Appendix A

THE PRE-TEST AND POST-TEST

FOR EXPERIMENTAL AND CONTROL GROUP

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about Toba Lake based on your own knowledge and with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

Appendix B

4.1 The Scores of Pre-Test and Post-Test

Table 4.1.1 Experimental Group

No	Students' Initial Name	Score	
		Pre–Test	Post–Test
1	ASG	56	88
2	DFA	69	94
3	DWH	44	62
4	EKP	50	81
5	FD	56	75
6	GNT	62	81
7	HBG	56	75
8	ILN	62	88
9	JHS	56	69
10	KST	56	75
11	LSP	62	75
12	NAS	69	94
13	PAM	56	62
14	RW	50	75
15	RAAS	44	81
16	SYP	62	75
17	VBH	50	75
18	WH	62	81
19	YBB	56	94
20	YAS	56	75
Total		**1134**	**1575**
Mean		**56.7**	**78.75**

Table 4.1.2 Control Group

No	Students' Initial Name	Score	
		Pre – Test	Post – Test
1	AM	62	81
2	AS	50	62
3	DWA	56	62
4	DJS	44	81
5	IM	44	62
6	ISS	50	62
7	JSP	56	81
8	KFG	50	56
9	LR	69	88
10	MS	62	75
11	RAS	37	44
12	RSD	50	56
13	RYP	62	69
14	SAS	62	75
15	SS	50	56
16	RP	44	75
17	TUS	56	62
18	VAP	50	56
19	WSS	44	50
20	YLT	69	94
Total		**1067**	**1347**
Mean		**53.35**	**67.35**

Appendix C

4.2 The Calculation of Reliability of the Test

4.2.1   The Calculation of Reliability of the Test

No	Students' Initial Name	Rater 1 (X)	Rater 2 (Y)	X^2	Y^2	X Y
1	AAS	50	56	2500	3136	2800
2	DYN	56	62	3136	3844	3472
3	HDP	94	88	8836	7744	8272
4	JPS	62	69	3844	4761	4278
5	JR	31	44	961	1936	1364
6	LIJ	69	75	4761	5625	5175
7	LWN	44	50	1936	2500	2200
8	MJFP	62	69	3844	4761	4278
9	MJR	50	44	2500	1936	2200
10	NBH	56	75	3136	5625	4200
11	NBPS	37	37	1369	1369	1369
12	NFT	62	75	3844	5625	4650
13	NPS	50	62	2500	3844	3100
14	OPB	69	69	4761	4761	4761
15	PHL	81	81	6561	6561	6561
16	PS	44	50	1936	2500	2200
17	PS	75	81	5625	6561	6075
18	RDPR	56	56	3136	3136	3136
19	RAH	62	69	3844	4761	4278
20	SSP	88	81	7744	6561	7128
Total		**1198**	**1293**	**76774**	**87547**	**81497**

From the table above, the data obtained were as following:

$\sum X$ = 1198 $\sum X^2$ = 76774

$\sum Y$ = 1293 $\sum Y^2$ = 87547

N   = 20 $\sum XY$ = 81497

To calculate the reliability of the test, it is used the Pearson's Product Moment Formula. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{20.81497 - (1198)(1293)}{\sqrt{\{20.76774 - (1198)^2\}\{20.87547 - (1293)^2\}}}$$

$$r_{xy} = \frac{1629940 - 1549014}{\sqrt{(1535480 - 1435204)(1750940 - 1671849)}}$$

$$r_{xy} = \frac{80926}{\sqrt{(100276)(79091)}}$$

$$r_{xy} = \frac{80926}{\sqrt{7930929116}}$$

$$r_{xy} = \frac{80926}{89055.76}$$

$$r_{xy} = 0.90$$

The calculation above showed that the result of the reliability of the test was very high.

Appendix D

4.3 The Calculation of Mean and Standard Deviation of Experimental and

Control Group

4.3.1 The Calculation of Mean and Standard Deviation of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	Deviation d (X2-X1)	dx (d – Mx)	Square Deviation (dx²)
1	ASG	56	88	32	9.95	99.00
2	DFA	69	94	25	2.95	8.70
3	DWH	44	62	18	-4.05	16.40
4	EKP	50	81	31	8.95	80.10
5	FD	56	75	19	-3.05	9.30
6	GNT	62	81	19	-3.05	9.30
7	HBG	56	75	19	-3.05	9.30
8	ILN	62	88	26	3.95	15.60
9	JHS	56	69	13	-9.05	81.90
10	KST	56	75	19	-3.05	9.30
11	LSP	62	75	13	-9.05	81.90
12	NAS	69	94	25	2.95	8.70
13	PAM	56	62	6	-16.05	257.60
14	RW	50	75	25	2.95	8.70
15	RAAS	44	81	37	14.95	223.50
16	SYP	62	75	13	-9.05	81.90
17	VBH	50	75	25	2.95	8.70
18	WH	62	81	19	-3.05	9.30
19	YBB	56	94	38	15.95	254.40
20	YAS	56	75	19	-3.05	9.30
∑		**1134**	**1575**	**441**		**1282.9**

