APPENDIX

APPENDIX A

RESEARCH INSTRUMENT

PRE-TEST (EXPERIMENTAL AND CONTROL GROUP)

Make an essay, you may choose on of the following topics. Your paragraph should consist of three paragraphs or more 100 words. Do not forget to write down your name, and your class at your worksheet. You have 50 minutes to finish your essay.

1. Rice field
2. *Y*our Regency
3. Mosque

APPENDIX B

RESEARCH INSTRUMENT

POST-TEST (EXPERIMENTAL AND CONTROL GROUP)

Make an essay, you may choose on of the following topics. Your paragraph should consist of three paragraphs or more 100 words. Do not forget to write down your name, and your class at your worksheet. You have 50 minutes to finish your essay.

1. Rice field
2. *Islamic Boarding School*

APPENDIX C

QUESTIONNAIRE

Nama :

Nim :

Angket ini digunakan sebagai alat untuk memperoleh data mengenai sikap siswa dalam belajar bahasa inggris dengan menerapkan mind mapping dalam bahan ajar yang digunakan khususnya dalam pembelajaran menulis teks descriptive pada siswa. Angket ini terdapat beberapa pernyataan yang diharapkan anda jawab sesuai dengan keadaan dan pengalaman anda. Hasil yang didapatkan sangat bermanfaat dalam upaya peningkatan pembelajaran khususnya dalam pembelajaran menulis (writing).

Pilihlah salah satu item pernyataan dengan memberikan tanda centang (√) pada salah satu alternatif jawaban yang tersedia dalam kotak.

SS = Sangat Setuju
S = Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

No	PERNYATAAN	SS	ST	TS	STS
I. Tema Pembelajaran					
1	Pengetahuan saya tentang agribisnis lebih meningkat dengan adanya pemilihan tema pembelajaran yang sesuai dengan kebutuhan.				
2	Ide saya lebih berkembang ketika menulis karena tema pembelajaran yang sesuai dengan kebutuhan				
3	Saya senang dengan tema yang diberikan				
4	Saya tidak senang mengikuti pembelajaran karena tema yang diberikan				

5	Saya konsisten dalam menulis dengan adanya tema yang diberikan				
6	Saya percaya diri untuk mengikuti kegiatan pembelajaran dengan tema yang sesuai dengan kebutuhan.				
II. Topik Sentral					
7	Pengetahuan yang telah dicapai berdasarkan topik sentral yang diberikan.				
8	Ide saya lebih berkembang dengan adanya topik sentral yang diberikan				
9	Saya senang dengan topik sentral yang diberikan karena menarik dan up to date				
10	Saya tidak senang dengan topik yang diberikan karena membuat saya kebingungan dalam menulis				
11	Saya lebih konsisten dalam menulis dengan adanya topik sentral yang diberikan				
12	Saya lebih percaya diri dalam menulis dengan adanya topik sentral yang diberikan				
III. Menghubungkan topik sentral dengan topik dan sub topik					
13	Pengetahuan saya lebih bertambah ketika menghubungkan topik sentral dengan topik dan sub topik khususnya kosakata tentang agribisnis				
14	Ide saya lebih berkembang ketika menghubungkan topik sentral dengan topik dan sub topik				
15	Saya senang ketika kegiatan yang menghubungkan topik sentral dengan topik dan sub topik karena membuat saya tertantang dalam mencari kosakata yang relevan				
16	Saya tidak senang dalam mengikuti pembelajaran ketika menghubungkan topik sentral dengan topik dan sub topik				
17	Saya konsisten mencari kosakata yang relevan dalam menghubungkan topik sentral dengan topik dan sub topik				

18	Saya percaya diri dalam menghubungkan topik sentral dengan topik dan sub topik				
IV. Menyusun kalimat					
19	Pengetahuan saya dalam menulis lebih tertantang ketika menyusun kalimat				
20	Ide saya semakin banyak untuk dituangkan dalam tulisan ketika menyusun kalimat				
21	Saya senang dalam menyusun kalimat karena membuat tulisan saya lebih terarah				
22	Saya tidak senang dalam menyusun kalimat karena membuat saya kesulitan dan kebingungan dalam menyelesaikan tulisan.				
23	Saya konsisten dalam menyusun kalimat				
24	Saya percaya diri dalam menyusun kalimat				
V. Suasana Belajar					
25	Menurut saya pengetahuan saya lebih berkembang karena suasana belajar yang menyenangkan				
26	Ide saya lebih mudah berkembang karena suasana belajar yang aktif				
27	Saya senang dengan suasana belajar yang aktif dan mampu sharing dengan teman yang lain				
28	Saya tidak senang dengan suasana belajar di kelas karena membuat saya merasa bosan				
29	Saya konsisten dalam menulis karena didukung oleh suasana belajar yang menyenangkan				
30	Saya lebih percaya diri dengan suasana belajar yang menyenangkan				

