THE EFFECT OF SCAFFOLDING ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT X GRADE OF MAN 1 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Graduate of Education (S.Pd.) in English

Written by:

NUR AZIZAH
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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2017

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Padangsidimpuan, October 2017
To:
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Assalamu'alaikum wr. wb.

After reading, studying, and giving advice for necessary revision on the thesis belongs to **NUR AZIZAH**, entitled **"The Effect of Scaffolding on Students' Ability in Writing Descriptive Text at X Grade of MAN 1 Padangsidimpuan"** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum wr. wb.

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ABSTRACT

This research focused on solving problems in students' writing descriptive text at grade X of MAN 1 Padangsidimpuan. The students' problems were: 1) Students' writing ability were low; 2) students lack of vocabulary; 3) The students were lack to develop their idea to organize a sentence into a paragraph ; 4) The students confuse of hints. Beside the students' problem, teacher's strategy also became a problem in learning writing descriptive text. The teacher still used the conventional strategy in teaching writing descriptive text. The purpose of this research was to examine the effect Scaffolding on Students' Ability in Writing Descriptive Text at X Grade of MAN 1 Padangsidimpuan.

The method was used in this research was experimental research. The population was the X grade MAN 1 Padangsidmpuan. They were 7 classes. Two classes were chosen randomly as the sample. They were X MIA-3 consist of 37 students (experimental class) and X MIA-4 consist of 36 students (control class). It was taken after conducting normality and homogeneity test. The data were derived from pre-test and post-test. To measure the data, the researcher used t-test formula to know the significant of hypothesis.

After analyzing the data, the researcher found that mean score of experimental class after using scaffolding was higher than control class. Mean score of experimental class before using scaffolding was 69.2 and mean score after using scaffolding was 79.16. Meanwhile, the mean score of control class in pre-test was 67.3 and in post-test was 68.55. Besides it, the score of t_{count} was bigger than t_{table} (5.413>2.000). It means that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of scaffolding on students' ability in writing descriptive text at X grade of MAN 1 Padangsidimpuan.

Key words: Effect, Scaffolding, & Writing Descriptive Text

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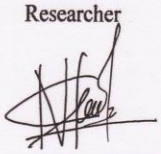
I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, November 2017
Researcher



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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is one of international language. English is very important and has many interrelationship with various aspect of life owned by human being. Indonesia is one of than nations that take a part in the world society. English in Indonesia is used as a subject in the schools since the elementary schools, junior high schools, senior high schools until university.

There are two skills in English that should be mastered. They are productive skills and receivetive skills. Productive skills are listening and reading. Receptive skills are speaking and writing. In this case researcher focuces on writing skill that is one of the problematic in factors English learning.

Writing is one of the language skills that should be taught beside the other skill. Writing is the process of giving information by text that involve in generating the letters, words and sentences. Writing is a way to convey the ideas by written. The process of writing integrates visual, motor and conceptual abilities.

Writing is important to be learned and mastered by every individual. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. Therefore, students must have extensive knowledge if they want to write something and there were few reasons why writing necessary in our life.

First, writing is the one of the ways that translates our thoughts to the people. Some people are better at expressing themselves in witing than any other ways,

and we thus get a better translation when we read what they have written rather than hear what they have to say.

Second, our brain pours when thinking in written form. By writing, it can save the document or the file in the fullest form. One day, Someone can open it to see the thing it need in written form. So, it can be a library which our brain can not save it. Because our brain can forget it. Besides, writing becomes a more dependable method of recording and parenting events in a permanent form.

The last, writting helps us move easily among facts, inferences, and opinions without getting confused and without confusing our reader. Writing helps others give feedback. Writing also helps us to understanding the topic that we will write. So it is undeniably that writing is very important for us in our life, moreover for students.

In writing, there are some kinds of the text: exposition, narrative, argumentation, report, prosedure and descriptive. Descriptive is giving a picture in the words. Descriptive text is a kind of text which the content is a description of case being described clearly. Descriptive text is the text which describes something, someone, situation, or write about the way persons, places, or things appear. The components of descriptive text are identification and descriptions.[1] The students should know about the component of descriptive text to able to write descriptive text.

[1] Sanggam Siahaan &Kisono Shinoda, *Generic text Structure,* (Graha Ilmu, 2008), p.73

Writing on Senior High School is not easy. Because in writing needs several rule as vocabularies, ideas, and structure of sentence. Every one can see that writting plays a big role in learning English at Senior High School. Moreover in Indonesia English is a foreign language. The students need teachers to help them in developing their knowledge or skills. Actually, students at first grade of MAN 1 Padangsidimpuan can not write well.

Based on interviewed with the English teacher Irian Ani Hutabarat said that the students' problem were they did not know what should be written and sometimes students imitated their friends' writting. It become because mostly, students did not know the vocabulary and teachers just focused in giving instruction without giving any hints, any ideas and any suggestions which helped the students understood what they were asked to do. So, it made students did not understand the hints and were low in writing a text especially descriptive text.[2] There are some reasons and teacher statements about students problem in writing.

First, in learning descriptive text, students have made difficulties in writing. Students' writing were low because the students are lack in vocabulary mastery whereas the influence of vocabulary very necessary in writing skill Beside, it happened because students never use English language in English class.

[2] *Private Interview*, English Teacher of MAN 1 Padangsidimpuan, (Padangsidimpuan, November 3th 2016 at 10.15 WIB)

Second, students are lack of ideas. It made students can not organize their sentence to be a paragraph. A good idea was make writing easily to comprehend a text. The good idea can be seen of content a descriptive text such as, identification and description. Based on interviewed with the teacher, the students in MAN 1 Padangsidimpuan were lack of ideas because they did not understand about identification and description. So, it made them spend much time and could not write descriptive text independently.

Third, students were lack of hints. Sometimes, students were confuse the instruction. It made students to cheat other students' task. Hints was important to know what should students do as long as students writing descriptive text. Teacher should guide students for the instruction what students will do.

To make students understand writing descriptive text, there are some way to teach writing for students. There are GBLT (Genre Based Language Teaching), Guided Question, and Scaffolding. From some ways that can be used for teaching writing, researcher chose Scaffolding. There are some reasons why researcher chose Scaffolding for teaching writing.

First, in teaching writing there are GBLT (Genre Based Language Teaching). It is concerned with providing students with explicit knowledge about language. GBLT (Genre Based Language Teaching) is one of the way for teaching writing that has the function as frame of references until the text can

made with effectively from aim.[3] Most of school that use GBLT for teaching genre in reading and writing, but in fact many students still confuse when students will write a text. They do not know the specific vocabulary especially for describing person. Beside, another way was Scaffolding. Scaffolding is one of alternative ways that can be used for teaching writing.[4] Because in scaffolding, students were guided and they unconfused what they do in writing a text. Teacher gave them an example and helped their problem when they write. So, students can increase their score in writing.

Second, in teaching writing, idea or topic is a clue for starting writing a text. Guiding Questions is a strategy to help students to express their ideas by giving some related question based on the topic discussed before. This strategy is used for avoid the students' mistakes when they writing a text but reality in this school mistakes emerge when the student try to think idea for their writing after they know what they want to do, sometimes students cannot describe their idea or topic to be a full text.[5] Scaffolding can help them to solve their problem. Scaffolding is a process by which a teacher provides students with a temporary framework in learning.[6] Teacher help students when the students writing like a temporary framework, students can write the idea or topic and can describe it.

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[3] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition,* (San Francisco State University, 2001), 293

[4] Sylvia Read, A Model for Scaffolding Writing Instruction: IMSCI, The Reading Teacher, (64)1, p. 47-48 accesed from *http://www.journalscaffolding-modelforscaffoldingwritinginstruction-IMSCI* retrieved on February 19th 2017

[5] *Ibid,* p.177

[6] Linda Lauson, *Scaffolding As Teaching Strategy,* (City Collage: EDUC 0500, 2002), p. 2

The last, Scaffolding is an instructional technique where the teacher models the desired learning strategy or task and then gradually shifts responsibility to the students. Scaffolding is an often-used construct to describe the on going support provided to a learner by an expert.[7] In scaffolding, teacher help students until they usual to write a text and can be a independent writer.

Based on the explanation above, the writer interested to do a research entitle: **"The Effect of Scaffolding on Students' Ability in Writing Descriptive Text at X Grade of MAN 1 Padangsidimpuan"**

B. Identification of the Problem

Based on the explanation of background above, the identification of the problem are :

1. Students' writing ability was low.
2. Students were low of vocabulary in writing ability.
3. Students were lack of idea to organize a text.
4. Students were confuse to the hints.

C. Limitation of the Research

Based on identification of the problem above, the researcher limits about students' low achievement in writing descriptive text at X grade of MAN 1 Padangsidimpuan, then, it is done the treatment for the class with scaffolding.

D. Formulation of the Problem

[7] Jennifer Hammond, *Scaffolding Teaching and Learning in Language and Literacy Education*, (Australia: PETA, 2001), p. 14-15

The problem is this research can be formulated as follows bellow:

1. How was the students' abliity in writing descriptive text before using Scaffolding at X grade of MAN 1 Padangsidimpuan.
2. How was the students' abliity in writing descriptive text after using Scaffolding at X grade of MAN 1 Padangsidimpuan.
3. Was there significant effect of using Scaffolding to students' ability in writing descriptive text at X grade of MAN 1 Padangsidimpuan.

E. The Purposes of the Research

The purposes of research are:

1. To describe study writing descriptive text before using Scaffolding at X grade of MAN 1 Padangsidimpuan.
2. To describe study writing descriptive text after using Scaffolding at X grade of MAN 1 Padangsidimpuan.
3. To examine whether is there significance effect different study writing descriptive text using Scaffolding than without use it at X grade of MAN 1 Padangsidimpuan.

F. The Significance of Research

This research has significances to the following areas:

1. For teacher, the result of this research will give an alternative technique in teaching writing, especially in writing descriptive text. The result of this research will inform English language teachers in their attempts to decide which of the best strategy in teaching writing.

2. For other researcher, the result of this research is hoped to help the other research who will conduct further research in the same topic. This research can give them information about teaching by using scaffolding. So, it makes them easier in their research.

G. Definition of the Operational Variables

There are some term that used in this research, they are:

1. Scaffolding (Variable X)

Scaffolding is one of teaching strategy. It is a process or activity in which a teacher helps students by supporting their learning temporarly. Scaffolding refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed.

2. Writing Decriptive Text (Variable Y)

Writing skill is media for communication between a writer and redear. It is a way of sharing information, experiences or ideas. According to Daid Nunan, writing is both a physical and mental act. It is a mental work of inventing ideas, thinking about how toexpress them and organizing them into steatment and paragraphs that will be clear to a reader.

Descriptive text is one of genre text that describe something, place, or person.[8] Writing descriptive text is process of writing that describing about something, someone or place. Writing descriptive text is written english in which the researcher describes an object.

[8] Sanggam Siahaan and Kisono Shinoda, *Generic text Structure,* (Graha Ilmu, 2008), p.73

H. The Outline of Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one was consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research purposes, reserch significances, definition of operational variable.

Chapter two was consist of theoritical description, which consis sub chapter such as theoritical review consist Scaffolding on Students' writing descriptive text. Then review of related finding, and conceptual framework, hypothesis.

Chapter three was consist of place and time of the research, research design, population and sample. Instrument of data collecting, procedure of research, testing of instrument, data collecting data analysis.

Chapter four was consist of the result of the research which consist of description of the data, the testing of hypothesis, the result of research. The last was chapter five, consist of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Description

This chapter reviewed the theories to explain concept that will support learning. The theories consist of scaffolding, conventional teaching, writing, and descriptive text as the following.

1. Scaffolding

a. Definition of Scaffolding

The base form of Scaffolding is Scaffold. According to Macquire Dictionary the definition of Scaffold were temporary structure for holding workmen and materias during the erection, repair, cleaning or decoration of building; a elevated platform on which a criminal executed.[1] As the Macquire Dictionary definition indicates, in the building trade scaffolds are enabling structure.

Linda Lauson explain Scaffolding as:

> Scaffolding in an education context is a process by which a teacher provides students with a temporary framework for learning. Done correctly, such structuring encourages a student to develop his or her own initiative, motivation and resourcefulness. Once students build knowledge and develop skills on their own, elements, of their framework are dismantled. Eventually, the initial scaffolding is removed altogether; students no longer neeed it.[2]

[1] Baverly Axford, Pam Hardres, Fay Wise, *Scaffolding Literacy*, (Australia: Acer Press, 2009), p. 1.

[2] Linda Lauson, *Scaffolding As Teaching Strategy*, (City Collage: EDUC 0500, 2002), p. 2.

So, scaffolding is an educational setting as temporary assistance or help the child, the novice, or the learners.

Actually, Scaffolding is first coined and defined by David Wood, Jerome Burner and Gain Rose in a 1976. According to Wood, Burner and Rose, the term scaffolding as a metaphor to capture the nature of support and guidance in learning.[3] It used the term to describe the nature of parental tutoring in the language development of young children. It showed that parents who were successful scaffolders focused their children's attention on the task at hand, and kept them motivated and working on the task.

Scaffolding as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). According to Vgotsky Scaffolding instruction as the role of teachers and others in supporting the learner's development and providing support structures to get the next stage or level.[4] In Scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information.

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[3] Jennifer Hammond, *Scaffolding Teaching and Learning in Language and Literacy Education, (*Australia: PETA, 2001*)* p. 14.

[4] Rachel R. Van Der Stuyf, Scaffolding as a Teaching Strategy, (Section 0500A – Fall, 2002), p. 6, accesed from *http://workplacesafety.pbworks.com* retrieved on February 20th 2017

Scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone.[5] According to Bodrova, Leong and Van lier Scaffolding allows the teacher to help students transition from assisted tasks to independent performances.[6] It is a step-by-step process that provides the learner with sufficient guidance until the process is learned.

Meanwhile, Sylvia Read stated that Scaffolding can be applied to teaching writing and reading. Sylvia develop IMSCI for scaffolding teaching strategy.[7] Scaffolding can be alternative strategy to teaching writing in the classsroom. Scaffolding help students to be independent writer by IMSCI. It makes classroom to be active.

Based on the explanation above, researcher defines scaffolding as a strategy or activity in which a teacher (or other expert) helps students by supporting their learning temporarily. The teacher provides scaffolded assistance when students need it and then gradually reduces and removes it as they learn and develop their knowledge and skills.

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[5] Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*, (USA: Heinemann, 2015), p. 16.

[6] Lisa Vernon,Writing Process: A Scaffolding Approach, access from *http://edu.wm.edu/center /index*. retrieved at May 17th 2017 on 12.35 pm

[7] Sylvia Read, *A* Model for Scaffolding Writing Instruction: IMSCI, The Reading Teacher, (64)1, p. 47-48 accesed from *http://www.journalscaffolding-modelforscaffoldingwritinginstruction-IMSCI* retrieved on February 19th 2017

b. Advantages of Scaffolding

Beside define about definition of using scaffolding, there are some advantages that give benefit for teaching and learning Englih, especially in writing. The adventages of scaffolding are as follows:

1) Engages the learner. The learner does not passively listen to information presented instead through teacher prompting the learner builds on prior knowledge and forms new knowledge.
2) Another benefit of this type of instruction is that it can minimize the level of frustration of the learner. This is extremely important with many special needs students, who can become frustrated very easily then shut down and refuse to participate in further learning during that particular setting.[8]

Teaching use scaffolding is similar with collaborative that give students opportunity to think together or group. peer-teaching can make stududents minimalize frustation, it helps students do their task as learning process easily. and learning. Therefore, it will make learning process to be meaningful.

