

**TEACHING DESCRIPTIVE WRITING BY USING MAGNET SUMMARY
STRATEGY TO THE EIGHTH GRADE STUDENTS OF MTS AISIYAH
PALEMBANG**



UNDERGRADUATED THESIS

**This thesis was written as one of requirements to get the
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By:

SUPARNO

NIM. 10250062

**TARBIYAH FACULTY OF
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Hal : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah
Dan Keguruan UIN Raden Fatah
Palembang

Di

Palembang

Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"TEACHING DESCRIPTIVE WRITING BY USING MAGNET SUMMARY STRATEGY TO THE EIGHTH GRADE STUDENTS OF MTS AISYIYAH PALEMBANG"** ditulis oleh saudara Suparno telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikian kami ucapkan terima kasih

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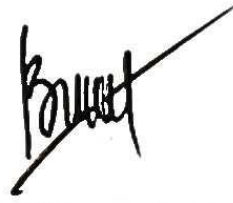
Palembang, April 2017

Pembimbing I



Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

Pembimbing II



Beni Wijaya, M.Pd
NIP.

**TEACHING DESCRIPTIVE WRITING BY USING MAGNET
SUMMARY STRATEGY TO THE EIGHTH GRADE STUDENTS
OF MTS AISYIYAH PALEMBANG**

This thesis was written by Suparno, Students Number 10 25 0062
was defended by the writer in the Final Examination and was approved
by the examination committee
on April 26th, 2017

*This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd)*

Palembang, April 26th, 2017
Islamic University Raden Fatah Palembang
Tarbiyah Faculty

Examination Committee Approval

Chairperson



Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Secretary



M. Holandiyah, M.Pd
NIP. 19740507 201101 1 001

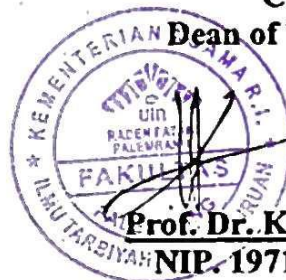
Member : Hj. Renny Kurniasari, M.Pd
NIP. 19790607 200801 2 015



Member : Nova Lingga Pitaloka, M.Pd



Certified by,
Dean of Tarbiyah Faculty



Prof. Dr. Kasinvo Harto, M.Ag
NIP. 19710911 199703 1 004

DEDICATION AND MOTTO

THIS THESIS WAS DEDICATED SPECIAL FOR :

- ♥ MY BELOVED FATHER AND MOTHER (KONI AND SAYUDA) WHO ALWAYS PRAYS, LOVE AND SUPPORT IN EVERY STEP IN MY LIVE ,
"THERE IS NO 'WORDS' CAN DESCRIBE HOW MUCH I LOVE THEM"

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- ♥ MY BELOVED ALMAMETER

MOTTO

**" INTELLIGENCE IS NOT THE DETERMINANT OF SUCCESS, BUT
HARD WORK IS THE REAL DETERMINANT OF YOUR SUCCESS"**

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul : **“TEACHING DESCRIPTIVE WRITING BY USING MAGNET SUMMARY STRATEGY TO THE EIGHTH GRADE STUDENTS OF MTS AISYIAH PALEMBANG”** adalah karya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia diberikan sanksi sesuai dengan pasal 70, Undang-Undang No.20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau vokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan penjiplakan, dipidana dengan pidana penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

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Palembang, April 2017
Yang menyatakan

Suparno
NIM. 10 25 0062

STATEMENT PAGE

I hereby,

Name : Suparno
Place and date of Birth : Muaraenim. August 12th, 1993
Study Program : English Education Study Program
Student Number : 10 25 0062

State That

1. All data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, April 2017
The writer

Suparno
10250062

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
TABLE OF CONTENT	iii
ABSTRACT	v
LIST OF TABLE	vi
LIST OF APPENDICES	vii
LIST OF DOCUMENTATIONS	viii
I. INTRODUCTION	
1.1. Background	1
1.2. Problems of the Study	5
1.3. Objectives of the Study	6
1.4. Significances of the Study	6
II. LITERATURE REVIEW	
2.1. The Concept of Teaching	8
2.2. The Concept of Writing	9
2.3. The Concept of Teaching Writing.....	11
2.4. The Concept of Descriptive Writing	11
2.5. The Concept of Magnet Summary Strategy.....	13
2.6. The Advantages of Magnet Summary Strategy	13
2.7. Teaching Procedur by Using Magnet Summary Strategy	14
2.8. Previous Related Study	15
2.9. Hypotheses	16
2.10. Criteria for Testing Hypotheses	17
III. RESEARCH AND PROCEDURES	
3.1. Research Design.....	18
3.2. Research Variable	19
3.3. Operational Definition	19
3.3.1. Magnet Summary Strategy	20
3.3.2. Writing Achievement	20
3.3.3. Descriptive Writing	20
3.4. Population and Sample.....	21
3.4.1. Population.....	21
3.4.2. Sample	21
3.5. Technique for Collecting Data	22
3.5.1. Test	22
3.6. Validity and Reliability	25
3.6.1. Validity.....	25
3.6.2 Reliability	27
3.7. Research Treatment	28
3.8. Technique for Analysis the Data.....	29
3.8.1 Scoring of Descriptive Writing	29

3.8.2 Data Description	30
3.8.3 Pre-requisite Analysis	31

IV. FINDINGS AND INTERPRETATIONS

4.1. Findings.....	34
4.1.1. Data Description.....	34
4.1.2. Pre-requisite Analysis.....	40
4.1.3. Results of Hypothesis Testing.....	44
4.2. Interpretation	46

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions	50
5.2. Suggestions	51

REFERENCES

APPENDICES

DOCUMENTATIONS

ABSTRACT

The purpose of this study is to find out whether or not there is a significant improvement on the eighth grade students' descriptive writing achievement taught by using Magnet Summary Strategy at MTs Aisyiyah Palembang before and after the treatment and there is a significant difference on the eighth grade students' descriptive writing achievement between the students who are taught by using Magnet Summary Strategy and those who are not at MTs Aisyiyah Palembang. The population of the study were 139 students from 4 classes. The sample were 68 students that were purposively taken from the eighth grade students of MTs Aisyiyah Palembang in the academic year 2016/2017. An experimental method was used in this study, especially quasi-experimental design with pre-test and post-test non-equivalent group design. The data were collected by using writing test. Based on the result of the data analysis calculated by using paired sample t-test, the p-output is 0.00 which was lower than the critical value 0.05. and the result of independent t-test, the p-output is 0.00. Since the p-output was lower than the means, the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that there was a significant improvement on students' descriptive writing between those who are taught by using Magnet Summary strategy and those who are not before and after treatment. Based on data calculated by using paired sample t-test there was a significant difference on students' descriptive writing achievement between those who are taught by using Magnet Summary strategy and those who are not. It can be assumed that Magnet Summary strategy could be used as an alternative strategy in teaching descriptive writing.

***Keywords:* Teaching Descriptive Writing, Magnet Summary Strategy**

LIST OF TABLES

Table	Page
1. The Population of the Study.....	21
2. Sample of the Study	22
3. Table of Test Specification.....	27
4. Schedule of Teaching Material For Research Treatment	28
5. Score categories for descriptive writing.....	30
6. Distribution of Data Frequency on Students' Pretest Score in Control Group	35
7. Distribution of Data Frequency on Students' Posttest Score in Control Group	36
8. Distribution of Data Frequency on Students' Pretest Score in Experimental Group	37
9. Distribution of Data Frequency on Students' Posttest Score in Experimental Group	38
10. Descriptive Statistics on Students' Pretest Scores in Control Group	39
11. Descriptive Statistics on Students' Posttest Scores in Control Group	39
12. Descriptive Statistics on Students' Pretest Scores in Experimental Group ...	39
13. Descriptive Statistics on Students' Posttest Scores in Experimental Group..	40
14. Normality Test on Students' Pretest Scores of Control Group	41
15. Normality Test on Students' Posttest Scores of Control Group	41
16. Normality Test on Students' Prettest Scores of Experimental Group.....	42
17. Normality Test on Students' Posttest Scores of Experimental Group	42
18. Homogeneity Test of Students' Pretest Scores in Control and Experimental Group.....	43
19. Homogeneity Test of Students' Posttest Scores in Control and Experimental Group.....	43
20. Result Analysis of Independent Sample T-test	44
21. Result Analysis of Paired Sample T-test.....	46

LIST OF APPENDICES

- Appendix A : Attendance list of experimental Class
- Appendix B : Attendance list of control Class
- Appendix C : Syllabus of Academic
- Appendix D : Lesson plan for experimental class
- Appendix E : Validity and Realiability of Academic
- Appendix F : Content Validity (Instrument)
- Appendix G : Descriptive Writing Analytical Evaluation Rubric
- Appendix H : Letter of Statement
- Appendix I : Result of Pretest Scores between Experimental and Control Group
- Appendix J : Result of Posttest Scores between Experimental and Control Group
- Appendix K : Frequencies of Pretest Control Group
- Appendix L : Frequencies of Posttest Control Group
- Appendix M : Frequencies of Pretest Experimental Group
- Appendix N : Frequencies of Posttest Experimental Group
- Appendix O : Descriptive Statistics of Pretest Control Group
- Appendix P : Descriptive Statistics of Posttest Control Group
- Appendix Q : Descriptive Statistics of Pretest Experimental Group
- Appendix R : Descriptive Statistics of Posttest Experimental Group
- Appendix S : Normality of Pretest Control and Experiment Group
- Appendix T : Normality of Posttest Control and Experiment Group
- Appendix U : Homogeneity of Pretest Control and Experiment Group
- Appendix V : Homogeneity of Poosttest Control and Experiment Group
- Appendix W : Paired Sample T-Test Result (Pretest and Posttest Experimental)
- Appendix X : Independent Sample T-test Result(Posttest Control and Experimental

LIST OF DOCUMENTATIONS

1. Foto Kopi Kartu Mahasiswa
2. Foto Kopi Kwitansi Bayaran Terakhir
3. Foto Kopi Ijazah SMA / MA
4. Sertifikat TOEFL
5. Lembar Pengesahan Pengajuan Judul Skripsi
6. Lembar Penunjukan Pembimbing
7. Surat Keputusan Penunjukan Pembimbing
8. Kartu Bimbingan
9. Surat Izin Penelitian dari Fakultas
10. Surat Keterangan Telah Melakukan Penelitian dari MTs Aisyiyah Palembang
11. Foto Kopi Sertifikat Komputer, KKN, BTA dan OSPEK
12. Hasil Wawancara dengan Guru Bahasa Inggris MTs Aisyiyah Palembang
13. List Pertanyaan dengan Siswa MTs Aisyiyah Palembang
14. Hasil Rekapitulasi Jawaban Siswa
15. Foto Saat Penelitian di MTs Aisyiyah Palembang
16. Surat Keterangan Bebas Teori
17. Hasil Ujian Komprehensif
18. Hasil Ujian Skripsi
19. Lembar Konsultasi Revisi Skripsi

CHAPTER 1

INTRODUCTION

This chapter describes: (1) background, (2) problems of the study, (3) objectives of the study and (4) significance of the study.

1.1 Background

Language is practically defined as a characteristic of the human being. It has an important role for human life because through language people can express their ideas, emotion and desires. According to Brown (2000, p. 5), language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.

As one of the international languages, English has been considered as the actual universal language without any doubts. According to Crystal (2003, p. 1), English is as a global language which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people. According to Richards and Renandya (2002, p. 1), English in different parts of the world where it is not a native language may have the status of either a “second” or a “foreign” language. In the former case, it is language that it is widely used in society, and learners need to acquire English in order to survive in society.

In learning English, there are four basic skills that must be mastered. They are listening, speaking, reading and writing. According to Zhang (2013, p.834), there are generally four basic skills involved in the language learning process. They are listening, reading, writing and speaking. Listening and reading are the processes of receiving, whereas, writing and speaking are processes of production, or put it another way, output.

