THE INFLUENCE OF CONTEXTUAL TEACHING AND LEARNING APPROACH ON STUDENTS’ WRITING DESCRIPTIVE TEXT

( A Quasi-experimental Study at the Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang )

A Skripsi

Presented to the Faculty of Educational Science in Partial Fulfillment of the Requirements for the Degree of Strata I

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATIONAL SCIENCE

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Science certifies that the 'skripsi' (scientific paper) entitled "The Influence of Contextual Teaching and Learning Approach On Students’ Writing Descriptive Text" (A Quasi Experimental Study at The Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang)”, written by Anisa Nurul Hidayah, 1110014000093, was examined by the Committee on July 31st 2017, and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd. (S-1) in Department of English Education.

Jakarta, July 31st 2017

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ABSTRACT

Anisa Nurul Hidayah (NIM: 1110014000093). The Influence of Contextual Teaching and Learning Approach on Students’ Writing Descriptive Text; A Quasi-experimental Study at The Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang. Skripsi, Department of English Education, Faculty of Educational Science of Syarif Hidayatullah State Islamic University Jakarta, 2017.

Keywords: Contextual Teaching and Learning Approach (CTL), Writing Descriptive Text, SMP Fatahillah Ciledug, Tangerang.

This study is aimed to find out the empirical evidence of the influence of contextual teaching and learning approach on students’ writing descriptive text at the seventh grade of SMP Fatahillah Ciledug, Tangerang.

This study is categorized as quasi-experimental research design because it consists of two different classes as the sample. The population of this study is all the students of the seventh grade of SMP Fatahillah Ciledug, Tangerang. In selecting the sample, the researcher used purposive sampling and the students of class 7.1 and 7.2 of SMP Fatahillah Ciledug, Tangerang are chosen as the sample. The data collecting is done by giving the test (Pre-test and post-test). The researcher used t-test formula to analyze the difference of students’ score in experimental class and controlled class.

Based on the data analysis, the researcher found that $t_o > t_{0.05} = 4.01 > 1.7$ in the significance level 5% and $t_o > t_{0.01} = 4.01 > 2.4$ in the significance level 1%. It means that there is obvious difference between the average score from the result of teaching writing descriptive text in experimental class and controlled class. Furthermore, the result of effect size score indicates that CTL has strong effect to the students’ writing descriptive text achievement because it reached more than 1.00 whereas it is on 1.11 level. Thus, it can be inferred that teaching writing descriptive text by using CTL is effective to improve students’ writing descriptive text score.
ABSTRAK


Kata Kunci: Pendekatan Pengajaran dan Pembelajaran berbasis Kontekstual (CTL), Teks deskriptif, SMP Fatahillah Ciledug, Tangerang.

Penelitian ini bertujuan mendapatkan bukti empiris tentang keefektifan pengajaran menulis teks deskriptif dengan menggunakan pendekatan pengajaran dan pembelajaran berbasis kontekstual pada siswa kelas tujuh SMP Fatahillah Ciledug, Tangerang.


Berdasarkan analisis data, peneliti menemukan bahwa $t_o > t_{0,05} = 4,01 > 1,7$ pada taraf signifikan 5% dan $t_o > t_{0,01} = 4,01 > 2,4$ pada taraf signifikan 1%. Hal tersebut menunjukkan bahwa terdapat perbedaan nilai rata-rata dari hasil pengajaran teks deskripsi dikelas experimental dan kelas konrol. Disamping itu hasil perhitungan level efektivitas dari pendekatan pengajaran CTL berada pada tingkatan $1,11 > 1,00$ yang berarti CTL memiliki efek yang kuat terhadap hasil belajar penulisan teks deskriptif siswa. Dengan demikian dapat diambil kesimpulan bahwa pengajaran dan pembelajaran teks deskriptif dengan menggunakan CTL efektif untuk meningkatkan kemampuan siswa dalam menulis.
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In the name of Allah, the Beneficent and The Merciful

All praises be to Allah, the Lord of the world who has given His Mercy and Blessing to the writer in finishing this Skripsi. Peace and salutation always be upon to the prophet Muhammad Shallallahu ‘Alaihi wa Salam, his family, his relatives, and his faithful followers.

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Jakarta, July 2017

Anisa Nurul Hidayah
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CHAPTER I
INTRODUCTION

A. The Background of The Study

Writing is one of communication skill that is used by people around the world. It is used to express and communicate ideas to other people when there is no chance to be presented orally or face to face. In this era globalization, the ability to write in a foreign language such as the English language becomes an important role to people’s life especially while the technology has spread out over the world.\(^1\) Through this opportunity, they can share any information to the others from different nations by sending a message, email, or letter.

Meanwhile, in the educational setting learning how to write also becomes crucial for students in acquiring a language. As stated by Harmer writing has an important role for English language learners to understand language and develop their ability in writing.\(^2\) From writing they can learn new language structure which is provided in their writing task and also know how the way to compose a paragraph, for example when they are asked to write narrative text automatically they will learn about past tense form too.

In addition, the importance of learning how to write in a foreign language for Indonesian learners is stated in English curriculum the current school based curriculum (KTSP) in which the learning of it can develop the communicative competence both in spoken and written form.\(^3\) It is expected after they graduated from the school they can perform the communicative competencies for any purposes.

Yet, even though students were asked to be able to communicate both in oral or written form in English context, those competencies are not being an easy task to do by students. Especially in English as a foreign language, where the

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exposure to English is very limited could make students were not really habitual to train and practice English for communication. Furthermore, to comprehend writing skill cannot be done immediately and it has to be taught and learned continuity. In other words, educational participants have to know that writing competence also as one of the skills that must be learned as well as other skills.

Based on English syllabus in KTSP 2006 curriculum for the first-grade students of Junior High School, there are some text types that should be learned and mastered by the students. One of those texts is descriptive text. According to Donald and Santi it is one of rhetorical modes in which the using of this text is more frequent than others because sometimes it will appear in some other texts. On the contrary, even though it is often used, there are not many students who are able to compose this text as well in English context. Moreover, based on the result of writer’s unstructured interview toward the seventh grade students of SMP Fatahilla and English teacher, students stated that they confused how to use and arrange the words in a good structure of English context so as a result their written sentences or paragraphs are not often good or correct in grammatical. Meanwhile, teacher stated that there are many problems faced by students when they are asked to write. They often do not know how to get starting their writing, often feel difficulty when organizing their ideas and also have limited vocabulary and poor knowledge of English grammatical rules.

Moreover, the writer observed students’ writing descriptive text and found that some students still get a low score because their writing has error on schematic structures and grammar role. While they write a description their ideas were not delivered well because of their lackness on schematic structures. They also usually write ungrammatical sentence whereas grammatical is useful to make the meaning of sentence clear, for example they did not pay attention to pronoun,
tense, have/has, English adjectives and linking verb. In their writing descriptive text, they usually placed wrong pronoun, have/has, tense, English adjective which refer to the subject and also omitted the linking verb which links subject and its subject complement. Supporting the explanation above generally those kinds of error that students encountered caused by the different language structure between students’ native language and English.  

Beside of that, based on Syifa Fauziah’s observation some of the students said that while they were studying writing descriptive text they couldn’t really understand what teacher had explained. They forgot the material because they learned it only by transferring, hearing, answering and rote learning without having a chance to elaborate it. Necessarily, when students learn, teachers find a convenient way for presenting that matter. Teachers can choose appropriate approach, technique or strategy to make their students easier to understand and accomplish the subject.

Beside of that, teacher can also exploit their existent knowledge or provide a good role model to make students are really interested to encounter the learning process directly. As stated by Karen J. M. et al., “that teachers’ actions or performances depend on many kinds of knowledge and on dispositions to use that knowledge and to work with others to support the learning and success of all students”. In other words, by way of delighted teaching style is expected can create learners’ interest and passion to acquire the knowledge.

Considering the causes of the problems, the writer tried to seek out an alternative way to build students’ ability in writing descriptive text. The writer assumed that contextual teaching and learning would help and solve the problem faced by students in writing descriptive text. CTL is one of approach which helps student to connect what they want to study to the real-life situation in order to be

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able to construct and apply new knowledge to their lives. It helps students to acquire the mean or purpose of material through the context which is provided in the school or out of school. Thus, It is expected by providing the context of students’ surrounding environment could make students’ easier in composing well schematic structure and grammar role for writing descriptive text. For example, when a teacher asked students to describe their best friend, the teacher would invite them to see and think what is appropriate word and structure used in expressing their ideas based on context. This is also supported by Johnson and Tribble who stated that writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier.

Beside on providing the context, CTL allows students to be more creative and active in the process of discovering and sharing knowledge of writing and that statement is supported by the study held by Intan Satriani et.al who found that CTL engages students in writing activity, helps students to construct their writing and motivates students to participate in the writing activity. While students having difficulty and low motivation to construct writing descriptive text, teacher can apply CTL to build students’ confidence in order to make them habitual in experiencing the material and activity actively.

Based on the background of the study above the writer was interested to use contextual teaching and learning approach to help students in comprehending writing descriptive text because they still have difficulty in elaborating it. So, the title of the skripsi is “The Influence of Contextual Teaching and Learning Approach on Students’ Writing Descriptive Text” (A Quasi-experimental Study at the Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang).

B. The Identification of The Problem

Based on the background of the study above, there are several problems that can be identified in this research:
1. Students are confused to understand the material of writing descriptive text because they learn it only by rote learning.
2. Students still cannot elaborate good writing descriptive text because they encounter many errors and difficulty.
3. Students’ writing descriptive text has error on schematic structure and grammar role.
4. Students often do not know how to get starting point for their writing because of their limited vocabulary and poor knowledge of English grammatical rules.
5. Students often place and arrange wrong idea in the part of generic structure.
6. Students are confused to use tense especially simple present tense.
7. Students also use wrong linking verb, pronoun, have/has and English adjective while describing the object.

C. The Limitation of The Study

The ability to write descriptive text was not a simple task to do by students. In addition from many kinds of teaching ways, teacher could choose many strategies that could be utilized to help students to understand the lesson of writing descriptive text. In this paper writer would limited the study to the influence of contextual teaching and learning approach on students’ writing descriptive text at the seventh grade students of SMP Fatahillah Ciledug, Tangerang.

D. The Formulation of The Study

Based on the limitation of the study above, the writer was rising the question: “Is there any significance influences on students’ writing descriptive text by using contextual teaching and learning approach at the seventh grade students of SMP Fatahillah Ciledug, Tangerang?”
E. The Purpose of The Study

The purpose of the study is to obtain the empirical evidence of the influence of contextual teaching and learning approach on students’ writing descriptive text at the seventh grade of SMP Fatahllah Ciledug, Tangerang.

F. The Significance of The Study

1. For the students

It will give easiness to students in the way of understanding the concept of knowledge based on the context which is provided in/out the class. Beside of that, it will help students to compile their writing. In addition, it is also encouraging pupils’ attention in the process of elaborating writing descriptive text because they were guided to the meaningful activity actively.

2. For the teachers

It will give simplicity to the teachers in relating the material to the real life so the learning process in the class will be more meaningful. Teachers can also create interesting and challenging class situation by using some of CTL procedures to make learners get involved to teachers’ instruction. And also teachers will be easier in explaining writing descriptive text material because they determined the activity based on students’ need.

3. For researcher

The researcher can identify objects’ need in achieving the competencies systematically so it will give more information on what she has to do. The researcher thoroughly can increase the knowledge and experience about CTL approach. And also she can apply and socialize her theory which is achieved in the college life.
CHAPTER II
THEORITICAL FRAMEWORK

A. The Nature of Descriptive Text

1. The Definition of Descriptive Text

There is a kind of writing that involves not much telling readers about the facts or events as showing something to the readers but it is more appealing a subject’s features into a word or a sentence. This text is descriptive writing text and it has many valuable uses in other kinds of writing.

Descriptive text or description is part of factual genres which is started to be taught further since students at Junior high school. According to Rise B Axelrod descriptive is a way to draw or sketch the image of participant in row of sentence. ¹ Through a descriptive readers can get more obvious illustration than seeing the image through a picture. In a picture we can only see the information that presented on it without knowing how its feel taste, smell, sound which happened on that time. For example, we want to share our story about wonderful Bunaken Island it would be clear if we presented the story through the illustration than a picture because indirectly the reader would also feel and imagine what we have encountered.

Meanwhile Langan also says a description is an expressive word that used to visualize a person, place or thing.² While giving a depiction of an object writer use expressive words to show more about its own sense. Those sense can arrive at reader’s mind because the writer make efforts to specify the described object. In addition, to make it more obvious writer can also present a specific illustration to make it more intense like the real picture.

Meanwhile, according to Zemach and Rumisek a descriptive paragraphs explain how someone or something looks or feels and how a process of

something is done.\textsuperscript{3} From the explanation of its look and feel, will make reader easy to follow and catch the purpose of what the exact subject that want to be shared by writer. In addition, the writer’s attempt in conveying what they have already known become a way to convince reader’s perspective.

So through the writing descriptive text writer can give an illustration to readers about something or subject’s features and other characteristic which is transcribed by using some prominent impressions in order to help readers in constructing the imagination of the subject.

\section*{2. The Function of Descriptive Text}

Theoretically, a descriptive text has a purpose to describe the image of certain person, place, thing, or animal. Beside of that, it also gives an experience to reader’s sensation while they imagine writers’ emotion which is written in the obvious visualization of a scene/a person or a thing.\textsuperscript{4} That is why well-written description can move reader’s emotions to form mental pictures of the subject.

Description helps the reader to get a clear depiction, it also gives writer a chance to show anything vividly.\textsuperscript{5} For example if we want to tell the most beautiful flowers, we might go on to describe how those flowers look like so the reader knows how to recognize them.

Furthermore, to describe how something looks like writers can also decide their writing purpose whether it is for entertaining, informing or persuading something that readers might unfamiliar to any further information.\textsuperscript{6} So, it is expected readers might follow the writer’s idea eloquently because writer used the obvious and detailed description expression to convince the readers to agree or be in accordance with their ideas.

\textsuperscript{3}Dorothy E. Zemach and Lisa A. Rumisek, Academic Writing from Paragraph to Essay, (New York: Macmillan Publisher, 2005), p. 5.