According to J. Burner the advantage of Scaffolding as follow:

1) Make students interest to the task.
2) Make a task to be simple one. It makes students do their task step-by-step.

[8] Rachel R. Van Der Stuyf, Scaffolding as a Teaching Strategy..., p. 12.

3) Show to students the poit of the task do be done.
4) Estrange students from frustation when do the task.
5) Give demonstrate of ideal task.[9]

This strategy make students better because there are motivates that given as long learning process in the classroom and make students easier to do the task. Teacher guide students when they do not know what will they do. So, students know what they do and can be independent learner.

c. Procedure of Scaffolding

According to Van Lier, there are six steps for teaching by using Scaffolding. The steps for instructional Scaffolding are:

1) Contextual Support, a safe but challenging setting is provided for the learner where he can commit errors as part of the process of learning.
2) The continuity where a series of actions and interactions are shuttled in order to balance the routine of the scaffolding procedure.
3) In intersubjectivity, two thinking individuals vow to their engagement of interaction.
4) In flow, the interaction that has been initiated previously goes naturally without any pushing force.
5) In contingency which constitutes the heart of scaffolding, the assistance to the learner is on the show in reaction to the learner's response. The assistance could be repeated, changed, and even deleted.
6) The task is handover to the learner. This is the last station where the learner is ready to do the similar task on other occasions without the help of another person.[10]

[9] Kasihani K.E. Suyanto, *English for Young Learners,* (Jakarta: Bumi Aksara, 2015), p. 12-13
[10] M. Amerian and E. Mehri, Scientific Journal of Review (2014) 3(7) 756-76, accessed from *http://wwwscientificjournal.com* retrieved on April 7th 2017 at 12:00)

Another expert in her researcher explain about procedure of Scaffolding in applying teaching writing and reading. According to Sylvia Read, the steps are:

1) Inquiry, in this pase researcher integrated reading and writing instruction.
2) Modelling, after the students could know the instruction well, researcher modelled how to write, She modeled how to brainstorm topics, prewrite using graphic organizers, draft, revise, and edit.
3) Shared, the students could share what they are going to write. they are engage in making decisions about topic, sentence, structure, and organize the writing.
4) Collaborative, after reaching all step on writing process, the students are asked to have collaborative writing. Two students work together to produce writing or peer correction.
5) Independent, after reaching all of the pase, the students have to write a final writing.[11]

From the explanation above there are some experts that give procedure of learning. Based on description of procedures from some experts, researher take the procedure of Scaffolding in teaching writing according to Sylvia Read. The steps are inquiry, modelling, shared, collaborative and independent. It is applied in teching reading and writing in the classroom.

2. Conventional Method

a. Definition of Conventional Method

Conventional methods are taught to be traditional methods. However, they can be found in a daily teaching practice and other new

[11] Read, S, *A* Model for Scaffolding..., p. 47-48 accesed from *http://www.journalscaffolding-modelforscaffoldingwritinginstruction-IMSCI* retrieved on February 19th 2017

methods originated from them.[12] Traditional methodology is basedlargely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge.

Conventional teaching methods have been espoused for providing an opportunity for students' tolearn directly from subject experts such methods can lack flexibility, do not ensure teaching consistency nor accommodate the diverse learning needs of students.[13] Conventional teaching methods is not consistence with the strategy of teaching. The act of teaching in the classroom will be done but sometimes students get borring because students need deverse learning.

b. Classification of Conventional Method

Conventional method has many teaching method that we can used in teaching and learning process. Conventional method can divide into some method such as: lecturer, project, discuss, problem solving, homework, demonstrations and so on.[14] From this method, there is the method that is often used by the teacher, such as lecturer method.

1) Lecturer Method

Lectural method is traditional method because this method had be used long since is as an oral communication tool between teacher

[12] Karolina Lesiak, Teaching English to Adolescent, accesed from *www.worldscientificnews.com* retrived on May 8th 2017

[13] Jacqueline Bloomfield, The effect of Computer-Assisted Learning Versus Conventional Teaching Methods on The Acquisition and Retention of Handwashing Theory and Skills in Pre qualification Nursing Ntudents, accesed from *www.elsevier.com/ijns*, retrived on Mei 8th 2017

[14] Syaiful Bahri Djamarah, *Strategi BelajarMengajar,* (Jakarta: PT, Asdi Maharsya, 2006) p.23.

and students in interaction educative.[15] Moreover in educative and traditional teaching it is like in rural that have weekness in learning facilities and teacher.

2) The steps of lecturer method

There are some steps before showing this method, they are:

a) Preparation (Create the learning condition to students)

b) Implementation (Teacher convoys the material then given opportunity to students for connecting and comparing the material of lecturer that had accepted through catechizing)

c) Evaluation (Give a test to students for looking students' comprehension about material that had learned).[16]

After explanation above, teacher is given an opportuity to students for making a summary and generalization about the main problem in formula, rule or general principle. Then, teacher gives ideas to students' idea that organized as completing, correcting and stressing. In other hand, teacher also gives a conclusion and formula clearly.

3. Writing

a. Definition of Writing

Talking about writing, most people do a writing. When they are asked what is writing, they may answer that writing is one way to

[15] *Ibid*, p. 205
[16] Syaiful Bahri Djamarah, *Strategi BelajarMengaja..*, p. 99.

communicate each other through a paper and a pen. Actually the role of writing in foreign language was explored. Some of them gave the understanding of writing in internet, book, and also in magazine of language discussion.

According to David Nunan, writing can be defined by a series of contrast. It is both a physical and a mental act. Writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is also both process and product.[17] The process is when the writer imagines, organizes, drafts, edits, reads, and rereads. Ultimately, what the audience sees, is a product an essay, letter, story, or research report.

According to A. Oshima and Ann Hogue writing is most likely to encourage thinking and learning when students view writing as a process.[18] It explain writing is a process to experess the idea to be a written form. It can be seen when students try to write a text it needs time.

According to John Langan state that writing is a process of discovery that involves a series of steps, and those steps are very often a

[17] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill: 2003), p. 88.

[18] Alice Oshima & Ann Hoque, *Writing Academic English (4th Edition)*, (New York: Pearson Longman, 2006), p. 28.

zigzag journey.[19] Very often, writers do not discover just what they want to write about until they explore their thoughts in writing.

So, according to experts' explanation above, writing is cognitive process to express thoughts to others in writen form. Some peole think that writing is a difficult to do. Person who wants to construct writing should work hard, and a good writing that can write independently just can be reached by work harder. Writing needs a routine rehearsal in order to have a good writing skill.

b. Stages in Writing Process

Writing is a product from some proceses. According to Donal Graves there are five-steps of writing process.

1) Prewriting
   The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (describe below) are all way to generate ideas.
2) Drafting
   Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.
3) Revising
   This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around

[19] John Langan, *College Writing Skills, Media Edition (5th Edition),* (USA: McGraw Hill, 2003), p. 13.

4) Editing
   This is the stage where grammar, spelling and punctuation error are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.
5) Publishing and Sharing
   This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.[20]

Based on explanation above, there are some steps in writing. It explain that writing need process, from a word to be a sentence and from a sentence to be a text. The process of writing will make possible to get good written.

c. Purpose of Writing

There must be any purpose of writing. It is imposible if people write with no purpose, although people just write a simple writing. There are some purpose of writing:

1) To Inform
   The most common writing purpose is to inform what people write in their writing. People often present information in their writing.
2) To Persuade

[20] Andrew, P Jonshon, *Teaching Reading and Writing: A Guide for Tutoring and Remediating Students*, (New York: Rowman & Littlefield Publisher, 2008), p. 179.

People sometimes write to make someone do or believe something by giving some reason.

3) To Express
People writes almost everything includes their self-expression. Writing also provides opportunity to show their personality.
4) To Entertain
Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.[21]

From explanation above, the researcher define that writing is has some purposes. It is the reason why writing is one of skill that must be learned and the reason why students must be mastery in writing skill.

d. Writing Assesment

Writing is the skill that has result in the end process. To know the result that get when students writing there must be assess. There are some criteria for writing assesment. According to Arthur Hughes, there are five criterias of writing assessment. There are:

1) Grammar, is the part of the study of language which deals witth forms and structure of words.
2) Vocabulary is defined as an interrelated group of non-verbal system symbols, sign, and gesture
3) Mechanics. This criteria is talk about pronounciation and spelling of the witing.

[21] James A Reinking, Andrew W. Hart, *Strategies for Succesful Writing*, (New Jersey: Prentice-Hall, 1986), p. 4.

4) Fluency. In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.
5) Form, is one of the main assesements in writing ability. This criterion is identified introduction, body and conclusion of writing task.[22]

Actually there are some expert explained about writing assesment, but the researcher use writing assesment from Arthur Hughes. From explanation above, writting assesment has five aspect that writing assessment easier to be used and easier to be understood. Then, the teacher will be easy to determine students' scoring and will be more effective and effecient to give score to students' writing.

4. Descriptive Text

a. Definition of Descriptive Text

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. The purpose of text is to describe particular person, place, or thing.[23]

[22]Arthur Hughes, *Testing for Language Teachers*, (London: Cambridge University Press,2003), p.101.

[23]Sanggam Siahaan & Kisno Shinda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89.

When you describe someone or something, you give your readers a picture in words. To make the word picture as vivid and real as possible, you must observe and record specifpic details that appeal to your readers' senses (sight, hearing, taste, smell, and touch). More than any type of essay, a descriptive paper needs sharp, colorful details.[24]

A good piece of descriptive writing has some logical plan of development. The writer tries to give a picture or impression of a person, place, or thing, but unlike the photographer or a painter, who has chemicals or pigments to work with, the writer has only words to use. Therefore, to be effective, written descriptions should have an efficient, sensible, carefully thought-out, logical plan.[25]

So, as the result descriptive text is kinds of accademic writing text. Descriptive text also has purpose to describe object (personal person, thing, place). Descriptive text is reading object with the words and make it to be a written text. It same with giving readers a picture in words.

b. The Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to descript and description intended of writing that tries to put a picture in the reader's mind. Description tells how something look or sounds or

[24] John Langan, *College Writing Skills…,* p. 175.

[25] George E. Wishon and Julia M. Burks, *Lets Write English, revised edition,* (New York: Litton Educational Publishing, 1980), p. 129.

taster or smell or fell. Lowes and Clark also explained that text structure of descriptive text consist of:

1) Identification: is writing the name of something, place, pictured, city, and family with brief description , to identify the object to describe.
2) Description: describes parts, qualities, and characteristics of the parts of the object.[26]

From explanation above that generic structure of descriptive text is identificatain and description. Identification talk about object identity that will describing. Description talk about describing an object it can be kinds of the object. As the Lowes and Clark explained about generic structure of descriptive text, it will easier for writer to make a descriptive text and easier a reader to know the kind of the text.

c. Language Features of Descriptive text

There are some grammatical aspects in descriptive text, they are:

1) Focus on specific participants (My English Teacher, My Idol, My Favorite Place)
2) Use Simple Present Tense
3) Verbs of being and having 'Relational Process'. (My mom is really cool, She has long black hair)
4) Use descriptive adjective (strong legs, white fangs)

[26] Sanggam Siahaan, *Generic Text Structure....* , p. 89.

5) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
6) Use action verbs 'Material Process' (it eats grass, it runs fast)
7) Use of adverbials to give additional information about behaviour (fast, at tree house)
8) Use figurative language (John is as white as chalk) [27]

Actualy there are some text that have a sama language features. Every genre have language feature. One of sign that known genre the text is descriptive is tenses. Tenses show the time of act. Kind of descriptive text is used to differentiate descriptive text and another kinds of text.

Example of Descriptive Text

My Idol

Identification

I has my favorite Idol. Raisa is my favorite singer. I love her because she has a good voice. She become famous because of Youtube Channel.

Description

She is beautiful. She is tall and thin. She has long and straight hair. She also has round eyes, and the color is brown. She has fair skin. Moreover, she is kind to her fans. She asks her fans to sing together

[27] M Mursyid PW, *The Learning of Descriptive Text*, (Karangdadap: Widya Utama, 2005), p. 4.

with her. She is really nice singer. I really nice singer. I really like her to be my idol.[28]

B. Review of Related Findings

There are some related findings to this research. Many people had done research about writing skill. These related findings discuss about strategy and method in English, like Scaffolding and Guided Questions. Then, discuss about writing. Clearly, these are some reasearch:

The first thesis is written by Yulis Yasinta. In her research, she got mean score of pre-test 62.7 in experimental class and 61 in control class. The significant effect was provide by the students' post test mean score 77.02 of the experimental class which was treated by scaffolding techniques which was greated than the post test mean score (73.79) of the control class which was not treated by scaffolding technique. The result of statistical hyphotesis test on the level of significance 5% found that $t_{value} > t_{table}$ (3.37>2.120). Thus H_0 was rejected and H_1 was accepted. It means that there was a positive effect of using scaffolding technique toward students' skill in writing descriptive text.[29]

The second is a thesis writen by Ridwan Arifin. This research designed was experimental research. The researcher found the result of this research in

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[28] Rifaat, Descriptive text, accessed from *http//www.descriptivetext-rd-a-275-uin-malang,* retrieved on April 4th 2017

[29] Yulis Yasinta, "The Effectiveness of Using Scaffolding Technique Towards Students' Skill in Writing descriptive Text (A Quasi Experimental Study of Eight Grade of SMP Al-Azhar Indonesia)" (A Skripsi , English Department Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University, 2014) *http://www.responsitory.uinjkt.ac.id*. Retrieved at February 2th 2017

pre-test mean score of experimental and control class were 65 and 63.3. In post-test, mean score of experimental and control class were 79 and 70 the calculation of $t_{count}>t_{table}$ (4.90>1.68). It means using Scafflding is better than conventional method.[30]

The third, Armi's research. She conclude that there was significant effect of using guided question on writing descriptive text. It was seen from the result of t_{count} and t_{table} (3.04>2.02). The mean score of experimental and control class (75.5>71.54). Therefore, students' writing achievement by using guided question strategy was better than conventional strategy.[31]

In conclusion above, the researcher interest to make the research about "The Effect of Scaffolding on Students' Ability in Writing Descriptive Text at X Grade in MAN 1 Padangsidimpuan."

C. Conceptual Framework

Actually, to be a good writer and independent writer depend on many factors. One of factor is how the teacher teaches English to the students, especially in teaching writing. The suitable technique is very important to teach writing descriptive text. Writing descriptive text is write to describe person, things, place and something. Describing person like friends or idol is the examples of descriptive text.

