



**THE EFFECT OF DISCUSSION METHOD TO WRITING
DESCRIPTIVE TEXT MASTERY AT GRADE X OF
STUDENS PONDOK PESANTREN MUHAMMAD
BAQI BASILAM BARU**

A THESIS

*Submitted to the State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a partial fulfillment of the requirement
for the Graduate Degree of Education (S.Pd) in English Program*

Written by:

DEVI SYAHRANI HUTABARAT

Reg Number. 16 203 00114

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2023



**THE EFFECT OF DISCUSSION METHOD TO WRITING
DESCRIPTIVE TEXT MASTERY AT GRADE X OF
STUDENS PONDOK PESANTREN MUHAMMAD
BAQI BASILAM BARU**

A THESIS

*Submitted to the State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addarary Padangsidempuan as a partial fulfillment of the requirement
for the Graduate Degree of Education (S.Pd) in English Program*

Written by:

DEVI SYAHRANI HUTABARAT

Reg Number. 16 203 00114

ADVISOR I

ADVISOR II

Dr. Fitriadi Lubis, M.Pd
NIP.19620917 199203 1 002



Fitri Rayani Siregar, M.Hum.
NIP:19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

SURAT PERNYATAAN PEMBIMBING

Hal : Skripsi Padangsidempuan. 5 Januari 2023
A.n : Devi Syahrani Hutabarat Kepada Yth,
Lampiran : 7 (Tujuh) Exemplar Dekan Fakultas Tarbiyah dan
Ilmu Keguruan UIN Syekh Ali Hasan
Ahmad Addary Padangsidempuan
di-
Padangsidempuan

Assalamu'alaikum Wr.Wb.


Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n Devi Syahrani Hutabarat yang berjudul "The Effect of Discussion Method to Writing Descriptive Text Mastery at Grade X of Students Pondok Pesantren Syeh Muhammad Baqi Basilam Baru", maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Seiring dengan hal diatas, maka saudara tersebut dapat menjalani sidang munaqosyah untuk mempertanggungjawabkan skripsi ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pembimbing I



Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Pembimbing II



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Devi Syahrani Hutabarat
Reg. Number : 1620300114
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TTI-3
The title of the Thesis : **The Effect of Discussion Method to Writing Descriptive Text
Mastery at Grade X of Students Pondok Pesantren
Muhammad Baqi Baslam Daru**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syahada Padangsidempuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of UIN Syahada Padangsidempuan, article 19 verse 4, that is to cancel academie degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, 5 Januari 2023

Declaration Maker



[Handwritten Signature]
Devi Syahrani Hutabarat
Reg. Number 16 203 00114

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University (UIN) Syekh Ali Hasan Ahmad Addarary Padangsidimpuan, the name who signed here:

Name : Devi Syahrani Hutabarat
Registration Number : 16 203 00114
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“ The Effect of Discussion Method to Writing Descriptive Text Mastery at Grade X of Students Pondok Pesantren Muhammad Baqi Basilam ”** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University (UIN) Syekh Ali Hasan Ahmad Addarary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 5 Januari 2023

Signed



Devi Syahrani Hutabarat
Devi Syahrani Hutabarat
Reg. Number 16 203 00114

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Devi Syahrani Hutabarat
Registration Number : 16 203 00114
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Title of Thesis : **The Effect of Discussion Method to Writing Descriptive Text
Mastery at The X Grade of Students Pondok Pesantren
Muhammad Baqi**

Chief,



Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Secretary,

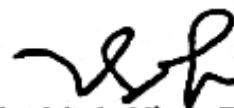


Sokhira Linda Vinde Rambe, M.Pd
NIP.19851010 201903 2 007

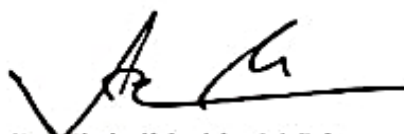
Members,



Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002



Sokhira Linda Vinde Rambe, M.Pd
NIP.19851010 201903 2 007



Dr. Fitriadi Lubis, M.Pd
NIP.19620917 199203 1 002



Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

Proposed:

Place : Padangsidempuan
Date : Januari, 16th 2023
Time : 01.30 WIB until 17.00 WIB
Result/Mark : 77.75 (B)
IPK : 3.34
Predicate : Baik



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T.Rizal Nurdin Km 4,5 Telp. (0634) 22080
Silitang

LEGALIZATION

Thesis : The Effect of Discussion Method to Writing
Descriptive Text Mastery at Grade X of Students
Pondok Pesantren Sych Muhammad Baqi Basilam
Baru

Written By : Devi Syahrani Hutabarat

Reg.No : 16 203 00114

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, Januari, 2023

Dean



Dr. Lely Hilda, M.Si.
NIP. 19720920 200003 2 002

Name : Devi SyahraniHutabarat
Reg.Number : 16 20300114
Faculty : Tarbiyah and Teacher training
Department : English
Education
TitleofThesis : The Effect of Discussion Method
to Writing Descriptive Text
Mastery at Grade X Of Students
PondokPesantrenSyeh
Muhammad BaqiBasilamBaru

ABSTRACK

This research focused on Discussion Method on writing descriptive text at the X Grade Students of Pondok Pesantren Syekh Muhamad Baqi Babussalam Basilam Baru. The problems of this research are students writing achievement is low, the students are poor vocabulary and students havelack of writing motivation. The purpose of this research is to know whether there is the effect Discussion Method on writing descriptive text at the X of Grade Students of Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

This research has three formulations of the problems, they are how is the students writing mastery in descriptive text before using discussion method, how is the students writing ability in descriptive text after using discussion method, and is there any significant effect of using discussion method. The purpose of this research are to find out the students writing ability in descriptive text before using discussion method, to find out the students writing ability in descriptive text after using discussion method, and to examine whether there is effect of discussion method to students writing descriptive text is significant or not.

The method used in this research was experimental research. Two classes were as the sample. They were X-PUTRI as experimental class that consisted of 21 students and X-PUTRA as control class that consisted of 21 students. It was conducting normality and homogeneity test.

The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula. After analyzing the data, the researcher found that the mean score of experimental class after using Discussion Method was higher than control class ($73.46 > 62.15$) and the mean score of experimental class before using Discussion Method was lower than control class ($54.41 < 59.1$), and the score of t_{count} was lower than t_{table} ($0.0096 < 2.49$), it mean. It means H_a was rejected and H_o was accepted. So there was no significant effect of using Discussion Method on writing descriptive text at the X Grade Students of Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

KeyWords: Discussion Method, Writing Descriptive Text.

Name :Devi Syahrani Hutabarat
Reg. Number : 16 20300114
Faculty : Tarbiyah and Teacher training
Department : English Education
Title of Thesis :Pengaruh Metode Diskusi terhadap pemahaman menulis teks deskriptif pada siswa kelas X Pondok Pesantren Syeh Muhammad Baqi Basilam Baru

ABSTRAK

Penelitian ini difokuskan pada penggunaan *Discussion Method* terhadap *Descriptive Text* at the X Grade Students of Yaysan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru. Masalah siswa dalam menulis bahasa Inggris disini adalah: Prestasi menulis siswa rendah, para siswa memiliki kosakata yang buruk, motivasi menulis siswa kurang. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh teknik *Discussion Method* terhadap penguasaan menulis bahasa inggris dalam menulis teks descriptif pada siswa kelas X Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Bassilam Baru.

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana kemampuan siswa dalam menulis teks descriptif sebelum menggunakan *Discussion Method*, bagaimana kemampuan siswa menulis teks deskriptif setelah menggunakan *Discussion Method*, dan adakah pengaruh yang signifikan dari penggunaan *Discussion Metod*. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks deskriptif setelah menggunakan *Discussion Metod*, dan untuk menguji apakah ada atau tidak ada pengaruh yang signifikan dari penggunaan *Discussion Method*.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Dua kelas sebagai sampel. Kelas X-PUTRI sebagai kelas eksperimen yang terdiri dari 21 siswa dan kelas X-PUTRA sebagai kelas control yang terdiridari 21 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa rata-rata nilai kelas eksperimen setelah menggunakan teknik *Discussion Method* lebih tinggi dari pada kelas kontrol. ((73.46>62.15) dan rata-rata nilai kelas eksperimen sebelum menggunakan *Discussion Method* lebih rendah dari pada kelas control (54.41<59.1), dan skort_{count} lebih kecil daritable (0.0096<2.49) Artinya H_a ditolak. Dapat disimpulkan bahwa tidak terdapat pengaruh yang signifikan dari penggunaan *Discussion Method* pada siswa kelas X Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

Kata Kunci: *Metode Diskusi, Menulis Teks Deskriptif.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled “The Effect of Discussion Method to Writing Descriptive Text Mastery at Grade X of Students Pondok Pesantren Muhammad Baqi Basilam Baru ”. The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings \”rom the bad character in jahiliyah era into the good one,hich has created by knowledge like this era.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Dr. Fitriadi Lubis, M.Pd, as my first and academic advisor and, Mrs. Fitri Rayani Siregar, M.Hum as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. Mr. Dr. H. Muhammad Darwis Dasopang, M. Ag., as the Rector of UIN SYAHADA Padangsidimpuan

3. Thanks to Dean of Tarbiyah and Teacher Training Faculty Mrs. Dr. Lelya Hilda, M.Si.
4. Special thanks to the of Chief English Education Department, Mrs. Fitri Rayani Siregar, M. Hum. who supported every requirements of finishing my thesis.
5. All lecturers and all the cavities academic of UIN SYAHADA Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
6. Mrs, Eka Sustri Harida, M.Pd, Mrs. Rayendri Fahmei Lubis, M.Ag, Mrs. Yusni Sinaga M.Hum, Mr, Sojuangon Rambe, S.S, M.Pd, Mrs, Ida Royan, M.Hum, Mrs, Shokira Linda Vinde Rambe, M.Pd, and other English lectures have gven much knowledge for me.
7. Headmaster of Ponpes Syeh Muhammad Baqi Basilam Baru has given me permission to carry out the research.
8. My beloved parent (my lovely father Mr. Andi Haposan Hutabarat and my best mother Mrs. Yus Lailan Hasibuan) who always give me a lot of love, affection, attention and big spirit how to be patient and survive in all condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration. Hope you always health happily ever after and may Allah guide us together to His Jannah, Aamiin.
9. My lovely brother and sister in law (Ridwan Akmal and poppy gustari) and Beloved my sisters(Risma Dewi Hutabarat and Sri Wulan Hutabarat) who always give me much love and always be my support system.

10. All of my beloved friends (masitoh, nisa, rahma, aisyah, sarinah, sanah, halimah, ema, ade, suci, dingin, erni, fitri, kio, azzam, unus syahputra) who have supported and helped me in all condition.
11. Big thanks to my fends TBI-1-TBI-3 especially all my friends TBI-3. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.
12. Last but not least, I want to thanks me, for believing in me, for doing all the hard work, for having no days offsuggestion

Nothing in the world is perfect; the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, December 2022

Researcher

DEVI SYAHRANI HUTABARAT
Reg. No. 16 20 300114

TABLE OF CONTENT

INSIDE TITLE PAGE	
LEGALIZATION ADVISORS SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESES COMPLETION	
ACADEMIC CIVITY	
SCHOLAR MUNAQOSAH EXAMINATION	
LEGALIZATION OF DEAN OF	
TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	vi
LIST OF APPENDIXES	x
CHAPTER I INTRODUCTION	
A. Baground of Problem	1
B. Identification of The Problem	4
C. Limitation of The Problem.....	5
D. Formulation of The Problem.....	5
E. Objectives of The Research	6
F. Significances of The Research	6
G. Outlie of The Thesis.....	7
CHAPTER II LITERATURE REVIEW AND HYPOTHESES	
A. Theoretical Description	8
1. Writing Descriptive Text	8
a. Definition of Writing Descriptive Text.....	8
b. Process of Writing Descriptive Text	10
c. The Purpose of Writing Descriptive Text	11
d. Component of Writing Descriptive Text.....	13
e. The Material Teaching Descriptive Text	16
2. Discussion Method	17
a. Definition of Discussion Method	17
b. Procedure Teaching Discussion Method.....	19
c. The Advantage And Disadvantage of Discussion Method	20
d. Teaching Descriptive Text by Using Discussion Method.....	21
3. Teaching Descriptive Text by Using Teachers' Method.....	24
B. Review of Related Finding	26
C. Conceptual Framework.....	27
D. Hypotehesis	29
CHAPTER II RESEARCH METHODOLOGY	
A. Place and Time of The Research	30
B. Research Design	30

C. Population And Sample	31
D. Defenition of Operational Variable	32
E. Instrument And Collecting Data.....	33
F. The Procedures of The Research.....	35
G. Technique of Data Analyzing.....	36
CHAPTER IV RESULT OF RESEARCH	
A. Description of Data.....	38
B. Hypothesis	47
C. Discussion.....	48
D. The Threat of The Research	50
CHAPTER V CONCLUSION AND SUGESTION	
A. Conclution	51
B. Suggestion	51
REFERENCES	
CURRICULUM VITAE	
APPENDIXES	
DOCUMENTATION	

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan of Experimental Class
- Appendix 2 : Lesson Plan of Control Class
- Appendix 3 : Instrument for Pre-Test Experimental and Control Class
- Appendix 4 : Instrument for Post-Test Experimental and Control Class
- Appendix 5 : Score of Experimental Class in Pre-Test
- Appendix 6 : Result of Normality Test in Pre-Test on Experimental Class
- Appendix 7 : Score of Experimental Class in Post-Test
- Appendix 8 : Result of Normality Test in Post-Test on Experimental Class
- Appendix 9 : Score of Control Class in Pre-Test
- Appendix 10 : Result of Normality Test in Pre-Test on Control Class
- Appendix 11 : Score of control Class in Post-Test
- Appendix 12 : Result of Normality Test in Post-Test on Control Class
- Appendix 13 : Homogeneity test (post-test)
- Appendix 14 : Homogeneity test (pre-test)
- Appendix 15 : T-Test of the Both Averages in Pre-Test
- Appendix 16 : T-Test of the Both Averages in Post-Test
- Appendix 17 : Gain Score of Experimental Class and Control class

CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is one way to express the ideas, opinion, and feeling in written form. It is process of putting through and ideas in words then combined into sentences and into paragraph by using grammar/structure. Writing is an activity to put ideas systematically in writing form or an activity to think, to develop an ideas while write it, it deals with sentence and paragraph.

