normality distribution or not. The sample is in Chi-Square distribution if L_o ($L_{maximum}$) < L_t. For α =0.05.

Table 4.7 The summary of Normality test using Liliefors

Data	The number of sample	L obtained (Lo)	L table (Lt)	Distribution of population
Pre-test experimental class	24	0.134	0.181	Normal
Post-test experimental class	24	0.107	0.181	Normal
Pre-test control class	26	0.136	0.174	Normal
Post-test cotrol class	26	0.082	0.174	Normal

The explanations of the table above was as follows :

1) The result criteria of normality test were Ho accepted if L obtained (Lo) < L table (Lt). The result of the data pre-test in experimental class showed that value (Lo) is 0.134, while the result of the data post-test in experimental class showed that value (Lo) is 0.107 for N=24. The level of significant $\alpha = 0.05$ is 0.181 (Lt). It meant both pre-test and post-test of experimental class were normal distribution because Lo > Lt.

2) The result criteria of normality test were Ho accepted if L obtained (Lo) < L table (Lt). The result of the data pre-test in control class showed that value (Lo) is 0.136, while the result of the data post-test in control class showed that value (Lo) is 0.082 for N=26. The level of significant $\alpha = 0.05$ is 0.174 (Lt). It meant both pre-test and post-test of control class were normal distribution because Lo > Lt.

b. Homogeneity

Homogeneity test is implemented to investigate whether two groups have same variance or not. Homogeneity test is done to know the data are homogeneous. If X_0^2 is lower than $X_{0(0,05)}^2$, it can be concluded that the data are homogeneous. The data of homogeneity was served in table 4.8.

Table 4.8 The computation of homogeneity test

Group	N	F_{count}	F_{table}
Experimental class	24	0.85	1.98
Control class	26	1.54	1.90

From the analysis above, the researcher compared the F_{count} with F_{table}. The result of experimental class was F_{count} (0.85) lower than F_{table} (1.98). It meant that the experimental groups were homogeneous in the starting point. The result of control class was F_{count} (0.85) lower than F_{table} (1.98). It meant that the control class were homogeneous in the starting point.

3. Hypothesis Test

Hypothesis test can be done after the result of normality and homogeneity test are fulfilled. In this research, the researcher used t-test for the hypothesis test. Alternative hypothesis (Ha) is accepted if T_{count} is higher than T_{table} ($T_{count} > T_{table}$) with degree of freedom (df) = n1+n2-2 = and the level of significance α = 0.05, it means that null hypothesis (Ho) is rejected. On the other hand, alternative hypothesis (Ha) is rejected if T_{count} is lower than T_{table} ($T_{count} < T_{table}$) and null hypothesis (Ho) is accepted.

a. **Hypothesis of Pre-Test**

Table 4.9 The Computation of T-Test Pre-Test

No	Experiment	Control	$(X_1-\overline{X})$	$(X_2-\overline{X})$	$(X_1-\overline{X})^2$	$(X_2-\overline{X})^2$
1	72	68	4.50	0.692	20.250	0.479
2	66	70	-1.50	2.692	2.250	7.249
3	64	65	-3.50	-2.308	12.250	5.325
4	69	71	1.50	3.692	2.250	13.633
5	65	64	-2.50	-3.308	6.250	10.941
6	69	64	1.50	-3.308	2.250	10.941
7	68	66	0.50	-1.308	0.250	1.710
8	70	60	2.50	-7.308	6.250	53.402
9	71	69	3.50	1.692	12.250	2.864
10	70	64	2.50	-3.308	6.250	10.941
11	52	71	-15.50	3.692	240.250	13.633
12	71	66	3.50	-1.308	12.250	1.710
13	70	70	2.50	2.692	6.250	7.249
14	63	69	-4.50	1.692	20.250	2.864
15	70	71	2.50	3.692	6.250	13.633
16	63	60	-4.50	-7.308	20.250	53.402
17	69	72	1.50	4.692	2.250	22.018
18	72	72	4.50	4.692	20.250	22.018
19	66	65	-1.50	-2.308	2.250	5.325
20	71	71	3.50	3.692	12.250	13.633
21	68	70	0.50	2.692	0.250	7.249
22	65	60	-2.50	-7.308	6.250	53.402
23	71	68	3.50	0.692	12.250	0.479
24	65	65	-2.50	-2.308	6.250	5.325
25	■	70	■	2.692	■	7.249
26	■	69	■	1.692	■	2.864
Total	1,620	1,750	0	0	438	350
Mean	67.5000	67.3077	0.0000	0.0000	18.2500	13.4438
St Dev (S)	4.3639	3.7392	4.3639	3.7392	47.7384	15.8172
Variant (s^2)	19.0435	13.9815	19.0435	13.9815	2278.9565	250.1838

Table 4.10 T$_{count}$ and T$_{table}$

Varian 1	19.0435
Varian 2	13.9815
T$_{count}$	0.073
Df	48
A	0.05
T$_{table}$	2.031

The result of computation (t-test) stated that t$_{count}$ is 0.073 and t$_{table}$ was 2.031 with degree of freedom 48 and the level of significance 0.05. The result provided that t$_{count}$ was lower than t$_{table}$. So the alternative hypothesis (Ha) was rejected and the Null hypothesis (Ho) was accepted. It meant that there was not significant.

b. **Hypothesis of Post-Test**

Table 4.11 The computation of T-test Post-test

No	Experiment	Control	$(X_1-\bar{X})$	$(X_2-\bar{X})$	$(X_1-\bar{X})^2$	$(X_2-\bar{X})^2$
1	73	69	5.50	1.692	30.250	2.864
2	83	67	15.50	-0.308	240.250	0.095
3	73	73	5.50	5.692	30.250	32.402
4	79	80	11.50	12.692	132.250	161.095
5	68	72	0.50	4.692	0.250	22.018
6	80	74	12.50	6.692	156.250	44.787
7	78	69	10.50	1.692	110.250	2.864
8	79	72	11.50	4.692	132.250	22.018
9	78	74	10.50	6.692	110.250	44.787
10	82	69	14.50	1.692	210.250	2.864
11	72	72	4.50	4.692	20.250	22.018
12	78	74	10.50	6.692	110.250	44.787
13	80	70	12.50	2.692	156.250	7.249
14	75	76	7.50	8.692	56.250	75.556
15	68	72	0.50	4.692	0.250	22.018
16	75	67	7.50	-0.308	56.250	0.095
17	78	73	10.50	5.692	110.250	32.402
18	80	69	12.50	1.692	156.250	2.864
19	76	66	8.50	-1.308	72.250	1.710

No	Experiment	Control	$(X_1-\overline{X})$	$(X_2-\overline{X})$	$(X_1-\overline{X})^2$	$(X_2-\overline{X})^2$
20	75	69	7.50	1.692	56.250	2.864
21	75	62	7.50	-5.308	56.250	28.172
22	70	62	2.50	-5.308	6.250	28.172
23	74	69	6.50	1.692	42.250	2.864
24	75	77	7.50	9.692	56.250	93.941
25		79		11.692		136.710
26		64		-3.308		10.941
Total	1,824	1,840	204	90	2,108	848
Mean	76.000	70.769	8.500	3.462	87.833	32.621
St Dev (S)	4.032	4.633	4.032	4.633	65.515	41.653
Variant (s^2)	16.261	21.465	16.261	21.465	4292.167	1735.005

Table 4.12 Tcount and Ttable

Varian 1	16.261
Varian 2	21.465
T$_{count}$	5.702
Df	48
A	0.05
T$_{table}$	2.031

The result of computation (t-test) stated that t$_{count}$ was 5.702 and t$_{table}$ was 2.031 with degree of freedom 48 and the level of significance 0.05. The result provided that t$_{count}$ was higher than t$_{table}$. So the alternative hypothesis (Ha) was accepted and the Null hypothesis (Ho) was rejected. It meant that there was significant difference in achievement of writing text between students taught by using picture weblog in teaching writing text.

B. Discussion

Based on the results, it showed that the obtained t-count (5.702) is higher than the critical score on the t-table (2.031) with degree of freedom 48 and level of significance 0.05, the difference is statistically significance. Therefore, based on the compilation there is significant difference in writing text score between students who are taught by using picture weblog and those who are taught by using picture media. Hence, it can be said that using picture weblog is effective to teach students' writing text and hence the Ha is accepted because the students who are given the treatment by using picture weblog have a better achievement in writing text than the students who are taught by using picture media in control class.

Teaching writing text using picture weblog make the students feel enjoy and happy when the class we ruining. It is proved when the researcher asked one of the students in the experiment class. The students think that learning how to writing English is as not hard as people said. Learning English writing text using picture weblog make the students braver to deliver their opinion to their inner group while the students in the outer group can observe the inner group's activity. Hance, the teachers should use the appropriate media in teaching English writing text for their students.

Based on the analysis of students' ability, it was found that students' ability after getting treatment was so good. In this case, the experimental group was given treatment, which is picture weblog in the teaching learning process. The post test was done in the experimental class. The data were obtained from the students' achievement score of the post-test of writing

ability of descriptive text. That is post test scores from the experimental class. From the data the researcher gets the score of post- test , the data showed that the lowest score was 68 and the highest score was 83. The mean was 76 the standard deviation is 4.03, the mode is 75, the median is 75.5.

From the findings above showed that the students' writing ability was very good. But there were still some mistakes that students had made like an error organization, vocabulary, grammar and mechanic in writing text. But, it was something understood. Godwin in Di Zang (2009) a Weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and immediately and publicly available on the Internet. According to Huffacker (2005: 91-98), using blogs in the classroom activities offers a list of benefits and barriers to students and teachers. The first and foremost benefit of blogs is their use as e-learning tools. This way, the teaching-learning process can continue outside the classroom. Lujan and Juana (2007: 04). He said that Blogs help create connections between students with diverse opinions and interests.

Nurita Wulandari (2016). Her result showed that Tvalue was 3.989 and degree of freedom (df) is 35. in the table of significance 5% the value, the value significance was 1.690 (Ttable). Comparing those values, the result was 3.989 > 1.690. So in conclusion, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (H0) was rejected. Therefore, there was effectiveness of blog to on student's writing of narrative text at tenth year of SMAN 3 Tangerang Selatan.

The researcher result also showed that weblog could make students enjoy in learning writing. It was proven with the results of the post test score of the experimental students. If the result was compared between the post test score of the experimental class with control class, the mean score of post-test in experimental class is higher than the mean score of post-test in control class. That is $76 > 70.77$.

So, it could be concluded that the implementation of using picture weblog media in teaching writing ability of descriptive text at X students of SMA N 1 Sambungmacan was effective. It was proven with students' final score after giving treatment, the teaching writing text of descriptive text using picture weblog as media was better that teaching writing text of descriptive text using picture as media.

CHAPTER V

CONCLUSIONS, IMPLICATION, SUGGESTION

A. Conclusions

The objective of this study is to know whether Picture weblog is effective to teach writing and there is significant difference of the writing text between the students who are taught by using picture weblog and the students who are taught by using picture media. In order to gain the objective of the study, the researcher conducted an experimental research.

The conclusion of this research study was supported by three findings. The post-test result showed that the mean score of the experimental class was higher than the control class. The mean score of experimental group in the post-test was 76 while the control group was 70.77. In the post test of an experimental class, the maximum score that the students could get was 83 and the minimum score was 68. In the post test of control class, the students' maximum scorewas lower, it was 80 and the minimum score was 62. It means that in teaching writing, students' who were taught using picture weblog have higher scores than those who were taught using picture media.

Based on the findings of the data analysis, it could be concluded that there was a significant difference in the writing text between the tenth grade students of SMA N 1 Sambungmacan who were taught using picture weblog and those who were taught using picture media. The analysis showed that *Ho* was rejected and *Ha* was accepted. Therefore, the hypothesis which was

"There is significant different score before and after using weblog at tenth grade students of SMA N 1 Sambungmacan" was accepted.

B. Implications

The result of the research shows that picture weblog can give better achievement in writing text than picture media. It means that picture weblog is appropriate media to teach writing text for students in SMA N 1 Sambungmacan, especially at the tenth grade students in 2017/2018 academic year. The students more active in learning writing ability by using picture weblog.