In addition good descriptive writing can stimulate the reader’s imagination to form sensory responses from all explanation because the goal of the descriptive text is transferring the experience of the writers towards the readers’ mind. The experience can be what they see, read or feel. Thus, it can be concluded that a descriptive focuses on a specific thing and its specific features.

3. The Generic Structures of Descriptive Text

People can find descriptive text in text book, encyclopedia, specific magazines, historical texts, factual reading books, etc. And to know its characteristic of a descriptive text is from its own generic structure. It has two components in a text, they are identification/introduction and description.

a. Identification or Introduction.

Identification or introduction is part of an essay opening which is performed by writer as declaration of the subject in order the point of essay can be known by the reader. In addition, the writer provides the background of subject such as introducing characters or setting of scene to control the sense of paragraphs. Writer can also give and create some interest as attractive starting point to catch readers’ focus.

b. Description.

In description writer tries to create a picture in words and tries to give strong feeling of the subject to show how real the subject is. Writer do a more explanation and depiction to present the existance of subject. Writer can also use a dominant impression to give strong depiction towards its feature, characteristic, or qualities for examples her style indicates her class. Beside of that, in description writer tries to evoke all the five sense to support the essence

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7 Oshima and Hogue, op.cit., p. 61.
8 Emalia Iragiliati, et.al., Interactive English Junior High School, (Jakarta: Yudhistira, 2007), p. 65.
of subject more vivid and real. By presenting how it looks like is expected can make readers more easily to visualize and imagine what the writer’s means.

Table 2.1
The example of descriptive text

<table>
<thead>
<tr>
<th>Title</th>
<th>My Grandmother</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>My grandmother is the one who really cares to me and my family. She is seventy years old who has eight children from my late grandfather. She does not stay at my house because she lives with her daughters.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>My grandmother is a very gentle, loving and caring person. The reason why she is very gentle is because she never raises her voice wherever she goes even if there is something which made her getting mad. And her way to relieve her mind from chaotic situation is so unique, she usually will tell me brief stories of her childhood or story about grandfather who has passed away and sometimes when my mom and dad go to the work, she likes to take care of me everytime I need a help. So, that’s what makes my grandmother very loving and caring.</td>
</tr>
</tbody>
</table>

4. The Language Features of Descriptive Text

From the language features reader can see and know the types of the text. And also the readers will get the ideas clearly through the suitable word choice of the language features. So, it is one of the items which should be considered to be known firstly before students elaborate the text. Commonly descriptive text uses simple present tense if things or person described are still

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alive, and simple past tense if things or person described do not exist anymore. As addition we may use kinds of adjectives, active verb and imagination language to introduce the subject.\textsuperscript{13}

The following lexicogrammatical features of description will help students write a description, they are:\textsuperscript{14}

a. Focus on specific participants.

Before trying to convey an object, writer can do a concentration to their ideas about its feature or character which set down on object. To get to know further information about the subject, writer can do an observation and gives more attention towards it to make the participant more specific. For example if we want to describe our old house it is suggested to determine what kind of this house actually whether it want to be described as the best house or the haunted house.

b. Use of “Be”.

In description text, linking verb or “to be” (is, are, am, was, were) is used for identification and showing qualities. Without using this features the description would not be in a complete sentence. And it is being an important part which should be well comprehended by writer. For example if someone wants to tell that they see beautiful rose, they will say \textit{The rose is beautiful}.

c. Use of adjectives in describing the qualities.

There are many kinds of adjectives which can be used for describing the qualities of participant. Beside on the personality of the participant students can use adjective to depict its feeling or physical appearance that is appropriate to the participant. For example when there was a new teacher becomes a favourite teacher in the area of school students might say \textit{that new teacher who has nice brown eyes and bright smile is really humble and care to students}.

d. Use of verb “Have got/Has got”.

When writers want to give detailed description of the object’s features they can use have/has to show more about the ownership or eminency of


\textsuperscript{14}Iragiliati, \textit{loc. cit.}
something which relies on the participant. For example we might say that
*giraffe is tall and unique, it because giraffe has got long neck and big spot on
its skin.*

e. Frequent use of epithets and classifiers in nominal groups.

The usage of epithets or alias make reader more familiar to the object
which the writer means. With the epithets reader will recognize the object
easily because it consists more detailed description. For example the word of
paradise island is commonly used by people to indicate Bali.

f. Use of action verb related to the topic.

Especially when describing behaviours and personalities (for people or
animals or things) action verb will contribute to the vivid description. the
writers use verbs to make description more specific, accurate and interesting so
through the actions of people, animal or things help to reveal the character of
them. For instances we may imply that *koala is a sleepy and lazy animal
because it spends half of its time to sleep and eating.*

g. Use of simple present tense.

We know how useful verb tenses to writing text. Through the usage of
appropriate tense we can know the time setting and condition of something that
happened. In descriptive text the object (people, animal, things or place) which
is described is exist and does not change for several times so it uses simple
present tense to convey the writers’ aim. Beside of present tense writer may
also use past tense to show the object was not exist. It is reflected on a sentence
*when we walked out of class in the evening we heard such a haunted and noisy
voice came from our old class.* From that sentence we can know that the writer
wanted to tell the situation of their old class in the past event.

B. Contextual Teaching and Learning

1. The Understanding of Contextual Teaching and Learning

Contextual teaching and learning is one of learning approach which
involve students to be more active in connecting the knowledge to the
application of its purpose. in this sense as cited by Berns from U.S. Department
of Education “Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning requires”.

According to Dianne and David Spears “the words of context refers to the circumstances or setting, more specifically, to the words and phrase that surround a particular word and that may help us to figure out its meaning”. Indirectly, the context will help us to see the purpose of an information easier without feeling more confused because we were experiencing the situation.

In the educational setting the usage of this approach can help teacher becomes more convenient to lead students to seek and absorb the information through the setting which is conditioned by teacher. As like its principle, CTL is one kind of approach based on reality whereas teachers facilitate students to explore their ideas meaningfully because they apply it as looks like in the real condition that they will across. They do not have to be more confused in practicing their knowledge because everything that they have learned has relationship with real phenomena in their world environment.

In CTL teacher not only utilize the context as a way to expose the meaning but also teacher have other supporting techniques which have relation to the context characteristic with the aim to inscribe students’ learning process to be more meaningful. Like has been stated by Hudson and Whisler Contextual Teaching and Learning (CTL) is defined as a system to help student to see the meaning of what they want to achieve by connecting the material with previous knowledge through diversity of lively activity such as constructing and analyzing.

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17 Clemente Charles Hudson and Vesta R. Whisler, Contextual Teaching and Learning for Practitioners, (USA: Valdosta State University, Vol.6 No.4, 2016), p. 54.
The learning process of CTL takes place naturally in the forms of work activities and experience, and it was not just a transfer of teacher’s knowledge to students. It is one of approach which combines sequence of activities to introduce and facilitate students to comprehend instructional subjects and develop creative ideas in the form of generating the meaning and make a link between academic subject and real world context.

2. The Components of Contextual Teaching and Learning

Contextual teaching and learning involve seven main components in the procedure of the application. It cannot be said that a teacher has conducted CTL if he/she does not apply the seven main components in the classroom.\(^\text{18}\) The components are Constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

a. Constructivism

Constructivism is one of ways that intends to maximize students’ comprehension through the utilization of students’ previous cognition.\(^\text{19}\) For constructivist, learning is not knowledge which is written on or transplanted to person’s mind as if the mind were a blank slide waiting to be written on or an empty gallery waiting to be filled, it expected students will be active in composing new knowledge.

In this teaching and learning model the learners use a variety of cognitive processes during the learning process. Students construct their own knowledge by observing a problem by themselves and try to get the ideas to solve the matter they didn’t need someone to inform them because they have used the other knowledge to build a base information.


b. Inquiry

Students use critical thinking skills and a systematic approach to address problem or issue by synthesizing the information with the other knowledge. The invention and inquiry activities give a powerful advantage in thinking and planning for a matter.20 Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students’ families, school experiences, workplace, and communities hold greater personal meaning for students.

c. Questioning

To increase students involvement and interest in the classroom teacher can use few relative easy methods. At the simplest level teacher can use questioning techniques to challenge students to apply concepts and principled which is introduced. As stated by Brown and Wragg through an activity of asking questions give some benefits such as increase curiousness, strengthen the comprehension, enhance new knowledge and expand imagination21

In addition questioning techniques enhance students’ learning and the development of problem solving and other higher order thinking skills. For CTL to achieve its goals, appropriate types and levels of questions must be asked. Questions must be carefully planned to produce the intended level of thinking, responses, and actions by students and all participants in the CTL approach.

d. Learning community

Through learning community, students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other.

Furthermore, as cited by Chris et.al from Wertsch JV. when learners together create a joint product and understanding, they develop higher order

20Axelrod and Cooper, op.cit., p. 628.
skills. From their involvement in doing a task indirectly made them habitually to think and to share what they have known or not and they will remember everything they have got because they conceive them by their own understanding.

e. Modeling

Modeling is needed to give the students an example. Basically, modeling is visualizing the idea, demonstrating what the teacher wants students to do. According to State Literacy use modelled, guided and independent teaching strategies is an effective writing program to support students. Modeling can be reflected demonstration, learning activity, and so on.

In CTL, teacher is not the only one model for students. It can involve students as a model or an outsider such as an expert, a doctor, a foreigner, and soon. For example, a native speaker can be a model of language learning.

f. Reflection

Reflection is a way of thinking on what students have done in learning activity. In this part students will give an opinion, critics, comments and suggestion on their own activities. As a result, they know what they have learned, what they should do after the process of learning, and then they perhaps relate the knowledge with their own real life.

Through the reflection of their learning experience, they were also motivated to produce higher quality work not only in terms of cognitive knowledge, but also improved the motivation and life skills of students such as personal skills, ability to gather information, ability to communicate orally and in writing.

g. Authentic Assessment

In the educational world the term of assessment might be often discussed by the teacher to seek an evaluation for students’ academic. But sometimes there is a bias comprehension in understanding that assessment is always

23 State Literacy Numeracy Plan, Focus on Literacy; Writing, (Sydney: Department of Education and Training Curriculum Support Directorate, 1999), p. 29.
defined as a way to test and to examine students’ understanding only. “Assessment on the other hand, is an ongoing process that encompasses a much wider domain. Test then are subsets of assessment; they are certainly not only form of assessment that a teacher can make”.

Authentic assessment tends to focus on contextualised tasks and enabling students to demonstrate their competency in a more authentic setting. For example role plays, studio portfolio and jurnal.


For the instructional process teacher must address some aspects when using CTL approaches, including the strategies to teach contextually to attain the maximum result in teaching and learning process in the class. These strategies were determined based on CTL combination components. Below are about how to teach contextually in the classroom teaching and learning process:

a. Problem-Based Learning

An approach that could improve outcomes in the aspects of cognitive, affective and psychomotor aspects. Because it engages and facilitate learners to learn actively by problem-solving investigations directly. This approach includes gathering information around a question, synthesizing it, and presenting findings to others.

The method of problem based learning (PBL) was designed to provide the knowledge and skills which were needed for the real life, the ability to continue learning new thing that was needed in solving new problem and challenges. It also could enhance creativity, interpersonal relationships and mastery of concepts.

b. Using Multiple Context

CTL is a strategy of placing students in multiple and specific contexts to facilitate students in gathering the aim of a science. All learning is completed

within some learning structures or context because they were set in the similar of the real environment to elicit the illustration of everything that they will face in the world outside (classroom, family, school, surrounding environment).

c. Self Regulated Learning.

Self-regulated learning (SRL) emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, and self-improvement. It focuses on learners choosing and deciding and planning and reviewing their own process when its aim to increase their intrinsic motivation in everytime or everywhere they exist.

Several cognitive mechanisms also underlying the self-explanation effect have been proposed. that self-explanations allow learners to identify and fill in knowledge gaps, learners in the construction and repairing of their mental models.

d. Teaching and Learning in Students’ Diverse Lives.

There are a large number of differences between pupils and between groups of pupils that may influence teaching and learning. It is being teacher’s task to bring their diverse become an harmony unification in order that the learning process will be more lively because teacher constructed the learning concepts’ from the adjustment of different students’ level.

Taking account of pupil differences is a key factor in thinking about effective teaching. It enables the teacher to be more sensitive to the context of the educational experience to be set up and the issues involved ensuring that experience will facilitate the desired learning by a particular group of pupils. Essentially some pupil’s difference considered that teachers need to carefully monitor the match between the teaching and and the pupils being taught.

e. Cooperative Learning.

An approach that organizes instruction using small learning groups in which students work together to achieve learning goals. From this way of learning students can develop critical thinking in understanding information because they also learn from others.
It is a teaching strategy in which small teams consist of different levels of ability of students and each member of the team is responsible not only for learning, but also for helping the partner to learn.

f. Employing Authentic Assessment

CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or “authentic” contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show that learning has occurred; are blended into teaching/learning process; provide students with opportunities and direction for improvement. Authentic assessment is used to give an adjustment to the real life illustration of assessment which they will face while in the citizen environment.

CTL strategies set the stage to solve problems with multiple perspectives and context; for students to respond and to reflect on new information, environments, and situations. And it allow students to grow and to continue to learn during after the assessment. CTL also encourages educators to design learning environments that integrate types of experiences to reach educational goals.