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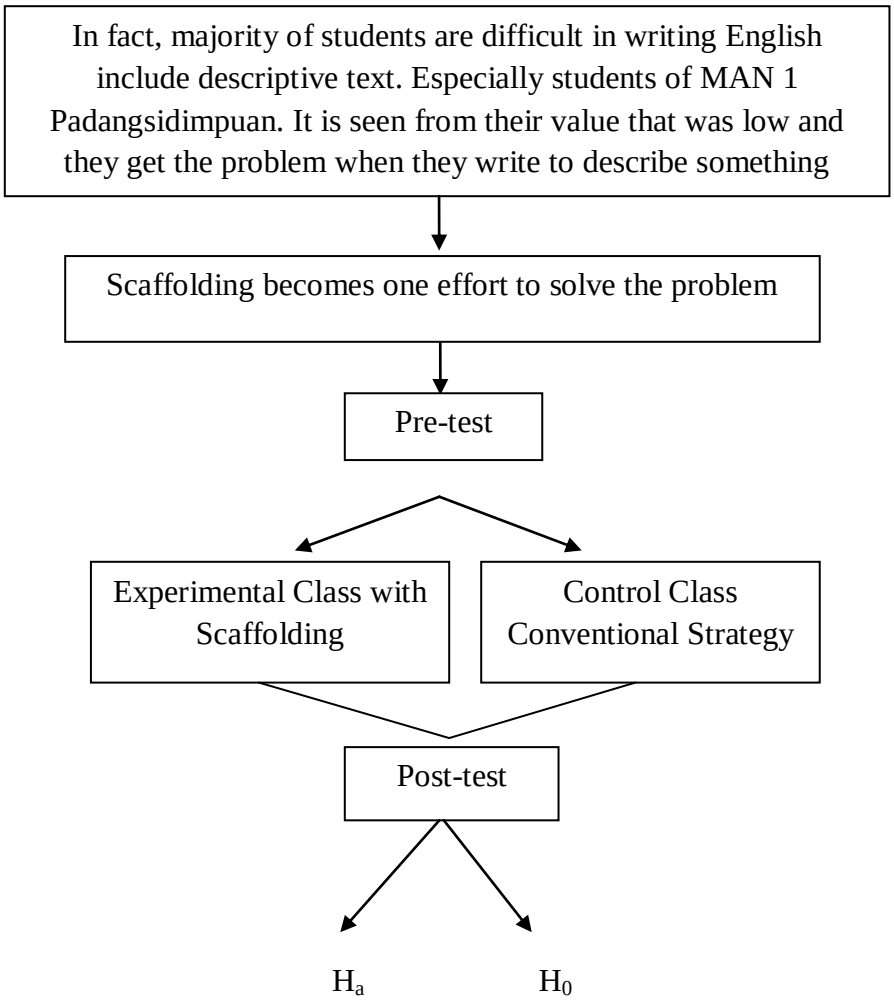
[30]Ridwan Arifin, "The Effectiveness of Scaffolding Towards Students' Writing Short Story at X Grade Ali Maksum Krapyak Bantul Yogyakarta accessed from *http://www.eprints.uny-thesis02-23/10/2015.ac.id,* retrieved on April 6th 2017

[31]Armi Avriyanti Lubis, "The Effect of Guided Questions on Students Writing Descriptive Text at Grade VIII of SMP Negeri 5 Padangsidimpuan (*Unpublished Thesis*) IAIN Padangsidimpuan, 2015)

However, it becomes main manifestation of the writer. As the framework for this research is if it study competity and individually, it will be effective and this strategy is one way to motivate the students to do the best, and give them freedom to look for their ability distance. The relation of Scaffolding in writing descriptive text can be seen as follow:



From the picture above, Scaffolding is a strategy that used by teacher on writing descriptive text. In order the learning of writing descriptive text through

scaffolding strategy to be easier, the teacher must be able to facilitate the students to learn effectively.

Based on the description above, using Scaffolding should be seen as suitable strategy in teaching and learning of writing descriptive text and it develops the students' competencies. Scaffolding give maximum control for teacher to teach writing with large or small classes to convey the students' interest and motivation in writing descriptive text subject especially. Hopefully, the students will write descriptive text better by using scaffolding.

D. Hypothesis

Hypothesis is researcher guessing of the situation of participants. It is not permanent but to tentetive supposition. According to L.R Gays "a hypothesis is a tentative prediction, result of the research finding".[32] The hypothesis is accepted if the result of research appropriate with hypothesis. The hypothesis is rejected if the result of the hypothesis is not appropriate with the hypothesis. Based on the explanation above, the hypothesis of the problem can be made alternative and null hypothesis.

So, the hypothesis of this research can be formulated by Ha: there is the significant effect of using Scaffolding on students' ability in writing descriptive text at grade X of MAN 1 Padangsidimpuan and H_0: there is no the significant

[32] L.R. Gay and Peter Airisian, *Educational Research for Analysis and Application*, (America: Prentice-Hall, 1992), p.71.

effect of using Scaffolding on students' ability in writing descriptive text at X grade of MAN 1 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research was done at MAN 1 Padangsidimpuan. It is located at Sutan Soripada Mulia Street, No. 22 Padangsidimpuan Utara. The schedule of this research was from February 2017 up to August 2017.

B. Research Design

The researcer used two classes in this research. One of the class was taught by using Scaffolding and called as experimental class, meanwhile the other class was taught by conventional method and called as control class.

Table 1
Table of Research Design

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√	√
Control Class	√	×	√

C. Population and Sample

1. Population

The population of the research is X grade of MAN 1 Padangsidimpuan. It consist of 7 classes with 267 students. It can be seen in the following table:

Table 2

The Population of the grade X students of MAN 1 Padangsidimpuan

No.	Class	Students
1	X MIA 1	40
2	X MIA 2	39
3	X MIA 3	37
4	X MIA 4	36
5	X MIS 1	40
6	X MIS 2	36
7	X MIS 3	39
Total		267

2. Sample

In this research, the researcher chose two classes as a sample. They are divided into experiment class and control class. The researcher used cluster sampling to take the sample.

Before choosing the sample, the researcher counted normality and homogeneity test to get sample that have similar competence. To determine the normality and homogeneity was done with the way like in the following.

1) Normality test

Normality test is used to know the whether the test of data research is normal or not. In normality test, the data can be tested with Chi-quadrate:[1]

[1]Mardalis, *Metode Penelitian: Suatu Pende katan Proposal* (Jakarta: Bumi Aksara,2003), p.85.

$$x^2 = \sum \left(\frac{f_{0-f_b}}{f_h} \right)$$

Where :

x^2 = Chi-quadrate

f_0 = Frequency is gotten from the sample is image/result of observation (questioner)

f_h = frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate result of Chi-quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-1). If result $x^2_{count} < x^2_{table}$, it can be concluded that data is distributed normal.

Based on the calculation of normality test in pre-test, the researcher found that there were two classes that classified normal. They were; X MIA-3 with degree of freedom (dk) = 6-1 =5 (2.21<11.070) and X MIA-4 with degree of freedom (dk) = 6-1 =5 (0.64<11.070).

2) Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes were same, it is can be called homogeneous. To test it, the researcher used formula as follow:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is accepted if $F_{(table)} \leq F_{(count)}$

Hypothesis is rejected if $F_{(table)} \geq F_{(count)}$

Hypothesis is accepted if $F_{(table)} \leq F_{(count)}$ while hypothesis is rejected if $F_{(table)} \geq F_{(count)}$. Hypothesis is rejected if $F \leq F\ {}^{1}/_{2}$ a $(n_1 - 1)$ $(1 = n_2 - 1)$ while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.005) and dk numerator is $(n_2 - 1)$.

Based on explanation above, the researcher had given pre-test to know whether the samples are homogenous and normal or not. After calculating the data, the researcher had found that both of two classes (X MIA 3 and X MIA 4), (see appendix 5 and 6). In this research, researcher chose X MIA 3 as experimental class and it class consisted of 37 students whereas X MIA 4 as control class and it consisted of 36 students. So total sample of the reserach were 73 students. It can be seen from the table bellow.

Table 3
Sample of the research

Sample	Class	Total
Experimental Class	X MIA-3	37
Control Class	X MIA-4	36
Total		73

D. Instrument of Data Collecting

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher used achievement test. This test included the cognitive test. Achievement test measure the current status of individuals on school-taught subject. Standardized achievement test are available for individual curriculum areas as writing.[2]

From explanation in chapter II writing assesment or writing test there are five aspects. There are grammar, vocabulary, mechanic, fluency and form. The function of the test is to measure students in writing. In arranging the test researcher used the indicator writing as had been validated from Raja's script. The indicator of witing as follows:

[2] L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application,* (America: Prentice-Hall, 1992) p. 154.

Table 4

Rubric Score of Writing

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form (organization)	20	15	10	5

a. Grammar

The criteria of scoring are as determined by ranges of the scores as following:

No	Indicator	Score
1	Few (if any) noticable errors of grammar or word order	20
2	Some error of grammar or word order which do not however, interview with comprehension	15
3	Error of grammar or word order frequent: efforts of interpretation sometimes required an reader's part	10
4	Errors of grammar or word order so severe as to make comprehension virtually impossible	5

b. Vocabularry

No	Indicator	Score
1	Use of vocabulary and idiom rerely (it at all) distinguishable from that of educative native writer	20
2	Use writing or inappropriate word fairly frequently	15

	expression of ideas maybe limited because of in adequate vocabulary	
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10
4	Vocabulary limitation so extreme as to make comprehension virtually impossible	5

c. Mechanic

No	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

d. Fluency

No	Indictaor	Score
1	Choice of structures and vocabualries consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabualary items noticeably inappropriate to general style	15
3	Structures of vocabulary items sometime not only in appropriate but also misused little sense of easy of	10

	communication	
4	Communication often impaired by completely inappropriate/misused structures or vocabulary items	5

e. Form (organization)

No	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10
4	Lack of organization so severe that comunication is seriously impaired	5

E. Validity and Reliability of Instrument

1. Validity of the Instrument

Validity is a tool used to measure the test. According to Sugiono that validity is an insttrument that used to measure what will be measured.[3] In this research, the researcher used essay test to test students' writing ability in descriptive text. To make the test became valid so the researcher applied construct validity. Construct validity is uded to know whether the test valid or

[3] Sugiono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2013), p. 348.

not by using to expert judgement such as English teacher. Reseracher used it to make the test became valid.

F. Tchnique of Collecting Data

In collecting data the researcher uses test to students. The kind of the test is essay test. The test divided into two kind; pre-test and post test. The procedures as bellow:

1. Pre-test

   It was a test that was given before doing the treatment to the students. It was needed to know the students' ability in experiment and control class before the researcher gave the treatment to experiment class. It also used to find out the homogenity and normality level of the sample. The researcher used some steps in giving pre-test. They are:

   a. The researcher prepared an instruction of essay test.
   b. The researcher distributed the test paper to both class; experiment and control class.
   c. The researcher explained what the students need to do.
   d. The researcher gave the time to the students to do the instruction.
   e. The researcher collected the test paper.
   f. The researcher checked the answer of students and counts the students' score.

2. Treatment

After giving the pre-test, the students would be given treatment. The experimental class would be taught by using Scaffolding strategy, while the control class taught by conventional strategy. The researcher has some procedure in treatment class. They are:

a. Researcher opened learning activity with greeting. Then, asked students to take a pray. Next, researcher explained about the descriptive text.
b. The researcher explained the descriptive text by using Scaffolding.
c. The researcher gave a model of description text and discussed about it with students.
d. The researcher asked students to construct a text which was suitable with the example given by using Scaffolding.
e. The researcher asked the students to perform their writing in front of the class.
f. The researcher maked summary or conclusion about important information from the text and the lesson.
g. The researcher closed the class by taking a pray.

3. Post-test

After giving treatment, the researcher conducted a post-test. This post-test is the final test in the research for measuring the treatment, whether is an effect or not Scaffolding on students' writing ability. After conducting the

post-test, the researcher analyzed the data. The researcher had some procedure. They are:

a. The researcher prepared an instruction of essay test.
b. The researcher distributed the paper of the test to students of experimental class and control class.
c. The researcher explained what the students needed to do.
d. The researcher gave the time to the students to answer the questions.
e. The researcher collected the test paper.
f. The researcher checked the answer of students and counted the students' score.

G. Technique of Data Analysis

1. Requirement Test

a. Normality test

To know the normality, the researcher uses *Chi-Quadrate* formula. The formula is as follow:

$$x^2 = \sum \left(\frac{f_0 - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_0 = Frequency is gotten from the sample/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculate the result of Chi-Quadrate, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk=k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed normal.

b. Homogenity test

Homogenity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogeneous. Homogenity is the similarity of variance of the group will be compared. So, the homogenity test has function to find out whether the data homogent or not. It uses Harley test, as follow:[4]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F\frac{1}{2}a(n_1\text{-}1)\ (1=n_2\text{-}1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was $(n_1\text{-}1)$, while dk deminators is $(n_2\text{-}1)$.

[4]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya,*(Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p.276.

2. Hyphotesis

To know the difference between experimental and control class the data will be analyzed by using *t-test* formula. The formula is as follow:[5]

$$T = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x1\,2 + \sum x2\,2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average score of the control class

$\sum x_1^2$ = Deviation of the experimental class

$\sum x_2^2$ = Deviation of the control class

n_1 = Number of experimental class

n_2 = Number of control class

It means that:

$H_a : \mu_1 \neq \mu_2$

$H_o : \mu_1 = \mu_2$

If $H_a : \mu_1 > \mu_2$, it was mean that result of students' writing descriptive text at first grade MAN 1 Padangsidimpuan was significant effect. But, if the H_0: it was meaning the result of students' writing descriptive text using Scaffolding grade X MAN 1 Padangsidimpuan was no significant effect. To test the hyphotesis, researcher used the formula as follow:

[5] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), p.354.

$$t = \frac{x^1 - x^2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{x_1}$ = Mean of experimental class sample

$\bar{x_2}$ = Mean of control class sample

n_1 = Total of experimental class

n_2 = Total of control class sample[6]

The formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)\, s_{1PP^2} + (n_2 - 1) s_{2^2}}{n_1 + n_2 - 2}}$$

Where:

s = Variant

s_1^2 = Variant of experimental class

s_2^2 = Variant of control class[7]

To test criteria of hypothes, if H_o is accepted by $t_{table} < t_{count}$. By opportunity $\left(1 - \frac{1}{2}\,\alpha\right)$ and dk = (n_1 + n_2 - 2) and H_o was rejected if there was t_{count} has the other results.