APPENDIX D

OBSERVATION SHEET
EXPERIMENTAL GROUP

The 1st Meeting

No	Students	Activity				
		Active	**Enthusiasm**	**Interest**	**Seriousness**	**Time management**
1	Asyraf Aqil Purnama	√	√	√	-	-
2	Jusman	-	-	√	√	√
3	Muhammad Tahir	-	-	√	√	√
4	Sarina	√	√	√	-	-
5	Sitti Haisah	-	-	√	√	√
6	Fitri Hasan	-	√	-	-	√
7	Nurhalima	-	-	√	-	√
8	Umar Shihab	√	√	√	-	-
2	Agussalim	√	√	√	-	√
10	Kabbie Hak Syam	√	√	√	-	√
11	Sakina Mawadda	√	√	√	-	√
12	Sahru Ramadhan	√	√	√	-	√
13	Muammar Ahmad	√	√	√	-	-
14	Ilham Maulana	√	√	√	√	√
15	Andi Dika Adryansyah	√	√	√	√	-
16	Muh. Zulqarnain	√	√	√	-	√
17	Sulfikar	√	√	√	-	-

18	Tegar	-	√	√	√	√
19	Wedi	√	√	-	-	√
20	Munawir	-	√	√	√	√
	Total	14	20	20	9	17

OBSERVATION SHEET
EXPERIMENTAL GROUP

The 2nd Meeting

No	Students	Activity				
		Active	**Enthusiasm**	**Interest**	**Seriousness**	**Time management**
1	Asyraf Aqil Purnama	√	√	√	√	-
2	Jusman	√	√	√	√	-
3	Muhammad Tahir	√	√	√	√	-
4	Sarina	√	√	√	-	-
5	Sitti Haisah	-	√	√	√	√
6	Fitri Hasan	-	√	√	√	√
7	Nurhalima	-	√	√	√	-
8	Umar Shihab	√	√	√	-	-
²	Agussalim	-	√	√	√	√
10	Kabbie Hak Syam	√	√	√	√	√
11	Sakina Mawadda	√	√	√	-	-
12	Sahru Ramadhan	√	√	√	-	-
13	Muammar Ahmad	√	√	√	-	-
14	Ilham Maulana	√	√	√	-	√
15	Andi Dika Adryansyah	√	√	√	-	-

16	Muh. Zulqarnain	√	√	√	-	-
17	Sulfikar	√	√	√	-	-
18	Tegar	√	√	√	-	-
19	Wedi	√	√	√	-	√
20	Munawir	√	√	√	-	√
	Total	18	23	23	8	9

OBSERVATION SHEET
EXPERIMENTAL GROUP

The 3rd Meeting

No	Students	Activity				
		Active	**Enthusiasm**	**Interest**	**Seriousness**	**Time management**
1	Asyraf Aqil Purnama	√	√	√	-	-
2	Jusman	√	√	√	-	-
3	Muhammad Tahir	√	√	√	-	√
4	Sarina	√	√	√	-	-
5	Sitti Haisah	√	√	√	-	-
6	Fitri Hasan	√	√	√	-	√
7	Nurhalima	√	√	√	-	√
8	Umar Shihab	√	√	√	-	-
²	Agussalim	√	√	√	-	-
10	Kabbie Hak Syam	√	√	√	-	-
11	Sakina Mawadda	√	√	√	-	-
12	Sahru Ramadhan	√	√	√	-	-
13	Muammar Ahmad	√	√	√	-	-
14	Ilham Maulana	√	√	√	-	-
15	Andi Dika Adryansyah	√	√	√	-	-

16	Muh. Zulqarnain	√	√	√	-	-
17	Sulfikar	√	√	√	-	-
18	Tegar	√	√	√	-	-
19	Wedi	√	√	√	-	-
20	Munawir	√	√	√	-	-
	Total	20	20	20	0	3

APPENDIX E

OBSERVATION SHEET
CONTROL GROUP

The 1st Meeting

No	Students	Activity				
		Active	**Enthusiasm**	**Interest**	**Seriousness**	**Time management**
1	Sumarni	√	√	√	-	√
2	Asnika	√	√	√	√	√
3	Yusran	-	√	-	√	√
4	Riska	√	√	-	-	√
5	Virly	√	√	√	-	-
6	Risna Lifia	√	√	√	-	-
7	Nor Izwan Efendi	√	√	√		√
8	Nadia Mira Yanti	√	√	√	-	√
²	Lala Eka Saputri	√	√	√	-	√
10	Anugrah Ramadan	-	√	√	√	√
11	Indah Sri Utami	√	√	√	-	√
12	Nurvita Eliyanti	-	-	√	√	√
13	Muh. Faturrahman	-	√	-	√	√
14	Ismail	√	√	√	-	√
15	Riska Sudirman	-	-	-	√	√
16	Mursalim	-	√	√	√	√