In writing lesson, there are many types or genres of text namely, narrative, recount, descriptive, report, procedure, etc. the basic competence of the text is the students are expected to use writing the process of learning g communicate both orally and written form. Base on syllabus of curriculum in senior high school, one of genres that should be mastered by students in the process of learning is descriptive text. Descriptive text is one genre of text witch learned at the ten grade students.

Writing descriptive text is a process to gather our ideas, information or thought become a text that describe a particular person, place, or thing. It explains about a person place, or thing which can make the readers imagine what is described clearly. It gives sense impression such as the feel, sound, taste, smell, and look of things.

The essential of writing descriptive text is it can help the students imagine and describe what they are talking. For example, when the

students want to talk about family, school, pet or village they are easily imagine and describe what it is look like. So, students can get more information about the particular person, place or things in detail.

The government has done some effort to increase the quality of education, such us curriculum development, teacher quality improvement and textbook. The school also has done some effort to increase education, such us prepare school facilities and make some rules for practicing discipline. In addition, many effort have done by the teachers to improve students writing mastery, begin from manage the classroom be comfortable so students can be focus to learning English. The teachers also as a motivator for the students. From explanation, all of these aim to increase the quality of education, including to increase students ability, especially in writing descriptive text.

In writing skill, students of Pondok Pesantren Syeh Muhammad Baqi Basilam is still poor. Based on interview with English teacher in Pondok Pesantren Syeh Muhammad Baqi the researcher found that the students got some difficulties writing descriptive text.

The students limited of vocabularies. Some students difficult to write because they do not have many vocabulary. The students have lack of writing motivation. They are lazy to write, because the students more interest in Arabic than English. Then, the students have less motivation to learn about English. The students are bored while learning in the class. They do not pay attention to the teacher explanation.¹

¹English Teacher, “*Private* Interview” Pondok Pesantren Syeh Muhammad Baqi

Those all problems make the students cannot mastery the writing descriptive text maximally, and condition still far from the aim of teaching writing

There are some factors of writing descriptive text mastery. “The factors writing descriptive text are motivation, classroom interaction, learning style, and method in teaching learning process was suitable”.² those all usually faced by students while writing descriptive text.

There are many methods can be applied in teaching writing like keyword method, scrabble method, direct method and discussion method.. According to Richards and Brown in Hidayat journal, “discussion method is an effective way that can be used in teaching writing and reading since it will increase the amount time for students discussion during the given period time”.³ By applying discussion method students can easy to understand on process writing descriptive text.

Discussion method is one of English teaching method where in its process the students are separated into some groups. Each group got a responsibility to discuss the theme or material that has been set by the teacher. In group discussion method, there is interaction of two or more students. They are involved exchange of experience, information, solve problem, as well as all students are active, there is no passive as listener only. “One of learning method which can provide the opportunity for

²Trianto, *Mendesain Model Pembelajaran Inovative-Progresif*(Jakarta:Kencana Prenada Media Group, 2009), P. 153

³Hidayat, *developing EFL learners writing ability and reading comprehension by using communicative language teaching trhought discussion method*, journal of English instruction, vol. 3 no 4, <http://sholar.google.co.id>, accessed on 01 nov 2021

students to be active is a group discussion method”.⁴In discussion method give an opportunity to express opinion or the listen to the opinion among the parties are involved. It means, discussion method can make the students more active and understand easily in writing learning.

The role of discussion method in writing is build students confidence and also support students understanding in writing. The teacher encourage the students the students to be active in the class. Discussion metod involves a teacher working with a group of learners on a writing task. This method encourages the students opportunity to think, learners get free training in expressing their opinion with group and build students confidence and also support students understanding in writing.

Base on the above explanation, the research is interest in conducting discussion method to teach writing descriptive text, entitled “The Effect of Discussion Method To Writing Descriptive Text Mastery At Grade X of Students Pondok Pesntren Syeh Muhammad Baqi”.

B. Identification of the problem

Descriptive text is a text that instructs what a person , thing or animal is look like. It explain about a person place, or thing which can make the readers imagine what is described clearly. It gives sense impression such as feel, sound, taste, smell, and look of things.

There are some factors that give effect on writing descriptive text mastery such as motivation, classroom interaction, learning style, and

⁴Arisma Ayuningtyas “*the application of the group discussion method in teaching writing daily activity text*” vol. 01, no. 02 (march 2018), <http://journal.ikipsiliwangi.ac.id>, accessed on 15 oct 2021

method in teaching learning process was not suitable. So in this research, the researcher got interest to using discussion method in learning writing narrative text.

C. The Limitation of the problem

As mentioned above there are several factors in writing descriptive such as are motivation, classroom interaction, learning style, and method in teaching learning process was not suitable

In this research did not discuss all the methods of writing, this research only focused on one factor, that is discussion method in learning writing descriptive text.

This research focused on using discussion method on writing descriptive text. Discussion method help the students more understand easily in process writing descriptive text. Discussion method one of the method help students learn the material descriptive text on their own. It is also can help the students to solve their problem using method that they thought effective for them and they can achieve the goals of writing descriptive text.

D. Formulation of the research

Base on above identification, finally the problem is formulated as follows:

1. How is the students' descriptive text before using discussion method at the x grade of Pesantren Syeh Muhammad Baqi

2. How is the students' descriptive text after using discussion method at the x grade of Pesantren Syeh Muhammad Baqi
3. Is there any significant effect of using discussion method at the x grade of Pesantren Syeh Muhammad Baqi

E. Purposes of the research

From the formulation above, the purpose of the research are:

1. To find out the students' writing descriptive text using discussion method at the x grade of Pesantren Syeh Muhammad Baqi
2. To find out the students' writing discussion text after using discussion method at the x grade of Pesantren Syeh Muhammad Baqi
3. To examine where the effect of discussion method to students' writing descriptive text is significant or not.

F. The Significances of the research

The purpose of this research are:

1. For headmaster, as the information to convince the English teacher in teaching especially for writing.
2. For teacher, as information to add references method in teaching and learning
3. Other researcher, it is useful as source of the information for further related studies and this study can be used by researcher to get new experience in the teaching learning process and gives insightfully knowledge of English proficiency.

G. Write of The Theses

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters are follow: chapter one, consist of introduction, they are: the background of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the significances of the research, and the outline of theses.

Chapter two consists of the description of writing descriptive text, discussion method, the related findings, the conceptual framework and the hypothesis.

Chapter three consists of the research which is divided into sub chapter: the place and time of the research, the research design, the population and sample, definitions of operational variables, the research instrument, technique of collecting data, technique of analyzing data.

Chapter four consist of description of data, testing of hypothesis, discussion and the threat of the research and chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESES

A. Theoretical Description

1. Writing Descriptive Text

a. Definitions of Writing Descriptive Text

Writing is an action to share the writer's ideas and experience in written form. When people want to write their idea or experience, it need to pay attention on more so that the people can get a lot of vocabulary and make a good writing. Student can convey the ideas by organizing into good text.

Writing in an ability to simulate imagination. Nunan states that writing is both physical and mental act the most basic level⁵. In other side, writing is mental work to find the idea by someone. Basically the writing requires a well-structure way of the presentation of thoughts in an organized and planned way⁶. Mean writing is a process to express ideas into clear and structured statement.

Descriptive text is a text that describes about something like person, animal, and other things so that can know and imagine

⁵David Nunan, *Practical English Language Teacing*, (New York; Mcgraw, Hill, 2003), P.88.

⁶ Muhammad Javed And Wu Xiao, A Study of Students' Assesment Of Writing Skill Of English Language, *International Jurnal of Instruction*" 6, no.2 (2013), <http://repository.uinbanten.ac.id>

how the object looks like. Descriptive text is a kind of text which the content is a description clearly.

Descriptive writing or text is usually used to help writer to develop an aspect of their work, e.g. to create particular mood and atmosphere or to describe a place, object, and things⁷. It means descriptive text makes someone to express everything in their mind.

Wishon in Rahayu states, “descriptive reproduces the way things look, smell, taste, or sound, or it may also evoke moods, such as happiness, loneliness, or fear”.⁸ According to Gerrot and Wignell in Juita Sihaaan descriptive text is a text which is intended to describe a particular person, place, or thing.⁹ It means descriptive text is a text that involves feeling and imagination by someone in describing something.

Descriptive writing text is taught by teacher in order to make students know how to describe themselves and everything in their life. Furthermore, the purpose of descriptive text is to describe

⁷Nurfiryanti, Jamiluddin and Hastini, “*Improving Writing Skill By Using Free Writing*” Journal of English Languages Teaching Society (ELTS) 2, NO.3 (2014): 2-3, <http://Jurnal.Uin.Jambi.co.id>

⁸Rahayu, “An Analysis Of The Students’ *Skill In Writing Descriptive Text*” Jurnal Mahasiswa Prodi Bahasa Inggris UPP 3, No. 1 (2017), P. 3, <Http://Ejurnal.Radenintan.co.id>.

⁹Tanti Sukmahidayanti, “*The Utilization of Instructional Media In Teaching English Descriptive Text To Young Learners*”, Jurnal Of English Education 3, No. 2 (2015): 2, <Http://Media.neliti.com>

object or person in which the writer is interested.¹⁰ Description give sense impressions the feel, sound, taste, smell, and look of things.

From all theoris of descriptive text the researcher makes conclusion that descriptive text is a text for describing person, place, and also involves emotions.

b. Process of Writing Descriptive Text

In learning writing there are some process that can be applied to make the students easier in doing writing and steve peha stated that the processes involved in this writing approach as follows:

1. Pre-writing. As its name implies, pre-writing is any writing you do before you start writing. Pre-writing is a time that you can to experience, to jot down the few quick ideas, to try out something new without having to try very hard, to take a little time to gather your thought and choose the direction before you start drafing.
2. Drafing. A draf something that something fhinished. You've tought about it during pre-writing, you may have even written a few notes, now just let yourself go.

¹⁰Asri Yanti, "Students' *Ability In Writing Descriptive Text At The Eight Grade of SMP N 3 Sawit*" (Universitas Muhammadiyah Surakarta: 2014), [Http://Eprints.Ums.ac.id](http://Eprints.Ums.ac.id).

3. Sharing. Sharing means just what it says: sharing your work with other people and getting some feedback about how you are doing.
4. Revising. Revising is about having received comments about your piece during the responding stages, you can better see your writing now from the reader's point of view.
5. Editing. Editing is about taking care of any problem you have with writing conventions like spelling, punctuation, grammar, and usage.
6. Publishing. Publishing is about preparing a piece of writing so that it can be read, understood, and enjoyed by the public¹¹

Based on the above explanation, the research concludes that an article or a written form can be better if the writer follows the requirements of the process of writing. So the researcher or another writer has to follow the process of writing such as pre-writing, drafting, sharing, revising, editing, and publishing.

c. The Purposes of Writing Text

According to Alawi the purpose of writing is the expression of ideas, conveying of the messages to the readers. So, the ideas themselves should arguably be seen as the most important aspect in the writing. In addition, there are really only four common purposes in writing, as follows:

¹¹Peha, the writing teachers' strategy guide, p. 61.

1. Writing to inform

In much writing that the writer will do, they will intend simply to inform the readers about their subject or topic. Informative writing is the most simple kind of writing but it also one of the most important. Because information lays the foundation for other writing purpose.

2. Writing to explain.

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing a writer who understands.

3. Writing to persuade.

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essays on examinations are all likely to involve. Writing persuasively. Your task persuasion is to convince your readers to accept the main idea, even though it may be controversial.

4. Writing to amuse other

Writing to requires that you focus on readers other than yourself if you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to

others. When write to amuse, your primary object is to make readers enjoy themselves.¹²

Based on the explanation above, there are four purpose in writing descriptive text, the first is to inform, the writer gives information to the readers about their topic. The second is to explain, the readers has to gives the spesfic information to make readers understand well. The tird is persuade, the writer has to persuade, the writer has to influence the reader from treir writing so the reader can accept he idea. The fourth is to amuse, the writer has to make the readers enjoy themselves.

d. Component of Writing Descriptive Text

Talking about writing descriptive text, according to Gerot and wignell in siti's journal, there are some component of writing descriptive text such as social function, generic structire, and grammatical of feature.¹³

¹²Fikri Fauzi Alawi, "Improving Students Ability" In Writing, Department of Englisg Education Faculty Tarbiyah And Teacher Training Syarif Hidayatullah State Islamic Univercity, 2016 Access on [Http://Google.Scoolar.co.id](http://Google.Scoolar.co.id)

¹³Siti Masitoh, "Improving Students' Ability In Writing Descriptive Text Using Genre Basd Approach (GBA) At The Eight Grade Students of SMP Islam Terpadu Fitrah Insani" ELIN Journal 3, No. April (2017,P.40, <http://z-library.org.co.id>

1. Sosial function of descriptive text

Hammon in turfina andriani states that the sosial function of descriptive text is to describe person, thing, or place.¹⁴ Writing descriptive text can be conducting a person, a place and athing by imaging, looking or observing the examples, then write, based on the phenomenon.

