THE EFFECTIVENESS OF USING DYADIC ESSAY TECHNIQUE IN TEACHING WRITING ABILITY ON THE TENTH GRADE STUDENTS OF MAN 2 KARANGANYAR IN 2018/2019 ACADEMIC YEAR

THESIS

Submitted as A Partial Requirements for Undergraduate Degree in English Education Department

By:

HASSENDA ASIDQU WAHID

SRN. 14.32.2.1.284

ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2018

ADVISORS SHEET

SUBJECT : Thesis of Hassenda Asidqu Wahid

SRN : 143221284

To:

The Dean of Islamic Education

And Teacher Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb

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

Name : Hassenda Asidqu Wahid

SRN : 143221284

Title : "The Effectiveness of Using Dyadic Essay Technique in Teaching Writing Ability on the Tenth Grade Students of Man 2 Karanganyar in 2018/2019 Academic Year"

has already fulfilled the requirements to be presented before The Board of Examiner (*munaqasyah)* to gain Bachelor degree in IAIN Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, December 3th 2018

Advisor,

Novianni Anggraini, S.Pd., M.Pd.

NIP. 19830130 201101 2 008

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled **"The Effectiveness of Using Dyadic Essay Technique in Teaching Writing Ability on the Tenth Grade Students of MAN 2 Karanganyar in 2018/2019 Academic Year"** by Hassenda Asidqu Wahid has been approved by the Board of Thesis Examiners as the requirement for the Degree of Undergraduate in English Education Department.

Chairman : Dr. Hj. Woro Retnaningsih, M.Pd
NIP. 19681017 199303 2 002 (..............)

Secretary : Novianni Anggraini, M.Pd
NIP. 19830130 201101 2 008 (..............)

Main Examiner : Dr. Yusti Arini, M.Pd
NIP.19750829 200312 2 001 (..............)

Surakarta, December 19th, 2018
Approved by
The Dean of Islamic Education and Teacher Training Faculty

Dr. H. Giyoto, M. Hum
NIP. 196702242000031001

iii

DEDICATION

This thesis is dedicated to:

1. My beloved mom and dad, nurul Hidayah and Triyanto
2. My beloved sisters, Ambrita Aurora and Garnis Lanovara
3. My beloved friends. All of the students of English Education, especially I class.
4. My beloved lectures in IAIN Surakarta.
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MOTTO

Jika dunia begitu jahat padamu, maka hadapilah. Karena tak akan ada yang menolongmu jika kamu tak berusaha.

-Roronoa Zoro-

PRONOUNCEMENT

Name : Hassenda Asidqu Wahid
SRN : 14.32.2.1.284
Study Program : English Education
Faculty : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled **"The Effectiveness of Using Dyadic Essay Technique in Teaching Writing Ability on the Tenth Grade Students of Man 2 Karanganyar in 2018/2019 Academic Year"** 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 the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, December 3th, 2018
Stated by,

Hassenda Asidqu Wahid
SRN: 14.32.2.1.284

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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.

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Surakarta, November 20th, 2018

The Reseacher

Hassenda Asidqu Wahid

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TABLE OF CONTENT

ABSTRACT

Hassenda Asidqu Wahid. 2018. The Effectiveness of Using Dyadic Essay Technique in Teaching Writing Ability on the Tenth Grade Students of Man 2 Karanganyar in 2018/2019 Academic Year. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisor   : Novianni Anggraini, M.Pd.
Key Words   : Dyadic Essay Technique, Writing Ability

Dyadic essay is a technique in which students in pairs write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer. The objective of this research is to describe the significant difference of students' writing achievement on writing text by using the dyadic essay technique in the tenth grade students at MAN 2 Karanganyar in 2018/2019 academic year.

This research used an Experimental Research design. The research was carried out at MAN 2 Karanganyar in August 2018. Here, the researcher took the data from the tenth grade students X IPA 1 and X IPA 2 as the sample of research. In this research, X IPA 1 as experimental class and X IPA 2 as control class. Total of samples are 59 students. The researcher used test to collect the data of the research. The researcher analyzed of the data by using T-test formula.

The results of the research lead to the conclusion first, the students who were taught by using Dyadic Essay Technique have significant different in their writing ability than who are taught by using Classroom Discussion. The result of the T-test states that Sig. (2-tailed) is 0.000 and the level of significance is 0.05. The result provides that Sig. (2-tailed) is lower than level of significance so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. The mean of the students who are taught by using Dyadic Essay Technique (75.24) is higher than students who are taught by using Classroom Discussion (67.50). It means that students taught by using Dyadic Essay Technique have better writing ability on descriptive text than students taught using Classroom Discussion. It can be concluded that Dyadic Essay Technique is effective to teach writing.

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand (Brown, 2007: 7). In teaching English, there are four skills that must be mastered. They are listening, reading, speaking, and writing. Listening and reading are passive-receptive, whereas writing and speaking are active-productive. The four language skills are taught in an integrated way that is suported by some language elements such as grammar, vocabulary, pronunciation, and spelling. People need strategy to master those skills. Teaching English is not easy, English teachers should find the best way or technique to teach their students to make them understand well.

According to Harmer (2004: 56), teaching is about the "transmission" of knowledge from the teacher to the students, or it is about creating condition in which, somehow, students learn for themselves. In teaching and learning English, writing as productive skill has an important role because through writing, the students take their knowledges, ideas, thoughts, and creativities to create a good writing. In learning writing, writing is a process over period particularly if we take into account the sometimes extended periods of thinking that precede an initial draft. Even in the more immadiately focused stage of constructing a text (actually writing the words down) writers pause, think, write, pause, think, revise, and so

on (Harris, 1993: 10). In the writing process, the students develop their ideas in the written form. The process involves planning, writing a draft, revising, editing, and publishing. It is implemented with the teacher as a guide and facilitator.

According to Kuncoro (2009: 30), the writing structure is composed of four kinds such as descriptive essay, expository essay, narrative essay, and documentative essay. Descriptive essay describes the structure of a person, place, or thing. This paper includes details of which are presented in a specific order that makes the reader visualizing a subject. Expository essay describes the process, comparing or contrasting two things, the identification of cause and effect, divide and classify or define. Narrative essay describes the idea in order of time. Documentative essay provides information based on a study under a particular institution or authority. Each kinds has the characteristics, but this research uses descriptive text in the teaching activity.

According to Fegerson and Mickerson (1992: 7) writing is a skill that is acquired through study. Writing is one of language skills that should be taught to the students integratedly because it is the most difficult language skill than reading, speaking, and listening. Writing is an activity of conveying or expressing thoughts and ideas into a paper. It is supported by Barly (1995: 76), he states that writing is not easy skill to master. It may be considered the most difficult language. The difficulty is not due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such ideas into readable text.

Based on the explanations above, it shows that conducting writing process is not as simple as other language skills. It needs some processes, knowledges,

and skills to make a good writing. There are some skills of writing that is needed to make a good writing such as using vocabularies, generating the ideas, and using grammars and tenses. After using those skills, the writing product should be checked, changed, added, and edited to get a good writing. Writing is an activity to express ideas, opinions in the text. Writing can be used for many purposes in the daily life in order to communicate each other, either on formal or informal way. Writing can be the most difficult language skill for most of students. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skill. The students have to develop and present their thoughts and ideas well to make the reader understand their writing.

Writing is an important form of daily communication, students can find the ideas in their writing. Writing also helps the students to communicate with each other in thier daily life (Islam and Zemach, 2000: 5). It supports the statement by Ilona (2008: 389-419), she states that writing is communicating, good writing help the reader understand ideas as clearly as possible. It means that writing is communication from the writer to the reader about writing text or what the writer's ideas. Based on the statement, the need of learning writing means that it reinforces the grammatical structures, idioms, and vocabularies which have been taught by the students. The students will more understand about the ability in writing because in the writing activity the students will aware about many aspects above. Writing also helps every person not only the students to connect their communication in daily life such as write an email, SMS, letter, and etc. It becomes the reason why writing is very important.

Barkley, Cross, and Major (2005: 235) state that dyadic essay is a technique in which students in pairs write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer. It is particularly useful for identifying the most important feature of a learning activity and formulating and answering questions about that activity. Dyadic essay is one of collaborative learning technique which can be implemented to improve writing accuracy. By using dyadic essay, students can improve their ability in vocabullary, grammar, and mechanics. The students will more aware with their vocabulary because they have to use the right diction to write the leading question and model answer. It is also happened when they exchange their papers which consist of leading questions to their partner, they will compare the result with the model answer. This theory is suitable in teaching writing. Students can repair the product of writing by applying the dyadic essay technique.

Ghufron (2012) in his research states that there are some advantages when the researcher uses the technique. First, it can make students more close with their friends. Second, it can make effective learning. Third, it can combine between motivational and cognitive approaches in collaboration. Fourth, it can remote cognitive process through a structured approach in teaching and learning within a tutoring context. Fifth, it can improve students' achievement and self confidence. There some advantages if we use dydic essay technique. It can create the students cooperation. The most important is it can help students to make good pragraph writing.

Based on the advantages, dyadic essay technique can be applied to develop the students' writing product. Especially in teaching writing, the reasercher want to apply this technique in teaching writing descriptive text. It is to help students to find the easy way in making a good essay paragraph. The students will be helped by their partners to find a new idea because this technique is in pairs. This tehnique also can improve the students' achievement and self confidence in making a good paragraph on descriptive text.

According to the previous study that has conducted by Ghufron (2012), he finds that dyadic essay technique is more effective than clustering technique. In general, dyadic essay technique makes the learning more effective, attractive, meaningful, and succesful. Next, the students who have high creativity have better writing ability than the students who have low creativity. And then, there is an interaction between teaching technique and students' creativity in teaching writing.

On the other hand, the previous study that has conducted by Putri (2014) is classroom action research. After she conducted the research by using dyadic essay technique, she found that; there is an improvement of writing accuracy. The students' grammar and vocabulary is better than before. And there is an improvement in class situation. The students are more active than before.

The researcher conducted experimental research to identify the effectiveness of dyadic essay technique in teaching writing. In experimental research, there were two groups, experimental group and control group. The researcher would use dyadic essay technique to teach writing in experimental group and classroom discussion to teach writing in control group. In MAN 2

Karanganyar, the teacher used lecturing method and classroom discussion. In the lecturing method, the teacher became the center of the learning. The students were more passive than the the teacher. While in the classroom discussion, the teacher conducted the learning by making a group for discussing the material. She presented the materials which are in the classroom discussion. Then she gave an assignment based on the classroom discussion material. The students were seem more interested when the teacher conducting a learning with a discussion but they don't know how to combine their idea with the material. They have some spirits in learning by discussing with their friends than they work individually. While they were writing a paragraph, they switched some sentences in *bahasa* to be an English sentences. They only translated sentences from their mother tongue into English.

In the classroom discussion, there were some students who seem more active than others. On the other hand, some students felt unable to say what they mean and are afraid of being wrong if they contribute with others are intimidated by dominant participants, so they do not speak. It was different with using dyadic essay technique. Students could explain their idea with their partner because the discussion is in pairs. They were not afraid to express their idea. So, the researcher tried to use dyadic essay technique to help students express their feeling and understand the material then they could make a good result in their assignment.

The researcher chose MAN 2 Karanganyar to conduct the research. Because the researcher want to apply dyadic essay technique in teaching writing. The researcher found that students are seem more interested when the teacher

conducted the learning by making a group discussion. In applying the discussion learning, there are some students who are afraid because of the dominant students. They was afraid to talk and tell their idea in the learning process. The students have to be able to write some texts easily and to explore their ideas in writing. then the researcher chose dyadic essay technique to teach the students because in the dyadic essay technique, every students was same each other. They could choose their partner by themselves to make a question and model answer about the topic because dyadic essay technique was about making question and answer of topic and discuss the model answer of their partner, finally make an essay product. This technique was the best way to solve the problem when the students discussed about a topic with others. The researcher applied the technique to give other planning in teaching writing. He would transfer his idea and his knowledge how to find the best way in making writing product by using the technique.

The researcher came with their idea to apply dyadic essay technique in teaching writing at the tenth grade students of MAN 2 Karanganyar. The researcher compared the students' achievement of writing through dyadic essay technique as experimental class and classroom discussion as control group. Therefore he conducted a study on *"The Effectiveness of Using Dyadic Essay Technique in Teaching Writing Ability on the Tenth Grade Students of MAN 2 Karanganyar in 2018/2019 Academic Year"*.

B. **Identification of the Problem**

Based on the background of the study above, there are some problems in teaching and learning writing. The problems are:

1. The teacher uses monotonous method.

    The teacher only uses the lecturing method which is teacher become the center of the learning, so the students are less active. Then, sometimes the teacher uses classroom discussion. In the case, the classroom discussion make some students are seem afraid to tell their idea because of the dominant participant.

2. The students have low vocabulary mastery and grammar mastery.

    The students only translate the source language into *bahasa i* without understanding the meaning. They use limited vocabulary in making a paragraph essay writing.

3. The students do not active in the writing activity.

    The learning usually conducts in lecturing method, so the students have a limited chance to express the idea.

4. The students have a difficulties in expressing their idea.

    The students consist of a dominant participant and less participant. Some students are seem afraid to express their idea because of the dominant participant.

C. **Limitation of the Problem**

In this research, the researcher uses descriptive text in applying the dyadic essay technique as the media of teaching writing. He limits this research on descriptive text. It is conducted in MAN 2 Karanganyar in the academic year of 2018/2019. It consists of seven classes, they are Science 1, Science 2, Science 3, Social 1, Social 2, Islamic Program 1, and Islamic Program 2. The researcher chooses students of X science 1 and X science 2 as the experimental and control

class. Dyadic essay technique is conducted in X Science 1 as experimental class, and classroom discussion is conducted in X Science 2 as control class. The material which taught in this research is descriptive text. The problems were limited on "The Effectiveness of Using Dyadic Essay Technique in Teaching Writing Ability on the Tenth Grade Students of MAN 2 Karanganyar in 2018/2019 Academic Year".

D. Statement of the Problem

Based on the background of the study, limitation of the problem, and the problem identification, the researcher formulates the problems of the study, is the use of dyadic essay technique effective in teaching writing ability on the tenth grade students at MAN 2 Karanganyar in 2018/2019 academic year?

E. Objective of the Research

The objective of this research is to know the effectiveness of using the dyadic essay technique in teaching writing ability on the tenth grade students at MAN 2 Karanganyar in 2018/2019 academic year.

F. Benefit of the Research

The result of the study are expected to give some benefits in teaching and learning English as follows:

1. Theoretical Benefits

The result of the research can support the theories on teaching English writing as a foreign language. It will show the use of technique to teach

English writing at tenth grade students. It also can be the reference for the next research.

2. **Practical Benefits**

a. For the teacher

This research can be a source for the teacher to choose the best technique to teach English writing. It also can improve the teacher's capability to conduct teaching and learning activity appropriately.

b. For the readers

It can be the reference for the readers about teaching writing using dyadic essay technique. They can understand a technique in teaching writing. The researcher hopes that this research can be the reference for people that take an experimental study.

c. For the Researcher

It can give an experience in teaching writing by using dyadic essay technique as the experimental research to know the effectiveness of the technique. The researcher can choose the best technique to teach writing based on the students condition or difficulty in writing process.

d. For the students

The students can colaborate with others well. They can give some feedbacks to their partner in writing process. Dyadic essay can help the students to develop their writing ability, creativity, and critical thingking. They also can expect that writing is not a difficult activity so that they can learn more about writing an essay especially.

G. Definition of Key Terms

1. Writing

Collerson in Rahmah, (2008: 2) says that writing is simply a matter of trancribing ideas fully formed in the mind. Rather, it is process of discovering and shaping meaning. Writing is a skill that is acquired through study (Fegerson and Mickerson, 1992: 7). Based on the theories, writing is trancribing an idea then it is acquired through study.