The application of picture weblog is more effective since it helps the students imaginative to start writing and it can improve the students' ability in making desciptive text. The researcher has the conclusion of some implications as follow:

1. Picture weblog can be applied to teach writing text for the tenth grade students in Senior High School.

2. Picture weblog makes the students more active, expressive, enjoyable, pleasant, enthusiasm, and enrich the students' writing text.

3. Picture weblog makes the students in the class have same opportunity to show up what they think about or what is the answer of the question from the teacher by their opinion in writing.

4. The result of the study can be used by English teachers as a consideration in choosing an appropriate material for the English teaching writing.

C. Suggestions

Related to the result of the study that there is significant difference writing text achievement between the students who are taught by using Pictire weblog has higher achievement than the students who are taught by using picture media, the researcher would like to give suggestions as follows:

1. For the English Teacher

Teaching English is not easy. So, the researcher makes the students interested in the subject lesson, the teacher should use interesting and appropriate media to teach English because students still believe that learning English is difficult. The interesting and appropriate media is expected to motivate the students in learning English process. The result of this research shows that Picture weblog is better media than picture media in teaching writing text. The teacher should plan the time well. They should be careful in selecting the appropriate media to teach writing.

2. For the students

The students should be active in teaching and learning process and do more practices in the class or out of the class. The students have to enrich the writing ability to understand what the content of the English context is. The students must always have large imagination in writing activities. The researcher recommends to use Picture weblog in teaching English to make the student attracts during the teaching activities in the classroom and creates fun and active condition in the class.

3. For the school

The school should be supported progressing of students' achievement by give facilities for the English teacher and the students to use the appropriate media in teaching learning process. Beside that, the English teachers of SMA N 1 Sambungmacan is expected to use infrastructure and equipment especially visual media learning, such as Weblog (picture weblog).

4. For other researchers

In this research, the researcher recognizes that this research still far from perfecness. The researcher hopes that this result of the research can be reference in teaching writing text. For other researchers in order to develop the further research in the same field of teaching writing needs to add other variables that influences to the writing skill.

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APPENDIX 1

LIST SCORE OF STUDENT

List Score of Student in Experimental Class (X MIA 3)

No	Nama	Pre-test	Post-test
1	Agam Azizi	72	73
2	Agung Cahyono	66	83
3	Alberth Nur Valid	64	73
4	Ana Sri Wahyuni	69	79
5	Anang Makruf	65	68
6	Cindi Safira Putri	69	80
7	Cindy Sintha Cahyani	68	78
8	Defika	70	79
9	Diah Rahayu	71	78
10	Diandra Ambarwati	70	82
11	Dyah Ayu Triwulandari	52	72
12	Eka Kusumawati	71	78
13	Enita Nur Widyawati	70	80
14	Fadzlian Rizky Reinaldy	63	75
15	Hafidatul Azizah	70	68
16	Lyra Zhafifah Rahmawati	63	75
17	Nopiya Nur Hidayati	69	78
18	Nur Rahmat Basuki	72	80
19	Rayhan Anggara Putra	66	76
20	Rineda Ulaya	71	75
21	Rizal Janrey Naibaho	68	75
22	Sepia Dwi Yani	65	70
23	Wahyu Perdana Kusuma	71	74
24	Widia Pangestika	65	75
	Total	1620	1824
	Mean	67.50	76.00

Mean $\quad : x = \frac{\sum X}{N}$

Pre-tes $\quad : \frac{1620}{24}$ 　　　　　Post-tes $\quad : \frac{1824}{24}$

$\quad : 67.50$ 　　　　　　　　　　　$: 76.00$

List Score of Student in Cotrol Class (X MIA 4)

No	Nama	Pre-test	Post-test
1	Abelta Tiara Zalzabela	68	69
2	Aisah Girindra	70	67
3	Alinda Zaitul	65	73
4	Andre Johan	71	80
5	Anggiya Wulandari	64	72
6	Anisa Dwi Apriliyani	64	74
7	Brilliant Reynanda Surya	66	69
8	Cris Dwi Alfianto	60	72
9	Dany Hermawan	69	74
10	Dewa Setiya Pambudi	64	69
11	Diki Bayu Pamungkas	71	72
12	Febri Yasa Cipta Saputra	66	74
13	Hilma Adesta Maulana	70	70
14	Indria Fradia Asista	69	76
15	Indra Kurniawan	71	72
16	Juanda Damar Adi Saputra	60	67
17	Laurentius Dion Rona Putra	72	73
18	Ratna Sekar Ayu	72	69
19	Rendy Colif Nurrahman	65	66
20	Rifqa Larasati	71	69
21	Risang Yudhistira	70	62
22	Rossa Pramudita	60	62
23	Takira Cahyu Kintani	68	69
24	Teriza Dinda Larasati	65	77
25	Vela Nur Isnaini	70	79
26	Wahyu Adi Setiawan	69	64
	Total	1750	1840
	Mean	67.31	70.77

Mean $\quad: x = \frac{\Sigma X}{N}$

Pre-tes $\quad: \frac{1750}{26}$ $\qquad$ Post-tes $\quad: \frac{1840}{26}$

$\qquad: 67.31$ $\qquad\qquad: 70.70$

APPENDIX 2

CALCULATION OF DATA

A. Calculation of Data

1. **The Data Result of Student's Experimental Class**

No	Pre-test	Post-test
1	72	73
2	66	83
3	64	73
4	69	79
5	65	68
6	69	80
7	68	78
8	70	79
9	71	78
10	70	82
11	52	72
12	71	78
13	70	80
14	63	75
15	70	68
16	63	75
17	69	78
18	72	80
19	66	76
20	71	75
21	68	75
22	65	70
23	71	74
24	65	75
Total	1,620	1,824
Mean	67.50	76.00
Median	69	75.5
Mode	70	75
Variant	19.043	16.261
SD	4.36	4.03
Max	72	83
Min	52	68

a. **Frequency Distribution of Experimetal Class using Picture Weblog to Teach Writig Text**

1) Pre-test Experimental Class

Score			X	f	fx	x^2	fx^2
52	-	55	53.5	1	53.5	2862.25	2862.25
56	-	59	57.5	0	0	3306.25	0
60	-	63	61.5	2	123	3782.25	7564.5
64	-	67	65.5	6	393	4290.25	25741.5
68	-	71	69.5	13	903.5	4830.25	62793.3
72	-	75	73.5	2	147	5402.25	10804.5
sum				24	1620	24473.5	109766

Maximum Score = 72

Minimum Score = 52

Range = 72 - 52

6

Interval = 3.33 dibulatkan menjadi = 3

2) Post-test Experimetal Class

Score			X	f	fx	x^2	fx^2
68	-	70	69	3	207	4761	14283
71	-	73	72	3	216	5184	15552
74	-	76	75	7	525	5625	39375
77	-	79	78	6	468	6084	36504
80	-	82	81	4	324	6561	26244
83	-	85	84	1	84	7056	7056
sum				24	1824	35271	139014

$$\text{Maximum Score} \quad = \quad 83$$

$$\text{Minimum Score} \quad = \quad 68$$

$$\text{Range} \quad = \quad \underline{83 \quad - \quad 68}$$

$$6$$

$$\text{Interval} \quad = \quad 2.50 \quad \text{dibulatkan menjadi} = \quad 3$$

2. **The Data Result of Student's Control Class**

No	Pre-test	Post-test
1	68	69
2	70	67
3	65	73
4	71	80
5	64	72
6	64	74
7	66	69
8	60	72
9	69	74
10	64	69
11	71	72
12	66	74
13	70	70
14	69	76
15	71	72
16	60	67
17	72	73
18	72	69
19	65	66
20	71	69
21	70	62
22	60	62
23	68	69
24	65	77
25	70	79

26	69	64
Total	1,750	1,840
Mean	67.3077	70.7692
Median	68.5	71
Mode	70	69
Variant	13.982	21.465
SD	3.7392	4.6330
Max	72	80
Min	60	62

a. **Frequency Distribution of Control Class using Picture Media to Teach Writig Text**

1) Pre-test Control Class

Score			X	f	fx	x^2	fx^2
60	-	61	60.5	3	181.5	3660.25	10980.8
62	-	63	62.5	0	0	3906.25	0
64	-	65	64.5	6	387	4160.25	24961.5
66	-	67	66.5	2	133	4422.25	8844.5
68	-	69	68.5	5	342.5	4692.25	23461.3
70	-	72	70.5	10	705	4970.25	49702.5
sum				26	1749	25811.5	117951

Maximum Score = 72

Minimum Score = 60

Range = <u>72   -   60</u>

6

Interval = 2.00 dibulatkan menjadi = 2

2) Pre-test Control Class

Score			X	f	fx	x^2	fx^2
62	-	64	63.5	3	190.5	4032.25	12096.8
65	-	67	66.5	3	199.5	4422.25	13266.8
68	-	70	69.5	7	486.5	4830.25	33811.8
71	-	73	72.5	6	435	5256.25	31537.5
74	-	76	75.5	4	302	5700.25	22801
77	-	80	78.5	3	235.5	6162.25	18486.8
sum				26	1849	30403.5	132001

Maximum Score = 80

Minimum Score = 62

Range = $\underline{80}$ - $\underline{62}$

                        6

Interval = 3.00

B. **Normality Test**

1. Normality Test of Pre-test in Experimetal Class

No	X	X^2	Zi	F(Zi)	S(Zi)	[F(zi)-S(Zi)
1	52	2704	-3.55	0.00019	0.042	-0.0415
2	63	3969	-1.03	0.15123	0.083	0.0679
3	63	3969	-1.03	0.15123	0.125	0.0262
4	64	4096	-0.80	0.21127	0.167	0.0446
5	65	4225	-0.57	0.28336	0.208	0.0750
6	65	4225	-0.57	0.28336	0.250	0.0334
7	65	4225	-0.57	0.28336	0.292	-0.0083
8	66	4356	-0.34	0.36552	0.333	0.0322
9	66	4356	-0.34	0.36552	0.375	-0.0095
10	68	4624	0.11	0.54561	0.417	0.1289
11	68	4624	0.11	0.54561	0.458	0.0873
12	69	4761	0.34	0.63448	0.500	0.1345
13	69	4761	0.34	0.63448	0.542	0.0928
14	69	4761	0.34	0.63448	0.583	0.0511
15	70	4900	0.57	0.71664	0.625	0.0916
16	70	4900	0.57	0.71664	0.667	0.0500
17	70	4900	0.57	0.71664	0.708	0.0083
18	70	4900	0.57	0.71664	0.750	-0.0334
19	71	5041	0.80	0.78873	0.792	-0.0029
20	71	5041	0.80	0.78873	0.833	-0.0446
21	71	5041	0.80	0.78873	0.875	-0.0863
22	71	5041	0.80	0.78873	0.917	-0.1279
23	72	5184	1.03	0.84877	0.958	-0.1096
24	72	5184	1.03	0.84877	1.000	-0.1512
Jumlah	1620	109788			Lmax	0.134
Rata-rata	67.50				Ltabel	0.181
SD	4.36				Hasil	Normal