17	Muh Rifki Mubarak	-	-	√	√	√
18	Fendi	√	√	√	-	√
19	Hamsah Hasbar	-	-	√	√	√
	Total	11	16	15	9	17

OBSERVATION SHEET

CONTROL GROUP

The 2nd Meeting

No	Students	Activity				
		Active	**Enthusiasm**	**Interest**	**Seriousness**	**Time management**
1	Sumarni	√	√	√	-	√
2	Asnika	√	√	√	-	√
3	Yusran	-	√	√	√	√
4	Riska	√	√	√	-	√
5	Virly	√	√	√	-	-
6	Risna Lifia	√	√	√	-	-
7	Nor Izwan Efendi	√	√	√	-	√
8	Nadia Mira Yanti	√	√	√	-	-
9	Lala Eka Saputri	√	√	√	-	-
10	Anugrah Ramadan	√	√	√	-	√
11	Indah Sri Utami	√	√	√	-	-
12	Nurvita Eliyanti	-	√	√	√	√
13	Muh. Faturrahman	-	√	√	√	√

14	Ismail	√	√	√	-	√
15	Riska Sudirman	-	√	-	-	√
16	Mursalim	√	√	√	√	√
17	Muh Rifki Mubarak	-	-	√	√	√
18	Fendi	-	-	√	√	√
19	Hamsah Hasbar	-	√	√	√	√
	Total	12	18	21	10	17

OBSERVATION SHEET
CONTROL GROUP

The 3rd Meeting

No	**Students**	**Activity**				
		Active	**Enthusiasm**	**Interest**	**Seriousness**	**Time management**
1	Sumarni	√	√	√	-	-
2	Asnika	√	√	√	-	-
3	Yusran	√	√	√	-	√
4	Riska	√	√	√	-	√
5	Virly	√	√	√	-	-
6	Risna Lifia	√	√	√	-	-
7	Nor Izwan Efendi	√	√	√	-	-

8	Nadia Mira Yanti	√	√	√	-	-
9	Lala Eka Saputri	√	√	√	-	-
10	Anugrah Ramadan	√	√	√	-	√
11	Indah Sri Utami	√	√	√	-	-
12	Nurvita Eliyanti	√	√	√	-	√
13	Muh. Faturrahman	√	√	√	-	√
14	Ismail	√	√	√	-	√
15	Riska Sudirman	-	√	√	-	√
16	Mursalim	√	√	√	-	√
17	Muh Rifki Mubarak	-	√	√	-	√
18	Fendi	-	-	√	√	√
19	Hamsah Hasbar	-	√	√	√	√
	Total	15	17	17	0	9

APPENDIX F

LESSON PLAN 1
(Experimental Group)

Education Level **:** MA PP Al-Wahid Pape

Program **:** *XI*

Subject **:** English

Semester **:** 1

Time Allotment **:** 2 x 50 minutes

Standard Competence : Expressing the meaning of written functional text on descriptive text to interact with the closest environment

Basic Competence : Understanding the aim, text structure, and language features in written descriptive texts about what is agribusiness.

Indicator : 1. Knowing the components of writing

2. Knowing about descriptive text and mind mapping

3. Knowing the way to make mind mapping

4. Making a simple descriptive text in the form of mind mapping based on the topic given

Aspect/Skill : Writing

- **The learning Objectives**

  At the end of the lesson, students:

  1. Know the components of writing
  2. Know about descriptive text and mind mapping
  3. Know the way to make mind mapping
  4. Make a simple descriptive text in the form of mind mapping based on the topic given

- **The learning Material**
  a. Components of writing, namely: content, organization, vocabulary, language use, and mechanics
  b. Steps in writing descriptive text
  c. mind mapping about topic
  d. draft of descriptive text in the form of mind mapping based on the topic given
- **Instructional Method** : Discussion, question and answer
- **Media, Tools, and Sources of Learning**
  a. Media
     - Pictures
  b. Tools
     - Laptop
     - Marker
     - Whiteboard
     - Paper
  c. Sources

- Internet

❖ **Learning activities**

a. Pre-activities
   - Pray together
   - Greeting
   - Checking the attendance list
   - Giving apperception (warming up)
   - Focusing on syllabus, lesson plan, and instructional material, telling the character points that will be improved related to the indicators and the objectives.
   - Stimulating the students to master the material well and to help them in constructing ideas in descriptive text.

b. While-activities
   - Explaining the components of writing
   - Explaining about descriptive text
   - Asking to the students about ' what is mind mapping?
   - Explaining about mind mapping and how to make mind mapping
   - Giving the students some vocabularies about agribusiness
   - The researcher devide some group
   - Giving the topic about agribusiness
   - Guiding the students to make mind mapping about *XI*before they written descriptive text
   - Asking the students to make descriptive text about *XI*based on mind mapping that they had made before
   - Observed the students activities in learning process
   - Collecting their assigments

c. Post-activities
   - Teacher and students do reflection toward the activities they had made
   - Asking the students about their difficulties in learning process
   - Giving motivation and suggestion
   - Summing up the subject
   - Telling the lesson plan in the next meeting.
   - Closing the meeting and pray together

❖ **Learning Resources**

a. Mind mapping
b. Descriptive text

❖ **Assessment**

- Technique : Writing Test
- Form : Writing descriptive text

Pape, November 2018

Approved by

The Head of MA Al-Wahid Pape Researcher

Rahman, S.Hi	**Amran Haseng**
	NIM. 216300025

LESSON PLAN 2
(Experimental Group)