2. Descriptive Text

Pardiyono (2007: 33-34) states that description text is a type of written text, which has the spesific function to give description about an object (human or non-human). And according to Kane (2002: 352) descriptive text is about experience how something looks, sounds and tastes. Mostly is about the visual experience but description also deals with other kinds of perception. From those theories, the researcher concludes that descriptive text is visual expression that is written in a text about an object like places, humans or things.

3. Dyadic Essay

Barkley, Cross, and Major (2005: 235) state that dyadic essay is a technique in which students in pairs write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer. This technique is one of the collaborative learning technique. It needs each other to conduct the learning.

Based on the theories, the researcher concludes that writing is trancribing an idea then it is acquired through study. Descriptive text is visual expression that

is written in a text about an object like places, humans or things. And dyadic essay technique is a technique in pairs who students make model question and answer of the topic then they exchange the question and discuss the topic. In the end of the learning, they make an essay product according on the discussion.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoritical Review

1. The Nature of Writing

In this part, the researcher would discuss about the definition of writing, the purpose of writing, the process of writing, teaching writing, and the scoring of writing.

a. Definition of Writing

Brown (2000: 335) states that writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Byrne (1997: 1) says that writing is the act of forming symbols letters or combination of letters, which relate to the sound when we speak, making marks on the flat surface of some kind, aranged according to convention to form word and words arranged to form sentences. We can be said to be "writing" if we are marely making lists of words, as in inventories of items such as shopping lists.

Based on the explanation above, the researcher concluded that writing is a complex activity which express feeling and thought. It

combines some aspects, we have to synchronize our idea with the clear meaning and correct grammar. It is the act when we are forming symbols letter which relate with our speak sound. Writing is making symbols letter which is realated to our speaking sound. It has the aim to produce a good writing product to connect the writer and the reader understanding.

b. The Purpose of Writing

Mc. Mahan (1996: 8) states there are many purpose of writing such as:

1) To express the writers feeling

   The writer wants to express his feels or thinks by writing a diary or love letter.

2) To entertain the readers

   The writer wants to show and entertain the other people by making literary writing.

3) To inform the readers

   The writer wants to give some informations about explanation of something.

4) To persuade the readers

   The writer wants to ask the readers to accept his idea or opinion. It is called persuasive writing.

   On the other hand, Ontario (2005: 1-.14) mentions the elements of writing as follows:

1) Ideas/ contents

   Ideas and contents reflect both the chosen topic and the purpose of writing. They need to be clearly expressed, focused, and

supported with suffcient detail. Ideas and contents are addressed during the planning stage of the writing process.

2) Organization

Organization provides the structure of writing. It is characterized by an effective beginning and end, a logical sequence, of events or ideas and clear connections to the topic.

3) Voice

Voice is about the feelings and perspective of the author and can be found in illustrations as well as in the written word.

4) Word Choice

Word choice makes the writing descriptive, detiled, and precise. The researcher selects word that enable readers to visualize and understand the content more clearly.

5) Sentence Fluency

Sentence fluency is developed by using a variety of sentences structures and sentence lenghts. Fluency is addressed when the students write their first draft, and is further developed as students' revise and edit their writing.

6) Conventions

Conventions relate to the mechanics of writing like rukes of spelling, grammar, and punctuation. The accurate application of the conventions makes the writing easier for others to read.

7) Presentation

Presentation focuses on the visual layout of the text. Consideration is given to legibility, titles, margins, graphics, and illustrations and other aspects related to how the writing looks on the page.

Based on the explanations above, writing has some purposes such as, to express the writers feeling, to entertain the readers, to inform the readers, and to persuade the readers. Then, writing also has some elements. They are ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. All of them can not be separated because it is needed to make a good paragraph writing.

c. Process of Writing

In the process of writing, students write in particular need to realize what they first put down on paper is not necessarily their finished product but just a beginning, a setting out of the first ideas,a draft. Many teachers in ESL classes now give the students opportunity to to explore a topic fully in such prewriting activities as discussion, reading, debate, brainstorming, and list making (Raimes, 1983: 10). Gerson and Gerson (2000: 10-14) says that the process approach of writing requires the following sequences:

1) Pre write

Prewriting allows the writer to plan his technical writing such as:

a) Determining objectives (the motivation, rationale or purpose for writing) the writer need to know why he is writing and what he hopes to achieve.

b)   Gathering data (the content for the writer's correspondence). The writer is deciding what to say.

c)   Considering audience (who will read the writer's correspondence). How many people who read the writer's writing and what their levels of understanding.

There are some prewriting techniques to help writer in tackling different type of technical writing as follows:

a)   Anwering the reporters question. By answering who, what, when, where, why, and how the writer creates the content of writing.

b)   Mind mapping. It allows the writer to look at the topic from multiple perspective.

c)   Brainstorming/listing. By performing individual or a group, the writer can randomly suggest ideas and then make a list of these suggestions.

d)   Branching. It helps the writer to discern the component of topic.

e)   Flowcharting. By graphically drepicting the step in procedure, the writer can ensure that a chronological organization is maintained and that no steps are ommited.

f)   Outlining. The traditional method of gathering and organizing information allows the writer to break the topic into major and minor components.

g)   Storyboarding. The pictorial sketch of each page or screen sees what the writer writing will look like.

2) Write

The next step is writing documents. The writer needs to arrange the draft in such way that the readers can follow the writers thought easily by doing the following:

a) Organizing the draft based on some logical sequences which the readers can follow easily.

b) Formatting the content to allow for easy to acces. The writer invites the readers to read their writing.

3) Re write

The final step is rewrite. The teacher rewrite to revise the product of writing. Revision requires that the writer looks over the draft and do the following:

a) Adding any missing detail for clarity.

b) Deleting dead words and phrases for consisencess.

c) Simplifying unnecessarily complex word and phrase to allow for easier understanding.

d) Moving information around to ensure that the most important idea are emphasized.

e) Reformatting to ensure readers easy for access.

f) Enhanching the tone and style of the text.

g) Correcting any errors accurate grammar and content.

Based on the explanations above, there are some process of writing such as, pre write, write, and re write. Pre write is the activity before make

a product of writing. write is the activity in making the product of writing. and re write is the process of revise the product of writing.

d. Teaching Writing

Teaching is process of transfering teacher's knowledge or skill to the students. It is to make the students understand about the lesson that is given by the teacher. Brown (2000: 7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Harmer (2001: 79) there are four reasons in teaching writing to students of English as foreign language:

1) Reinforcement

Some students aquire languages in a purely oral/ aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction in invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language development

We can be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

3) Learning style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instide of the rush and bother of interpersonal face-to-face communication.

4) Writing as a skill

By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to replay advertisements and increasingly how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraf contruction, and etc.) just as they need to know how to pronounce spoken English appropriately.

Based on the explanations above, the resercher concluded that there are the reason in teaching writing as a foreign language. They are reinforcement, language development, learning style, and writing as a skill. The reasons above are the fatctors in teaching writing because it is not easy to teach writing. teachers have to master some techniques, skills, and abilities in teaching activity.

e. The Scoring Types of Writing

Reid (1993: 235) states that there are two basic types of grading in the writing. They are analytic and holistic. Each type has different

purpose, both of them are useful in evaluating students' writing. The analytic scoring separates various factors and skills, it can be used to diagnose the strenght and weakness of writing by the teacher and students. By using the grading scoring, that is holistic scoring, the teacher can neither diagnose problems nor prescibe remedies for writing. Thornburry (2005: 127) propoeses two main ways of scoring in written test, holistic scoring and analytic scoring. In the holistic scoring, it uses a variety of criteria to produce a single score. On the other hand, analytic scoring focuses on the principles function of the text and therefore offers some feedback potential, but no wash back for any for the written production that enhances the ultimate accomplishment of the purpose. This research uses analytic scoring because the idicator of writing score are exploring the ideas and making them into good paragraph.

The researcher serves a table to explain the content of scoring in the writing text in table 2.1 below. The scoring rubric is stated by Reid (1993: 236-237), divides into 4 aspects.

Table 2.1 Reid's Scoring Rubric for Writing

NO	Aspects of Writing	Range	Score	Criterion
1.		30-27	Excellet to very good	Knowledgable, 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.
	Content	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 patient or not enough to evaluate.
2.		20-18	Excellent to very good	Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing cohesive.
		17-14	Good to average	Somewhat choopy, loosely, organized, but main ideas standout, limited support, logical but incomplete sequencing.
	Organization	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.		20-18	Excellent to very good	Supplicated range, effective word or idiom, choice and usage, word form mastery, appropriate register.
	Vocabulary	17-14	Good to average	Adequate range, occational errors of word/ idiom form, choice, usage but meaning not obscured.

Continuing Table 2.1 Scoring Rubric

NO	Aspects of Writing	Range	Score	Criterion
		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 vocabullary, 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 constructions, minor problems in complex constructions, several errors of agreement tense, number, word order/ function, article, pronouns, prepositions but meaning seldom obscured.
		17-11	Fair to poor	Major problems in simple/ complex instructions, frequent errors of negation, agreement, tense, number, word order/ function, articles or pronouns, 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.		5	Excellet to very good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average	Occational errors of spelling, paragraphing, but meaning not obscured.

Continuing Table 2.1 Scoring Rubric

NO	Aspects of Writing	Range	Score	Criterion
5.	Mechanics	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**		

Based on the table above, the researcher will serve a table of total score of writing. it is according to the The total score in writing is 100 which are described in the table as follow:

Table 2.2 Total Score of Writing Test

NO.	Aspects of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use/ Grammar	25
5.	Mechanics	5
	Total	100

From the exlplanation above, it can be concluded that writing is the skill that is purposed to arrange and compose a good written form by awaring some aspects in linguistic such as; spelling, sentence structure, punctuation, etc. All of the aspects are need to make a good writing.

2. Dyadic Essay Technique

In this part, the researcher will explain what is dyadic essay technique. They are the definition, purpose, preparation, technique steps, then advantages and disadvantages.

a. Definition Dyadic Essay Technique

Dyadic essay is one of collaborative learning. It is an adaption of dyadic essay confrontation (DEC) develop by LW Sherman. The model of learning is conditioned to activate students in integrating both of questions and answers. It is to explore the main idea of discourse/ particular matter and provide a response to the discourse/ specific material. Mitchell (1995: 1) states that the model extends the notion of dualisms by recognizing that "existance" and "knowing" are dyadic labels we can use to describe two fundamental facets of reality experienced by envolved anthropic beings. Barkley, Cross, and Major (2005: 235) state that dydic essay is a technique in which students in pairs write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer. It is particularly useful for identifying the most important feature of a learning activity and formulating and answering questions about that activity.

Millis, et al., (1993) states that dyadic esssay is a technique where the instructor assigns reading or watches video and the students formulate an essay question and model response to their own question, exchange the essay question, and write an essay to the question. After

write an essay, the students compare and discuss the result of their essay writing. Cotell and Millis (1998) define dyadic essay as a technique which is begun by giving the students a reading assignment and asked to write a question that integrates this and earlier material. They respon by writing on a separate sheet of paper one page "model" answer. Students are in pairs, then they exchange the question and write one page response to their partner's question. The students exchange their one page model answer and their in class-writing. After reading their partners's in class and model answer, the pairs compare and contrast the model and in class answer.

Based on definition above, the researcher concluded that dyadic essay technique is a technique in teaching writing that the students are in pairs and write some questions and answers. Then they exchange the questions and answers with others', compare their different models, and dicuss with their partners.

b. **Description and Purpose**

Barkley, Cross, and Major (2005: 246) state that in dyadic essay technique students individually write an essay question and a model on a reading assignment, lecture, or other presentation of content. In the next class period, students pairs exchange their question, write a response to their partner's question. Then they trade, read, and compare model in-class answer. After that, they write an essay bsed on the model answer they have discussed before. Finally, the students in pairs revise their essay writing. This technique gives the students practice identifying the

most important feature of learning activity, formulating and answering questions about that activity. It also gives students opportunity to rehearse responding to essay questions with the added advantage of having a simple response which is used to compare their answer.

c. **Preparation**

Most of students have difficulties in prdoucing a good essay. It is related with this topic about dyadic essay technique. Barkley, Cross, and Major (2005: 246) Writing a good essay question is a difficult assignment because student is often unfamiliar with others. This technique will work best when the teacher has spent some time teching students how to write good essay questions and answers. Connsider preparing a handout with guidlines and sample questions and responses tht model the level of complexity and depht the techer's expect.

The teacher should prepare video or reading text related with the topic that will be discussed in the class. It must be done before implementing dyadic essay in teaching writing. The teacher also prepares the separate papers that is used by the students to write the questions and answers. Implementating dyadic essay will work best if the preparation is clear.

d. **Teaching Steps**

Barkley, Cross, and Major (2005: 246) state the steps of dyadic essay such as:

1) Outside the class, students reflect on a learning activity (such as reading an assignment, listening to a lecture, watching a film) and

formulate and write an essay question. It can help the students to find some ideas to write.

2) On separate sheet of paper, students prepare a model response to their own question (usually a couple of paragraph). It makes the students able to predict the answer of their own question, so they are able to begin writing some sentences.

3) Students bring a copy of their essay questions and model answers to class. The model answer can be a comparison with the partners' answer.

4) Students from pairs, exchange essay questions, and write response. It can improve the students' writing accuracy because they have to write responses from the questions. The questions help the students to develop their ideas, so that they can explore their ideas easily.

5) Students trade model answers and compare and contrast their in-class answers with their partners' model answer. It helps the students to know whether they have similiar answer or not.

6) Partners discuss their responses first for one essay question and then for the other, paying special attention to similiar and dissimiliar ideas. In this step, the students can revise their essay writing and they can explore more ideas to write so that their writing accuracy will improve because they can discuss more ideas to write with their partner by comparing their answer.

Based on Sherman (1998), the procedures of conducting dyadic essay technique are:

1) Text reading: entire class reads a text given by the instructor.

2) Question writing: each student writes a question attemping to integrate or link issues which they perceive to be important in both reading assignments.

3) Answer writing: each student then writes a model answer to their own questions.

4) Before coming to class each student reproduces a single copy of their questions (their answer is not included).

On the other hand, Cotell and Barbara (1998) mention the steps of dyadic essay as follows:

1) Instructor assigns reading or watches video.

2) Students formulate an essay question.

3) Students prepare a model response to their own question (no longer than one page, single-spaced).

4) Students bring essay question and copy answer on separate pages.

5) Students exchange the questions.

6) Students write an essay to the question they receive.

7) Students compare their answer with the model answer and discuss (when evaluating questions, students look for clarity, importance, etc. Criterion may be establish for model answer).

8) Instructor conducts general discussion after all students have received copies of the questions.

Based on those theories above, the researcher will teach the students by adapting the teaching steps by Barkley. It is the easy steps that

can be applied by the students. The instructions are clear and understanable.

e. Advantages and Disadvantages

1) Advantages

Sherman (1998: 1) states that in dyadic essay, the students are relying on peers for learning. It means that students work together to teach one another, and they alternate between the roles of students and teacher. This technique combines elements of both motivational and cognitive processing by using a structured approach to teaching and learning within a tutoring context. This technique also promote active processing of material using activities that are strongly linked to achievement.

Based on the explanation above, it can be concluded that dyadic essay technique has some advantages such as:

a) It can make students more close with their friends.

b) It can make effective learning.

c) It can combine between motivational and cognitive approaches to collaboration.

d) It can remote cognitive process through a structured approach in teaching and learning within a tutoring context.

e) It can improve students' achievement and self confidence.

2) Disadvantages

Barkley, Cross, and Major (2005: 250) state that dyadic essay also has the pottential disadvantages. The disadvantages are such as:

a) It is possible for the students to learn the information incorrectly.

b) The students who are less creative will get difficulties in doing the discussion.

c) It is difficult for the teacher to read all of the questions and answers all of the time, so, the teacher must check the students work occasionally to help measuring overall accuracy.