$$SD = \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n(n-1)}}$$

$$Zi = \frac{XI - x}{S}$$

$$SD = \sqrt{\frac{24(109788) - (1620)^2}{24(24-1)}}$$

$$Zi = \frac{52 - 67.50}{4.36}$$

$$Zi = -3.55$$

$$SD = \sqrt{\frac{2634912 - 2624400}{552}}$$

$$SD = \sqrt{\frac{10512}{552}}$$

$$SD = \sqrt{19.04348}$$

SD = 4.36

F(Zi) = 0.5 – Luas dibawah kurva jika Zi negatif

= 0.5 + Luas dibawah kurva jika Zi positif

F(Zi) = untuk -3.55 = 0.00019

$$S(Zi) = \frac{\text{banyaknya Zi}}{N}$$

$$S(Zi) = \frac{1}{24} = 0.042$$

F(Zi) – S(Zi) = 0.00019 - 0.042

= -0.0415

F(Zi) – S(Zi) tertiggi = Lo = 0.134

Ltable = 0.181

Uji Liliefors Lo < Lt = Normal

Jadi, uji liliefors 0.134 < 0.181 = Normal

2. Normality Test of Post-test in Experimetal Class

No	X	X^2	Zi	F(Zi)	S(Zi)	[F(zi)-S(Zi)
1	68	4624	-1.98	0.02363	0.042	-0.0180
2	68	4624	-1.98	0.02363	0.083	-0.0597
3	70	4900	-1.49	0.06839	0.125	-0.0566
4	72	5184	-0.99	0.16061	0.167	-0.0061
5	73	5329	-0.74	0.22845	0.208	0.0201
6	73	5329	-0.74	0.22845	0.250	-0.0215
7	74	5476	-0.50	0.30996	0.292	0.0183
8	75	5625	-0.25	0.40207	0.333	0.0687
9	75	5625	-0.25	0.40207	0.375	0.0271
10	75	5625	-0.25	0.40207	0.417	-0.0146
11	75	5625	-0.25	0.40207	0.458	-0.0563
12	75	5625	-0.25	0.40207	0.500	-0.0979
13	76	5776	0.00	0.50000	0.542	-0.0417
14	78	6084	0.50	0.69004	0.583	0.1067
15	78	6084	0.50	0.69004	0.625	0.0650
16	78	6084	0.50	0.69004	0.667	0.0234
17	78	6084	0.50	0.69004	0.708	-0.0183
18	79	6241	0.74	0.77155	0.750	0.0215
19	79	6241	0.74	0.77155	0.792	-0.0201
20	80	6400	0.99	0.83939	0.833	0.0061
21	80	6400	0.99	0.83939	0.875	-0.0356
22	80	6400	0.99	0.83939	0.917	-0.0773
23	82	6724	1.49	0.93161	0.958	-0.0267
24	83	6889	1.74	0.95871	1.000	-0.0413
Jumlah	1824	138998			Lmax	0.107
Rata-rata	76.00				Ltabel	0.181
SD	4.03				Hasil	Normal

$$SD = \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n(n-1)}}$$

$$Zi = \frac{XI - x}{S}$$

$$SD = \sqrt{\frac{24(138998) - (1824)^2}{24(24-1)}}$$

$$Zi = \frac{68 - 76.00}{4.03}$$

$$Zi = -1.98$$

$$SD = \sqrt{\frac{3335952 - 3326976}{552}}$$

$$SD = \sqrt{\frac{8976}{552}}$$

$$SD = \sqrt{16.26087}$$

SD = 4.03

F(Zi)　= 0.5 – Luas dibawah kurva jika Zi negatif

　　　　= 0.5 + Luas dibawah kurva jika Zi positif

F(Zi)　= untuk -1.98 = 0.02363

$$S(Zi) = \frac{\text{banyaknya } Zi}{N}$$

$$S(Zi) = \frac{1}{24} = 0.042$$

F(Zi) – S(Zi)　= 0.02363 - 0.042

　　　　　　= -0.0180

F(Zi) – S(Zi) tertiggi = Lo = 0.107

Ltable = 0.181

Uji Liliefors Lo < Lt = Normal

Jadi, uji liliefors 0.107 < 0.181 = Normal

3. Normality Test of Pre-test in Control Class

No	X	X^2	Zi	F(Zi)	S(Zi)	[F(zi)-S(Zi)
1	60	3600	-1.95	0.02533	0.038	-0.0131
2	60	3600	-1.95	0.02533	0.077	-0.0516
3	60	3600	-1.95	0.02533	0.115	-0.0901
4	64	4096	-0.88	0.18819	0.154	0.0343
5	64	4096	-0.88	0.18819	0.192	-0.0041
6	64	4096	-0.88	0.18819	0.231	-0.0426
7	65	4225	-0.62	0.26856	0.269	-0.0007
8	65	4225	-0.62	0.26856	0.308	-0.0391
9	65	4225	-0.62	0.26856	0.346	-0.0776
10	66	4356	-0.35	0.36327	0.385	-0.0213
11	66	4356	-0.35	0.36327	0.423	-0.0598
12	68	4624	0.19	0.57344	0.462	0.1119
13	68	4624	0.19	0.57344	0.500	0.0734
14	69	4761	0.45	0.67458	0.538	0.1361
15	69	4761	0.45	0.67458	0.577	0.0977
16	69	4761	0.45	0.67458	0.615	0.0592
17	70	4900	0.72	0.76425	0.654	0.1104
18	70	4900	0.72	0.76425	0.692	0.0719
19	70	4900	0.72	0.76425	0.731	0.0335
20	70	4900	0.72	0.76425	0.769	-0.0050
21	71	5041	0.99	0.83829	0.808	0.0306
22	71	5041	0.99	0.83829	0.846	-0.0079
23	71	5041	0.99	0.83829	0.885	-0.0463
24	71	5041	0.99	0.83829	0.923	-0.0848
25	72	5184	1.25	0.89524	0.962	-0.0663
26	72	5184	1.25	0.89524	1.000	-0.1048
Jumlah	1750	118138			Lmax	0.136
Rata-rata	67.31				Ltabel	0.174
SD	3.74				Hasil	Normal

$$SD = \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n(n-1)}}$$

$$Zi = \frac{XI - x}{S}$$

$$SD = \sqrt{\frac{26(118138) - (1750)^2}{26(26-1)}}$$

$$Zi = \frac{60 - 67.31}{3.74}$$

$$Zi = -1.95$$

$$SD = \sqrt{\frac{3071588 - 3062500}{650}}$$

$$SD = \sqrt{\frac{9088}{650}}$$

$$SD = \sqrt{13.98}$$

SD = 3.74

F(Zi) = 0.5 – Luas dibawah kurva jika Zi negatif

= 0.5 + Luas dibawah kurva jika Zi positif

F(Zi) = untuk -1.95 = 0.02533

$$S(Zi) = \frac{banyaknya\ Zi}{N}$$

$$S(Zi) = \frac{1}{26} = 0.038$$

F(Zi) – S(Zi) = 0.02533 - 0.038

= -0.0131

F(Zi) – S(Zi) tertiggi = Lo = 0.136

Ltable = 0.174

Uji Liliefors Lo < Lt = Normal

Jadi, uji liliefors 0.136 < 0.174 = Normal

1. Normality Test of Post-test in Control Class

No	X	X^2	Zi	F(Zi)	S(Zi)	[F(zi)-S(Zi)
1	62	3844	-1.89	0.02919	0.038	-0.0093
2	62	3844	-1.89	0.02919	0.077	-0.0477
3	64	4096	-1.46	0.07200	0.115	-0.0434
4	66	4356	-1.03	0.15164	0.154	-0.0022
5	67	4489	-0.81	0.20795	0.192	0.0156
6	67	4489	-0.81	0.20795	0.231	-0.0228
7	69	4761	-0.38	0.35128	0.269	0.0820
8	69	4761	-0.38	0.35128	0.308	0.0436
9	69	4761	-0.38	0.35128	0.346	0.0051
10	69	4761	-0.38	0.35128	0.385	-0.0333
11	69	4761	-0.38	0.35128	0.423	-0.0718
12	69	4761	-0.38	0.35128	0.462	-0.1103
13	70	4900	-0.17	0.43407	0.500	-0.0659
14	72	5184	0.27	0.60475	0.538	0.0663
15	72	5184	0.27	0.60475	0.577	0.0278
16	72	5184	0.27	0.60475	0.615	-0.0106
17	72	5184	0.27	0.60475	0.654	-0.0491
18	73	5329	0.48	0.68492	0.692	-0.0074
19	73	5329	0.48	0.68492	0.731	-0.0459
20	74	5476	0.70	0.75720	0.769	-0.0120
21	74	5476	0.70	0.75720	0.808	-0.0505
22	74	5476	0.70	0.75720	0.846	-0.0889
23	76	5776	1.13	0.87056	0.885	-0.0141
24	77	5929	1.34	0.91067	0.923	-0.0124
25	79	6241	1.78	0.96218	0.962	0.0006
26	80	6400	1.99	0.97684	1.000	-0.0232
Jumlah	1840	130752			Lmax	0.082
Rata-rata	70.77				Ltabel	0.174
SD	4.63				Hasil	Normal

$$SD = \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n(n-1)}}$$

$$Zi = \frac{XI - x}{S}$$

$$SD = \sqrt{\frac{26(130752) - (1840)^2}{26(26-1)}}$$

$$Zi = \frac{62 - 70.77}{4.63}$$

$$Zi = -1.89$$

$$SD = \sqrt{\frac{3399552 - 3385600}{650}}$$

$$SD = \sqrt{\frac{13952}{650}}$$

$$SD = \sqrt{21.46}$$

SD = 4.63

F(Zi)   = 0.5 – Luas dibawah kurva jika Zi negatif

       = 0.5 + Luas dibawah kurva jika Zi positif

F(Zi)   = untuk -1.89 = 0.02919

$$S(Zi) = \frac{\text{banyaknya Zi}}{N}$$

$$S(Zi) = \frac{1}{26} = 0.038$$

F(Zi) – S(Zi)   = 0.02919 - 0.038

           = -0.0093

F(Zi) – S(Zi) tertiggi = Lo = 0.082

Ltable = 0.174

Uji Liliefors Lo < Lt = Normal

Jadi, uji liliefors 0.082 < 0.174 = Normal

C. Homogenity Test

1. Homogenity Test of Experimetal class

No	Pre-test	Post-test
1	72	73
2	66	83
3	64	73
4	69	79
5	65	68
6	69	80
7	68	78
8	70	79
9	71	78
10	70	82
11	52	72
12	71	78
13	70	80
14	63	75
15	70	68
16	63	75
17	69	78
18	72	80
19	66	76
20	71	75
21	68	75
22	65	70
23	71	74
24	65	75
Total	1,620	1,824
Mean	67.50	76.00
SD	4.36	4.03
Median	69	75.5
Modus	70	75
Variant	19.0435	16.2609
F_{count}	0.85	
F_{table}	1.98	
Result	Homogenious	

Pre-test experimental class

SD   = 4.36

Variant (S)   = SD^2

                       = (4.36)^2

                       = 19.0435

Post-test experimetal class

SD   = 4.03

Variant (S)   = SD^2

                       = (4.03)^2

                       = 16.2609

F$_{count}$ $= \dfrac{Ve}{Vc}$

                       $= \dfrac{16.2609}{19.0435}$

                       = 0.85

F$_{table}$ = 1.98

Result   = F$_{count}$ < F$_{table}$ = Homogenious

                       = 0.85 < 1.98 = Homogenious

2. Homogenity Test of Control class

No	Pre-test	Post-test
1	68	69
2	70	67
3	65	73
4	71	80
5	64	72
6	64	74
7	66	69
8	60	72
9	69	74
10	64	69
11	71	72
12	66	74
13	70	70
14	69	76
15	71	72
16	60	67
17	72	73
18	72	69
19	65	66
20	71	69
21	70	62
22	60	62
23	68	69
24	65	77
25	70	79
26	69	64
Total	1,750	1,840
Mean	67.31	70.77
SD	3.74	4.63
Median	68.5	71
Modus	70	69
Variant	13.9815	21.4646
F_{count}	1.54	
F_{table}	1.90	
Result	Homogenious	

Pre-test control class

SD $= 3.74$

Variant (S) $= SD^2$

$= (3.74)^2$

$= 13.9815$

Post-test cotrol class

SD $= 4.63$

Variant (S) $= SD^2$

$= (4.63)^2$

$= 21.4646$

F_{count} $= \dfrac{Ve}{Vc}$

$= \dfrac{21.4646}{13.9815}$

$= 1.54$

F_{table} $= 1.90$

Result $= F_{count} < F_{table} = $ Homogenious

$= 1.54 < 1.90 = $ Homogenious

D. T-Test

   1. The Data of Pre-test

No	Experient	Control	$(X_1-\overline{X})$	$(X_2-\overline{X})$	$(X_1-\overline{X})^2$	$(X_2-\overline{X})^2$
1	72	68	4.50	0.692	20.250	0.479
2	66	70	-1.50	2.692	2.250	7.249
3	64	65	-3.50	-2.308	12.250	5.325
4	69	71	1.50	3.692	2.250	13.633
5	65	64	-2.50	-3.308	6.250	10.941
6	69	64	1.50	-3.308	2.250	10.941
7	68	66	0.50	-1.308	0.250	1.710
8	70	60	2.50	-7.308	6.250	53.402
9	71	69	3.50	1.692	12.250	2.864
10	70	64	2.50	-3.308	6.250	10.941
11	52	71	-15.50	3.692	240.250	13.633
12	71	66	3.50	-1.308	12.250	1.710
13	70	70	2.50	2.692	6.250	7.249
14	63	69	-4.50	1.692	20.250	2.864
15	70	71	2.50	3.692	6.250	13.633
16	63	60	-4.50	-7.308	20.250	53.402
17	69	72	1.50	4.692	2.250	22.018
18	72	72	4.50	4.692	20.250	22.018
19	66	65	-1.50	-2.308	2.250	5.325
20	71	71	3.50	3.692	12.250	13.633
21	68	70	0.50	2.692	0.250	7.249
22	65	60	-2.50	-7.308	6.250	53.402
23	71	68	3.50	0.692	12.250	0.479
24	65	65	-2.50	-2.308	6.250	5.325
25	■	70	■	2.692	■	7.249
26	■	69	■	1.692	■	2.864
Total	1,620	1,750	0	0	438	350
Mean	67.5000	67.3077	0.0000	0.0000	18.2500	13.4438
St Dev (S)	4.3639	3.7392	4.3639	3.7392	47.7384	15.8172
Variant (s^2)	19.0435	13.9815	19.0435	13.9815	2278.9565	250.1838