D. The Using of CTL Approach in Teaching Writing Descriptive Text

In a practice of using CTL we may include some components in the way of our teaching and it consists some activities which involve those components to make the learning process more meaningful among of them are:

1. Students notice, listen and pay attention to the story or dialogue about missing child news, and meeting new people which exists in netizen environmental. (Problem based learning and using multiple context)
2. Students get question which is related about that phenomena in a dialogue or story of missing child news, meeting new people and then students mention what they have to do after that occasion. (questioning)
3. After identifying all of rescue action / interaction students do a reflection indeed, they can find or recognise someone or something by mentioning all
of their physical characteristic, character or habit and then connect the problem to the descriptive text material. (reflection)

4. Students identify many kinds of information, communicative purpose, generic structure, and language features from the given example and they try to produce a paragraph as if the given example. (modelling)

5. Students mention and identify the vocabularies about someone’s physical appearance, character or habit from the example and the task given afterwards they notice or observe the example of other tasks such as has got/have got, adjective word order, positive and negative traits, simple present, adjective pronoun and mechanism and then connect the information with the real situation. (inquiry)

6. Students get some of pictures about people with their characteristic explanation and then asked students to match the explanation with the right pictures. After that students recall out all of information which they have known before or maybe the other one without seeing it again. (constructivism)

7. Students were given a picture of children or someone and asked them to find out all of information and arrange them into a sentence even a paragraph about physical appearance characteristic, character or habit with their group. (learning community)

8. Every groups representation were asked to come forward to mention all of characteristics which they have done toward their classmate who listened while closing their eyes and after that the other students guess who does it mean. And then after finished their writing every groups tries to examine the others’ group writing. (reflection)

9. In the last students were asked to do an observation about one of their classmate’s physical appearance, traits or common information and then write all of the information in the journal format. (authentic assessment)
F. The Relevant of Study

There are many groups of researcher that have already conducted the study about CLT approach and showed few significance of teaching English. One of them is about the effectiveness of contextual teaching and learning approach in the teaching of present continuous tense, and the others are about the use of contextual teaching and learning to improve students’ achievement in descriptive writing.

The first study was conducted by Lailatul Fadilah from departement of English education Islamic State University Syarif Hidayatullah Jakarta entitled “the effectiveness of contextual teaching and learning approach in the teaching of present continuous tense” which was released in August 2013 revealed that the students who were taught present continuous tense using CTL approach got higher score than those who were taught without using CTL approach.

The second research was conducted by a group which consists of Intan Satriani, Emi Emilia, Muhammad Handi Gunawan from Indonesia University of Education in the Indonesian journal of applied Linguistics entitled “Contextual Teaching and Learning Approach to Teaching Writing” which was released on July 2012 showed that the implementation of contextual teaching and learning approach to teach English writing to second graders of Junior High School in Bandung. The findings revealed that the teaching writing program was successful to improve students’recount writing skill. Specifically they showed some improvement on schematic structure, grammar roles, and graphic features.

The last study was held by Dewi Noviyanti (2014) under the title “The Effectiveness of CTL on Students’ Modal Auxiliaries Mastery” in her study the findings of the study showed that teaching modal auxiliaries using of CTL is more effective than using other approaches.

The similarity of this study with the previous relevant studies discussed above is in the research design and study approach. The researcher tried to examine the effectiveness of Contextual Teaching and Learning approach by
using a quasi-experimental design which is same like two other previous studies.

Meanwhile, the difference from the previous studies explained above, the researcher not only focus on teaching writing itself but she referred to writing descriptive text. Another difference from the previous studies is two of them focused on teaching present contious tense and modal auxiliaries which is different from this study that focused in teaching writing descriptive text.

Furthermore, the researcher expected that CTL approach can help students to increase their ability in writing descriptive text so that they will be easier to elaborate good and coherent descriptive text.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and The Time of the research

The writer conducted the research on March 13th to April 28th 2017. The writer held the experiment of Contextual Teaching and Learning approach on students’ descriptive text. The experiment was held at the seventh grade student of SMP Fatahillah, Ciledug which is located in Jl. Masjid IX / X A Sudimara Timur, Ciledug, Tangerang.

B. The Population and The Sample

The population of this study is seventh grade students at SMP Fatahillah Ciledug in academic year 2016/2017 consisting of 90 students who were divided into three classrooms started from VII.1, VII.2 until VII.3. Then the researcher took VII.1 and VII.2 as the sample of this study which consisted 30 students for each class. The reason why researcher took VII.1 and VII.2 as the sample because of English teacher recommendation. He said that the English ability between VII.1 and VII.2 was not too different. Meanwhile in deciding which class that will get the treatment, the researcher use a purposeful sampling. In purposeful sampling, the selection of the sample was decided based on the study requirements. And those requirements was considered to the students’ situation and condition (e.g. psychological and motivation). In order word the determination of the sample was relying on researcher’s judgement wherein the representative of sample that has been chosen includes subjects with needed characteristics.

C. The Research Method and Design

The method of this study is a quantitative method. The researcher used this method because she wanted to investigate a theory by using a numerical

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measurement. From many kinds of quantitative research designs the writer chose a quasi-experimental as a design to collect the data because in line with Muijs a quasi-experimental is suited to educational setting and its aim to find out whether the treatment which given to one of the samples show a different comparison, in which from that comparison researcher may obtain how much the effects occur to them.

In conducting the study the researcher applied pre- and post-test design approach to measure students’ achievement. The researcher used two classrooms in which one of them was as experimental class and another was as controlled class. Experimental class was a class which got treatment or being taught by using CTL approach and controlled class was not taught by using CTL approach. Both classes were given a pre-test before teaching-learning activity and post-test after teaching-learning activity. The result of pre-test and post-test from both classes were compared and calculated to find out the influence of CTL approach on students’ descriptive text.

D. The Instrument of The Study

1. Observation

Before conducting the study, the researcher held an observation to students’ writing descriptive text. The researcher observed students’ writing to seek out some problems which appeared often and encountered by students. From the observation, the researcher collected some students’ error such as language use, organization, and content.

2. Interview

The interview is conducted by consultations to the students and teacher who learned or taught writing descriptive text. The interview which is used by the researcher was an unstructured interview. The questions which given to them were not prearranged nor standardized questions and it is established in an

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The writer used written test as an instrument for collecting data. The written test which is made by the writer additionally consists of instruction and direction. In instruction part, she asked the students to follow the rules while doing the task. They have to write their name and class properly and use their time adequately. In order to make the research and researcher’s purpose run well, they have to work individually and fulfill the require words amount as mentioned.

In direction part she asked the students to write a descriptive text about describing people such as a member of family, beloved teacher or other people who appear in students’ life and present the identification and description of the subject. In the written test students might pay attention and be careful to the mechanism of the writing then it must be written at least 50 words or more than 100 words in sixty minutes.

E. The Technique of The Data Collection

To collect the data from the students, writer do some activities in the research field. First, researcher conducted an observation towards students’ writing descriptive text then, she held unstructured interview to obtain common problems were usually faced by students or teachers the last researcher applied a written test twice in different of time. The written test will be given as pre-test and post-test. Here the further explanation about pre-test and post-test:

1. Pre-test

In this pre-test writer ask students to do a free-write that means students will write a given topic by teacher without ever hesitated about anything that
comes to mind and without worrying about grammar, spelling and punctuation. The topics of this test are my favourite idol and my lovely family. Before writing students should choose one of the topics which are given by researcher and follow the other instructions (see appendix 3).

This pre-test will be given in the first meeting before the research is conducted. It is aimed to know about the materials that have been mastered by students (students’ ability of writing descriptive text) and to find out the language competence of students whether they have equal language ability or not in the experiment and controlled class.

2. Post-test

In the post-test, the researcher gave the same test like the pre-test with different topic (see appendix 4). This test will be held in the last meeting of study and it is aimed to know whether students’ writing ability both in controlled or experiment class encounter the alteration after the treatment was given.

F. Validity and Realibility of The Data

Validity and reliability are required as the measurement of the test. to know the validity and realibility of the test, the researcher match the instrument with the object of the subject which can be seen from English syllabus in 2006 curriculum of seventh grade of Junior High School. To support the validity of the test, the researcher also adjusted the test with the standar competence and core competence that should be achieved by the students based on the KTSP curriculum.

In order to attain the reliability of the test, the researcher used writing rubric in scoring students’ writing namely analytic scoring rubric. Which was developed by Arthur Hughes. In other words students’ writing from pre-test and post-test were scored by using that scoring rubric from each of writing aspects such as below:

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### Tabel 3.1
#### ANALYTIC SCORE RUBRIC

<table>
<thead>
<tr>
<th>Grammar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Few (if any) noticeable errors of grammar or word order.</td>
<td></td>
</tr>
<tr>
<td>5. Some errors of grammar or word order which do not, however, interfere with comprehension.</td>
<td></td>
</tr>
<tr>
<td>4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
<td></td>
</tr>
<tr>
<td>3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
<td></td>
</tr>
<tr>
<td>2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.</td>
<td></td>
</tr>
<tr>
<td>1. Errors of grammar or word order so severe as to make comprehension virtually impossible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.</td>
<td></td>
</tr>
<tr>
<td>5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
<td></td>
</tr>
<tr>
<td>4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</td>
<td></td>
</tr>
<tr>
<td>3. Limited vocabulary and frequent errors clearly hinder expression of ideas.</td>
<td></td>
</tr>
<tr>
<td>2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</td>
<td></td>
</tr>
<tr>
<td>1. Vocabulary limitations so extreme as to make comprehension virtually impossible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Few (if any) noticeable lapses in punctuation or spelling.</td>
<td></td>
</tr>
</tbody>
</table>
## ANALYTIC SCORE RUBRIC

### Mechanics
5. Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

### Fluency (style and ease of communication)
6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
5. Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
4. ‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.
3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
2. Communication often impaired by completely inappropriate misused structures or vocabulary items.
1. A ‘hotch-potch’ of half-learned misused structures and vocabulary items rendering communication almost impossible.

### Form (Organisation)
6. highly organised; clear progression of ideas well linked; like educated native writer.
### ANALYTIC SCORE RUBRIC

<table>
<thead>
<tr>
<th>Form (Organisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Material well organised; links could occasionally be clearer but communication not impaired</td>
</tr>
<tr>
<td>4. Some lack of organisation; re-reading required for clarification of ideas.</td>
</tr>
<tr>
<td>3. Little or no attempt at connectivity, though reader can deduce some organisation.</td>
</tr>
<tr>
<td>2. Individual ideas may be clear, but very difficult to deduce connection between them.</td>
</tr>
<tr>
<td>1. Lack of organisation so severe that communication is seriously impaired</td>
</tr>
</tbody>
</table>

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**G. The Technique of The Data Analysis**

The result of pre-test and post-test will be statistically analyzed by using t-Test two tail design in order to know an effect of the application of contextual teaching and learning (CTL) on students’ writing descriptive text at grade seven of SMP Fatahillah Ciledug. The t-test for two tail design is appropriately used if null hypothesis formulation \( H_0 \) was stated with equal statement (=), so the alternative hypothesis \( H_a \) should be stated with not equal statement \( (\neq) \).\(^6\)

Furthermore, firstly in this study the writer calculated each score of pre-test and post-test in controlled group and experimental group by using analytic scoring. “It is one of methods of scoring which require a separate score for each of a number of aspects of a task are said to be analytic”.\(^7\) *(see appendix 5)*

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\(^7\)Hughes, *loc.cit.*
After calculating students’ score, next the writer counted and computed the students’ mean score and standard deviation by using this formula as recommended by Syofian. Those steps should be done before using the t-test. But before counting the t-test writer counted the homogeneity test of pre-test. It is aimed to find whether the group of sample that was taken from population is homogenous or not.

1. **Homogeneity test of pre-test**

Homogeneity test used to see whether the population variance both of experimental class and control class is similary or different. In this research to measure homogenity the writer will use Fisher test. The formula is follow:

\[
F_{\text{count}} = \frac{\text{maximum variance}}{\text{minimum variance}}
\]

The hypothesis of homogeneity test as follows:

1. if \( F_{\text{count}} < F_{\text{table}} \) : \( H_0 \) is accepted, it means that sample has homogenous variant.
2. if \( F_{\text{count}} > F_{\text{table}} \) : \( H_0 \) is rejected, it means that sample does not have homogenous variant.

2. **Steps for counting t-test**

While doing the t-test, previously researcher should follow these steps in arrow. The research should find the value one by one in order to meet the result. Those steps are:

For experimental group (x) which is gained the formula of mean score:

\[
M_x = \frac{\Sigma x}{N_x}
\]

\( M_x \) = Mean score of experimental group
\( \Sigma x \) = Total score of experimental group
\( N_x \) = Number of students in experimental group

---

And then the writer tried to calculate the standard deviation of experimental group by formula:

\[ SD_x = \sqrt{\frac{\Sigma (x-Mx)^2}{N_x-1}} \]

\( SD_x \) = The standard deviation of experimental group  
\( x \) = Each Score in the sample  
\( Mx \) = The mean score of experimental group  
\( N_x \) = The number of the sample in experimental group

For experimental group, the writer will use same formulas like experimental’s group to find the mean score and standard deviation.

For controlled group (y) which is gained the formula of mean score:

\[ My = \frac{\Sigma y}{Ny} \]

\( My \) = Mean score of controlled group  
\( \Sigma y \) = Total score of controlled group  
\( Ny \) = Number of students in controlled group

And then calculate the standard deviation of controlled group by formula:

\[ SD_y = \sqrt{\frac{\Sigma (y-My)^2}{Ny-1}} \]

\( SD_y \) = The standard deviation of controlled group  
\( y \) = Each Score in the sample  
\( My \) = The mean score of controlled group  
\( Ny \) = The number of the sample in controlled group

The deviation is used to find out the standard error mean of difference that would be used in analyzing the data by using t-test for two grup design, but before counting it the writer should find the standard error of variable. Then, the writer
applied mean gained score and standard error of different mean into t-test formula. T-test formula is used to know whether there is any effect or not from the treatment which is given toward the experimental group. Those formulation as recommended by Anas Sudijono.\(^{10}\)

The standard error mean of experimental group formulation:

\[
SE_{Mx} = \frac{SD_x}{\sqrt{n_x - 1}}
\]

Description:

\(SE_{Mx}\) = The standard error mean of experimental group

\(SD_x\) = Standard deviation of experimental group

\(n_x\) = The number of the sample in experimental group

The standard error mean of controlled group formulation:

\[
SE_{My} = \frac{SD_y}{\sqrt{n_y - 1}}
\]

Description:

\(SE_{My}\) = The standard error mean of controlled group

\(SD_y\) = Standard deviation of controlled group

\(n_y\) = The number of the sample in controlled group

The standard error of different mean of variable X and mean of variable Y formulation:

\[
SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}
\]

\(SE_{Mx-My}\) = The standard error of different mean of variable X and variable Y

\(SE_{Mx}\) = The standard error mean of experimental group

The standard error mean of controlled group

The t-test formula as following presented:

\[
    t_0 = \frac{M_x - M_y}{SE_{Mx - My}}
\]

Description:
- \( t_0 \) = T-test score
- \( M_x \) = The mean score of experimental group
- \( M_y \) = The mean score of controlled group

After the finding of t-test score, the writer continued the analysis by calculating the degree of freedom. It is used to find out the score of p-value (probability value), wherein p-value is used to show that there is a probability to reject the most common explanation for the data set. And it is commonly decided on the level of 5% or 1% at the degree of significance. To calculate the degree of freedom the writer used this formula:

\[
    Df = N_x + N_y - 2
\]

\( Df \) = degree of freedom
\( N_x \) = The number of the sample in control group
\( N_y \) = The number of the sample in experimental group

Even though the researcher knew that method or approach has significance influence on students’ achievement does not tell us whether the method or approach has strong or weak effect to the students. So, after do a t-test we can measure the effect size by using Cohen’s \( d \) formula.