Based on the statement above, it can be concluded that dyadic essay technique has some disadvantages. The disadvantages depend on the students ability and knowledge. If the students have a good creativity, they can implement this technique well enough. Sometimes some students will have difficulties in learning the correct information about the topic. This technique also has more times in the implementating.

3. The Nature of Descriptive Text

In this part, the researcher will explain what is descriptive text. They are the definition, generic structure, and language feature.

a. Definition

Pardiyono (2007: 2-3) classifies the text into eleven types, they are description, recount, narration, procedure, explanation, discussion, exposition, news item, infoermation report, anecdote, and review. Then, Siahaan (2008: 90) states that descriptive text is a written English text in which the writer describes an object. And according to Kane (2002: 352) descriptive text is about experience how something looks, sounds and tastes. Mostly is about the visual experience but description also deals

with other kinds of perception. According to the explanations above, descriptive text is a text that is written based on the writer's experience about seeing something, place, or human. It is a visual expression to describe something, human or non-human.

b. Generic structure and Language Feature

1) Generic Structure

   Based on Knapp an Watskin (2005: 97) generic structures of descriptive are:

   a) Identification

      Identifying the phenomenom to be described. It can be called general description of the object. Usually it contains about object's name, kind and etc.

   b) Description

      Describing the phenomenom in parts, qualities, or charracteristics of the person, thing, or something that will be described. It should be described in detail, so the readers can get clear description of the object.

2) Language Feature

   Pardiyono (2007: 34), the language features of descriptive text are:

   a) Use of declarative sentences

   b) Use of conjunction

      It is to create a coherent text

   c) Use of simple present tense

      It is tells about a fact, general accepted-fact or reality.

The formula is:

$S+ V_{1......}$ or $S+$ *to be (am, are, is)*

d) Use of adjective, verb, noun, and adverb.

Based on the explanation above, descriptive text has a generic structure. It consists of identification and description. Descriptive text also has language features such as, use of declarative sentences, use of conjunction, use of simple present tense, and use of adjective. All of them are the part of making a good descriptive text.

4. Teaching Writing through Classroom Discussion

In this part, the researcher would explain what is classroom discussion. They are the definition, teaching discussion, advantages, and disadvantages.

a. Definition of Classroom Discussion

Richard (2012: 429-442) states that classroom discussion is central to all aspects of teaching. The dictionary definitions of discussion are to engage in a verbal interchange and to express thoughts on particular subjects. Teachers are more likely to use the term discussion. The term discussion is used when specific teaching procedures are described.

Discussion is used by teacher to achieve at least three important instruction objectives. First, discussion improves students' thinking and helps them construct their own understanding of academic content. Discussing a topic helps students strengthen and extend their knowledge of the topic and increase their ability to think about it. Second, discussion

promotes students' involvment and engagement. Using discussion is one means doing this. It gives students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond the classroom. Third, the discussion is used by the teacher to help students learn the important of communication skills and develop more effective thinking processes. The students provide a means for a teacher to find out what students are thinking and how they are processing the ideas and information.

b. Teaching Discussion

1) Clarify Aims and Establish Set

 Teacher goes over the aims for the discussion, gains students' attention, and gets them ready to participate.

2) Focus the Discussion

 Teacher provides a focus for discussion by describing ground rules, asking an initial question, presenting a puzzling situation, or describing a discussion issue.

3) Hold the Discussion

 Teacher monitors students' interactions, asks questions, listens to ideas, responds to ideas, enforces the ground rules, keeps records of the discussion, and expresses own idea.

4) End the Discussion

 Teacher brings the discussion to a closing by summarising or expressing the meaning of the discussion.

5) Debrief the Discussion

Teacher asks students to examine their discussion, thinking process, and the meaning of the discussion.

c.   Advantages of the Discussion

Meredith (2001: 98) states that the advantages of discussion has been found at all the grade level. It can be used effectively with primary students as well as with adult learns, if appropriate adoptions in degree of structure and instruction objectives are made. Teacher can help these low participation groups by taking time in a discussion to invite them express their views.

d.   Disadvantages of the Discussion

Meredith (2001:98) explains many advantages of discussion as follows:

1) Students Reticence

Teacher usually judges the success of their discussion by extent to which student talk. Unfortunately, many students clam up when they are invited to participate in a discussion. A class discussion implies open and active participation. However, it becomes a limited dialogue between the teacher and students. Some students feel unable to say what they mean and are afraid of being wrong if they contribute with others are intimidated by dominant participants, so they do not speak.

2) Loss of control

The classes tend to get a bit noisy and disorganized when the discussion method is introduce. Noise and disorganization are threatening to some teacher. They suggest poor control, even bad teaching.

3) Learning Outcomes

Some teachers do not appreciate the potential of the discussion method to help the students learning the material.

Based on the explanations above, there are some disadvantages of discussion. They are students retience, loss of control, and learning outcomes. It must be known by the teachers, so they have the alternative way in conducting the discussion.

5. **Teaching Descriptive Text by Dyadic Essay Technique in 2013 Curriculum**

a. **Definition of 2013 Curriculum**

Curriculum 2013 is improves mindset, strengthens governance curriculum, deepens, and expands the material, reinforces learning, and adjusts learning load in order to ensure compatibility between what is desirable to what produced (Permendikbud, 2013: 81A). Curriculum 2013 according to Daryanto (2014: 1) is an educational response to the needs of society and language in developing the nation youth. In pedagogical, education curriculum is designed to give learners the opportunity to develop students" potential in a fun learning environment and in accordance with his ability to have the desired quality of the community

and nation. In juridical, the curriculum is a public policy that is based on the philosophical foundation of the nation and judicial decisions in the field of education.

b. Teaching Steps

In Curriculum 2013, the approach used in teaching and learning process is Scientific Approaach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials to be learning competencies. These two things demand the teacher change their teaching paradigm. Based on the Regulation of National Education Ministry no 103, year 2014, scientific approach consist of five stages, they are: observation, questioning, experimenting, associating and communicating. The researcher presented the step of teaching using dyadic essay technique in line with the scientific approach.

1) Pre Activity

The researcher gives a greeting to the students. Then, the researcher leads the students to pray together. Teachers also checks the students' attendance.

2) Main Activity

a) Observation

The researcher gives a topic of the research. The topic is Joko Widodo. The researcher is limited the study on descriptive

text. Then, the the students identify the topic. After that, the make a group consist of two students.

b) Questioning

The students prepare some pieces of paper. They make a model question about the topic. Then, they exchange their question to their partner.

c) Experimenting

The students answer their partner's question related on the topic. The try to understand who is the person that becomes the topic. They search the information about the topic.

d) Associating

The researcher gives the material about descriptive text. Then, the students try to make a sentence which uses simple present tense because descriptive text uses simple present tense.

e) Communicating

The students discuss their model answer with their partner. In the end of the learning, they make a descriptive text based on the topic that has discussed.

3) Closing

In the end of the learning, the researcher makes a conclussion about the activity that has been completed by the students. The topic is about describing Joko Widodo. The students make a group consist of two students and makes their own model question anbout the topic. Then, they exchange their model question. After that, they answer their

partner's question. In the next activity, they discuss their answer with their partner. Finally, the make a descriptive text about the topic based on the discussion individually. The researcher tells to the students that the learning activity that has been completed is called dyadic essay technique.

B. Review of Related Study

The researcher conducts this research according to the previous study from two researches which using dyadic essay technique as the media to teach writing. First, the research entitled "the effectiveness of dyadic essay technique in teaching writing viewed from students' creativity (an experimental research at the second semester students of english education department, IKIP PGRI Bojonegoro in the academic year of 2011/2012)." The research was written by M. Ali Ghufron in 2012 from Sebelas Maret University Surakarta. He found that dyadic essay technique is more effective than clustering technique to teach writing, the students having high creativity have better writing ability, there is an interaction between teaching activity (dyadic essay technique and clustering technique) and creativity to teach writing. Second, the research entitled "improving students' accuracy in writing explanation text through dyadic essay technique (a classroom action research in the tenth grade of SMA N 1 Karanganom in the academic year of 2014/2015)." The research was written by Dian Indah Marantika Putri in 2015 from Sebelas Maret University Surakarta. She found that dyadic essay technique was effective to improve students' writing accuracy (vocabulary, grammar, and mechanics).

The similiarity of those researches is using dyadic essay technique to teach writing, and the difference is the dyadic essay technique used in classroom action research and experimental research. For the classroom action research is conducted at the second semester students of english education department, IKIP PGRI Bojonegoro in the academic year of 2011/2012. Then, for the experimental research is conducted at the tenth grade of SMA N 1 Karanganom in the academic year of 2014/2015.

C. Rationale

Teaching writing descriptive text using dyadic essay technique is more effective, useful, and meaningful. The students can work cooperatively with others well. They also can share their idea with others to find a good idea in writing essay. It is because the students can get information from many sources such as teacher, other students, the text that has given before. The students also can analyze their friends' writing product. Dyadic essay technique becomes a media of teaching that can teach writing for students. The students will not feel bored in making a good essay. As we know that some students feel bored the method in learning essay writing. They have some difficulties in finding a new idea in writing their essay. In this research, the use of dyadic essay technique has expectation to know the effectiveness of the usage in writing descriptive text.

D. Hypothesis

Muijs (2004: 16) states that two distinct types of hypothesis are the null hypothesis (Ho) and the alternative hypothesis (Ha). The alternative hypothesis

(Ha) is the one to be true, are the null hypothesis (Ho) is the opposite. The alternative hypothesis (Ha) usually formulates in positive sentence (there is effect) but the null hypothesis (Ho) usually formulates in negative sentence (there is no effect). The researcher proposes the hypothesis the effectiveness of using dyadic essay technique in teaching writing ability on the tenth grade students of MAN 2 Karangayar in academic year of 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applied an experimental research with a quantitative approach. This research was a quantitative research to measure the cause effect relationship by giving treatment on each group. Arikunto (2005: 502) stated that experimental research is research that is intended to prove the existance of casual relationship between the independent variable (X) and dependent variable (Y). On the other hand, Sugiyono (2006: 109-114) stated that there are three basic designs in experimental such as, pre-experimental, quasi experimental, and true experimental. Based on the explanations above, it could be conclude that experimental research is a research that has independent and dependent variable, and the basic designs are pre-experimental, quasi experimental, and true experimental.

The researcher used quasi experimental. Quasi experimental designed focuses on treatment and outcome, hence the data was taken from. The first group was given a treatment called experimental group, the second group didn't give a treatment called controlled group (Sugiyono, 2006: 112). The treatment that was used in this research was dyadic essay technique. On the other hand, the control group that didn't give a treatment used classroom discussion. There were two variables in this research. The independent (X) variable was dyadic essay technique and the dependent variable (Y) was writing ability.

B. Research Setting

The reseracher would present the place and time of the research. He made a table to show the research schedule in detail.

1. Place of the Research

    This research was conducted in MAN 2 Karanganyar. It was located at Jl. Raya Solo-Purwodadi Km. 12. Tuban, Gondangrejo, Karanganyar. It was carried out in the tenth grade students of Science 1 and Science 2. Science 1 class was as the experimental class and Science 2 class was as the control class.

2. Time of the Research

    The researcher was conducted the research at the firs semester. It was conducted from July 2018 until September 2018. The matric of the research was given by serving a table.

    The researcher presented a table of reaserach planning time. It was a table that contents of specific time the research schedule.

Table 3.1. The Matric of the Research

No.	Agenda	Month											
		Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Agst	Sep	Oct	Nov
1.	Observation	■											
2.	Proposal draft and consultation		■	■	■								
3.	Proposal draft seminar					■							
4.	Send the observation letter						■						
5.	Observation								■				
6.	Pre test									■	■		
7.	Giving treatment									■	■		
8.	Giving post test									■	■		
9.	Analyzing the data ad consultation										■	■	

C. Subject of the Study

In this part, the researcher will present the subject that is used in the research. they are population, sample, and sampling.

1. Population

Sugiyono (2011: 61) explained that population is generalization area which contains objects or sbjects which have significant characteristic, and quality which is determined by the researcher with aim to be learned and then construct a conclusion. Population is all of subject research (Arikunto, 2006: 130). Based on the theories the researcher concluded that population is all of subject research that have a significant characteristic with aim to be learned then construct a conclussion. The population of this research was all of the

tenth grade students at MAN 2 Karanganyar in the academic year of 2018/2019. The total population were seven classes which are divided in class namely Social 1 and 2, Science 1,2, and 3 also Islamic Program 1 and 2.

2. **Sample**

Arikunto (2006: 131) stated that sample is part of total and characteristic which is had by population which is chosen as source of the data. It was called sample research when we want to generelize the sample research result. Then, Sugiyono (2010: 215) stated that sample is a proposition of population. Based on the definitions above, proposition of population which was chosen as source of data. It was part of population that will be investigated. The sample of this research used two classes. One of the class was experimental class which taught by dyadic essay technique as a treatment. The other class was control class which taught by using classroom discussion. There were science 1 consist of 29 students and science 2 consist of 30 students.

3. **Sampling**

Sugiyono (2006: 118) stated that technique of sampling is technique to take a sample. Sample was the way of taking samples of population. Based on the Arikunto (2006:133), he stated that samples can be used by cluster random sampling if the number of population is too large to be observed wholly. Sugiyono (2006: 119) divided sampling into two:

a. Probability sampling, such as a simple random sampling, proportionate, startified random sampling, disproportionate random sampling, and cluster random sampling.

b. Non probability sampling, such as systematic sampling, quota sampling, incidental sampling, purposive sampling, saturated sampling, and snowball sampling.

The researcher used cluster random sampling to take the sample. Cluster random sampling was a way of selecting sample randomly. The technique was used because the subjects of the study are homogeneous. It was also because the number of population was large enough. The sample of the class was X Science 2 as experimental class and X Science 1 as control class.

The process of cluster random sampling are:

a. The researcher makes list of all classes.

b. The researcher writes each class name on small paper and rolles the paper.

c. The researcher takes the rolled paper into a bottle.

d. The researcher shakes the bottle and takes two rolled paper. The first rolled paper is X Science 1 and becomes experimental class and the second rolled paper is X Science 2 and becomes control class.

D. Technique of Collecting the Data

In this part, the researcher will present the instrument that is used in collecting the data. He divides in The Instrument of Collecting the Data and Readability.

1. The Instrument of Collecting the Data

Longman (2001: 384) stated that test is a set of questions and exercise used to measure the achievement or capacity of the individual or group. Test

is method of measuring a person's ability, knowledge, or performance in given domain (Brown, 2004: 3). Then, Arikunto (2006: 223) stated that a test is a set of questions, exercises or other instruments which are used to measure skill, knowledge, intellegence, and aptitude of an individual or group. Based on the theories above, test is a result of the study in written form to know the standard of students' achievement. The test is used as instrument to collect the data.

The research used descriptive essay test to know the students' achievement of writing text. The researcher conducted written test to both of experimental and control class. The written test was conducted twice, there were pre-test and post-test. The researcher was limited the test in descriptve text. The purpose of the test was to know which one who will get high score between experimental and control class. The test was used to measure the students' mastery in writing descriptive text in the experimental and control class.

The researcher only gave single question. The question was making descriptive essay consisting of identification and description based on the discussion. The researcher gave 60 minutes to make the essay. The researcher gave the blue print of the writing test below:

Table 3.2 Blue Print of Writing Test.

Competence Standard/ Basic Competence	Skills Measured	Indicators	Instrument
Competence Standard: The students are able to make simple text/ essay using pattern of simple sentence, correctly. Basic Competence: Writing a short essay about descriptive text.	Content Organization Vocab Grammar Mechanic	Students are able to arrange and express their ideas into paragraph and text using good content (appropriate topic, originlity, and logic), organization (coherence, cohession, and unity), vocabulary (word selection, vocabulary idiom), grammar (tenses, articles, pronoun, and etc), mechanics (spelling and punctuation).	write descriptive essay consisting of identification and description based on your discussion. The researcher gives 60 minutes to make the essay. Your writing will be evaluated based on content, organization, vocabulary, grammar, and mechanic.