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - n_2) S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Hyphotesis of test :

Ho : There is no different in teaching speaking to the sevent student of

MTs Mufathul Huda

Ha : There is different in teaching speaking to the sevent student of

MTs Mufathul Huda

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

Tabulation

$$t = \frac{67.50 - 67.31}{\sqrt{\frac{(24 - 26) \text{ x } 19.043 + (26 - 1)\text{x } 13.98}{24 + 26 - 2}\left[\frac{1}{24} + \frac{1}{26}\right]}}$$

$$t = \frac{0.192}{\sqrt{\frac{(-38.1) + 349.538}{48}}[0.0801]}$$

$$t = \frac{0.192}{\sqrt{0.52}}$$

$$t = \frac{0.192}{0.721}$$

$$t = 0.267$$

Result

T_{value} $= 0.267$

T_{table} $= n24$ $= 1.71$, $n26$ $= 1.71$

           $= 1.71$

Conclution ,

$T_{count} < T_{table}$, so Ha rejected = there is not different

Therefore, Ho is accepted and Ha is rejected, it can be concluded that there is not significant different in pre-test between experimental class and control class.

2. The Data of Post-test

No	Experient	Control	$(X_1-\overline{X})$	$(X_2-\overline{X})$	$(X_1-\overline{X})^2$	$(X_2-\overline{X})^2$
1	73	69	5.50	1.692	30.250	2.864
2	83	67	15.50	-0.308	240.250	0.095
3	73	73	5.50	5.692	30.250	32.402
4	79	80	11.50	12.692	132.250	161.095
5	68	72	0.50	4.692	0.250	22.018
6	80	74	12.50	6.692	156.250	44.787
7	78	69	10.50	1.692	110.250	2.864
8	79	72	11.50	4.692	132.250	22.018
9	78	74	10.50	6.692	110.250	44.787
10	82	69	14.50	1.692	210.250	2.864
11	72	72	4.50	4.692	20.250	22.018
12	78	74	10.50	6.692	110.250	44.787
13	80	70	12.50	2.692	156.250	7.249
14	75	76	7.50	8.692	56.250	75.556
15	68	72	0.50	4.692	0.250	22.018
16	75	67	7.50	-0.308	56.250	0.095
17	78	73	10.50	5.692	110.250	32.402
18	80	69	12.50	1.692	156.250	2.864
19	76	66	8.50	-1.308	72.250	1.710
20	75	69	7.50	1.692	56.250	2.864
21	75	62	7.50	-5.308	56.250	28.172
22	70	62	2.50	-5.308	6.250	28.172
23	74	69	6.50	1.692	42.250	2.864
24	75	77	7.50	9.692	56.250	93.941
25	■	79	■	11.692	■	136.710
26	■	64	■	-3.308	■	10.941
Total	1,824	1,840	204	90	2,108	848
Mean	76.000	70.769	8.500	3.462	87.833	32.621
St Dev (S)	4.032	4.633	4.032	4.633	65.515	41.653
Variant (s^2)	16.261	21.465	16.261	21.465	4292.167	1735.005

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - n_2) S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Hyphotesis of test :

Ho : There is no different in teaching speaking to the sevent student of

MTs Mufathul Huda

Ha : There is different in teaching speaking to the sevent student of

MTs Mufathul Huda

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

Tabulation

$$t = \frac{76.00 - 70.77}{\sqrt{\frac{(24 - 26) \text{ x } 16.26 + (26 - 1)\text{x } 21.46}{24 + 26 - 2}\left[\frac{1}{24} + \frac{1}{26}\right]}}$$

$$t = \frac{5.231}{\sqrt{\frac{(-32.5) + 536.62}{48}[0.0801]}}$$

$$t = \frac{5.231}{\sqrt{0.842}}$$

$$t = \frac{5.231}{0.917}$$

$$t = 5.702$$

Result

T_{value} = 5.702

T_{table} = n24 = 1.71 , n26   = 1.71

            = 1.71

Conclution,

$T_{count} > T_{table}$, so Ha accepted = there is different

Therefore, Ho is rejected and Ha is accepted, it can be concluded that there is significant different in post-test between experimental class and control class.

APPENDIX 3

THE SYLLABUS

SILABUS

Mata Pelajaran   : **BAHASA INGGRIS - WAJIB**

Kelas   : **X**

Kompetensi Inti   :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanengli

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	orang lain *Ungkapan* *My name is... I'm ... I live in ... I have … I like ….* dan semacamnya *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense: *be, have* dalam simple present tense (3) Kata tanya *What? Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	**Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan	tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		sh.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang benar dan sesuai dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	**Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* *"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	• muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian **Pengamatan (observations):**	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.c om • http://americanengli sh.state.gov/files/ae /resource_files • http://learnenglish.b ritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
 	
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
 	
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks
	Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu
	Fungsi Sosial
	  Menyatakan rencana
	Struktur Teks
	  'I'd like to tell my name,'
	  I will tell him about my job, I'm going to introduce my friend
	Unsur Kebahasaan
	  Kata kerja *I'd like to ..., I will ..., I'm going to* ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak
		Mengamati
		
		• Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks
		
		• Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru
		
		• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu
		
		• Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu
			Kriteria penilaian:
			
			• Pencapaian fungsi sosial
			• Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu
			
			• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
			
			• Kesesuaian format penulisan/ penyampaian
			
			Cara Penilaian:
			Pengamatan (observasi)
			Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi
				2 x 2 JP	• Audio CD/ VCD/DVD
					
					• SUARA GURU
					
					• Koran/ majalah berbahasa Inggris
					
					• www.dailyenglish.com
					
					• http://americanenglish.state.gov/files/ae/resource_files
					
					• http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya 4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	yang jelas dan rapi.	**Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb. **Mengekslorasi** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstuktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu **Mengasosiasi** • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia **Mengkomunikasikan** • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*)	balikan. • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	**Teks lisan dan tulis untuk mengucapkan dan merespon ucapan**	**Mengamati** • Siswa memperhatikan beberapa pesan	Kriteria penilaian: • Pencapaian fungsi sosial	2 x 2 JP	• <u>Audio CD/ VCD/DVD</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya. 4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	**selamat bersayap (extended)** *Fungsi Sosial* Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. *Struktur text* Ungkapan baku dari sumber-sumber otentik. *Unsur kebahasaan* (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku peduli dan cinta damai.	yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan(questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi**	• Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** • Melakukan *role-play* (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan		• SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat	selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan**	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

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pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	terjadinya dengan yang merujuk pada kesudahannya *Struktur teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahnnya dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang	tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi	9 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman.	balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal'	bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*).	**Teks tulis berbentuk** *announcement* **(pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan*	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk pemberitahuan (*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (*announcement*)	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik	dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (*learning journal*)	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian**		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Sejawat		
			Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa**. *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	7 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan konteks	dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning*	komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		journal)			
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca	6 x 2 JP	• <u>Audio CD/ VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/ majalah berbahasa Inggris</u> • <u>www.dailyenglish.com</u> • <u>http://americanenglish.state.gov/files/ae/resource_files</u> • <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perilaku dan nilai-nilai luhur dan budaya.		memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	• • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan	2 x 2 JP	• Audio CD/ VCD/DVD • www.youtube • SUARA GURU • Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	*Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	**Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		• www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

APPENDIX 4

THE LESSON PLAN OF EXPERIMENTAL CALASS AND CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 Sambungmacan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/1

Materi Pokok   : **Teks descriptive lisan dan tulis, sederhana, tentang orang,**

tempat wisata, dan bangunan bersejarah terkenal

Alokasi Waktu : 4x2 JP

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsive dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagaia permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk mencerahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
	1.1 Mensyukuri kesempatan	1.1.1 Siswa menjawab salam dari guru.

	dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.2	Siswa berdo'a sebelum pelajaran dimulai
		1.1.3	Siswa menunjukkan rasa syukur atas anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional
	2.3 menunjukan sikap tenggu jawab , peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.2.1	Siswa menunjukkan sikap tanggung jawab dalam melaksanakan komunikasi fungsional dengan teman dan guru
		2.2.2	Siswa menunjukkan sikap peduli dan kerjasama dalam melaksanakan komunikasi fungsional dengan teman
		2.2.3	Siswa menunjukkan sikap cinta damai dalam setiap perkataan dan menjaga kondisi kelas
		2.2.4	Siswa menunjukkan kompetisi yang sehat
	3.7 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahassan pada teks descriptive sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai konteks penggunaannya.	3.7.1	Mengidentifikasi fungsi sosial *Present tense* dan responsnya.
		3.7.2	Mengidentifikasi struktur teks yang menggunakan *Present tense*.
		3.7.3	Mengidentifikasi struktur teks yang menggunakan *Present tense* mengecek pemahaman dan responsnya.
		3.7.4	Mengidentifikasi struktur teks yang menggunakan *Present tense* dalam teks descriptive.
		3.7.5	Mengidentifikasi unsur kebahasaan pada *Present tense*.
		3.7.6	Siswa memahami penggunaan *Present tense* dalam mendiscripsikan orang, tempat wisata, dan bangunan bersejarah terkenal

		dengan unsur kebahasaan yang benar dan sesuai konteks
	4.8. Menangkap makna dalam teks descriptive lisan dan tulis sederhana	4.8.1 Siswa dapat mengetahui makna yang terkandung dalam teks descriptive 4.8.2 Siswa dapat mengetahui unsur-unsur bahasa yang terdapat dalam descriptive text 4.8.3 Siswa dapat mengetahui perbedan teks descriptive dengan teks yang lainnya.
	4.9 Menyunting teks descriptive lisan dan tulis sederhana dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, structure teks, dan unsur kebahasaan yang benar sesuai konteks.	4.9.1 Siswa dapat meniru cotoh text scara terbimbing dengan memperhatikan fungsi social, structure teks, dan unsure kebahasaan yang benar. 4.9.2 Siswa dapat menyinting teks descriptive dengan kalimatnya sendiri dengan structure teks dan kebahsaan yang benar. 4.9.3 Siswa dapat mengelompokkan teks descripsi sesuai dengan fungsi sosialnya.
	4.10 Menyusun teks describtive lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, structur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Siswa dapat membuat dan menyusun teks descriptive sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, structur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 4.10.2 Siswa dapat mendiscripsiskan tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan pengalaman

C. Materi Pembelajaran

  1. Fungsi Sosial dari ungkapan:

  Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb

  2. Struktur Teks descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal :

  a   penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk didescripsikan.

  b   penyebutan sifat orang, tempat wisata, dan bagunan bersejarah terkenal dan bagiannya.

  c   Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

  3. Unsur Kebahasaan dari Teks descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal :

  a   kata benda yang terkait dengan orang, tempat wisata, dan bengunan bersejarah terkenal.

  b   Keta sifat yang terkait dengan orang, tempat wisata, dan bengunan bersejarah terkenal.

  c   Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

  d   Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

  e   Rujukan kata

D. Metode Pembelajaran

Discussion method (the educational diagnosis meeting).