2. Generic structure of descriptive text

The generic stucture of descriptive text consist of two aspect, they are:

- a) Identification, identification phenomenon to be described.
- b) Description, describes parts, qualities, and characteristic.¹⁵

In identification about the phenomenon. In this part the writer will explain about the phenomenon that the described such as thing, person, and place. While in description, it describes the parts, the qualities, and the characteristic of phenomenon. In this part the writer can describe about habit, behavior, shape or feature of person, thing, place, or animal

¹⁴Turfina Andriani, "Teaching Writing on Descriptive Text For The First Grade of SMP N 03 Mojogedeng Karangayar, " 2017, P.26, [Http://Eprints.Iain-Surakarta.ac.id](http://Eprints.Iain-Surakarta.ac.id).

¹⁵Sanggam Siahaan And Krisno Shinoda, *Generic Text Structure* (Yogyakarta:Graha Ilmu, 2008),p.98

3. Grammatical features of descriptive text

Knapp and Watkins write there are several grammatical features of descriptive texts the following:

- a) The present simple is often used
- b) Although present tense may be used in literary description, its past tense that tends to dominate.
- c) To describe appearance and parts of phenomenon, relative verbs are used.
- d) Action verbs, are used when describing behaviors/users.
- e) Mental verbs, are used when describing feeling in literary descriptions.
- f) Adjective are used to explain information about the noun.
- g) The individual things are deal with personal and literary description.¹⁶

In addition, John Schacter say writing descriptive text has grammatical aspect that make a text to be complete. They are

- 1) Focus on specific participants.
- 2) Use of attributive and identifying process.
- 3) Frequent use of epithets and classifiers in nominal groups.
- 4) Use of simple present tense.
- 5) Use of descriptive adjective.
- 6) Use of action verbs.¹⁷

to write descriptive text, it consist generic structure and dominant grammatical aspect. Without the both of them, writing descriptive text will stand

¹⁶Megan Watkins Peter Knapp, *Genre, Text, Grammar* (Sydney:University of New South Wales, 2005),p.98

¹⁷Jhon Schacter, *The Master Teacher Series Descriptive Writing* (New York, 2007), p.110

completely. So the writer must focus on taking the generic structure and dominant grammatical aspect in the text.

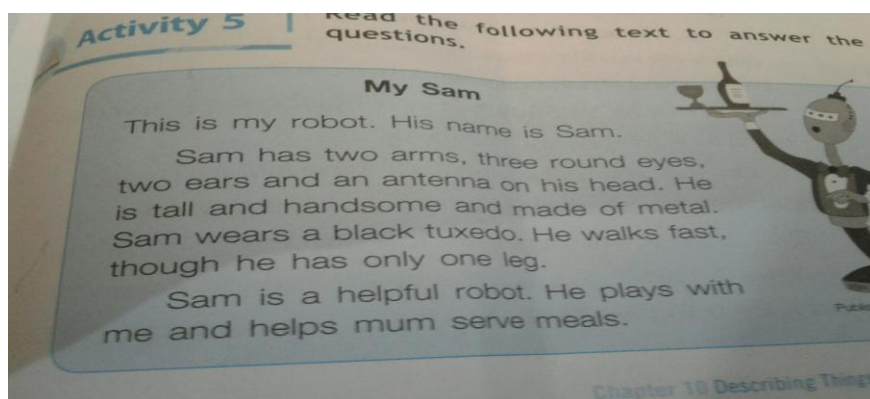
From explanation above, it can be concluded that there are three parts generic structure of descriptive text. Those are identification part that the writer introduces about the phenomenon to be described, description part where describes parts, qualities, and characteristic, and the last part is conclusion or evaluation, the writer review.

e. The Material Teaching Descriptive Text

There is example material writing descriptive text in pondok pesantren Syeh Muhammad Baqi

1. Material about thing

My syam¹⁸



¹⁸Utami Widiati, At Al., *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, (Jakarta Pusat Kurikulum Dan Perbukuan Balitbang Kemendikbud, 2017), p. 140

Answer the following question:

1. Who is sam? **Sam is a robot**
2. what his characteristics? **He has two arms, three round eyes, two ears, and an antenna on his head. He is tall and handsome and made of metal.**
3. What does he wear? **He wears a black tuxedo**
4. Why does firman say that syam is a helpful robot? **Because he plays with firman and helps firman's mum serve meals**
5. Does firman like sam or not? **Yes, he does. From the next we know that firman like syam because they play together and syam is a helpful robot, too.**

2. Discussion Method

a. Definitions of Discussion Method

Discussion method is one of cooperative learning method in which students work in group. Discussion method is divide into group of students to achieve specific objectives permits students to assume more responsibility for their own learning. Develop social and leadership skill and become involved in interactive instructional approach.¹⁹ It means the discussion method is the method which consist of two or more

¹⁹R Kindsvatter, William Wilen & Margaretta Ishler, *Dynamic of Effective*, p. 58

persons in group for exchange of thought orally to achieve a result in team work.

Discussion method allows presenters to announce a topic or idea for group discussion among participant.²⁰ Discussion method follows democratic guidelines and allow everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an inter change of ideas within the context of a group under the direction of a present.

Discussion carried out by dividing the students into groups. According to Baker, “small group itself is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences and is influenced by another person in the group.”²¹

“A common feature of the kinds of teaching is discussion method. In this kind the tutor works with a discussion method of students to discuss a given topic or a given problem.”²² According to Brown in “discussion the lecturer sets problem or a discussion topic and invite the studentst form a group of three or four who discuss or solve the

²⁰Ernest E Bewer, *Proven Ways To Get Your Message Accross The Essential Reference For Teacher , Presenter, And Speakers*, (California: Corwin Press, Inc A Sage Publications Company, 2003), P.42

²¹CarryL.Baker, *Discussion and Group Work Methodi n Language Learning* (NewJersey:Harperand Row Publisher, Inc.,1997), p. 159

²²Kate Exley and Reg Dennick, *Small Group Teaching* (London Falmer, 2004), p.23

problem sets.”²³ So it can be concluded that discussion method is a method given to students to discuss solving problems.

Base on explanation above, it can conclude that discussion method is a simple and effective method. Discussion method is an interacting face to face with or without an assigned leader in such away that each person influences. Discussion method also allows the presenters to announce a topic or idea.

b. Procedures of Discussion Method

Discussion has many steps to bed one for making this method easier. According to Ernest there are some procedures of small group discussion, as follow:

1) Introduction

The teacher introduces and explains more the material son which all of the students have some background knowledge so they have a basic for discussion. Then, the teacher gives an instruction to the students at the beginning of the discussion.

2) Directing the discussion

The presenter is in charge of directing the discussion the discussion to get it started. The students report their own discussion on the pieces of paper that is provided by the teacher and presents the result of their discussion in their own group first and to other group. The other members of groups clarify, give opinion/comment and criticized. The presenter should ask the participants if they gave questions about the topic at hand. The presenter should try to keep control of the discussion, yet not dominate it. Once the discussion begins, questions are essential in keeping the discussion moving.

3) Summarizing the discussion

A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalk board so all can

²³ George Brown,.

see them. The presenter should ask the participant show they would use the information. At the times, a discussion will result in the participants 'having in correct ideas. Basically, summarization is help fulfor clearing up confusion, covering main points, ending a discussion and conveying consensus.²⁴

Based on the explanation above, it can be concluded that procedur discussion method concluded in three phases, starting from introduction, directing indiscussion and summarizing the discussion. This procedure is done by giving an explanation to students first so that students have knowledge, then the teacher gives an instruction to the students at the beginning of the discussion.

c. The advantage and disadvantage of discussion method

Discussion method is one of method when using discussion, the presenter should be aware following the advantages and disadvantages of this instructional. According to Ernest, the advantages and disadvantages discussion as method follow:

1. Advantage using discussion method

There are some advantages of using discussion method as a follows:

- a) All participants in the group can participate
It is good way to get participants interested in a topic
- b) Participants many more easily understand another participants' explanation that a `presenter's explanation
- c) The presenter can identify participants who needed the topic
- d) The presenter can identify individual opinions the topic

²⁴Ernest W Bower,.

It helps the participants see relationship among ideas or concepts related to the topic at hand.

The advantages of this method is it can practice students to be able to express opinions, respect the opinions of others and it helps students to see relationship among ideas or concepts related to the topic at hand.

2. Disadvantage of Discussion Method

Ernest states that disadvantages discussion method as follow:

- a) It is time consuming requires a fairly long time, which issome times not as planned like widespread discussion ofthe topic
- b) Some participants in the group may doall the talking
- c) It involvesless presenter involvement that other methods
- d) The discussion can easily get offtrack.²⁵

So, it can be concluded that the disadvantages can consuming time because it is requires a fairly long time, which is sometimes not as planned like widespread discussion of the topic.

d. Teaching Writing Descriptive Text by Using Discussion Method

There are some coperative learning that can be used to improve students writing descriptive text. Discussion method is one of the coperative learning that used to depelop students writing descriptive text mastery. There three steps that the teacher has to do in the class, they are:

1. Pre-teaching

²⁵Ernest E Bewer.,

The process in pre-teaching as follow:

- a) Teacher come in to the class
- b) Teacher asked the students to pray based on their belief
- c) Teacher check students attendance
- d) Teacher asked the students aboutthe last material
- e) Teacher asked the students to open book about the next material

2. While-Teaching

This activity make students easy in soing writing descriptive text mastery. The procedure can be seen as follow:

- a) Teacher gives short explanation about writing descriptive text includes the generic stucture and languages features
- b) Tracher divides students into some groups
- c) Every students asked to sit around the table with their group
- d) Teacher gives answer sheet for rach geoup
- e) Teacher gives answer sheet for each group
- f) Teacher brainstrom the students about the thing related to the theme

- g) Teacher asked each group to write a descriptive based on their own word
 - h) Teacher set the time to control the students work around 30-40 minutes
 - i) Teacher asked one of the member every group to present the writing
 - j) Teacher ask each group to correct their writing
 - k) Teacher ask each group revice their writing
3. Pos-Teaching
- a) Teacher asks each group to correct their writing
 - b) Teacher ask each group tp revise their writing
 - c) Teacher give some feedback, ask the students about what they do not understand and summarize the lesson about writing descriptive text. The teacher also asked the students to conclude the lesson.

Table 1
Teaching Writing Descriptive Text by Using Discussion Method

Teacher Activity	Procedure	Students Activity
While-Teaching 1. Teacher gives short explanation about descriptive text includes the generic structure and languages features. 2. Teacher divides the students into some groups 3. Every students asked to sit around the table with their friends who get the same	1. Grouping, the teacher asks the students to sit in a group of four students.	1. Students listen to the teacher explanation 2. Students count 1-3 to make groups 3. Students find friends who get the same number and sit around the table

number.		
4. Teacher gives the theme for each group. 5. Teacher gives the answer sheet for each group	2. Preparing, the teacher gives the groups theme	3. Each group read the theme given by teacher 4. Each group take a sheet of paper and a pen
6. Teacher brainstorm the students about the things related to the theme	3. Brainstorming, the teacher ask the member of groups to write words or phrases related to the theme	5. Every member of group gives their distribution to write words or phrase relate to the theme
7. Teacher asked every member of group to write a text using their own words or phrase. 8. Teacher set the time to control the students work around 30-40 minutes	4. Writing, the groups writes a text using the words/phrase written	6. every member of group write a text using their own words or phrase 7. students work based on the time given by the teacher
9. Teacher asks one of the members in each group to present their writing	5. Presenting, each groups present their writing	8. one of the members in the each group present their writing
post-Teaching: 10. Teacher asks each group to correct their writing 11. The teacher gives the feedback to the students.	6. Evaluating, the teacher ask each group to make correction	9. each group make correction 10. every member could ask the teacher about what they do not understand
12. Teacher asks each group to revise their writing	7. Revising, each group revises their work/writing	11. each group revice their writing

3. Teaching Descriptive Text by Using Teachers' Method

In generally, there are two kinds teaching method that can used to teaching writing mastery. They are conventional and alternative method.

Conventional teaching is one that has used for a long time.

Conventional is one of a method of speech. conventional teaching is a traditional method where the teacher as a centered. According to Ibrahim conventional teaching is the teacher centered learning, prioritizing

result, not the processes. Students are placed as objects not the subjects find it difficult to convey their opinion. Besides that, the method used inseparable from lectures, distribution of the task and training as from of repletion and deepening teaching materials.²⁶

It can be said that conventional teaching is teacher driven, students are passive. Conventional teaching refers to the teaching using chalk and board for teachers, pen and paper for students. It is the way that usually used traditional way in teaching and learning process.