2. Readability

Readability was used to know whether the instruction was readable by the students or not. The readability could be measured by some questions. Hughes (1996: 39-40) mentioned 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 of telephathy to elicit the desire behaviour. It was very important to make a text with some certainties. The instructions should be understand and easy by the students. The researcher conducted the readability test on X Science 3 of MAN 2 Karanganyar.

The instructions for writing narrative test are:

a. The teacher will give a topic about descriptive text. Choose one of the types of descriptive text object that will described. They are:

1) place

2) human

3) thing

b. Pay attention to the teacher that will give a text about descriptive text.

c. Make a group consist of two students.

d. Make your own question based on the text that is given by the teacher.

e. On separate sheet of paper, students prepare a model response to their own question (usually a couple of paragraph).

f. Copy the mode response and exchange with your partner.

g. Response your partner's model answer. Then discuss with your partners.

h. Work individually to write descriptive essay consisting of identification and description based on your discussion. The researcher gives 60 minutes to make the essay.

Readability of writing test contains:

a. Whether the instruction are understanable or not.

b. Whether the way to answer in this test is understanable or not.

c. Whether the kind of the essay is clear or not.

d. Whether the organization of the essay is understanable or not.

e. Whether the topics are interesting or not.

f. Whether the time used in this test fast or not.

Readability of test items:

a. Do you understand the test instructions?

b. Is the way to answer in this test understanable?

c. Is the kind of the essay to be written in this test stated clearly?

d. Is the organization of the essay demanded in this test understanable?

e. Are the topics interesting?

f. Is the time used in this test too far?

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 to the same level. From the students'answers, we can know whether the instruction is readable and understandable for the students or not.

The try out is given to know whether the test is readability or not by giving the other students the samples that have same levels with the sample. The result is more than 75% of respondences give "yes" answer to each item of readability test. It can be concluded that the item of writing test is readable.

E. Technique of Analyzing Data

In this part, the researcher will present the formula to analyse the data. They are Descriptive Analysis, Pre requisites Test, and Hypothesis test.

1. Descriptive Analysis

The descriptive analysis consist of mean, median, mode and standard deviation of writing score. The formula of mean, median, mode and standard deviation **is** as follows: SPSS Instructions for Descriptive Statistics and Univariate Graphs (Scott A. Baldwin & Arjan Berkeljon, 2010).
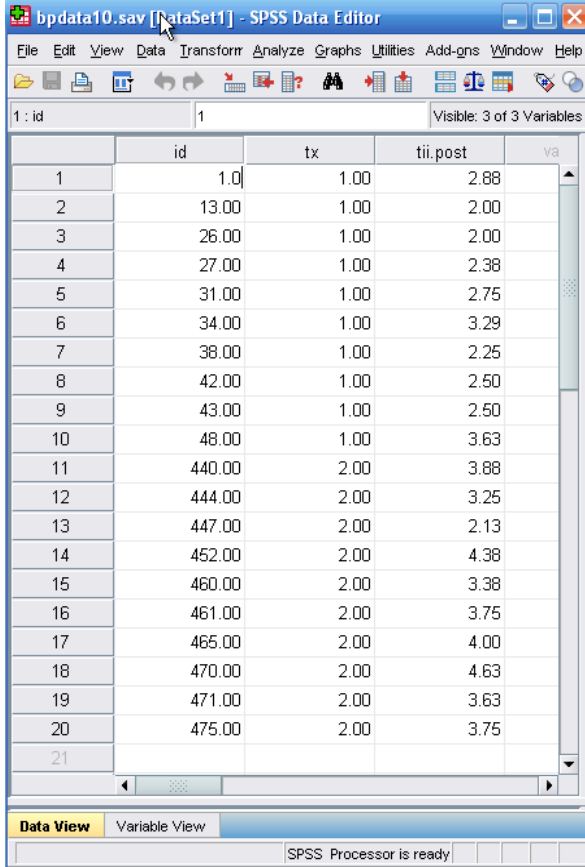
a. Open SPSS. This is an empty SPSS Data Editor.
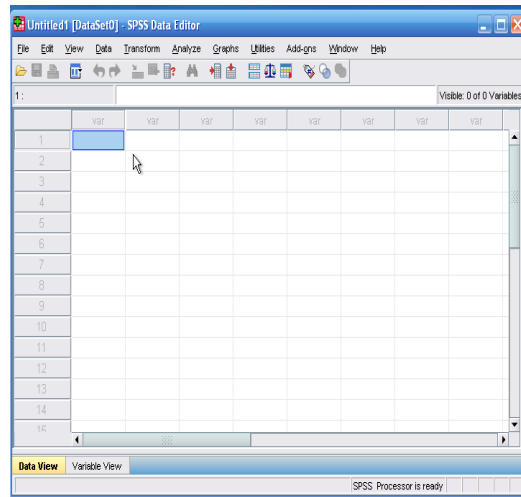
b. Go to the file menu, go to Open Data and clickand then double-click on

the SPSS data file and it should open SPSS.
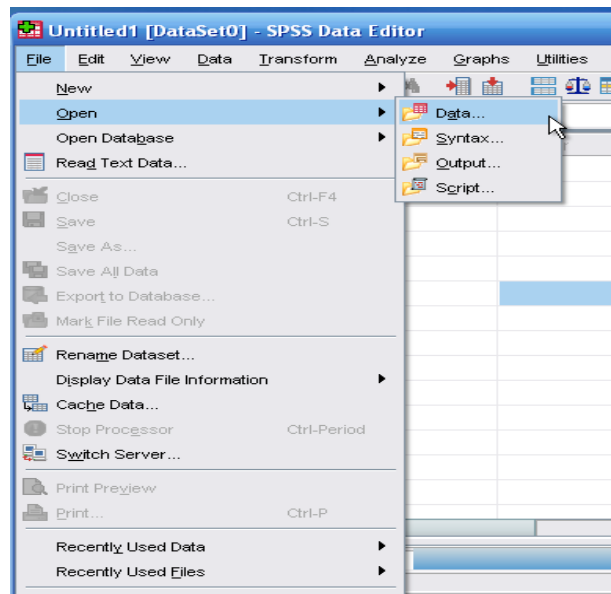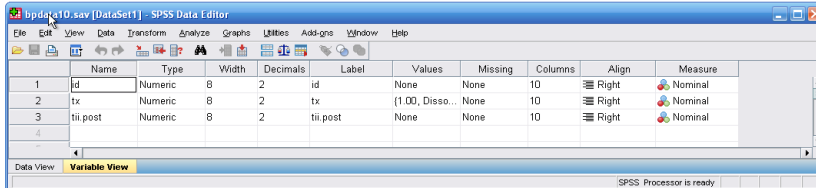
c.   There are two ways to view data in SPSS. The first is "Data View"

d.   The second is "Variable View"

After open SPSS and add the data in SPSS the researcher finding

Mean, Median, Mode, and Standard Deviation.

a.   Mean

Mean is adding a list of score then dividing by the number of

scores. The steps to get the mean score as follows:

1)   Click Analyze

2)   Then Descriptive Statistics

3) Then Descriptives
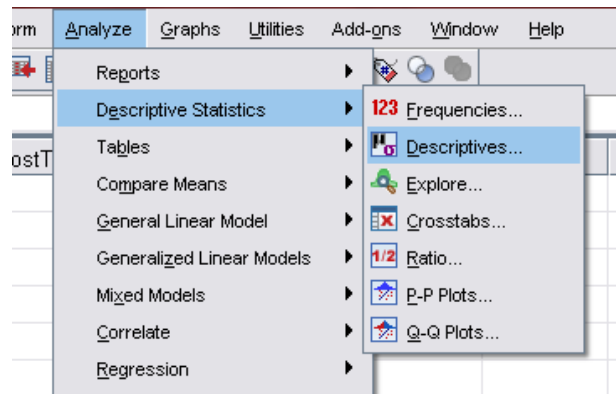
4) This brings up the Descriptives dialog box. Note that the left side of the box contains a list of all the variables in our data file. On the right is an area labeled variables, where we can select the Variables we would like to use in the analysis.

5) Click tha data file that we want to know the mean

6) Choose mean in the descriptive option box
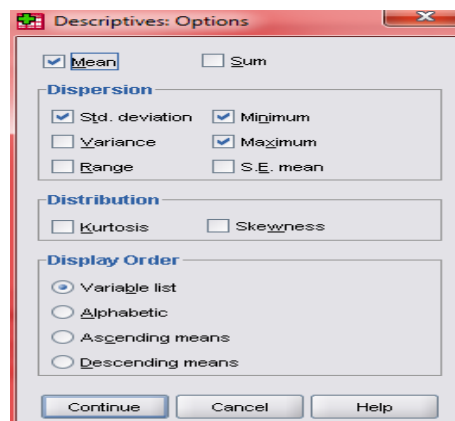
7) Then click continue and OK

b. Mode

Mode is the value in a set of data which appears most frequently.

The steps to get mode are as follows :

1) Click Analyze

2) Then Descriptive Statistic

3) Choose Frequencies
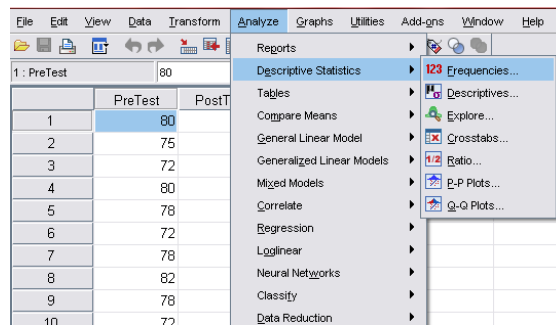
4) Choose the data that we want to know mode.
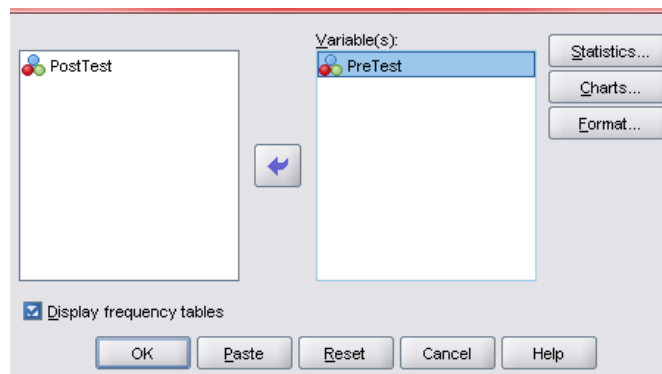
5) The click Statistic

6) Choose Mode in the frequencies statistix box
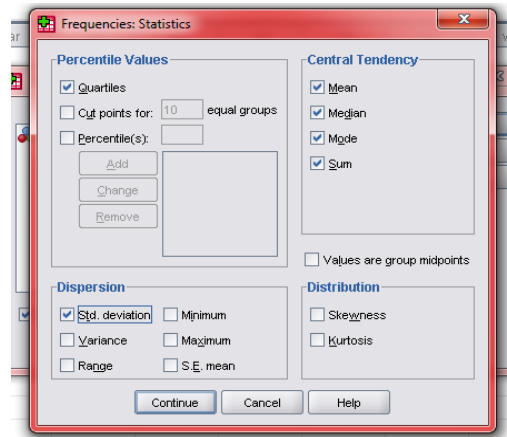
7) Click continue

8) Choose the kind of charts thatwe want to show the result in the frequencies chart box
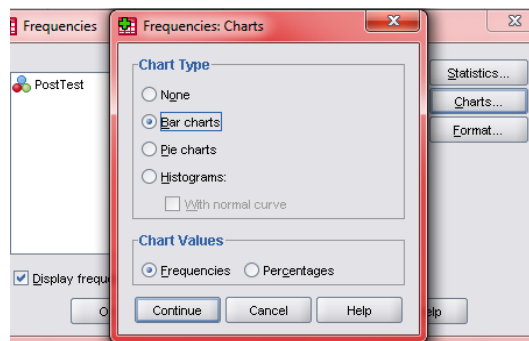
9) Then click continue and OK

c. Median

Median is the point in a distribution of measures below which 50 percent of the cases. The steps as follows:

1) Click analayze

2) Then descriptive statistic

3) Choose frequencies
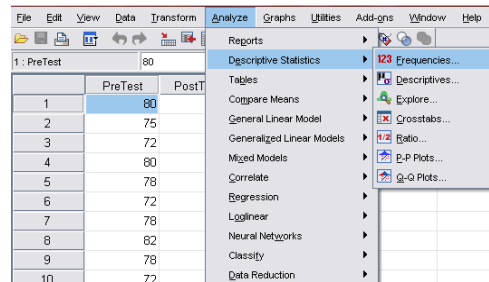
4) Choose the data that we want to know the median
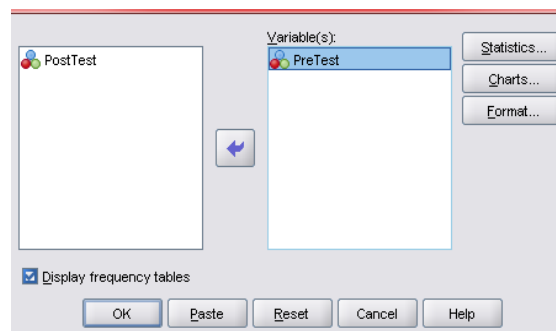
5) Then click statistic

6) Choose median in the frequencies statistic box
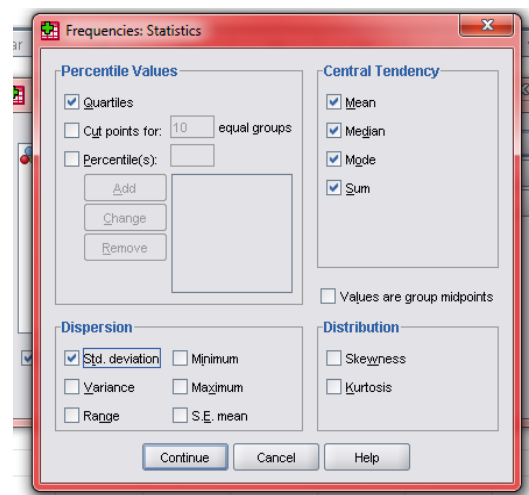
7) Click continue

8) Choose the kind of charts that we want to show in the result in the frequencies charts box

9) Then click continue and OK

d. Standard Derivation

Standard derivation is the square root of variance (Ary, et al., 2000: 117,

Best & Kahn, 1995: 285) in which the variance is the average of the

squard differences from the mean. The steps are:

1) Click analyze

2) Then descrptive statistics

3) Then descriptives
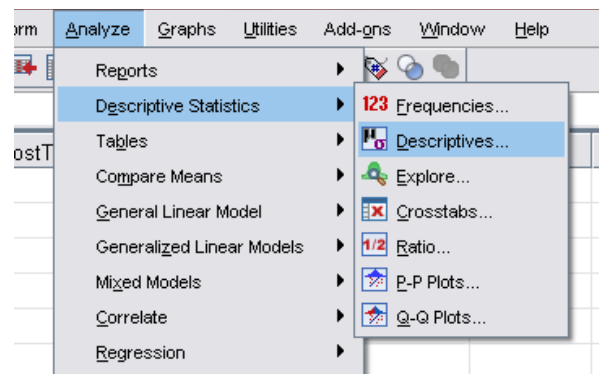
4) Click the data file that we want to know the standard derivation
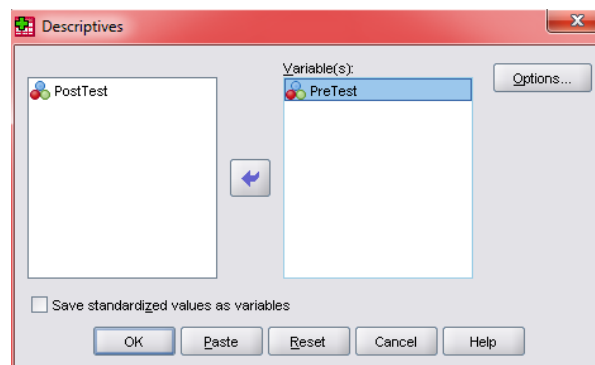
5) Choose Std. Derivation in the descriptives option box
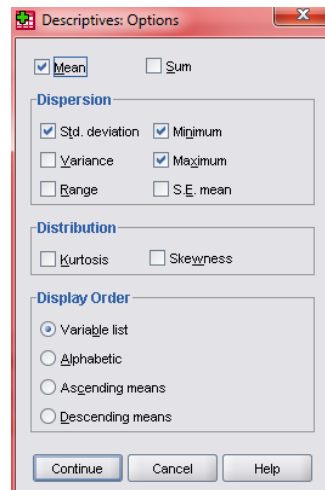
6) Then click continue and OK

2. Pre-requisite test

a. Normality Test

The SPSS dataset 'NormS' contains the variables used in this sheet including the exercises. To check if a variable is normally distributeduse *Analyze☐☐Descriptive Statistics☐☐Explore*:
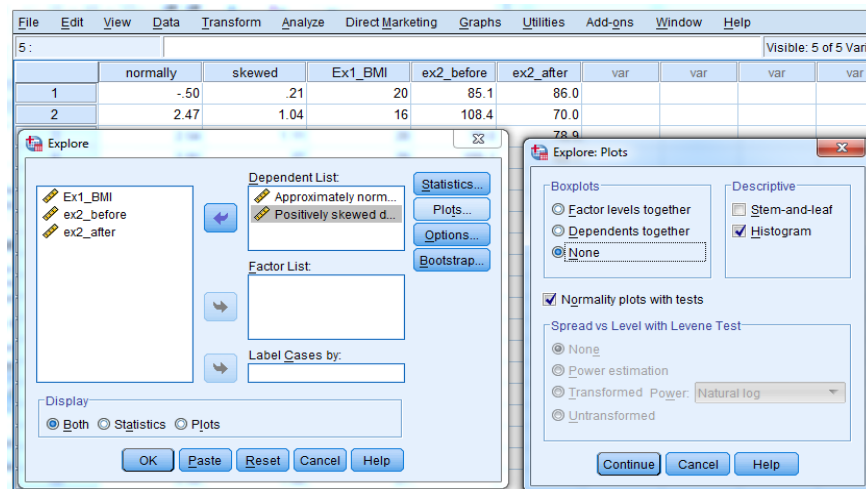
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Approximately normally distributed data	.095	35	.200[*]	.975	35	**.582**
Positively skewed data	.177	35	.007	.885	35	**.002**

In Table Test of Normality there are 2 analyses, first using Kolmogorov and Shapiro-Wilk. The researcher uses Kolmogorov because total of respondents is more than 50 respondents. If less than 50 respondents should use Shapiro-Wilk. The sample is in Kolmogorov-Smirnov Z if significant Kolmogorov-Smirnov > for level (α) 0.05 is Normal. To read Kolmogorov-Smirnov data, as follow:

H_o is normal population

H_a is non-normal population

If significant > 0.05 so H_o accepted, H_a rejected

If significant <= 0.05 so H_o rejected, H_a accepted

b. Homogeneity Test

First Steps: Select Data □ Weight Cases. A box pops up with a list of the input variables. Click the "Weight cases by" button, and then move the count variable into the box under "Frequency Variable:" Finally, click "OK."

Second Step:Select *Analyze_ Descriptive _ Crosstabs.* Move the variable indicating populations into the "Row(s):" box, and the categorical variable into the "Column(s)" box. Click on the "Statistics" button and then "Continue."

Levene Statistic	df1	df2	Sig.
,498[a]	7	15	.822

3. Hypothesis Testing

To know Four Square Writing Method effective or not, the researcher uses T_{test} in SPSS. There are conditions as follows:

If significant value > 0.05, so variance of sample is homogeneity

If significant value < 0.05, so variance of sample is not homogeneity

The researcher used SPSS to measure the data. It can be follows: click on Analyze - Compare means - Independent Samples T_{test}.
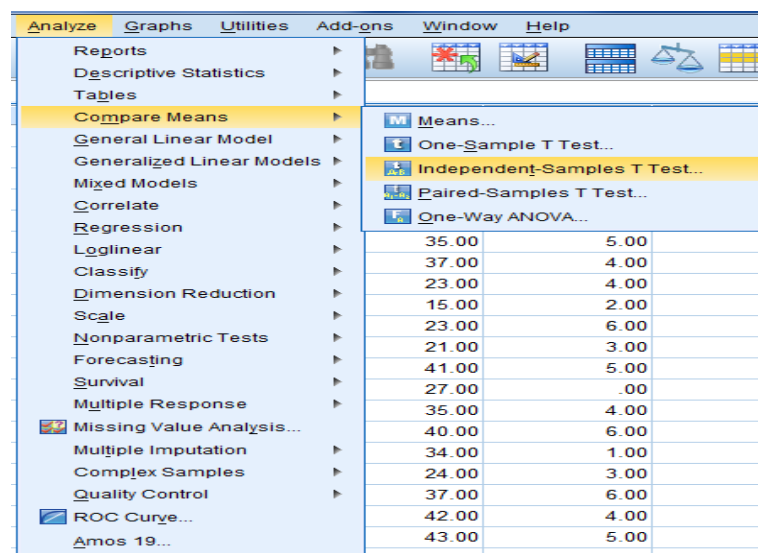
Move Group into the Test variable box and Result into Grouping

variable box.
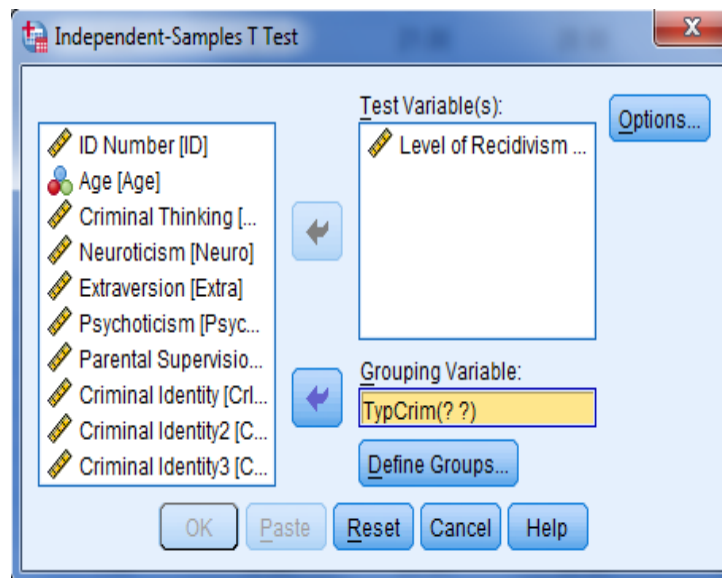
Click on Define groups and type in the numbers used in data set to

code each group. Group 1 = 1 and Group 2 = 2 ☐Continue ☐OK.
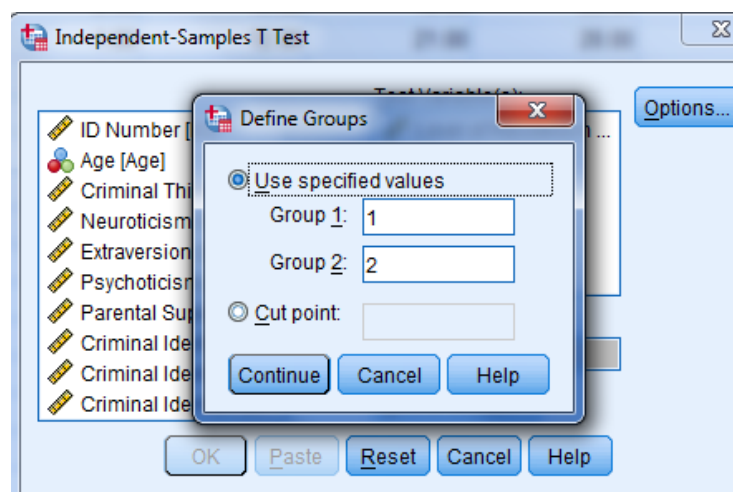
T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Knowledge Test	7.80	100	4.731	.473
	Final Exam Score	71.10	100	15.821	1.582

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Knowledge Test & Final Exam Score	100	.664	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Knowledge Test - Final Exam Score	-63.30	13.166	1.317	-65.91	-60.69	-48.078	99	.000

The data can call effective if H_o rejected where $T_{value}>T_{table}$ for significant level (α) 0.05 so H_a accepted. Not only read in T_{value} but can read in p-value (sig 2-tailed.) where H_o rejected if **p-value (sig 2-tailed) < level (α) 0.05**.

CHAPTER IV

RESEARCH FINDINGS

A. Research Findings

The objective of the research is to describe the significant difference between students taught dyadic essay technique and classroom discussion. The researcher chose two classes as the sample research. They were X Science 1 consists 29 students as an experimental class and X Science 2 that consists 30 students as a control class.

The researcher gave pre-test to the both experimental and control class to know that the classes were homogenous. The researcher gave the treatment and post tset. The result of the post test of both group were compared by using T-test. Then, The data description of both groups could be seen as follows:

1. Data on the Students Taught by Dyadic Essay Technique

Experimental class is the class that was taught by using dyadic essay technique in teaching writing ability. Experimental class consists of 29 students. The data pre-test of the students which are taught by dyadic essay technique showed that the score was 52 up to 70. Based on the data pre- test and post-test of experimental class, the researcher found the total score. The mean of the total pre-test score is 62,20 the median is 62 the mode is 62, and the standard deviation is 5,122. While in the post-test, the mean is 75.24, the median is 75, the mode is 75, and the standard deviation is 4.770. The

researcher present the table of median, mode, and standard deviation of experimental class below:

Table 4.1 The Mean, Median, Mode, and Standard

Deviation of Experimental Class.

Statistics		Pre test	Post Test
N	**Valid**	29	29
	Missing	0	0
Mean		62,20	75,24
Standard Error of Mean		0,951	0,885
Median		62,00	75,00
Mode		62.00	75.00[a]
Standard Deviation		5,122	4,770

Then, the researcher will show the frequency distribution table of the data. The frequency table of descriptive text pre-test and post-test of students in experimental class as follow:

Table 4.2 The Frequency Distribution of Descriptive Text

Pre-test of Students in Experimental Class.

Pre-test Experimental					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	52	1	3.4	3.4	3.4
	54	1	3.4	3.4	6.9
	55	2	6.9	6.9	13.8
	56	1	3.4	3.4	17.2
	57	2	6.9	6.9	24.1
	58	2	6.9	6.9	31.0
	60	1	3.4	3.4	34.5
	62	5	17.2	17.2	51.7
	63	2	6.9	6.9	58.6
	65	2	6.9	6.9	65.5
	66	3	10.3	10.3	75.9
	67	2	6.9	6.9	82.8
	68	2	6.9	6.9	89.7
	69	2	6.9	6.9	96.6
	70	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Figure 4.3. Histogram Data of Pre-test Experimental Class
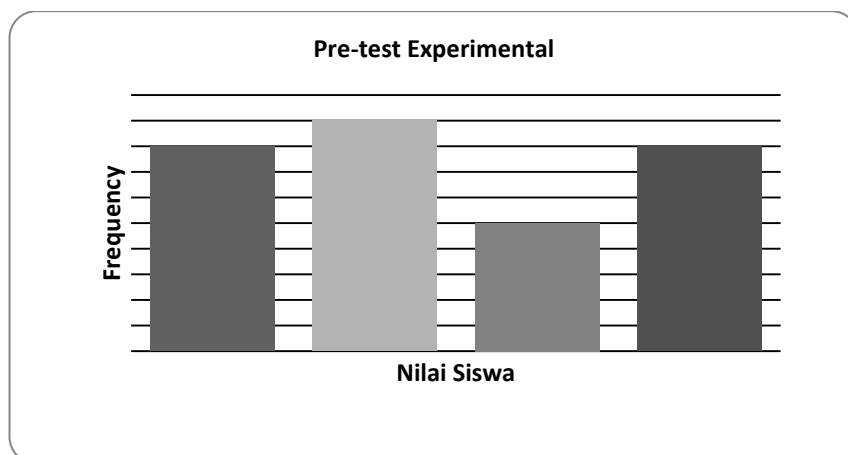
Table 4.4 The Frequency Distribution of Descriptive Text Post-test of Students in Experimental Class.

Post-test Experimental					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	63	1	3.4	3.4	3.4
	67	2	6.9	6.9	10.3
	70	2	6.9	6.9	17.2
	71	1	3.4	3.4	20.7
	72	1	3.4	3.4	24.1
	73	1	3.4	3.4	27.6
	74	3	10.3	10.3	37.9
	75	4	13.8	13.8	51.7
	76	2	6.9	6.9	58.6
	77	1	3.4	3.4	62.1
	78	2	6.9	6.9	69.0
	79	4	13.8	13.8	82.8
	80	2	6.9	6.9	89.7
	82	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

Figure 4.5. Histogram Data of Post-test Experimental Class
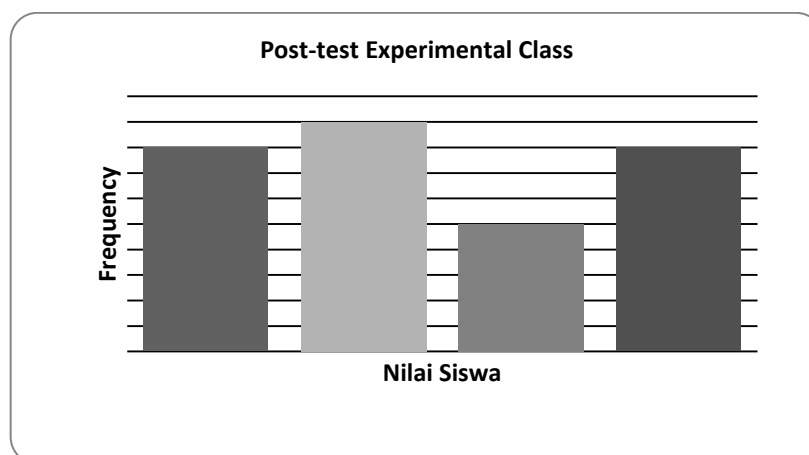
Based on the table, it showed that the score of students' pre-test are started from 52 until 70. The higher score is 70 that is got by only one student

and the lowest score is 52 that is got by one student. While in the score of students' post-test are started from 63 until 82. The higher score is 82 that is got by three students and the lowest score is 63 that is got by one student.

2. **Data on Students Taught by Classroom Discussion**

Control class is the class that was taught by using classroom discussion in teaching writing ability. Experimental class consists of 30 students. The data pre-test of the students which are taught by dyadic essay technique showed that the score was 52 up to 70. Based on the data pre- test and post-test of controll class, the researcher found the total score. The mean of the total pre-test score is 60.36, the median is 60, the mode is 60, and the standard deviation is 5.776. While in the post-test, the mean is 67.5, the median is 68.50, the mode is 70, and the standard deviation is 5.770. The researcher present the table of median, mode, and standard deviation of experimental class below:

Table 4.6 The Mean, Median, Mode, Standard Deviation, and

Sum of Control Class.

Statistics		Pre test	Post Test
N	Valid	30	30
	Missing	0	0
Mean		60.36	67.50
Standard Error of Mean		1.037	1.053
Median		60.00	68.50
Mode		60.00[a]	70.00
Standard Deviation		5.776	5.770

Then, the researcher will show the frequency distribution table of the data. The frequency table of descriptive text pre-test and post-test of students in control class as follow:

Table 4.7 The Frequency Distribution of Descriptive Text

Pre-test of Students in Control Class.