[6] Mardalis, *Metode Penelitian…,* p. 219.
[7] *Ibid*, p. 239.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of scaffolding on students' ability in writing descriptive text, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Scaffolding

a. Score of Pre-test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test experimental class can be seen in the following table:

Table 5
The Score of Experimental Class in Pre-test

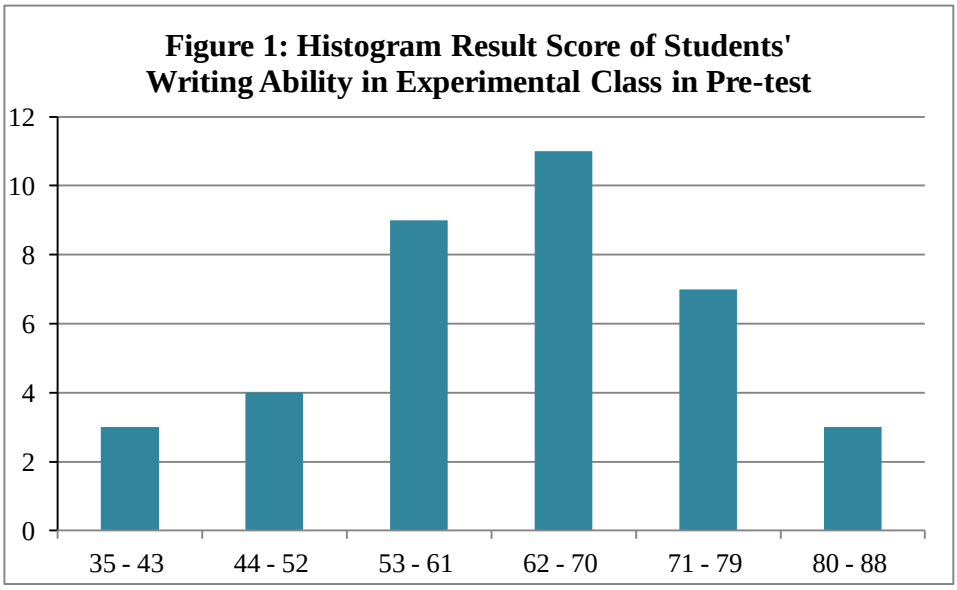
Total	2330
Highest score	85
Lowest score	35
Mean	69.2
Median	63.57
Modus	64.07
Range	50
Interval	9
Standard deviation	12.06
Variants	153.42

Based on the above table the total score of experiment class in pre-test was 2330, mean was 69.2, standard deviation was 12.06, variants was 224.62, median was 63.57, range was 50, modus was 64.07, interval was 9. The researcher got the highest score was 85 and the lowest score was 35. It can be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 6
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	35 – 43	3	8.11%
2	44 – 52	4	10.81%
3	53 – 61	9	24.32%
4	62 – 70	11	29..73%
5	71 – 79	7	18.92%
6	80 – 88	3	8.11%
i = 9		37	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following:



The figure above, the frequency of students' score from 35 up to 43 was 3; 44 up to 52 was 4; 53 up to 61 was 9; 62 up to 70 was 11; 71 up to 79 was 7; 80 up to 88 was 3. The histogram shows that the highest interval (80 – 88) was 3 students and the lowest interval (35 – 43) was 3 students.

b. Pre-Test Score of Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table 7
The Score of Control Class in Pre-test

Total	2185
Highest score	80
Lowest score	40
Mean	67.3
Median	61.3
Modus	63.3

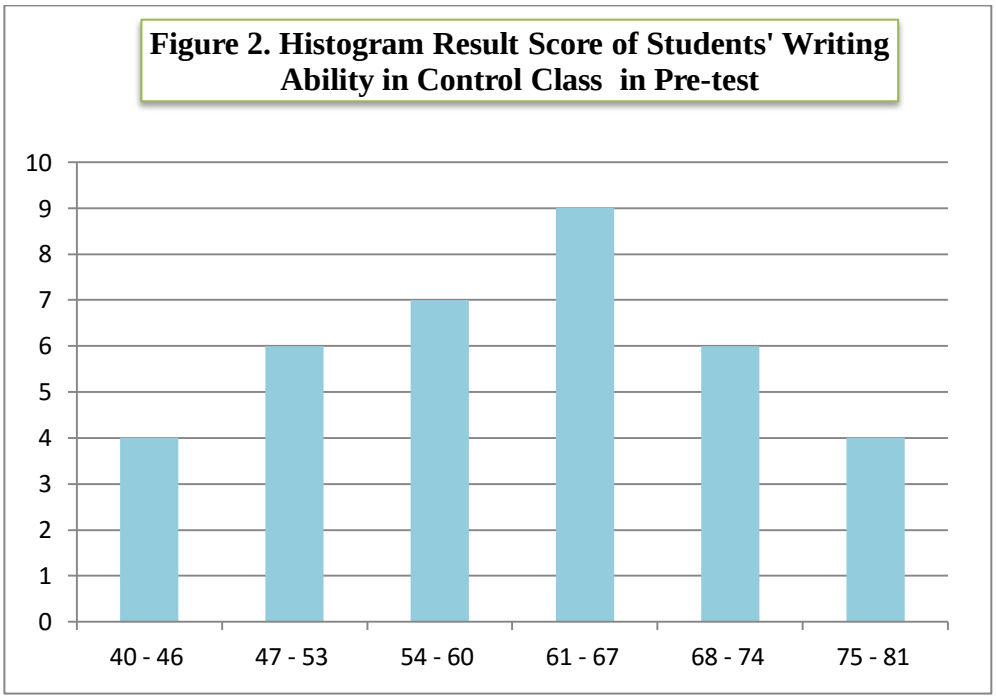
Range	30
Interval	7
Standard deviation	10.50
Variants	114.50

Based on the above table the total score of experiment class in pre-test was 2185, mean was 67.3, standard deviation was 10.50, variants was 114.50, median was 61.3., range was 30, modus was 63.3, interval was 7. The researcher got the highest score was 80 and the lowest score was 40. It can be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	40 – 46	3	8.33%
2	47 – 53	5	13.89%
3	54 – 60	5	13.89%
4	61 – 67	8	22.23%
5	68 – 74	4	11.12%
6	75 – 81	3	8.33%
i = 9		36	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the frequency of students' score from 40 up to 46 was 4; 47 up to 53 was 6; 54 up to 60 was 7; 61 up to 67 was 9; 68 up to 74 was 6; 75 up to 81 was 4.

2. Description of Data After Using Scaffolding

a. Score of Post-Test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using genre based language teaching. The score of post-test experimental class can be seen in the following table:

Table 9
The Score of Experimental Class in Post-test

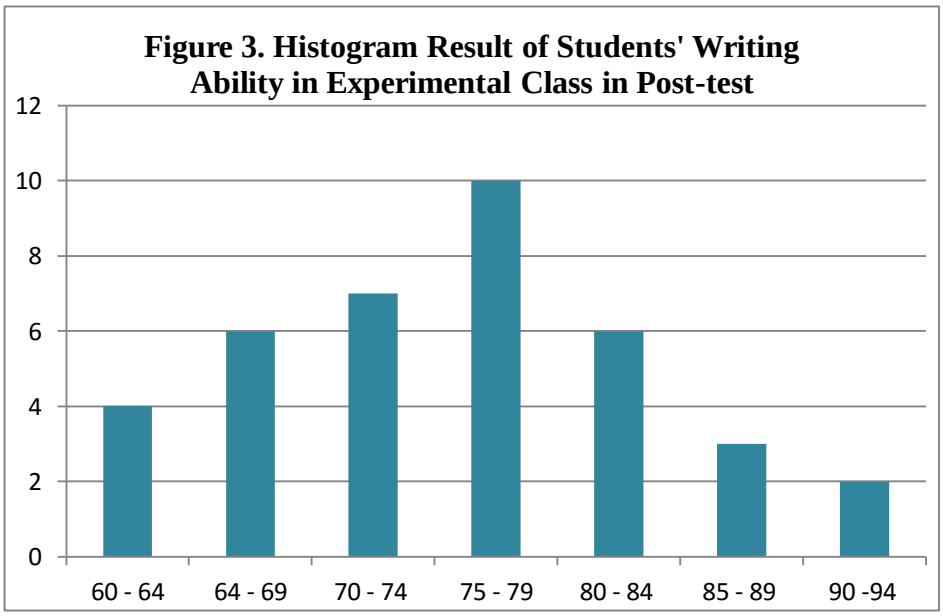
Total	2695
Highest score	90
Lowest score	60
Mean	79.16
Median	75.25
Modus	76.6
Range	30
Interval	5
Standard deviation	7.65
Variants	60.47

Based on the above table the total score of experiment class in post-test was 2695, mean was 79.16, standard deviation was 7.65, variants was 60.47, median was 75.25, range was 30, modus was 76.6, interval was 5. The researcher got the highest score was 90 and the lowest score was 60. It can be seen on appendix 7 and 8. Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60 – 64	4	10.81%
2	65 – 69	6	16.22%
3	70 – 74	7	18.92%
4	75 – 79	10	27.03%
5	80 – 84	6	16.21%
6	85 – 89	3	8.11%
7	90 – 94	1	2.70%
i =6		37	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the frequency of students' score from 60 up to 64 was 4; 64 up to 69 was 6; 70 up to 74 was 7; 75 up to 79 was 10; 80 up t0 84 was 6; 85 up to 89 was 3and the lowest interval 90 up to 94 was 1 student.

b. Score of Post-Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher taught the reading descriptive text by using conventional strategy. The score of post-test control class can be seen in the following table:

Table 11
The Score of Control Class in Post-test

Total	2285
Highest score	80
Lowest score	50
Mean	68.55
Median	65.6
Modus	66.5
Range	30
Interval	5
Standard deviation	8.15
Variants	68.31

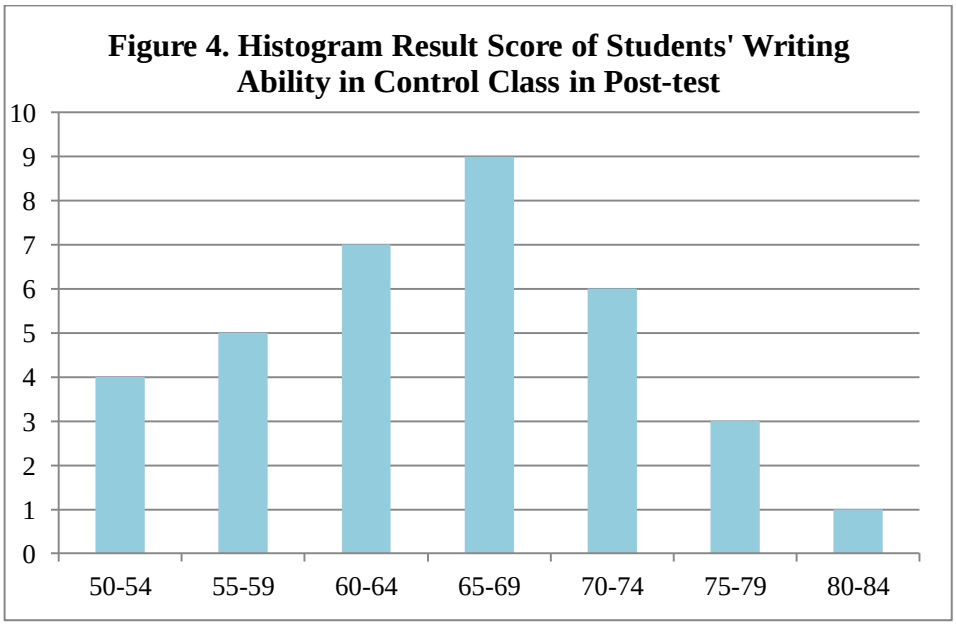
Based on the above table the total score of control class in post-test was 2285, mean was 68.55, standard deviation was 8.15, variants was

68.31, median was 65.6, range was 30, modus was 66.5, interval was 5. The researcher got the highest score was 80 and the lowest score was 50. It can be seen on appendix 8. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	50 – 54	4	11.11%
2	55 – 59	5	13.89%
3	60 – 64	7	19.44%
4	**65 – 69**	9	25%
5	70 – 74	6	16.67%
6	75 – 79	3	8.33%
7	80 – 84	2	5.56%
i = 5		36	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the frequency of students' score from 50 up to 55 was 4; 55 up to 59 was 5; 60 up to 64 was 7; 65 up to 69 was 9; 70 up to 74 was 6; 75 up to 79 was 3, and 80 up to 84 was 2 students.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-test and Post-test in Experimental Class

Based on students' answers in experimental of pre-test and post-test has calculated the students' score and most of students both of classes were law in writing. Experimental class consisted of 37 students (X MIA-3). The lowest score in pre-test was 35 whereas the highest score was 85 and the lowest score in post-test was 60 whereas the highest score was 90. It can be seen in the following table below:

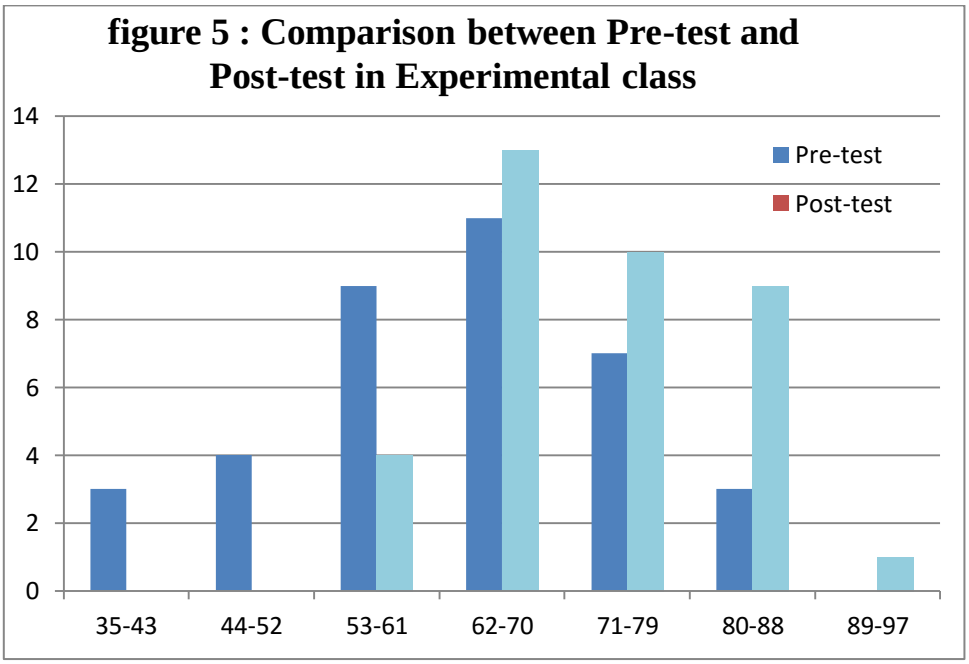
Table 13

Comparison Score of Students Writing Abilit in Pre-test (Experimental and Control Class)

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre-test of Control Class
1	FFN	35	FFN	60
2	DNH	40	DNH	60
3	LKR	40	LKR	60
4	MPP	45	MPP	60
5	HAS	45	HAS	65
6	ASA	50	ASA	65
7	DST	50	DST	65
8	HDR	55	HDR	65
9	IMA	55	IMA	65
10	IHB	55	IHB	65
11	RSS	55	RSS	70
12	RKH	55	RKH	70
13	NAL	60	NAL	70
14	NAH	60	NAH	70
15	AML	60	AML	70
16	AY	60	AY	70
17	RRC	65	RRC	70
18	TR	65	TR	75
19	AB	65	AB	75
20	IAS	65	IAS	75
21	RAH	65	RAH	75
22	SAH	65	SAH	75

23	IAH	70	IAH	75
24	LFH	70	LFH	75
25	NR	70	NR	75
26	PH	70	PH	75
27	PAH	70	PAH	75
28	ARR	75	ARR	80
29	FF	75	FF	80
30	RE	75	RE	80
31	SRL	75	SRL	80
32	SMH	75	SMH	80
33	SRS	75	SRS	80
34	Y	75	Y	85
35	NAP	80	NAP	85
36	N	80	N	85
37	NH	85	NH	90

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



b. Comparison Score of Pre-test and Post-test in Control Class

Based on students' answers in control class of pre-test and post-test has calculated the students' score and most of students both of classes were law in writing. Control class consisted of 36 students (X MIA-3). The lowest score in pre-test was 40 whereas the highest score was 80 and the lowest score in post-test was 50 whereas the highest score was 80. It can be seen in the following table below:

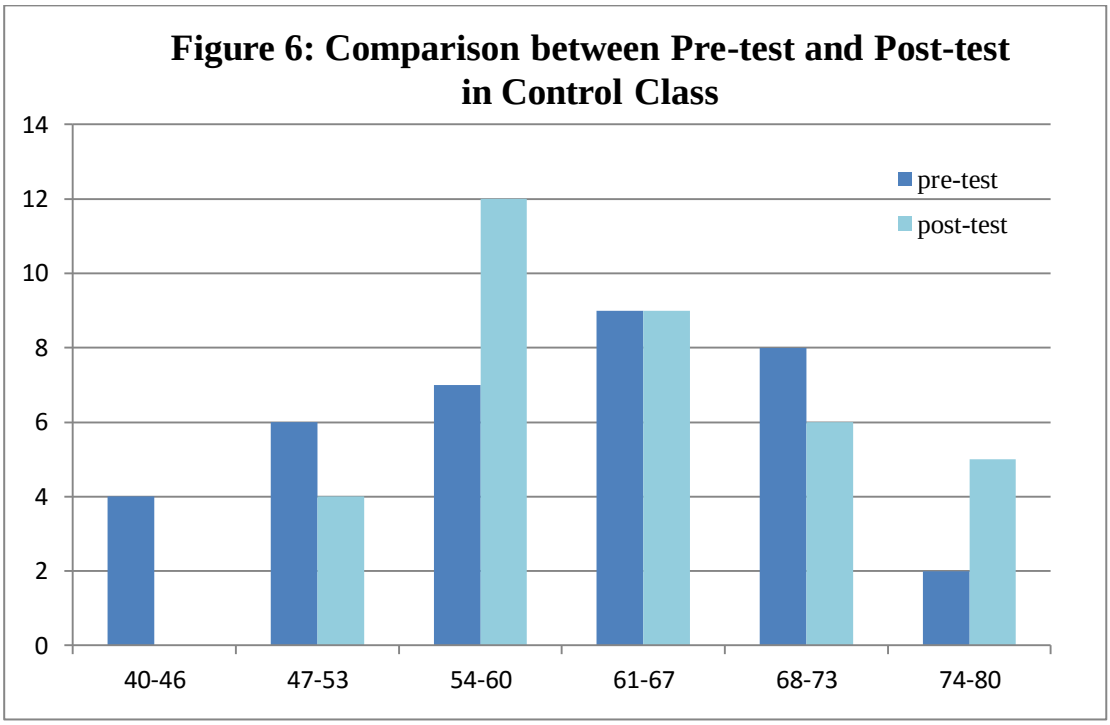
Table 13
Comparison Score of Students Writing Abilit in Control Class (Pre-test and Post-test)

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre-test of Control Class
1	BS	40	BS	50
2	PS	40	PS	50

3	SC	45	SC	50
4	IK	45	IK	50
5	AA	50	AA	55
6	AY	50	AY	55
7	ARS	50	ARS	55
8	FHF	50	FHF	55
9	MJ	50	MJ	55
10	SHH	50	SHH	60
11	SFL	55	SFL	60
12	AWK	55	AWK	60
13	FAH	55	FAH	60
14	N	55	N	60
15	SHH	60	SHH	60
16	AR	60	AR	60
17	ASB	60	ASB	65
18	ASS	65	ASS	65
19	FFH	65	FFH	65
20	HIH	65	HIH	65
21	MSS	65	MSS	65
22	MAH	65	MAH	65
23	NA	65	NA	65
24	RAP	65	RAP	65
25	TJD	65	TJD	65
26	WS	65	WS	70
27	AAG	70	AAG	70
28	MIS	70	MIS	70
29	PN	70	PN	70

30	RK	70	RK	70
31	SA	70	SA	70
32	SD	70	SD	75
33	FRS	75	FRS	75
34	AHM	75	AHM	75
35	MF	80	MF	80
36	F	80	F	80

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



c. Comparison between Experimental Class and Control Class

Based on students' answers in post-test in experimental and control class, the researcher has calculated the students' score and most of students both of

classes increased in writing. Experimental class consisted of 37 students (X MIA-3), the lowets score was 60 whereas the highest score was 90. Then, most of students got raising score and their score increased very significant. But, control class consisted of 36 students (X MIA-4), the lowest score was 50 whereas the highest score was 80. Studens' score increased too but not significant. In post-test, the researcher applied scaffolding in experimental class and control class was give conventional strategy. It can be seen in the following table:

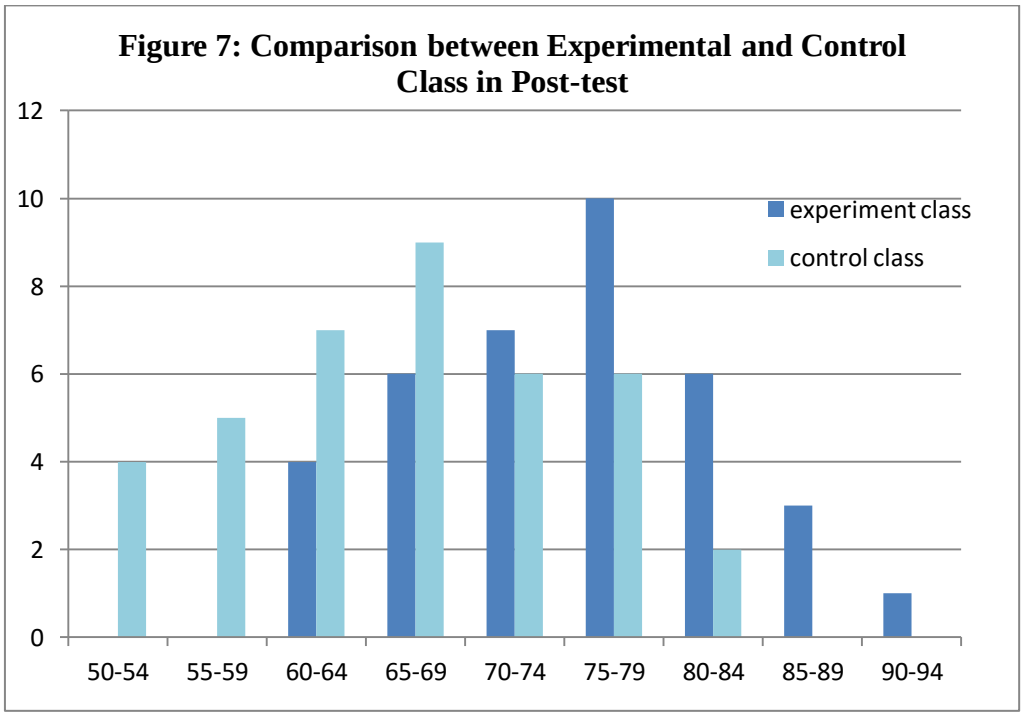
Table 14

Comparison Score of Students Writing Abilit in Post-test (Experimental and Control Class)

No	Name	Result Post-test of Experimental Class	Name	Result of Post-test of Control Class
1	FFN	60	BS	55
2	DNH	60	PS	60
3	LKR	60	SC	60
4	MPP	60	IK	60
5	HAS	65	AA	60
6	ASA	65	AY	60
7	DST	65	ARS	60
8	HDR	65	FHF	65
9	IMA	65	MJ	65
10	IHB	70	SHH	65
11	RSS	70	SFL	65
12	RKH	70	AWK	65

13	NAL	70	FAH	65
14	NAH	70	N	65
15	AML	70	SHH	65
16	AY	70	AR	70
17	RRC	75	ASB	70
18	TR	75	ASS	70
19	AB	75	FFH	70
20	IAS	75	HIH	70
21	RAH	75	MSS	70
22	SAH	75	MAH	70
23	IAH	75	NA	70
24	LFH	75	RAP	70
25	NR	75	TJD	70
26	PH	80	WS	75
27	PAH	80	AAG	75
28	ARR	80	MIS	75
29	FF	80	PN	75
30	RE	80	RK	75
31	SRL	80	SA	75
32	SMH	85	SD	80
33	SRS	85	FRS	80
34	Y	85	AHM	80
35	NAP	85	MF	80
36	N	85	F	85
37	NH	90	-	-

It can be seen in histogram too, the figure following below:



B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental and Control Class in Pre-Test

Table 15
Normality in Pre-test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class	0.90	11.070
Control Class	3.85	11.070

Based on the above table researcher calculation, the score of experiment class Lo = 0.90 < Lt = 11.070 with n = 37 and control

class Lo = 3.85 < Lt = 11.070 with n = 36, and real level α 0.05. Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 5 and 6.

2) Homogeneity of Experimental and Control Class in Pre-test

Table 16
Homogeneity in Pre-test

Class	**Homogeneity Test**	
	f_{count}	f_{table}
Experiment Class	1.34 < 1.78	
Control Class		

The coefficient of F_{count} = 1.34 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 37-1 = 36 and denominator dk N-1 = 36–1 = 35. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 1.78. It showed that F_{count} 1.34 < F_{table} 1.78. So, the researcher concluded that the variant from the data of the Students' Ability in Writing Descriptive Text at X Grade MAN 1 Padangsidimpuan by experimental and control class was homogenous. The calculation can be seen on the appendix 6.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 17
Normality in Post-Test

Class	Normality Test	
	x_{count}	x_{table}
Experiment Class	2.21	11.070
Control Class	0.64	11.070

Based on the table above researcher calculation, the score of experiment class Lo = 2.21 < Lt = 11.070 with n = 37 and control class Lo = 0.64 < Lt = 11.070 with n = 36, and real level α 0.05. Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 7 and 8.

2) Homogeneity of Experimental and Control Class in Post-test

Table 18
Homogeneity in Post-test

Class	Homogeneity Test	
	f_{count}	f_{table}
Experiment Class	1.13 < 1.78	
Control Class		

The coefficient of F_{count} = 1.13 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 37-1 = 36 and denominator dk N-1 = 36-1 = 35. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 1.78. It showed that F_{count} 1.13 < F_{table} 1.78. So, the researcher concluded that the variant from the data of the Students' Ability in Writing Descriptive Text at X Grade MAN 1 Padangsidimpuan by experimental and control class was homogenous. The calculation can be seen on the appendix 8.

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the significant effect of Scaffolding on Students' Writing Descriptive Text". The calculation can be seen on the appendix 9 and 10

Table 19
Result of T-test from the Both Averages

Pre-test		**Post-test**	
t_{count}	t_{table}	t_{count}	t_{table}
1.38	2.000	5.413	2.000

$H_a : \mu_1 > \mu_2$

Where:

$H_a : \mu_1 > \mu_2$ "There was a significant effect of scaffolding on students' writing descriptive text".

Based on researcher calculation, researcher found that t_{count} 5.413 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 37 + 36 - 2 = 71$. Cause $t_{count} > t_{table}$ (5.413 > 2.000), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of Scaffolding on Students' Ability in Writing Descriptive Text. In this case, the mean score of experimental class by using Scaffolding was 79.16 and mean score of control class was 68.55 by using conventional strategy. The calculation can be seen on the appendix 10.

C. Discussion

The researcher discussed the result of this research and compared with the related findings because two of them also delivered the description about the effectiveness of using Scaffolding on students' ability in writing. The researcher discussed the result of this research and compared with the related findings. From the review of relate findings above, the researcher also found the result in line with the result of research in related finding.

First, Yulis Yasinta do the research about Scaffolding on teaching writing. She found that Scaffolding has significant effect on students' writing ability. She

said that Scaffolding can be a strategy to teaching writing because on Scaffolding teacher as a guided for students. Scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. Beside, Students is given a model as a temporally framework.[1]

Then, Ridwan Arifin said using Scaffolding has significant effect on students' writing short story. He said that scaffolding suitable as a teaching strategy in writing. Students that teach by using Scaffolding teaching strategy will be independent writer. It means that students able to write a text by their selves. Meanwhile, Scaffolding help students to get the next stage. Students is given step-by-step technique for writing especially in descriptive text.[2]

Beside, the researcher also found that Scaffolding has significant effect in students' writing ability too. Researcher found that Scaffolding is suitable as strategy in teaching writing. It was proved by the theory from Sylvia Read. Sylvia stated that Scaffolding can be applied on teaching reading and writing.[3] Meanwhile Lauson stated that Scaffolding is process by which a teacher provides students with a temporary framework for learning.[4] It means that teacher as the

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[1] Yulis Yasinta, "The Effectiveness of Using Scaffolding Technique Towards Students' Skill in Writing descriptive Text (A Quasi Experimental Study of Eight Grade of SMP Al-Azhar Indonesia)" (A Skripsi , English Department Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University, 2014) *http://www.responsitory.uinjkt.ac.id*. Retrieved at February 2th 2017

[2] Ridwan Arifin, "The Effectiveness of Scaffolding Towards Students' Writing Short Story at X Grade Ali Maksum Krapyak Bantul Yogyakarta accessed from *http://www.eprints.uny-thesis02-23/10/2015.ac.id*, retrieved on April 6th 2017

[3] Sylvia Read, *A Model for Scaffolding* ...,. 47

[4] Linda Lauson, *Scaffolding As Teaching Strategy*...., p. 2

temporary framework for students to improve students' skill. So, Scaffolding has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding.

From the result of the research that is previously stated, it was proved that the students of the experimental group who were taught writing descriptive text by using Scaffolding got better result than the control group that were taught writing descriptive text by using conventional teaching.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still did open dictionary or browsing. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process, especially in collaborative section. They were not concentrating in following the learning process. Some of them talked to their friends. Of course it made them can not get the teacher's explanation well and gave the impact to the post-test answer.
3. The students were not enthusiastic in writing about descriptive text. When the teacher gives other text, the students feel confused establish which the identification and description on the text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research before using scaffolding strategy, the mean score of experimental class and control class were 69.2 and 67.3. After using scaffolding technique, the mean score of experimental and control class were 79.16 and 68.55. Besides it, the score of t_{count} was bigger than t_{table} (5.431>2.000). It means that the result of research showed there was a significant effect of using scaffolding on students' ability in writing descriptive text at X grade of MAN 1 Padangsidimpuan. So, the hypothesis alternative (H_a) was accepted and the hypothesis null (H_0) was rejected.

B. Suggestion

After finishing the research, researcher got many informations in English teaching and learning. From this research, researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow.

1. For English teacher, it is hoped to use scaffolding because it is an alternative technique in teaching writing, especially in writing descriptive text. It is very useful to apply in the classroom because by it makes classroom to be active and teacher role as guide as long learning process is important in using scaffolding.
2. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. Because of this research is an

experimental research, try to use scaffolding technique for another research like classroom action research. This research can give information about teaching by using scaffolding.

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CURRICULUM VITAE

A. Identity

Name	: Nur Azizah
Reg. No.	: 13 340 0022
Place/Birth	: Bekasi, Desember 7th 1995
Sex	: Female
Religion	: Islam
Address	: Malintang Julu, Mandailing Natal

B. Parents

Father's Name	: Ahmad Taon
Mother's Name	: Zuraidah

C. Educational Background

1.	Play Group	: TK Nurul Iman Bekasi	(2001)
2.	Elementary School	: SD Negeri Aren Jaya 2 Bekasi	(2007)
3.	Junior High School	: MTs YAPINK 1 Tambun-Bekasi	(2010)
4.	Senior High School	: MAN Siabu	(2013)
5.	Institute	: IAIN Padangsidimpuan	(2017)

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

Nama Sekolah : MAN 1 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas : X

Semester : I

Standar Kompetensi : Mengungkapkan makna dalam teks monolog/ esei tulis berbentuk deskriptif secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah-langkah retorika dalam teks monolog berbentuk deskriptif dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Jenis teks/ Tema : Descriptive Text

Alokasi waktu : 2 x 45 menit

Indicator : 1. Mengungkapkan makna dalam teks deskriptif.

2. Menulis teks berbentuk deskriptif

Tujuan Pembelajaran : Siswa dapat menulis teks monolog berbentuk deskriptif.