The formula for this effect size is as follows:\(^{11}\)

\[
    d = \frac{M_x - M_y}{\text{Pooled standard deviation}}
\]

d = the significance effect of a method

\(^{11}\)Muijs, op. cit., pp. 136 -- 139.
Mean score of experimental group

Mean score of controlled group

Where the Pooled standard deviation = (Standard deviation of group A + standard deviation of group B) / 2.

There are some guidelines for determining whether our effect size is strong or not. Cohen suggests the followings:

0 – 0.20 = weak effect
0.21 – 0.50 = modest effect
0.51 – 1.00 = moderate effect
> 1.00 = strong effect

H. The Statistical Hypotheses

Statistically, research hypothesis is expressed as follows:

\( H_0 : \mu_1 = \mu_2 \)
\( H_a : \mu_1 \neq \mu_2 \)

\( H_0 \) = Null hypothesis
\( H_a \) = Alternative hypothesis
\( \mu_1 \) = Students’ writing descriptive text achievement, who are taught by using CTL (Contextual Teaching and Learning) approach.
\( \mu_2 \) = Students’ writing descriptive text achievement, who are taught without CTL (Contextual Teaching and Learning) approach.

To prove the hypothesis, the data obtained from the experimental class and the controlled class was calculated by using t-test formula with the assumption as follows:

1. If t-value > p-value: The alternative hypothesis \( (H_a) \) is accepted, and null hypothesis \( (H_0) \) is rejected. It means that there is an effect and significant difference between the result after teaching writing descriptive text by using CTL and without using CTL at the seventh grade of SMP Fatahillah Ciledug.
2. If t-value < p-value: The alternative hypothesis \( (H_a) \) is rejected, and null hypothesis \( (H_0) \) is accepted. It means that there is no effect and significant
difference between the result after teaching writing descriptive text by using CTL and without using CTL at the seventh grade of SMP Fatahillah Ciledug.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

As described in the previous chapter, the writer held the research at SMP Fatahillah Ciledug. She held the research by taking students’ score of test (pre-test and post-test). The pre-test was given before the treatment begun and the post-test was given after the treatment finished.

The result of test (pre-test and post-test) in experimental and controlled class are presented in the table of the students’ score as follows:

<table>
<thead>
<tr>
<th>Table 4.1</th>
<th>Students’ Score of the Experimental Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>pre-test</td>
</tr>
<tr>
<td>1.</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>63</td>
</tr>
<tr>
<td>3.</td>
<td>36</td>
</tr>
<tr>
<td>4.</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>43</td>
</tr>
<tr>
<td>6.</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>73</td>
</tr>
<tr>
<td>8.</td>
<td>33</td>
</tr>
<tr>
<td>9.</td>
<td>46</td>
</tr>
<tr>
<td>10.</td>
<td>66</td>
</tr>
<tr>
<td>11.</td>
<td>43</td>
</tr>
<tr>
<td>12.</td>
<td>60</td>
</tr>
<tr>
<td>13.</td>
<td>70</td>
</tr>
<tr>
<td>14.</td>
<td>76</td>
</tr>
<tr>
<td>15.</td>
<td>36</td>
</tr>
<tr>
<td>16.</td>
<td>76</td>
</tr>
<tr>
<td>17.</td>
<td>16</td>
</tr>
</tbody>
</table>
Based on the table above, we can see the highest pre-test score of experimental class was 76 while the lowest pre-test score was 16 and the highest post-test score of experimental class was 90 and the lowest post-test score was 50.

From the table above, we can conclude that students’ writing descriptive text was increased. It reflected from the mean of pre-test was 50.60 and the mean of post-test was 73.5. So, the average of gained score was 22.90.

Table 4.2

Students’ Score of the Controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained</th>
</tr>
</thead>
<tbody>
<tr>
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<td>20</td>
</tr>
<tr>
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<td>46</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>36</td>
<td>66</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>60</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>No.</td>
<td>pre-test</td>
<td>post-test</td>
<td>Gained</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>5.</td>
<td>50</td>
<td>56</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
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<td>10</td>
</tr>
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<td>76</td>
<td>10</td>
</tr>
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</tr>
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<td>13</td>
</tr>
<tr>
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<td>4</td>
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<tr>
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<td>76</td>
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<td>28.</td>
<td>46</td>
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<td>4</td>
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<td>43</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>30.</td>
<td>46</td>
<td>66</td>
<td>20</td>
</tr>
</tbody>
</table>

$\Sigma N = 30$ | 1457 | 1804 | 347

$My$ | 48.57 | 60.13 | 11.57
Based on the table above, we can see the highest pre-test score of controlled class was 73 while the lowest pre-test score was 30 and the highest post-test score of controlled class was 80 and the lowest post-test score was 36. From the table above, we can conclude that students’ writing descriptive text was increased than before. It can be seen from the mean of post-test was different after they have been taught further about the text. The mean of pre-test was 48,57 and the mean of post-test was 60,13. So, the average of gained score was 11,57.

From the two tables presented above, the writer can conclude that the score of experimental class (teaching writing descriptive text by using CTL) encountered better improvement than the controlled’s class score (without using CTL).

**Table 4.3**

The Comparison Score of Experimental and Controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>Y</th>
<th>(Xi – Mx)</th>
<th>(Yi – My)</th>
<th>(Xi – Mx)^2</th>
<th>(Yi – My)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>37</td>
<td>20</td>
<td>14,1</td>
<td>8,43</td>
<td>198,81</td>
<td>71,12</td>
</tr>
<tr>
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<td>13</td>
<td>10</td>
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<td>-1,57</td>
<td>98,01</td>
<td>2,45</td>
</tr>
<tr>
<td>3.</td>
<td>27</td>
<td>30</td>
<td>4,1</td>
<td>18,43</td>
<td>16,81</td>
<td>339,78</td>
</tr>
<tr>
<td>4.</td>
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<td>6</td>
<td>3,1</td>
<td>-5,56</td>
<td>9,61</td>
<td>30,98</td>
</tr>
<tr>
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<td>6</td>
<td>10,1</td>
<td>-5,56</td>
<td>102,01</td>
<td>30,98</td>
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<tr>
<td>6.</td>
<td>16</td>
<td>20</td>
<td>-6,9</td>
<td>8,43</td>
<td>47,61</td>
<td>71,12</td>
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<tr>
<td>7.</td>
<td>10</td>
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<td>-12,9</td>
<td>-1,57</td>
<td>166,41</td>
<td>2,45</td>
</tr>
<tr>
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<td>47</td>
<td>10</td>
<td>24,1</td>
<td>-1,57</td>
<td>580,81</td>
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</tr>
<tr>
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<td>-11,57</td>
<td>445,21</td>
<td>133,78</td>
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<tr>
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<td>8,43</td>
<td>8,41</td>
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</tr>
<tr>
<td>11.</td>
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<td>4</td>
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<td>-7,57</td>
<td>102,01</td>
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</tr>
<tr>
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<td>14</td>
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<td>2,43</td>
<td>285,61</td>
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</tr>
<tr>
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<td>No.</td>
<td>X</td>
<td>Y</td>
<td>(Xi – Mxi)</td>
<td>(Yi – Myi)</td>
<td>(Xi – Mxi)²</td>
<td>(Yi – Myi)²</td>
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<td>------------</td>
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<tr>
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<td>10</td>
<td>13</td>
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<td>1,43</td>
<td>166,41</td>
<td>2,05</td>
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<td>5,43</td>
<td>292,41</td>
<td>29,52</td>
</tr>
<tr>
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<td>4</td>
<td>14,1</td>
<td>-7,57</td>
<td>198,81</td>
<td>57,25</td>
</tr>
<tr>
<td>21.</td>
<td>13</td>
<td>17</td>
<td>-9,9</td>
<td>5,43</td>
<td>98,01</td>
<td>29,52</td>
</tr>
<tr>
<td>22.</td>
<td>3</td>
<td>10</td>
<td>-19,9</td>
<td>-1,57</td>
<td>396,01</td>
<td>2,45</td>
</tr>
<tr>
<td>23.</td>
<td>13</td>
<td>3</td>
<td>-9,9</td>
<td>-8,57</td>
<td>98,01</td>
<td>73,38</td>
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<tr>
<td>24.</td>
<td>10</td>
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<td>-12,9</td>
<td>-5,57</td>
<td>166,41</td>
<td>30,98</td>
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<td>13</td>
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<td>8,43</td>
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<td>71,12</td>
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<tr>
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<td>-1,57</td>
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<td>2,45</td>
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<tr>
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<td>171,61</td>
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<tr>
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<td>0,00</td>
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<td>M</td>
<td>22,9</td>
<td>11,57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, it can be seen that the lowest gained score of experimental class (Xi) is 3 and the highest gained score is 47. While the lowest gained score of controlled class (Yi) is 0 and the highest gained score is 30. Then, the sum of squared of gained score \( (X_i - M_{xi})^2 \) in experimental class is 5184.70 and the sum of squared gained score \( (Y_i - M_{yi})^2 \) in controlled class is 1415.37.

1. **Homogeneity Test of Pre-test**

The homogeneity test is used to find out whether the sample of population is homogeneous or not. It is done before the treatment will be applied in the experimental class.
Table 4.4
The Calculation of Pre-test Variance in Experiment and Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Xi</th>
<th>Xi–My = x</th>
<th>x^2</th>
<th>No.</th>
<th>Yi</th>
<th>Yi–My = y</th>
<th>y^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>1.</td>
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<td>344,7211</td>
</tr>
<tr>
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<td>936,36</td>
<td>2.</td>
<td>36</td>
<td>-12,5667</td>
<td>157,9211</td>
</tr>
<tr>
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<td>-24,6</td>
<td>605,16</td>
<td>3.</td>
<td>36</td>
<td>-12,5667</td>
<td>157,9211</td>
</tr>
<tr>
<td>4.</td>
<td>30</td>
<td>-20,6</td>
<td>424,36</td>
<td>4.</td>
<td>60</td>
<td>11,43333</td>
<td>130,7211</td>
</tr>
<tr>
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<td>5.</td>
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<td>6.</td>
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<td>-8,56667</td>
<td>73,38778</td>
</tr>
<tr>
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<td>36</td>
<td>-14,6</td>
<td>213,16</td>
<td>7.</td>
<td>30</td>
<td>-18,5667</td>
<td>344,7211</td>
</tr>
<tr>
<td>8.</td>
<td>36</td>
<td>-14,6</td>
<td>213,16</td>
<td>8.</td>
<td>66</td>
<td>17,43333</td>
<td>303,9211</td>
</tr>
<tr>
<td>9.</td>
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<td>112,36</td>
<td>9.</td>
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<td>10.</td>
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<td>57,76</td>
<td>11.</td>
<td>66</td>
<td>17,43333</td>
<td>303,9211</td>
</tr>
<tr>
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<td>12.</td>
<td>36</td>
<td>-12,5667</td>
<td>157,9211</td>
</tr>
<tr>
<td>13.</td>
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<td>57,76</td>
<td>13.</td>
<td>70</td>
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</tr>
<tr>
<td>14.</td>
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<td>57,76</td>
<td>14.</td>
<td>40</td>
<td>-8,56667</td>
<td>73,38778</td>
</tr>
<tr>
<td>15.</td>
<td>46</td>
<td>-4,6</td>
<td>21,16</td>
<td>15.</td>
<td>73</td>
<td>24,43333</td>
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</tr>
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<td>0,36</td>
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</tr>
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<td>88,36</td>
<td>17.</td>
<td>60</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>9,4</td>
<td>88,36</td>
<td>19.</td>
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<tr>
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<td>12,4</td>
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<td>33</td>
<td>-15,5667</td>
<td>242,3211</td>
</tr>
<tr>
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<td>237,16</td>
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<td>2,054444</td>
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<tr>
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<td>66</td>
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<td>237,16</td>
<td>23.</td>
<td>73</td>
<td>24,43333</td>
<td>596,9878</td>
</tr>
<tr>
<td>24.</td>
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<td>19,4</td>
<td>376,36</td>
<td>24.</td>
<td>30</td>
<td>-18,5667</td>
<td>344,7211</td>
</tr>
<tr>
<td>25.</td>
<td>70</td>
<td>19,4</td>
<td>376,36</td>
<td>25.</td>
<td>53</td>
<td>4,433333</td>
<td>19,65444</td>
</tr>
<tr>
<td>26.</td>
<td>70</td>
<td>19,4</td>
<td>376,36</td>
<td>26.</td>
<td>40</td>
<td>-8,56667</td>
<td>73,38778</td>
</tr>
</tbody>
</table>
### Table 4.5

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Variance</th>
<th>N</th>
<th>$F_{count}$</th>
<th>$F_{table}$</th>
<th>criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experiment</td>
<td>304,84</td>
<td>30</td>
<td>1,60</td>
<td>1,89</td>
<td>Homogenous</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>190,02</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Referring to the result of homogeneity test above the result showed that F count is smaller than F table \((1.60 < 1.89)\) with the significant degree of 0.05. It means that Null hypothesis is accepted thus, the data of pre-test group sample that was taken from population are homogeneous.