Among those skills, writing is the most difficult skill. Richard (2002, p.303) states that writing is the most difficult skill for learners to master. It is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. It is often perceived as the most difficult language skill because it requires a higher level of productive language control than the other skills. According to Harmer (2004, p.31), as one of the four skills, writing has always formed part of syllabus in the teaching English.

Based on the current School-Based Curriculum, writing is one of the language skills that must be taught at junior high school/Islamic junior high school (SMP/MTS). The teaching of writing aims to enable students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure and report. In addition, based on the Standard Competence *Standar Kompetensi* (SK) and Basic Competence- *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in terms of functional text and simple short essay in the form of descriptive and recount to interact in the form of text types, usually known as genres, which are

closely related to the purpose of each type. Descriptive writing is one of the text types that are taught at the eighth grade.

Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. According to Kaplan (2008, p. 62), descriptive text refers to real person, places, and things within actual words. Besides, the descriptive text is not only a text learned at school but also the one found in the daily life: describing things and describing people. Students can find descriptive text in promotion, advertisement, and the brochure of university profile. They can also find the description of people in a poster of a music concert and in a seminar. Those are examples of the authentic texts of descriptive texts that we can find in the daily life. It is helpful for the students in learning descriptive writing.

In learning writing descriptive text, many students still get difficulties to make a good writing. Based on the informal interview with the students and English teacher of MTs Aisyiyah, the reasons the students cannot make a good writing is caused by difficulty in generating their ideas, lack of grammar, and so on. Many students thought that writing was boring lesson because they did not understand and did not know how to write well. They often felt confused about how to write the English words correctly. Those made the students did not have motivation during teaching and learning process.

It was supported by the questionnaire test that was given to the students. The questions consisted of 10 questions. From the questionnaire, it is

concluded that what the teacher stated in the interview above about the students' difficulties is true. Considering the difficulties the teachers must apply some strategies that are effective to solve the problems. They should be able to encourage the students to express their ideas into good writing, stimulate and guide them to make good writing by providing some vocabulary that relates to the content. It can be done by introducing some topics.

Magnet Summary strategy is the appropriate strategy to overcome the problem above. According to Urquhart and McIver (2005, p. 160), magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information. Summary as a part of writing activity should be focused on.

According to Moss (2010, p. 328), magnet summary helps students to represent how the ideas in the text are related and connected. It helps students collect some important vocabularies to be crystallized and arranged into a sentence or two that incorporate all of the relevant information. It is also a strategy which teaches the students about how to make a good writing by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own words based on their grade level. Buehl (2014, p. 140) states that magnet summary assists students to figure out the details from the text and make a summary based on the details by using their own words.

According to Moss (2010, p. 337), magnet summary strategy is appropriate for students from elementary age through high school and can be

successfully used with materials in all content areas. In addition, it is appropriate for the eighth grade students because one of the indicators in their course grid is that the students are able to write a descriptive text correctly. This strategy requires students to identify the key term of concepts magnet words from the text and then arrange the important information into a meaningful summary. It helps students to understand how to relate and connect the main idea and the important details found in the text and also how to compose the words into sentences and combine the sentences into paragraph.

This study is supported by Hudaya (2015) who found that the use of magnet summary strategy is effective in teaching writing summary. Therefore, teacher can use magnet summary as an alternative strategy in teaching writing summary. Sakdiyah (2014) showed that there was a significant effect of using magnet summaries strategy toward ability in writing report paragraph of the second grade students at Senior High School Budi Dharma Dumai. In conclusion, the use of magnet summaries could help students improve their writing skill.

Based on the explanation above, the writer conducts a research entitled: “Teaching Descriptive Writing by Using Magnet Summary Strategy to the Eighth Grade Students of MTs Aisyiyah Palembang”.

1.2 Problems of the Study

Based on the background above, the problem of this study are formulated in the following questions:

1. Is there any significant improvement on the eighth grade students' descriptive writing achievement taught by using Magnet Summary strategy at MTs Aisyiyah Palembang before and after the treatment?
2. Is there any significant difference on the eighth grade students' descriptive writing achievement between the students who are taught by using Magnet Summary Strategy and those who are not at MTs Aisyiyah Palembang?

1.3 Objectives of the Study

Based on the problems, the objectives of this study are to find out whether or not:

1. There is a significant improvement on the eighth grade students' descriptive writing achievement taught by using Magnet Summary Strategy at MTs Aisyiyah Palembang before and after the treatment.
2. There is a significant difference on the eighth grade students' descriptive writing achievement between the students who are taught by using Magnet Summary Strategy and those who are not at MTs Aisyiyah Palembang.

1.4 The Significance of the Study

The result of this study is expected to give the beneficial contributions for teachers of English, students, or learners, and the other researchers. For the English teacher, the result of this study is expected that Magnet Summary Strategy will be used by English teacher as one of the alternatives in improving the activity of teaching writing and learning English, especially in teaching

descriptive writing in order to meet the student's needs and improve their achievement in writing skill. For the students, the result of the study is expected to encourage the students in studying English and increase their writing achievement. For the researchers, the result of this study can serve as a reference to conduct a similar research in teaching writing through Magnet Summary strategy.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of teaching, (2) the concept of writing, (3) the concept of teaching writing, (4) the concept of descriptive writing, (5) the concept of magnet summary strategy, (6) the advantages of magnet summary strategy, (7) teaching procedure by using magnet summary strategy, (8) previous related study (9), hypotheses and (10), criteria for testing the hypothesis.

2.1 The Concept of Teaching

According to Brown (2000, p.7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, according to Moore (2005, p.4), teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. Thus, teaching is how the teacher gives someone knowledge or trains someone to instruct. Teaching also gives some information of a subject matter to the students in the classroom.

It can be defined as giving instruction, knowledge skill to somebody or making somebody understand or being able to do something. Then, teaching English is how the teacher transfers the language to the students in the classroom. The objective of teaching English as a foreign language is to make the students who do not understand the English language understand it.

2.2 The Concept of Writing

According to Mora-Flores (2009, p. 12), writing is a process of transferring our thinking, our ideas, and our experiences into written form. It is not only the combination of letter which relates to the sounds when people speak, but writing is more than production of these graphic symbols.

The process of writing is complex in which these processes should be followed from its first step until the final step of writing. In every step of writing, the writer should make an evaluation in order to produce good writing quality. It is because once the writer misses to evaluate one step which could be a mistake, than another step will be followed by another mistake connected to the previous step. Hedge (2000, p.302) states that:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers”.

While Harmer (2004, p. 4) describes the process of writing into 4 parts.

- a) *Planning* involves When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the

paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

- b) *Drafting* involves the writers can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.
- c) *Editing (reflecting and revising)* Reflecting and revising are often helped by other readers (or editors) who comments and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.
- d) *Final version* involves Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

In order to compose texts that are both accurate and effective, students need to be taught how to engage in these processes with a critical understanding of how written language is used.

2.3 The Concept of Teaching Writing

Teaching writing is an activity to transfer teacher's knowledge to the student to write effectively. Harmer (2001, p. 79) states that teaching writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know some of writing's special conventions (punctuation, paragraph, construction, etc) just as they need to know how to pronounce spoken English appropriately. In all subjects and at all stages of learning, students need to understand the purposes and contexts of their writing. This enables them to compose written texts effectively which involves the ability to structure texts and to use language well.

Therefore, teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills, knowledge and understanding require students need to learn about writing and learn through writing.

2.4 The Concept of Descriptive Writing

Descriptive text is a text describing a particular person, places, or things. According to Kaplan (2008, p. 62), descriptive texts refers to real person, places, and things within actual word. Similarly, Holandyah (2012, p. 47) states

that descriptive text is a text used to describe particular person, places, or thing which describes the objects, people, places specially.

Kistono et al., (2006, p. 124) state that descriptions are almost the same as report text. However, they are different in which a descriptive text focuses on a specific thing, and its specific features and report usually deal with things in general. It means that descriptive text is not similar to report text because a descriptive text concentrates to specific thing and its specific features, otherwise report text focused on things in general.

Descriptive text consists of three main points. Zaidah (2006, p. 9) states that a description consists of: first, identification; this part introduces the person or thing described. Second, description; this part gives the details of the person or thing described. It may describe parts, qualities, and characteristics. the last, conclusion; optional statement to sum up main ideas.

There are some language features in descriptive text. According to Kristono et al., (2006, p. 125), generic features of descriptions are first, the use of simple present tense, second, the frequent use of epithets and classifiers in nominal group. next, use of "be": is, are, was, for the identification and showing qualities. use of verb "have": have, has, had, to give detailed description of the object's features, then the use of action verbs related to the topic, especially when describing behaviours or personalities (for person). The last, the use of adjectives in describing things especially the qualities.

Based on the explanation above, it can be concluded that descriptive text is used to describe a particular person, place and thing within actual word.

Descriptive texts are almost similar to report text because descriptive text focuses on specific things and its specific features meanwhile report text focuses on things in general. In other world, descriptive text consists of identification, description, and conclusion which has some generic features of description.

2.5 The Concept of Magnet Summary Strategy

According to Moss (2010, p.328), magnet summary helps students to represent how the ideas in the text are related and connected. Urquhart and McIver (2005, p. 160) state that magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information.

Based on Sejnost (2010, p. 54), magnet summary strategy helps students crystallize what they have read into its main points. In fact, they must read, comprehend, and then restate what has been said in a more concise way, using their own words. In summary, magnet summary is a strategy that helps students condense and crystallize what they have read. It also helps students to comprehend the text selection easily.

2.6 The Advantages of Magnet Summary Strategy

Buehl (2014, p.112) shows that some advantages of magnet summaries strategy as follows:

1. Students learn to prioritize what they need to remember, and develop facility in separating main ideas from supporting details.
2. Students flesh out their understandings of key vocabulary and ideas.

3. Students gain practice in reducing text to their most essential elements, allowing them to reflect on their personal understandings of what a text means.

2.7 Teaching Procedure by Using Magnet Summary Strategy

There are some steps in applying magnet summary strategy. According to Urquhart (2005, p. 160), magnet summary consists of some steps:

1. Begin by explaining how magnets attract metal object. Explain that magnet words will do the same thing. Model the concept by selecting a sample word and identifying key words or phrases that the sample word might attract. Teacher may want to consider repeating this model using a text selection.
2. Determine the text the teacher wants the students to read as they complete this exercise independently or with a partner.
3. Determine magnet words as the students become more familiar with this strategy and consider having them select their own magnet words.
4. Distribute index card to students and ask them to write the magnet words in the center.
5. Ask students to read the text and write key words or phrases on the appropriate card.
6. Show the students how they can combine the information on each card to write a summary sentence or two on the back of the card.

2.8 Previous Related Study

This study is supported by Hudaya (2015) who investigated Teaching Writing Summary by Using Magnet Summary Strategy (A Pre-Experimental Study on the Eleventh Grade Students of SMA Negeri 2 Pontianak). The sample of this research was class XI MIA 1. It was found that the use of magnet summary strategy is effective in teaching writing summary. Therefore, teacher can use magnet summary as an alternative strategy in teaching writing summary. The similarity of the study is magnet summary strategy as a strategy in teaching writing. The differences are the population, sample, the genre of text, location and method of the study. The research method of the previous related study was pre-experimental study.

In addition, Sakdiyah (2014) investigated The Effect of Using Magnet Summaries Strategy toward Ability in Writing Report Paragraph of the Second Grade Students a Senior High School Budi Dharma Dumai. Cluster sampling was used by taking two classes as sample; class XI IPS 1, consisted of 24 students as a control class, and class XI IPS 2, consisted of 24 students as an experimental class, so the number of samples from two classes was 40 students. The result showed that there is a significant effect of using magnet summaries strategy toward ability in writing report paragraph of the second grade students at Senior High School Budi Dharma Dumai. The similarity of the study is its strategy (Magnet summary strategy) in teaching writing, and than quasi-experimental design as a method of the study. The differences are the population, sample, the genre of text and location.