Materi Pembelajaran : Descriptive Text

Metode : Scaffolding

Langkah-langkah kegiatan (Procedure)

a. Kegiatan pendahuluan
    1. Mengucapkan salam
    2. Memulai pelajaran dengan mengajak siswa membaca do'a.

b. Kegiatan Inti
    1. Inquiry:
        a) Guru membangun pengetahuan siswa
        b) Guru menjelaskan tentang jenis teks (descriptive text) serta memberikan penjelasan (definisi, generic structure, language features).
    2. Model:
        a) Guru menjelaskan bagaimana cara menulis teks sesuai dengan genre (descriptive text)
        b) Guru meminta siswa untuk membuat sebuah teks (descriptive text) sesuai model yang diberikan, yaitu,
            1) Brainstorming: Guru meminta siswa untuk menyebutkan gambaran/deskripsi dari individu/sahabatnya
            2) Listing: Guru meminta siswa untuk menuliskan kembali daftar individu/sahabatnya yang sesuai dengan deskripsikan sesuai dengan deskripsinya
    3. Share: Siswa diminta untuk mengorganisasikan kalimat dalam daftar menjadi sebuah teks (descriptive teks)

4. Collaborative:
    a) Guru mengelompokan siswa menjadi berpasangan
    b) Siswa secara berkelompok diminta untuk mengkoreksi hasil kerja teman kelompoknya.
5. Independent: Siswa menuliskan kembali hasil deskripsinya yang sudah dikoreksi menjadi sebuah teks yang baik.
6. Guru mengkoreksi hasil kerja siswa
7. Guru meminta siswa untuk memperbaiki tulisan yang salah
8. Guru memberikan nilai kepada siswa

c. Kegiatan Penutup
    1. Menyimpulkan sekaligus menutup pembelajaran.
    2. Membaca hamdalah
    3. Mengucapkan salam

Sumber Belajar : Buku teks (Buku Bahasa Inggris untuk Kelas X MAN) dan buku-buku yang relevan.

Evaluasi

Indikator pencapaian kompetensi	**Teknik penilaian**	**Bentuk instrumen**	**Instrument/ soal**
Menulis teks berbentuk deskriptif	Test tertulis	Tugas individu	Write a descriptive text about the topic given.

Score

1. Grammar :
2. Organization :
3. Fluency :
4. Vocabularies :
5. Mechanics :

Total Score :

Padangsidimpuan, 2017

Validator

Sojuangon Rambe, S.S., M.Pd

NIP. 19790815200604 1 003

Researcher

Nur Azizah

NIM. 13 340 0022

Learning Material

Brainstorming (Your Best Friend)
Her/His Identity:
Her/His Appearance:
Her/His Like :

Listing (Your Best Friends)
Her/His Identity: Name, Characteristic, Born, Address, Family
Her/His Appearance : Tall, Weight, Face, Eyes, Skin, Hair
Her/His Like: Hobby, Favorite food, drink, or thing

Writing The First Draft

Giving Feedback to Friend's Writing

Do Revising

Padangsidimpuan, Maret 2017

Validator

Sojuangon Rambe, S.S., M.Pd
Nip. 197908152006041 003

Researcher

Nur Azizah
Nim. 13 340 0022

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Nama Sekolah : MAN 1 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas : X

Semester : I

Standar Kompetensi : Mengungkapkan makna dalam teks monolog/ esei tulis berbentuk deskriptif secara akurat, lancer, dan berterima dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah-langkah retorika dalam teks monolog berbentuk deskriptif dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Jenis teks/ Tema : Descriptive Text

Alokasi waktu : 2 x 45 menit

Indicator : 1. Mengungkapkan makna dalam teks deskriptif.
2. Menulis teks berbentuk deskriptif

Tujuan Pembelajaran : Siswa dapat menulis teks monolog berbentuk deskriptif.

Materi Pembelajaran : Descriptive Text

Metode : Conventional Strategy

Langkah-langkah kegiatan (Procedure)

a. Kegiatan pendahuluan

    1. Mengucapkan salam

    2. Memulai pelajaran dengan mengajak siswa membaca do'a.

b. Kegiatan inti

    1. Guru menjelaskan tentang descriptive text.

    2. Guru menjelaskan generic structure of descriptive text.

    3. Guru memberikan contoh descriptive text.

    4. Guru menanyakan kesulitan yang dialami siswa tentang descriptive text.

    5. Guru menjelaskan kembali agar siswa lebih memahami descriptive text.

    6. Guru meminta siswa untuk menulis descriptive text.

    7. Guru memeriksa hasil pekerjaan siswa.

c. Kegiatan penutup

    1. Menyimpulkan sekaligus menutup pembelajaran.

    2. Mengucapkan salam.

Sumber Belajar : Buku teks dan buku-buku yang relevan.

Evaluasi :

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/ soal
Menulis teks berbentuk deskriptif	Test tertulis	Tugas individu	Write a descriptive text about the topic given.

Score

1. Grammar :
2. Organization :
3. Fluency :
4. Vocabularies :
5. Mechanics :

Total Score :

Padangsidimpuan, Agustus 2017

Validator

Irian Adi Hutabarat, S.Pd.
NIP. 19740928006042025

Researcher

Nur Azizah
NIM. 13 340 0022

Learning Material

My Best Friend

I have a best friend. Her name is Syla. She is very honest, friendly and funny person. And she is my classmate in Primary School. Her full name is Syla Martin. Her nickname is Syla.

Syla is 16 years old. She was born in Jakarta on January 21st 1998. Now she is live at Setia Budi Street No 6 in Medan. Her father worked as a police officer and her mother worked as a teacher in a primary school. Syla has a brother. Her brother's name is David Martin.

She has an oval face. She has curly hair. She has a pointed nose. The skin color is white. Her favorite food is fried rice. And her hobby is a swimming and drawing. She likes cat very much. She always takes care of her cat kindly. She also likes to collect dolls, especially Teddy Bear doll.

Padangsidimpuan, 2017

Validator

Irian Ani Hutabarat, S.Pd.
NIP. 197409252006042025

Researcher

Nur Azizah
NIM. 13 340 0022

Appendix 3

Instrument for Pre-Test

Information : This test is just to know your ability in writing descriptive text and there is no affected in your appraisal in final examination of this school.

Hints :

a. Write a descriptive text appropriate the indicator of descriptive text (orientation and description)
b. Ask to your teacher if the question understandable and there are problems
c. The time 30 s
d. Recheck your writing before submitting to your teacher

Instruction : Write a descriptive text entitle "My Best Friend"

Padangsidimpuan, 2017

Validator

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815200604 1 003

Researcher

Nur Azizah
NIM. 13 340 0022

Appendix IV

Instrument for Post-Test

Information : This test is just to know your ability in writing descriptive text and there is no affected in your appraisal in final examination of this school.

Hints :

a. Write a descriptive text appropriate the indicator of descriptive text (orientation and description)
b. Ask to your teacher if the question understandable and there are problems
c. The time 30 s
d. Recheck your writing before submitting to your teacher

Instruction : Write a descriptive text entitle "My Favorite Actor/Actress "

Padangsidimpuan, Mei 2017

Validator

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Nur Azizah
NIM. 13 340 0022

Appendix V

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of The Normality Test of X-MIA 2 in Pre-Test

1. The score of X MIA 2 class in pre test from low score to high score:

35	35	35	35	40	40	45	45	45	50	50	55
55	55	55	55	55	60	65	65	65	65	65	65
65	70	70	75	75	75	75	75	75	75	80	80
80											

2. High = 80

   Low = 35

   Range = High – Low

   = 80 - 35

   = 55

3. Total of Classes = 1 + 3.3 log (n)

   = 1 + 3.3 log (37)

   = 1 + 3.3 (1.57)

   = 1 + 5.18

   = 6.18 / 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{55}{6}$ = 9.16 = 9

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
35 – 43	6	39	+3	18	9	54
44 – 52	5	48	+2	10	4	20
53 – 61	7	57	+1	7	1	7
62 – 70	9	66	0	0	0	0
71 – 79	7	75	-1	-7	1	7
80 – 88	3	84	-2	-6	4	12
$i = 9$	37	-	-	22	-	100

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 66 + 9\ (\frac{22}{37})$

$= 66 + 9\ (0.6)$

$= 66 + 5.4$

$= 71.4$

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$= 9\sqrt{\frac{100}{37} - \left(\frac{22}{71}\right)^2}$

$= 9\sqrt{2.7 - (0.6)^2}$

$= 9\sqrt{2.7 - 0.36}$

$= 9\sqrt{2.34}$

= 9 x 1.53

= 13.77

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
80 – 88	88.5	1.24	0.3925	0.17	6.29	3	-0.52-
71 – 79	79.5	0.59	0.2224	-0.25	-9.25	7	1.76
61 – 70	70.5	-0.06	0.47608	0.24	8.88	9	0.01
53 – 61	61.5	-0.72	0.23576	0.15	5.55	7	0.26
44 – 52	52.5	-1.37	0.08534	0.06	2.22	5	1.25
35 – 43	43.5	-2.03	0.02118	-0.06	-0.74	6	-9.11
	34.5	-2.68	0.03680				
						X^2	-9.87

Based on the table above, the reseracher found that x^2_{count} = -9.87 while x^2_{table} = 11.070 cause $x^2_{count} < x^2_{table}$ (-9.87 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of X MIA 2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	35 – 43	6	6

2	44 – 52	5	11
3	53 – 61	7	18
4	**62 – 70**	**9**	27
5	71 – 79	7	34
6	80 – 88	3	37

Position of Me in the interval of classes is number 4, that:

Bb = 61.5

F = 18

fm = 9

i = 9

n = 37

1/2n= 18.5

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 61.5 + 9\left(\frac{18.5-18}{9}\right)$$

$$= 61.5 + 9\ (0.06)$$

$$= 61.5 + 0.54$$

$$= 62.04$$

7. Modus

No	Interval	F	Fk
1	35 – 43	6	6
2	44 – 52	5	11
3	53 – 61	7	18
4	62 – 70	9	27
5	71 – 79	7	34
6	80 – 88	3	37

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 61.5

d_1 = 2

d_2 = 2

i = 9

So,

$M_o = 61.5 + \frac{2}{2+2}\ 9$

= 61.5 + 0.5 (9)

= 61.5 + 4.5

= 66

B. Result of The Normality Test of X-MIA 3 in Pre-test

1. The score of X MIA 3 class in pre test from low score to high score:

35	40	40	45	45	50	50	55	55	55	55	55
60	60	60	60	65	65	65	65	65	65	70	70
70	70	70	75	75	75	75	75	75	75	80	80
85											

2. High = 85

   Low = 35

   Range = High – Low

   = 85 - 35

   = 50

3. Total of Classes = 1 + 3.3 log (n)

   = 1 + 3.3 log (37)

   = 1 + 3.3 (1.57)

   = 1 + 5.18

   = 6.18 / 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{50}{6}$ = 8.83 = 9

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
35 – 43	3	39	+3	9	9	27
44 – 52	4	48	+2	8	4	16
53 – 61	9	57	+1	9	1	9
62 – 70	11	66	0	0	0	0
71 – 79	7	75	-1	-7	1	7
80 – 88	3	84	-2	-6	4	12
$i = 9$	37	-	-	13	-	71

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 66 + 9\ (\frac{13}{37})$

$= 66 + 9\ (0.35)$

$= 66 + 3.15$

$= 69.2$

$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$

$= 9\sqrt{\frac{71}{37} - \left(\frac{13}{71}\right)^2}$

$= 9\sqrt{1.92 - (0.35)^2}$

$= 9\sqrt{1.92 - 0.12}$

$= 9\sqrt{1.8}$

= 9 x 1.34

= 12.06

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
80 – 88	88.5	1.60	0.4452	0.14	5.18	3	-0.42
71 – 79	79.5	0.85	0.3023	0.26	9.62	7	-0.27
61 – 70	70.5	0.11	0.0438	-0.22	-8.14	11	-2.35
53 – 61	61.5	-0.64	0.26109	0.18	6.66	9	0.35
44 – 52	52.5	-1.38	0.08379	0.07	2.59	4	0.54
35 – 43	43.5	-2.13	0.01659	0.02	0.74	3	3.05
	34.5	-2.88	0.00199				
						X^2	0.9

Based on the table above, the reseracher found that $x^2_{count} = 0.9$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ $(0.9 < 11.070)$ with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of X MIA 3 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	35 – 43	3	3
2	44 – 52	4	7
3	53 – 61	9	16
4	62 – 70	11	27
5	71 – 79	7	34
6	80 – 88	3	37

Position of Me in the interval of classes is number 4, that:

Bb = 61.5

F = 16

fm = 11

i = 9

n = 37

1/2n = 18.5

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 61.5 + 9\left(\frac{18.5-16}{11}\right)$$

$$= 61.5 + 9\ (0.23)$$

$$= 61.5 + 2.07$$

= 63.57/ 63.6

7. Modus

No	Interval	F	Fk
1	35 – 43	3	3
2	44 – 52	4	7
3	53 – 61	9	16
4	**62 – 70**	**11**	27
5	71 – 79	7	34
6	80 – 88	3	37

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 61.5

d_1 = 2

d_2 = 4

i = 9

So,

$M_o = 61.5 + \frac{2}{2+4}\ 9$

= 61.5 + 0.33 (9)

= 61.5 + 3

= 64.5

C. Result of The Normality Test of X MIA 4 in Pre-Test

1. The score of X MIA 4 class in pre test from low score to high score:

40	40	45	45	50	50	50	50	50	50	55	55
55	55	60	60	60	65	65	65	65	65	65	65
65	65	70	70	70	70	70	70	70	70	80	80

2. High = 80
   Low = 40
   Range = High – Low
   = 80 - 40
   = 40
3. Total of Classes = 1 + 3.3 log (n)
   = 1 + 3.3 log (36)
   = 1 + 3.3 (1.56)
   = 1 + 5.14
   = 6.14
   = 6
4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{40}{6}$ = 6.67 = 7
5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
40 – 46	4	43	+3	12	9	36
47 – 53	6	50	+2	12	4	24
54 – 60	7	57	+1	7	1	7
61 – 67	9	**64**	0	0	0	0

68 – 74	6	71	-1	-6	1	6
75 – 81	4	78	-2	-8	4	16
i = 9	36	-	-	17	-	89

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 64 + 7\ (\frac{17}{36})$

$= 64 + 7\ (0.47)$

$= 64 + 3.3$

$= 67.3$

$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$

$= 9\sqrt{\frac{89}{36} - \left(\frac{17}{36}\right)^2}$

$= 9\sqrt{2.47 - (0.47)^2}$

$= 9\sqrt{2.47 - 0.22}$

$= 9\sqrt{2.25}$

$= 9 \text{ x } 1.5$

$= 10.5$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
75 – 81	81.5	1.35	0.4115	0.16	3.76	4	0.06
68 – 74	74.5	0.68	0.2517	0.25	9	6	-0.33
61 – 67	67.5	0.01	0.0040	-0.26	-9.36	9	-1.96
54 – 60	60.5	-0.64	0.26109	0.17	6.12	7	0.14
47 – 53	53.5	-1.31	0.09510	0.07	2.52	6	1.38
40 – 46	46.5	-1.98	0.02389	0.02	0.72	4	4.56
	39.5	-2.64	0.00415				
						X^2	3.85

Based on the table above, the reseracher found that $x^2_{count} = 3.85$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ (3.85< 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of X MIA 4 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	40 – 46	4	4
2	47 – 53	6	10
3	54 – 60	7	17