2. The Data Analysis

After comparing the score of experimental class and controlled class, the writer made an analysis of data from the result of class 7.2 and 7.1. Then, the writer calculated the data above based on the step of t-test, the formulation as follows:

a. Mean score formulation for experimental class:

\[ Mx = \frac{\sum x}{N_x} = \frac{687}{30} = 22.9 \]

b. Standard deviation formulation for experimental class:

\[ SDx = \sqrt{\frac{\sum (x_i - Mx)^2}{N_x - 1}} = \sqrt{\frac{5184.7}{30 - 1}} = \sqrt{\frac{5184.7}{29}} = \sqrt{178.78} = 13.37 \]

c. Mean score formulation for controlled class:

\[ My = \frac{\sum y}{N_y} = \frac{347}{30} = 11.57 \]

d. Standard deviation formulation for controlled class:

\[ SDy = \sqrt{\frac{\sum (y_i - My)^2}{N_y - 1}} = \sqrt{\frac{1415.37}{30 - 1}} = \sqrt{\frac{1415.37}{29}} = \sqrt{48.80} = 6.98 \]

e. Standard error formulation for experimental class:

\[ SE_{Mx} = \frac{SD_x}{\sqrt{n_x - 1}} = \frac{13.37}{\sqrt{30 - 1}} = \frac{13.37}{\sqrt{29}} = \frac{13.37}{5.34} = 2.50 \]
f. Standard error formulation for controlled class:

\[ SE_{M_y} = \frac{SD_y}{\sqrt{n_y - 1}} = \frac{6,98}{\sqrt{30 - 1}} = \frac{6,98}{\sqrt{29}} = \frac{6,98}{5,34} = 1,30 \]

g. The standard error of different mean of variable X and mean of variable Y formulation:

\[ SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \]
\[ = \sqrt{2,50^2 + 1,30^2} \]
\[ = \sqrt{6,25 + 1,69} \]
\[ = \sqrt{7,94} \]
\[ = 2,82 \]

h. t-test formulation:

\[ t = \frac{M_x - M_y}{SE_{M_x - M_y}} = \frac{22,9 - 11,57}{2,82} = \frac{11,33}{2,82} = 4,01 \]

i. Degree of freedom result to determine t-table in significant level 5% and 1%:

\[ Df = (Nx + Ny - 2) = 30 + 30 - 2 = 58 \]

at the degree of significance 5% = 1,7

at the degree of significance 1% = 2,4

The comparison between t-score with t-table:

\[ t-score = 1,7 < 4,01 > 2,4 \]

j. The measure of effect size (Cohen’s d) formulation:

- Pooled standard deviation

\[ Psd = \frac{SD_x + SD_y}{2} = \frac{13,37 + 6,98}{2} = \frac{20,35}{2} = 10,175 \]

- Cohens’d formulation

\[ d = \frac{M_x - M_y}{Psd} = \frac{22,9 - 11,57}{10,175} = \frac{11,33}{10,175} = 1,11 \]
The comparison between effect size result and Cohen’s d guidelines of effect size:

- 0 – 0.20 = weak effect
- 0.21 – 0.50 = modest effect
- 0.51 – 1.00 = moderate effect
- > 1.00 = strong effect

And the result of the effect size from the calculation above is 1.11 > 1.00.

3. Testing the Hypothesis

The study was held to answer the question whether there is significant difference between the result of using CTL (Contextual Teaching and Learning) in teaching writing of descriptive text. In order to provide the answer for the question above, the Alternative Hypothesis (H_a) and Null Hypothesis (H_0) were proposed as follows:

- \( H_0 : \mu_1 = \mu_2 \)
- \( H_a : \mu_1 \neq \mu_2 \)

\( \mu_1 \) = students’ writing descriptive text achievement, who are taught by CTL (Contextual Teaching and Learning) approach.

\( \mu_2 \) = students’ writing descriptive text achievement, who are taught without CTL (Contextual Teaching and Learning) approach.

To prove the hypothesis, the data obtained from the experimental class and the controlled class was calculated by using t-test formula with the assumption as follows:

1. If t-value > p-value : in significance degree of 1% the alternative hypothesis (H_a) is accepted, and null hypothesis (H_0) is rejected. It means that there is an effect and significant difference between the result after teaching writing descriptive text by using CTL and without using CTL at the seventh grade of SMP Fatahillah Ciledug.

2. If t-value < p-value : in significance degree of 1% the alternative hypothesis (H_a) is rejected, and null hypothesis (H_0) is accepted. It means that there is no effect and significant difference between the result after teaching writing
The result of statistic calculation indicates that the value of t-value is \(4.01\) which is higher than p-value at significance level 5% = 1.7 and level 1% = 2.4. It means that the Null Hypothesis is rejected and the Alternative Hypothesis is accepted.

**B. Discussion**

From the results in the calculation above, it shows that the average of gained score of the experimental class is 22.9. Meanwhile, in controlled class which is taught without using CTL, the average score is 13.37. It means that the students gained score in experimental class who were taught by CTL approach has better result or improvement than the students’ gained score in controlled class who were taught without CTL approach. Hence, it can be said that after being treated by CTL, the students from experimental class perform better than those from controlled class.

Additionally, from the result of statistic calculation, it is obtained that the value of \(t_{test}\) is 4.01 and the degree of freedom (df) is 58 wherein the aim of its result is to determine the p-value and then compare it with \(t_{test}\) in order to find whether the study has significant effect or not.

In the table of significance 5% and 1% each the value of degree significance are 1.7 and 2.4 where the comparing of this value and t value shows some difference. It can be seen that t-value is higher than p-value as 1.7 < 4.01 > 2.4. So, it indicates that there is obvious difference improvement of the average score between the results of teaching writing of descriptive text by using CTL and without using CTL (traditional approach).

Furthermore, because of t-value is higher than p-value, so the Null Hypothesis (H0) is rejected and Alternative Hypothesis (Ha) is accepted. it means that there is a significant difference between students’ writing descriptive score taught by CTL and without using it. Beside of that, the Cohens’d result also indicates that CTL is effective for teaching writing descriptive text because the
calculation of the significance level of the effect size displays that the effectiveness level of CTL application towards students' writing score more than 1.00 as 1.11>1.00, it means that CTL has strong effect to the students’ writing descriptive text achievement.

Finally, the conclusion of the data interpretation is contextual teaching and learning approach is effective to be used in teaching and learning writing descriptive text because the level of significance is more than 1.00 so it might become an alternative way to teach writing, especially in teaching writing of descriptive text at the seventh grade students of Junior High School level.

The result of the research above is in line with other researches that have been mentioned in the previous chapter. One of them is the research conducted by a group which consists Intan Satriani, Emi Emilia, Muhammad Handi Gunawan entitled “Contextual Teaching and Learning Approach to Teaching Writing” it showed that the implementation of contextual teaching and learning approach to teach English writing to second graders of Junior High School was successful to improve students’ writing skill. Specifically they showed some improvement on schematic structure, grammar roles, and graphic features.

This research results also positively strengthen by U.S educational department’s opinion that the concept of contextual learning can support students in practicing and implementing their new knowledge into the real experience. Furthermore, Robert K. Miller stated that writing will be prompt to do if the particular event or circumstances was provided. In addition, Hudson and Whisler also stated that CTL helps students to connect and construct new knowledge from the analysis and synthesis from the learning process. Thus, it can be concluded that the result of this study could become an evidence that CTL is an effective way to improve students’ writing descriptive text.
A. The Conclusion

Based on the research finding in the previous chapter, the writer draws a conclusion that learning writing descriptive text by using CTL is effective and has a strong effect to increase the students’ score in writing descriptive text. It can be reflected in students’ mean scores of post-test where the result for the experimental class is 73, 5 and 60,13 for controlled class. From those mean scores of post-test, it can be seen that the score of the experimental class which is taught by CTL is better than the mean of controlled class’ post-test which does not use CTL.

The result of the statistical analysis in the research showed that the value of t-value is higher than p-value as 1,7<4,01>2,4 and also the significance level is more than 1,00 as 1,11 > 1,00. It means that the Null Hypothesis is rejected and the Alternative Hypothesis is accepted likewise it has a strong effect on the students’ writing descriptive achievement. Thus, there is a strong significant effect in learning writing of descriptive text by using CTL.

B. The Suggestion

Based on the research finding explained previously, the result of statistical calculation showed that CTL is effective in learning writing of descriptive text. Some suggestion for the teaching and learning English are proposed as follows:

1. For teachers

   a. Teachers are expected to seek and determine an appropriate method or approach based on lesson objectives and learning situations. Because different learning objectives and situations need different teaching method or approach.

   b. Teachers are suggested to apply a method or an approach in teaching English and for teaching a descriptive text, they can try to use CTL to increase students’ motivation and writing skill.
c. To make the learning process of CTL approach more interesting the teachers can make some variations which are suitable for students’ condition and situation.

2. For students
   a. Students can enrich their experience and knowledge in learning English, especially in learning writing descriptive text through CTL.
   b. Students can use CTL in writing descriptive text in order to make them easier to write.

3. For researchers
   a. Researcher can increase the knowledge and experience about CTL approach.
   b. Researcher can apply and socialized the theory of approach. for other subject education matters.
   c. Researcher can identify objects’ need in achieving the competencies systematically so it will give more information on what he/she has to do.
REFERENCES


RENCA PROSES PEMBELAJARAN
(RPP)
Kelas Eksperimen
Pertemuan ke - 1
Nama Sekolah : SMP Fatahillah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Waktu : 2 x 40 Menit
Aspek : Menulis

I. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan.

II. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

III. Indikator
1. Mengidentifikasi berbagai informasi dalam teks *descriptive*
2. Mengidentifikasi fungsi komunikatif teks *descriptive*.
3. Mengidentifikasi langkah retorika teks *descriptive*.
4. Menyebutkan ciri kebahasaan teks *descriptive*.
5. Menyebutkan bagian-bagian tubuh manusia.
6. Menjelaskan kata sifat yang berhubungan dengan bagian-bagian tubuh.
IV. Tujuan Pengajaran
1. Setelah guru menjelaskan, siswa dapat menyebutkan berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan dari sebuah teks descriptive.
2. Siswa dapat menyebutkan bagian-bagian tubuh manusia setelah melakukan pengamatan secara bersama-sama.
3. Berdasarkan contoh teks yang dimodelkan guru, siswa dapat mengidentifikasi berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan teks descriptive secara mandiri.
4. Melalui pengamatan, siswa dapat menjelaskan dan melengkapi kata sifat yang berhubungan dengan bagian-bagian tubuh dengan benar berdasarkan tema my classmate.

V. Materi Pembelajaran
- Descriptive text
- Physical appearance (parts of body)

VI. Metode dan Model Pembelajaran
1. Model pengajaran: Contextual Teaching and Learning
2. Metode pengajaran: PBL (Problem Based Learning), Cooperative Learning

VII. Alat dan Bahan Ajar
1. Laptop
2. LCD
3. Lembar kerja siswa

VIII. Proses Belajar Mengajar
Pendahuluan (± 15 menit)
## Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mengatur kelas (mempersilahkan siswa duduk, berdoa bersama, menulis daftar hadir siswa).</td>
<td></td>
</tr>
<tr>
<td>2. Membangun pemahaman siswa dengan diberikan beberapa pertanyaan untuk menarik perhatian mereka terhadap topik yang sedang dibicarakan (penculikan anak). (Problem based learning and using multiple context)</td>
<td></td>
</tr>
</tbody>
</table>

## Eksplorasi

<table>
<thead>
<tr>
<th>Kegiatan inti (± 50 menit)</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa memperhatikan, menyimak dan mendengarkan pada sebuah cerita tentang berita anak hilang seperti dalam kejadian “penculikan anak”. (Constructivism)</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan pertanyaan yang terkait tentang peristiwa tersebut dan meminta siswa menyebutkan apa yang harus dilakukan setelah terjadinya penculikan. (Questioning)</td>
<td></td>
</tr>
<tr>
<td>3. Siswa menarik kesimpulan bahwa dalam mencari atau menemukan seseorang atau benda bisa dilakukan dengan menyebutkan ciri-ciri subject dan mengaitkannya ke dalam materi descriptive text. (Reflection)</td>
<td></td>
</tr>
<tr>
<td>4. Siswa memperhatikan serta mengidentifikasi berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan teks deskripsi dari contoh teks deskripsi yang diberikan oleh guru. (Modelling)</td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk menyebutkan dan mengidentifikasi kosa kata yang terkait tentang physical appearance of someone (parts of body). (Inquiry)</td>
<td></td>
</tr>
</tbody>
</table>

## Elaborasi

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa diberikan gambar yang terdiri dari beberapa orang dengan keterangan...</td>
<td></td>
</tr>
</tbody>
</table>
**Elaborasi**

| 1. | Elaborasi fisik yang tidak benar kemudian menebak atau mencocokkan kembali dengan pilihan yang tepat. *(Constructivism)* |
| 2. | Siswa menyebutkan kembali informasi yang didapat tanpa melihat keterangan yang telah diberikan sebelumnya. *(Constructivism)* |
| 3. | Setiap kelompok diberikan gambar seorang anak dan diminta untuk mencari tahu segala informasi berupa keterangan fisik yang bisa diceritakan secara bersama-sama. *(learning community)* |
| 4. | Perwakilan kelompok diminta untuk maju ke depan kelas secara mandiri untuk menyebutkan ciri-ciri yang telah mereka buat kepada teman yang mendengarkan sambil menutup mata kemudian ketika perwakilan siswa yang telah selesai menyebutkan ciri-ciri tersebut, siswa yang lain harus menebak gambar anak yang dimaksud oleh siswa tersebut. *(learning community)* |
| 5. | Siswa memilih kocokan nama teman sekolas yang diberikan oleh guru kemudian membuat observasi tentang ciri-ciri fisik, sikap atau informasi umum lainnya tentang teman tersebut dalam bentuk jurnal tanpa memberitahu kepada siapapun. *(Self Regulated learning)* |

**Konfirmasi**

| 1. | Guru meminta siswa untuk melakukan observasi serta menuangkan informasi tersebut dalam bentuk diary yang akan mereka lakukan di rumah. *(Authentic assessment)* |
| 2. | Menjawab pertanyaan berupa soal yang diberikan oleh guru secara berkelompok. *(learning community)* |
| 3. | Memberikan umpan balik positif dan penguatan bentuk lisan dan tulisan terhadap keberhasilan siswa. |
| 4. | Guru memberikan penjelasan berdasarkan kesalahan siswa dalam penulisan |
### Konfirmasi