E. Media, Alat, dan Sumber Pembelajaran

  1. Media

   Weblog media

  2. Alat/Bahan

   • Komputer & LCD

   • Kamus

- Intruksi pembuatan blog

3. Sumber Belajar

1. Bahasa Inggris. *Kementrian Pendidikan dan Kebudayaan* kelas X. Jakarta. 2016.

2. Bahasa Inggris. *PATHWAY TO ENGLISH* kelas X. Erlangga. Jakarta. 2016.

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Kesatu

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	a. Siswa merespon salam dan sapaan dari peneliti b. Siswa membaca '*Basmalah'* sebelum memulai kegiatan pembelajaran dan memberikan absent c. Siswa merespon pertanyaan peneliti tentang materi yang akan diajarkan mengenai *descriptive text*.	10'
Kegiatan Inti	a. Observing • Peneliti memberi rangsangan kepada siswa dengan bertanya tentang descriptive text dan meminta salah satu dari mereka untuk menjelaskan. • Siswa yang lain memperhatikan penjelassan yang di sampaikan oleh temannya. • Peneliti membimbing siswa untuk menganalisis fungsi social, structure teks, dan unsur kebahasaan dalam dalam sebuah teks desciptive. b. Questioning • Peneliti merangsang siswa untuk menanyakan struktur teks, dan unsur kebahasaan	15' 15'

	• Peneliti merangsang siswa agar bertanya tentang perbadaan teks descriptive dengan teks yang lainnya.	
	c. Exploring	15'
	• Siswa membaca teks descriptive yang diberikan oleh peneliti.	
	• Siswa berlatih menganalisis fungsi social, stukture teks, dan usur kebahasaan dalam teks descriptive.	
	• Siswa mengamati stuktur teks descriptive dalam contoh yang diberikan peneliti.	
	d. Associating	15'
	• Siswa berlatih menganalisis teks descriptive dan membedakannya dengan teks descriptive yang lainnya.	
	• Siswa menganalisis fungsi social, structure teks, dan unsur kebahasaannya.	
	e. Communicating	15'
	• Siswa menyampaikan informasi fungsi sosial, struktur dan unsur kebahasaan yang ditemukan setelah membaca dan menyusun teks descriptive.	
	• Peneliti dan sisiwa membahas unsure kebahasaan dan struktur yang ada dalam teks descriptive.	
	• peneliti membahas cara membuat blog.	
Penutup	a. Peneliti membimbing siswa dalam menyimpulkan materi yang telah di ajarkan	5'
	b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	

| | c. Peneliti memberikan tugas kepada siswa yang belum punya blog untuk membuat blog. | |
| | d. Siswa membaca 'hamdalah' menjawab salam penutup dari peneliti. | |

2. Pertemuan Kedua

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	a. Siswa merespon salam dan sapaan dari peneliti b. Siswa membaca 'Basmalah' sebelum memulai kegiatan pembelajaran dan memberikan absent. c. Siswa merespon pertanyaan peneliti tentang materi yang sudah diajarkan mengenai descriptive text.	10'
Kegiatan Inti	a. Observing • Peneliti merangsang siswa dengan bertanya tentang meteri yang kemarin telah disampaikan dan meminta salah satu siswa untuk menjelaskannya. • Siswa yang lain memperhatikan dan mengamati materi yang disampaikan temannya. • Siswa mengamati fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive yang disampaikan oleh peneliti. b. Questioning • Peneliti merangsang siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive. • Peneliti merangsang siswa untuk bertanya pengunaan teks descriptive. c. Eksplorasi	15' 15'

	• Siswa membentuk kelompok dengan jumlah 2 orang perkelompok untuk membuat teks descriptive dengan mendiskripsikan teman kelompoknya.	15'
	d. Associating	
	• Siswa berlatih mengalasis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive yang telah di berikan oleh peneliti.	15'
	• Siswa mencari kosakata yang belum mereka pahami.	
	e. Communicating	
	• Perkelompok menyampaikan hasil analisis teks descriptive yang meraka buat kepada kelompoknya.	15'
Penutup	a. Siswa bersama Peneliti menyimpulkan pembelajaran.	5'
	b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	
	c. Siswa di beritugas untuk membuat teks descriptive dengan gambar yang telah ditentukan oleh peneliti dan dipublikasikannya melalui blog.	
	d. Siswa membaca 'hamdalah' menjawab salam penutup dari peneliti.	

3. **Pertemuan ketiga**

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	a. Siswa merespon salam dan sapaan dari peneliti	
	b. Siswa membaca 'Basmalah' sebelum memulai	10'

	kegiatan pembelajaran	
	c. Siswa merespon pertanyaan peneliti tentang materi yang sudah diajarkan mengenai *descriptive text.*	
Kegiatan Inti	a. Observing • Peneliti meminta salah satu siswa membacakan teks descriptive yang meraka tulis didalam blog. • Siswa yang lain memperhatikan dan mengamati structur teks, dan unsur kebahasaannya.	15'
	b. Questioning • Peneliti merangsang siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive yang telah di sampaikan temannya. • Siswa bertanya tentang beberapa arti kosa kata yang ada dalam teks descriptive yang disampaikan oleh temannya.	15'
	c. Eksplorasi • Peneliti memberikan teks descriptive yang salah. • Siswa membentuk klompok terdiri dari 5 orang.	15'
	d. Associating • Siswa berkelompok mencoba bediskusi membenarkan teks descriptive yang salah. • Siswa berkelompok menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive yang telah di berikan oleh peneliti.	15'

	e. Communicating	
	• Siswa membandingkan dengan pekerjaan kelompoknya dengan klompok lainnya. • Peneliti mengawasi dan membenarkan jika ada yang di nilai salah dalam hasil diskusinya.	15'
Penutup	a. Siswa bersama peneliti menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. c. Peneliti memberikan tugas kepada siswa untuk membuka materi yang ada didalam blog peneliti dan siswa wajib berkomentar didalam blog. d. Siswa membaca '*hamdalah*' menjawab salam penutup dari peneliti.	5'

4. **Pertemuan ke-4**

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	a. Siswa merespon salam dan sapaan dari peneliti. b. Siswa membaca '*Basmalah*' sebelum memulai kegiatan pembelajaran dan memberikan absensi. c. Siswa merespon pertanyaan peneliti tentang materi yang sudah diajarkan mengenai *desccribtive text.*	'5
Kegiatan Inti	a. Observing • Peneliti merangsang siswa dengan bertanya materi-materi yang telah disampaikan. • Siswa membuka ulang materi yang telah	15'

	mereka pelajari dan mereview ulang materi-materi yang telah diajarkan.	
	b. Questioning	15'
	• Siswa bertanya jawab tentang materi-materi yang belom mereka pahami dengan teman mereka atau dengan peneliti.	
	c. Eksplorasi	15'
	• Peneliti memberikan slide show hasil komentar para siswa didalam blog.	
	• Siswa mengamati hasil-hasil komentar dari siswa satu degan siswa lainnya	
	d. Associating	15'
	• Peneliti meminta bebrapa siswa yang berkomentar didalam blog untuk menyampaikan ulang komentarnya.	
	• Siswa mengamati perbedaan komentar yang disampaikan temannya	
	e. Communicating	15'
	• Siswa membandingkan dan menyipulkan berbedaan komentar yang telah disampaikan temannya melalui diskusi dalam kelas.	
Penutup	a. Siswa bersama peneliti menyimpulkan pembelajaran.	5'
	b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	
	c. Siswa di beri tugas membuka blog dan siswa melanjutkan pendescripsian terhadap gambar yang telah didiscrpsikan oleh peneliti didalam blog melalui kolom komentar.	
	d. Siswa membaca 'hamdalah' menjawab salam penutup dari peneliti.	

G. Evaluasi

Choose one of pictures then write down a paragraph of descriptive text

H.   Penilaian

Menulis paragraph descriptive text

No	Element	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanic	5
	Total	100

Sragen, 13 Oktober 2017

Guru bahasa inggris

Sukiyem, S.Pd

NIP. 19671231200604 2 058

Kepala SMA N 1 Sambungmacan

Drs. Sarengat, MM

NIP. 19600904198503 1 011
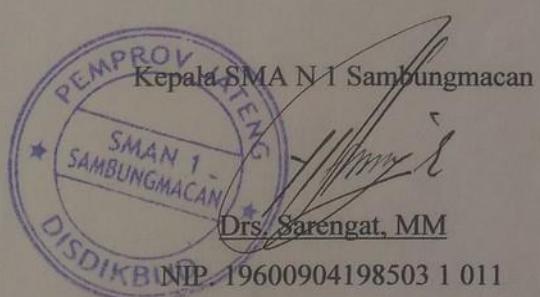
Researcher

Jihad Fii Sabilillah

NIM. 133221018

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA N 1 Sambungmacan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/1

Materi Pokok : **Teks descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal**

Alokasi Waktu : 4x2 JP

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsive dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagaia permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk mencerahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

A. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa	1.1.4 Siswa menjawab salam dari guru. 1.1.5 Siswa berdo'a sebelum pelajaran dimulai

	Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.6	Siswa menunjukkan rasa syukur atas anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional
2.	2.3 menunjukan sikap tenggu jawab , peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	3.2.1 3.2.2 3.2.3 3.2.4	Siswa menunjukkan sikap tanggung jawab dalam melaksanakan komunikasi fungsional dengan teman dan guru Siswa menunjukkan sikap peduli dan kerjasama dalam melaksanakan komunikasi fungsional dengan teman Siswa menunjukkan sikap cinta damai dalam setiap perkataan dan menjaga kondisi kelas Siswa menunjukkan kompetisi yang sehat
3.	3.7 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahassan pada teks descriptive sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai konteks penggunaannya.	4.7.1 4.7.2 4.7.3 4.7.4 4.7.5 4.7.6	Mengidentifikasi fungsi sosial *Present tense* dan responsnya. Mengidentifikasi struktur teks yang menggunakan *Present tense*. Mengidentifikasi struktur teks yang menggunakan *Present tense* mengecek pemahaman dan responsnya. Mengidentifikasi struktur teks yang menggunakan *Present tense* dalam teks descriptive. Mengidentifikasi unsur kebahasaan pada *Present tense*. Siswa memahami penggunaan *Present tense* dalam mendiscripsikan orang, tempat wisata, dan bangunan bersejarah terkenal dengan unsur kebahasaan yang benar dan sesuai konteks
4.	4.8. Menangkap makna dalam teks descriptive lisan dan tulis sederhana	5.8.1 5.8.2 5.8.3	Siswa dapat mengetahui makna yang terkandung dalam teks descriptive Siswa dapat mengetahui unsur-unsur bahasa yang terdapat dalam descriptive text Siswa dapat mengetahui perbedan teks descriptive dengan teks yang lainnya.
	4.9 Menyunting teks descriptive lisan dan tulis sederhana dan bangunan	5.9.1	Siswa dapat meniru cotoh text scara terbimbing dengan memperhatikan fungsi social, structure teks, dan unsure

	bersejarah terkenal, dengan memperhatikan fungsi social, structure teks, dan unsur kebahasaan yang benar sesuai konteks.	kebahasaan yang benar. 5.9.2 Siswa dapat menyinting teks descriptive dengan kalimatnya sendiri dengan structure teks dan kebahsaan yang benar. 5.9.3 Siswa dapat mengelompokkan teks descripsi sesuai dengan fungsi sosialnya.
	4.10 Menyusun teks describtive lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, structur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	5.10.1 Siswa dapat membuat dan menyusun teks descriptive sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, structur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 5.10.2 Siswa dapat mendiscripsiskan tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan pengalaman

C. Materi Pembelajaran

1. **Fungsi Sosial dari ungkapan**:

   Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb

2. **Struktur Teks descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal :**

   d   penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk didescripsikan.

   e   penyebutan sifat orang, tempat wisata, dan bagunan bersejarah terkenal dan bagiannya.

   f   Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

3. **Unsur Kebahasaan dari Teks descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal :**

   f   kata benda yang terkait dengan orang, tempat wisata, dan bengunan bersejarah terkenal.

g   Keta sifat yang terkait dengan orang, tempat wisata, dan bengunan bersejarah terkenal.

h   Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

i   Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

j   Rujukan kata.

D. Metode Pembelajaran

Discussion method (the educational diagnosis meeting).