Education Level **:** MA PP Al-Wahid Pape

Program **:** *XI*

Subject **:** English

Semester **:** 1

Time Allotment **:** 2 x 50 minutes

Standard Competence : Expressing the meaning of written functional text on descriptive text to interact with the closest environment

Basic Competence : Expressing the meaning and rhetorical ways of short simple essay on descriptive form accurately, fluently, and acceptab;y to interact with the other people

Indicator : Developing mind mapping into a simple and short pargraph of a descriptive text based on the topic given

Aspect/Skill : Writing

❖ **The learning Objectives**

At the end of the lesson, students can write a simple and short pargraph of a descriptive text based on the topic given

❖ **The learning Material**

- draft of descriptive text in the form of mind mapping based on the topic given

❖ **Instructional Method** : Discussion, question and answer

❖ **Media, Tools, and Sources of Learning**

a. Media
   - Pictures

b. Tools
   - Laptop
   - Marker
   - Whiteboard
   - Paper

c. Sources
   - Internet

❖ **Learning activities**

d. Pre-activities
   - Pray together
   - Greeting
   - Checking the attendance list
   - Giving apperception (warming up)

- Focusing on syllabus, lesson plan, and instructional material, telling the character points that will be improved related to the indicators and the objectives.
- Stimulating the students to master the material well and to help them in constructing ideas in descriptive text.

e. While-activities
- Giving the topic about seed
- Showing a pictures about seeds to the students
- Asking the students to mention kinds of seed in their regency
- Giving the students some vocabularies about seed
- Asking the students to choose one of seed
- Guiding the students to make mind mapping about seed before they written descriptive text
- Asking the students to make descriptive text about seed based on mind mapping that they had made before
- Observed the students activities in learning process
- Collecting their assigments

f. Post-activities
- Teacher and students do reflection toward the activities they had made
- Asking the students about their difficulties in learning process
- Giving motivation and suggestion
- Summing up the subject
- Telling the lesson plan in the next meeting.
- Closing the meeting and pray together

❖ **Learning Resources**

d. Mind mapping
e. Descriptive text

❖ **Assessment**

- Technique : Writing Test
- Form : Writing descriptive text

Pape, November 2018

Approved by

The Head of MA Al-Wahid Pape

Rahman, S.Hi

Researcher

Amran Haseng

NIM. 216300025

LESSON PLAN 3
(Experimental Group)

Education Level **:** MA PP Al-Wahid Pape

Program **:** *XI*

Subject **:** English

Semester **:** 1

Time Allotment **:** 2 x 50 minutes

Standard Competence : Expressing the meaning of written functional text on descriptive text to interact with the closest environment

Basic Competence : Expressing the meaning and rhetorical ways of short simple essay on descriptive form accurately, fluently, and acceptab;y to interact with the other people

Indicator : Developing mind mapping into a simple and short pargraph of a descriptive text based on the topic given

Aspect/Skill : Writing

❖ **The learning Objectives**

At the end of the lesson, students can write a simple and short pargraph of a descriptive text based on the topic given

❖ **The learning Material**

- draft of descriptive text in the form of mind mapping based on the topic given

❖ **Instructional Method** : Discussion, question and answer

❖ **Media, Tools, and Sources of Learning**

a. Media
   - Pictures

b. Tools
   - Laptop
   - Marker
   - Whiteboard
   - Paper

c. Sources
   - Internet

❖ **Learning activities**

a. Pre-activities
   - Pray together
   - Greeting
   - Checking the attendance list
   - Giving apperception (warming up)

- Focusing on syllabus, lesson plan, and instructional material, telling the character points that will be improved related to the indicators and the objectives.
- Stimulating the students to master the material well and to help them in constructing ideas in descriptive text.

b. While-activities
- Giving them a different topic ”Food Product”
- Showing a pictures about corn to the students
- Asking the students “ Can you mention some product from corn?”
- Giving the students some vocabularies about food product
- Asking the students to choose one of product from seed
- Guiding the students to make mind mapping before they written descriptive text
- Giving opportunity to the students to develop their map into a descriptive text individually
- Observed the students activities in learning process
- Collecting their assigments

c. Post-activities
- Teacher and students do reflection toward the activities they had made
- Asking the students about their difficulties in learning process
- Giving motivation and suggestion
- Summing up the subject
- Closing the meeting and pray together

❖ **Learning Resources**

d. Mind mapping
e. Descriptive text

❖ **Assessment**
- Technique : Writing Test
- Form : Writing descriptive text

Pape, November 2018

Approved by

The Head of MA Al-Wahid Pape | Researcher

Rahman, S.Hi | **Amran Haseng**

NIM. 216300025

APPENDIX G

LESSON PLAN 1
(Control Group)

Education Level **:** MA PP Al-Wahid Pape

Program **:** *XI*

Subject **:** English

Semester **:** 1

Time Allotment **:** 2 x 50 minutes

Standard Competence : Expressing the meaning of written functional text on descriptive text to interact with the closest environment

Basic Competence : Understanding the aim, text structure, and language features in written descriptive texts about what is Islamic.