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kata sifat yang berkaitan dengan anggota tubuh.</td>
</tr>
<tr>
<td>5.</td>
<td>Guru memotivasi kepada siswa yang belum berperan aktif dalam kegiatan pembelajaran dikelas.</td>
</tr>
</tbody>
</table>

### Penutup (± 15 menit)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kegiatan</td>
</tr>
<tr>
<td>1.</td>
<td>Siswa meyebutkan kembali penjelasan dan informasi yang mereka tangkap berdasarkan tema pelajaran yg telah diperoleh.</td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberikan kesempatan kepada siswa yang ingin bertanya sebelum kelas ditutup.</td>
</tr>
<tr>
<td>3.</td>
<td>Siswa dibantu teman dan guru dalam menarik kesimpulan berkaitan tentang materi yang telah diajarkan.</td>
</tr>
</tbody>
</table>

### IX. Sumber

- Slide yang berkaitan dengan materi (guru yang membuat)
- Teacher book ‘Interactive English’ for Grade VII Junior High School
- Video berita SCTV
- Rekaman CCTV
- Englishprintable.com
- Google
X. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teknik Penilaian</td>
</tr>
</tbody>
</table>
| • Mampu menyebutkan ciri-ciri kebahasaan, fungsi, informasi teks descriptive yang diberikan. | Tes tulis | Jawaban Singkat | • *Answer this question correctly!*  
1. *What kind of text is this?*  
2. *What is the function of this text?*  
3. *Mention the generic structures from this text!*  
4. *Mention 10 parts of body!*  
5. *Mention your classmate’s physical appereance!* |
| • Menyebutkan bagian-bagian tubuh manusia dan menjelaskan kata sifat yang berhubungan dengan bagian-bagian tubuh. | | | |
| • Mampu menyebutkan atau menuliskan ciri-ciri fisik secara mandiri menggunakan tema *my classmate* | | | |
a. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Isian benar</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Isian kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Isian mendekati benar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Jumlah skor maksimal \(5 \times 5 = 25\)
2. Nilai maksimal 100
3. Nilai Siswa = \(\frac{\text{Skor Perolehan}}{4}\)

Jakarta, 08 Maret 2017

Mengetahui,

Mahasiswa

Anisa Nurul Hidayah
Materi Pembelajaran

Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place or thing.

The purpose of the descriptive text in this unit is to describe the things which someone’s like.

These are general structures in descriptive text, there are:

1. Identification
   In this part introduces to the subject of the description

2. Description
   Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit, daily live, etc.

3. Conclusion (optional)

The following generic features of description will help students write a description, they are:

a. Focus on specific participants.
b. Use of “Be”
c. Use of adjectives in describing the qualities.
d. Use of verb “Have got”
e. Frequent use of epithets and classifiers in nominal groups.
f. Use of action verb related to the topic.
g. Use of simple present tense.
Adjective: Describing Body
There are many adjectives that we can use to describe human body. In this way, we are describing someone’s physical features. Among of them are:

**Face**
Round, oval, fair complexion, etc.

**Nose**
Pointed, flat, sharp, etc.

**Hair**
Brown, blonde, black, curly, wavy, straight, ponytail, spike, shoulder-length, etc.

---

**My Close Friend**

I have a friend in the school, and she is my close friend. Her name is Lizzie and her surname is Brown. She is ten years old and she is American.

Lizzie is a short and thin girl. She has got a straight short brown hair, black eyes, a big nose, a big mouth and brown skin. When she plays with me in my house she always wears dress because she is so feminine. She also likes pink so much because her favourite colour is pink. She has a hobby and her hobby is studying. She always studies everyday so she is very smart. She is also a polite and happy girl in the class so I really like Lizzie.
RENCANA PROSES PEMBELAJARAN  
(RPP)  
Kelas Eksperimen  
Pertemuan ke-2  
Nama Sekolah : SMP Fatahillah  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII / 2  
Waktu : 2 x 40 Menit  
Aspek : Menulis  

I. Standar Kompetensi  
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan.  

II. Kompetensi Dasar  
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi engan lingkungan terdekat dalam teks berbentuk descriptive/procedure.  

III. Indikator  
1. Menjelaskan dan membedakan penggunaan possessive adjective sesuai dengan subjeknya.  
2. Membuat kalimat sederhana menggunakan possessive adjective.  
3. Menggunakan mekanisme penulisan dengan baik dan benar.  
4. Membuat teks deskripsi berkaitan dengan tema my close friend.
IV. Tujuan Pengajaran.
1. Siswa dapat menjelaskan dan membedakan penggunaan *possesive adjective* sesuai dengan subjeknya.
2. Siswa mampu membuat kalimat sederhana menggunakan *possesive adjective*.
3. Siswa mampu menggunakan mekanisme penulisan dengan baik dan benar.
4. Siswa mampu membuat kalimat sederhana menggunakan *simple present tense*.

V. Materi Pembelajaran
- *Capitalization, Punctuation, Spelling*
- *Possessive adjectives*

VI. Metode dan Model Pembelajaran
1. Model pengajaran: *Contextual Teaching and Learning*
2. Metode pengajaran: PBL (*Problem Based Learning*), *Cooperative Learning* and *Self Regulated Learning*.

VII. Alat dan Bahan Ajar
- 1. Laptop
- 2. LCD
- 3. Proyektor
- 4. Lembar kerja siswa
- 5. Teks deskripsi tentang seseorang
- 6. Gambar beserta keterangan
- 7. Papan tulis
- 8. Spidol

VIII. Proses Belajar Mengajar
Pendahuluan (± 15 menit)
Kegiatan

1. Mengatur kelas (mempersilahkan siswa duduk, berdoa bersama, menulis daftar hadir siswa).
2. Memberikan siswa apersepsi dan beberapa pertanyaan terkait tentang *capitalization, punctuation, spelling* dan *possesive adjectives*.
3. Meminta beberapa siswa untuk menyebutkan contoh penggunaan *capitalization, spelling* dan *punctuation*.
4. Menyebutkan tujuan pembelajaran yang akan diampu siswa.

Kegiatan inti (± 50 menit)

Eksplorasi

5. Siswa mengamati dan megobservasi contoh kalimat yang salah dan meminta siswa untuk menyebutkan kesalahan apa yang terdapat pada kalimat tersebut. (*Constructivism*)
6. Setelah mengetahui letak kesalahan siswa menyebutkan dan membenarkan mekanisme penulisan yang benar pada kalimat yang salah. (*Inquiry*)
7. Siswa mendengarkan dan mengamati pengayaan yang dicontohkan guru dalam menyatakan kepemilikan menggunakan possesive adjective. (*Modelling*)
8. Siswa secara lisan membuat kalimat menggunakan *possesive adjective* berdasarkan situasi yang terjadi serta yang telah dicontohkan oleh guru. (*Modelling*)

Elaborasi

9. Siswa mengamati, mengobservasi serta membenarkan kembali beberapa kalimat yang salah dalam *capitalization, punctuation* dan *spelling* yang diberikan pada lembar kerja siswa. (*Learning community*)
10. Setiap kelompok mendaftar barang yang dimiliki oleh setiap anggota kelompok
Elaborasi

itu sendiri kemudian membuat kalimat dari daftar barang yang mereka miliki menggunakan possessive adjective. (Inquiry)

11. Setelah siswa mampu menuliskan kalimat sederhana terkait dengan materi possessive adjectives, guru meminta siswa untuk melakukan pengamatan ulang perihal informasi umum teman dekat mereka kemudian meminta siswa membuat teks deskripsi dengan tema my close friend dengan memperhatikan mekanisme penulisan yang baik. (Self regulated learning)

12. Setelah selesai guru meminta siswa untuk bertukar tulisan dengan teman sebangku dan meminta mereka untuk membaca dan mencari tahu letak kesalahan yang ada teks tersebut. (Learning community)

13. Siswa diminta untuk memperbaiki tulisan yang telah dikoreksi oleh teman sejawat. (Constructivism)

Konfirmasi

14. Memberikan umpan balik positif dan penguatan bentuk lisan dan tulisan terhadap keberhasilan siswa.

15. Guru memberikan penjelasan berdasarkan kesalahan siswa dalam penulisan kalimat.

Penutup (± 15 menit)

### Kegiatan

1. Siswa melakukan pengulangan kembali terhadap penjelasan berdasarkan kesalahan siswa dalam penggunaan *capitalization, spelling* serta *punctuation*. *(Reflection)*
2. Guru memberikan kesempatan kepada siswa yang ingin bertanya sebelum kelas ditutup.

### IX. Sumber

- Google
- Teacher book ‘Interactive English’ for Grade VII Junior High School

### X. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
| 1. Menjelaskan dan membedakan penggunaan *possessive adjective* sesuai dengan subjeknya. | Tes Tulis Singkat | Uraian | • *Complete the sentences with the suitable possessive adjectives (no.1-5)*
   1. ........ name is Joko.
   2. *I love to eat, ...... favourite food is noodle.* |
<p>| 2. Menggunakan mekanisme | Tes tulis | | • <em>Circle the incorrect form and fix it with the correct form.</em> |</p>
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>penulisan yang baik dan benar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Membuat teks deskripsi berkaitan dengan tema <em>my close friend</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### a. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Isian Singkat</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; B</td>
<td>Isian benar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

- **1. Jumlah skor maksimal**
  \[2 \times 5 = 10\]
- **2. Nilai maksimal 100**
- **3. Nilai Siswa =** \[\text{Skor Perolehan} \times 10\]
Penilaian Soal Uraian

Grammar
6. Few (if any) noticeable errors of grammar or word order.
5. Some errors of grammar or word order which do not, however, interfere with comprehension.
4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.
2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

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

Mechanics
6. Few (if any) noticeable lapses in punctuation or spelling.
Mechanics

5. Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Fluency (style and ease of communication)

6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
5. Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
4. ‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.
3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
2. Communication often impaired by completely inappropriate misused structures or vocabulary items.
1. A ‘hotch-potch’ of half-learned misused structures and vocabulary items rendering communication almost impossible.

Form (Organisation)

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

SCORE:

Σ = \( \frac{x}{3} \times 10 \)

Description:
x = Sum of correct score
\( \Sigma \) = Gained Score

Jakarta, 08 Maret 2017
Mengetahui,

Mahasiswa

Anisa Nurul Hidayah
Materi Pembelajaran

Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place or thing.

The purpose of the descriptive text in this unit is to describe the things which someone’s like.

These are general structures in descriptive text, there are:

1. Identification
   In this part introduces to the subject of the description

2. Description
   Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearances, ability, habit, daily live, etc.

3. conclusion (optional)

The following generic features of description will help students write a description, they are:

a. Focus on specific participants.
b. Use of “Be”
c. Use of adjectives in describing the qualities.
d. Use of verb “Have got”
e. Frequent use of epithets and classifiers in nominal groups.
f. Use of action verb related to the topic.
g. Use of simple present tense.
Punctuation

- Full stop digunakan untuk mengakhiri kalimat yang berupa pernyataan, digunakan dengan abbreviation (singkatan), dan indirect question (pertanyaan tak langsung).
  Example: That woman is only about 5 ft. tall.

- Punctuation ini digunakan untuk memisahkan tiga/lebih item berurutan, memisahkan non-essential relative clause dari main clause, memisahkan adverbial conjunction di dalam kalimat, dsb.
  Example: Tita invited her best friend, Lia, Esti and me, to her graduation ceremony.

- Colon berguna untuk memisahkan general statement (pernyataan umum) dengan following specifics (rincian).
  Example: To make the delicious meatball, we need food ingredients as follow: meat, flour, water, garlic, salt, and pepper.

Capitalization

<table>
<thead>
<tr>
<th>Capitalization Rule</th>
<th>Contoh Capital Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital letter digunakan pada kata yang digunakan untuk menyatakan family relationship ketika atau substitusi suatu nama (tidak berlaku ketika family relationship diawali oleh modifier berupa possessive adjective) atau bagian dari nama.</td>
<td>I like Aunt Anna. I like my Aunt Anna. My aunt is very kind.</td>
</tr>
<tr>
<td>Capital letter digunakan pada proper noun: 1. spesific person (orang) atau thing (benda, hal)</td>
<td>1. Dahlan Iskan, Ford Motor Company.</td>
</tr>
<tr>
<td>Capitalization Rule</td>
<td>Contoh Capital Letter</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>2. days of the week (nama hari dalam satu minggu), months of the year (nama bulan dalam satu tahun), holidays (nama hari libur)</td>
<td>2. Sunday, December, Thanksgiving</td>
</tr>
<tr>
<td>3. historic events (peristiwa bersejarah)</td>
<td>3. the English Civil War, First Crusade, Machine Age</td>
</tr>
<tr>
<td>4. countries (negara), languages (bahasa), nationalities (kebangsaan)</td>
<td>4. Denmark, Danish, Danish; Turkey, Turkish, Turkish; Japan, Japanese</td>
</tr>
<tr>
<td>5. trademarks (merek dagang)</td>
<td>5. Nokia, Ferrari, Bread Talk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possessive adjectives</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal pronoun</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>My</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
</tr>
<tr>
<td>He</td>
<td>His</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>We</td>
<td>Our</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
<tr>
<td>It</td>
<td>Its</td>
</tr>
</tbody>
</table>
Appendix 2

RENCANA PROSES PEMBELAJARAN

(RPP)

Kelas Kontrol

Pertemuan ke-1

Nama Sekolah : SMP Fatahillah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Waktu : 2 x 40 Menit
Aspek : Menulis

I. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan.

II. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

III. Indikator

1. Mengidentifikasi berbagai informasi dalam teks *descriptive*
2. Mengidentifikasi fungsi komunikatif teks *descriptive*.
3. Mengidentifikasi langkah retorika teks *descriptive*.
4. Menyebutkan ciri kebahasaan teks *descriptive*.
5. Menyebutkan bagian-bagian tubuh manusia.
6. Menjelaskan kata sifat yang berhubungan dengan bagian-bagian tubuh.
IV. Tujuan Pengajaran

1. Setelah guru menjelaskan, siswa dapat menyebutkan berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan teks *descriptive*.
2. Siswa dapat menyebutkan bagian-bagian tubuh manusia setelah mendapat penjelasan dari guru.
3. Berdasarkan contoh teks yang dimodelkan guru, siswa dapat mengidentifikasi berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan teks *descriptive* secara mandiri.
4. Siswa dapat menjelaskan kata sifat yang berhubungan dengan bagian-bagian tubuh dengan benar berdasarkan tema *my classmate*.