E. Media, Alat, dan Sumber Pembelajaran

1. Media

   Picture media

2. Alat/Bahan

   - Komputer & LCD
   - Kamus
   - Gambar

3. Sumber Belajar

   - Bahasa Inggris. *Kementrian Pendidikan dan Kebudayaan* kelas X. Jakarta. 2016.
   - Bahasa Inggris. *PATHWAY TO ENGLISH* kelas X. Erlangga. Jakarta. 2016.
   - Lks bahasa inggris siswa

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Kesatu

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	d. Siswa merespon salam dan sapaan dari peneliti e. Siswa membaca '*Basmalah*' sebelum memulai kegiatan pembelajaran dan memberikan absent f. Siswa merespon pertanyaan peneliti tentang materi yang akan diajarkan mengenai *descriptive text*.	10'
Kegiatan Inti	b. Observing • Peneliti memberi rangsangan kepada	15'

		siswa dengan bertanya tentang descriptive text dan meminta salah satu dari mereka untuk menjelaskan.	
		• Siswa yang lain memperhatikan penjelassan yang di sampaikan oleh temannya.	
		• Peneliti membimbing siswa untuk menganalisis fungsi social, structure teks, dan unsur kebahasaan dalam dalam sebuah teks desciptive.	
	b. Questioning		
		• Peneliti merangsang siswa untuk menanyakan struktur teks, dan unsur kebahasaan	15'
		• Peneliti merangsang siswa agar bertanya tentang perbadaan teks descriptive dengan teks yang lainnya.	
	c. Exploring		
		• Siswa membaca teks descriptive yang diberikan oleh peneliti.	15'
		• Siswa berlatih menganalisis fungsi social, stukture teks, dan usur kebahasaan dalam teks descriptive.	
		• Siswa mengamati stuktur teks descriptive dalam contoh yang diberikan Peneliti.	
	d. Associating		
		• Siswa berlatih menganalisis teks descriptive dan membedakannya dengan teks descriptive yang lainnya.	15'
		• Siswa menganalisis fungsi social, structure teks, dan unsur kebahasaannya.	
	e. Communicating		

	• Siswa menyampaikan informasi fungsi sosial, struktur dan unsur kebahasaan yang ditemukan setelah membaca dan menyusun teks descriptive. • Peneliti dan sisiwa membahas unsure kebahasaan dan struktur yang ada dalam teks descriptive.	15'
Penutup	e. Peneliti membimbing siswa dalam menyimpulkan materi yang telah di ajarkan f. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan g. Siswa membaca '*hamdalah*' menjawab salam penutup dari peneliti.	5'

2. Pertemuan Kedua

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	d. Siswa merespon salam dan sapaan dari peneliti. e. Siswa membaca '*Basmalah'* sebelum memulai kegiatan pembelajaran dan memberikan absent. f. Siswa merespon pertanyaan peneliti tentang materi yang sudah diajarkan mengenai *descriptive text*.	10'
Kegiatan Inti	a. Observing • Siswa mengamati fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive yang disampaikan oleh Peneliti. b. Questioning • Peneliti merangsang siswa untuk bertanya tentang fungsi sosial, struktur teks, dan	15' 15'

	unsur kebahasaan dalam teks descriptive. • Peneliti merangsang siswa untuk bertanya pengunaan teks descriptive. c. Eksplorasi • Siswa membentuk kelompok sejumlah 2 orang perkelompok untuk membuat teks descriptive dengan gambar yang telah di berikan oleh peneliti.	15'
	d. Associating • Siswa berlatih membuat teks descriptive dengan melihat fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks descriptive yang telah di berikan oleh peneliti.	15'
	e. Communicating • Perkelompok menyampaikan dengan membaca teks descriptive yang meraka buat kepada kelompoknya.	15'
Penutup	e. Siswa bersama peneliti menyimpulkan pembelajaran. f. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan g. Siswa membaca 'hamdalah' menjawab salam penutup dari peneliti.	5'

5. **Pertemuan ketiga**

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	d. Siswa merespon salam dan sapaan dari guru e. Siswa membaca 'Basmalah' sebelum memulai kegiatan pembelajaran f. Siswa merespon pertanyaan guru tentang materi yang sudah diajarkan mengenai	10'

	descriptive text.	
Kegiatan Inti	b. Observing	
	• Peneliti merangsang siswa dengan bertanya tentang apa yang kemarin meraka sudah mereka pelajari.	15'
	• Salah satu siswa membacakan materi yang kemarin dipelajari.	
	• Peneliti memberi sebuah gambar dan siswa mengamati gambar yang di bawa oleh peneliti.	
	b. Questioning	
	• Peneliti merangsang siswa untuk bertanya tentang gambar yang diberikan oleh peneliti.	15'
	• Siswa beratanya jawab dengan peneliti dengan berlatih mendiscripsikan gambar tersebut dengan struktur teks, dan unsur kebahasaan yang benar.	
	c. Eksplorasi	
	• peneliti memberikan gambar suatu tempat wisata.	
	• Siswa mengamati gambar dan berlatih mendiscripsikan gambar tersebut.	15'
	d. Associating	
	• Siswa membandingkan struktur teks, dan unsur kebahasaan hasil diskripsinya dengan materi struktur teks, dan unsur kebahasaan descriptive text yang telah meraka pelajari.	15'
	e. Communicating	
	• Siswa maju kedepan untuk menuliskan hasis diskripsinya secara individu.	

		15'
Penutup	e. Siswa bersama peneliti menyimpulkan pembelajaran.	5'
	f. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	
	g. Siswa membaca '*hamdalah*' menjawab salam penutup dari peneliti.	

6. **Pertemuan ke-4**

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	d. Siswa merespon salam dan sapaan dari Peneliti.	10'
	e. Siswa membaca '*Basmalah'* sebelum memulai kegiatan pembelajaran dan memberikan absensi.	
	f. Siswa merespon pertanyaan peneliti tentang materi yang sudah diajarkan mengenai *describtive text.*	
Kegiatan Inti	a. Observing	
	• Peneliti merangsang siswa dengan bertanya materi-materi yang telah disampaikan.	15'
	• Siswa mereview ulang materi-materi yang telah diajarkan.	
	b. Questioning	
	• Siswa bertanya jawab tentang materi-materi yang belom mereka pahami dengan teman mereka atau dengan peneliti.	15'
	c. Eksplorasi	
	• peneliti memberikan 5 gambar yang berbeda-beda kepada siswa	15'
	• Siswa mengamati perbedaan gambar	

	tersebut.	
	d. Associating	
	• Peneliti meminta siswa untuk membentuk 5 kelompok tiap kelompok terdiri dari 5-6 orang.	15'
	• Perkelompok mendapatkan 1 gambar yang gambarnya berbeda dangan klompok lainnya.	
	• Setiap kelompok mendiscripsikan gambar yang telah diberikan peneliti dan mendiskusikan dengan teman kelompoknya.	
	e. Communicating	
	• Perkelompok maju kedepan membacakan hasil diskusinya.	15'
Penutup	e. Siswa bersama Peneliti menyimpulkan pembelajaran.	5'
	f. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	
	g. Siswa membaca 'hamdalah' menjawab salam penutup dari Peneliti.	

G. Evaluasi

Choose one of pictures then write down a paragraph of descriptive text

H. **Penilaian**

Menulis paragraph descriptive text

No	Element	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanic	5
	Total	100

Sragen, 13 Oktober 2017

Guru bahasa inggris

Sukiyem, S.Pd

NIP. 19671231200604 2 058

Kepala SMA N 1 Sambungmacan   Researcher

Drs. Sarengat, MM   Jihad Fii Sabilillah
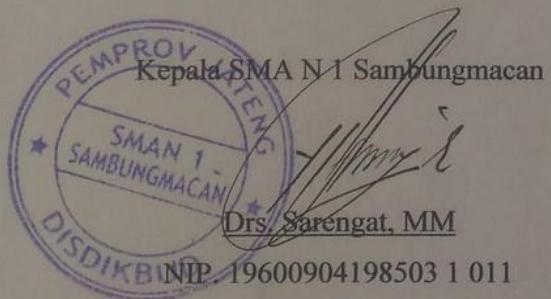
NIP. 19600904198503 1 011   NIM. 133221018

APPENDIX 5

THE INSTRUMENT OF WRITING TEST

PRE-TEST

Name :

Class :

No.   :

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	
Identification	
Descriptions	

POST-TEST

Name :

Class :

No.   :

Writes descriptive text about animals or buildings teacher (atleast 3 paragraphs) in 45 minutes!

Title	
Identification	
Descriptions	

APPENDIX 6

READABILITY

No	Nama	Nilai			Jumlah
		1	2	3	
1	Adrian Yosif N S	1	1	0	2
2	Aisyah Ayi W	1	1	1	3
3	Ajeng Rahayu W	1	1	1	3
4	Alvina Alfilianti	1	1	1	3
5	Denni Saputro	1	1	1	3
6	Denita Pacivica Osagi	1	1	1	3
7	Diah Puspita Rini	1	1	1	3
8	Esa Edelweis	1	1	1	3
9	Fitri Noviana	1	1	1	3
10	Fitri Sulistyo Budi	1	1	1	3
11	Gusur Effendi	1	0	1	2
12	Indah Khusnul Khoimah	1	1	1	3
13	Kenan Akbar Pambuko	1	1	1	3
14	Kevin David R F	1	1	0	2
15	Lina Widiah Astuti	1	1	1	3
16	Muhamad Rodzi	1	1	1	3
17	Nihayatus Sya'adah	1	1	1	3
18	Noviar Dony Setiadji	1	1	1	3
19	Nurohman Faisal Bakri	1	1	1	3
20	Putri Karisma Maharani	1	1	1	3
21	Refina Nurvita Sari	1	1	1	3
22	Rofi'ah Hayyu Anggraini	1	1	1	3
23	Windi Retno Saputri	1	1	1	3
24	Yusuf Rohman Primardani	1	1	1	3
	Jumlah	24	23	22	69
	Persen	100%	96%	92%	**96%**

The results of questions given to students is **96%**. So, the test is **READABLE**

Nama : Ardian Yosef Nardi SyahPu

No : 1

Kelas : X MIA 1

No	Question	Yes	No
1.	Do you understand the instructions of this test?	✓	
2.	Is instruction of the test understandable?	✓	
3.	Are the topics interesting?		✓

Nama : *Andi Annisa Azri*

No : 6

Kelas : X MIA 1

No	Question	Yes	No
1.	Do you understand the instructions of this test?	✓	
2.	Is instruction of the test understandable?	✓	
3.	Are the topics interesting?	✓	

Nama : Kenan Akbar Pambuko

No : 13

Kelas : X MIA 1

No	Question	Yes	No
1.	Do you understand the instructions of this test?	✓	
2.	Is instruction of the test understandable?	✓	
3.	Are the topics interesting?	✓	

Nama : Nawur Dony S
No : 18
Kelas : X MiA 1

No	Question	Yes	No
1.	Do you understand the instructions of this test?	✓	
2.	Is instruction of the test understandable?	✓	
3.	Are the topics interesting?	✓	

Nama : Yusuf Roman Primardani
No : 24
Kelas : X MIA I

No	Question	Yes	No
1.	Do you understand the instructions of this test?	✓	
2.	Is instruction of the test understandable?	✓	
3.	Are the topics interesting?	✓	

APPENDIX 7

THE EXAMPLE OF STUDENTS WEBLOG ACTIVITIES

Class descriptive

November 05, 2017

My Small House

I lived in a small house. It have five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door opened, I can see the living room. He is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom are in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there are the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Maybe this is the wrong descriptive sentence, so please you identify this sentence and justify it in the comment field.

class descriptive

Maybe this is the wrong descriptive sentence, so please you identify this sentence and justify it in the comment field.

Anasriwahyuni *11 November 2017 04.07*

Ana Sri Wahyuni/04/ X MIA 3

My Small House

I live in small housr. It have five rooms, there are two bedrooms,a living room,a bathroom and a kitchen. Indeed it is a small house, but I love living here to spend my spare time.

When the door opened,I can see the living room. It is so small with three chairs and a table,nothing else. I prefer to read a novel in this room

My bedroom is to the left the living room. In this room,there is a night table beside the bed, a TV, a radio and a computer. When I am tired to reading,I ussually play the online game,chat witj my friend via facebook so on.