In addition, Hadiansyah (2013) investigated The Effect of Using Magnet Summary Strategy Toward Reading Comprehension of The Fifth Grade Students At Almunawwarah Islamic Boarding School Pekanbaru. The total number of population was 51 students. Because the number of population was not large, the researcher used total sampling by taking to classes as a sample; class VA consisted of 26 students as a control class, and class VB, consisted of 25 students as an experimental class, so the numbers of sample from two classes were 51 students. The result showed that there ia a significant effect of using magnet summary staregy toward reading comprehension of the fith grade students at Al Munawwarah islamic boarding school Pekanbaru. The similarity of the study is Magnet summary strategy as strategy in learning teaching English. The differences are the skill in teaching English, population, sample, and location also the genre of text.

2.9 Hypotheses

Fraenkel, Wallen and Hyun (2012, p. 83), a hypothesis is, simply put, a prediction of the possible outcomes of a study. They are null hypothesis (H_o) and alternative hypothesis (H_a).The hypotheses are as follows:

$(H_a)_1$: There is a significant improvement on the eighth grade students' writing achievement taught by using Magnet Summary strategy at MTs Aisyiyah Palembang before and after the treatment.

$(H_o)_1$: There is nosignificant improvement on the eighth grade students' writing achievement taught by using Magnet Summary strategy at MTs Aisyiyah Palembang before and after the treatment.

$(H_a)_2$: There is a significant difference on the eleventh grade students' writing achievement between who are taught by using Magnet Summary Strategy and those who are not at MTs Aisyiyah Palembang.

$(H_o)_2$: There is no significant difference on the eleventh grade students' writing achievement between who are taught by using Magnet Summary Strategy and those are not at MTs Aisyiyah Palembang

2.10 Criteria for Testing Hypotheses

Fraenkel, Wallen and Hyun (2012, p. 228), define that to prove the research problems, testing research hypotheses is formulated as follows:

1. If the p-output (sign.2-tailed) is lower than 0,05 and t-obtained is higher than t-table 2,0345 (with $df= 33$), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

If the p-output (sign.2-tailed) is higher than 0,05 and t-obtained is higher than t-table 2,0345 (with $df= 33$) the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.

2. If the p-output (sign.2-tailed) is lower than 0,05 and t-obtained is higher than t-table 1,9966 (with $df= 66$) the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

If the p-output (sign.2-tailed) is higher than 0,05 and t-obtained is higher than t-table 1.9966 (with $df= 66$) the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.

CHAPTER III

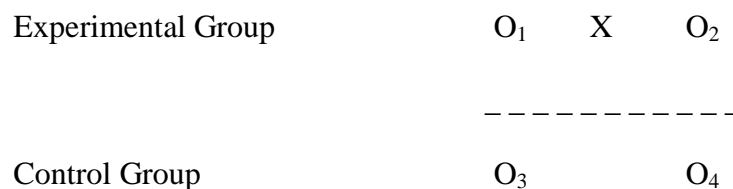
RESEARCH AND PROCEDURE

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) population and sample of the study, (5) technique for collecting data, (6) validity and reliability, (7) reseacrh treatments and (8) technique for analyzing data.

3.1 Research Design

In this study, a quasi experimental design was used, namely pretest - posttest non-equivalent group design, There are two groups, they are experimental and control groups which both were given the pretest and posttest. The treatment by using Magnet Summary Strategy was given to the experimental group, but the control group was not.

The figure is suggested by Cohen, Manion and Morrism (2007, p.283) as follows:



O₁ : Pretest in experimental group

O₃ : Pretest in control group

X : treatment in experimental group

O₂ : posttest in experimental group

O₄ : posttest in control group

There are two groups, they were experimental group and control group. The experimental group was taught by using magnet summary strategy. Meanwhile, the control group was taught by using teacher strategy.

3.2 Research Variable

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2012, p. 112). In this study there are two kinds of variables, they are independent variable and dependent variable. According to Creswell (2012, p. 115-116), a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. So, the independent variable of this study is Magnet Summary strategy and the dependent variable of this study is descriptive writing achievement.

3.3 Operational Definitions

The title of this study is “Teaching Descriptive Writing by Using Magnet Summary Strategy to the Eighth Grade Students of MTs Aisyiyah Palembang.” From the title, some terms are defined. They are Magnet Summary Strategy, students’ writing achievement and descriptive writing.

3.3.1 Magnet Summary Strategy

Magnet summary is a strategy that helps students to find key word related to the text that the students read and write summaries using their own words. In this context, *Magnet summary* strategy has something to do with the strategy that was used in improving students' writing achievement. This strategy helps students organize important information into summary. It is based upon the use of key words or concepts (magnet word) as concrete structure for guiding summarization especially in descriptive text.

3.3.2 Writing Achievement

In this research, referred to the students' ability to write in English that was improved during and after the study. The students were asked to compose descriptive text writing by using their own words. Writing test was used as the measurement. To score students' writing achievement, analytical scoring rubric was used. In this research, the goal of writing achievement at the end of investigation was that students were able to write and to convey the message clearly in the written form.

3.3.3 Descriptive Writing

In this research descriptive text is a text used to describe person, place and thing, specifically. Descriptive text is one of the four text types that must be learned by the eighth grade students of junior high school.

3.4 Population and Sample

3.4.1 Population

According to Fraenkel and Wallen (2009, p. 90), population is the larger group to which one hopes to apply the result. In addition, Creswell (2012, p. 142) states that population is a group of individuals who have the same characteristic. The population of this study is all of the eighth grade students of MTs Aisyiyah Palembang in academic year 2016/2017. The population is presented in table 1.

Table 1

Population of the Study

NO	CLASS	TOTAL STUDENTS
1	VIII A	35
2	VIII B	36
3	VIII C	34
4	VIII D	34
Total		139

(Source: MTs Aisyiyah Palembang, Academic Year 2016/2017)

3.4.2 Sample

Fraenkel, et.al. (2012, p.122) state that one of the most important steps in the study process is the selection of the sample of individuals who was participated (be observed or questioned) which refers to the process of selecting these individuals. Then, Creswell (2012, p. 146) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, the writer was usedpurposive technique sampling was used.Fraenkel, et al. (2012, p. 100) state that purposive sampling is

different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information. From the population, Class VIII.C and VIII.D were selected as the sample because they have the same number of students. The sample is presented in the table 2.

Table 2

The Sample of The study

NO	CLASS	TOTAL STUDENTS
1	VIII C	34
2	VIII D	34
Total		68

3.5 Technique for Collecting the Data

In this study, testis used to collect the data. The test is conducted twice as pre-test and post-test in control and experimental group.

3.5.1 Test

According to Brown (2004, p. 3), test is a method of measuring a person's ability, knowledge, or performance in a given domain. In collecting the data, the writing instrument test in the form of composition is used. The test is taken from Junior High School book for the eighth grade by Zaida (2006) Practice Your English Competence. The test is about writing an essay with the topic which is relevant with the students' materials. There are my father, my village, my cat, my house and my English teacher. The purpose of the test is to know the result in

teaching writing by using magnet summary strategy. The same test is used twice, as pretest and posttest. The test items in the pretest are the same as those of posttest because the purpose of giving them is to know the progress of students' writing score before and after the treatment.

a. Pre-test

The pretest is the test given before giving some treatments. According to Creswell (2012, p. 297), a pretest provides a measure on some attributes or characteristics that is assessed for participants in an experiment before they receive a treatment. The pretest was conducted to the sample. Both an experimental and control group were given pretest. It measures the students' descriptive writing achievement before the treatment. The students got a instruction to write descriptive text by using their own words. The students might choose one theme, there are; My Father, My Village, My Cat and My house or My English Teacher. The text must consist of generic structure of descriptive text; identification, description, and conclusion. To assess students' descriptive writing achievement, analytical writing rubric was used. Students' time to write a descriptive text was 40 about minutes. The purpose of giving pretest to the students is to know the students' ability in learning writing before implementing Magnet Summary Strategy. The result of students' work was checked and scored by three raters.

b. Post-test

Posttest was given after conducting treatment to the experimental and the control group. According to Creswell (2012, p. 297), a posttest is a measure on some attributes or characteristics that is assessed for participants in an experiment after the treatment. The treatment given to the experimental group is Magnet Summary Strategy. The type of posttest was the same as the pretest. The students got a instruction to write descriptive text by using their own words. The students might choose one theme, there are; My Father, My Village, My Cat and My house or My English Teacher. The text must consist of generic structure of descriptive text; identification, description, and conclusion. To assess students' descriptive writing achievement, analytical writing rubric was used. Students' time to write a descriptive text was 40 minutes. The aim of giving posttest to the students is to measure students' descriptive achievement in descriptive writing after implementing magnet summary strategy. The same as pretest, three raters checked and gave scores to the students' work. The result of this test was to compare with the result of pretest in order to know the effect of teaching writing by using magnet summary strategy in the students' writing achievement. From the posttest, the data that can be obtained to measure the students' progress taught by using magnet summary strategy.

3.6 Validity and Reliability

3.6.1 Validity

A good test should fulfill its validity. According to Fraenklel, et.al (2012, p.147), validity is the most important idea to consider when preparing or selecting an instrument for use. Furthermore, Moore (2005, p. 173) states that validity is the extent to which an evaluative device measures what it is supposed to measure. It means validity is the judgment of the appropriateness of a measure for specific inferences or decisions that result from the score generated by the measure. There were three experts evaluating the test whether is was appropriate or not. The raters were an English lectures in UIN Raden Fatah Palembang and English instructor in UPT Bahasa Universitas Sriwijaya Palembang. They were 5 evaluated items; instruction, topic, time alocation, content, and content appropriate. In brief the writing test was valid and appropriate to collect the data. in In this study, the writer did the test validity of construct validity and content validity are used.

a. Construct Validity

In order to know the validity of questions, the writer estimates the construct validity was estimated. According to Cohen, et.al (2007, p. 138), a construct is an abstract; this separates it from the previous types of validity which dealt in actualities – defined content. Further, Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. Then, the writer asked three raters to measure the format of instrument test. They were English lectures in UIN Raden Fatah Palembang and English instructor in UPT Bahasa Universitas

SriwijayaPalembang. Who had pursued master degree of English Education, had more than three year teaching experience, and also had toefl score more than 530. They measured including such things as intruction, topic, time alocation, content, and rubric. After measuring the format of instrument test, three raters accepeted it to continue doing research to the eighth grade students.

b. Content Validity

Then, content validity was estimated. According to Cohen, et.al (2007, p. 138), content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question achieved by making professional judgments about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response or scores. Further, Fraenkel, at.al (2012, p. 148) state that content validity refers to the content and format of the instrument. A book for junior High School was used. The specification of the test is presented in Table 3

Table 3

Table of Test Specification

Objective	Material	Indicator	Types of Test	Number of Item
The students are able to write functional text of descriptive text by using magnet summary strategy	Descriptive Text. 1. My Father 2. My Village 3. My Cat 4. My house 5. My English Teacher	The students are able to write descriptive text	Written test	1

3.6.2 Reliability Test

Reliability is a measure of degree to which a test gives consistent result or scores. According to Franken and Wallen (2012, p.154), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

In this study, rater (expert judgement) used was to take handle of the instrument and the rubric is realiable or not.According to Brown (2004, p.21) Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular “good” and “bad” students, or simple carelessness. Inter-rater reliability is degree of agreement among raters.

3.7 Research Treatment

Research treatment were done for twelve meeting, started from September 2nd, 2016 – October 1st, 2016. In this study, the writer gave the treatment by applying Magnet summary strategy in teaching writing. In this part, the writer presented the schedule of research treatment including the number, topics, themes and time allocation of her research treatments. The table of teaching material for research treatment was shown in table 4.