Pre-test Control Class					
		Freque ncy	Perce nt	Valid Percent	Cumulat ive Percent
Valid	52	3	10.0	10.0	10.0
	53	1	3.3	3.3	13.3
	54	1	3.3	3.3	16.7
	55	3	10.0	10.0	26.7
	57	3	10.0	10.0	36.7
	59	2	6.7	6.7	43.3
	60	4	13.3	13.3	56.7
	61	1	3.3	3.3	60.0
	62	4	13.3	13.3	73.3
	66	2	6.7	6.7	80.0
	68	2	6.7	6.7	86.7
	69	3	10.0	10.0	96.7
	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Figure 4.8. Histogram Data of Pre-test Control Class

Pre-test Control Class

Frequency

Nilai Siswa
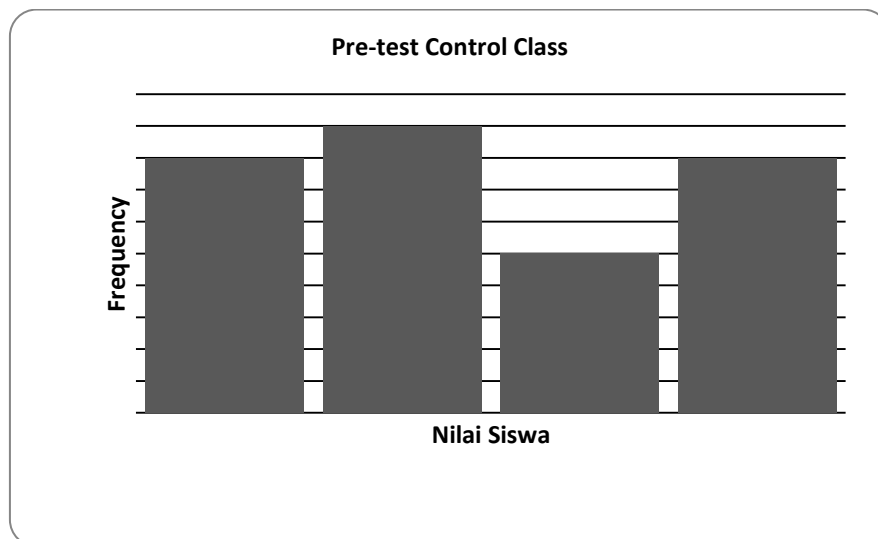
Table 4.9 The Frequency Distribution of Descriptive Text

Post-test of Students in Control Class.

Post-test Control Class					
		Freque ncy	Perc ent	Valid Percent	Cumula tive Percent
Valid	53	1	3.3	3.3	3.3
	56	2	6.7	6.7	10.0
	57	1	3.3	3.3	13.3
	62	1	3.3	3.3	16.7
	65	2	6.7	6.7	23.3
	66	1	3.3	3.3	26.7
	67	6	20.0	20.0	46.7
	68	1	3.3	3.3	50.0
	69	1	3.3	3.3	53.3
	70	7	23.3	23.3	76.7
	71	1	3.3	3.3	80.0
	72	1	3.3	3.3	83.3
	74	3	10.0	10.0	93.3
	75	1	3.3	3.3	96.7
	76	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Figure 4.10. Histogram Data of Post-test Control Class
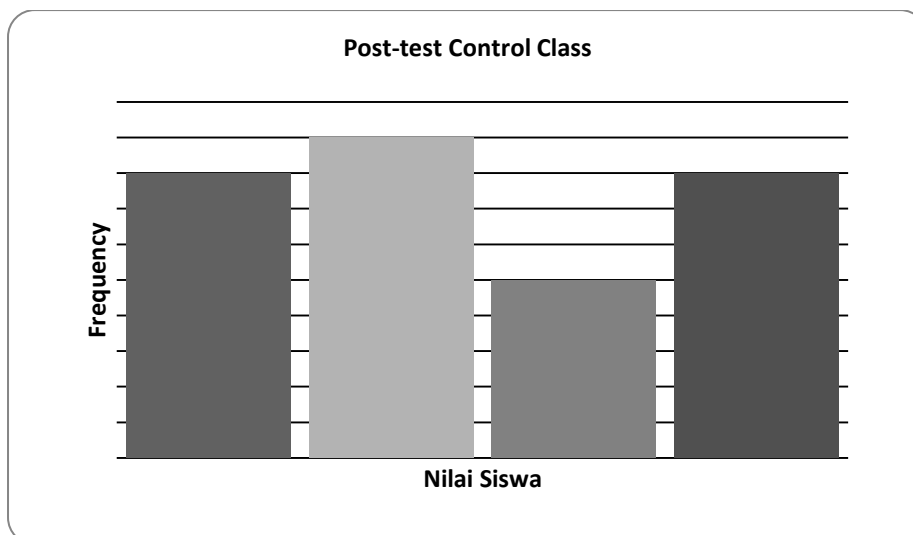
Based on the table, it showed that the score of students' pre-test are started from 52 until 70. The higher score is 70 that is got by only one student and the

lowest score is 52 that is got by three students. While in the score of students'

post-test are started from 53 until 76. The higher score is 76 that is got by one

student and the lowest score is 53 that is got by one student.

B. Data Analysis

There are two kinds that is used to analyze the data of this research. The

normality test is to know tha the sample is normal distribution or not. While the

homogeneity test is to know that the data are homogeneous or not. Each test is

presented in the following section:

1. Normality Test

The data declared significant if the significant was more than 0.05.

Hypothesis in the test are:

H_0 The sample is from a normally distributed population.

H_1 The sample did not come from a normally population.

The criteria of normality test Kolmogorov-Smirnov is if the

significant value of the test results indicates $p > \alpha$, then the sample is from a

normally distributed. The value of alpha (α) is 0.05. The result of normality

test is from the pre-test and post test in experimental and control group are

presented as follows:

Table 4.11. Normality Pre-test of Control Class and Experimental.

		Pre-tes Control	Pre-test Experimental
N		29	29
Normal Parameters[a,b]	Mean	.00000000	.00000000
	Std. Deviation	4.83624764	5.45327903
	Absolute	.113	.151
Most Ekstreem	Positive	.085	.151
Differences	Negative	-.113	-.131
Kolmogorov-Smirnov Z		.611	.816
Asymp. Sig. (2-tailed)		.850	.519

a. Test distribution is normal

The table above showed the result of normality test in pre-test control and experimental class. The samples are in normal distribution because the value significance correlation is higher than 0.05. In the pre-test control class, the value significance correlation is 0.850, it is higher than 0.05. It can be concluded that the samples in the pre-test control class are normal. In the pre-test experimental class, the value significance correlation is 0.519, it is higher than 0.05. it can be concluded that the samples in the pre-test experimental class are normal.

Table 4.12. Normality Post-test of Control and Experimental Class.

		Pre-tes Control	Pre-test Experimental
N		29	29
Normal Parameters[a,b]	Mean	.00000000	.00000000
	Std. Deviation	4.79065279	5.69853519
	Absolute	.200	.158
Most Ekstreem	Positive	.110	.091
Differences	Negative	-.200	-.158
Kolmogorov-Smirnov Z		1.079	.852
Asymp. Sig. (2-tailed)		.195	.462

a. Test distribution is normal

The table above showed the result of normality test in post-test control and experimental class. The samples are in normal distribution because the value significance correlation is higher than 0.05. In the post-test control class, the value significance correlation is 0.462, it is higher than 0.05. It can be concluded that the samples in the post-test control class are normal. In the post-test experimental class, the value significance correlation is 0.195, it is higher than 0.05. it can be concluded that the samples in the post-test experimental class are normal.

2. **Homogeneity Test**

Homogeneity test was used to know whetherthe two samples of experimental and control class are homogeneous. The basic decision in the

homogeneity test is if the value of significant lower than 0.05 the variants of two or more groups of the population in the data is same. The calculation of the data homogeneity is presented bellow:

Table 4.13 Homogeneity Pre-test of Experimental and Control Class.

Test Homogeneity of Variances			
Score Pre Control Experimental			
Levene Statistic	Df1	Df2	Sig.
.067	1	57	.797

Based on the table above, it can be seen that the data homogeneity of pre-test score in experimental and control class are 0.797, it is significant because the value significant (0.797) is higher than 0.05. it can be concluded that the data are homogeneous.

Table 4.14 Homogeneity Post-test of Experimental and Control Class.

Test Homogeneity of Variances			
Score Post Control Experimental			
Levene Statistic	Df1	Df2	Sig.
.053	1	57	.819

Based on the table above, it can be seen that the data homogeneity of pre-test score in experimental and control class are 0.819, it is significant because the value significant (0.819) is higher than 0.05. it can be concluded that the data are homogeneous. Based on the calculation result of the data above, it can be seen that the all of data are homogeneous.

3. Hypothesis Testing

Hypothesis test could be done after the normality and homogeneity test was done. The researcher used T-test to calculate the hypothesis testing. T-test was used to differentiate if the students' result of writing descriptive essay text taught by using dyadic essay technique was significant or not. In this research, the null hypothesis (H_o) states that there is no significant effect of dyadic essay technique in teaching writing ability at tenth grade students of MAN 2 Karanganyar in the academic year 2018/2019. While the alternative hypothesis (H_a) there is a significant effect of dyadic essay technique in teaching writing ability at tenth grade students of MAN 2 Karanganyar in the academic year 2018/2019.

The basic read value of significant T-test: if the value of significant or Sig. (2-tailed) is higher than 0.05, H_o accepted and H_a rejected. While if the value of significant or Sig. (2-tailed) is lower than 0.05, H_o rejected and H_a accepted.

Table 4.15 The Result of Post Test Experimental and Control Class.

		Levene's Test for Equality of Variances		T-test Equality of Means						
		F	**Sig.**	**T**	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Uper**
Score Post-test	Equal Varances Assumed	.053	.819	5.882	57	.000	8.22414	1.39826	5.42418	11.02410
	Equal Varances not Assumed			5.898	56.138	.000	8.22414	1.39445	5.43087	11.01741

Independent Sample Test

The result of the T-test states that Sig. (2-tailed) is 0.000 and the level of significance is 0.05. The result provides that Sig. (2-tailed) is lower than level of significance so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that there is a significant effect between the students taught by using dyadic essay technique in teaching writing ability at the tenth grade students of MAN 2 Karanganayar in 2018/2019 .

C. Discussion

This research was used experimental research as the design. There were two classes, experimental and control class. The researcher gave pre-test in both experimental and control class. Then he gave a treatment in experimental class for three times. In every meeting, the researcher used dyadic essay technique in

process of teaching and learning writing descriptive text. After giving a treatment, the researcher gave a post test.

Post-test was given to know the difference of students result before the researcher give a treatment and after it has given. In general, dyadic essay technique makes the learning more attractive, fun, interesting, meaningful, effective, and successful. Students has more critical thinking when the researcher give the technique. Not only in the learning benefit but also dyadic essay technique makes students work coopertively with their partner. By seeing their partner's model questions and asnwers, they can get a new ide to write a description about the topic. Work together makes them easy to find a new idea because they will know what aspect that they do not write in their essay yet. Dyadic essay technique becomes a solution for the boring method of the learning activity that students feel. They can talk with their partner. They also can ask some suggestions with their essay so they know the mistakes and correct it. Then they can write an essay better than before.

While in the control class, the researcher did not give a treatment. The researcher gave classroom discussion method like the teacher's method in students learning daily. The students seem not interested with the learning when the researcher gave this technique. In the classroom discussion, the students made a group consist of four until five students. In this case, the students are more crowded because they talk with their friends out of the topic essay. The classes tend to get a bit noisy and disorganized when the discussion method is introduce. Some students feel unable to say what they mean and are afraid of being wrong if

they contribute with others are intimidated by dominant participants, so they do not speak.

Based on te data of pre-test score in experimental class, the researcher found that the mean of the total pre-test score is 62, the median is 63, the mode is 66, and the standard deviation is 5.532. While in the post test, the mean is 75, the median is 77, the mode is 79, and the standard deviation is 5.173. In the result of pre-test in control class, he found that the mean of the total pre-test score is 60, the median is 59, the mode is 52, and the standard deviation is 6.292. While in the post test, the mean is 67, the median is 69, the mode is 70, and the standard deviation is 6.297. It could be said that the students given the treatment have better score that students who did not give a treatment. The result of the data analysis proven the students' score of writing tight by using dyadic essay technique is better.

Then the result of T-test showed that Sig. (2-tailed) is lower than the level of significant. It could be conclude that there is a significant different between using dyadic essay technique and classroom discussion in teaching writing ability. It could bee seen from the hypothesis test that indicated there is a Sig. (2-tailed) 0.000 lower than the level significance 0.05. The result was in line with the research which has been conducted by M. Ali Ghufron in 2012 from Sebelas Maret University Surakarta. He found that dyadic essay technique is more effective than clustering technique to teach writing, the students having high creativity have better writing ability, there is an interaction between teaching activity (dyadic essay technique and clustering technique) and creativity to teach writing. Second, The research that has been conducted by Dian Indah Marantika

Putri in 2015 from Sebelas Maret University Surakarta. She found that dyadic essay technique was effective to improve students' writing accuracy (vocabulary, grammar, and mechanics).

The use of dyadic essay technique in teaching writing ability at the tenth grade students of MAN 2 Karanganyar in 2018/2019 academic year is significantly effective and different with students taught by using classroom discussion. The students of experimental that is given a treatment got better score than the students of control class that is not given a treatment.

CHAPTER V

CONCLUSSION, IMPLICATION, AND SUGGESTION

A. Conclussion

There are differences writing score taught by dyadic essay technique and classroom discussion. The stdents were taught by using dyadic essay technique have better score than classroom discussion in teaching writing ability. The objective of this research is to identify whether the dyadic essay technique is effective than classroom discussion in teaching writing ability at the tenth grade students of MAN 2 Karanganyar in 2018/2019 academic year. In order to gain the objective of the study, the researcher conducted an experimental research. After conducting the research, the researcher found out some results from the data analysis. The result of T-test found that Sig. (2-tailed) is 0.000 and the level of significance is 0.05. it could be seen that Sig. (2-tailed) is lower than the level of significance. It could be concluded that there is a significant effect of the students who are taught by dyadic essay technique and classroom discussion. Another result of the data analysis is the mean sore difference of experimental and control class. The mean score of experimental class is 75.24, while the mean score of control class is 67.50. The data shows that the mean scores of experimental class taught by dyadic essay technique is higher than control class taught by classroom discussion.

B. Implication

The result of the research showed that the dyadic essay technique is effective to teach writing ability at the tenth grade students of MAN 2 Karanganyar in 2018/2019 academic year. The use of dyadic essay technique is able the students achievement in writing test higher than classroom discussion.

The use of dyadic essay technique can help the teaching and learning process run well. The students are able to gain the writing skill especially in descriptive text. This technique also can help students to be more creative to create their essay writing in descriptive text. Students are more easy to express their feeling and idea to their essay. They can get the idea from another because this techniques is colaborative learning. They can get a new idea from their partner and know their mistakes by exchange their model questions and answers. In addition, this technique creates fun situation, more actives as participant and more confidents in feeling their idea to make a good essay writing. Through dyadic essay technique, students can write a descriptive text easily.

C. Suggestion

Based on the conclussion above, some suggestions would be directed toward the English teacher, students and other researcher.

1. For the Teacher
   a. The teacher is better to use dyadic essay technique in teaching writing on descriptive text because it can help students to express their idea in making a descriptive text easily.

b. The teacher should always encourage students to be more active in teaching learning process. So that they can imagine and find the new idea to make a good essay.

c. The teacher should give motivation to make the students enjoy their teaching and learning process.

d. The teacher should manage the class effectively and maximally by using coreect management time in teaching learning process.