a. Mean of Experimental Group

Mean of the Test $= \dfrac{Sum\ of\ Deviation}{Total\ number\ of\ the\ Students}$

$$M_x \quad = \frac{\sum d}{Nx}$$

$$= \frac{441}{20}$$

$$= 22.05$$

4.3.2 The Calculation of Mean and Standard Deviation of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Deviation d (Y2-Y1)	dx (d – My)	Square Deviation (dy^2)
1	AM	62	81	19	5.3	28.09
2	AS	50	62	12	-1.7	2.89
3	DWA	56	62	6	-7.7	59.29
4	DJS	44	81	37	23.3	542.89
5	IM	50	62	12	-1.7	2.89
6	ISS	50	62	12	-1.7	2.89
7	JSP	56	81	25	11.3	127.69
8	KFG	50	56	6	-7.7	59.29
9	LR	69	88	19	5.3	28.09
10	MS	62	75	13	-0.7	0.49
11	RAS	37	44	7	-6.7	44.89
12	RSD	50	56	6	-7.7	59.29
13	RYP	62	69	7	-6.7	44.89
14	SAS	62	75	13	-0.7	0.49
15	SS	50	56	6	-7.7	59.29
16	RP	44	75	31	17.3	299.29
17	TUS	56	62	6	-7.7	59.29
18	VAP	50	56	6	-7.7	59.29
19	WSS	44	50	6	-7.7	59.29
20	YLT	69	94	25	11.3	127.69
∑		**1067**	**1347**	**274**		**1668.2**

b. Mean of Experimental Group

Mean of the Test $= \dfrac{Sum\ of\ Deviation}{Total\ number\ of\ the\ Students}$

$M_y \quad = \dfrac{\sum d}{Ny}$

$\quad\quad = \dfrac{274}{20}$

$\quad\quad = 13.7$

Appendix E

The Calculation of t-table and t-observed

    A. The Calculation of t-table

$$df = (Nx + Ny) - 2$$

$$df = (20 + 20) - 2$$

$$= 40 - 2$$

$$= 38 \dots\dots\dots\dots\dots \text{ with } (\alpha = 0.05)$$

From the percentage points of t-distribution with two tail probabilities, it can be concluded that t-table = 2.024

    B. The Calculation of t-observed

Based on the data above, the researcher found that:

Mx $= 22.05$	My $= 13.7$
$\sum dx^2 = 1282.9$	$\sum dy^2 = 1668.2$
Nx $= 20$	Ny $= 20$

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum dx^2 + \sum dy^2}{(Nx + Ny) - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{22.05 - 13.7}{\sqrt{\left[\frac{1282.9 + 1668.2}{(20 + 20) - 2}\right]\left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$$t = \frac{8.35}{\sqrt{\left[\frac{2951.1}{38}\right]\left[\frac{2}{20}\right]}}$$

$$t = \frac{8.35}{\sqrt{(77.6)(0.1)}}$$

$$t = \frac{8.35}{\sqrt{7.76}}$$

$$t = \frac{8.35}{2.78}$$

$$t = 3{,}003$$

$$t - observed = 3.003$$

Ha = t-observed > t-table

Ha =3.003> 2.024

Appendix F

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail Probabilities

		0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
One Tail		0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
Two Tails		0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
E	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.401	8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	12
F	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
R	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
E	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
D	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
O	18	1330	1734	2101	2552	2878	3910	3922	18
M	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	**2.024**	2.429	2.712	3.319	3.566	38

40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40
42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	**60**
65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	