Indicator : 1. Knowing the components of writing

2. Knowing about descriptive text and free writing

3. Making a simple descriptive text based on the topic given

Aspect/Skill : Writing

- **The learning Objectives**
  At the end of the lesson, students:
  a. Know the components of writing
  b. Know about descriptive text and free writing
  c. Make a simple descriptive text based on the topic given
- **The learning Material**
  a. Components of writing, namely: content, organization, vocabulary, language use, and mechanics
  b. Steps in writing descriptive text
  c. draft of descriptive text based on the topic given
- **Instructional Method** : Discussion, question and answer
- **Media, Tools, and Sources of Learning**
  a. Media
  - Pictures
  b. Tools
  - Laptop
  - Marker
  - Whiteboard
  c. Sources
  - Internet

- **Learning activities**
  a. Pre-activities
     - Pray together
     - Greeting
     - Checking the attendance list
     - Giving apperception (warming up)
     - Focusing on syllabus, lesson plan, and instructional material, telling the character points that will be improved related to the indicators and the objectives.
     - Stimulating the students to master the material well and to help them in constructing ideas in descriptive text.
  b. While-activities
     - Explaining the components of writing
     - Explaining about descriptive text
     - Asking to the students about ' what is free writing?
     - Giving the students some vocabularies about agribusiness
     - Asking the students to make descriptive text about *XI*
     - Observed the students activities in learning process
     - Collecting their assigments
  c. Post-activities
     - Teacher and students do reflection toward the activities they had made
     - Asking the students about their difficulties in learning process
     - Giving motivation and suggestion
     - Summing up the subject
     - Telling the lesson plan in the next meeting.
     - Closing the meeting and pray together
- **Learning Resources**
  c. Free writing
  d. Descriptive text
- **Assessment**
     - Technique : Writing Test
     - Form : Writing descriptive text

Pape, November 2018

Approved by

The Head of MA Al-Wahid Pape Researcher

Rahman, S.Hi **Amran Haseng**

NIM. 216300025

LESSON PLAN 2
(Control Group)

Education Level **:** MA PP Al-Wahid Pape

Program **:** *XI*

Subject **:** English

Semester **:** 1

Time Allotment **:** 2 x 50 minutes

Standard Competence : Expressing the meaning of written functional text on descriptive text to interact with the closest environment

Basic Competence : Expressing the meaning and rhetorical ways of short simple essay on descriptive form accurately, fluently, and acceptab;y to interact with the other people

Indicator : Developing draft into a simple and short pargraph of a descriptive text based on the topic given

Aspect/Skill : Writing

❖ **The learning Objectives**

At the end of the lesson, students can write a simple and short pargraph of a descriptive text based on the topic given

❖ **The learning Material**

- draft of descriptive text based on the topic given

❖ **Instructional Method** : Discussion, question and answer

❖ **Media, Tools, and Sources of Learning**

a. Media
   - Pictures

b. Tools
   - Laptop
   - Marker
   - Whiteboard
   - Paper

c. Sources
   - Internet

❖ **Learning activities**

a. Pre-activities
   - Pray together
   - Greeting
   - Checking the attendance list
   - Giving apperception (warming up)

- Focusing on syllabus, lesson plan, and instructional material, telling the character points that will be improved related to the indicators and the objectives.
- Stimulating the students to master the material well and to help them in constructing ideas in descriptive text.

b. While-activities
- Giving the topic about seed
- Showing a pictures about seeds to the students
- Asking the students to mention kinds of seed in their regency
- Giving the students some vocabularies about seed
- Asking the students to choose one of seed
- Asking the students to make descriptive text about seed
- Observed the students activities in learning process
- Collecting their assigments

c. Post-activities
- Teacher and students do reflection toward the activities they had made
- Asking the students about their difficulties in learning process
- Giving motivation and suggestion
- Summing up the subject
- Telling the lesson plan in the next meeting.
- Closing the meeting and pray together

❖ **Learning Resources**
- Free Writing
- Descriptive text

❖ **Assessment**
- Technique : Writing Test
- Form : Writing descriptive text

Pape, November 2018

Approved by

The Head of MA Al-Wahid Pape

Rahman, S.Hi

Researcher

Amran Haseng

NIM. 216300025

LESSON PLAN 3

(Control Group)

Education Level **:** MA PP Al-Wahid Pape

Program **:** X

Subject **:** English

Semester **:** 1

Time Allotment **:** 2 x 50 minutes

Standard Competence : Expressing the meaning of written functional text on descriptive text to interact with the closest environment

Basic Competence : Expressing the meaning and rhetorical ways of short simple essay on descriptive form accurately, fluently, and acceptab;y to interact with the other people

Indicator : Developing draft into a simple and short pargraph of a descriptive text based on the topic given

Aspect/Skill : Writing

❖ **The learning Objectives**

At the end of the lesson, students can write a simple and short pargraph of a descriptive text based on the topic given

❖ **The learning Material**

- draft of descriptive text based on the topic given

❖ **Instructional Method** : Discussion, question and answer

❖ **Media, Tools, and Sources of Learning**

a. Media
   - Pictures

b. Tools
   - Laptop
   - Marker
   - Whiteboard
   - Paper

c. Sources
   - Internet

❖ **Learning activities**

a. Pre-activities
   - Pray together
   - Greeting
   - Checking the attendance list
   - Giving apperception (warming up)
   - Focusing on syllabus, lesson plan, and instructional material, telling the character points that will be improved related to the indicators and the objectives.