Conventional teaching involves instructors and students interacting in face to face manner in classroom. Conventional teaching has some advantages of conventional teaching:

- a. the scope of the material provided is large
- b. the energy and time required is not much but all students can receive subject matter simultaneously.
- c. the class atmosphere is calm because the students do the same activities, so that teacher can control students thoroughly.
- d. train the students to use their sense of hearing well so that they can capture and infer information quickly and precisely.
- e. can provide motivation and encouragements to students in learning.
- f. flexible in the use of time and material, if the material is a lot while the time is limited, so the main points can be discussed the problem is only, while if the time is long it can be explained in more detail.²⁷

Even though conventional teaching can help students in learning conventional teaching can also has some disadvantages, they are:

²⁶Ibrahim, *Perpaduan Model Pembelajaran Aktif Konvensional (Ceramah) Dengan Cooperative (Make A Match) Untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan*, Suara Guru: Jurnal Ilmu Pendidikan Social, Sains Dan Humaniora 3, No. 2 (2017), P. 202, [Http//e.Journal.Uin-Susca.co.id](http://e.Journal.Uin-Susca.co.id)

²⁷Sutarto, *Strategy Belajar Mengajar "SAINS"*, (Jember: UPT Penerbitan UNEJ, 2013) P. 75, [Http//Repository.unejac.id](http://Repository.unejac.id).

1. The interaction is tends to be teacher centered
2. The teacher is lessable to know with certainly how the students understanding about the materials.
3. It is possible that students acquire other different concepts with what the teacher has.
4. Does not provides opportunities for students to solve the problem. Because students are only directed to follow the teacher thought.
5. Lack of opportunities for students to develop skill and opportunities to express opinions.
6. Tend to boring and students' attention to the psychological factors of students, so the material described is blurred.²⁸

From description above it can be concluded that conventional teaching has some advantage in teaching but it is also have some disadvantages such as the explanation takes a long time and make students bored. Recently conventional teaching is considered less effective in teaching and learning process because of those disadvantages.

B. Review of Related Finding

This research is not the first research that have been done. There are some related findings to this research. The first is Yusuf Effendi in his research. he concluded that there is the effect of discussion method on writing descriptive text with t_{count} was higher than t_{table} $t\text{-test}(to) > t\text{-table}(tt)$ ($2.50 > 1.68$). it means there is significant the effect of discussion method to students writing descriptive text mastery t_{table} $t\text{-test}(to) > t\text{-table}(tt)$ ($3.806 > 1.64$).²⁹ so, discussion method suitable to

²⁸Sutarto, p.75-76

²⁹Yusuf Effendi, "Influence of Using Group Discussion Towards Students Descriptive Text Writing Bility At The First Semester of The Tenth Grade Of SMA Hidayatullah Mukhlisin Way Kanan In Academic Years of 2016/2017

teach students writing descriptive text and give positive effect on writing descriptive text.

Next, Yanti research, the effect of discussion method and cognitive style on students writing descriptive text. t_{count} was higher than t_{table} $t\text{-test}(to) > t\text{-table}(tt)$ ($3.806 > 1.64$)³⁰. so, discussion method suitable to teach students writing descriptive text and give positive effect on writing descriptive text.

Then, Santiani research. The effectiveness discussion method to writing descriptive text. In the pre-test, the mean score of the experimental class and control class were 77.34 and 63.15, and mean of post-test experimental class and control class, those were 80.54 and 69.5031. so discussion method can be applied writing descriptive text in learning process.

C. The Conceptual Framework

Based on research, there are two variables that has been known. They are the independent variables and the dependent variables. The independent variables is discussion method as method in this research. Then, the dependent is about the students writing descriptive text.

Many students of Pondok Pesantren Syeh Muhammad Baqi Basilam Baru feel difficult in writing descriptive text, especially at the X

³⁰Yanti, “ *The Effect of Discussion Method And Cognitive Style on Students Writing Descriptive Text at SMA Plus Bina Bangsa Pekanbaru*” (University Of Sultan Syarif Kasim Riau, 2021)<http://z-library.org.co.id>

³¹Santiani, “*the effectiveness of discussion method to wring descriptive text at 10th atministrasi perkantoran grade 1st semester in SMA 1 subang*” (universitas subang, 2017), jurnal ilmiah FKIP, vol.4 No. 2

grade students. They have some problem in writing descriptive text. They do not understand generic structure and languages features of descriptive text, the students writing motivation is low they still have poor vocabularies, and many students have lack of writing motivation.

Discussion method can help students to encourage students' writing skill. So by applying this method, the students will be easier to understand about writing descriptive text.

In order to get the data in this research, three procedures will take in this research, they are pre-test, treatment and post-test.

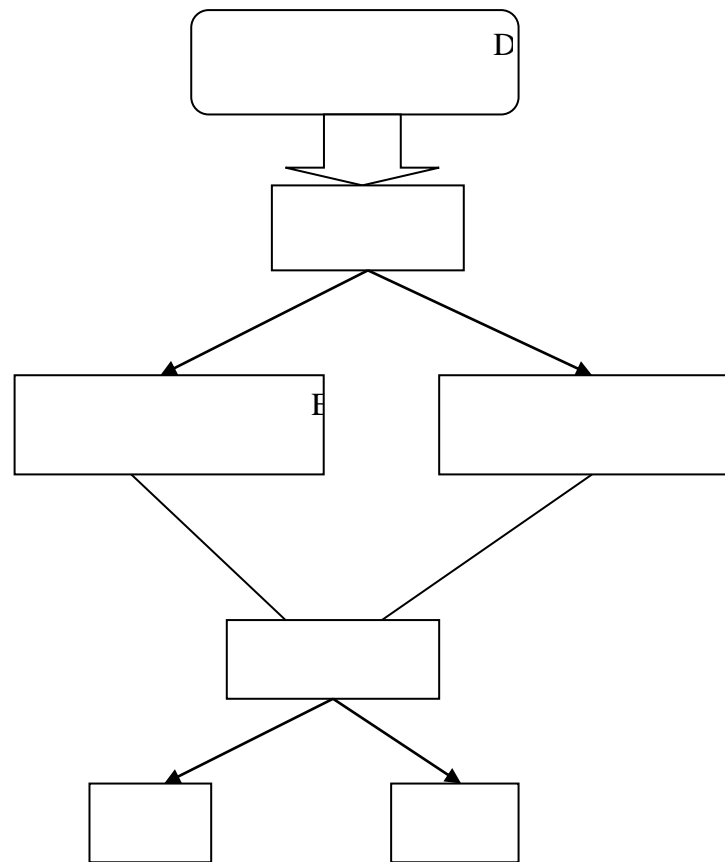
The pre-test was given a test to experimental class and control class before treatment to know the mean score of experimental class and control class. After the pre-test, the research was given treatment with using discussion method for experimental class and conventional method for control class. The post-test was given a test to know mean score both of class whether the discussion method has a significant effect on the students writing descriptive text.

FIGURE 1

CONCEPTUAL FRAMEWORK

Students problem are:

1. The students writing result text is low
2. Many students have poor vocabulary.
3. Many students have lack of writing motivation



D. Hypotheses

The hypothesis of this research are:

1. There is significant effect of using discussion method on writing descriptive text at the X grade student syeh Muhammad Baqi Basilam Baru (H_a)
2. There is no significant effect of discussion method writing method on writing descriptive text at the X grade students of Pondok Pesantren Syeh Muhammad Baqi(H_0)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. It is located in Jl. Negara Km. 11.5 Kec. Batang Angkola, Tapanuli Selatan. The location is ± 16 km from the central town to the south. The research start from maret 2022 until the researcher finish the research.

B. Research Design

The type of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with guided writing method as a treatment and control class is the class that taught with a teacher's method. The researcher used true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then gave pre-test to know the basic condition of the two classes. Next, the both of class was given post-test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below

Table 2
Pre-test-Post-test Control Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment³²

In this model, both of classes were give pre-test (O_1). Then, in experimental class give a treatment (x) and control class was not given a treatment. After giving a treatment, both of classes were given post-test (O_2).

C. Population and Sample

1. Population

The population as the data sources of this research are all the students at X grade of Pondok Pesantren Syekh Muhammad Baqi Babussalam Baslam Baru that consist of 2 classes with 42 students. The Headmaster of Pondok Pesantren Syekh Muhammad Baqi Babussalam Baslam Baru said that, the students are not group ed by IQ or level of intelligence means there is no placement test for them³³. So thatitcan be concluded that the population is a homogeneous population. It can be seen from the table below:

³²Jhon W. Crewel, *Research Design*, Third Edition(America, 2009)

³³Muhammad Darwis, private interview on February in PondokPesantrenSyeh Muhammad BaqibasilamBaru

Table3
ThePopulationoftheXIGradeStudents

No	Class	Students
1	XI-PUTRI	21
2	XI-PUTRA	21
TotalPopulation		42

2. Sample

In this research, This research used total sampling to take the sample the research. This research used two classes as a sample. The researcher used X-PUTRI consist of 21 students and X-PUTRA consist of 21 students as a respondents. So the total sample of this research are 42 students. They are experimental class and control class. So that one class is as experimental class and the other is as control class.

Table 4
The Sample of Students Syeh Muhammad Baqi

No	Class	Students
1	XI-PUTRI	21
2	XI-PUTRA	21
TotalPopulation		42

D. Defenition of Operational Variable

To avoid misunderstandng, this research is consisted of two variables, the key term of this research are defined as follows:

1. Discussion Method (Variable X)

Discussion Method is a method that can encourages the students to more active in learning process when they work to get her in a group to produce the idea.

2. Descriptive Text

Descriptive Text is a text that instructs what a person, thing or animal is look like. It explain about a person place, or thing which can make the readers imagine what is described clearly. It gives sense impression such as feel, sound, taste, smell, and look of things

E. The Instrument Research

Instrument is a toll that can be use by the researcher to collect the valid and reliable data. In this research, the researcher will use the test, the test is essay test as the instrument to collect the data.

To know the students' writing skill improved, there are some criterions that must be considered. Ngadiso formulates that there are five indicators should be measured in writing test, namely: content, mechanic, vocabulary, grammar, and organization of ideas³⁴. Those all indicators of writing are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and definition of writing itself in senior high school. Based on the teacher's book in PERMENDIKBUD k13 version, the indicators of writing test are the selected idea. Organization or structure test and content, grammar and vocabulary³⁵. It can be seen in the table below:

³⁴Ngadiso, "assessing the students' writing skill"

³⁵Hasanah, Bashir, and sinyaruri, *bahasa ingris*

Table 5
Indicator of Writing

Criteria	Score 4	Score 3	Score 2	Score 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set	only fulfill two of the four conditions set	Only fulfill the four conditions set
Structure text and content	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of text is very easy to understand	Only fulfill three of the four conditions set	Only fulfill two of the four conditions set	Only fulfill one or does not fulfill the four condition set
Grammar	there is no mistakes with grammar. The content and the meaning of the text can be understood and very clear	There are same mistakes, but do not interfere the meaning and the content	There are many mistakes, but do not interfere the meaning and the content	Too much mistakes and interfere the meaning and the content
vocabulary	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set	Only fulfill one or does not fulfill the four conditions set

Assessment:

$$\frac{\text{student's score}}{\text{score maximum}} \times 100$$

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 4. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = $4 \times 4 = 16$

F. The Procedure of the Research

In completing the data, the researcher continued to the next step sample. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They are pre-test, treatment, and post-test.

1. Pre-test

The pre-test conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean score of discussion method and teacher method in teaching before the research give the treatment. In this case, the research hopes that the whole students' mastery is same of if there is a difference is hopefully not significant.

2. Treatment

The experimental class and the control class gave same material, which is consist of communication aspect that taught by the teacher in different ways. The experimental class gave treatment, it taught by using discussion method and control class taught by teachers' method.

3. Post-test

After giving the treatment, both of the classes again gave the final test in order to measure their writing skill. This test is used for investigating the difference of writing skill between the experimental class and control class.

G. Technique of Data Analyzing

The method of data collection in this research is test method. The test method used to look the students' writing skill on the class X (experimental and control class) at Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

After experimental process, two of classes has been tested with using technique of data analysis as follow:

1. Requirement

a) Normality Test

In normality test, the data can be tested with chi-quadrante:

$$X^2 = \sum \left[\frac{f_o - f_h}{f_h} \right]$$

Where:

$$\begin{aligned} X^2 &= \text{Chi-quadrante} \\ f_o &= \text{obtained frequency} \\ f_h &= \text{expected requery}^{36} \end{aligned}$$

To Calculate the result of *Chi-Square*, it will be used significant level 5% (0,05) and degree of freedom as big as of frequency is lessened 3 (dk=k-3). If result $X^2_{\text{count}} < X^2_{\text{table}}$.

³⁶Ahmad Nizar Rangkuti, *statistic untuk penelitian pendidikan* (Medan: Kelompok Penerbit Perdana Mulyana Sarana, 2015)

b) Homogeneity Test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of class are same, it is can be called homogeneous.

c) Hypothesis Test

The method analysis of data is to find out the achievement of the two groups that have been divided into experimental class and control class. To know the difference between the two classes, the researcher will use t-test as formula:

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

Tt: the value which the statistical significant

X₁: The average score of the experimental class

X₂: the average score of control class

S₁²: derivation standard of experimental class

S₂²: derivation standard of control class

n₁: number of experimental class

n₂: number of control class³⁷

³⁷ Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of Discussion Method on writing Descriptive Text, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of Discussion Method on writing Descriptive Text. Next, researcher described the data as follow:

A. Description of Data

The pre-test scores obtained before teaching in experimental class and control class.