This table was calculated by APL Programs by William Knight. The format of the table is adapted from a constructed by Drake Bradley, Department of Psychology, Bates College, lewishton- Ashburn, Maine, USA. (Source: http://www.math.unb.c/~knight/utility/t-table.htm.
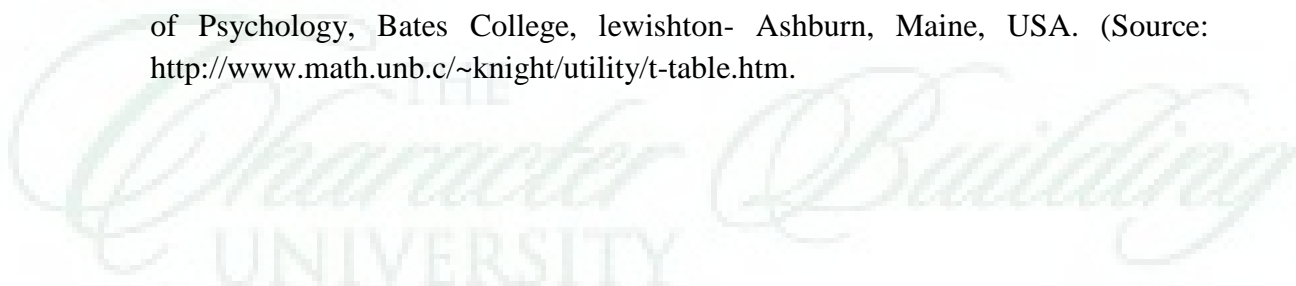
Appendix G

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMAN 3 Pematangsiantar

Subject   : English

Class/Semester   : X/1

Topic   : Descriptive Text (Describing Place)

Skill   : Writing

Time Allocation : 2 x 45 minutes

Meeting   : 1

A. Standard Competence

Express the functional meaning in written text in the form of descriptive to interact with the daily life context.

B. Basic Competence

Express the meaning and steps of rhetoric in essay by using various written text accurately, fluently and acceptable in the context of daily life in the form of descriptive text.

C. Indicators

1. Identify the generic structure of descriptive text.

2. Identify the grammatical features of descriptive text.

3. Write a simple descriptive text about place by applying clustering technique.

D. Learning Objectives

1. Students are able to identify the generic structure of descriptive text.

2. Students are able to identify the grammatical features of descriptive text.

3. Students are able to write a simple descriptive text about a place by applying clustering technique.

E. Learning Material

1. Descriptive text

   ▪ Definition: Descriptive text is a type of text which has the specific function to give description about an object (human or non human)

   ▪ Social Function: To describe a particular person, place or thing in detail.

   ▪ Types: There are five types of descriptive text, such describing people, process, event, thing, and place.

2. Describing Place

   a. Communication purpose

      In describing a place, students are supposed to recognize what the name of place is, the location of the place (distance), the transportation for going there, the atmosphere and scenery of the place

   b. Generic Structure

      - Identification   : identifies phenomenon to be describe.

- Description   :describes parts, qualities, and characteristic.

- Conclusion   : tells about speaker's feeling or comment of the place she/he describes.

c. Language Features

- The present tense is predominantly used, e.g: has, sings, swim, etc.

- The used of action verbs are needed in describing a place.

- When describing feelings, mental verb are used. Adjectives, adverb, and adverbial phrase are used most often.

d. Social Function

To describe some place.

e. Example of Describing Place

My House

F. Teaching Technique

Clustering Technique

G. Source and Media of Teaching

- Sources :

    - Eka, Mulya Astuti. 2010. *English Zone 1*. Jakarta: Erlangga.

    - Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif.* Yogyakarta: Andi Press.

- Media : Picture of a house

H. Teaching-Learning Process

Teacher's activities	Students' activities
Pre teaching (10 minutes)	
Teacher greets the students	Students give response to the teacher
Teacher asks one of students randomly to lead the prayer before the class is started	Students pray before the class is started
Teacher checks the attendance	Students give response to the teacher
While teaching (70 minutes)	
Teacher asks students where they live (the location of their house) and ask them what their house looks like.	Students respond the teacher's question
Teacher begins to explain about the definition, generic structure and language features of descriptive text.	Students listen and comprehend the teacher's explanation
Teacher gives an example about house with a cluster by creating a circle in the whiteboard. Then, teacher stimulates them to think about their house by using the question word	Students listen and follow every steps of the explanation

What, Where and How.	
Teacher keeps their students' attention to mention such keywords related to their house.	Students follow the explanation
Teacher guides students to make their own cluster about their house as the teacher has explained.	Students follow teacher's guidance
Teacher asks students to make a descriptive text based on their cluster	Students do what teacher asks them to do
Teacher asks students (volunteer) to tell their cluster of their writing in front of class.	Students tell their cluster of their writing in front of class

Post teaching (10 minutes)

Teacher gives feedback to the students about descriptive text	Students get feedback about descriptive text from teacher
Teacher tells students to learn more about descriptive textat home	Students listen to the teacher
Teacher closes the meeting by saying "see you"	Students respond the teacher

I. Instrument

Writing Test

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about your house with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