- Stimulating the students to master the material well and to help them in constructing ideas in descriptive text.

b. While-activities
   - Giving them a different topic ”Food Product”
   - Showing a pictures about corn to the students
   - Asking the students “ Can you mention some product from corn?”
   - Giving the students some vocabularies about food product
   - Asking the students to choose one of product from seed
   - Giving opportunity to the students to make a descriptive text based on the topic
   - Observed the students activities in learning process
   - Collecting their assigments

c. Post-activities
   - Teacher and students do reflection toward the activities they had made
   - Asking the students about their difficulties in learning process
   - Giving motivation and suggestion
   - Summing up the subject
   - Closing the meeting and pray together

❖ **Learning Resources**
   - Free Writing
   - Descriptive text

❖ **Assessment**
   - Technique : Writing Test
   - Form : Writing descriptive text

Pape, November 2018

Approved by

The Head of MA Al-Wahid Pape

Rahman, S.Hi

Researcher

Amran Haseng

NIM. 216300025

APPENDIX H

THE SCORE OF PRE-TEST ON WRITING TEST

(The Experimental Group)

NO	STUDENT	CATEGORIES					SCORE	CLASSIFICATION
		C	O	V	LU	M		
1	Student 1	25	14	14	17	3	73	Good
2	Student 2	17	11	10	10	3	51	Poor
3	Student 3	21	15	13	12	3	64	Fair
4	Student 4	18	14	13	11	3	59	Fair
5	Student 5	16	12	12	10	2	52	Poor
6	Student 6	14	13	14	10	2	53	Poor
7	Student 7	21	14	11	12	3	61	Fair
8	Student 8	18	13	13	12	3	59	Fair
9	Student 9	14	11	10	10	2	47	Poor
10	Student 10	23	15	14	16	3	71	Good
11	Student 11	14	14	13	10	3	54	Poor
12	Student 12	13	8	8	6	2	37	Very Poor
13	Student 13	14	12	10	9	2	47	Poor
14	Student 14	14	9	10	8	2	43	Poor
15	Student 15	18	14	14	12	3	61	Fair
16	Student 16	14	10	9	9	2	44	Poor
17	Student 17	14	10	8	8	2	42	Poor
18	Student 18	17	11	11	11	3	53	Poor
19	Student 19	18	14	11	10	3	56	Fair

20	Student 20	17	14	13	10	3	57	Fair
	Total	**340**	**235**	**231**	**213**	**52**	**1.084**	
		Mean Score					**54.20**	

NOTE:

C : Content

O : Organization

V : Vocabulary

LU: Language Use

M : Mechanics

APPENDIX I

THE SCORE OF PRETEST ON WRITING TEST

(The Control Group)

NO	SUBJECT	CATEGORIES					SCORE	CLASSIFICATION
		C	O	V	LU	M		
1.	Student 1	16	11	13	11	3	54	Poor
2.	Student 2	21	13	13	14	3	64	Fair
3.	Student 3	15	12	13	12	3	55	Poor
4.	Student 4	13	11	12	13	3	52	Poor
5.	Student 5	19	17	18	17	3	74	Good
6.	Student6	12	9	10	9	3	43	Poor
7.	Student 7	12	9	10	9	2	42	Poor
8.	Student 8	13	12	12	10	2	49	Poor
9.	Student 9	15	13	13	12	3	56	Fair
10.	Student 10	13	7	10	7	2	39	Very Poor
11.	Student 11	13	7	7	5	2	34	Very Poor
12.	Student 12	16	10	10	10	3	49	Poor
13.	Student 13	14	13	14	13	3	57	Fair
14.	Student 14	20	17	18	17	4	76	Good
15.	Student 15	18	17	16	17	3	71	Good
16.	Student 16	21	15	14	12	3	65	Fair
17.	Student 17	16	11	12	13	3	55	Poor
18.	Student 18	15	11	13	11	3	53	Poor
19.	Student 19	13	10	10	9	3	45	Poor

TOTAL	**295**	**225**	**238**	**221**	**54**	**1033**
MEAN SCORE						**54.37**

NOTE:

C : Content

O : Organization

V : Vocabulary

LU: Language Use

M : Mechanics

APPENDIX J

THE RAW SCORE OF THE STUDENTS' WRITING ABILITY

ON THE PRETEST

NO	EXPERIMENTAL GROUP			CONTROL GROUP		
	SUBJECT	X_1	X_1^2	**SUBJECT**	X_2	X_2^2
1	Student 1	73	5329	Student 1	54	2916
2	Student 2	51	2601	Student 2	64	4096
3	Student 3	64	4096	Student 3	55	3025
4	Student 4	59	3481	Student 4	52	2704
5	Student 5	52	2704	Student 5	74	5476
6	Student 6	53	2809	Student 6	43	1849
7	Student 7	61	3721	Student 7	42	1764
8	Student 8	59	3481	Student 8	49	2401
9	Student 9	47	2209	Student 9	56	3136
10	Student 10	71	5041	Student 10	39	1521
11	Student 11	54	2916	Student 11	34	1156
12	Student 12	37	1369	Student 12	49	2401
13	Student 13	47	2209	Student 13	57	3249
14	Student 14	43	1849	Student 14	76	5776
15	Student 15	61	3721	Student 15	71	5041
16	Student 16	44	1936	Student 16	65	4225
17	Student 17	42	1764	Student 17	55	3025
18	Student 18	53	2809	Student 18	53	2809
19	Student 19	56	3136	Student 19	45	2025

20	Student 20	57	3249			
	$\sum X_1$	**1084**	**60430**	**$\sum X_2$**	**1033**	**58595**
	$(\sum X_1)^2$	**1175056**		**$(\sum X_2)^2$**	**1067089**	
	X_1	**54.20**		**X_2**	**54.37**	
	SS_1	**1757.72**		**SS_2**	**2432.42**	
	SD_1	**8.74**		**SD_2**	**11.31**	

$$\overline{X_1} = \frac{\sum X_1}{n_1} \qquad \overline{X_2} = \frac{\sum X_2}{n_2}$$

$$\overline{X_1} = \frac{1084}{20} \qquad \overline{X_2} = \frac{1033}{19}$$

$$\overline{X_1} = 54.20 \qquad \overline{X_2} = 54.37$$

$$SD_1 = \sqrt{\frac{SS_1}{n_1}} \qquad SD_2 = \sqrt{\frac{SS_2}{n_2}}$$

Where:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \qquad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$SS_1 = 60430 - \frac{(1084)^2}{20} \qquad SS_2 = 58595 - \frac{(1033)^2}{19}$$

$$= 60430 - \frac{1175056}{20} \qquad = 58595 - \frac{1067089}{19}$$

$$= 60430 - 58752.8 \qquad = 58595 - 56162.58$$

$$= 1677.2 \qquad = 2432.42$$

$$SD_1 = \sqrt{\frac{1677.2}{20}} \qquad SD_2 = \sqrt{\frac{2432.42}{19}}$$

$$= \sqrt{83.86} \qquad = \sqrt{128.02}$$

$$= 9.16 \qquad = 11.31$$

PPENDIX K

THE SCORE OF POST-TEST ON WRITING TEST

(The Experimental Group)

NO	SUBJECT	CATEGORIES					SCORE	CLASSIFICATION
		C	O	V	LU	M		
1	Student 1	26	18	18	20	4	86	Very Good
2	Student 2	25	18	17	18	4	82	Good
3	Student 3	25	18	18	18	4	83	Good
4	Student 4	25	18	17	18	4	82	Good
5	Student 5	26	17	17	20	4	84	Good
6	Student 6	22	16	15	16	4	73	Good
7	Student 7	24	17	16	17	4	78	Good
8	Student 8	24	17	15	17	4	77	Good
9	Student 9	18	12	13	10	3	56	Poor
10	Student 10	22	16	15	16	4	73	Good
11	Student 11	20	15	14	15	3	67	Fair
12	Student 12	18	14	14	15	3	64	Fair
13	Student 13	25	18	17	18	4	82	Good
14	Student 14	20	17	14	13	4	68	Fair
15	Student 15	24	17	17	18	4	80	Good
16	Student 16	24	17	17	16	4	78	Good
17	Student 17	23	18	17	17	4	79	Good
18	Student 18	23	16	15	17	4	75	Good
19	Student 19	22	16	15	16	4	73	Good

20	Student 20	25	17	18	18	4	82	Good
	Total	**461**	**332**	**322**	**333**	**77**	**1522**	
		Mean Score					**76.10**	

NOTE:

C : Content

O : Organization

V : Vocabulary

LU: Language Use

M : Mechanics

APPENDIX L

THE SCORE OF POSTTEST ON WRITING TEST

(The Control Group)

NO	SUBJECT	CATEGORIES					SCORE	CLASSIFICATION
		C	O	V	LU	M		
1	Student 1	17	14	13	13	3	60	Fair
2	Student 2	17	14	14	11	3	59	Fair
3	Student 3	24	16	14	17	3	74	Good
4	Student 4	17	14	11	10	3	55	Poor
5	Student 5	17	14	12	10	3	56	Poor
6	Student 6	17	10	10	10	3	50	Poor
7	Student 7	14	8	10	7	2	41	Poor
8	Student 8	17	11	10	10	3	51	Poor
9	Student 9	17	12	10	10	3	52	Poor
10	Student 10	18	14	14	12	4	62	Fair
11	Student 11	13	10	10	5	3	41	Poor
12	Student 12	17	12	13	11	3	56	Fair
13	Student 13	23	18	17	18	4	80	Good
14	Student 14	26	17	17	18	4	82	Good
15	Student 15	20	15	15	15	3	68	Fair
16	Student 16	24	16	15	16	4	75	Good
17	Student 17	17	13	13	13	3	59	Fair
18	Student 18	17	10	10	10	3	50	Poor