2. For the Students

a. The students should have more practices in make an essay writing.

b. The students should have high motivation to follow the learning process.

c. The students should ask the teacher if there is something that they do not know or understand yet.

d. The students are suggested to have many vocabularies in English to make a good and variative essay writing.

3. For the Reasearcher

This research can be a reference to the another researcher that can be implemented to teach essay writing. other researcher can develop with their material which is suitable for teaching essay writing.

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APPENDICES

APPENDIX 1 THE LIST OF STUDENTS

The List of Students

No.	Experimental Group	Control Group
1.	AMANDA AYU MAHARANI	ANIS CAHYANTI
2.	ARIFA DWI RAHMAWATI	ANISA'U MARFU'AH
3.	AULIA NUR AZIZAH	AWANG FRANSISCO RUMIADI
4.	CINTHIA INDRASWARI	BERLIANA PUTRI
5.	DAVINA PUTRI KRISWANTI	CHARIESMA PUTRI JELITA
6.	DEWI NUR WIDIASTUTI	DELIA HIDAYATI
7.	FADILAH RIZKI FATIKAH	DEWI ANGGRAINI
8.	FANI EKA IMNA PRAMESTI	EKO PURWANTI
9.	FARISKA ALFIAN RISTIAYANA	ESHY AMAMI ANGGRAENI
10.	FITRI NUR HAYATI	FATIMAH MARATUS SHOLEKAH
11.	HAPSARI MAHARANI	FATKUROHMAH
12.	IDA AYU WINTARA	FENNY ANNA KOURNIKOVA
13.	LINTA MAKRIFATUL ARIFAH	HANIK UMUL NURJANAH
14.	MEISA FAULANA	KHUSNUL KHOTIMAH
15.	NABILA DZAIKRAF ZAIN	M MUCHADIMAL ICHSAN
16.	NI'MAH ARIBAH	MUH FARID NADHIF HABIBI
17.	NOVITA MAULA AYUWARDANI	MUH ROZAK MISBAKHUL MUNIR
18.	NOVITA WINDA TIRANI	NADIA IIN ANDINI
19.	POPY RAHMA SARI	QONITA QOTHRUNNADA
20.	PUTRI DWI UTAMI	RAMADHAN BAGUS SAPUTRA
21.	RIRIS AHIYATU MUBAROKAH	RITA NANDA PARMAWATI
22.	SELVIA YULIAN SAPUTRI	RIZAL IVAN SAPUTRA
23.	SIYAM WULANDARI	RIZQI ANHARI
24.	SOFIYATUN	SUMAWATI
25.	SUCI WULANDARI	SYIFA SALSABILA FITRIANINGRUM
26.	TIA ROFIATUS SHOLIKHAH	TRI WULANDARI
27.	TIKA SA SAL BELA SAFRIYANI	VERONICHA PUTRI AGUSTIN
28.	TRI NURJANAH	VINKI ANGGITA
29.	VINA WIDYANINGSIH	YAHYA FAQIHHUDIN AROHHIYAN
30.		YULIA CAHYA MARISAKA

APPENDIX 2 SYLLABUS

SILABUS SMA/MA

Bahasa Inggris Umum

Satuan Pendidikan   : SMA/MA

Kelas   : X (Sepuluh)

Kompetensi Inti   :

- **KI-1 dan KI-2:Menghayati danmengamalkan**ajaran agama yang dianutnya. **Menghayatidanmengamalkan**perilakujujur, disiplin, santun, peduli (gotongroyong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktifdalamberinteraksisecaraefektifsesuaidenganperkembangananak di lingkungan, keluarga, sekolah, masyarakatdanlingkunganalamsekitar, bangsa, negara, kawasan regional, dankawasaninternasional".
- **KI 3:**Memahami, menerapkan, danmenganalisispengetahuanfaktual, konseptual, prosedural, danmetakognitifberdasarkan rasa ingintahunyatentangilmupengetahuan, teknologi, seni, budaya, danhumanioradenganwawasankemanusiaan, kebangsaan, kenegaraan, danperadabanterkaitpenyebabfenomenadankejadian, sertamenerapkanpengetahuanproseduralpadabidangkajian yang spesifiksesuaidenganbakatdanminatnyauntukmemecahkanmasalah
- **KI4:**Mengolah, menalar, danmenyajidalamranahkonkretdanranahabstrakterkaitdenganpengembangandari yang dipelajarinya di sekolahsecaramandiri, bertindaksecaraefektifdankreatif, sertamampumenggunakanmetodesesuaikaidahkeilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive) 4.1 Menyusun teks interaksi transaksional	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) - Subjek Pronoun: *I,*	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*You, We, They, He, She, It* - Kata ganti possessive *my*, *your*, *his*, dsb. - Kata tanya *Who*? *Which*? *How*? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi,	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	hasil belajar

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)
 	
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan
	• Fungsi Sosial
	Menyatakan rencana, menyarankan, dsb.
	
	• Struktur Teks
	  - Memulai
	  - Menanggapi (diharapkan atau di luar dugaan)
	
	• Unsur Kebahasaan
	  - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to*, *would like to*
	  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI
		- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)
		
		- Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya
		
		- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan
		
		- Bermain game terkait dengan niat mengatasi masalah
		
		- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.
		
		- Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (announcement) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menarik.	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam *simple past tense, present perfect tense*. - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam *simple past tense, past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi,	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	hasil belajarnya

APPENDIX 3 LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas

1. Nama Sekolah   : Madrasah Aliyah Negeri 2 Karanganyar
2. Mata Pelajaran   : Bahasa Inggris
3. Kelas/Semester : X/1
4. Materi pokok   :*Descriptive text*
5. Alokasi Waktu : 2 x 45 menit (1 pertemuan)

B. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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**.**

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.

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

C. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah dan terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya.

4.4 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

D. Indikator dan Tujuan Pembelajaran

1. **Indikator**

   Pada akhir pembelajarana ini, peserta didik diharapkan dapat:

   a. Siswa mampu mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar siswa mampu.

   b. Siswa mampu menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

   c. Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif, sesuai dengan konteks penggunaannya.

   d. Siswa mampu menangkapmakna*teks deskriptif.*

   e. Siswa mampu memahamipenggunaan *generic structure* dari teks deskriptif.

2. **Tujuan Pembelajaran**

   Memahami teks deskriptif, *generic structure*, dan penggunaannya. dan mampu membuat contoh teks deskriptif.

E. Materi Pembelajaran

1. **Pengertian**

   Teks deskriptif adalah teks yang memberikan gambaran tentang sesuatu. Tujuannya adalah untuk menggambarkan dan mengungkapkan seseorang, tempat, atau benda secara rinci.

2. **Generic Structure**

   a. Identification   : Identifying the phenomenon to be described

   b. Description   : Describing the phenomenon in parts, qualities, and characteristic

3. **Language features**

   a. Focus on one spesific object.

   b. Use simple present tense.

   Pattern:

1) Verbal:

$S+V_1$

$S+V_1+s/es$

2) Nominal

S+to be+ noun adjective/adverb

c. Use noun.

d. Use kinds of adjective.

Size, quality, color, origin, and substance.

e. Use active verb

4. Contoh Text

My Best Friend

Hi, I am Vivian. Today I want to tell about my best friend, Claudia.Claudia isspecial. I like her spontaneous nature.She is young, exuberant, and lively;she is slim and active.She often wears colorful clothes. Do you see herpicture? She wears a green shirt and her favorite jeans.She has a creative mind. Students love her passionate outlook on life.

F. Metode Pembelajaran

1. Metode: Dyadic essay

Metode diskusi adalah metode pembelajaran berpasangan. Siswa berpasangan dengan siswa lainnya, 1 pasang terdiri 2 sampai 3 orang. Siswa menulis model respon dari topik yang diberikan. Kemudian mereka menulis pertanyaan essay tentang topik tersebut dan menukarnya dengan teman sepasang mereka. Setelah itu mereka mendiskusikannnya bersama-sama. Dan diakhir sesi mereka membuat essay berdasarkan hasil diskusi.

2. Strategi: *Cooperative learning*

Cooperative learning adalah sekelompok siswa yang bersama-sama dalam memecahkan sebuah masalah. Menurut David Johnson and Roger Johnson(1999), ada 5 elemen: *positive interpedence, face-to-face interaction, individual and group accountability, group behaviours, group processing.*

G. Media, Alat Dan Sumber Pembelajaran

1. Media : Handout
2. Alat : Papan tulis
3. Sumber **:** Muhammad Tsaqif. R

Bahasa Inggris (Untuk SMA, MA, SMK kelas X): Berdasarkan Kurikulum 2013 Revisi Terbaru

H. Langkah Pembelajaran

<u>**Pertemuan Pertama**</u>

1. **Kegiatan Pendahuluan** (5 minutes)
   a. Guru memberi salam kepada siswa.
   b. Guru mengajak siswa berdo'a.
   c. Guru memeriksa kehadiran siswa.
2. **Kegiatan Inti**
   <u>Observasi (70 minutes)</u>

   a. Guru memberikan contoh teks tentang *descriptive text.*
   b. Guru menyajikan gambar Joko Widodo sebagai topik pembelajaran
   c. Siswa membuat grup yang terdiri dari dua siswa.
   d. Siswa mengidentifikasi gambar yang disajikan
3. **Penutup** (15 minutes)
   a. Guru memberikan kesimpulan tentang materi yang dipelajari.
   b. Guru memberi cuplikan tentang materi yang akan diajarkan di petemuan selanjutnya.
   c. Guru menutup pembelajaran dan berdo'a bersama.

<u>**Pertemuan Kedua**</u>

1. **Kegiatan Pendahuluan** (5 minutes)
   a. Guru memberi salam kepada siswa.
   b. Guru mengajak siswa berdo'a.
   c. Guru memeriksa kehadiran siswa.

2. **Kegiatan Inti**

   Menanyakan (70 minutes)

   a. Guru menanyakan apakah siswa sudah mengetahui tentang topik yang sudah dipelajari di pertemuan sebelumnya.

   b. Siswa kemudian menyiapkan beberapa lembar kertas untuk menulis model pertanyaan dan jawaban tentang topik.

   c. Siswa menukar lembar pertanyaan yang telah mereka buat kepada pasangan mereka.

3. **Penutup** (15 minutes)

   a. Guru memberikan kesimpulan tentang materi yang dipelajari.

   b. Guru memberi cuplikan tentang materi yang akan diajarkan di petemuan selanjutnya.

   c. Guru menutup pembelajaran dan berdo'a bersama.

Pertemuan Kedua

1. **Kegiatan Pendahuluan** (5 minutes)

   a. Guru memberi salam kepada siswa.

   b. Guru mengajak siswa berdo'a.

   c. Guru memeriksa kehadiran siswa.

2. **Kegiatan Inti**

   Mengeksplorasi (70 minutes)

   a. Siswa mencari kembali informasi tentang topik.

   b. Guru menuntun siswa untuk menjawab pertanyaan essay pasangan mereka.

3. **Penutup** (15 minutes)

   a. Guru memberikan kesimpulan tentang materi yang dipelajari.

   b. Guru memberi cuplikan tentang materi yang akan diajarkan di petemuan selanjutnya.

   c. Guru menutup pembelajaran dan berdo'a bersama.

Pertemuan Keempat

1. **Kegiatan Pendahuluan** (5 minutes)

   a. Guru memberi salam kepada siswa.

   b. Guru mengajak siswa berdo'a.

   c. Guru memeriksa kehadiran siswa.

2. **Kegiatan Inti**

   Mengasosiasi (70 minutes)

   a. Guru memberikan materi tentang deskriptif teks dan *simple present tense*.

   b. Siswa mencoba untuk membuat contoh kalimat yang menggunakan *simple present tense*.

3. **Penutup** (15 minutes)

   a. Guru memberikan kesimpulan tentang materi yang dipelajari.

   b. Guru memberi cuplikan tentang materi yang akan diajarkan di petemuan selanjutnya.

   c. Guru menutup pembelajaran dan berdo'a bersama.

Pertemuan Kelima/Post-test

1. **Kegiatan Pendahuluan** (5 minutes)

   a. Guru memberi salam kepada siswa.

   b. Guru mengajak siswa berdo'a.

   c. Guru memeriksa kehadiran siswa.

2. **Kegiatan Inti**

   Mengkomunikasikan (70 minutes)

   a. Guru meminta siswa membandingkan jawaban mereka sebelumnya dengan jawaban pasangan mereka kemudian mendiskusikannya.

   b. Guru meminta siswa membuat essay tentang Joko Widodo berdasarkan model pertanyaan, jawaban, dan hasil diskusi mereka.

3. **Penutup** (15 minutes)

   a. Guru memberikan kesimpulan tentang materi yang dipelajari.

b. Guru memberi cuplikan tentang materi yang akan diajarkan di petemuan selanjutnya.

c. Guru menutup pembelajaran dan berdo'a bersama.

I. Instrument Soal

Topik

a. Make a group consist of two students.

b. Make your own question based on the text that is given by the teacher.

c. On separate sheet of paper, students prepare a model response to their own question (usually a couple of paragraph).

d. Copy the mode response and exchange with your partner.

e. Response your partner's model answer. Then discuss with your partners.

f. Work individually to write descriptive essay consisting of identification and description based on your discussion. The researcher gives 60 minutes to make the essay.

J. instrument Penilaian

Penilaian materi

Table 2.2 Total Score of Writing Test

NO.	Aspects of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use/ Grammar	25
5.	Mechanics	5
	Total	100

Penilaian Sikap

<table>
<tr><td colspan="6">LEMBAR PENILAIAN SIKAP</td></tr>
<tr><td colspan="6">Nama siswa   : _____
Kelas   : _____</td></tr>
</table>

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggungjawab dan teliti dalam menjalan kan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses pembelajaran					
6	Bekerjasama dalam kelompok					

Kriteria nilai

4: sangatbaik

3: baik

2: cukup

1: kurang

Gondangrejo, 30 Juli 2018

Mengetahui:

Guru Pamong,   Praktikan,

Eli Nurlaili. H, S.Pd   Hassenda Asidqu Wahid

NIP. 19750315 200701 2025   NIM. 143221284

APPENDIX 4 STUDENTS' SCORE PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

No.	Name	Score	
		Pre-test	Post-test
1.	AMANDA AYU MAHARANI	58	76
2.	ARIFA DWI RAHMAWATI	66	74
3.	AULIA NUR AZIZAH	54	74
4.	CINTHIA INDRASWARI	63	82
5.	DAVINA PUTRI KRISWANTI	58	74
6.	DEWI NUR WIDIASTUTI	66	67
7.	FADILAH RIZKI FATIKAH	69	80
8.	FANI EKA IMNA PRAMESTI	55	78
9.	FARISKA ALFIAN RISTIAYANA	63	79
10.	FITRI NUR HAYATI	57	70
11.	HAPSARI MAHARANI	68	82
12.	IDA AYU WINTARA	55	72
13.	LINTA MAKRIFATUL ARIFAH	60	71
14.	MEISA FAULANA	65	70
15.	NABILA DZAIKRAF ZAIN	62	79
16.	NI'MAH ARIBAH	67	76
17.	NOVITA MAULA AYUWARDANI	62	75
18.	NOVITA WINDA TIRANI	62	75
19.	POPY RAHMA SARI	62	75
20.	PUTRI DWI UTAMI	62	75
21.	RIRIS AHIYATU MUBAROKAH	52	63
22.	SELVIA YULIAN SAPUTRI	65	79
23.	SIYAM WULANDARI	66	80
24.	SOFIYATUN	57	77
25.	SUCI WULANDARI	56	73
26.	TIA ROFIATUS SHOLIKHAH	67	82
27.	TIKA SA SAL BELA SAFRIYANI	70	79
28.	TRI NURJANAH	69	78
29.	VINA WIDYANINGSIH	68	67
30.			