J. Assessment

Rubric Assessment of Writing Descriptive Text

Criteria	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Contains details that work together to create a single, dominant impression of the topic	Contains details that create a main impression of the topic	Contains extraneous details that detract from the main impression	Contains details that unfocused and create no dominant impression
Organization	Consistently present a logical and effective organization	Presents most details in a suitable organization	Presents some details in an illogical organization	Presents a confusing organization
Elaboration	Contains creative use of figurative language, creating interesting comparisons	Contains figurative language that creates comparisons	Contains figurative language, but the comparison are not fresh	Contains no figurative language
Use of Language	Contains sensory language that appeals to the five senses; contains no error in grammar, punctuation, or spelling	Contains some sensory language, contains few errors in grammar, punctuation, and spelling	Contains some sensory language, but it appeals to only one or two of the senses; contains some errors in grammar, punctuation, or spelling	Contains no sensory language; contains many errors in grammar, punctuation, or spelling

Total Score = $\dfrac{}{16} x100 =$

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMAN 3 Pematangsiantar

Subject   : English

Class/Semester   : X/1

Topic   : Descriptive Text (Describing Place)

Skill   : Writing

Time Allocation   : 2 x 45 minutes

Meeting   : 2

A. Standard Competence

Express the functional meaning in written text in the form of descriptive to interact with the daily life context.

B. Basic Competence

Express the meaning and steps of rhetoric in essay by using various written text accurately, fluently and acceptable in the context of daily life in the form of descriptive text.

C. Indicators

1. Identify the generic structure of descriptive text.

2. Identify the grammatical features of descriptive text.

3. Write a simple descriptive text about place by applying clustering technique.

D. Learning Objectives

1. Students are able to identify the generic structure of descriptive text.

2. Students are able to identify the grammatical features of descriptive text.

3. Students are able to write a simple descriptive text about a place by applying clustering technique.

E. Learning Material

1. Descriptive text

   ▪ Definition: Descriptive text is a type of text which has the specific function to give description about an object (human or non human)

   ▪ Social Function: To describe a particular person, place or thing in detail.

   ▪ Types: There are five types of descriptive text, such describing people, process, event, thing, and place.

2. Describing Place

   a. Communication purpose

   In describing a place, students are supposed to recognize what the name of place is, the location of the place (distance), the transportation for going there, the atmosphere and scenery of the place

   b. Generic Structure

   - Identification   : identifies phenomenon to be describe.

- Description   :describes parts, qualities, and characteristic.

- Conclusion   : tells about speaker's feeling or comment of the place she/he describes.

c. Language Features

- The present tense is predominantly used, e.g: has, sings, swim, etc.

- The used of action verbs are needed in describing a place.

- When describing feelings, mental verb are used. Adjectives, adverb, and adverbial phrase are used most often.

d. Social Function

To describe some place.

e. Example of Describing Place

Siantar Zoo

F. Teaching Technique

Clustering Technique

G. Source and Media of Teaching

- Sources :

    - Eka, Mulya Astuti. 2010. *English Zone 1*. Jakarta: Erlangga.

    - Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif.* Yogyakarta: Andi Press.

- Media : Picture of siantar zoo

H. Teaching-Learning Process

Teacher's activities	Students' activities
Pre teaching (10 minutes)	
Teacher greets the students	Students give response to the teacher
Teacher checks the attendance	Students give response to the teacher
Teacher asks students about the previous material	Students respond the teacher
While teaching (70 minutes)	
Teacher asks students about some famous places which is in Pematangsiantar.	Students respond the teacher's question
Teacher begins to explain about the definition, generic structure and language features of descriptive text.	Students listen and comprehend the teacher's explanation
Teacher gives an example about Siantar zoo with a cluster by creating a circle in the whiteboard. Then, teacher stimulates them to think about Siantar zoo by using the question word *What, Where and How*.	Students listen and follow every steps of the explanation

Teacher keeps their students' attention to mention such keywords related to Siantar zoo.	Students follow the explanation
Teacher guides students to make their own cluster about Siantar zoo as the teacher has explained.	Students follow teacher's guidance
Teacher asks students to make a descriptive text based on their cluster.	Students do what teacher asks them to do
Teacher asks students (volunteer) to tell their cluster of their writing in front of class.	Students tell their cluster of their writing in front of class

Post teaching (10 minutes)

Teacher gives feedback to the students about descriptive text	Students get feedback about descriptive text from teacher
Teacher tells students to learn more about descriptive textat home	Students listen to the teacher
Teacher closes the meeting by saying "see you"	Students respond the teacher

I. Instrument

Writing Test

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about Siantar zoo based on your own knowledge and with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