1. Description of Data Before Using Discussion Method

a. The score of data for experimental class

As the experimental class, the researcher took class X-PUTRI. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' writing Descriptive Text (essay test). The researcher has calculated the students' score in appendix 6. The score of pre-test for experimental class can be seen in the following table:

Table 6
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total score	1200
Highest score	70
Lowest score	45
Mean	59.1
Median	58.7
Modus	57.92
Range	25
Interval	7
Standard deviation	12.66
Variation	97

Based on the above table, the total score of pre-test for experimental class was 1.200, mean was 59.1, standard deviation was 12.66, variation was 97, median was 58.7, range was 25, modus was 57.92, interval class was 7. The researcher got the lowest score was 45 and highest score was 70. Next, the calculation of how to get it could be seen in appendix 6. Then the calculation of the frequency distribution of the students' score as follows:

— **Table 7**
Frequency Distribution of the Variables

No	Interval	MidPoint	Frequency	Percentages
1	45-49	47.5	2	9.5%
2	50-54	52.5	3	14.2%
3	55-59	57.5	7	33.3%
4	60-64	62.5	4	19%
5	65-69	67.5	3	14.2%
6	70-74	72.5	2	9.5%
	<i>I=6</i>		21	100%

From the table above, the students' score in class interval between 45-49 was 2 students (9.5%), class interval between 50-54 was 3 students (14.2%), class interval between 55-59 was 7 students (33.3%), class interval between 60-64 was 3 students (14.2%), class interval between 65-69 was 2 students (9.5%), and class interval between 70-74 was 2 students (9.5%).

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

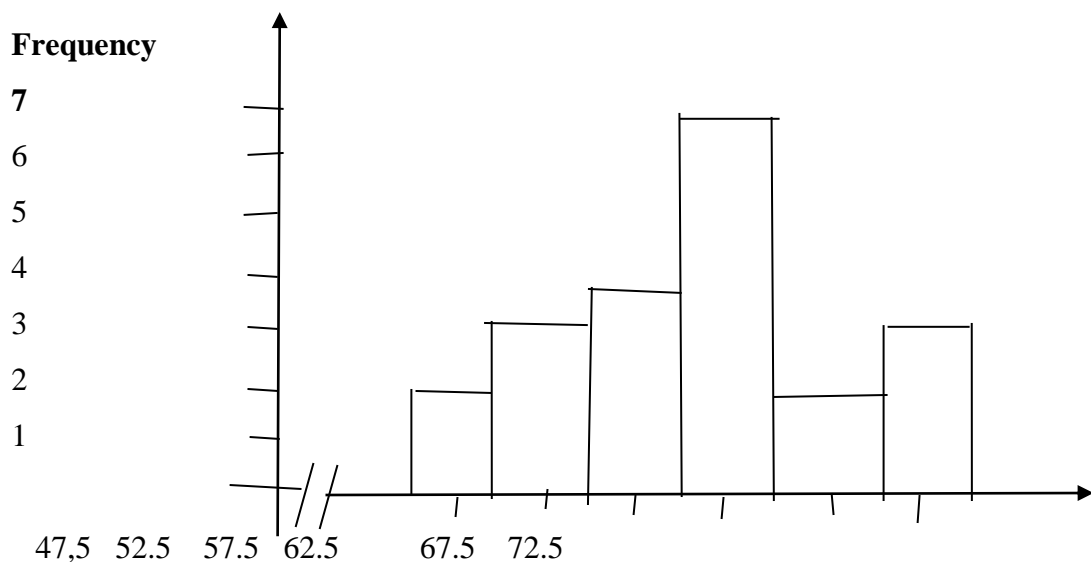


Figure 1: description data of students in experimental class in (pre-test)

From the histogram of students' score of control class in post-test shown that the lowest interval 45-49 was 2 students And highest interval 70-74 also was 2 students. Histogram also shown that the highest frequency in interval 55-59 was 7 students.

b. The Pre-test Score for Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by students' writing Descriptive Text (essay test). The score of pre-test for control class can be seen in the following table:

Table 8
The Score of Control Class in Pre-test

Descriptive	Statistics
Total score	1265
Highest score	80
Lowest score	40
Mean	54.6
Median	57.7
Modus	56.92
Range	40
Interval	6
Standard deviation	14.1
Variant	113

Based on the above table, the total score of pre-test for control class was 1.265, mean was 54.6, standard deviation was 14.1, variant was 113, median was 54.6, range was 35, modus was, 56.92, interval class was 6. The researcher got the lowest score was 40 and highest score was 80. Next, the calculation of how to get it could be seen in appendix 10. Then the calculation of the frequency distribution of the students' score as follow:

Table 9
Frequency Distribution of the Variables

No	Interval	MidPoint	Frequency	Percentages
1	40-46	42.5	2	9.5%
2	47-53	49.5	3	14.2%
3	54-60	56.5	6	28%
4	61-67	63.5	4	19%

5	68-74	70.5	3	14.2%
6	75-81	77.5	2	9.5%
	<i>i</i> =		21	100%

From the table above, the students' score in class interval between 40-46 was 2 students (9.5%), class interval between 47-53 was 3 students (14.2%), class interval between 54-60 was 6 students (28%), class interval between 61-67 was 4 students (19%), class interval between 68-74 was 3 students (14.2%), and class interval between 75-81 was 2 students (9.5%).

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

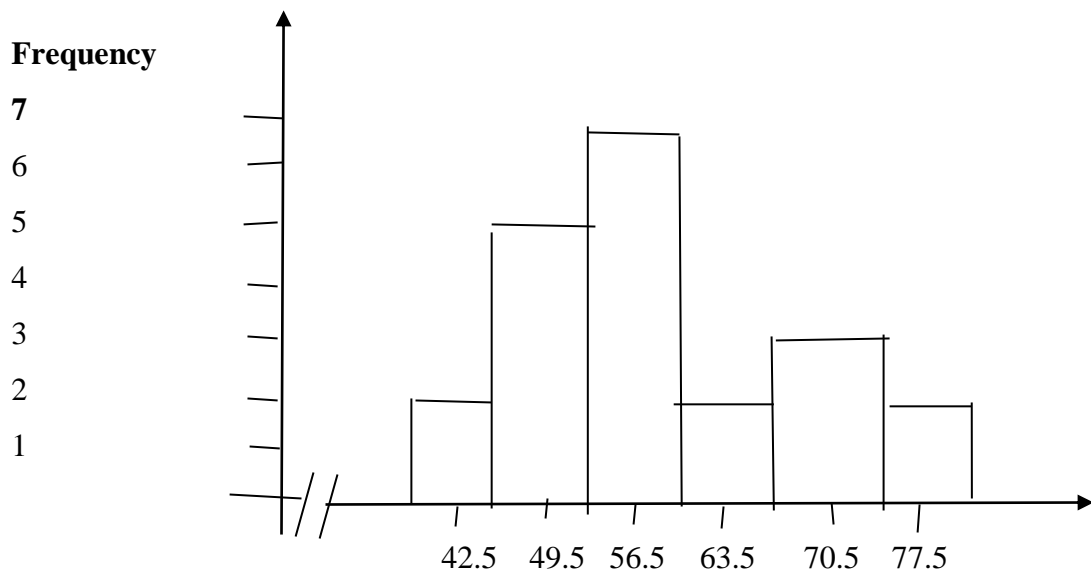


Figure 2 description data of students in control class in (pre-test)

From the histogram of students' score of control class in post-test shown that the lowest interval 40-46 was 2 students and highest interval 75-81 was 2 students. Histogram also shown that the highest frequency in interval 54-60

2. Description of Data for Control Class.

a. Score of Post-test for Experimental Class

In post-test for experimental class, the researcher calculated the result that had been gotten by students' writing Descriptive Text(essay test). The researcher has calculated the students' score in appendix 9 and 10. The score of post-test for experimental class can be seen in the following table:

Table 10
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total score	1.440
Highest score	85
Lowest score	55
Mean	73.46
Median	73
Modus	71.6
Range	30
Interval	7
Standard deviation	16.45
Variant	118

Based on the above table, the total score of post-test for experimental class was 1.440, mean was 73,45, standard deviation was 16,45. Variant was 118, median was, 30. Modus was 71,6, interval class was 7. The researcher got the lowest score was 55 and high score was 85. Next, the calculation of how to get it could be seen in appendix 8. Then the calculation of the frequency distribution of the students' score as follow:

Table 11
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	55-59	56.5	1	4.7%
2	60-64	61.5	4	19%
3	65-69	66.5	4	19%
4	70-74	71.5	7	33%
5	75-79	76.5	2	9.5%
6	80-84	81.5	2	9.5%
7	85-89	86.5	1	4.7%
	$i = 7$		21	100%

From the table above, the students' score in class interval between 55-59 was 1 students (4.7%), class interval between 60-64 was 4 students (19%), class interval I between 65-69 was 4 students (19%), class interval II between 70-74 was 7 students (33%), class interval between 75-79 was 2 students (9.5%), class interval between 80-84 was 2 students (9.5%), interval I between 85-89 was 1 students (4.7%).

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

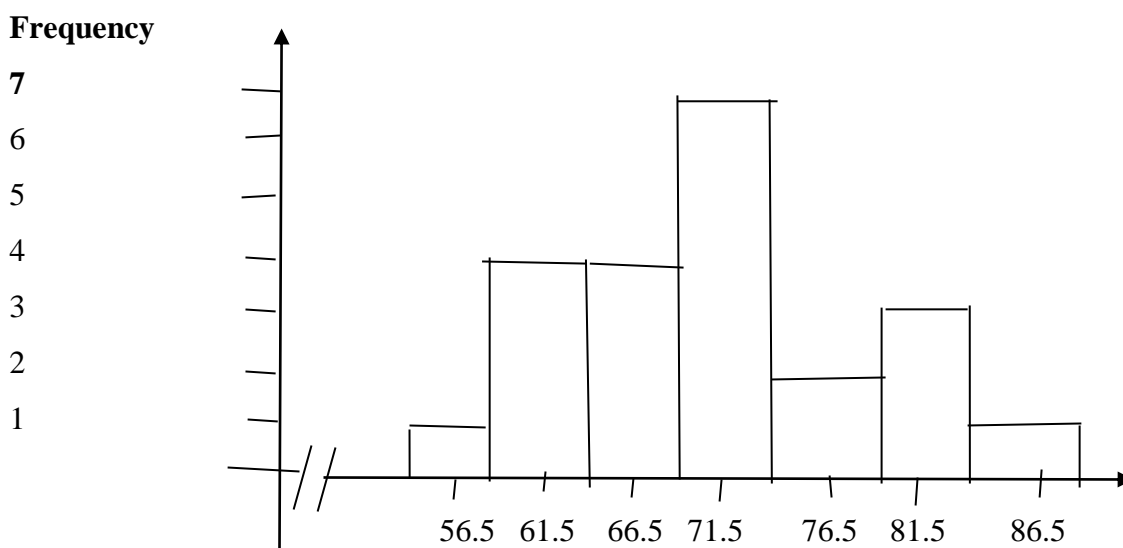


Figure 3 description data of students in experimental (post-test)

From the histogram of students' score of control class in post-test shown that the lowest interval 55-59 was 1 students and highest interval 85-89 was 1 students. Histogram also shown that the highest frequency in all interval.

b. Post-test Score for Control Class

In post-test for control class, the researcher calculated the result that had been gotten by students' writing Descriptive Text (essay test). The researcher has calculated the students score in appendix 12. The score of post-test for control class can be seen in the following table:

Table 12
The Score of Control Class in Post-test

Descriptive	Statistics
Total score	1265
Highest score	75
Lowest score	45
Mean	62.15
Median	63
Modus	63
Range	30
Interval	6
Standard deviation	15.33
Variant	102

Based on the above table, the total score of post-test for control class was 1.265, mean was 62.13, standard deviation was 15.33, variant was 102, median was 63, range was 30, modus was 63, interval class was 6. The researcher got the lowest score was 45 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 12. Then the calculation of the frequency distribute on of the students' score as

follow:

Table 13
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	45-49	46.5	1	4.7%
2	50-54	51.5	3	14.2%
3	55-59	56.5	4	19%
4	60-64	61.5	5	23%
5	65-69	66.5	4	19%
6	70-74	71.5	2	9.5%
7	75-79	76.5	1	4.7%
	<i>i : 7</i>		21	100%

From the table above, the students' score in class interval between 45-49 was 1 students (4.7%), class interval between 50-54 was 3 students (14.2%), class interval between 55-59 was 4 students (19%), class interval between 60-64 was 5 students (23.8%), class interval between 65-69 was 4 students (19%), class interval between 70-74 was 2 students (9.5%), and class interval between 75-79 was 1 students (4.7%)

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

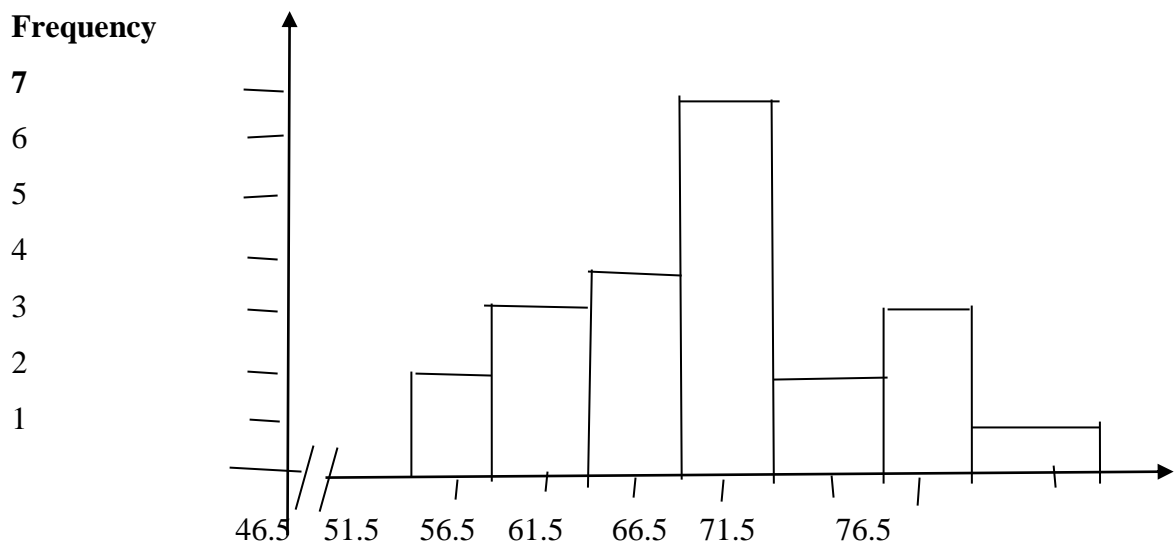


Figure 4 description data of students in control class (post-test)

From the histogram of students' score of control class in post-test shown that the lowest interval 45-49 was 1 student. And highest interval 75-79 was 31 students. Histogram also shown that the highest frequency in interval 60-64.