V. Materi Pembelajaran

- *Descriptive text*
- *Physical appearance (parts of body)*

VI. Metode dan Model Pembelajaran

1. Model pengajaran : Three phase Technique
2. Metode pengajaran : PPP (*Presentation, Practice, Production*), question and answer session

VII. Alat dan Bahan Ajar

1. Laptop
2. LCD
3. Lembar kerja siswa

VIII. Proses Belajar Mengajar

Pendahuluan (± 15 menit)
### Kegiatan

1. Mengatur kelas (mempersilahkan siswa duduk, berdoa bersama, menulis daftar hadir siswa).
2. Membangun pemahaman siswa dengan diberikan beberapa pertanyaan untuk menarik perhatian mereka terhadap topik yang sedang dibicarakan (bertemu dengan seseorang).

### Eksplorasi

<table>
<thead>
<tr>
<th>1. Siswa memperhatikan pada penjelasan guru tentang berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan teks <em>descriptive</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Siswa menyebutkan kembali berbagai informasi, fungsi komunikatif, langkah retorika, dan ciri kebahasaan teks <em>descriptive</em> dari contoh yang diberikan oleh guru.</td>
</tr>
<tr>
<td>3. Siswa memperhatikan guru menjelaskan tentang <em>physical appereance of someone (parts of body)</em>.</td>
</tr>
<tr>
<td>4. Siswa diberikan gambar seseorang kemudian siswa diminta untuk menyebutkan ciri fisik orang tersebut.</td>
</tr>
</tbody>
</table>

### Elaborasi

| 1. Siswa diminta untuk mengerjakan soal-soal tentang *parts of body* yang telah dijelaskan sebelumnya. |
| 2. Siswa menuliskan ciri-ciri fisik *my classmate* secara mandiri di sebuah kertas. |
| 3. Perwakilan siswa diminta untuk maju kedepan kelas secara mandiri dengan menyebutkan ciri-ciri fisik yang telah mereka buat tentang *my classmate*. Ketika perwakilan siswa yang maju didepan kelas menyebutkan, siswa yang lain harus menebak siapa yang dimaksud oleh siswa tersebut. |
**Konfirmasi**

1. Memberikan umpan balik positif dan penguatan bentuk lisan dan tulisan terhadap keberhasilan siswa.
2. Guru memberikan penjelasan berdasarkan kesalahan siswa dalam penulisan kata sifat yang terkait dengan *parts of body*.
3. Guru memotivasi siswa yang belum berperan aktif dalam kegiatan pembelajaran dikelas.

<table>
<thead>
<tr>
<th>Penutup (± 15 menit)</th>
</tr>
</thead>
</table>

**Kegiatan**

1. Guru memberikan penjelasan berdasarkan kesalahan siswa dalam mengidentifikasi teks *descriptive* dan tata bahasanya.
2. Guru memberikan kesempatan kepada siswa yang ingin bertanya sebelum kelas ditutup.

**IX. Sumber**

- ✔ Slide yang berkaitan dengan materi (guru yang membuat)
- ✔ Teacher book *Interactive English* for Grade VII Junior High School

**X. Penilaian**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teknik Penilaian</td>
</tr>
<tr>
<td></td>
<td>Tes tulis</td>
</tr>
</tbody>
</table>

1. *What kind of text is*
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>descriptive</em> yang diberikan.</td>
<td></td>
<td></td>
<td><em>this?</em></td>
</tr>
<tr>
<td>• Menyebutkan bagian-bagian tubuh manusia dan menjelaskan kata sifat yang berhubungan dengan bagian-bagian tubuh.</td>
<td></td>
<td></td>
<td>2. <em>What is the function of this text?</em></td>
</tr>
<tr>
<td>• Mampu menyebutkan atau menuliskan ciri-ciri fisik secara mandiri menggunakan tema <em>my classmate</em></td>
<td></td>
<td></td>
<td>3. <em>Mention the generic structures from this text!</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. <em>Mention 10 parts of body!</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. <em>Mention Lizzie’s physical appearance!</em></td>
</tr>
</tbody>
</table>

a. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Isian benar</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Isian kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Isian mendekati benar</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Jumlah skor maksimal  5 x 5 = 25
2. Nilai maksimal 100
3. Nilai Siswa = ____________ X 4

Skor Perolehan
Materi Pembelajaran

Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place or thing.

The purpose of the descriptive text in this unit is to describe the things which someone’s like.

These are general structures in descriptive text, there are:

1. Identification
   In this part introduces to the subject of the description

2. Description
   Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit, daily live, etc.

3. Conclusion (optional)

The following generic features of description will help students write a description, they are:

a. Focus on specific participants.
b. Use of “Be”
c. Use of adjectives in describing the qualities.
d. Use of verb “Have got”
e. Frequent use of epithets and classifiers in nominal groups.
f. Use of action verb related to the topic.
g. Use of simple present tense.
Adjectives : Describing Body

There are many adjectives that we can use to describe human body. In this way, we are describing someone’s physical features. Among of them are:

**Face**
Round, oval, fair complexion, etc.

**Nose**
Pointed, flat, sharp, etc.

**Hair**
Brown, blonde, black, curly, wavy, straight, ponytail, spike, shoulder-length, etc.

---

**My Close Friend**

I have a friend in the school, and she is my close friend. Her name is Lizzie and her surname is Brown. She is ten years old and she is American.

Lizzie is a short and thin girl. She has got a straight short brown hair, black eyes, a big nose, a big mouth and brown skin. When she plays with me in my house she always wears dress because she is so feminine. She also likes pink so much because her favourite colour is pink. She has a hobby and her hobby is studying. She always studies everyday so she is very smart. She is also a polite and happy girl in the class so I really like Lizzie.
RENCANA PROSES PEMBELAJARAN
(RPP)
Kelas Kontrol
Pertemuan ke-2
Nama Sekolah : SMP Fatahillah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Waktu : 2 x 40 Menit
Aspek : Menulis

I. Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan.

II. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

III. Indikator
1. Menjelaskan dan membedakan penggunaan possessive adjective sesuai dengan subjeknya.
2. Membuat kalimat sederhana menggunakan possessive adjective.
3. Menggunakan mekanisme penulisan dengan baik dan benar.
4. Membuat teks deskripsi berkaitan dengan tema my close friend.
IV. Tujuan Pengajaran.
1. Setelah guru menjelaskan, siswa dapat menjelaskan dan membedakan penggunaan *possesive adjective* sesuai dengan subjeknya.
2. Setelah mendengarkan penjelasan dari guru, siswa mampu membuat kalimat sederhana menggunakan *possesive adjective*.
3. Setelah mendengarkan penjelasan dari guru, siswa mampu menggunakan mekanisme penulisan dengan baik dan benar.
4. Setelah mendengarkan penjelasan dari guru, siswa mampu membuat kalimat sederhana menggunakan *simple present tense*.

V. Materi Pembelajaran
- *Capitalization, Punctuation, Spelling*
- *Possessive adjectives*

VI. Metode dan Model Pembelajaran
1. Model pengajaran : Three phase Technique
2. Metode pengajaran : PPP (*Presentation, Practice, Production*), *question and answer session*

VII. Alat dan Bahan Ajar
1. Buku paket
2. LKS

VIII. Proses Belajar Mengajar
Pendahuluan (± 15 menit)
<table>
<thead>
<tr>
<th>Kegiatan</th>
</tr>
</thead>
</table>
| 1. Mengatur kelas (mempersilahkan siswa duduk, berdoa bersama, menulis daftar hadir siswa).  
2. Memberikan siswa apersepsi dan beberapa pertanyaan terkait tentang *capitalization, punctuation, spelling* dan *possesive adjectives*.  
3. Meminta beberapa siswa untuk menyebutkan contoh penggunaan *capitalization, spelling* dan *punctuation*.  
4. Menyebutkan tujuan pembelajaran yang akan diampu siswa. |

<table>
<thead>
<tr>
<th>Kegiatan inti (± 50 menit)</th>
</tr>
</thead>
</table>
| 5. Guru menjelaskan penggunaan *capitalization, spelling* dan *punctuation* dalam menuliskan sebuah paragraph.  
6. Guru memberikan contoh kalimat yang salah dalam *capitalization, spelling* dan *punctuation* dan meminta siswa untuk mencari kesalahan tersebut.  
7. Guru meminta siswa menyebutkan dan membenarkan mekanisme penulisan yang benar pada kalimat yang salah.  
8. Guru meminta siswa untuk memperhatikan penjelasan dalam penggunaan *possesive adjective* pada sebuah kalimat. |
### Elaborasi

9. Siswa diminta untuk mengerjakan soal-soal tentang *possessive adjective* dengan memberikan jawaban yang benar.

10. Siswa menuliskan kalimat sederhana terkait dengan materi *possessive adjectives* secara mandiri.

11. Setelah siswa mampu menuliskan kalimat sederhana terkait dengan materi *possessive adjectives*, guru meminta siswa untuk membuat teks deskripsi dengan tema *my close friend* dengan memperhatikan mekanisme penulisan yang baik.

12. Perwakilan siswa diminta untuk maju kedepan kelas secara mandiri dengan membacakan teks deskripsi yang telah mereka buat.

### Konfirmasi


15. Guru memotivasi kepada siswa yang belum berperan aktif dalam kegiatan pembelajaran dikelas.
Penutup (± 15 menit)

<table>
<thead>
<tr>
<th>Kegiatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru memberikan penjelasan berdasarkan kesalahan siswa dalam penggunaan <em>capitalization, spelling</em> serta <em>punctuation</em>.</td>
</tr>
<tr>
<td>2. Guru memberikan kesempatan kepada siswa yang ingin bertanya sebelum kelas ditutup.</td>
</tr>
</tbody>
</table>

**IX. Sumber**
- ✔ Google
- ✔ Teacher book ‘Interactive English’ for Grade VII Junior High School

**X. Penilaian**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teknik Penilaian</td>
</tr>
<tr>
<td>1. Menjelaskan dan membedakan penggunaan <em>possessive adjective</em> sesuai dengan subjeknya.</td>
<td>Tes Tulis</td>
</tr>
<tr>
<td>2. Menggunakan mekanisme</td>
<td>Tes tulis</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>No.</td>
<td>Isian Singkat</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
</tr>
<tr>
<td>A &amp; B</td>
<td>Isian benar</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
</tr>
</tbody>
</table>

5. Jumlah skor maksimal \( 2 \times 5 = 10 \)

6. Nilai maksimal 100

7. Nilai Siswa = \( X \) 10

Skor Perolehan

Penilaian Soal Uraian

Grammar

6. Few (if any) noticeable errors of grammar or word order.
Grammar
5. Some errors of grammar or word order which do not, however, interfere with comprehension.
4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.
2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

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

Mechanics
6. Few (if any) noticeable lapses in punctuation or spelling.
5. Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
Mechanics
4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Fluency (style and ease of communication)
6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
5. Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
4. ‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.
3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
2. Communication often impaired by completely inappropriate misused structures or vocabulary items.
1. A ‘hotch-potch’ of half-learned misused structures and vocabulary items rendering communication almost impossible.

Form (Organisation)
6. Highly organised; clear progression of ideas well linked; like educated native writer.
5. Material well organised; links could occasionally be clearer but communication not impaired.
4. Some lack of organisation; re-reading required for clarification of ideas.
Form (Organisation)

3. Little or no attempt at connectivity, though reader can deduce some organisation.
2. Individual ideas may be clear, but very difficult to deduce connection between them.
1. Lack of organisation so severe that communication is seriously impaired.

SCORE :

\[ \Sigma = \frac{x}{3} \times 10 \]

Description:
\( x \) = Sum of correct score
\( \Sigma \) = Gained Score

Jakarta, 08 Maret 2017

Mengetahui,

Mahasiswa

Anisa Nurul Hidayah
Materi Pembelajaran

Descriptive Text

Descriptive text is a text which tends to specify the described object or a verbal picture of a person, place or thing.

The purpose of the descriptive text in this unit is to describe the things which someone’s like.

These are general structures in descriptive text, there are:

1. Identification
   - In this part introduces to the subject of the description

2. Description
   - Gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit, daily live, etc.

3. Conclusion (optional)

The following generic features of description will help students write a description, they are:

a. Focus on specific participants.

b. Use of “Be”

c. Use of adjectives in describing the qualities.

d. Use of verb “Have got”

e. Frequent use of epithets and classifiers in nominal groups.

f. Use of action verb related to the topic.

g. Use of simple present tense.
Punctuation

- Full stop digunakan untuk mengakhiri kalimat yang berupa pernyataan, digunakan dengan abbreviation (singkatan), dan indirect question (pertanyaan tak langsung).
  Example: That woman is only about 5 ft. tall.

- Punctuation ini digunakan untuk memisahkan tiga/lebih item berurutan, memisahkan non-essential relative clause dari main clause, memisahkan adverbial conjunction di dalam kalimat, dsb.
  Example: Tita invited her best friend, Lia, Esti and me, to her graduation ceremony.

- Colon berguna untuk memisahkan general statement (pernyataan umum) dengan following specifics (rincian).
  Example: To make the delicious meatball, we need food ingredients as follow: meat, flour, water, garlic, salt, and pepper.