J. Assessment

Rubric Assessment of Writing Descriptive Text

Criteria	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Contains details that work together to create a single, dominant impression of the topic	Contains details that create a main impression of the topic	Contains extraneous details that detract from the main impression	Contains details that unfocused and create no dominant impression
Organization	Consistently present a logical and effective organization	Presents most details in a suitable organization	Presents some details in an illogical organization	Presents a confusing organization
Elaboration	Contains creative use of figurative language, creating interesting comparisons	Contains figurative language that creates comparisons	Contains figurative language, but the comparison are not fresh	Contains no figurative language
Use of Language	Contains sensory language that appeals to the five senses; contains no error in grammar, punctuation, or spelling	Contains some sensory language, contains few errors in grammar, punctuation, and spelling	Contains some sensory language, but it appeals to only one or two of the senses; contains some errors in grammar, punctuation, or spelling	Contains no sensory language; contains many errors in grammar, punctuation, or spelling

Total Score = $\dfrac{}{16} x100 =$

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMAN 3 Pematangsiantar

Subject   : English

Class/Semester   : X/1

Topic   : Descriptive Text (Describing Place)

Skill   : Writing

Time Allocation   : 2 x 45 minutes

Meeting   : 3

A. Standard Competence

Express the functional meaning in written text in the form of descriptive to interact with the daily life context.

B. Basic Competence

Express the meaning and steps of rhetoric in essay by using various written text accurately, fluently and acceptable in the context of daily life in the form of descriptive text.

C. Indicators

1. Identify the generic structure of descriptive text.

2. Identify the grammatical features of descriptive text.

3. Write a simple descriptive text about place by applying clustering technique.

D. Learning Objectives

1. Students are able to identify the generic structure of descriptive text.

2. Students are able to identify the grammatical features of descriptive text.

3. Students are able to write a simple descriptive text about a place by applying clustering technique.

E. Learning Material

1. Descriptive text

   ▪ Definition: Descriptive text is a type of text which has the specific function to give description about an object (human or non human)

   ▪ Social Function: To describe a particular person, place or thing in detail.

   ▪ Types: There are five types of descriptive text, such describing people, process, event, thing, and place.

2. Describing Place

   a. Communication purpose

   In describing a place, students are supposed to recognize what the name of place is, the location of the place (distance), the transportation for going there, the atmosphere and scenery of the place

   b. Generic Structure

   - Identification   : identifies phenomenon to be describe.

- Description   :describes parts, qualities, and characteristic.

- Conclusion   : tells about speaker's feeling or comment of

  the place she/he describes.

c. Language Features

- The present tense is predominantly used, e.g: has, sings, swim,

  etc.

- The used of action verbs are needed in describing a place.

- When describing feelings, mental verb are used. Adjectives,

  adverb, and adverbial phrase are used most often.

d. Social Function

   To describe some place.

e. Example of Describing Place

Sipiso-piso Waterfall

F. Teaching Technique

   Clustering Technique

G. Source and Media of Teaching

- Sources   :

  - Eka, Mulya Astuti. 2010. *English Zone 1*. Jakarta: Erlangga.

  - Pardiyono.2007. *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif.* Yogyakarta: Andi Press.

- Media   : Picture of sipiso-piso waterfall

H. Teaching-Learning Process

Teacher's activities	Students' activities
Pre teaching (10 minutes)	
Teacher greets the students	Students give response to the teacher
Teacher checks the attendance	Students give response to the teacher
While teaching (70 minutes)	
Teacher asks students about some famous places which is in North Sumatera.	Students respond the teacher's question
Teacher begins to explain about the definition, generic structure and language features of descriptive text.	Students listen and comprehend the teacher's explanation
Teacher gives an example about Sipiso-piso waterfall with a cluster by creating a circle in the whiteboard. Then, teacher stimulates them to think about Sipiso-piso waterfall by using the question word *What, Where and How*.	Students listen and follow every steps of the explanation

Teacher keeps their students' attention to mention such keywords related to Sipiso-piso waterfall.	Students follow the explanation
Teacher guides students to make their own cluster about Sipiso-piso waterfall as the teacher has explained.	Students follow teacher's guidance
Teacher asks students to make a descriptive text based on their cluster.	Students do what teacher asks them to do
Teacher asks students (volunteer) to tell their cluster of their writing in front of class.	Students tell their cluster of their writing in front of class

Post teaching (10 minutes)

Teacher gives feedback to the students about descriptive text	Students get feedback about descriptive text from teacher
Teacher tells students to learn more about descriptive textat home	Students listen to the teacher
Teacher closes the meeting by saying "see you"	Students respond the teacher

I. Instrument

Writing Test

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about Sipiso-piso waterfall based on your own knowledge and with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