B. Hypothesis Test

After calculating the data of post-test, researcher found that the post-test result of experimental class 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 "Discussion Method has effect on students' Writing Descriptive Text at the X Grade Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru." The calculation can be seen in appendix 15 and 16. The result of t-test was as follow:

Table 14
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	T_{table}
0.0096	2.49	0.09	2.49

The test hypothesis have two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 0.0096 while t_{table} 2.49 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 21 + 21 - 2 = 40$. Cause $t_{\text{count}} < t_{\text{table}}$ ($0.0096 < 2.49$), it means that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 0.09 while t_{table} 2.49 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 21 + 21 - 2 = 40$. Cause, $t_{\text{count}} > t_{\text{table}}$ ($0.09 < 2.49$), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 15 and 16.

Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 59.1 and in post-test was 73.46. Then the mean score of control class in pre-test was 54.6 and in post-test was 62.13. The gain score was 3.83. The calculation can be seen on appendix 17.

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 59.1, and in post-test was 73.46. The proof was 3.83. Then the mean score of control class in pre-test was 54.6 and in post-test was 62.13. So,

based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Discussion Method had the effect on Writing Descriptive Text.

Based on related finding, the researcher discussed result of this research and compared with finding. It also discussed with the theory that has been stated by researcher. In this case, the theory which has been discussed by researcher was from Richards and Brown in Hidayat journal, “discussion method is an effective way that can be used in teaching writing and reading since it will increase the amount time for students discussion during the given period time”³⁸.Based on the related findings, theses by Yusuf Effendi, he concluded that there is the effect of discussion method on writing descriptive text with t_{count} was higher than t_{table} $t\text{-test}(t_o) > t\text{-table}(t_t)$ ($2.50 > 1.68$)³⁹. it means there is significant the effect of discussion method to students writing descriptive text mastery.

Next, Yanti research, the effect of discussion method and cognitive style on students writing descriptive text. t_{count} was higher than t_{table} $t\text{-test}(t_o) > t\text{-table}(t_t)$ ($3.806 > 1.64$)⁴⁰. so, discussion method suitable to teach students writing descriptive text and give positive effect on writing descriptive text.

Then, Santiani research. The effectiveness discussion method to writing descriptive text. In the pre-test, the mean score of the experimental class and control

³⁸ Hidayat, developing EFL learners writing ability and reading comprehension by using communicative language teaching through discussion method

³⁹ Yusuf Effendi, “the influence of using group discussion towards students descriptive text writing ability at the first semester of the tenth grade of SMA hidayatullahmuhlisin way kanan in the academic year of 2016/2017

⁴⁰Yanti, “ The Effect of Discussion Method And Cognitive Style on Students Writing Descriptive Text at SMA Plus BinaBangsaPekanbaru” (University Of Sultan SyarifKasim Riau, 2021)

class were 77.34 and 63.15, and mean of post-test experimental class and control class, those were 80.54 and 69.5041. so discussion method can be applied writing descriptive text in learning process.

After looking the score of using discussion method, this method is good to be used an innovation for teaching writing. It aims the students to building dependent, share the idea, and develop the idea into a good written. Although not all of the aspect in writing can be covered by this method but this method help students to be more confidence, to share and develop the idea. As the conclusion this technique recommended to be used for teaching writing especially in Descriptive Text.

D. The Threats of the Research

There were some aspect that could threat for this research as follow:

1. The researcher did not know how serious the students were in answering the test.
2. The students need more time in answering the test.
3. There were some of students were noisy while answering the test.

⁴¹Santiani, "the effectiveness of discussion method to wring descriptive text at 10thatministrasiperkantoran grade 1st semester in SMA 1 subang" (universitassubang, 2017), jurnalilmiah FKIP, vol.4 No. 2

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using Discussion Method, the mean score of pre-test for experimental class was 59.1 and the mean score of pre-test for control class was 54.41
2. After using Discussion Method, the mean score of experimental class was higher than before Discussion Method, The mean score of post-test for the experimental class was 73.46 and mean score of post-test for control class taught by teachers' strategy was 62.13
3. The researcher found the research result of t-test where t_{count} was lowest than t_{table} . t_{count} was and t_{table} was 0.0096 ($0.0096 < 0.65$). It means that H_a was accepted, so there was a significant effect of Discussion Method on writing Descriptive text at the X Grade students of Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

B. Suggestion

After finishing the research, the researcher got many information in

English teaching learning. Therefore, from that experience, the researcher showed some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Discussion Method in teaching writing, because this method can achieve the students writing especially in writing descriptive text.
2. From the research result it is also as the information to the English teacher to use Discussion Method as a reference in teaching writing descriptive text to make learning process more active.
3. The researcher suggests to another researchers to use this method in solving another problems and find another factors that face by students in learning English process.

Ahmad Nizar Rangkuti, *statistic untuk penelitian pendidikan* (Medan: Kelompok Penerbit Perdana Mulyana Sarana, 2015)

Arisma Ayuningtyas “*the application of the group discussion method in teaching writing daily activity text*” vol. 01, no. 02 (march 2018),
<http://journal.ikipsiliwangi.ac.id>, accessed on 15 oct 2021

Asri Yanti, “*Students’ Ability In Writing Descriptive Text At The Eight Grade of SMP N 3 Sawit*” (Universitas Muhammadiyah Surakarta: 2014), <Http://Eprints.Ums.ac.id>.

Carry L. Baker, *Discussion and Group Work Method in Language Learning* (New Jersey: Harper and Row Publisher, Inc., 1997), p. 159

David Nunan, *Practical English Language Teaching*, (New York; McGraw, Hill,

2003), P.88.

Ernest E Bower, *Proven Ways To Get Your Message Accross The Essential Reference For Teacher , Presenter, And Speakers*, (California: Corwin Press, Inc A Sage Publications Company, 2003), P.42

English Teacher, “*Private Interview*” Pondok Pesantren Syeh Muhammad Baqi

Fikri Fauzi Alawi, “*Improving Students Ability*” In Writing, Department of Englisg Education Faculty Tarbiyah And Teacher Training Syarif Hidayatullah State Islamic Univercity, 2016 Access on <Http://Google.Scoolar.co.id>

Hasanah, Bashir, and sinyaruri, *bahasa ingris*

¹Hidayat, developing EFL learners writing ability and reading comprehension by using communicative language teaching thought discussion method

Hidayat, *developing EFL learners writing ability and reading comprehension by using communicative language teaching trhought discussion method*, journal of English instruction, vol. 3 no 4, <http://sholar.google.co.id>, accessed on 01 nov 2021

Jhon W. Crewel, *Research Design*, Third Edition(America, 2009)

Santiani, "the effectiveness of discussion method to wring descriptive text at 10thatministrasiperkantoran grade 1st semester in SMA 1 subang" (universitassubang, 2017), jurnalilmiah FKIP, vol.4 No.

Kate Exley and RegDennick, *Small Group Teaching* (London: Routledge Falmer,2004), p. 23

Muhammad Javed And Wu Xiao, A Study Of Students' Assesment Of Writing Skill Of English Language, *International Jurnal of Instruction*" 6, no.2 (2013), <http://repository.uinbanten.ac.id>

Megan Watkins Peter Knapp, *Genre, Text, Grammar* (Sidney:University of New South Wales, 2005),p.98

Ngadiso, "assessing the students' writing skill"

Nurfiryalianti, Jmiluddin and Hastini, "*Improving Writing Skill By Using Free Writing*" Journal of English Languages Teaching Society (ELTS) 2, NO.3 (2014)

Pipit Rahayu, "An Analysis Of The Students' *Skill In Writing Descriptive Text*" Jurnal Mahasiswa Prodi Bahasa Inggris UPP 3, No. 1 (2017), P. 3, <Http://Ejurnal.Radenintan.co.id>.

Siti Masitoh, "*Improving Students' Ability In Writing Descriptive Text Using Genre Basd Approach (GBA) At The Eight Grade Students of SMP Islam Terpadu Fitrah Insani*" ELIN Journal 3, No. April (2017,P.40, <http://z-library.org.co.id>

Santiani, "*the effectiveness of discussion method to wring descriptive text at 10th atministrasi perkantoran grade 1st semester in SMA 1 subang*" (universitas subang, 2017), jurnal ilmiah FKIP, vol.4 No. 2

Siti Masitoh, "*Improving Students' Ability In Writing Descriptive Text Using Genre Basd Approach (GBA) At The Eight Grade Students of SMP Islam Terpadu Fitrah Insani*" ELIN Journal 3, No. April (2017,P.40, <http://z-library.org.co.id>

Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

Sanggam Siahaan And Krisno Shinoda, *Generic Text Structure* (Yogyakarta:Graha Ilmu, 2008),p.98

R Kindsvatter, William Wilen & Margaretta Ishler, *Dynamics of Effective*, p. 58

Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2009), P. 153

Tanti Sukmahidayanti, "The Utilization of Instructional Media In Teaching English Descriptive Text To Young Learners", *Jurnal Of English Education* 3, No. 2 (2015): 2, [Http://Media.neliti.com](http://Media.neliti.com)

Turfina Andriani, "Teaching Writing on Descriptive Text For The First Grade of SMP N 03 Mojogedeng Karangayar", 2017, P.26, [Http://Eprints.Iain-Surakarta.ac.id](http://Eprints.Iain-Surakarta.ac.id).

Utami Widiati, At Al., *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, (Jakarta Pusat Kurikulum Dan Perbukuan Balitbang Kemendikbud, 2017), p. 140

Yanti, "The Effect of Discussion Method And Cognitive Style on Students Writing Descriptive Text at SMA Plus Bina Bangsa Pekanbaru" (University Of Sultan Syarif Kasim Riau, 2021)

Yusuf Effendi, "Influence of Using Group Discussion Towards Students Descriptive Text Writing Ability At The First Semester of The Tenth Grade Of SMA Hidayatullah Mukhlisin Way Kanan In Academic Years of 2016/2017

Yanti, "The Effect of Discussion Method And Cognitive Style on Students Writing Descriptive Text at SMA Plus Bina Bangsa Pekanbaru" (University Of Sultan Syarif Kasim Riau, 2021) <http://z-library.org.co.id>

Yusuf Effendi, "the influence of using group discussion towards students descriptive text writing ability at the first semester of the tenth grade of SMA hidayatullah muhlisin way kanan in the academic year of 2016/2017

CURRICULUM VITAE



A. Identify

Name : Devi Syahrani Hutabarat
Registration Number : 1620300114
Place/Date of Birthday : Sosopan Julu, December 14th 1997
Sex : Female
Religion : Islam
Address : Sosopan Julu, Kec. Sosopan, Kab. Palas

B. Parents

Fathers' Name : Andi Haposan Hutabarat
Mother's Name : Yuslailan Hasibuan

C. Education Background

1. Elementary School : SDN Impres Sosopan
2. Junior High School : MTs Al-Muttaqin Sosopan
3. Senior High School : SMAN 1 Sosopan
4. Institute : UIN SYAHADA Padangsidempuan

APPENDIX 3

INSTRUMENT PRE-TEST

Name :

Class :

Direction

- Make a descriptive text 2-3 paragraphs based on the topic given
- Pay attention to the generic structure of descriptive text (identification and description using simple present tense)
- You have 40 minutes to do your task

Topic : *can be person, a animal, a place, and a things* (my best friend, my pet, school, etc)

Validator

Researcher

Dra. Ahadiyah

Devi Syahrani Hutabarat

1620300114

APPENDIX 4

INSTRUMENT POST-TEST

Name :

Class :

Direction

- Make a descriptive text 2-3 paragraphs based on the topic given with your group
- Pay attention to the generic structure of descriptive text (identification and description using simple present tense)
- You have 40 minutes to do your task

Topic : *can be person, a animal, a place, and a things* (my best friend, my pet, school, etc)

Validator

Researcher

Dra. Ahadiah

Devi Syahrani Hutabarat

1620300114

APPENDIX 5

SCORE OF EXPERIMENTAL CLASS IN PRE-TEST

A. Score of Experiment Class Pre-Test

No	Student Initial Name	Pre-Test	X ²
1	A	50	2500
2	B	55	3025
3	C	60	3600
4	D	55	3025
5	E	65	4225
6	F	70	4900
7	G	55	3025
8	H	70	4900
9	I	45	2025
10	J	65	4225
11	K	55	3025
12	L	50	2500
13	M	60	3600
14	N	55	3025
15	O	60	3600
16	P	45	2025
17	Q	50	2500
18	R	65	4225
19	S	55	3025
20	T	60	3600
21	U	55	3025
Total		1200	69600