Capitalization

<table>
<thead>
<tr>
<th>Capitalization Rule</th>
<th>Contoh Capital Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital letter digunakan pada kata yang digunakan untuk menyatakan family relationship ketika atau substitusi suatu nama (tidak berlaku ketika family relationship diawali oleh modifier berupa possessive adjective) atau bagian dari nama.</td>
<td>I like Aunt Anna. I like my Aunt Anna. My aunt is very kind.</td>
</tr>
<tr>
<td>Capital letter digunakan pada proper noun: 1. spesific person (orang) atau thing (benda, hal)</td>
<td>1.Dahlan Iskan, Ford Motor Company.</td>
</tr>
</tbody>
</table>
### Capitalization Rule

2. days of the week (nama hari dalam satu minggu), months of the year (nama bulan dalam satu tahun), holidays (nama hari libur)

3. historic events (peristiwa bersejarah)

4. countries (negara), languages (bahasa), nationalities (kebangsaan)

5. trademarks (merek dagang)

### Contoh Capital Letter

2. Sunday, December, Thanksgiving

3. the English Civil War, First Crusade, Machine Age

4. Denmark, Danish, Danish; Turkey, Turkish, Turkish; Japan, Japanese

5. Nokia, Ferrari, Bread Talk

### Possessive adjectives

<table>
<thead>
<tr>
<th>Personal pronoun</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
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<tr>
<td>He</td>
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<td>They</td>
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<tr>
<td>It</td>
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Appendix 3

PRE-TEST

Experimental Class / Controlled Class

Subject          : English
Sub Matter       : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation  : 60 minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately and work Individually.
3. Write the sentences based on required amount unless it will not be counted as the research.

Direction:

1. Make a descriptive text that consists of the identification and description of the subject.
2. Write the sentence carefully and pay attention to the mechanism.
3. Write your text about ± 50 – 100 words.
4. Write your text by choosing the topic given below ;
   - My favourite idol
   - My lovely family
Appendix 4

POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:

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   - This is my favourite teacher
   - This is about my self
### Appendix 5

**ANALYTIC SCORE RUBRIC**

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ANALYTIC SCORE RUBRIC

Form (Organisation)

6. highly organised; clear progression of ideas well linked; like educated native writer.
5. Material well organised; links could occasionally be clearer but communication not impaired.
4. Some lack of organisation; re-reading required for clarification of ideas.
3. Little or no attempt at connectivity, though reader can deduce some organisation.
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SCORE:

\[ \Sigma = \frac{x}{3} \times 10 \]

Description:
\( x \) = Sum of correct score
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PRE-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately and work Individually.
3. Write the sentences based on required amount unless it will not be counted as the research.

Direction:

1. Make a descriptive text that consists of the identification and description of the subject.
2. Write the sentence carefully and pay attention to the mechanism.
3. Write your text about ± 50 – 100 words.
4. Write your text by choosing the topic given below:
   - My favourite idol
   - My lovely family

Name : Hafiza Khairul Hana
Date : 13 March 2017

My family has five people. Father, mother, and two sister and me.
Father is at minute. My hair is over pointed. He has moustache. Little angry, etc.
Mother is fat, little angry, short eye. Short hair, it wears hijab, active, etc.

Sister one is thin, painted, good. Short hair. Usually, her she likes to wear jacket with hijab, her skin is dark.
Sister two is her skin is clear, her life wears hijab with long t-shirt and long t-shirt, and her is Fat, her is tall. And I am like black colour, wear hijab, and I am thin.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:
1. Write your name and your class clearly on the paper.
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4. Write your text by choosing the topic given below;
   - This is my favourite teacher
   - This is about myself

Name : Aulia Khouri al Hamimiy Date : 27 April 2017

Identification : My name is Aulia Khouri and you can call me Aulia.
My first name is Aulia khouri al hamimiy. I was born on 8 June 2003. I live on Jalan Senayan, Jakarta. At present I am thirteen years old and I am from Indonesia.

Description : I have beautiful brown skin, black eyes, a little pointed nose, and brown straight hair. I am tall and little fat. I was feminine, and I always wear the Silence trousers, jacket, and never shouting too loud. My hobby is painting. I am also positive and little subdued.
PRE-TEST

Experimental Class / Controlled Class

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   - My favourite idol
   - My lovely family

Name : Astya Pradana Putra
Date : 13 Maret 2017

My Favorite Idol

My favorite idol is Iwan Fals. He is a music and famous. He is from Yogyakarta. He is a musician, his voice sounds very good. Fans fan him much. Always hold concert. Fans fan him not in heart but heart. I am idol. Iwan Fals he is a musician. I already like. My favorite is Iwan Fals. Since little, I cover him until now. Collection sticker, or hear. Iwan fans. Song very happy to hear. Iwan Fals also has cover. Song a word, and he also has guitar. I know Iwan. I like him very much.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

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4. Write your text by choosing the topic given below:
   - This is my favourite teacher
   - This is about my self

Name : Aryn Padrana Putra  Date : 27 April 2017

This is about myself

Identification : Hi, my name is Aryn Padrana Putra. My school is in SMP Fatihillah Kg. I am 12 years old, and I am from Indonesia.

Description : I have handsome brown skin, brown eye, a big nose, short black hair. My weight is 168 cm, I am 47 kg. I am a good and diligent student in the class. I always study very hard and get good score. If my teacher ask me question, I can answer question.
PRE-TEST

Experimental Class / Controlled Class

Subject: English
Sub Matter: Writing
Sub Subject Matter: Descriptive Text
Class / Semester: VII / 2
Time Allocation: 60 minutes

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4. Write your text by choosing the topic given below:
   - My favourite idol
   - My lovely family

Name: Zavahor Damayanti
Date: 13 - Maret 2019

My Favourite Family

I have a very favorite family. My name is mother. She is my mother. Her name is Aminah. She is the good and she is more eat yummy. And she always cooks for me. And my family next clean the home, wash clothes, and clean clothes. She have two daughters and one son. She is a good and beautifull. My mother is good girl. She love my mother and eat cokolate. The sweet and she get less. My father and they goto home mail bagy, cloth and pant.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
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Class / Semester : VII / 2
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   - This is my favourite teacher
   - This is about myself

Name : Zowryan Damaqani
Date : 24-09-2017

This is my self.

Iden: Scription: Good afternoon my friends I am happy to see you in this occasion. My name is Zowryan Damaqani. I am thirteen years old. I live on Jl. Kariy Street. I am from Jakarta. I was born in Surabaya. My hobby is cooking and singing.

Description: I have got black eyes and brown skin. I have got long hair and lips red. I am happy girl in the class room. And happy holiday. Because I always laugh with my friends. I am also helpfull student. I always help my teacher.
PRE-TEST

Experimental Class / Controlled Class

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Class / Semester : VII / 2
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   - My favourite idol
   - My lovely family

Name: Hasan Dzamir H. Date: 13 Maret 2017

my lovely family

I am have a brother, year his name is Dzani, he likes white colour, he always wear white, he wear shirt white or jacket white, and pants white, he usually wear shoes white, with socks white, he also bring bag white, he is smart and big, he wears cap white, he also like playing football on field, he is smart, speaks english.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

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4. Write your text by choosing the topic given below:
   - This is my favourite teacher
   - This is about myself

Name: Hasan Dzamri-H.
Date: 27-04-2017

Identification: I have a favorite teacher, his name is Mr. Muhaimin and his full name is Mr. Ali Muhaimin, he is 22 years old and he is from Indonesia.

Description: Mr. Muhaimin has got hands, some brown skin, brown eyes, big nose and short black hair. Mr. Muhaimin is tall, his hobby is playing football, he is also polite and happy in the school, so I really like Mr. Muhaimin.

\[ \frac{26 \times 10}{3} \]
PRE-TEST

Experimental Class / Controlled Class

Subject: English
Sub Matter: Writing
Sub Subject Matter: Descriptive Text
Class / Semester: VII / 2
Time Allocation: 60 minutes

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4. Write your text by choosing the topic given below:
   - My favourite idol
   - My lovely family

**Name:** M.Fizahul Akbar / 7.1  **Date:** 14 March 2017

My Favorite Idol

My favorite idol is skinny Indonesian 24. Why they your favorite idol? Because they so cool. I'm like them so your like skinny Indonesian 24?

Yes, I'm really really love them. What job skinny Indonesian 24?

They job is share video on youtube so they you are you tubers.

Ouch, they are you tubers? Yes, what video skinny Indonesian 24?

Their video is youtube rewind. What do you think skinny Indonesian 24?

I think skinny Indonesian 24 go good. So they are my favorite idol. Thanks, because you listen skinny Indonesian 24. You're welcome. So I would like them. I pray you like them. Thank you because you support me. You're welcome.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:
1. Write your name and your class clearly on the paper.
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   - This is my favourite teacher
   - This is about myself

Name : M. Elzuan Akbar
Date : 28 April 2017

This is about myself

Listen my name, M. Elzuan Akbar. This is about adventure, my self. I'm 15 years old, my hobby is read box, and now I'm student in Fabdullah. I want to be success in name, and I want my person go to mekah because proud to my parent, and I want to be human right, and then I have girlfriend in Future, and I can be married. I have body short, long hair and nose, short and finisher.

60
PRE-TEST

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   - My lovely family

Name: Erickanamadadana Date: 14 March 2017

My favourite idol

Hidayat, his hobby is playing badminton. Badminton is his job and he is good at it. He has a big house and a luxury car. He has a car and he is thirty-five years old. He is a world champion.
POST-TEST

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Name : Eric Kamaradonosta  Date : 28-04-2017

This is about myself.
My name is Eric Kamara. You can call me Eric. I live in Ciledug. Rato Harum is my school. My hobby is playing badminton and listening to music. My age is 12 years old. I like orange color because the color is beautiful. My body is high. I have black short hair. I like to watch badminton and want to be famous. So I always practice with my friend.
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   - My favourite idol
   - My lovely family

Name : Syahana Fadila Nadya
Class : VII / 2
Date : 14 Maret 2012

My lovely Family

This is my family. My family is big family. I have one sister and I have one younger brother. They are Amrinda and Yoniger. They are my laban and I am very strict because their hobby is reading. My father is private and my mother is house wife. My father hobby is drawing and my mother hobby is cook. My mother my very cook. I am very like cooking and my mother, my younger brother like reading, my younger brother have body fat and my sister have body thin. I very love big family and they are my family.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:
1. Write your name and your class clearly on the paper.
2. Use your time adequately and work individually.
3. Write the sentences based on required amount unless it will not be counted as the research.

Direction:
1. Make a descriptive text that consists of the identification and description of the subject.
2. Write the sentence carefully and pay attention to the mechanism.
3. Write your text about ± 50 – 100 words.
4. Write your text by choosing the topic given below:
   - This is my favourite teacher
   - This is about myself

Name : Syahani A Fadia Hayya
Kelas : 71

This is about myself

Hello, my name is Syahani A Fadia Hayya, I am 4. I am a student at SMK Putri Mahkota. I am in Class VIII-C. I am thirteen years old. My hobby is reading. My favorite color is blue, white, black, and pink. My favorite movie is London Love Story. I have long and black hair, small eyes, thin body, pointed nose, brown skin, I have 3 eyes. My Father and mother, my Father's hobby is painting and my mother's hobby is cooking. I live at Mutiara Tropis. I am with my mother. My mother is a good person. She has a beautiful smile, and I like my mother's smile.
PRE-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:
1. Write your name and your class clearly on the paper.
2. Use your time adequately and work individually.
3. Write the sentences based on required amount unless it will not be counted as the research.

Direction:
1. Make a descriptive text that consists of an identification and description of the subject.
2. Write the sentence carefully and pay attention to the mechanism.
3. Write your text about ± 50 – 100 words.
4. Write your text by choosing the topic given below:
   - My favourite idol
   - My lovely family

Name : [Signature]
Date : 14 Maret 2017

This is my family. My family is big family. I have two brothers and one sister. Their names are my family. My father is handsome and my mother is beautiful. My father has short hair and my mother has long hair. I have big house and my father has motorcycle. My father's hobby is cooking and my mother's hobby is baking. I love my mother and my father. I also love my family.
POST-TEST

Experimental Class / Controlled Class

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Class / Semester : VII / 2
Time Allocation : 60 minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately and work individually.
3. Write the sentences based on required amount unless it will not be counted as the research.

Direction:

1. Make a descriptive text that consists of the identification and description of the subject.
2. Write the sentence carefully and pay attention to the mechanism.
3. Write your text about ± 50 – 100 words.
4. Write your text by choosing the topic given below:
   - This is my favourite teacher
   - This is about myself

Name : [Signature]
Date : 28 April 2017

[Handwritten text]

This is about my self.

Haiby name is [Signature] I am thirteen years old. My
favorite is cooking. My favorite color is blue. My favorite
movie is Bond. I have thin body and brown skin. I have
small eyes and flat nose and I have brown hair. I like playing
football. I have father and mother. My favorite hobby is playing
football and my mother hobby is cooking. My school is [signature]

I am seven class. My extracurricular is [signature]
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KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/......... I/2015
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 13 Maret 2015

Kepada Yth.

Dr. Ratna Sari Dewi, M.Pd.
Atik Yuliyani, MA. TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Anisa Nurul Hidayah
NIM : 1110014000093
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)

Judul Skripsi : The Effectiveness of Contextual Teaching and Learning Method in The Teaching of Descriptive Text Writing.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

Drs. Syarif, M.Pd
NIP. 18641212.1991031002
SURTAKETERANGAN PENELITIAN
NO : 422.005/ SMPF./ 2017

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Fatahillah Ciledug Kota Tangerang menerangkan bahwa:

Nama : ANISA NURUL HIDAYAH
No. Registrasi /NIM : 1110014000093
Perguruan Tinggi : Universitas Islam Negeri (UIN) Jakarta
Program Studi : Pendidikan Bahasa Inggris
Strata : S1
Jurusan : Bahasa Inggris
No. HP. : 0811 183 0176

Berdasarkan surat permohonan No. Un.01/Fi/KM.01.3/1261/2017, dari Universitas Islam Negeri Jakarta, nama tersebut diatas telah melaksanakan kegiatan Uji Coba Instrumen/Riset di sekolah kami tanggal 13 Maret s/d 28 April 2017, dalam rangka penulisan Tugas Akhir/Disertasi yang berjudul:

“The Influence of Contextual Teaching and Learning Approach on Students’ Writing Descriptive Text (A Quasi Experimental Study at The Seventh Grade Students of SMP Fatahillah Ciledug, Tangerang”

Demikian surat keterangan ini kami buat agar dapat di pergunakan sebagaimana semestinya.

Kota Tangerang, 29 Juli 2017
Kepala SMP Fatahillah Ciledug

[Signature]
NURDIN, S.Pd.