J. Assessment

Rubric Assessment of Writing Descriptive Text

Criteria	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Contains details that work together to create a single, dominant impression of the topic	Contains details that create a main impression of the topic	Contains extraneous details that detract from the main impression	Contains details that unfocused and create no dominant impression
Organization	Consistently present a logical and effective organization	Presents most details in a suitable organization	Presents some details in an illogical organization	Presents a confusing organization
Elaboration	Contains creative use of figurative language, creating interesting comparisons	Contains figurative language that creates comparisons	Contains figurative language, but the comparison are not fresh	Contains no figurative language
Use of Language	Contains sensory language that appeals to the five senses; contains no error in grammar, punctuation, or spelling	Contains some sensory language, contains few errors in grammar, punctuation, and spelling	Contains some sensory language, but it appeals to only one or two of the senses; contains some errors in grammar, punctuation, or spelling	Contains no sensory language; contains many errors in grammar, punctuation, or spelling

Total Score $= \dfrac{\quad}{16} x100 =$

LESSON PLAN

(CONTROL GROUP)

School   : SMAN 3 Pematangsiantar

Subject   : English

Class/Semester   : X/1

Topic   : Descriptive Text (Describing Place)

Skill   : Writing

Time Allocation : 2 x 45 minutes

Meeting   : 1

A. Standard Competence

Express the functional meaning in spoken text and simple short

monologue in the form of descriptive to interact with the daily life context.

B. Basic Competence

Express the functional meaning in simple short monologue using variety

of spoken language accurately, fluently, and thank to interact with the daily

life context in the form of descriptive text.

C. Indicators

1. Identify the generic structure of descriptive text.

2. Identify the grammatical features of descriptive text.

3. Write a simple descriptive text about place by applying lecturing

   method.

D. Learning Objectives

1. Students are able to identify the generic structure of descriptive text.

2. Students are able to identify the grammatical features of descriptive text.

3. Students are able to write a simple descriptive text about a place by applying lecturing method.

E. Learning Material

1. Descriptive text

   ▪ Definition: Descriptive text is a type of text which has the specific function to give description about an object (human or non human)

   ▪ Social Function: To describe a particular person, place or thing in detail.

   ▪ Types: There are five types of descriptive text, such describing people, process, event, thing, and place.

2. Describing Place

   a. Communication purpose

      In describing a place, students are supposed to recognize what the name of place is, the location of the place (distance), the transportation for going there, the atmosphere and scenery of the place

   b. Generic Structure

      - Identification   : identifies phenomenon to be describe.

- Description   :describes parts, qualities, and characteristic.

- Conclusion   : tells about speaker's feeling or comment of the place she/he describes.

c. Language Features

- The present tense is predominantly used, e.g: has, sings, swim, etc.

- The used of action verbs are needed in describing a place.

- When describing feelings, mental verb are used. Adjectives, adverb, and adverbial phrase are used most often.

d. Social Function

To describe some place.

e. Example of Describing Place

My House

F. Teaching Technique

Lecturing Method

G. Source and Media of Teaching

- Sources :

    - Eka, Mulya Astuti. 2010. *English Zone 1*. Jakarta: Erlangga.

    - Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif.* Yogyakarta: Andi Press.

- Media : Picture of a house

H. Teaching-Learning Process

Teacher's activities	Students' activities
Pre teaching (10 minutes)	
Teacher greets the students	Students give response to the teacher
Teacher asks one of students randomly to lead the prayer before the class is started	Students pray before the class is started
Teacher checks the attendance	Students give response to the teacher
While teaching (70 minutes)	
Teacher introduces descriptive text.	Students listen to the teacher
Teacher explains the generic structure and language features of descriptive text.	Students listen to the teacher carefully
Teacher gives an example of descriptive text.	Students comprehend the example
Teacher asks students to translate the text.	Students translate the text
Teacher asks students the difficult words in the text and what the text talks about.	Students mention the difficult words and tell what they comprehend about the text

Teacher asks students to write a descriptive text about their house.	Students write the descriptive text about their house
Teacher checks the students' writing.	Students listen and accept the evaluation from the teacher.
Teacher asks students for their understanding about their writing.	Students answer the teacher's question.

Post teaching (10 minutes)

Teacher gives feedback to the students about descriptive text	Students get feedback about descriptive text from the teacher
Teacher closes the meeting by saying "see you"	Students respond the teacher

I. Instrument

Writing Test

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about your house with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

J. Assessment

Rubric Assessment of Writing Descriptive Text

Criteria	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Contains details that work together to create a single, dominant impression of the topic	Contains details that create a main impression of the topic	Contains extraneous details that detract from the main impression	Contains details that unfocused and create no dominant impression
Organization	Consistently present a logical and effective organization	Presents most details in a suitable organization	Presents some details in an illogical organization	Presents a confusing organization
Elaboration	Contains creative use of figurative language, creating interesting comparisons	Contains figurative language that creates comparisons	Contains figurative language, but the comparison are not fresh	Contains no figurative language
Use of Language	Contains sensory language that appeals to the five senses; contains no error in grammar, punctuation, or spelling	Contains some sensory language, contains few errors in grammar, punctuation, and spelling	Contains some sensory language, but it appeals to only one or two of the senses; contains some errors in grammar, punctuation, or spelling	Contains no sensory language; contains many errors in grammar, punctuation, or spelling