APPENDIX 5 STUDENTS' SCORE PRE-TEST AND POST-TEST IN CONTROL GROUP

No.	Name	Score	
		Pre-test	Post-test
1.	ANIS CAHYANTI	66	71
2.	ANISA'U MARFU'AH	69	70
3.	AWANG FRANSISCO RUMIADI	52	74
4.	BERLIANA PUTRI	55	53
5.	CHARIESMA PUTRI JELITA	53	56
6.	DELIA HIDAYATI	55	70
7.	DEWI ANGGRAINI	57	65
8.	EKO PURWANTI	52	68
9.	ESHY AMAMI ANGGRAENI	61	62
10.	FATIMAH MARATUS SHOLEKAH	57	67
11.	FATKUROHMAH	69	74
12.	FENNY ANNA KOURNIKOVA	52	70
13.	HANIK UMUL NURJANAH	59	67
14.	KHUSNUL KHOTIMAH	70	70
15.	M MUCHADIMAL ICHSAN	55	56
16.	MUH FARID NADHIF HABIBI	60	75
17.	MUH ROZAK MISBAKHUL MUNIR	62	66
18.	NADIA IIN ANDINI	68	69
19.	QONITA QOTHRUNNADA	54	76
20.	RAMADHAN BAGUS SAPUTRA	66	74
21.	RITA NANDA PARMAWATI	59	67
22.	RIZAL IVAN SAPUTRA	69	57
23.	RIZQI ANHARI	57	65
24.	SUMAWATI	60	70
25.	SYIFA SALSABILA FITRIANINGRUM	68	72
26.	TRI WULANDARI	60	67
27.	VERONICHA PUTRI AGUSTIN	60	67
28.	VINKI ANGGITA	62	67
29.	YAHYA FAQIHHUDIN AROHHIYAN	62	70
30.	YULIA CAHYA MARISAKA	62	70

APPENDIX 6 MEAN, MEDIAN, AND MODE

MEAN, MEDIAN, MODE OF EXPERIMENTAL CLASS

PRETEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	70
Nilai Minimum	52
Rata-rata	62,20689655
Median	62
Modus	62
Kuartil Pertama	58
Kuartil Kedua	62
Kuartil Ketiga	66

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	4,214030916
Simpangan Baku	5,122634021
Ragam/varians	26,24137931
Koefisien Variasi	0,08234833
Rentang/range	18

POST TEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	82
Nilai Minimum	63
Rata-rata	75,24137931
Median	75
Modus	79
Kuartil Pertama	73
Kuartil Kedua	75
Kuartil Ketiga	79

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	3,697978597
Simpangan Baku	4,770857758
Ragam/varians	22,76108374
Koefisien Variasi	0,063407367
Rentang/range	19

MEAN, MEDIAN, MODE OF CONTROL CLASS

PRE TEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	70
Nilai Minimum	52
Rata-rata	60,36666667
Median	60
Modus	60
Kuartil Pertama	55,5
Kuartil Kedua	60
Kuartil Ketiga	65

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	4,615555556
Simpangan Baku	5,684117821
Ragam/varians	32,3091954
Koefisien Variasi	0,094159876
Rentang/range	18

POST TEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	76
Nilai Minimum	53
Rata-rata	67,5
Median	68,5
Modus	70
Kuartil Pertama	66,25
Kuartil Kedua	68,5
Kuartil Ketiga	70

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	4,2
Simpangan Baku	5,77001763
Ragam/varians	33,29310345
Koefisien Variasi	0,085481743
Rentang/range	23

MEAN, MEDIAN, MODE OF EXPERIMENTAL CLASS

PRETEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	70
Nilai Minimum	52
Rata-rata	62,20689655
Median	62
Modus	62
Kuartil Pertama	58
Kuartil Kedua	62
Kuartil Ketiga	66

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	4,214030916
Simpangan Baku	5,122634021
Ragam/varians	26,24137931
Koefisien Variasi	0,08234833
Rentang/range	18

POST TEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	82
Nilai Minimum	63
Rata-rata	75,24137931
Median	75
Modus	79
Kuartil Pertama	73
Kuartil Kedua	75
Kuartil Ketiga	79

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	3,697978597
Simpangan Baku	4,770857758
Ragam/varians	22,76108374
Koefisien Variasi	0,063407367
Rentang/range	19

MEAN, MEDIAN, MODE OF CONTROL CLASS

PRE TEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	70
Nilai Minimum	52
Rata-rata	60,36666667
Median	60
Modus	60
Kuartil Pertama	55,5
Kuartil Kedua	60
Kuartil Ketiga	65

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	4,615555556
Simpangan Baku	5,684117821
Ragam/varians	32,3091954
Koefisien Variasi	0,094159876
Rentang/range	18

POST TEST

Ukuran-ukuran Statistik	Nilai Ukuran
Nilai Maksimum	76
Nilai Minimum	53
Rata-rata	67,5
Median	68,5
Modus	70
Kuartil Pertama	66,25
Kuartil Kedua	68,5
Kuartil Ketiga	70

Ukuran-ukuran Statistik	Nilai Ukuran
Simpangan Rata-rata	4,2
Simpangan Baku	5,77001763
Ragam/varians	33,29310345
Koefisien Variasi	0,085481743
Rentang/range	23

APPENDIX 7 THE SCORING OF WRITING

Table 2.1 Scoring Rubric

Reid (1993: 236-237)

NO	Aspects of Writing	Range	Score	Criterion
1.	Content	30-27	Excellet to very good	Knowledgable, 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 patient or not enough to evaluate.
2.	Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing cohesive.
		17-14	Good to average	Somewhat choopy, 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	20-18	Excellent to very good	Supplicated range, effective word or idiom, choice and usage, word form mastery, appropriate register.
		17-14	Good to average	Adequate range, occational errors of word/ idiom form, choice, usage but meaning not obscured.

Continuing Table 2.1 Scoring Rubric

NO	Aspects of Writing	Range	Score	Criterion
		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 vocabullary, 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 constructions, minor problems in complex constructions, several errors of agreement tense, number, word order/ function, article, pronouns, prepositions but meaning seldom obscured.
		17-11	Fair to poor	Major problems in simple/ complex instructions, frequent errors of negation, agreement, tense, number, word order/ function, articles or pronouns, 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.	Mechanics	5	Excellet to very good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average	Occational errors of spelling, paragraphing, but meaning not obscured.

Continuing Table 2.1 Scoring Rubric

NO	Aspects of Writing	Range	Score	Criterion
		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**		

APPENDIX 8 FREQUENCY DISTRIBUTION OF EXPERIMENTAL GROUP

Pre-test Experimental					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	52	1	3.4	3.4	3.4
	54	1	3.4	3.4	6.9
	55	2	6.9	6.9	13.8
	56	1	3.4	3.4	17.2
	57	2	6.9	6.9	24.1
	58	2	6.9	6.9	31.0
	60	1	3.4	3.4	34.5
	62	5	17.2	17.2	51.7
	63	2	6.9	6.9	58.6
	65	2	6.9	6.9	65.5
	66	3	10.3	10.3	75.9
	67	2	6.9	6.9	82.8
	68	2	6.9	6.9	89.7
	69	2	6.9	6.9	96.6
	70	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Post-test Experimental					
		Freque ncy	Perce nt	Valid Perce nt	Cumul ative Percen t
Valid	63	1	3.4	3.4	3.4
	67	2	6.9	6.9	10.3
	70	2	6.9	6.9	17.2
	71	1	3.4	3.4	20.7
	72	1	3.4	3.4	24.1
	73	1	3.4	3.4	27.6
	74	3	10.3	10.3	37.9
	75	4	13.8	13.8	51.7
	76	2	6.9	6.9	58.6
	77	1	3.4	3.4	62.1
	78	2	6.9	6.9	69.0
	79	4	13.8	13.8	82.8
	80	2	6.9	6.9	89.7
	82	3	10.3	10.3	100.0
	Tot al	29	100.0	100.0	

APPENDIX 9 FREQUENCY DISTRIBUTION OF CONTROL GROUP

Pre-test Control Class					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	52	3	10.0	10.0	10.0
	53	1	3.3	3.3	13.3
	54	1	3.3	3.3	16.7
	55	3	10.0	10.0	26.7
	57	3	10.0	10.0	36.7
	59	2	6.7	6.7	43.3
	60	4	13.3	13.3	56.7
	61	1	3.3	3.3	60.0
	62	4	13.3	13.3	73.3
	66	2	6.7	6.7	80.0
	68	2	6.7	6.7	86.7
	69	3	10.0	10.0	96.7
	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test Control Class				
		Freque ncy	Perce nt	Valid Percent	Cumulat ive Percent
Valid	53	1	3.3	3.3	3.3
	56	2	6.7	6.7	10.0
	57	1	3.3	3.3	13.3
	62	1	3.3	3.3	16.7
	65	2	6.7	6.7	23.3
	66	1	3.3	3.3	26.7
	67	6	20.0	20.0	46.7
	68	1	3.3	3.3	50.0
	69	1	3.3	3.3	53.3
	70	7	23.3	23.3	76.7
	71	1	3.3	3.3	80.0
	72	1	3.3	3.3	83.3
	74	3	10.0	10.0	93.3
	75	1	3.3	3.3	96.7
	76	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

APPENDIX 10 TEST INSTRUCTION

INSTRUCTION POST-TEST OF EXPERIMENT CLASS

g. Make a group consist of two students.

h. Make your own question based on the text that is given by the teacher.

i. On separate sheet of paper, students prepare a model response to their own question (usually a couple of paragraph).

j. Copy the mode response and exchange with your partner.

k. Response your partner's model answer. Then discuss with your partners.

l. Work individually to write descriptive essay consisting of identification and description based on your discussion. The researcher gives 60 minutes to make the essay.

INSTRUCTION PRE-TEST OF EXPERIMENT CLASS

a. Make a descriptive text about your idol in a paragraph!

b. This is individual assigment. Finish it in 60 minutes!

c. Your essay will be evaluated based on the content, organization, vocabulary, grammar, and mechanics.

INSTRUCTION POST-TEST OF CONTROL CLASS

a. Make a descriptive text about this picture below in paragraph!

b. Work individually. Finish it in 60 minutes!

c. The lenght of the paragraph is about 10 sentences.

INSTRUCTION PRE-TEST OF CONTROL CLASS

a. Make a descriptive text about your idol in a paragraph!

b. This is individual assigment. Finish it in 60 minutes!

c. Your essay will be evaluated based on the content, organization, vocabulary, grammar, and mechanics.

APPENDIX 11 THE IMAGE OF LEARNING

APPENDIX 12 READABILITY

Nama : Ayuk Sintia
Kelas : X IPS 2

READABILITY TEST

NO.	QUESTION	YES	NO
1.	Do you understand the test instructions?	✓	
2.	Is the way to answer in this test understanable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?		✓
4.	Is the organization of the essay demanded in this test understanable?	✓	
5.	Are the topics interesting?		✓
6.	Is the time used in this test too far?		✓

Nama : Aulia Luluk K
Kelas : X IPA 3

READABILITY TEST

NO.	QUESTION	YES	NO
1.	Do you understand the test instructions?	✓	
2.	Is the way to answer in this test understanable?	✓	
3.	Is the kind of the essay to be written in this test stated clearly?	✓	
4.	Is the organization of the essay demanded in this test understanable?	✓	
5.	Are the topics interesting?	✓	
6.	Is the time used in this test too far?		✓

Appendix 13 Students' Essay

Nama : IPA AYU W.
NO : 12
Kelas : X IPA 1.

JOKO WIDODO

I have an idol character. He is Ir. Joko widodo. He is the president of the Indonesia Republic. He served as president of the 7. th republic, indonesia for 5 years from 2014 to 2019, Before serving as president Ir. jokowidodo served as governor of DKI Jakarta and mayor of Solo.

Ir. Joko widodo has a wife named Iriana jokowidodo. He was born in Surakarta on 21st June 1961. He has 3 children. The one named Gibran Raka Bumingraka, bahyang ayu, kaesang pangarep. He lives in nation palace. Ir. Jokowidodo has a polite personality, simple, hepful, and like to give. Ir. Jokowidodo has a child named Gibran Rakabumingraka who married on June 2015.

Content → 22
Organization → 15
Vocab → 15
Grammar → 17
Mechanics → 3   7
_____
72

People become fools when they stop asking questions   BOSS

Nama : Ida Ayu W.   Answer.   (B)

NO   = 12

kelas : X IPA1

1. Presiden republik Indonesia

2. Gubernur Jakarta dan wali kota solo.

3. Iriana Jokowidodo.

4. 3.

5. > kahyah ayu.
   1. gibran raka bumingraka.
   3. kaesang pangarep.

6. 7.

7. orgnya santun, sederhana,

8. 21 Juni 1961

Chintia Indraswari (04)

(A)

1. Ir. Jokowidodo adl presiden Republik Indonesia

2. istri Ir. Jokowidodo adl Iriana Jokowidodo.

3. Ir. Jokowidodo lahir di surakarta pd tgl 21 Juni 1961

4. Ir. Jokowidodo menjabat selama 5 tahun dr tahun 2014-2019.

5. Ir. Jokowidodo adl presiden ke7.

6. kepribadian Ir. Jokowidodo adl santun, kehidupanya sederhana, suka menolong.

7. sbl menjabat presiden Ir. Jokowidodo menjabat sbg Gubernur Jakarta & walikota solo.

: Suci Wulandari.
. X IPA
: 25.

No. ___
Date ___

Ir. Joko Widodo.

I have an Idol. He is Ir. Joko Widodo. he is a the president of the Indonesian republic. he was born in Surakarta, June 21, 1961. He has 3 children, the first is gibran rakax buming raka, the second is kahiyang ayu, the third is kaesang pangarep.

Ir. Joko Widodo has the first grandson named jan ether. He very lives it. He has an archery, motorized and horse hold He has a wife named Iriana. his wife always follow every event. During his tenure as president, jokowi lived In the state palace. Before becoming president, he had served as governor of jakarta. He has one doughters In-law and one son in-law. named is bobby nasution and selvi ananda. they each have children who are very funny.

C = 20   (73)
O = 10
V = 17
G = 23
M = 3
____
73

Nama : Suci Wulandari

Kelas : X IPA'

Date

Question.

1.	Siapakah Ir. Joko Widodo itu ?
2.	Dimana Ir. Joko Widodo Lahir ?
3.	Berapa anak Ir. Joko Widodo ? sebutkan!
4.	Siapakah nama cucu Ir. Joko Widodo yg pertama ?
5.	apa Hobi Ir. Joko Widodo ?
6.	Siapa nama Istri Ir. Joko Widodo ?
7.	dimana Ir. jokowidodo tinggal ?

Answer.   A.

1. Ir. Joko Widodo adalah presiden Indonesia yang ke 7.
2. Ir. Joko widodo lahir di Surakarta pada tanggal 21 juni 1961
3. Ir. Joko widodo mempunyai 3 orang anak yang pertama
   Gibran Raka buming raka, yang kedua kahiyang ayu,
   yang ketiga Kaesang Pangarep.
4. Cucu Ir. joko widodo yg pertama bernama Jan ethes.
5. Jokowi mempunyai hobi seperti Memadah, bermotor, berkuda
6. Jokowi mempunyai Istri bernama Iriana Joko widodo
7. selama menjabat menjadi Presiden, jokowi tinggal
   di Istana negara.

Nama : SUCI Wulandari
Kelas : X IPA 1   B.
Answer.

1. Presiden Republik Indonesia.
2. Surakarta,
3. pada tanggal 20 oktober 2014
4. Iriana joko widodo.
5. 21 juni 1961
6. Anak Ir. joko widodo ada 3
7. 57 tahun.
8. gubernur jakarta.

   Fadilah rizki F.