4	61 – 67	9	26
5	68 – 74	6	32
6	75 – 81	4	36

Position of Me in the interval of classes is number 4, that:

Bb = 60.5

F = 17

fm = 9

i = 7

n = 36

1/2n = 18

So :

Me $= Bb + i \left(\frac{n/2 - F}{fm} \right)$

$= 60.5 + 7 \left(\frac{18-17}{9} \right)$

= 60.5 + 7 (0.11)

= 60.5 + 0.77

= 61.27 / 61.3

7. Modus

No	Interval	F	Fk
1	40 – 46	4	4
2	47 – 53	6	10
3	54 – 60	7	17
4	**61 – 67**	**9**	26
5	68 – 74	6	32
6	75 – 81	4	36

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 60.5

d_1 = 2

d_2 = 3

i = 7

So,

$M_o = 60.5 + \frac{2}{2+3}\ 7$

= 60.5 + 0.4 (7)

= 60.5 + 2.8

= 63.3 / 63

Appendix VI

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. Variant of the X MIA 2 class is:

No	Xi	Xi^2
1	35	1225
2	35	1225
3	35	1225
4	35	1225
5	40	1600
6	40	1600
7	45	2025
8	45	2025
9	45	2025
10	50	2500
11	50	2500
12	55	3025
13	55	3025

14	55	3025
15	55	3025
16	55	3025
17	55	3025
18	60	3600
19	65	4225
20	65	4225
21	65	4225
22	65	4225
23	65	4225
24	65	4225
25	65	4225
26	70	4900
27	70	4900
28	75	5625
29	75	5625
30	75	5625
31	75	5625
32	75	5625
33	75	5625
34	75	5625
35	80	6400
36	80	6400
37	80	6400
$\sum$	2195	138875

n = 37

$\sum xi$ = 2195

$\sum_{xi} 2$ = 138875

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{37(138875) - (2195)^2}{37(37-1)}$$

$$= \frac{5138375 - 4822416}{37(36)}$$

$$= \frac{315959}{1332}$$

$$= 237.20$$

B. Variant of the X MIA 3 class is:

No	Xi	Xi^2
1	35	1225
2	40	1600
3	40	1600
4	45	2025
5	45	2025
6	50	2500
7	50	2500
8	55	3025
9	55	3025
10	55	3025
11	55	3025
12	55	3025
13	60	3600
14	60	3600

15	60	3600
16	60	3600
17	65	4225
18	65	4255
19	65	4225
20	65	4225
21	65	4225
22	65	4225
23	70	4900
24	70	4900
25	70	4900
26	70	4900
27	70	4900
28	75	5625
29	75	5625
30	75	5625
31	75	5625
32	75	5625
33	75	5625
34	75	5625
35	80	6400
36	80	6400
37	85	7225
∑	2330	152250

n = 37

$\sum xi$ = 2330

$\sum_{xi} 2 = 152250$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{37(152250) - (2330)^2}{37(37-1)}$$

$$= \frac{5633250 - 5428900}{37(36)}$$

$$= \frac{204350}{1332}$$

$$= 153{,}42$$

C. Variant of the X MIA4 class is:

No	Xi	Xi^2
1	40	1600
2	40	1600
3	45	2025
4	45	2025
5	50	2500
6	50	2500
7	50	2500
8	50	2500
9	50	2500
10	50	2500
11	55	3025
12	55	3025
13	55	3025
14	55	3025
15	60	3600
16	60	3600

17	60	3600
18	65	4225
19	65	4225
20	65	4225
21	65	4225
22	65	4225
23	65	4225
24	65	4225
25	65	4225
26	65	4225
27	70	4900
28	70	4900
29	70	4900
30	70	4900
31	70	4900
32	70	4900
33	75	5625
34	75	5625
35	80	6400
36	80	6400
∑	2185	136625

N = 36

$\sum xi$ = 2185

$\sum_{xi} 2$ = 136625

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{36(136625) - (2185)^2}{36(36-1)}$$

$$= \frac{4918500 - 4774225}{36(35)}$$

$$= \frac{144275}{1260}$$

$$= 114.50$$

The Formula was used to test hypothesis was:

1. X MIA-2 and X MIA-3

   $$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

   So:

   $$F = \frac{237.20}{153.42}$$

   $$= 1.55$$

   After doing the calculation, researcher found that $F_{count} = 1.55$ with α 5% and dk = 37 and 36 from the distribution list F, researcher found that $F_{table} = 1.78$, cause $F_{count} < F_{table}$ (1.55 < 1.78). So, there is no difference the variant between the X MIA-2 class and X MIA-3 class. It means that the variant is homogenous**.**

2. X MIA-2 and X MIA-4

   $$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

   So:

   $$F = \frac{237.20}{114.50}$$

= 2.07

After doing the calculation, researcher found that F_{count} = 2.07 with α 5% and dk = 37 and 36 from the distribution list F, researcher found that F_{table} = 1.78, cause $F_{count} < F_{table}$ (2.07 > 1.78). So, there is no difference the variant between the X MIA-2 class and X MIA-3 class. It means that the variant is not homogenous**.**

3. X MIA-3 and X MIA-4 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{153.42}{114.50}$$

= 1.34

After doing the calculation, researcher found that F_{count} = 1.34 with α 5% and dk = 37 and 36 from the distribution list F, researcher found that F_{table} = 1.78, cause $F_{count} < F_{table}$ (1.34 < 1.78). So, there is no difference the variant between the X MIA-3 class and X MIA-4 class. It means that the variant is homogenous**.**

Appendix VII

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of The Normality Test of X MIA 3 in Post-test

1. The score of X MIA 3 class in post test from low score to high score:

60	60	60	60	65	65	65	65	65	65	70	70
70	70	70	70	70	75	75	75	75	75	75	75
75	75	75	80	80	80	80	80	80	85	85	85
90											

2. High = 90

   Low = 60

   Range = High – Low

   = 90 – 60

   = 30

3. Total of Classes = 1 + 3.3 log (n)

   = 1 + 3.3 log (37)

   = 1 + 3.3 (1.57)

   = 1 + 5.18

   = 6.18

   = 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{30}{6}$ = 5

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
60 – 64	4	62	+3	12	9	36
65 – 69	6	67	+2	12	4	24
70 – 74	7	72	+1	7	1	7
75 – 79	10	**77**	0	0	0	0
80 – 84	6	82	-1	-6	1	6
85 – 89	3	87	-2	-6	4	12
90 – 94	1	92	-3	-3	9	9
i=5	37	-	-	16	-	94

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 77 + 5\ (\frac{16}{37})$

$= 77 + 5\ (0.43)$

$= 77 + 2.16$

$= 79.16$

$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$

$= 5\sqrt{\frac{94}{37} - \left(\frac{16}{37}\right)^2}$

$= 5\sqrt{2.54 - (0.43)^2}$

$= 5\sqrt{2.54 - 0.18}$

$= 5\sqrt{2.36}$

= 5 x 1.53

= 7.65

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
90 – 94	94.5	2.00	0.4772	0.06	2.22	1	-0.55
85 – 89	89.5	1.35	0.4115	0.15	5.55	3	-0.46
80 – 84	84.5	0.69	0.2549	0.24	8.88	6	-0.32
75 – 79	79.5	0.04	0.0160	-0.25	-9.25	10	-2.08
70 – 74	74.5	-0.61	0.27093	0.16	5.29	7	0.18
65 – 69	69.5	-1.26	0.10383	0.08	2.96	6	1.03
60 – 64	64.5	-1.91	0.02087	1.02	0.74	4	4.41
	59.5	-2.57	0.00508				
						X^2	2.21

Based on the table above, the reseracher found that x^2_{count} = 2.21 while x^2_{table} = 11.070 cause $x^2_{count} < x^2_{table}$ (2.21 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of X MIA 3 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	60 – 64	4	4
2	65 – 69	6	10
3	70 – 74	7	17
4	75 – 79	10	27
5	80 – 84	6	33
6	85 – 89	3	36
7	90 – 94	1	37

Position of Me in the interval of classes is number 4, that:

Bb = 74.5

F = 17

fm = 10

i = 5

n = 37

1/2n = 18.5

So :

$$Me = Bb + i\left(\frac{n/2 - F}{fm}\right)$$

$$= 74.5 + 5\left(\frac{18.5-17}{9}\right)$$

= 74.5 + 5 (0.15)

= 74.5 + 0.75

= 75.25

7. Modus

No	Interval	F	Fk
1	60 – 64	4	4
2	65 – 69	6	10
3	70 – 74	7	17
4	**75 – 79**	**10**	**27**
5	80 – 84	6	33
6	85 – 89	3	36
7	90 – 94	1	37

$M_o = L + \frac{d_1}{d_1 + d_2}\ i$

L = 74.5

d_1 = 3

d_2 = 4

i = 5

So,

$M_o = 74.5 + \frac{3}{3+4}\ 5$

= 74.5 + 0.43 (5)

$= 74.5 + 2.15$

$= 76.6$

B. Result of The Normality Test of X MIA 4 in Post-Test

1. The score of X MIA 4 class in post test from low score to high score:

50	50	50	50	55	55	55	55	55	60	60	60
60	60	60	60	65	65	65	65	65	65	65	65
65	70	70	70	70	70	70	75	75	75	80	80

2. High = 80

   Low = 50

   Range = High – Low

   = 80 – 50

   = 30

3. Total of Classes = 1 + 3.3 log (n)

   = 1 + 3.3 log (36)

   = 1 + 3.3 (1.56)

   = 1 + 5.14

   = 6.14

   = 6

4. Length of Classes = $\frac{range}{total\ of\ class}$ = $\frac{30}{6}$ = 5

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
50 – 54	4	52	+3	12	9	36
55 – 59	5	57	+2	10	4	20
60 – 64	7	62	+1	7	1	7
65 – 69	9	**67**	0	0	0	0
70 – 74	6	72	-1	-6	1	6
75 – 79	3	77	-2	-6	4	12
80 – 84	2	82	-3	-6	9	18
i=5	36	-	-	11	-	99

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$= 67 + 5\ (\frac{11}{36})$

$= 67 + 5\ (0.31)$

$= 67 + 1.55$

$= 68.55$

$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$

$= 5\sqrt{\frac{94}{36} - \left(\frac{11}{36}\right)^2}$

$= 5\sqrt{2.75 - (0.31)^2}$

$= 5\sqrt{2.75 - 0.096}$

$= 5\sqrt{2.65}$

= 5 x 1.63

= 8.15

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
80 – 84	84.5	1.95	0.4744				
				0.06	2.16	2	-0.07
75 – 79	79.5	1.34	0.4099				
				0.14	5.04	3	-0.40
70 – 74	74.5	0.73	0.2673				
				0.22	7.92	6	-0.24
65 – 69	69.5	0.12	0.0478				
				-0.26	-9.36	9	-1.96
60 – 64	64.5	-0.49	0.31207				
				0.18	6.48	7	0.08
55 – 59	59.5	-1.11	0.13350				
				0.09	3.24	5	0.54
50 – 54	54.5	-1.72	0.04272				
				0.03	1.08	4	2.70
	49.5	-2.33	0.00990				
						X=	0.64

Based on the table above, the reseracher found that $x^2_{count} = 0.64$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ $(0.64 < 11.070)$ with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of X MIA 4 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	50 – 54	4	4
2	55 – 59	5	9
3	60 – 64	7	16
4	65 – 69	9	25
5	70 – 74	6	31
6	75 – 79	3	34
7	80 – 84	2	36

Position of Me in the interval of classes is number 4, that:

Bb = 64.5

F = 16

fm = 9

i = 5

n = 36

1/2n = 18

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 64.5 + 5 \left(\frac{18-16}{9} \right)$$

$$= 64.5 + 5 \, (0.22)$$

= 64.5 + 1.1

= 65.6

7. Modus

No	Interval	F	Fk
1	50 – 54	4	4
2	55 – 59	5	9
3	60 – 64	7	16
4	**65 – 69**	**9**	25
5	70 – 74	6	31
6	75 – 79	3	34
7	80 – 84	2	36

$M_o = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$

L = 64.5

d_1 = 2

d_2 = 3

i = 5

So,

$M_o = 64.5 + \frac{2}{2+3}\ 5$

= 64.5 + 0.4 (5)

= 64.5 + 2

= 66.5

Appendix VII

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. Variant of the X MIA-3 class is:

No	Xi	Xi^2
1	60	3600
2	60	3600
3	60	3600
4	60	3600
5	65	4225
6	65	4225
7	65	4225
8	65	4225
9	65	4225

10	65	4225
11	70	4900
12	70	4900
13	70	4900
14	70	4900
15	70	4900
16	70	4900
17	70	4900
18	75	5625
19	75	5625
20	75	5625
21	75	5625
22	75	5625
23	75	5625
24	75	5625
25	75	5625
26	75	5625
27	75	5625
28	80	6400
29	80	6400
30	80	6400
31	80	6400
32	80	6400
33	80	6400
34	85	7225
35	85	7225
36	85	7225

37	90	8100
∑	2695	198475

n = 37

$\sum$ xi = 2695

$\sum xi^2$ = 198475

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{37(198475) - (2695)^2}{37\ (37\text{-}1)}$$

$$= \frac{7343575\text{-}7263025}{37\ (36)}$$

$$= \frac{80550}{1332}$$

$$= 60.47$$

B. Variant of the X MIA-4 class is:

No	**Xi**	**Xi^2**
1	50	2500
2	50	2500
3	50	2500
4	50	2500
5	55	3025
6	55	3025
7	55	3025
8	55	3025
9	55	3025

10	60	3600
11	60	3600
12	60	3600
13	60	3600
14	60	3600
15	60	3600
16	60	3600
17	65	4225
18	65	4225
19	65	4225
20	65	4225
21	65	4225
22	65	4225
23	65	4225
24	65	4225
25	65	4225
26	70	4900
27	70	4900
28	70	4900
29	70	4900
30	70	4900
31	70	4900
32	75	5625
33	75	5625
34	75	5625
35	80	6400
36	80	6400

$\sum$	2285	147425

n = 36

$\sum$ xi = 2285

$\sum xi^2$= 147425

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{36(147425) - (2285)^2}{36(36-1)}$$

$$= \frac{5307300 - 5221225}{36(35)}$$

$$= \frac{86075}{1260}$$

= 68.31

The Formula was used to test hypothesis was:

1. X MIA-3 and X MIA-4:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{68.31}{60.47}$$

= 1.13

After doing the calculation, researcher found that F_{count} = 1.13 with α 5% and dk = 30 and 29 from the distribution list F, researcher found that F_{table} = 1.78,

cause $F_{count} < F_{table}$ (1.13 < 1.78). So, there is no difference the variant between the X MIA-3 class and X MIA-4 class. It means that the variant is homogenous**.**

Appendix IX

T-test of the Both Averages in Pre-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$Tt = \frac{69.2 - 67.3}{\sqrt{\left(\frac{(37-1)153.42 + (36-1)114.50}{37+36-2}\right)\left(\frac{1}{37}+\frac{1}{36}\right)}}$$

$$Tt = \frac{1.9}{\sqrt{\left(\frac{36(153.42) + 35(114.50)}{71}\right)(0.03+0.03)}}$$

$$Tt = \frac{1.9}{\sqrt{\left(\frac{5523.12 + 4007.5}{71}\right)(0.03+0.03)}}$$

$$Tt = \frac{1.9}{\sqrt{\left(\frac{9530.62}{71}\right)(0.06)}}$$

$$Tt = \frac{1.9}{\sqrt{134.23\ (0.06)}}$$

$$Tt = \frac{1.9}{\sqrt{8.05}}$$

$$Tt = \frac{1.9}{2.84}$$

$$Tt = 0.669$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 0.669$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 37 + 36 - 2 = 71$, $t_{table} = 2.000$. So, $t_{count} < t_{table}$ $(0.669 < 2.000)$ and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix X