Beside my bedroom is my mother's bedroom. I do not know what is inside,because I never came to see. On the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. Very pleasant when my monther cooks,the smell filled my whole house.

I know it is a very small house, but it i the best place I have never seen.

BALAS HAPUS

I have a picture of traditional house "*Joglo* house". The house makes from wood. Javanese makes their *Joglo* house from "*Jati* wood". Please continue the story and describe about the pictures above!

class descriptive

I have a picture of traditional house "*Joglo* house". The house makes from wood. Javanese makes their *Joglo* house from "*Jati* wood". Please continue the story and describe about the pictures above!

Agung Cahyono *19 November 2017 03.17*
Komentar ini telah dihapus oleh pengarang.
BALAS HAPUS

Agung Cahyono *19 November 2017 03.18*
Komentar ini telah dihapus oleh pengarang.
BALAS HAPUS

rijal naibaho *19 November 2017 03.55*
RIZAL JANREY NAIBAHO/02/X IPA 3

Joglo is a type of traditional vernacular house of the Javanese people (Javanese omah). The word joglo refers to the shape of the roof. In the highly hierarchical Javanese culture, the type of the roof of a house reflects the social and economic status of the owners of the house; joglo houses is traditionally associated with Javanese aristocrats.[1]

Joglo roof can be implemented to a dwelling (omah) or a pavilion (pendopo).

The joglo roof is the most complex of all Javanese roof types. Different with the other type of Javanese

class descriptive

BALAS HAPUS

rijal naibaho *19 November 2017 03.55*
RIZAL JANREY NAIBAHO/02/X IPA 3

Joglo is a type of traditional vernacular house of the Javanese people (Javanese omah). The word joglo refers to the shape of the roof. In the highly hierarchical Javanese culture, the type of the roof of a house reflects the social and economic status of the owners of the house; joglo houses is traditionally associated with Javanese aristocrats.[1]

Joglo roof can be implemented to a dwelling (omah) or a pavilion (pendopo).

The joglo roof is the most complex of all Javanese roof types. Different with the other type of Javanese roof such as the limasan and kampung roof, joglo roof does not use king posts. Joglo roof consists of columns that become higher as it go to the center. The four innermost main house columns are often the tallest, while the outer columns are the lowest. These four innermost house columns support a roof that is the steepest of all type of Javanese roof; almost forming a pyramid, except that it comes to two points rather than a single one. These four innermost main house columns is surmounted by a unique structural element known as tumpang sari. A tumpang sari is basically layered beams structure; the outermost band of beams support the rafters of both the upper and lower roofs, while the heavily-ornate inner band of beams create a vaulted ceiling in the form of an inverted stepped pyramid.

The basic joglo-type houses can be increased in size by adding extra columns and extending the roof area outwards.[2] Some very large joglo roof, such as the roof of the Grand Pendopo of the Mangkunegaran Palace, has a shape reminiscent of a mountain.

Traditionally, joglo roof is used for the house proper (omah) or the pavilion (pendopo) of noble families. In a large house compound of a Javanese noble family, joglo roof covers the very center part of the house. The space in the middle of the house, known as the dalem, is considered the most sacred. This sacred space — especially the area beneath the tumpang sari — is often left empty. In modern time, the area has no specific usage, but traditionally an incense was burnt once a week in this area to honor the rice goddess Dewi Sri, or in Central Java, to honor Nyai Roro Kidul.[2] This sacred area is also the area where the bride and bridegroom are seated during their marriage ceremony.[1]
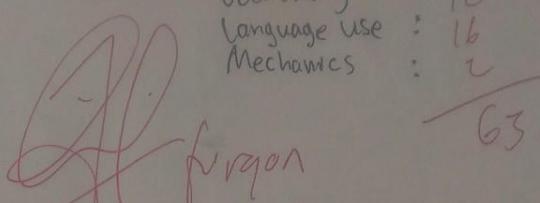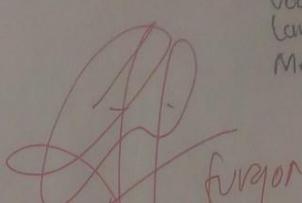
APPENDIX 8

THE EXAMPLE OF STUDENTS ANSWER OF PRE-TEST

EXPERIMENTAL CLASS

PRE-TEST

Content : 22
Organization : 14
Vocabulary : 14
Language use : 18
Mechanics : 3

Name : Eka kusumawati

Class : X Mia 3

No. : 12

furyan

71

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	My best friend
Identification	Defika is a student of State senior high school 1 sambung macan. She is the first daughter of Mr. siswoto and Mrs. Sarrni she live in Dadung mauntngan. She have a sister. Defika is brown-skinned. She is tall and slender. She is 14 years old. Defika have black hair, flat nose and rather big ears. Her face oval X to be
Descriptions	Defika is can attractive girl in her uniform. She likes wearing a T-Shirt and a cotton jacket She always wants to feel related. She is neat and well dressed

Defika is a friendly girl. everybody likes her because she is a humorous and creative girl. point Capital ← She is beautifull girl and smarts. Her hobbies are cooking, writing and reading. She like +5 reading novels. Defika has a beautifull voice and her favorite singer is sheila on 7. She is always cooking friend Tofu and fried rice. → singular

Her dreams are became a journalist. She always study about journalist. +5 |

Content : 22
Organization : 14
Vocabulary : 14
Language use : 18
Mechanics : 3 / 71

PRE-TEST

Content : 22
Organization : 13
Vocabulary : 12
Language Use : 16
Mechanics : 2

63

Name : Fadzilan Rizky R

Class : X IPA 3

No. : 14

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	My Best Friend
Identification	He is one of my best friend. He is very honest friendly and funny son. And he is my classmate in high school. His full name is Nur Rahmat Bayer. His nick name is Abas. Now, he is 18 years old. He was born in Ngawi on Apris 23rd 2002. Now he is live at whit river street no.1 in east java. His father worked as a farmer and his mother as a seller. Abas has a brother his brother is Bakhtiar Muhammad lahal.
Descriptions	Abas shool at 1 senior high school Sambung Macam. he is very good at academic an non academic. In academic he is very good math and science. At school he is good boy. he is active in all shool activities. Abas has an oval face he has straight hair. he has a pointed nose. The color skim is brown sawo. his favorite food is fried rice and his hobby is futsal and swimming.

Capital
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Capital
over
Coma
Capital
Capital.
Capital

Content : 22
Organization : 13
Vocabulary : 12
Language Use : 16
Mechanics : 2/63

PRE-TEST

Name : Widia Pangestika

Class : X IPA 3

No. : 24

Content : 21
Organization : 13
Vocabulary : 13
Language Use : 16
Mechanics : ~

furgor

65

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	
Identification	My best friend is Dyah Ayu Triwulandari, and she is my classmate. We go to school together. Dyah comes from an educated family. She is punctual, well educated and has good manners. She is really hard working. She always does his home work. She is also well dressed and well behaved all teacher have a high opinion of him.
	Dyah has a yellow skin. He takes part in all sport, scout, treking and cycling activities. He has a good heart. He is truthful, honest and obedient
Descriptions	He also play the guitar and she makes his parents very prond of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder.
	He keeps me away from bad company. I am happy to have such a friend. It's a pleasure to be with him and I really enjoy his company. I sure well always be close friends

Content : 21
Organization : 13
Vocabulary : 13
Language use : 16
Mechanics : 2
65

CONTROL CLASS

PRE-TEST

Content : 20
Organization : 14
Vocabulary : 13
Language Use : 15
Mechanics : 3

Name : Alinda Zariun

Class : X MIA 4

No. : 03

furgon

65

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	My Best Friend
Identification	Indira Fradia Asista has been my close friend. I first meet her in this Senior high school. Samburg maccin ✗ She live in Karang Tengah, Sragen. His father (work) +s as a bus driver and his mother (as) tobe as a housewife. She previous shooc in Junior high School Muhammadiah 1 Sragen. ✗
Descriptions	She is punctual, well-education, and has good manner. She is really diligent. (She) hobby is reading Al-Quran. ↓ poss Adj
	point capital She has flat nose (The body is not too fat and slender. She (was) wearing a headscraft. She present always does his homework. She also plays the guitars and she makes his parents very proud of (him) (She) favorite food is fried rice. ↓ poss Adj objek female "her".

Content : 20
Organization : 14
Vocabulary : 13
Language Use : 15
Mechanics : 3
65

PRE-TEST

Name : Anisa Dwi Apr

Class : X MIPA 4

No. : 06

Content : 20
Organization : 12
Vocabulay : 13
Language use : 6
Mechanics : 3

paragon

/64

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	My Best Friend _→ past Adj_
Identification _female →_ _" her "._	I have a friend (She name is Rossa) _→ V₁_ _→ capital_ Pramudita . But I (ussually) (called) her (Rossa). Rossa is thin girl. Her weight is 50 kg and (his) height is 145 cm. Rossa has black _→V₁_ eyes and also black hair. She (lived) in Sragen. She (was) 15 years old . Same with me. Rossa is a cheerfull and friendly woman _present ? coma ?_
Descriptions	I and Rossa (pretty) close friend (.) She is a good person. Funny and likes to entertain . She likes to listen to a music and sometimes ?

Content : 20
Organization : 12
Vocabulary : 13
Language use : 6
Mechanics : 3
/64

PRE-TEST

Name : Dewa Setya Pambudi

Class : X MIA 4

No. : 10

Content : 4
Organization : 14
Vocabulary : 12
Language Use : 14
Mechanics : 3
/64

fryor

Writes descriptive text about your best friend or your favorite teacher (atleast 3 paragraphs) in 45 minutes!

Title	"g ?"
Identification	My best Friend name is Arroqib Romadhon. usually called Roqib or Wawan. He from Sragen city and live in Purdo Asri village. I and Roqib have been friends since childhood coma Precisely when we were in elementary school or when we aged 6th Now he study in Cenior hight school Muhammadiyah 7 and I study in Cenior Hight school Sambungmacan. Although we are not one shool anymore, we are still very good friends.
	He has a physical form, high is 165 cm and weight 53 kg, he have nose not sheep, skinned black, and his the Physical is Strong and big.
Descriptions	He clothes favorites is T-shirt black colour and short pants Levi's. He have coracter is angry and individualism, he hobbies playing football and playing badminton with friends included me. Lers check point.
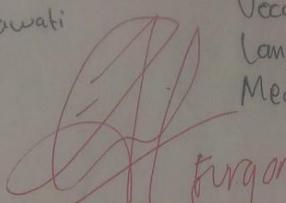
Content : 21
Organization : 14
Vocabulary : 12
Language Use : 14
Mechanics : 3
/64
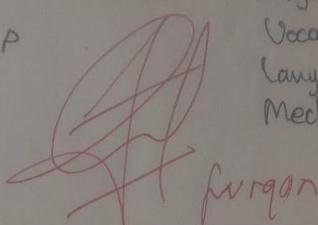
APPENDIX 9

THE EXAMPLE OF STUDENTS ANSWER OF POST-TEST

EXPERIMENTAL CLASS

POST-TEST

Name : Dyah Ayu Triwulandari

Class : X IPA 3

No. : 11.

Content : 23
Organization : 15
Vocabulary : 14
Language Use : 16
Mechanics : 4 /75

furqan

Writes descriptive text about animals or buildings (atleast 3 paragraphs) in 45 minutes!

Title	Lovely Cat
Identification	Have a stray cat is my pet. He is very funny. He loved to play with me and the new things he found. He has white colored fur and his feathers are very soft, and i want to always pet them. He has a long tall. He likes to play with it. He also always try to catch his tail sometimes. I also like to hold him in my hand. When i hold him in my hand. When i hold him like that he will fall asleep.
Descriptions	I found it in front of my house porch when it rained. He was cold and i brought him home and i warmed up. he was very happy and comfortable with me, and he sleep in my lap. He was always waiting for me in front of the porch, and asked me to play after school.
	I love him very much and i will keep him and take care of him.

Content : 23
Organization : 15
Vocabulary : 14
Language Use : 16
Mechanics : 4 /72

POST-TEST

Content : 22
Organization : 17
Vocabulary : 17
Language use : 18
Mechanics : 4

Name : Eka kusumawati

Class : x mia 3

No. : 12

turgon

78

Writes descriptive text about animals or buildings (atleast 3 paragraphs) in 45 minutes!