Total Score = $\dfrac{}{16} x100 =$

LESSON PLAN

(CONTROL GROUP)

School   : SMAN 3 Pematangsiantar

Subject   : English

Class/Semester   : X/1

Topic   : Descriptive Text (Describing Place)

Skill   : Writing

Time Allocation : 2 x 45 minutes

Meeting   : 2

A. Standard Competence

Express the functional meaning in spoken text and simple short

monologue in the form of descriptive to interact with the daily life context.

B. Basic Competence

Express the functional meaning in simple short monologue using variety

of spoken language accurately, fluently, and thank to interact with the daily

life context in the form of descriptive text.

C. Indicators

1. Identify the generic structure of descriptive text.

2. Identify the grammatical features of descriptive text.

3. Write a simple descriptive text about place by applying lecturing

   method.

D. Learning Objectives

1. Students are able to identify the generic structure of descriptive text.

2. Students are able to identify the grammatical features of descriptive text.

3. Students are able to write a simple descriptive text about a place by applying lecturing method.

E. Learning Material

1. Descriptive text

   ▪ Definition: Descriptive text is a type of text which has the specific function to give description about an object (human or non human)

   ▪ Social Function: To describe a particular person, place or thing in detail.

   ▪ Types: There are five types of descriptive text, such describing people, process, event, thing, and place.

2. Describing Place

   a. Communication purpose

      In describing a place, students are supposed to recognize what the name of place is, the location of the place (distance), the transportation for going there, the atmosphere and scenery of the place

   b. Generic Structure

      - Identification   : identifies phenomenon to be describe.

- Description   :describes parts, qualities, and characteristic.

- Conclusion   : tells about speaker's feeling or comment of

  the place she/he describes.

c. Language Features

- The present tense is predominantly used, e.g: has, sings, swim,

  etc.

- The used of action verbs are needed in describing a place.

- When describing feelings, mental verb are used. Adjectives,

  adverb, and adverbial phrase are used most often.

d. Social Function

  To describe some place.

e. Example of Describing Place

Siantar Zoo

F. Teaching Technique

Lecturing Method

G. Source and Media of Teaching

- Sources :

    - Eka, Mulya Astuti. 2010. *English Zone 1*. Jakarta: Erlangga.

    - Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif.* Yogyakarta: Andi Press.

- Media : Picture of siantar zoo

H. Teaching-Learning Process

Teacher's activities	Students' activities
Pre teaching (10 minutes)	
Teacher greets the students	Students give response to the teacher
Teacher checks the attendance	Students give response to the teacher
Teacher asks students about the previous material	Students respond the teacher
While teaching (70 minutes)	
Teacher introduces descriptive text.	Students listen to the teacher
Teacher explains the generic structure and language features of descriptive text.	Students listen to the teacher carefully
Teacher gives an example of descriptive text about the flower garden.	Students comprehend the example
Teacher asks students to translate the text.	Students translate the text
Teacher asks students the difficult words in the text and what the text talks about.	Students mention the difficult words and tell what do they comprehend about the text

Teacher asks students to write a descriptive text about Siantar zoo.	Students write the descriptive text about Siantar zoo
Teacher checks the students' writing.	Students listen and accept the evaluation from the teacher.
Teacher asks students for their understanding about their writing.	Students answer the teacher's question.

Post teaching (10 minutes)

Teacher gives feedback to the students about descriptive text	Students get feedback about descriptive text from the teacher
Teacher closes the meeting by saying "see you"	Students respond the teacher

I. Instrument

Writing Test

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about Siantar zoo based on your own knowledge and with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

J. Assessment

Rubric Assessment of Writing Descriptive Text

Criteria	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Contains details that work together to create a single, dominant impression of the topic	Contains details that create a main impression of the topic	Contains extraneous details that detract from the main impression	Contains details that unfocused and create no dominant impression
Organization	Consistently present a logical and effective organization	Presents most details in a suitable organization	Presents some details in an illogical organization	Presents a confusing organization
Elaboration	Contains creative use of figurative language, creating interesting comparisons	Contains figurative language that creates comparisons	Contains figurative language, but the comparison are not fresh	Contains no figurative language
Use of Language	Contains sensory language that appeals to the five senses; contains no error in grammar, punctuation, or spelling	Contains some sensory language, contains few errors in grammar, punctuation, and spelling	Contains some sensory language, but it appeals to only one or two of the senses; contains some errors in grammar, punctuation, or spelling	Contains no sensory language; contains many errors in grammar, punctuation, or spelling