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$Tt = \frac{79.16 - 68.55}{\sqrt{\left(\frac{(37-1)60.47 + (36-1)68.31}{37+36-2}\right)\left(\frac{1}{37}+\frac{1}{36}\right)}}$$

$$Tt = \frac{10.61}{\sqrt{\left(\frac{36(60.47) + 35(68.31)}{71}\right)(0.03+0.03)}}$$

$$Tt = \frac{10.61}{\sqrt{\left(\frac{2176.92 + 2390.85}{71}\right)(0.03+0.03)}}$$

$$Tt = \frac{10.61}{\sqrt{\left(\frac{4567.77}{71}\right)(0.06)}}$$

$$Tt = \frac{10.61}{\sqrt{64.33\ (0.06)}}$$

$$Tt = \frac{10.61}{\sqrt{3.86}}$$

$$Tt = \frac{10.61}{1.96}$$

$$Tt = 5.413$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count} = 5.413 with opportunity $(1-\alpha)$ = 1 – 5% = 95% and dk = $n_1 + n_2 - 2 = 37 + 36 - 2 = 71$, t_{table} = 2.000. So, $t_{count} > t_{table}$ (5.413 > 2.000) and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

Appendix XI

INDICATOR OF WRITING IN PRE-TEST

(EXPERIMENTAL CLASS AND CONTROL CLASS)

A. Assessment Indicator of Writing in Pre-test of Experimental Class

No	Initial Name	Indicator of Writing					
		Grammar	Vocabulary	Mechanics	Fluency	Form	Total
1	FFN	5	10	5	5	10	35
2	DNH	5	10	10	5	10	40
3	LKR	5	10	10	5	10	40
4	MPP	10	10	10	5	10	45
5	HAS	5	10	10	10	10	45
6	ASA	10	10	10	10	10	50
7	DST	10	15	10	5	10	50
8	HDR	10	15	10	10	10	55
9	IMA	10	15	10	10	10	55
10	IHB	10	15	10	10	10	55
11	RSS	10	15	10	10	10	55
12	RKH	10	15	10	10	10	55
13	NAL	15	15	10	10	10	60
14	NAH	10	15	15	10	10	60
15	AML	10	15	15	10	10	60
16	AY	15	15	10	10	10	60

17	RRC	15	15	10	10	15	65
18	TR	15	15	10	10	15	65
19	AB	15	15	10	10	15	65
20	IAS	15	15	10	10	15	65
21	RAH	10	15	15	10	15	65
22	SAH	10	15	15	10	15	65
23	IAH	15	20	10	10	15	70
24	LFH	15	20	10	10	15	70
25	NR	20	20	5	10	15	70
26	PH	15	20	10	10	15	70
27	PAH	15	20	10	10	15	70
28	ARR	15	15	15	10	20	75
29	FF	15	20	15	10	15	75
30	RE	15	20	15	10	15	75
31	SRL	20	15	15	10	15	75
32	SMH	20	15	15	10	15	75
33	SRS	15	20	15	10	15	75
34	Y	15	20	10	15	15	75
35	NAP	20	20	10	15	15	80
36	N	20	20	10	15	15	80
37	NH	20	20	15	15	15	85

B. Assessment Indicator of Writing in Post-test of Experimental Class

No	Initial Name	Indicator of Writing					
		Grammar	Vocabulary	Mechanics	Fluency	Form	Total
1	FFN	15	15	10	10	10	60
2	DNH	15	15	10	5	15	60
3	LKR	15	15	10	5	15	60
4	MPP	15	15	10	5	15	60
5	HAS	15	15	15	5	15	65
6	ASA	15	15	15	5	15	65
7	DST	15	15	10	10	15	65
8	HDR	20	15	10	5	15	65
9	IMA	15	15	10	10	15	65
10	IH B	15	15	10	10	15	65
11	RSS	15	20	10	10	15	70
12	RKH	15	20	10	10	15	70
13	NAL	15	15	15	10	15	70
14	NAH	15	15	15	10	15	70
15	AML	15	15	15	10	15	70
16	AY	15	15	15	10	15	70
17	RRC	15	15	15	10	15	70
18	TR	15	15	15	15	15	75
19	AB	15	15	15	15	15	75

20	IAS	15	15	15	15	15	75
21	RAH	15	15	15	15	15	75
22	SAH	15	15	15	15	15	75
23	IAH	20	15	15	10	15	75
24	LFH	15	15	15	10	20	75
25	NR	20	15	15	10	15	75
26	PH	20	15	15	10	15	75
27	PAH	20	15	15	10	15	75
28	ARR	15	20	15	15	15	80
29	FF	15	20	15	15	15	80
30	RE	15	20	15	15	15	80
31	SRL	20	15	15	10	20	80
32	SMH	20	20	10	10	15	80
33	SRS	15	20	15	15	15	80
34	Y	15	20	15	15	15	85
35	NAP	15	20	15	15	15	85
36	N	20	20	15	15	15	85
37	NH	15	20	20	15	20	90

C. Assessment Indicator of Writing in Pre-test of Control Class

No	Initial Name	Indicator of Writing					
		Grammar	Vocabulary	Mechanics	Fluency	Form	Total

1	BS	10	15	10	5	10	40
2	PS	10	15	10	5	10	40
3	SC	15	15	10	5	10	45
4	IK	10	15	10	5	15	45
5	AA	15	15	5	5	10	50
6	AY	10	15	10	5	10	50
7	ARS	10	15	10	5	10	50
8	FHF	10	15	10	5	10	50
9	MJ	10	10	10	10	10	50
10	SHH	10	10	10	10	10	50
11	SFL	10	15	10	10	10	55
12	AWK	10	15	10	10	10	55
13	FAH	10	15	10	10	10	55
14	N	10	15	10	10	10	55
15	SHH	15	15	10	10	10	60
16	AR	15	10	10	10	15	60
17	ASB	10	15	10	10	15	60
18	ASS	15	15	10	10	15	65
19	FFH	15	15	10	10	15	65
20	HIH	15	15	10	10	15	65
21	MSS	15	15	10	10	15	65
22	MAH	15	15	10	10	15	65

23	NA	15	15	10	10	15	65
24	RAP	15	20	10	10	10	65
25	TJD	15	20	10	10	10	65
26	WS	15	20	10	10	10	65
27	AAG	15	20	10	5	20	70
28	MIS	15	20	10	5	20	70
29	PN	15	20	10	10	15	70
30	RK	15	20	10	10	15	70
31	SA	15	20	10	10	15	70
32	SD	20	15	15	10	10	70
33	FRS	15	15	15	10	20	75
34	AHM	15	15	15	10	20	75
35	MF	20	20	15	10	15	80
36	F	20	20	15	10	15	80

D. Essesement Indicator of Writing in Post-test of Control Class

No	Initial Name	Indicator of Writing					
		Grammar	Vocabulary	Mechanics	Fluency	Form	Total
1	BS	15	15	5	5	10	50
2	PS	10	10	10	5	15	50
3	SC	10	15	10	5	10	50
4	IK	15	10	10	5	10	50

5	AA	10	10	10	10	15	55
6	AY	10	15	10	10	10	55
7	ARS	10	15	10	10	10	55
8	FHF	10	15	10	10	10	55
9	MJ	15	10	10	10	10	55
10	SHH	15	10	10	10	15	60
11	SFL	15	10	10	10	15	60
12	AWK	15	15	10	10	10	60
13	FAH	15	15	10	10	10	60
14	N	15	15	10	10	10	60
15	SHH	15	15	10	10	10	60
16	AR	15	10	10	10	15	60
17	ASB	15	15	15	10	10	65
18	ASS	15	15	15	10	10	65
19	FFH	15	15	10	10	15	65
20	HIH	15	15	10	10	15	65
21	MSS	15	15	10	10	15	65
22	MAH	15	15	10	10	15	65
23	NA	15	15	10	10	15	65
24	RAP	15	15	10	10	15	65
25	TJD	15	15	15	10	10	65
26	WS	15	15	15	15	10	70

27	AAG	15	15	15	10	15	70
28	MIS	15	15	15	10	15	70
29	PN	15	15	15	10	15	70
30	RK	15	15	15	10	15	70
31	SA	15	15	15	10	15	70
32	SD	15	15	15	15	15	75
33	FRS	15	15	15	15	15	75
34	AHM	15	15	15	15	15	75
35	MF	15	20	15	15	15	80
36	F	20	20	15	10	15	80

Appendix XII

COMPARISON SCORE OF STUDENT'S WRITING ABILITY IN PRE-TEST AND POST-TEST

A. Comparison Score of Students' Writing Ability in Pre-test (Experimental and Control Class)

No	Initial Name	Result Pre-test of Experimental Class	Name	Result of Pre-test of Control Class
1	FFN	35	BS	40
2	DNH	40	PS	40
3	LKR	40	SC	45
4	MPP	45	IK	45
5	HAS	45	AA	50
6	ASA	50	AY	50
7	DST	50	ARS	50
8	HDR	55	FHF	50
9	IMA	55	MJ	50
10	IHB	55	SHH	50
11	RSS	55	SFL	55
12	RKH	55	AWK	55
13	NAL	60	FAH	55
14	NAH	60	N	55
15	AML	60	SHH	60

16	AY	60	AR	60
17	RRC	65	ASB	60
18	TR	65	ASS	65
19	AB	65	FFH	65
20	IAS	65	HIH	65
21	RAH	65	MSS	65
22	SAH	65	MAH	65
23	IAH	70	NA	65
24	LFH	70	RAP	65
25	NR	70	TJD	65
26	PH	70	WS	65
27	PAH	70	AAG	70
28	ARR	75	MIS	70
29	FF	75	PN	70
30	RE	75	RK	70
31	SRL	75	SA	70
32	SMH	75	SD	70
33	SRS	75	FRS	75
34	Y	75	AHM	75
35	NAP	80	MF	80
36	N	80	F	80
37	NH	85	-	-

B. Comparison Score Students' Writing Ability in Post-test (Experimental and Control Class

No	Initial Name	Result Post-test of Experimental Class	Name	Result of Post-test of Control Class
1	FFN	60	BS	50
2	DNH	60	PS	50
3	LKR	60	SC	50
4	MPP	60	IK	50
5	HAS	65	AA	55
6	ASA	65	AY	55
7	DST	65	ARS	55
8	HDR	65	FHF	55
9	IMA	65	MJ	55
10	IHB	65	SHH	60
11	RSS	70	SFL	60
12	RKH	70	AWK	60
13	NAL	70	FAH	60
14	NAH	70	N	60
15	AML	70	SHH	60
16	AY	70	AR	60
17	RRC	70	ASB	65

18	TR	75	ASS	65
19	AB	75	FFH	65
20	IAS	75	HIH	65
21	RAH	75	MSS	65
22	SAH	75	MAH	65
23	IAH	75	NA	65
24	LFH	75	RAP	65
25	NR	75	TJD	65
26	PH	75	WS	70
27	PAH	75	AAG	70
28	ARR	80	MIS	70
29	FF	80	PN	70
30	RE	80	RK	70
31	SRL	80	SA	70
32	SMH	80	SD	75
33	SRS	80	FRS	75
34	Y	85	AHM	75
35	NAP	85	MF	80
36	N	85	F	80
37	NH	90	-	-

Appendix XIII

Chi-Square Table

Dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191

20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX XIV

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330

-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix XV

Percentage Points of the t Distribution

Two Tail Test						
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
One Tail Test						
Dk	**0,25**	**0,10**	**0, 005**	**0,025**	**0,01**	**0,05**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921

17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Fachmi Alw! [illegible]

Instrument for Post-Test

Information : This test is just to know your ability in writing descriptive text and there is no affected in your appraisal in final examination of this school.

Hints :

a. Write a descriptive text appropriate the indicator of descriptive text (orientation and description)
b. Ask to your teacher if the question understandable and there are problems
c. The time 30 s
d. Recheck your writing before submitting to your teacher

Instruction : Write a descriptive text entitle "My Favorite Actor/Actress"

My Favorite Maudy Ayunda.

" Maudy ayunda is famous actress from Indonesia and Her full name is maudy Faza Maudyn. She wash Bron in Jakarta on Desember 19 1994

Maudy ayunda is beautiful girl. She has thin Lips. oval face, and short black hair. and she has a very nice smile. an innocent look and very friendly to people.

Her hobby is ~~sing, battle~~ swiming, writing, singing and [illegible]

SINTYA RAHMADHANI
X MIA -3

Instrument for Post-Test

Information : This test is just to know your ability in writing descriptive text and there is no affected in your appraisal in final examination of this school.

Hints :

a. Write a descriptive text appropriate the indicator of descriptive text (orientation and description)
b. Ask to your teacher if the question understandable and there are problems
c. The time 30 s
d. Recheck your writing before submitting to your teacher

Instruction : Write a descriptive text entitle "My Favorite Actor/Actress"

My Favorite Actress

I have a idol, her name is syifa. She is very honest, friendly, and funny person. her full name is syifa hadju. her nick name syifa.

Syifa is 17 years old. she is tall, syifa is slim. she has oval face. she has with skin. he has long brown stright hair.

Syifa hobby is sing she ambition singer and actrees good. she live at jakarta. she favorite food and favorite drink is food and drink health. she is beutiful Girl. I like her because she Talent.


ENGLISH

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Nomor : B - 1324 /In.14/E.4c/TL.00/08/2017 02 Agustus 2017
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Kepala MAN 1 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Nur Azizah
NIM : 13 340 0022
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Malintang Mandailing Natal

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Of Scaffolding on Students' Ability in Writing Descriptive at X Grade of MAN 1 Padangsidimpuan".** Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
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SURAT KETERANGAN
Nomor : 538/Ma.02.28/PP.00.06/09/2017

Yang bertanda tangan di bawah ini,

Nama	: Jannes Sihombing, S.Pd
NIP	: 196706082003121001
Pangkat/Gol	: Pembina, IV/a
Jabatan	: Kepala Madrasah
Alamat	: Jalan Sutan Soripada Mulia No. 31 C Padangsidimpuan

dengan ini menerangkan bahwa

Nama	: Nur Azizah
NIM	: 133400022
Program Studi	: Tarbiyah dan Ilmu Keguruan/TBI
Universitas	: Institut Agama Islam Negeri (IAIN) Padangsidimpuan

benar telah melaksanakan penelitian di Madrasah Aliyah Negeri 1 Padangsidimpuan pada tanggal 12-29 Agustus 2017 dalam rangka pengumpulan data untuk penulisan skripsi dengan judul : **"*The Effect Of Scaffolding on Students' Ability in Writing Descriptive at* X *Grade of* MAN 1 Padangsidimpuan".**

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya, terima kasih.

Padangsidimpuan, 6 September 2017
Kepala

Jannes Sihombing, S.Pd
NIP. 196706082003121001

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Sifat : Biasa
Lampiran : -
Hal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu
1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di –
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkjian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Nur Azizah/NIM. 13 340 0022
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Scaffolding on Students' Ability in Writing Deescriptive Text at X Grade of MAN 1 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

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Mengetahui
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Pernyataan Kesediaan sebagai Pembimbing

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Pembimbing I

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