Title	My cat
Identification	I have a cat namely is ussy. It is pretty animal. It has a lovely round face. It has four legs, two ears, two eyes and a tail. It has thick feather. He is body is covered with soft fur. Cat's are different colours. It is carnivora animal → pass Adj
Capital & **Small**	The cat has sharp teeth and sharps clows. it walks without making sound It can climb up a tree and can jump From one roof to another. It is found all over the word. It is found of milk and fish. It also eat meet, rice and chicken → Verb +5
Descriptions **Capital** **point**	The cat kills rats. It is very usefull to us It makes a sound "mew" when it sound mew. The cat runs away and she cat-ches It looks like a tiger. It's eyes are brigh the eyes of the cat which are gray colour, shine at night. → pass Adj

Content : 22
Organization : 17
Vocabulary : 17
Language Use : 18
Mechanics : 4
78

POST-TEST

Name : Rayhan A. P

Class : 4 MIA 3

No. : 29

Content : 21
Organization : 16
Vocabulary : 17
Language Use : 18
Mechanics : 4

furqan

78

Writes descriptive text about animals or buildings (atleast 3 paragraphs) in 45 minutes!

Title	The Pet Cat
Identification	The cat is a pet animal. It is a pretty animal. It has a lovely round face. It has four legs, two ears, two eyes and a tail. Its body is covered with soft fur. Cats are different colours. It has sharp teeth an sharp claws. It walk without making sound. It can climb up a tree and can jump from one roof to another. It is found all over the world. It is found of milk and fish. it also eats meat rice an curry. → ? (eat) Capital
Descriptions	My cat it always wants to play with me It it very wild. It slept in the garden next to the house. Actually it is very gentle but sometimes it is also fierce. I promise to keep it as good as possible.

Content : 21
Organization : 16
Vocabulary : 17
Language Use : 18
Mechanics : 4
76

CONTROL CLASS

POST-TEST

Name : Aisyah Girindra

Class : X MIA 4

No. : 02

Content : 20
Organization : 14
Vocabulary : 14
Language Use : 16
Mechanics : 3
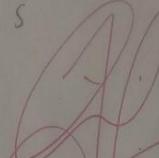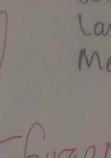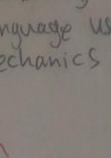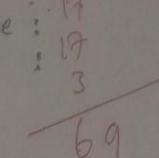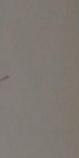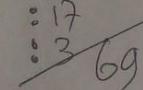
furqon

67

Writes descriptive text about animals or buildings (atleast 3 paragraphs) in 45 minutes!

Title	CAT It V1
V1 **Identification** V1 V1+5	I have a pet cat. It's name is canis. It's white and black in colour. It has lovely brown eyes. My cat included jawa cat. It's have mustache long. It's have tail short. It's have fur soft and long. It's like eat meat. It's have claw sharp to tear or scratch something. My cat has a habit every day to go to the mosque. My cat is usually ahead of the afternoon out of the house to find food on day hit a blow by my neighbor and my cat was injured
Descriptions	

Content : 20
Organization : 14
Vocabulary : 14
Language use : 16
Mechanics : 3
67

POST-TEST

Content : 21
Organization : 14
Vocabulary : 17
Language Use : 17
Mechanics : 17
3

Name : Brilliant Reynanda S

Class : X MIA 4

No. : 07

furgon

69

Writes descriptive text about animals or buildings (atleast 3 paragraphs) in 45 minutes!

Title	Frog
Identification	Frog is an animal that pople most hate that Because they are so disgusting. But frog is friendly animals .. Frog have → singular 2 legs, 2 ears, and 1 nose. Frogs are very loyal. they on average never
Descriptions	cheated. Frog. while dayling eggs. The eggs can be up until five thousand + s twenty thousand frogs If laying usually on the leaf. because it is open and less exposed to sunlight. If it is too hot. it will dre. kecil kecil
	Frogs can live until five years, because they are healthy living in the mod and so on.

object

Content : 21
Organization : 14
Vocabulary : 17
Language Use : 17
Mechanics : 3
69

POST-TEST

Name : Dewa Setya Pambudi

Class : X MIA 4

No. : 10. (sepuluh)

Content : 22
Organization : 14
Vocabulary : 14
Language use : 16
Mechanics : 3

furgor

69

Writes descriptive text about animals or buildings (atleast 3 paragraphs) in 45 minutes!

Title	Small house lizard
Identification V₁ finpular	Small house lizard is a reptile origanated from Southeast Asia. In Indonesia small house lizard called it "cicak" or "cecak". They can live up to five years and reach the size of 75 to 150 mm when they are adult. Small house lizard have body. They have four leg and on long tail.
plural a	When they are in danger, they can los their tail to trich predators or enemies. Their eyes is located on each side in a head. Their gray skin is very thin. It is almost transporent thout we can see what is underneathit. Their foot is full of super smooth hair with the size of 200 nano meter which allow them to climb awall.
Descriptions poor Adj	They body texture is soft and very elastic just like rubber.

Content : 22
Organization : 14
Vocabulary : 14
Language use : 16
Mecanics : 3 / 69

APPENDIX 10

Table L, r Product Moment, Table T, Kurve Normal

Table L

Nilai Kritis L Untuk Uji Lilliefors

Ukuran	Taraf Nyata (α)				
Sampel (n)	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Sumber: Sudjana, Metoda Statistika, Bandung, Tarsito, 1989.

Tabel Nilai-nilai r Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081

Titik Persentase Distribusi t (df = 1 – 40)

Pr \ df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816

Kurve Normal

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.5000	0.5040	0.5080	0.5120	0.5160	0.5199	0.5239	0.5279	0.5319	0.5359
0.1	0.5398	0.5438	0.5478	0.5517	0.5557	0.5596	0.5636	0.5675	0.5714	0.5753
0.2	0.5793	0.5832	0.5871	0.5910	0.5948	0.5987	0.6026	0.6064	0.6103	0.6141
0.3	0.6179	0.6217	0.6255	0.6293	0.6331	0.6368	0.6406	0.6443	0.6480	0.6517
0.4	0.6554	0.6591	0.6628	0.6664	0.6700	0.6736	0.6772	0.6808	0.6844	0.6879
0.5	0.6915	0.6950	0.6985	0.7019	0.7054	0.7088	0.7123	0.7157	0.7190	0.7224
0.6	0.7257	0.7291	0.7324	0.7357	0.7389	0.7422	0.7454	0.7486	0.7518	0.7549
0.7	0.7580	0.7612	0.7642	0.7673	0.7704	0.7734	0.7764	0.7794	0.7823	0.7852
0.8	0.7881	0.7910	0.7939	0.7967	0.7995	0.8023	0.8051	0.8078	0.8106	0.8133
0.9	0.8159	0.8186	0.8212	0.8238	0.8264	0.8289	0.8315	0.8340	0.8365	0.8389
1.0	0.8413	0.8438	0.8461	0.8485	0.8508	0.8531	0.8554	0.8577	0.8599	0.8621
1.1	0.8643	0.8665	0.8686	0.8708	0.8729	0.8749	0.8770	0.8790	0.8810	0.8830
1.2	0.8849	0.8869	0.8888	0.8907	0.8925	0.8944	0.8962	0.8980	0.8997	0.9015
1.3	0.9032	0.9049	0.9066	0.9082	0.9099	0.9115	0.9131	0.9147	0.9162	0.9177
1.4	0.9192	0.9207	0.9222	0.9236	0.9251	0.9265	0.9279	0.9292	0.9306	0.9319
1.5	0.9332	0.9345	0.9357	0.9370	0.9382	0.9394	0.9406	0.9418	0.9429	0.9441
1.6	0.9452	0.9463	0.9474	0.9484	0.9495	0.9505	0.9515	0.9525	0.9535	0.9545
1.7	0.9554	0.9564	0.9573	0.9582	0.9591	0.9599	0.9608	0.9616	0.9625	0.9633
1.8	0.9641	0.9649	0.9656	0.9664	0.9671	0.9678	0.9686	0.9693	0.9699	0.9706
1.9	0.9713	0.9719	0.9726	0.9732	0.9738	0.9744	0.9750	0.9756	0.9761	0.9767
2.0	0.9772	0.9778	0.9783	0.9788	0.9793	0.9798	0.9803	0.9808	0.9812	0.9817
2.1	0.9821	0.9826	0.9830	.09834	0.9838	0.9842	0.9846	0.9850	0.9854	0.9857
2.2	0.9861	0.9864	0.9868	0.9871	0.9875	0.9878	0.9881	0.9884	0.9887	0.9890
2.3	0.9893	0.9896	0.9898	0.9901	0.9904	0.9906	0.9909	0.9911	0.9913	0.9916
2.4	0.9918	0.9920	0.9922	0.9925	0.9927	0.9929	0.9931	0.9932	0.9934	0.9936
2.5	0.9938	0.9940	0.9941	0.9943	0.9945	0.9946	0.9948	0.9949	0.9951	0.9952
2.6	0.9953	0.9955	0.9956	0.9957	0.9959	0.9960	0.9961	0.9962	0.9963	0.9964
2.7	0.9965	0.9966	0.9967	0.9968	0.9969	0.9970	0.9971	0.9972	0.9973	0.9974
2.8	0.9974	0.9975	0.9976	0.9977	0.9977	0.9978	0.9979	0.9979	0.9980	0.9981
2.9	0.9981	0.9982	0.9982	0.9983	0.9984	0.9984	0.9985	0.9985	0.9986	0.9986
3.0	0.99865	0.99869	0.99874	0.99878	0.99882	0.99886	0.99889	0.99893	0.99897	0.99900
3.1	0.99903	0.99906	0.99910	0.99913	0.99916	0.99918	0.99921	0.99924	0.99926	0.99929
3.2	0.99931	0.99934	0.99936	0.99938	0.99940	0.99942	0.99944	0.99946	0.99948	0.99950
3.3	0.99952	0.99953	0.99955	0.99957	0.99958	0.99960	0.99961	0.99962	0.99964	0.99965
3.4	0.99966	0.99968	0.99969	0.99970	0.99971	0.99972	0.99973	0.99974	0.99975	0.99976
3.5	0.99977	0.99978	0.99978	0.99979	0.99980	0.99981	0.99981	0.99982	0.99983	0.99983
3.6	0.99984	0.99985	0.99985	0.99986	0.99986	0.99987	0.99987	0.99988	0.99988	0.99989
3.7	0.99989	0.99990	0.99990	0.99990	0.99991	0.99991	0.99992	0.99992	0.99992	0.99992
3.8	0.99993	0.99993	0.99993	0.99994	0.99994	0.99994	0.99994	0.99995	0.99995	0.99995
3.9	0.99995	0.99995	0.99996	0.99996	0.99996	0.99996	0.99996	0.99996	0.99997	0.99997
4.0	0.99996832									
4.5	0.99999660									
5.0	0.99999971									
5.5	0.99999998									
6.0	0.99999999									

APPENDIX 11

THE PHOTOGRAPH OF STUDENTS ACTIVITY

APPENDIX 12

THE PERMISSION LETTER

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
SAMBUNGMACAN
Jalan Raya Timur Kilometer 15 Sambungmacan, Sragen Kode Pos 57253
Telepon 0811 2654 577 Surat Elektronik sman1sambungmacan@yahoo.com
Website www.sman1sambungmacan.sch.id

SURAT KETERANGAN
NO. 070 1249 / 291 / 2017

Yang bertanda tangan di bawah ini kepala SMA N 1 Sambungmacan Kabupaten Sragen dengan ini menerangkan bahwa ;

Nama	:	**JIHAD FII SABILILLAH BAHARI DIRGANTARA**
NIM	:	133221018
Jurusan / Prodi	:	Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakn observasi / penelitian guna menyusun skripsi dengan judul :
" *The Effectiveness Of Using Weblog To Teach Writing Text At The Tenth Grade Of SMA N 1 Sambungmacan In The Academic Year Of 2017 / 2018* "

Demikian surat keterangan ini dibuat, agar dipergunakan sebagaimana mestinya.

Sambungmacan, 28 November 2017
Kepala Sekolah

Drs. SARENGAT, MM
Pembina Tk. 1, IV / b
NIP. 19600904 198503 1 011