Table.4
Schedule of Teaching Materials fo Research Treatment

No	Day/date	Topic	Type of Text	Meeting	Time allocation
	Fri / Sept 2 nd , 2016	Pre-test			
1.	Satur / Sept 3 rd , 2016	Panda	Descriptive text	1st	2x45
2.	Tue / Sept 6 th , 2016	Rabbit		2nd	2x45
3.	Fri / Sept 9 th , 2016	Baby Elephant		3rd	2x45
4.	Satur / Sept 10 th , 2016	Mrs. Debby Magdalena		4th	2x45
5.	Tue / Sept 20 th , 2016	My mother		5th	2x45
6.	Fri / Sept 23 th , 2016	My sister		6th	2x45
7.	Satur / Sept 24 th , 2016	Emi. (game center)		7th	2x45
8.	Tue / Sept 27 th , 2016	Borobudur Temple		8th	2x45
9.	Fri / Sept 30 th , 2016	Tajmahal		9th	2x45
10.	Satur / Oct 1 th ,			10th	2x45

	2016	The Prambanan Hinduism Temple			
	Tue / Oct 4 th , 2016	Post-test			

3.8 Technique for Analyzing the Data

For analyzing the data, the writer was used IBM SPSS (Statistic Package for the Social Science) Statistics version 20 was used for calculating students' scores in pretest and posttest between two groups, experimental and control groups. Then the data were presented by using some steps and techniques as follows:

3.8.1 Scoring of Descriptive Writing

For scoring of descriptive writing, the writer asked raters. The raters were an English lectures in UIN Raden Fatah Palembang and English instructor in UPT Bahasa Universitas Sriwijaya Palembang. Who had pursued master degree of English Education, had more than three year teaching experience, and also had toefl score more than 530. To assess students' descriptive writing achievement, analytical writing rubric was used.

There were categories in scoring for assesing descriptive writing. They were excelent, good, fair, poor and very poor. The score is excellent if the students get 81-100. The students who get 66-80, the category is good. The category is fair if the students get 56-65. The students who get 47-55, the category is poor. If the students get score below 46, the category is very poor. The score categories for descriptive writing are in table. 5

Table 5

Score Categories for Descriptive writing

Score interval	Category
81 – 100	Excellent
66 – 80	Good
56 – 65	Fair
47 – 55	Poor
Below 46	Very poor

(Source: MTs Aisyiyah Palembang, Academic Year 2016/2017)

3.8.2 Data Description

Analyzing the data description, there are two analyses. They are distribution of frequency and descriptive statistics.

a. Distribution of Frequency

In distributions of frequency data, the students' scores and frequency are achieved. The distributions of frequency data are obtained from students' pretest scores in control group. Students' posttest scores in control group, students' pretest score in experimental, and students' posttest scores in experimental group. Then, the distribution of frequency data is displayed in a table analysis

b. Descriptive Statistics

In descriptive statistics, the data is acquired to get the minimal score, the maximum score, standard deviation, and standard error of mean. Descriptive statistics are obtained from students' pretest and posttest in control group, and the students' pretest and posttest score in experimental group.

3.8.3 Pre-requisite Analysis

a. Normality Test

Normality is conducted to know whether the data obtain are normal or not. The data are classified as normal when the p-output is higher than 0.025 level (Basrowi and Soeyono, 2007, p. 85). In order to test the normality, the Kolmogorov-Smirnov in SPSS program was used. The normality test was used to measure students' pretest posttest scores in both groups (control and experimental).

b. Homogeneity Test

Homogeneity test is used to measure the data obtained whether they are homogeneous or not. Basrowi and Soeyono (2007, p. 106) state that the score is categorized homogeneous when the p-output is higher than mean significant difference at 0,05 level. The homogeneity test is used to measure students' pretest and posttest scores in both groups (control and

experimental). In measuring homogeneity test, Levene Statistics in SPSS was used.

c. Hypothesis Testing

In measuring the significance on student's descriptive writing achievement from pretest and posttest scores, independent sample t-test is used to compare two population means. There are two samples which are calculated to compare the subjects' mean scores on pretest and posttest, to see if there is significant difference between the students' posttest score in experimental group and control group. It is used to decide the students' development in their descriptive writing achievement by using *magnet summary strategy*.

- a. In measuring the significant improvement, the paired sample t-test is used for testing the students' pretest to posttest scores in experimental groups. The significance of experimental group is accepted whenever the p-output (sig.2-tailed) is lower than 0,05, and t-obtained is higher than t-table (2.0345). Meanwhile, the significance of experimental group is rejected when the p-output (sig.2-tailed) is higher than 0,05, and t-value is lower than t-table (2.0345).
- b. In measuring the significant difference, the independent sample t-test is used for testing the students' posttest scores in control and experimental groups. The significance difference is accepted whenever the p-output (sig.2-tailed) is lower than 0,05, and t-obtained is higher than t-table (1.9966). Meanwhile, the significance of experimental group is rejected when the p-output (sig.2-tailed) is higher than 0,05, and t-value is lower than t-table (1.9966)

CHAPTER IV

FINDING AND INTERPRETATION

In this chapter, the writer describes: (1) findings and (2) interpretation.

4.1 Findings

This study deals with the title “Teaching Descriptive Writing by Using Magnet Summary Strategy to the Eighth Grade Students of MTs Aisyiyah Palembang”. The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, and (3) results of hypothesis testing.

4.1.1 Data Description

In the data descriptions, distribution of data frequency and descriptive statistic were analyzed.

1. Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were got from: (1) pretest scores in control group, (2) posttest scores in control group, (3) pretest scores in experimental group, and (d) posttest scores in experimental group.

a. Students’ Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval score, frequency, and percentage. It was found that six students got 25 (17.0%), one student got 26 (2.9%), two students got 29 (5.6%), two students got 30 (5.9%), three students got 31 (8.8%), one student got 32 (2.9%), one student got 33 (2.9%), three students got 34 (8.8%), one student got got 35 (2.9%),

one student got 36 (2.9%), one student got 38 (2.9%), one student got 41 (2.9%), one student got 44 (2.9%), one student got 48 (2.9%), one student got 49 (2.9%), one student got 51 (2.9%), one student got 52 (2.9%), one student got 56 (2.9%), one student got 57 (2.9%), two students got 58 (5.9%), one student got 59 (2.9%), one student got 61 (2.9%). The result of the pretest scores in control group is described in table 6.

Table 6
Distribution of Data Frequency on Students' Pretest Scores
in Control Group

Categories	Scores	Total	Percentage
Excellent	81 – 100	-	-
Good	66 – 80	-	-
Fair	56 - 65	6	17,6
Poor	47 – 55	4	11,8
Very poor	Below 46	24	70,6

b. Students' Posttest Scores in Control Group

In distribution of data frequency, it was found that five students got 28 (14.7%), two students got 30 (5.9%), two students got 32 (5.9%), two students got 33 (5.9%), one student got 35 (2.9%), one student got 36 (2.9%), one student got 37 (2.9%), one student got 40 (2.9%), two students got 41 (5.9%), three student got 45 (8.8%), one student got 48 (2.9%), one student got 50 (2.9%), one student got 51 (2.9%), one student got 52 (2.9%), one student got 55 (2.9%), one student got 61 (2.9%), two students got 64 (5.9%), one student got 67 (2.9%), two students got 69 (5.9%), one student got 70

(2.9%), one student got 72 (2.9%), one student got 76 (2.9%). The result of the posttest scores in control group is described in table 7.

Table 7
Distribution of Data Frequency on Students' Posttest Scores
in Control Group

Categories	Scores	Total	Percentage
Excellent	81 – 100	-	-
Good	66 – 80	6	17,6
Fair	56 - 65	3	8,8
Poor	47 – 55	5	14,7
Very poor	Below 46	20	58,8

c. Students' Pretest Scores in Experimental Group

In distribution of data frequency, it was found that eleven students got 25 (32.4%), two students got 26 (5.9%), one student got 29 (2.9%), one student got 31 (2.9%), one student got 32 (2.9%), one students got 33 (2.9%), one student got 34 (2.9%), one student got 35 (2.9%), one student got 41 (2.9%), one student got 43 (2.9%), one student got 44 (2.9%), two students got 45 (5.9%), one student got 46 (2.9%), two students got 48 (5.9%), one student got 50 (2.9%), two students got 51 (5.9%), one student got 53 (2.9%), one student got 55 (2.9%), two students got 59 (5.9%). The result of the pretest scores in experimental group is described in table 8.

Table 8
Distribution of Data Frequency on Students' Pretest Scores
in Experimental Group

Categories	Scores	Total	Percentage
Excellent	81 – 100	-	-
Good	66 – 80	-	-
Fair	56 - 65	2	5,9
Poor	47 – 55	7	20,6
Very poor	Below 46	25	73,5

d. Students' Posttest Scores in Experimental Group

In distribution of data frequency, it was found that one student got 39 (2.9%), one student got 40 (2.9%), one student got 47 (2.9%), one student got 48 (2.9%), one student got 49 (2.9%), one students got 53 (2.9%), one students got 58 (2.9%), three students got 59 (8.8%), one students got 62 (2.9%), two students got 65 (5.9%), two students got 66 (5.9%) two students got 67 (5.9%), three students got 68 (8.8%), one student got 69 (2.9%), one student got 70 (2.9%), two students got 71 (5.9%), one student got 74 (2.9%), two students got 77 (5.9%), two students got 78 (5.9%), one student got 79 (2.9%), two students got 84 (5.9%), one student got 85 (2.9%), one student got 87 (2.9%). The result of the posttest scores in experimental group is described in table 9.

Table 9

Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

Categories	Scores	Total	Percentage
Excellent	81 – 100	4	11,8
Good	66 – 80	17	50

Fair	56 - 65	7	20,6
Poor	47 – 55	4	11,8
Very poor	Below 46	2	5,9

2. Descriptive Statistics

In this descriptive statistics, the total of sample (N), minimum score, maximum score, mean score, and standard deviation were analyzed. The scores were got from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

a. Students' Pretest Scores in Control Group

In descriptive statistics, it showed that the total number sample is 34 students. The minimum score was 25.00, the maximum score was 61.00, the mean score was 38.1471, and the standard deviation was 12.06330. The result analysis of descriptive statistics in control group is described in table 10.

Table 10
Descriptive Statistics on Students' Pretest Scores in Control Group

Pretest Scores	N	Minimum	Maximum	Mean	Std. Deviation
	34	25,00	61,00	38,1471	12,06330

b. Students' Posttest Scores in Control Group

In descriptive statistics, it showed that the total number sample is 34 students. The minimum score was 28.00, the maximum score was 76.00, the

mean score was 45.9706, and the standard deviation was 15.51048. The result analysis of descriptive statistics in control group is described in table 11.

Table 11
Descriptive Statistics on Students' Posttest Scores in Control Group

Posttest Scores	N	Minimum	Maximum	Mean	Std. Deviation
	34	28,00	76,00	45,9706	15,51048

c. Students' Pretest Scores in Experimental Group

In descriptive statistics, it showed that the total number sample is 34 students. The minimum score was 25.00, the maximum score was 59.00, the mean score was 37.0294, and the standard deviation was 11.85898. The result analysis of descriptive statistics in experimental group is described in table 12.

Table 12
Descriptive Statistics on Students' Pretest Scores in Experimental Group

Pretest Scores	N	Minimum	Maximum	Mean	Std. Deviation
	34	25,00	59,00	37,0294	11,85898

d. Students' Posttest Scores in Experimental Group

In descriptive statistics, it showed that the total number sample is 34 students. The minimum score was 39.00, the maximum score was 87.00, the mean score was 66.3824, and the standard deviation was 12.39994. The result analysis of descriptive statistics in experimental group is described in table 13.

Table 13
Descriptive Statistics on Students' Posttest Scores in Experimental Group

Posttest Scores	N	Minimum	Maximum	Mean	Std. Deviation
	34	39,00	87,00	66,3824	12,39994

4.1.2 Pre-requisite Analysis

In the pre-requisite analysis, normality and homogeneity were analyze.

1. Normality Test

In the normality test, the total of sample (N), kolmogorov smirnov, significant and result were analyzed. The scores were got from: (1) students' pretest scores in control group, (2) students' posttest scores in control group, (3) students' pretest scores in experimental group, and (4) students' posttest scores in experimental group.

a. Students' Pretest Scores in Control Group

After acquiring the data from the scores of the 34 students in control group, it was found that the significance level is 0.157 . From the result of the output, it can be stated that the students' pretest control group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 14.