APPENDIX6

RESULT OF NORMALITY TEST IN EXPERIMENTAL CLASS

RESULT OF NORMALITY TEST IN PRE-TEST

RESULT OF NORMALITY TEST OF X PUTRI IN PRE-TEST

1. The score of pre-test of experimental class from low score to high score

45	45	50	50	50	55
55	55	55	55	55	55
60	60	60	60	65	65
65	70	70			

1. High Score = 70

Low Score = 45

Range = 70-45

= 25

2. Total of class = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (21)$

= $1 + 3.3 (1.32)$

= $1 + 4.326$

= 5.326

= 5

3. Length of classes = $\frac{Range}{Manyclass}$

= $\frac{25}{5}$

= 5

4. Mean

Interval Class	F	M	X	fx	x ²	fx ²
45-49	2	46,6	+2	4	4	16
50-54	3	51,5	+1	3	1	9
55-59	7	56,5	0	0	0	0
60-64	4	61,5	-1	-4	1	16
65-69	3	66,5	-2	-6	4	36
70-74	2	71,5	-3	-6	9	36
i = 6	21					97

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx_1}{n} \\
 &= 61.5 + 6 \frac{-9}{21} \\
 &= 61.5 + 6 (-0.4) \\
 &= 61.5 + (-2.4) \\
 &= 59.1
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx_2}{n} - \left(\frac{\sum fx_1}{n}\right)^2} \\
 &= 6 \sqrt{\frac{97}{21} - \left(\frac{-9}{21}\right)^2} \\
 &= 6 \sqrt{4.61 - (-0.4)^2} \\
 &= 6 \sqrt{4.45} \\
 &= 6 \times 2.11 \\
 &= 12.66
 \end{aligned}$$

Table of Normality Data Test With Chi kuadrat Formula

Interval of class	Real upper limit	Z-score	Limit of large area	Large of area	Fe	f o	(fo - fe)	(fo-fe)
								fe
45-49	44.5	-1.15	0.3749	0.1015	2.1	2	-0.1	-0.04
50-54	49.5	-0.75	0.2734	0.1328	2.73	3	0.27	0.09
55-59	54.5	-0.36	0.1406	0.1286	2.52	7	4.48	1.77
60-64	59.5	0.03	0.0120	-0.1508	-3.15	4	7.15	-2.61
65-69	64.5	0.42	0.1628	-0.1311	-2.73	3	5.73	-2.09
70-74	69.5	0.82	0.2939	-0.081	-1.081	2	3.68	-2.19
X²								-5.07

Based on the table above, the researcher found that $x^2_{count} = -5.07$ while $x^2_{table} = 2.49$ because $x^2_{count} < x^2_{table}$ ($-5.07 < 2.49$) with degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha = 5\%$. So, distribution of X PUTRI class (pre-test) is normal

5. Median

Interval	F	Fk
45-49	2	2
50-54	3	5
55-59	7	12
60-64	4	16
65-69	3	19
70-74	2	21

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

$$Bb = 59.5$$

$$Fk = 7$$

$$Fm = 5$$

$$i = 6$$

$$n = 21$$

$$\frac{1}{2} n = 10.5$$

So,

$$\begin{aligned} \text{Me} &= Bb + i \left[\frac{\frac{1}{2}n - Fk}{Fm} \right] \\ &= 54.5 + 6 \left[\frac{10.5 - 7}{5} \right] \\ &= 54.5 + 6 [0.7] \\ &= 54.5 + 4.2 \\ &= 58.7 \end{aligned}$$

6. Modus

Interval	F	Fk
45-49	2	2
50-54	3	5
55-59	7	12
60-64	4	16
65-69	3	19
70-74	2	21

$$\text{Mo} = L + \frac{d1}{d1+d2}i$$

$$L = 54.5$$

$$d1 = 4$$

$$d2 = 3$$

$$i = 21$$

$$\begin{aligned} \text{So, Mo} &= L + \frac{d1}{d1+d2}i \\ &= 54.5 + \frac{4}{4+3} 6 \\ &= 54.5 + \frac{4}{7} 6 \\ &= 54.5 + (0.57) 6 \\ &= 54.5 + 3.42 \\ &= 57.92 \end{aligned}$$

APPENDIX 7**SCORE EXPERIMENTAL CLASS****A. Score of Experiment Class Post-Test**

No	Student Initial Name	Pre-Test	X²
1	A	65	4225
2	B	70	4900
3	C	55	3025
4	D	70	4900
5	E	65	4225
6	F	75	5625
7	G	60	3600
8	H	75	5625
9	I	70	4900
10	J	80	6400
11	K	60	3600
12	L	80	6400
13	M	85	7225
14	N	60	3600
15	O	70	4900
16	P	70	4900
17	Q	65	4225
18	R	70	4900
19	S	65	4225
20	T	70	4900
21	U	65	4225
Total		1440	100.525

APPENDIX 8

RESULT OF NORMALITY TEST IN EXPERIMENTAL CLASS

RESULT OF NORMALITY TEST IN POST-TEST

RESULT OF NORMALITY TEST OF X PUTRI IN POST-TEST

1. The score of pre-test of experimental class from low score to high score

55	60	60	60	60	65
65	65	65	70	70	70
70	70	70	70	75	75
80	80	85			

2. High Score = 85

Low Score = 55

Range = 85 - 55

= 30

3. Total of class = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (21)$

= $1 + 3.3 (1.32)$

= $1 + 4.326$

= 5.326

= 5

4. Length of classes = $\frac{Range}{Manyclass}$

= $\frac{30}{5}$

= 6

5. Mean

Interval class	f	m	x	Fx	X ²	Fx ²
55-59	1	56.5	+3	3	9	9
60-64	4	61.5	+2	8	4	64
65-69	4	66.5	+1	4	1	16
70-74	7	71.5	0	0	0	0
75-79	2	76.5	-1	-2	1	4
80-84	2	81.5	-2	-4	4	16
85-89	1	86.5	-3	-3	9	9
<i>i</i> : 7	21			6		118

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx_1}{n} \\
 &= 71.5 + 7 \frac{6}{21} \\
 &= 71.5 + 7 (0.28) \\
 &= 71.5 + 1.96 \\
 &= 73.46
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx_2}{n} - \left(\frac{\sum fx_1}{n}\right)^2} \\
 &= 7 \sqrt{\frac{118}{21} - \left(\frac{6}{21}\right)^2} \\
 &= 7 \sqrt{5.61 - 0.284^2} \\
 &= 7 \sqrt{5.61 - 0.07} \\
 &= 7 \sqrt{5.54} \\
 &= 7 \times 2.35 \\
 &= 16.45
 \end{aligned}$$

Table of Normality Data Test With Chi kuadrat Formula

Interval of class	Real upper limit	Z-score	Limit of large area	Large of area	fe	f o	(fo - fe)	(fo-fe)
								fe
55-59	54.5	-1.11	0.3665	0.0755	1.47	1	-0.47	-0.31
60-64	59.5	-0.81	0.2910	0.0995	1.89	4	2.11	1.11
65-69	64.5	-0.50	0.1915	-0.2946	-6.09	4	10.09	-1.65
70-74	69.5	-2.20	0.4861	0.4463	9.24	7	-2.24	-0.24
75-79	74.5	0.10	0.0398	-0.1156	-2.31	2	4.31	-1.86
80-84	79.5	0.40	0.1554	-0.1026	-2.1	2	4.1	-1.95
85-89	84.5	0.70	0.2580	-0.1085	-2.1	1	3.1	-1.47
								-6.37

Based on the table above, the researcher found that $x^2_{count} = -6.37$ while $x^2_{table} = 2.49$ because $x^2_{count} < x^2_{table}$ ($-6.37 > 2.49$) with degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha=5\%$. So, distribution of X PUTRI class (post-test) is normal

6. Median

Interval	F	Fk
55-59	1	1
60-64	4	5
65-69	4	9
70-74	7	16
75-79	2	18
80-84	2	20
85-89	1	21

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

$$Bb = 69.5$$

$$Fk = 9$$

$$Fm = 4$$

$$i = 7$$

$$n = 21$$

$$\frac{1}{2}n = 10.5$$

So,

$$\begin{aligned} \text{Me} &= Bb + i \left[\frac{\frac{1}{2}n - Fk}{Fm} \right] \\ &= 69.5 + 7 \left[\frac{10.5 - 9}{4} \right] \\ &= 69.5 + 7 \left[\frac{1.5}{4} \right] \\ &= 69.5 + 3.5 \\ &= 73 \end{aligned}$$

7. Modus

Interval	F	Fk
55-59	1	1
60-64	4	5
65-69	4	8
70-74	7	16
75-79	2	18
80-84	2	20
84-89	1	21

$$\text{Mo} = L + \frac{d1}{d1+d2}i$$

$$L = 69.5$$

$$d1 = 3$$

$$d2 = 5$$

$$i = 7$$

$$\begin{aligned} \text{So, Mo} &= L + \frac{d1}{d1+d2}i \\ &= 69.5 + \frac{3}{3+5}7 \\ &= 69.5 + \frac{3}{8}7 \\ &= 69.5 + 0.3 \times 7 \end{aligned}$$

$$= 69.5 + 0.3$$

$$= 71.6$$

APPENDIX 9

SCORE OF CONTROL CLASS IN PRE-TEST

A. Score of Control Class Pre-Test

No	Student Initial Name	Pre-Test	X ²
1	A	60	3600
2	B	45	2025
3	C	70	4900
4	D	65	4225
5	E	70	4900
6	F	65	4225
7	G	75	5625
8	H	50	2500
9	I	60	3600
10	J	80	6400
11	K	50	2500
12	L	65	4225
13	M	65	4225
14	N	55	3025
15	O	70	4900
16	P	60	3600
17	Q	65	4225
18	R	40	1600
19	S	45	2025
20	T	55	3025
21	U	55	3025
Total		1265	78.375

APPENDIX 10

RESULT OF NORMALITY TEST IN CONTROL CLASS

RESULT OF NORMALITY TEST IN PRE-TEST

RESULT OF NORMALITY TEST OF X PUTRA IN PRE-TEST

1. The score of pre-test of control class from low score to high score

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

2. High Score = 80

Low Score = 40

Range = 80-40

= 40

3. Total of class = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (21)$

= $1 + 3.3 (1.32)$

= $1 + 4.356$

= 5.356

= 5

4. Length of classes = $\frac{Range}{Manyclass}$

= $\frac{40}{5}$

= 8

5. Mean

Interval class	f	m	x	Fx	X ²	Fx ²
40-46	2	43	+2	4	4	16
47-53	3	50	+1	3	1	9
54-60	6	57	0	0	0	0
61-67	4	64	-1	-4	1	16
68-74	3	71	-2	-6	4	56
75-81	2	78	-3	-6	6	36
<i>i</i> : 6	21			9		113

$$M_x = M^1 + i \frac{\sum fx_1}{n}$$

$$= 57 + 6 \frac{-9}{21}$$

$$= 57 + 6 (-0.4)$$

$$= 57 + (-2.4)$$

$$= 54.6$$

$$SD_t = i \sqrt{\frac{\sum fx_2}{n} - \left(\frac{\sum fx_1}{n}\right)^2}$$

$$= 7 \sqrt{\frac{113}{21} - \left(\frac{-9}{21}\right)^2}$$

$$= 6 \sqrt{5.38 - (-0.4)^2}$$

$$= 6 \sqrt{5.38 - 0.16}$$

$$= 6 \sqrt{5.54}$$

$$= 6 \times 2.35$$

$$= 14.1$$

Table of Normality Data Test With Chi kuadrat Formula

Interval of class	Real upper limit	Z-score	Limit of large area	Large of area	fe	f o	(fo - fe)	(fo-fe)
								fe
40-46	39.5	-1.06	0.3554	0.1397	2.73	2	-0.73	-0.26
47-53	46.5	-0.57	0.2157	0.1878	3.78	3	-0.78	-0.20
54-60	53.5	-0.07	0.0279	-0.124	-2.52	6	8.52	-3.38
61-67	60.5	0.41	0.1591	-0.1595	-3.15	4	7.15	-2.26
68-74	67.5	0.91	0.3186	-1.1021	-2.1	3	5.1	-2.42
75-81	74.5	1.41	0.4207	0.0653	1.26	2	0.74	0.58
								-7.94

Based on the table above, the researcher found that $x^2_{count} = -7.94$ while $x^2_{table} = 2.49$ because $x^2_{count} < x^2_{table}$ ($-7.94 < 2.49$) with degree of freedom (dk) = 5-3 = 2 and significant level $\alpha = 5\%$. So, distribution of X PUTRA class (.pre-test) is normal

6. Median

Interval	F	Fk
40-46	2	2
47-53	3	5
54-60	7	12
61-67	4	16
68-74	3	19
75-81	2	21

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

Bb = 53.5

Fk = 5

Fm = 7

I = 6

n = 21

$$\frac{1}{2} n = 10.5$$

So,

$$\begin{aligned} \text{Me} &= Bb + i \left[\frac{\frac{1}{2}n - Fk}{Fm} \right] \\ &= 53.5 + 6 \left[\frac{10.5 - 5}{7} \right] \\ &= 53.5 + 6 \left[\frac{5.5}{7} \right] \\ &= 53.5 + 4.2 \\ &= 57.7 \end{aligned}$$