Total Score = $\dfrac{\quad}{16} x100 =$

LESSON PLAN

(CONTROL GROUP)

School   : SMAN 3 Pematangsiantar

Subject   : English

Class/Semester   : X/1

Topic   : Descriptive Text (Describing Place)

Skill   : Writing

Time Allocation   : 2 x 45 minutes

Meeting   : 3

A. Standard Competence

Express the functional meaning in spoken text and simple short

monologue in the form of descriptive to interact with the daily life context.

B. Basic Competence

Express the functional meaning in simple short monologue using variety

of spoken language accurately, fluently, and thank to interact with the daily

life context in the form of descriptive text.

C. Indicators

1. Identify the generic structure of descriptive text.

2. Identify the grammatical features of descriptive text.

3. Write a simple descriptive text about place by applying lecturing

   method.

D. Learning Objectives

1. Students are able to identify the generic structure of descriptive text.

2. Students are able to identify the grammatical features of descriptive text.

3. Students are able to write a simple descriptive text about a place by applying lecturing method.

E. Learning Material

1. Descriptive text

   ▪ Definition: Descriptive text is a type of text which has the specific function to give description about an object (human or non human)

   ▪ Social Function: To describe a particular person, place or thing in detail.

   ▪ Types: There are five types of descriptive text, such describing people, process, event, thing, and place.

2. Describing Place

   a. Communication purpose

   In describing a place, students are supposed to recognize what the name of place is, the location of the place (distance), the transportation for going there, the atmosphere and scenery of the place

   b. Generic Structure

   - Identification   : identifies phenomenon to be describe.

- Description   :describes parts, qualities, and characteristic.

- Conclusion   : tells about speaker's feeling or comment of

the place she/he describes.

c. Language Features

- The present tense is predominantly used, e.g: has, sings, swim,

etc.

- The used of action verbs are needed in describing a place.

- When describing feelings, mental verb are used. Adjectives,

adverb, and adverbial phrase are used most often.

d. Social Function

To describe some place.

e. Example of Describing Place

Sipiso-piso Waterfall

F. Teaching Technique

Lecturing Method

G. Source and Media of Teaching

- Sources   :

    - Eka, Mulya Astuti. 2010. *English Zone 1*. Jakarta: Erlangga.

    - Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif.* Yogyakarta: Andi Press.

- Media   : Picture of sipiso-piso waterfall

H. Teaching-Learning Process

Teacher's activities	Students' activities
Pre teaching (10 minutes)	
Teacher greets the students	Students give response to the teacher
Teacher checks the attendance	Students give response to the teacher
While teaching (70 minutes)	
Teacher asks students to write a descriptive text about Sipiso-piso waterfall.	Students write the descriptive text about Sipiso-piso waterfall
Teacher checks the students' writing.	Students listen and accept the evaluation from the teacher
Teacher asks students for their understanding about their writing.	Students answer the teacher's question
Post teaching (10 minutes)	
Teacher gives feedback to the students about descriptive text	Students get feedback about descriptive text from teacher
Teacher closes the meeting by saying "see you"	Students respond the teacher

I. Instrument

Writing Test

Instructions:

1. Write your name and class in the top left of your answer sheet.

2. You are expected to write a descriptive text about Sipiso-piso waterfall based on your own knowledge and with your own words.

3. The range is about 3 paragraphs or more.

4. The time is 60 minutes.

J. Assessment

Rubric Assessment of Writing Descriptive Text

Criteria	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Contains details that work together to create a single, dominant impression of the topic	Contains details that create a main impression of the topic	Contains extraneous details that detract from the main impression	Contains details that unfocused and create no dominant impression
Organization	Consistently present a logical and effective organization	Presents most details in a suitable organization	Presents some details in an illogical organization	Presents a confusing organization
Elaboration	Contains creative use of figurative language, creating interesting comparisons	Contains figurative language that creates comparisons	Contains figurative language, but the comparison are not fresh	Contains no figurative language

			Contains some	
Use of Language	Contains sensory language that appeals to the five senses; contains no error in grammar, punctuation, or spelling	Contains some sensory language, contains few errors in grammar, punctuation, and spelling	Contains some sensory language, but it appeals to only one or two of the senses; contains some errors in grammar, punctuation, or spelling	Contains no sensory language; contains many errors in grammar, punctuation, or spelling

Total Score = $\dfrac{\ \ \ }{16} x100 =$