19	Student 19	24	16	15	16	4	75	Good
	TOTAL	**356**	**254**	**243**	**232**	**61**	**1146**	
	MEAN SCORE						**60.32**	

NOTE:

C : Content

O : Organization

V : Vocabulary

LU: Language Use

M : Mechanics

APPENDIX M

THE RAW SCORE OF THE STUDENTS' WRITING ABILITY ON THE POST-TEST

NO	EXPERIMENTAL GROUP			CONTROL GROUP		
	SUBJECT	X_1	X_1^2	SUBJECT	X_2	X_2^2
1	Student 1	86	7396	Student 1	60	3600
2	Student 2	82	6724	Student 2	59	3481
3	Student 3	83	6889	Student 3	74	5476
4	Student 4	82	6724	Student 4	55	3025
5	Student 5	84	7056	Student 5	56	3136
6	Student 6	73	5329	Student 6	50	2500
7	Student 7	78	6084	Student 7	41	1681
8	Student 8	77	5929	Student 8	51	2601
9	Student 9	56	3136	Student 9	52	2704
10	Student 10	73	5329	Student 10	62	3844
11	Student 11	67	4489	Student 11	41	1681
12	Student 12	64	4096	Student 12	56	3136
13	Student 13	82	6724	Student 13	80	6400
14	Student 14	68	4624	Student 14	82	6724
15	Student 15	80	6400	Student 15	68	4624
16	Student 16	78	6084	Student 16	75	5625
17	Student 17	79	6241	Student 17	59	3481
18	Student 18	75	5625	Student 18	50	2500
19	Student 19	73	5329	Student 19	75	5625

20	Student 20	82	6724			
	$\sum X_1$	**1522**	**116932**	**$\sum X_2$**	**1146**	**71844**
	$(\sum X_1)^2$	**2316484**		**$(\sum X_2)^2$**	**1313316**	
	X_1	**76.10**		**X_2**	**60.32**	
	SS_1	**1107.80**		**SS_2**	**2432.42**	
	SD_1	**7.44**		**SD_2**	**11.31**	

$$\overline{X_1} = \frac{\sum X_1}{n_1} \qquad \overline{X_2} = \frac{\sum X_2}{n_2}$$

$$\overline{X_1} = \frac{1522}{20} \qquad \overline{X_2} = \frac{1146}{19}$$

$$\overline{X_1} = 76.10 \qquad \overline{X_2} = 60.32$$

$$SD_1 = \sqrt{\frac{SS_1}{n_1}} \qquad SD_2 = \sqrt{\frac{SS_2}{n_2}}$$

Where:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \qquad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$SS_1 = 116932 - \frac{(1522)^2}{20} \qquad SS_2 = 71844 - \frac{(1146)^2}{19}$$

$$= 116932 - \frac{2316484}{20} \qquad = 71844 - \frac{1313316}{19}$$

$$= 116932 - 115824.20 \qquad = 71844 - 69121.89$$

$$= 1107.80 \qquad = 2722.11$$

$$SD_1 = \sqrt{\frac{1107.80}{20}}$$

$$= \sqrt{55.39}$$

$$= 7.44$$

$$SD_2 = \sqrt{\frac{2722.11}{19}}$$

$$= \sqrt{143,27}$$

$$= 11.97$$

APPENDIX N

THE APPLICATION OF T-TEST FORMULA FOR PRETEST AND POSTTEST

A. Pre-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{54.20 - 54.37}{\sqrt{\left(\frac{1757.72 + 2432.42}{20 + 19 - 2}\right)\left(\frac{1}{20} + \frac{1}{19}\right)}}$$

$$t = \frac{0.17}{\sqrt{\left(\frac{4190.14}{37}\right)(0.05 + 0.05)}}$$

$$t = \frac{0.17}{\sqrt{(113.24)(0.1)}}$$

$$t = \frac{0.17}{\sqrt{11.324}}$$

$$t = \frac{0.17}{3.36}$$

$$t = 0.050$$

t-test = 0.050
t-table = 1.994

$\mu_1 = \mu_2$

B. Post-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{76.10 - 60.32}{\sqrt{\left(\frac{1107.80 + 2722.11}{20 + 19 - 2}\right)\left(\frac{1}{20} + \frac{1}{19}\right)}}$$

$$t = \frac{15.78}{\sqrt{\left(\frac{3829.91}{37}\right)(0.05 + 0.05)}}$$

$$t = \frac{15.78}{\sqrt{(103.51)(0.1)}}$$

$$t = \frac{15.78}{\sqrt{10.351}}$$

$$t = \frac{15.78}{3.217}$$

$$t = 4.90$$

t-test = 4.905
t-table = 1.685

$\mu_1 \neq \mu_2$