7. Modus

Interval	F	Fk
40-46	2	2
47-53	3	5
54-60	7	12
61-67	4	16
68-74	3	19
75-81	2	21

$$\text{Mo} = L + \frac{d1}{d1+d2} i$$

$$L = 53.5$$

$$d1 = 4$$

$$d2 = 3$$

$$i = 6$$

$$\begin{aligned} \text{So, Mo} &= L + \frac{d1}{d1+d2} i \\ &= 53.5 + \frac{4}{4+3} 6 \\ &= 53.5 + \frac{4}{7} 6 \\ &= 53.5 + (0.57) 6 \\ &= 53.5 + 3.42 \\ &= 56.92 \end{aligned}$$

APPENDIX 11

SCORE OF CONTROL CLASS IN POST-TEST

A. Score of Control Class Post-Test

No	Student Initial Name	Pre-Test	X ²
1	A	55	3025
2	B	60	3600
3	C	55	3025
4	D	65	4225
5	E	45	2025
6	F	65	4225
7	G	50	2500
8	H	70	4900
9	I	60	3600
10	J	60	3600
11	K	50	2500
12	L	65	4225
13	M	55	3025
14	N	70	4900
15	O	60	3600
16	P	75	5625
17	Q	50	2500
18	R	65	4225
19	S	75	5625
20	T	55	3025
21	U	60	3600
Total		1205	77.575

APPENDIX 12

RESULT OF NORMALITY TEST IN CONTROL CLASS

RESULT OF NORMALITY TEST IN POST-TEST

RESULT OF NORMALITY TEST OF X PUTRA IN POST-TEST

1. The score of post-test of control class from low score to high score

45	50	50	50	55	55
55	55	60	60	60	60
60	65	65	65	65	70
70	75	75			

2. High Score = 75

Low Score = 45

Range = 75-45

= 30

3. Total of class = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (21)$

= $1 + 3.3 (1.32)$

= $1 + 4.356$

= 5.356

= 5

4. Length of classes = $\frac{range}{total\ oclass}$

= $\frac{30}{5}$

= 5

5. Mean

Interval class	f	m	X	fx	X ²	Fx ²
45-49	1	46.5	+3	3	9	-9
50-54	3	53.5	+2	6	4	-36
55-59	4	57.5	+1	4	2	-16
60-64	5	61.5	0	0	0	0
65-69	4	66.5	-1	-4	1	16
70-74	2	71.5	-2	-4	4	16
75-79	1	76.5	-3	-3	9	9
<i>i</i> : 6	21			2		102

$$\begin{aligned}
M_X &= M^1 + i \frac{\sum fx_1}{n} \\
&= 61.5 + 7 \frac{2}{21} \\
&= 61.5 + 7 (0.09) \\
&= 61.5 + (0.63) \\
&= 62.13
\end{aligned}$$

$$\begin{aligned}
SDt &= i \sqrt{\frac{\sum fx_2}{n} - \left(\frac{\sum fx_1}{n}\right)^2} \\
&= 7 \sqrt{\frac{102}{21} - \left(\frac{2}{21}\right)^2} \\
&= 7 \sqrt{4.85 - (0.09)^2} \\
&= 7 \sqrt{4.858} \\
&= 7 \times 2.19
\end{aligned}$$

$$= 15.33$$

Table of Normality Data Test With Chi kuadrat Formula

Interval of class	Real upper limit	Z-score	Limit of large area	Large of area	fe	f o	(fo - fe)	(fo-fe)
								fe
45-49	44.5	-1.15	0.3749	0.081	1.68	1	-0.68	-0.40
50-54	49.5	-0.82	0.2939	0.106	2.1	3	0.9	0.42
55-59	54.5	-0.49	0.1879	0.1204	2.52	4	1.75	0.69
60-64	59.5	-0.17	0.0675	0.0079	0.14	5	4.86	34.7
65-69	64.5	0.15	0.0596	-0.1248	-2.52	4	6.52	-2.58
70-74	69.5	0.48	0.1844	-0.0997	-1.89	3	4.89	-2.58
75-79	74.5	0.80	0.2881	-0.0868	-1.68	1	2.68	-1.59
								28.66

Based on the table above, the researcher found that $x^2_{count} = 28.66$ $x^2_{table} = 28.66$ because $x^2_{count} < x^2_{table}$ ($28.66 > 2.49$ degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha=5\%$). So, distribution of X PUTRA class (post-test) is normal

6. Median

Interval	F	Fk
45-49	1	1
50-54	3	4
55-59	4	8
60-64	5	13
65-69	4	17
70-74	3	20
75-79	1	21

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

$$Bb = 59.5$$

$$Fk = 8$$

$$Fm = 5$$

$$i = 7$$

$$n = 21$$

$$\frac{1}{2}n = 10.5$$

So,

$$\begin{aligned} \text{Me} &= Bb + i \left[\frac{\frac{1}{2}n - Fk}{Fm} \right] \\ &= 59.5 + 7 \left[\frac{10.5 - 8}{5} \right] \\ &= 59.5 + 7 \left[\frac{2.5}{5} \right] \\ &= 59.5 + 7[0.5] \\ &= 59.5 + 3.5 \\ &= 63 \end{aligned}$$

7. Modus

Interval	F	Fk
45-49	1	1
50-54	3	4
55-59	4	8
60-64	5	13
65-69	4	17
70-74	3	20
75-79	1	21

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 59.5$$

$$d_1 = 1$$

$$d_2 = 1$$

$$i = 7$$

$$\begin{aligned} \text{So, Mo} &= L + \frac{d_1}{d_1 + d_2} i \\ &= 59.5 + \frac{1}{1+1} 7 \end{aligned}$$

$$= 59.5 + \frac{1}{2}7$$

$$= 59.5 + (0.5) 7$$

$$= 59.5 + 3.5$$

$$= 63$$

APPENDIX 13

HOMOGENEITY TEST (POST-TEST)

Calculating of parameter to get the variant of the first class as experimental class sample and variant of the second lass as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n\sum x^2 - (\sum x)^2}{n(n-1)}$$

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Variant of the X PUTRI class is:

No	Student Initial Name	Pre-Test	X ²
1	A	65	4225
2	B	70	4900
3	C	55	3025
4	D	70	4900
5	E	65	4225
6	F	75	5625
7	G	60	3600
8	H	75	5625
9	I	70	4900
10	J	80	6400
11	K	60	3600
12	L	80	6400
13	M	85	7225
14	N	60	3600
15	O	70	4900
16	P	70	4900
17	Q	65	4225
18	R	70	4900
19	S	65	4225
20	T	70	4900
21	U	65	4225
Total		1440	100.525

n : 21

$$\sum x_i : 1440$$

$$\sum x_i^2 : 100.525$$

So,

$$S^2 = \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$= \frac{21 \cdot 100.525 - (1440)^2}{21(21-1)}$$

$$= \frac{2.111.025 - 2.073.600}{420}$$

$$= \frac{37.426}{420}$$

$$S^2 = 89.10$$

Variant of X PUTRA class is :

No	Student Initial Name	Pre-Test	X ²
1	A	55	3025
2	B	60	3600
3	C	55	3025
4	D	65	4225
5	E	45	2025
6	F	65	4225
7	G	50	2500
8	H	70	4900
9	I	60	3600
10	J	60	3600
11	K	50	2500
12	L	65	4225
13	M	55	3025
14	N	70	4900
15	O	60	3600
16	P	75	5625
17	Q	50	2500
18	R	65	4225
19	S	75	5625
20	T	55	3025
21	U	60	3600
Total		1265	77.575

$$n=21$$

$$\sum x_i : 1265$$

$$\sum x_i^2 : 77.573$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum x^2 - (\sum x)^2}{n(n-1)} \\ &= \frac{21(77.575) - (126)^2}{21(21-1)} \\ &= \frac{1.629.075 - 1.600.225}{420} \\ &= \frac{328.850}{420} \end{aligned}$$

$$S^2 = 68.69$$

The formula was used to test hypothesis was :
X PUTRA and PUTRI

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

$$F = \frac{89.10}{68.69}$$

$$= 1.29$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.29$. it had been compared to F_{table} with α 5% and dk dominator were same (n_1 and $n_2 = 21$; $dk = 21 - 1 = 20$). From distribution list F researcher found that $F_{\text{table}} = 4.49$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.29 < 4.49$). so, there is no difference the variant between the X-PUTRI class and X-PUTRA class. It means that the variant is homogenous.

APPENDIX14

HOMOGENEITY TEST (PRE-TEST)

Calculating of parameter to get the variant of the first class as experimental class sample and variant of the second lass as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n\sum x^2 - (\sum x)^2}{n(n-1)}$$

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Variant of the X PUTRI class is:

No	Student Initial Name	Pre-Test	X ²
1	A	50	2500
2	B	55	3025
3	C	60	3600
4	D	55	3025
5	E	65	4225
6	F	70	4900
7	G	55	3025
8	H	70	4900
9	I	45	2025
10	J	65	4225
11	K	55	3025
12	L	50	2500
13	M	60	3600
14	N	55	3025
15	O	60	3600
16	P	45	2025
17	Q	50	2500
18	R	65	4225
19	S	55	3025
20	T	60	3600
21	U	55	3025
Total		1200	69.600

n : 21

$$\sum x_i : 1200$$

$$\sum x_i^2 : 69.900$$

So,

$$S^2 = \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$= \frac{21(69.900) - (1200)^2}{21(21-1)}$$

$$= \frac{1.467.900 - 1.440.000}{420}$$

$$= \frac{27.900}{420}$$

$$S^2 = 66.42$$

Variant of X PUTRA class is :

No	Student Initial Name	Pre-Test	X ²
1	A	60	3600
2	B	45	2025
3	C	70	4900
4	D	65	4225
5	E	70	4900
6	F	65	4225
7	G	75	5625
8	H	50	2500
9	I	60	3600
10	J	80	6400
11	K	50	2500
12	L	65	4225
13	M	65	4225
14	N	55	3025
15	O	70	4900
16	P	60	3600
17	Q	65	4225
18	R	40	1600
19	S	45	2025
20	T	55	3025
21	U	55	3025
Total		1265	78.375

$$n = 21$$

$$\sum x_i = 1215$$

$$\sum x_i^2 = 70.200$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum x^2 - (\sum x)^2}{n(n-1)} \\ &= \frac{21(78.375) - (1265)^2}{21(21-1)} \\ &= \frac{1.645.875 - 1.600.225}{420} \end{aligned}$$

$$S^2 = 108.69$$

The formula was used to test hypothesis was :
X PUTRA and PUTRI

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

$$F = \frac{108.6}{66.42}$$

$$= 1.63$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.63$. it had been compared to F_{table} with α 5% and dk dominator were same (n_1 and $n_2 = 21$; $dk = 21 - 1 = 20$). From distribution list F researcher found that $F_{\text{table}} = 4.49$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.63 < 4.49$). so, there is no difference the variant between the X-PUTRI class and X-PUTRA class. It means that the variant is homogenous.

APPENDIX15

T-test the Both Averages in Pre-Test

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

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{58.7 - 57.7}{\sqrt{\frac{(21 - 1)12.66 + (21 - 1)14.1}{21 + 21 - 2} \left(\frac{1}{21} + \frac{1}{21} \right)}} \\ &= \frac{58.7 - 57.7}{\sqrt{\frac{(20)12.66 + (20)14.1}{40} \left(\frac{2}{21} \right)}} \\ &= \frac{1}{\sqrt{\frac{253.2 + 282}{40} \left(\frac{2}{21} \right)}} \\ &= \frac{1}{\sqrt{10704}} \\ &= \frac{1}{103.4} \\ &= 0.0096 \end{aligned}$$

Based on researcher result of hypothesis test of averages, researcher found that $t_{\text{count}}=0.78$ with opportunity $(1-\alpha)=1-5\%=95\%$ and $dk = n_1+n_2-2=21+21-2=40$, researcher found that $t_{\text{table}}=2.49$ cause $t_{\text{count}} < t_{\text{table}} (0.78 < 2.49)$. so, H_0 was rejected it means that there is no difference in average between experimental class and control class in pre-test

APPENDIX16

T-test the Both Averages in Post-Test

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

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{73 - 63}{\sqrt{\frac{(21 - 1)16.45 + (21 - 1)15.33}{21 + 21 - 2} \left(\frac{1}{21} + \frac{1}{21} \right)}} \\ &= \frac{73 - 63}{\sqrt{\frac{(20)16.45 + (20)15.38}{40} \left(\frac{2}{21} \right)}} \\ &= \frac{73 - 63}{\sqrt{\frac{329 + 306.6}{40} \left(\frac{2}{21} \right)}} \\ &= \frac{10}{\sqrt{\frac{635.6}{40} (0.08)}} \\ &= \frac{10}{\sqrt{1.2632}} \\ &= \frac{10}{110.7} \\ &= 0.09 \end{aligned}$$

Based on researcher result of hypothesis test of averages, researcher found that $t_{\text{count}} = 0.09$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 21 + 21 - 2 = 40$, researcher found that $t_{\text{table}} = 2.49$ cause $t_{\text{count}} > t_{\text{table}}$ ($0.09 < 2.49$). so, H_0 was rejected it means that there is no difference in average between experimental class and control class in post-test

APPENDIX 17

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test score	Post-test score	Enhancement	Gain score
Experimental	59.1	73.46	14.36	3.83
Control	54.6	62.13	10.53	

DOCUMENTATION

a. Pre-test in Experimental Class



b. Treatment in Experimental Class



c. Post-test in Experimental Class



d. Pre-test Control Class