Table 14
Normality Test of Students' Pretest Scores in Control Group

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	34	1,127	,157	Normal

b. Students' Posttest Scores in Control

After acquiring the data from the scores of the 34 students in control group, it was found that the significance level is 0.611 . From the result of the output, it can be stated that the students' posttest control group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 15.

Table 15
Normality Test of Students' Posttest Scores in Control Group

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	34	,759	,611	Normal

c. Students' Pretest Scores in Experimental Group

After acquiring the data from the scores of the 34 students in Experimental group, it was found that the significance level is 0.111 . From the result of the output, it can be stated that the students' pre-test

experimentalgroup was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 16.

Table 16
Normality Test of Students' Pretest Scores in Experimental Group

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Experimental Group	34	1,202	,111	Normal

d. Students' Posttest Scores in Experimental Group

After acquiring the data from the scores of the 34 students in Experimental group, it was found that the significance level is 0.593 . From the result of the output, it can be stated that the students' posttest experimental group was normal. Since, it was higher than 0.025. The result of analysis is figured out in table 17.

Table 17
Normality Test of Students' Posttest Scores in Experimental Group

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Experimental Group	34	,770	,593	Normal

2. Homogeneity Test

In the homogeneity, Levene Statistics in SPSS was used to analyze the students' pretest and posttest scores in control and experimental group.

a. Students' Pretest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.83. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05. The result of homogeneity test is figured out in table 18.

Table 18
Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	34	,083	,774	Homogeneous
2	Experimental Group	34			

b. Students' Posttest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 3.888. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05. The result of homogeneity test is figured out in table 19.

Table 19
Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups

No	Students' Post-test	N	Levene Statistics	Sig.	Result
1	Control Group	34	3,888	,053	Homogeneous
2	Experimental Group	34			

4.1.3 Results of Hypothesis Testing

a. Measuring a Significant Improvement on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy Before and After Treatment

In this study, to measure the significant improvement on students' achievement in writing descriptive text taught by using magnet summary Strategy before and after treatment, the writer used the paired sample t-test. The writer analyzed the result of students' pretest score and the result of students' posttest scores by using paired sample t-test to find out whether or not there was significance improvement on students' descriptive writing achievement taught by using Magnet summary strategy before and after treatment.

Table 20.
Result Analysis of Significant Improvement on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy Before and After Treatment

Magnet Summary Strategy	Paired Sample T-Test			Ho
	T	Df	Sig. (2-Tailed)	
	11.347	33	0.000	Rejected

From the table analysis of pretest and posttest in experimental group, it was found that the p-output was 0.000 and the t-value was 11.347. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table (Df:33=2.0345) at the significance level $p < 0.05$, so that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be stated that

there was significant difference on students' writing achievement taught using Magnet Summary strategy.

b. Measuring a Significant Difference on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy and Teacher's Method

In this study, to measure the significant difference on students' achievement in writing descriptive text taught by using magnet summary strategy those who are taught by using strategy that usually used by teacher at MTs Aisyiyah Palembang, the writer used the independent sample t-test. The writer analyzed the result of students' pretest score and the result of students' achievement in writing descriptive text taught by using magnet summary strategy those who are taught by using strategy that usually used by teacher at MTs Aisyiyah Palembang posttest scores by using independent sample t-test to find out whether or not there was significance difference on students'. The table 21 showed the result of independent sample statistics on students' pretest scores.

Table 21.
Result Analysis of Significant Difference on Students' Achievement in Writing Descriptive Text Taught by Using Magnet Summary Strategy and Teacher's Method

Magnet Summary Strategy and Teacher's Method	Independent Sample T-Test			Ho
	T	Df	Sig. (2-Tailed)	
	5.994	66	0.000	Rejected

From the table analysis of posttest in control and experimental group, it was found that the p-output was 0.000 and the t-value was 5.994. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table (Df:66=1.9966) at the significance level $p < 0.05$, so that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be stated that there was significant difference on students' writing achievement taught using Magnet Summary strategy

4.2 Interpretation

Based on the findings which have been described in the previous section, the writer made some interpretations as follows:

First, the writer had given the pretest in both control and experimental group. After the students' pretest scores obtained from control and experimental group, the writer chose VIII.C as control group and VIII.D as experimental group. It was because the students' scores in control group slightly higher than the students' scores in experimental group. It was also proved that the mean of pretest in VIII.C was higher than VIII.D

Second, during the treatments in experimental group, the writer also found that the students faced the difficulties. Difficulty in generating their ideas, lack of grammar, and so on. Many students thought that writing was boring lesson because they did not understand and did not know how to write well. They often felt confused about how to write the English words correctly. Those made the students did not have motivation during teaching and learning process. Then, the

writer implemented Magnet Summary strategy to help students in teaching and learning writing descriptive text. After implementing Magnet Summary strategy, the writer found that the students' motivation in learning English significantly improved.

Third, there was significantly achievement in experimental group through Magnet Summarystrategy during the treatments in 10 meetings. In the first to the fourth meeting, the writer still found that the students felt difficulties in learning process by using Magnet Summarystrategy. It was because the students were still confused how to revise their sentences to be summary of descriptive text by using Magnet Summarystrategy. The writer had to explain them again to stimulate their critical thinking. In the fifth to the eighth meeting, the students could adapt in using this strategy. They were able to find key words and make their sentences to be summary of descriptive text. They also began interested and motivated in learning writing descriptive text by using Magnet Summarystrategy. In the ninth to the tenth meeting, they used to apply Magnet Summarystrategy as their new strategy in learning writing skill. They also felt the advantage when they used the strategy. The students became more active and spirit in learning writing descriptive text because they were able to revise their sentences to be summary of descriptive text by using Magnet Summaryform.

Fourth, from the result analysis using Independent Sample t-test, it could be interpreted that there was a significant different between students those who are taught by using magnet summary strategy and those who are not, it means that Information magnet summary strategy was significantly improve students'

descriptive writing achievement compared teachers' method. It could be stated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Second, from the result analysis using Paired Sample T-Test, it could be interpreted that there was a significant improvement from students pretest to posttest score in experimental group, it means that there was a significant difference on students' descriptive writing achievement between who are taught by using magnet summary strategy and those who are not before and after treatment.

Fifth, Based on the explanation above, it can be interpreted that Magnet Summary strategy was successfully applied to the eighth grade students of MTs Aisyiyah Palembang. It means that the strategy was suitable for the students which helped them improve their writing skill. There are some reasons why Magnet Summary strategy could improve the student's writing skill.

This result is in line with the study of Hudaya (2015), which claimed that there was significance difference in the students writing summary achievement. Moreover, this finding also supported by Hardiansyah (2013), that were magnet summary strategy had significant effect on student's reading comprehension. Since reading is hand in hand with writing, it can be interpreted that the strategy is suitable to be one of the strategy used to teach writing.

By using Magnet Summary strategy, the students were taught to be able to find key words for write descriptive text summary in order to improve the quality of their descriptivetext. It was because Magnet Summary strategy taught the students to make key words and than from the key words the students can make

sentences is related the text and finally the students can make summary by using their own words from their sentences. Based on Sejnost (2010, p. 54), magnet summary strategy helps students crystallize what they have read into its main points. In fact, they must read, comprehend, and then restate what has been said in a more concise way, using their own words. As Moss and Lapp (2010, p.328) states that magnet summary helps students to represent how the ideas in the text are related and connected. So it is mean can help the students to generating their idea from their information that their find from the text. Urquhat and McIver (2005, p. 160) state that magnet summary is a reading and writing strategy that helps students condense their reading about specific topics to several key words or phrase into a sentence or two that incorporate all of the relevant information.

From the interpretations above, it could be summed that Magnet Summarystrategy was beneficial to help students improve their skill in writing a good text, especially a good descriptive text. It was because with Magnet Summary strategy the students can generating their ideas by their own words by using concept and step of Magnet Summary strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents; (1) conclusion, and (2) suggestion based on the findings and interpretation from the previous chapter.

5.1 Conclusion

After analyzing the result of the study in the previous chapter, the writer concluded that magnet summary strategy could improve students' descriptive achievement. It indicated that there was significant improvement and difference on students pretest to posttest score taught using magnet summary strategy . It was because, magnet summary strategy could be proven from students' encouragement in learning writing descriptive text.

Then, this also could be proven in the research findings that the t-output was higher than t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level which could reject the null hypothesis (H_0) and accepted the alternative hypothesis (H_a). It was because the students' motivations in experimental class were higher than students' motivations in control class. Besides, the students in experimental class were more interested and more focused than students in control group in learning descriptive text. Moreover, most of students in experimental group gave positive responses toward magnet summary strategy which had been implemented in teaching and learning process.

5.2 Suggestions

Based on the result of the study, there are some suggestions offered to teachers of English, students, and other researchers.

For teachers of English, it is suggested that they can use magnet summary strategy in teaching descriptive writing especially in order to prepare students to be a good writer. For students, the writer suggested that they could use magnet summary strategy continuously in learning writing descriptive text. It is because magnet summary strategy is very helpful for students to write a good text, especially descriptive text. For the other researches, it is suggested that magnet summary strategy can be used in teaching writing descriptive text or other writing genres like narrative text, descriptive text, persuasive text, expository text, letters, poetry writing, etc.

Finally, the writer hope that the result of this resesarch can be useful contribution for educational department and for the reader. Hopefully, the reader will have more information and valuable suggestion about the use of magnet summary strategy.

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APPENDIX A

Experiment Class
Daftar Hadir Siswa-Siswa Kelas VIII. D MTS Aisyiyah Palembang

No	Nama	Tanggal					
		Pre-Test	Treatment				
		02-Sep	03-Sep	06-Sep	09-Sep	10-Sep	20-Sep
1	Ades Adelia	Ades	Ades	Ades	Ades	Ades	Ades
2	Anggi Risky Saputra	Anggi	Anggi	Anggi	Anggi	Anggi	Anggi
3	Ari Wibowo	Ari	Ari	Ari	Ari	Ari	Ari
4	Ayu Mayang Sari	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu
5	Ayu Ramadhania	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu
6	Azhariyah Fatiyah	Azhariyah	Azhariyah	Azhariyah	Azhariyah	Azhariyah	Azhariyah
7	Cahyaning Ratri	Cahyaning	Cahyaning	Cahyaning	Cahyaning	Cahyaning	Cahyaning
8	Defri Febriansyah	Defri	Defri	Defri	Defri	Defri	Defri
9	Dilan Kiranda	Dilan	Dilan	Dilan	Dilan	Dilan	Dilan
10	Dona Angelina	Dona	Dona	Dona	Dona	Dona	Dona
11	Dimas Mahendra	Dimas	Dimas	Dimas	Dimas	Dimas	Dimas
12	Ericha Sulastina	Ericha	Ericha	Ericha	Ericha	Ericha	Ericha
13	Fikri Alamsyah	Fikri	Fikri	Fikri	Fikri	Fikri	Fikri
14	Ibrahim Agil Kamil	Ibrahim	Ibrahim	Ibrahim	Ibrahim	Ibrahim	Ibrahim
15	Ika Amelia	Ika	Ika	Ika	Ika	Ika	Ika
16	Jaya Saputra	Jaya	Jaya	Jaya	Jaya	Jaya	Jaya
17	M. Adit	M. Adit	M. Adit	M. Adit	M. Adit	M. Adit	M. Adit
18	M. Arrohan	M. Arrohan	M. Arrohan	M. Arrohan	M. Arrohan	M. Arrohan	M. Arrohan
19	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi
20	M. Ridho Alfarabi	M. Ridho	M. Ridho	M. Ridho	M. Ridho	M. Ridho	M. Ridho
21	M. Santoso	M. Santoso	M. Santoso	M. Santoso	M. Santoso	M. Santoso	M. Santoso
22	Melisa Astorima	Melisa	Melisa	Melisa	Melisa	Melisa	Melisa
23	Nadiyah Putri Faras	Nadiyah	Nadiyah	Nadiyah	Nadiyah	Nadiyah	Nadiyah
24	Ria Okta Sari	Ria	Ria	Ria	Ria	Ria	Ria
25	R.A. Nadyah. S	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah
26	Rio Irawan	Rio	Rio	Rio	Rio	Rio	Rio
27	Refi Nur Alifah	Refi	Refi	Refi	Refi	Refi	Refi
28	Rangga Sefi Andika	Rangga	Rangga	Rangga	Rangga	Rangga	Rangga
29	Putra Perdana	Putra	Putra	Putra	Putra	Putra	Putra
30	Siska Febrianti	Siska	Siska	Siska	Siska	Siska	Siska
31	Tia Safitri	Tia	Tia	Tia	Tia	Tia	Tia
32	Ummi Azzahra	Ummi	Ummi	Ummi	Ummi	Ummi	Ummi
33	Zahra Afifa. S	Zahra	Zahra	Zahra	Zahra	Zahra	Zahra
34	Antri Agung	Antri	Antri	Antri	Antri	Antri	Antri

Wali kelas Guru Bahasa Inggris

(Rosmalia Dewi, S.Pd.)

Peneliti

(Suparno)

APPENDIX A

Experiment Class Daftar Hadir Siswa-Siswa Kelas VIII. D MTS Aisyiyah Palembang

No	Nama	Tanggal					
		Treatment					Post-Test
		23-Sep	24-Sep	27-Sep	30-Sep	1 - Oct	4 - OctP
1	Ades Adelia	Ades	Ades	Ades	Ades	Ades	Ades
2	Anggi Risky Saputra	Anggi	Anggi	Anggi	Anggi	Anggi	Anggi
3	Ari Wibowo	Ari	Ari	Ari	Ari	Ari	Ari
4	Ayu Mayang Sari	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu
5	Ayu Ramadhania	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu
6	Azhariyah Fatiyah	Azhariyah	Azhariyah	Azhariyah	Azhariyah	Azhariyah	Azhariyah
7	Cahyaning Ratri	Cahyaning	Cahyaning	Cahyaning	Cahyaning	Cahyaning	Cahyaning
8	Defri Febriansyah	Defri	Defri	Defri	Defri	Defri	Defri
9	Dilan Kiranda	Dilan	Dilan	Dilan	Dilan	Dilan	Dilan
10	Dona Angelina	Dona	Dona	Dona	Dona	Dona	Dona
11	Dimas Mahendra	Dimas	Dimas	Dimas	Dimas	Dimas	Dimas
12	Ericha Sulastina	Ericha	Ericha	Ericha	Ericha	Ericha	Ericha
13	Fikri Alamsyah	Fikri	Fikri	Fikri	Fikri	Fikri	Fikri
14	Ibrahim Agil Kamil	Ibrahim	Ibrahim	Ibrahim	Ibrahim	Ibrahim	Ibrahim
15	Ika Amelia	Ika	Ika	Ika	Ika	Ika	Ika
16	Jaya Saputra	Jaya	Jaya	Jaya	Jaya	Jaya	Jaya
17	M. Adit	M. Adit	M. Adit	M. Adit	M. Adit	M. Adit	M. Adit
18	M. Arrohman	M. Arrohman	M. Arrohman	M. Arrohman	M. Arrohman	M. Arrohman	M. Arrohman
19	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi	M. Alfarizi
20	M. Ridho Alfarabi	M. Ridho	M. Ridho	M. Ridho	M. Ridho	M. Ridho	M. Ridho
21	M. Santoso	M. Santoso	M. Santoso	M. Santoso	M. Santoso	M. Santoso	M. Santoso
22	Melisa Astorima	Melisa	Melisa	Melisa	Melisa	Melisa	Melisa
23	Nadiyah Putri Faras	Nadiyah	Nadiyah	Nadiyah	Nadiyah	Nadiyah	Nadiyah
24	Ria Okta Sari	Ria	Ria	Ria	Ria	Ria	Ria
25	R.A. Nadyah. S	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah	R.A. Nadyah
26	Rio Irawan	Rio	Rio	Rio	Rio	Rio	Rio
27	Refi Nur Alifah	Refi	Refi	Refi	Refi	Refi	Refi
28	Rangga Sefi Andika	Rangga	Rangga	Rangga	Rangga	Rangga	Rangga
29	Putra Perdana	Putra	Putra	Putra	Putra	Putra	Putra
30	Siska Febrianti	Siska	Siska	Siska	Siska	Siska	Siska
31	Tia Safitri	Tia	Tia	Tia	Tia	Tia	Tia
32	Ummi Azzahra	Ummi	Ummi	Ummi	Ummi	Ummi	Ummi
33	Zahra Afifa. S	Zahra	Zahra	Zahra	Zahra	Zahra	Zahra
34	Antri Agung	Antri	Antri	Antri	Antri	Antri	Antri

Wali kelas / Guru Bahasa Inggris

 (Rosmala Dewi, S.Pd.)

Peneliti

 (Suparno)

APPENDIX B

Control Class
Daftar Hadir Siswa – siswi Kelas VIII.C MTs Aisyiyah Palembang

No	Nama Siswa	Tanggal	
		29 - August (Pre-Test)	3 - October (Post-Test)
1	Aldi	<i>[Signature]</i>	<i>[Signature]</i>
2	Alfiansyah Ari. T	<i>[Signature]</i>	<i>[Signature]</i>
3	Anggi Puspa Sari	<i>[Signature]</i>	<i>[Signature]</i>
4	Anisa Adilla	<i>[Signature]</i>	<i>[Signature]</i>
5	Anisa Tri Wulandari	<i>[Signature]</i>	<i>[Signature]</i>
6	Anjelika Alfina	<i>[Signature]</i>	<i>[Signature]</i>
7	Bella Anda Resta	<i>[Signature]</i>	<i>[Signature]</i>
8	Bobby Kurniawa	<i>[Signature]</i>	<i>[Signature]</i>
9	Deden Adi Setiawan	<i>[Signature]</i>	<i>[Signature]</i>
10	Desi Devita Sari	<i>[Signature]</i>	<i>[Signature]</i>
11	Diva Lenggo Weni	<i>[Signature]</i>	<i>[Signature]</i>
12	Eni Kartini	<i>[Signature]</i>	<i>[Signature]</i>
13	Ferzian Arsi	<i>[Signature]</i>	<i>[Signature]</i>
14	Gunawan	<i>[Signature]</i>	<i>[Signature]</i>
15	Ida Royani	<i>[Signature]</i>	<i>[Signature]</i>
16	Jauhar Abdul Gani	<i>[Signature]</i>	<i>[Signature]</i>
17	Lucky Ferial	<i>[Signature]</i>	<i>[Signature]</i>
18	M. Finy Pranata	<i>[Signature]</i>	<i>[Signature]</i>
19	M. Gibran Hakim	<i>[Signature]</i>	<i>[Signature]</i>
20	M. Ridwan	<i>[Signature]</i>	<i>[Signature]</i>
21	M. Wildam Dwianyah	<i>[Signature]</i>	<i>[Signature]</i>
22	Melantika	<i>[Signature]</i>	<i>[Signature]</i>
23	M. Oktariadi	<i>[Signature]</i>	<i>[Signature]</i>
24	Nurjasmine Azzahra	<i>[Signature]</i>	<i>[Signature]</i>
25	Purnama Sari	<i>[Signature]</i>	<i>[Signature]</i>
26	Putri Fitriani	<i>[Signature]</i>	<i>[Signature]</i>
27	Ratih Purwasih	<i>[Signature]</i>	<i>[Signature]</i>
28	Sintia Puspita Sari	<i>[Signature]</i>	<i>[Signature]</i>
29	Siska Ulandari	<i>[Signature]</i>	<i>[Signature]</i>
30	Tia Aprianti	<i>[Signature]</i>	<i>[Signature]</i>
31	Nadira Mardiah	<i>[Signature]</i>	<i>[Signature]</i>
32	Cornelia Delvina. A	<i>[Signature]</i>	<i>[Signature]</i>
33	Putri Khoirunnisa	<i>[Signature]</i>	<i>[Signature]</i>
34	Ibnu Tri Ariawan	<i>[Signature]</i>	<i>[Signature]</i>

Wali kelas
[Signature]
(Rosmala Dewi, S.Pd.)

Peneliti
[Signature]
(Suparno)

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 1ST
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rethoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to Identify the generic structure of a descriptive text.
- Students are able to Identify the language feature of descriptive text.
- Students are able to Generate ideas using magnet word.

a. Objective of the Study

At the end of the study, the students are able to:

- Identify the generic structure of a descriptive text.
- Identify the language feature of descriptive text.
- Generate ideas using magnet word.

b. Material of the lesson

1. Text Type : Descriptive

Descriptive text is a text used to describe particular person, place or thing. descriptive text focuses on specific participants. it normaly uses simple presents tense. the structure of descriptive text is devided into two

part: identification and descriptions. the identification part is the part where the writer of descriptive text identifies phenomenon to be described. the description part describes parts, qualities, and characteristics.

Panda

Panda is mammals that usually live in mountains. they are an animal genuine from china. Panda is carnivore, but their food is same as herbivore, that is bamboo. In captivity, they may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food. Their ears will move when they chewing their foods.

Panda including endangered species because they lost their habitats and the birth rate is very low. There are about 1.600 pandas living in the wild. Panda's paw has the thumb and five fingers. the thumb is actually a modified sesamoid-bone, which helps it to hold bamboo while eating. Panda had been favorite people animal because this species are cute like a baby. The Panda also usually illustrated reclining peacefully eating bamboo, so that increased their image as a sweet and peaceful animal.

2. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Phrase
- Degree of Comparison

IV. LEARNING STRATEGY

Magnet Summary Strategy

V. LEARNING ACTIVITIES

PRE-ACTIVITIES (25 Minutes)

1. Greeting
2. Asking students' Condition
3. Introducing
4. Warming up that related about the topic want to learn
5. Attention about topic and the objective of study.

Our topic today is "descriptive text". we are going to learn type of

descriptive text, generic structure and language features also magnet word. at the end of the class, you expected to be understanding type of descriptive text, generic structure and language features and making manged word. I hope will be useful for you.

WHILST ACTIVITIES (50 Minutes)

Presentation

6. The teacher giving explanation about descriptive text.
7. The teacher giving example of descriptive text.
8. The Teacher explanation how to analyzing the language feautres and generic structure of the text.
9. The teacher explanation about magnet word

Practise

10. Students Identifying language feautres in a descriptive text
11. Students Identifying generic structure of descruptive text
12. Students Giving some magnet word practices.

Production

13. Students Making Magnet words of imaginary of favorite animal

POST ACTIVITIES (15 minutes)

1. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.
2. The teacher ask students “do you get the point our lesson today?”
3. Closing.

VI. MEDIA/SOURCE

Media : Related picture

Source : Internet

Palembang August 2016

Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 2ND
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

Expressing meaning in simple short essay and functional written discourses in the forms of descriptive and recounts to interact with surrounding environment.

II. BASIC COMPETENCE

Expressing meanings and rhetorical steps of very simple short essay using various written discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of descriptive and recount texts.

III. INDICATOR

- Students Understanding type of descriptive text.
- Students are able to write a simple descriptive sentences.

c. Objective of the Study

At the end of the study, the students are able to:

- Understanding type of descriptive tex.
- Write a simple descriptive sentences.

d. Material of the lesson

3. Text Type : Descriptive

Descriptive text is a text used to describe particular person, place or thing. descriptive text focuses on specific participants. it normally uses simple presents tense. the structure of descriptive text is divided into two part: identification and descriptions. the identifications part is the part where the writers of descriptive text identifies phenomenon to be described. the description part describes parts, qualities, and characteristics.

Example:

RABBIT

A rabbit is a small mammal with a short tail and pointed ears. rabbits live in burrows in the ground. each burrow is the home of single family. the first fossils which can be attributed to this family came from north america but now they are found in every part of the world.

compared to its small body, rabbit has large sized ears. a rabbit is a weak and timid animal and its always surrounded by many enemies. therefore nature has gifted it with large ears to help it to hear even the faintest of drop sound. the large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. this makes rabbit to detect its enemies in time and run to safety zones.

4. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Phrase
- Degree of Comparison

VII. LEARNING METHOD

Magnet Summary Strategy

VIII. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
<p>14. Greeting</p> <p>15. Asking students' Condition</p> <p>16. Warming up that related about the topic want to learn</p> <p>17. Attention about topic and the objective of study</p> <ul style="list-style-type: none">- Our topic today is "describing animal". we are going to learn how to describe the animal using the appropriate noun phrases and adjectives. at the end of the class, you expected to be understanding type of descriptive text and able to write a simple descriptive paragraph. I hope will be useful for you.
WHILST ACTIVITIES (60 Minutes)
<p>Presentation</p> <p>18. The Teacher giving questions that related to the material (Animal) while showing pictures or other media.</p> <p>19. Teacher review about type and definition, generic structure and also language feature of descriptive text.</p> <p>20. The teacher give an example of descriptive text.</p> <p>21. The teacher review about magnet word.</p> <p>Practise</p> <p>22. The teacher write magnet word from the text given.</p> <p>23. The teacher distribute index card to students. Ask students to write the magnet words in the center.</p> <p>Production</p> <p>24. The Teacher ask students to read the text and write key words or phrases on the appropriate card.</p> <p>25. The teacher ask the students to mention the word that relate to the magnet</p>

word

26. Students write sentences related to the magnet word in the form of descriptive text in white board.

27. Discussion and evaluation together about sentences that students write in white board.

POST ACTIVITIES (15 minutes)

4. The teacher concludes the lesson and gives feedback to the students toward process and learning achievement.

5. The teacher asks students “do you get the point of our lesson today?”

6. closing.

IX. MEDIA/SOURCE

Media : Related picture

Source : Internet

Palembang August 2016

Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 3RD
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rethoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

e. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

f. Material of the lesson

5. Text Type : Descriptive

Baby Elephant

Ani is a female baby elephant. I named her “Ani” because she look like a very nice infant when she was born. She is from Sumatran but now she is in Safari Park, West Java.

Her parent are from different cities. Her mother, Marsini is from lampung, while her father, David is from Nanggroe Aceh Darussalam, both are in sumater. people say that baby elephant is the smallest Asian elephant. It’s very sad that nowadays Any looks serious pressures. She is very thin and unhealthy. She follow her mother.

6. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Pharase
- Degree of Comparison

X. LEARNING METHOD

Magnet Summary Strategy

XI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
28. Greeting 29. Asking srtudents’ Condition 30. Warming up that related about the topix want to learn 31. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation 32. TheTeacher giving questions that related to the material (Animal) while showing pictures or other media.

33. Teacher review about type and definition, generic structure and also language feature of descriptive text.

34. The teacher giving an example of descriptive text.

35. The teacher giving explanation about magnet summary strategy

Practise

36. The teacher write magnet word from the text given.

37. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

38. The Teacher ask students to read the text and write key words or phrases on the appropriate card.

39. The teacher ask the students to mention the word that relate to the magnet word

40. Students write summary related the magnet word in the form of descriptive text in white board.

41. Students Write simple short essay written text of the descriptive

POST ACTIVITIES (15 minutes)

7. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

8. The teacher ask students “do you get the point our lesson today?”

9. Closing.

XII.MEDIA/SOURCE

Media : Related picture

Source : Internet

XIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XIV. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016
Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 4TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

g. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

h. Material of the lesson

7. Text Type : Descriptive

Mrs. Debby Magdalena

Mrs. Debby Magdalena is a smart and beautiful girl and she is one of the successful carrier woman. She is the new sales manager for jakarta sales office of Le Meridean Nirwana Gold and Spa Resort.

Mrs. Debby Magdalena holds her new positions as from Marc 2nd, 2009. Prior to her assignment at Le Meredian Nirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua's Jakarta salles office. Prior to that, She worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali. Born in Jakarta, she is a graduate of BPLP Bandung Majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridian Nirwana Gold and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

8. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Pharase
- Degree of Comparison

XV. LEARNING METHOD

Magnet Summary Strategy

XVI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
42. Greeting
43. Asking srtudents' Condition
44. Warming up that related about the topix want to learn
45. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation
46. The Teacher giving questions that related to the material (Animal) while

showing pictures or other media.

47. Teacher review about type and definition, generic structure and also language feature of descriptive text.

48. The teacher giving an example of descriptive text.

49. The teacher giving explanation about magnet summary strategy

Practise

50. The teacher write magnet word from the text given.

51. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

52. The Teacher ask students to read the text and write key words or phrases on the appropriate card.

53. The teacher ask the students to mention the word that relate to the magnet word

54. Students write summary related the magnet word in the form of descriptive text in white board.

55. Students Write simple short essay written text of the descriptive

POST ACTIVITIES (15 minutes)

10. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

11. The teacher ask students “do you get the point our lesson today?”

12. Closing.

XVII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XVIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XIX. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016
Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 5TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

i. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

j. Material of the lesson

9. Text Type : Descriptive

My Mother

My family has four members: those are. I, my sister, and parents of course. My mother is 47 years old. Her name is Anisa. She is thin-faced and she is got long, blond hair, and beautiful green eyes. she is still slim because she always tries to stay in shape. She is very good-looking. always well-dressed and elegant.

10. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Phrase
- Degree of Comparison

XX. LEARNING METHOD

Magnet Summary Strategy

XXI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
56. Greeting 57. Asking students' Condition 58. Warming up that related about the topic want to learn 59. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation 60. The Teacher giving questions that related to the material (Animal) while showing pictures or other media. 61. Teacher review about type and definition, generic structure and also language feature of descriptive text. 62. The teacher giving an example of descriptive text.

63. The teacher giving explanation about magnet summary strategy

Practise

64. The teacher write magnet word from the text given.

65. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

66. The Teacher ask students to read the text and write key words or phrases on the appropriate card.

67. The teacher ask the students to mention the word that relate to the magnet word

68. Students write summary related the magnet word in the form of descriptive text in white board.

69. Students Write simple short essay written text of the descriptive

POST ACTIVITIES (15 minutes)

13. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

14. The teacher ask students “do you get the point our lesson today?”

15. Closing.

XXII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XXIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XXIV. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016

Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 6TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

k. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

I. Material of the lesson

11. Text Type : Descriptive

My Sister

My family has four members: those are. I, my sister, and parents of course. My sister is Nadina. She is 22 years old. She has black-haired and brown-eyed also has long wavy hair dan freckles.

She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-perative. Right now she is studying English and also knowa Arabic and Mandarin. I want to be so smart as she is. They all, except me, speak sundanese very well, because we are living in Bandung fot 5 years. My sister have been going to Jakarta primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

12. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Pharase
- Degree of Comparison

XXV. LEARNING METHOD

Magnet Summary Strategy

XXVI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
70. Greeting 71. Asking srtudents' Condition 72. Warming up that related about the topix want to learn 73. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
<i>Presentation</i>

74. The Teacher giving questions that related to the material (Animal) while showing pictures or other media.

75. Teacher review about type and definiton, generic structure and also language feature of descriptive text.

76. The teacher giving an example of descriptive text.

77. The teacher giving explanation about magnet summary strategy

Practise

78. The teacher write magnet word from the text given.

79. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

80. The Teacher ask students to read the text and write key words or phrases on the appropriate card.

81. The teacher ask the students to mention the word that relate to the magnet word

82. Studentswrite summary related the magnet word in the form of descriptive text in white board.

83. Students Write simple short essay written text of the descriptive

POST ACTIVITIES (15 minutes)

16. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

17. The teacher ask students “do you get the point our lesson today?”

18. Closing.

XXVII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XXVIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XXIX. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016
Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 7TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

m. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

n. Material of the lesson

13. Text Type : Descriptive

EMI (GAME CENTER)

Emi is a place for game center in jogja, it's a nice place for hang out with your friends. you can find many games there. There are dancing games, Rambo shoot gun, Racing dog, etc. All you need before play all game is there is buying coin that make a game mechine working. After you play, you can gaint point.

14. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Pharase
- Degree of Comparison

XXX. LEARNING METHOD

Magnet Summary Strategy

XXXI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
84. Greeting 85. Asking srtudents' Condition 86. Warming up that related about the topix want to learn 87. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation 88. TheTeacher giving questions that related to the material (Animal) while showing pictures or other media. 89. Teacher review about type and definiton, generic structure and also language feature of descriptive text. 90. The teacher giving an example of descriptive text.

91. The teacher giving explanation about magnet summary strategy

Practise

92. The teacher write magnet word from the text given.

93. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

94. The Teacher ask students to read the text and write key words or phrases on the appropriate card.

95. The teacher ask the students to mention the word that relate to the magnet word

96. Students write summary related the magnet word in the form of descriptive text in white board.

97. Students Write simple short essay written text of the descriptive

POST ACTIVITIES (15 minutes)

19. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

20. The teacher ask students “do you get the point our lesson today?”

21. Closing.

XXXII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XXXIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XXXIV. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016
Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 8TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

o. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

p. Material of the lesson

15. Text Type : Descriptive

Borobudur Temple

Borobudur is Hindu-Budhist temple. It was build the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indobesia. Borobudur is well-know all over the world. its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by wally adorned with Budist sculpture in bas relief.

The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at centre of the top circle. the way to the summit extends through some 4,8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesia monument in 1983 is a valuable treasure for Indonesian people.

16. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Pharase
- Degree of Comparison

XXXV. LEARNING METHOD

Magnet Summary Strategy

XXXVI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
98. Greeting
99. Asking srtudents' Condition

100.	Warming up that related about the topix want to learn
101.	Attention about topic and the objective of study
102.	Attention that this lesson is the last Meeting
WHILST ACTIVITIES (60 Minutes)	
<i>Presentation</i>	
103.	TheTeacher giving questions that related to the material (Animal) while showing pictures or other media.
104.	Teacher review about type and definiton, generic structure and also language feature of descriptive text.
105.	The teacher giving an example of descriptive text.
106.	The teacher giving explanation about magnet summary strategy
<i>Practise</i>	
107.	The teacher write magnet word from the text given.
108.	The teacher distribute index card to students. Ask students to write the magnet words in the center.
<i>Production</i>	
109.	The Teacher ask students to read the text and write key words or phrases on the appropriate card.
110.	The teacher ask the students to mention the word that relate to the magnet word
111.	Studentswrite summary related the magnet word in the form of descriptive text in white board.
112.	Students Write simple short essay written text of the descriptive
POST ACTIVITIES (15 minutes)	
22.	The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.
23.	The teacher ask students “do you get the point our lesson today?”
24.	Closing.

XXXVII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XXXVIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XXXIX. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016

Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 9TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

q. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

r. Material of the lesson

17. Text Type : Descriptive

Taj Mahal

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings.

The Taj is at the farthest end of this complex, with the river Jamuna behind it. The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers.

The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon.

18. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Phrase
- Degree of Comparison

XL. LEARNING METHOD

Magnet Summary Strategy

XLI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)	
113.	Greeting
114.	Asking students' Condition
115.	Warming up that related about the topic want to learn
116.	Attention about topic and the objective of study

WHILST ACTIVITIES (60 Minutes)***Presentation***

117. The Teacher giving questions that related to the material (Animal) while showing pictures or other media.
118. Teacher review about type and definition, generic structure and also language feature of descriptive text.
119. The teacher giving an example of descriptive text.
120. The teacher giving explanation about magnet summary strategy

Practise

121. The teacher write magnet word from the text given.
122. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

123. The Teacher ask students to read the text and write key words or phrases on the appropriate card.
124. The teacher ask the students to mention the word that relate to the magnet word
125. Students write summary related the magnet word in the form of descriptive text in white board.
126. Students Write simple short essay written text of the descriptive

POST ACTIVITIES (15 minutes)

25. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.
26. The teacher ask students “do you get the point our lesson today?”
27. Closing.

XLII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XLIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XLIV. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016
Researcher

Suparno

APPENDIX D

LESSON PLAN

SCHOOL	: MTs Aisyiyah Palembang
SUBJECT	: ENGLISH
CLASS	: VIII
MEETING	: 10TH
TIME ALLOCATION	: 2 X 45 MINUTES

I. STANDARD COMPETENCE

To express meaning in short functional written text and simple form of descriptive and recount text to interact in the daily life context.

II. BASIC COMPETENCE

To express meaning and rhetoric step in simple short essay written text of descriptive and recount text to interact in the daily life.

III. INDICATOR

- Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Students are able to write short essay written text of descriptive text.

s. Objective of the Study

At the end of the study, the students are able to:

- Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
- Write simple short essay written text of the descriptive

t. Material of the lesson

19. Text Type : Descriptive

The Prambanan Hinduism Temple

Prambanan is a stunningly beautiful building which was built in the 10th century during the supremacy of king Rakai Pikatan balitung. Risen as high as 47 feet (5 meters higher than Borobudur Buddhist temple), the foundation of this temple has answered the expectation, to show Hindu triumph in Java island.

This temple is placed 17 kilometers from the central of the city, in the middle of the area that becomes a beautiful park now. There is a common belief that Javanese people always tell about this temple to their descent. Prambanan temple has three core temples in the primary yard, which are named as Vishnu, Brahma, and Shiva. The third temple represents Trimurti in Hindu belief. All those three temples are facing east. Each of three main temples has an accompanying temple facing to the west. They are Nandini temple for Shiva, Swan temple for Brahma, and Garuda temple for Vishnu. Moreover, there are some other temples around. They are two temples wedge, four of the temple curtain, and 4 temples in each edge. The second page of this temple has 224 temples.

20. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Pharase
- Degree of Comparison

XLV. LEARNING METHOD

Magnet Summary Strategy

XLVI. LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)	
127.	Greeting
128.	Asking srtudents' Condition

129.	Warming up that related about the topix want to learn
130.	Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)	
<i>Presentation</i>	
131.	TheTeacher giving questions that related to the material (Animal) while showing pictures or other media.
132.	Teacher review about type and definiton, generic structure and also language feature of descriptive text.
133.	The teacher giving an example of descriptive text.
134.	The teacher giving explanation about magnet summary strategy
<i>Practise</i>	
135.	The teacher write magnet word from the text given.
136.	The teacher distribute index card to students. Ask students to write the magnet words in the center.
<i>Production</i>	
137.	The Teacher ask students to read the text and write key words or phrases on the appropriate card.
138.	The teacher ask the students to mention the word that relate to the magnet word
139.	Studentswrite summary related the magnet word in the form of descriptive text in white board.
140.	Students Write simple short essay written text of the descriptive
POST ACTIVITIES (15 minutes)	
28.	The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.
29.	The teacher ask students “do you get the point our lesson today?”
30.	Closing.

XLVII. MEDIA/SOURCE

Media : Related picture

Source : Internet

XLVIII. EVALUATION

Technique : Written

Form : Composition

Example of Instrument :

Make a composition descriptive text about your pet!

XLIX. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Palembang August 2016
Researcher

Suparno

APPENDIX E

VALIDITY AND REALIABILITY OF WRITING TEST

Level of appropriateness is categorized as follows:

Scale	Category
1	Very inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Result of the expert judgement:

No	Test Item	Level of Appropriateness of Writing Test Items					Category
		1	2	3	4	5	
1	Instruction					3	
2	Topic				1	2	
3	Time Allocation				2	1	
4	Content				2	1	
5	Rubric				2	1	
Comment :							

APPENDIX E

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : *Nora L.P., M.Pd.* Institution : *UIN RF Palembang.*
 Occupation : *Lecturer of English* Date : *August 15th, 2016*

Information : The writing test will be conducted for Eight Grade Students of
 MTS Aisyiyah Palembang

The scale of response is categorized as follows:

Scale	Category
1	Very inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction : For each of item bellow, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriatness of Writing Test Items					Category
		1	2	3	4	5	
1	Instruction					✓	
2	Topic					✓	
3	Time Allocation				✓		
4	Content				✓		
5	Rubric				✓		
Comment : <i>Rense as suggested</i>							

Palembang, August, 15 2016
 Validated by.

NH
 Nova Lingga P., M.Pd.

APPENDIX E

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : Deta Desvitasari, M.P.¹ Institution : PBI UIN RF
 Occupation : English Lecturer Date : August 18th, 2016

Information : The writing test will be conducted for Eight Grade Students of

MTS Aisyiyah Palembang


The scale of response is categorized as follows:

Scale	Category
1	Very inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction : For each of item bellow, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Category
		1	2	3	4	5	
1	Instruction					✓	Very Appropriate
2	Topic				✓		Appropriate
3	Time Allocation					✓	Very Appropriate
4	Content				✓		Appropriate
5	Rubric				✓		Appropriate
Comment : Revise as suggested!							

Palembang, August, 18 2016
 Validated by.


 Deta Desvitasari, M.P.

APPENDIX E

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : Janita Norena, M.Pd Institution : PBI UIN RF
 Occupation : English Lecturer Date : August 18th, 2016

Information : The writing test will be conducted for Eight Grade Students of
 MTS Aisyiyah Palembang

The scale of response is categorized as follows:

Scale	Category
1	Very inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction : For each of item bellow, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No	Test Item	Level of Appropriatness of Writing Test Items					Category
		1	2	3	4	5	
1	Instruction					√	Very Appropriate
2	Topic					√	Very Appropriate
3	Time Allocation				√		Appropriate
4	Content					√	Very Appropriate
5	Rubric					√	Very Appropriate
Comment : Please revise as suggested !							

Palembang, August, 18 2016
 Validated by.


 Janita Norena, M.Pd.

APPENDIX F

Writing Test

Direction :

1. Write your name and your class on the answer sheet.
(Tulislah nama dan kelas kamu di lembar jawaban).
2. Make a composition of descriptive text that consists of at least 100 words in two paragraphs by choosing one of the titles below on the answer sheet within 50 minutes!
(Buatlah sebuah karangan teks deskripsi yang sedikitnya terdapat 100 kata dalam dua paragraf dengan memilih salah satu topik di bawah ini pada lembar jawaban selama 40 menit).
3. Pay attention to the scoring system when you are writing. They are content (1-4), organization (1-4), grammar (1-4), vocabulary (1-4), and mechanics (1-4).
(Perhatikan skor pada sistem penilaian penulisan. Diantaranya isi (1-4), organisasi (1-4), tata bahasa (1-4), kosakata (1-4), dan mekanik (1-4).

The titles for making the composition of Descriptive Text!

6. My Father
7. My Village
8. My Cat
9. My House
10. My English Teacher

APPENDIX G

Descriptive Writing Analytical Evaluation Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30 % - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% -Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5 x
	3	Few misuse of vocabularies, word forms but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words forms and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization.	1.5 x
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

APPENDIX H

LETTER OF STATEMENT

Name : Nova Lingga Pitaloka, S.Pd., M.Pd.

Occupation : An English Lecturer at Raden Fatah Islamic University

States that

Name : Suparno

Student's number : 10250062

is the truly students of English Education Study Program of Raden Fatah Islamic University who asked me to be one of the raters for his study entitled "Teaching Descriptive Writing by Using Magnet Summary Strategy to The Eighth Grade Students of MTs Aisyiyah Palembang"

Palembang, November 18th, 2016



Nova Lingga Pitaloka, S.Pd., M.Pd.

APPENDIX H

LETTER OF STATEMENT

Name : Janita Norena, S.Pd., M.Pd.
Occupation : An English Instructor at Sriwijaya University Language Institute.

States that

Name : Suparno
Student's number : 10250062

is the truly students of English Education Study Program of Raden Fatah Islamic University who asked me to be one of the raters for his study entitled "Teaching Descriptive Writing by Using Magnet Summary Strategy to The Eighth Grade Students of MTs Aisyiyah Palembang"

Palembang, November 17th, 2016



Janita Norena, S.Pd., M.Pd.

APPENDIX H

LETTER OF STATEMENT

Name : Deta Desvitasari, S.Pd., M.Pd.

Occupation : An English Lecturer at Sriwijaya University Language Institute


States that

Name : Suparno

Student's number : 10250062

is the truly students of English Education Study Program of Raden Fatah Islamic University who asked me to be one of the raters for his study entitled "Teaching Descriptive Writing by Using Magnet Summary Strategy to The Eighth Grade Students of MTs Aisyiyah Palembang"

Palembang, November 18th, 2016



Deta Desvitasari, S.Pd., M.Pd.

APPENDIX I

Students' Pretest Score in Experiment Group

No	Students' Name	Rater I	Rater II	Rater III	Average
1	A	2	2	2	2
2	B	6	2	2	3
3	W	2	2	2	2
4	M	0	5	6	5
5	h	4	0	6	5
6	h	0	9	2	9
7	B	9	9	6	8
8	h	0	4	2	4
9	h	2	2	2	2
10	B	0	0	2	5
11	M	9	7	2	9
12	h	0	9	6	6
13	h	9	6	2	8
14	h	2	2	2	2
15	h	2	2	2	2
16	h	2	2	2	2
17	M	2	2	2	2
18	M	0	6	4	5
19	M	9	6	6	9
20	M	2	4	2	2
21	M	2	3	6	3
22	M	2	2	2	2
23	h	2	2	2	2
24	h	2	6	2	9
25	h	2	2	2	2
26	W	2	2	2	2
27	h	2	2	2	2
28	B	6	6	2	6
29	h	2	2	2	2
30	h	6	9	2	4
31	h	9	3	2	9
32	h	0	9	6	9
33	A	4	9	7	2
34	h	2	2	2	2

APPENDIX I

Students' Pretest Score in Control Group

No	Students' Name	Rater I	Rater II	Rater III	Average
1	Aldi	8	9	8	8
2	Alfiansyah Ari. T	2	2	2	2
3	Anggi Puspa Sari	2	2	2	2
4	Anisa Adilla	2	3	3	2
5	Anisa Tri Wulandari	2	3	2	2
6	Anjelika Alfina	2	3	2	2
7	Bella Anda Resta	5	9	2	4
8	Bobby Kurniawa	4	8	2	5
9	Deden Adi Setiawan	4	6	6	5
10	Desi Devita Sari	2	8	2	4
11	Diva Lenggo Weni	3	3	2	3
12	Eni Kartini	2	3	2	2
13	Ferzian Arsi	2	3	2	2
14	Gunawan	2	2	2	2
15	Ida Royani	6	3	2	6
16	Jauhar Abdul Gani	2	0	2	2
17	Lucky Ferial	2	2	2	2
18	M. Finy Pranata	6	6	2	8
19	M. Gibran Hakim	2	2	2	3
20	M. Ridwan	2	2	2	2
21	M. Wildam Dwianyah	6	6	4	6
22	Melantika	6	6	4	2
23	M. Oktariadi	0	6	4	5
24	Nurjasmine Azzahra	2	6	6	6
25	Purnama Sari	6	5	2	9
26	Putri Fitriani	2	2	2	2
27	Ratih Purwasih	2	0	2	3
28	Sintia Puspita Sari	7	2	6	9
29	Siska Ulandari	8	5	2	8
30	Tia Aprianti	4	2	2	4
31	Nadira Mardiah	2	5	2	8
32	Cornelia Delvina. A	2	6	2	3
33	Putri Khoirunnisa	0	6	2	2
34	Ibnu Tri Ariawan	2	2	2	2

APPENDIX J

Students' Posttest Score in Experiment Group

No	Students' Name	Rater I	Rater II	Rater III	Average
1	A	6	8	7	6
2	B	7	8	6	6
3	C	6	9	6	6
4	D	9	8	6	8
5	E	8	7	6	5
6	F	8	8	7	7
7	G	7	6	6	6
8	H	8	9	7	8
9	I	7	9	6	7
10	J	8	6	4	9
11	K	4	6	7	9
12	L	6	9	7	6
13	M	6	7	5	6
14	N	6	6	5	6
15	O	7	6	6	6
16	P	8	8	6	8
17	Q	7	5	8	6
18	R	7	9	6	8
19	S	7	9	9	8
20	T	9	5	7	8
21	U	6	9	9	8
22	V	5	5	7	9
23	W	8	7	6	8
24	X	5	4	6	7
25	Y	7	8	8	8
26	Z	5	8	7	7
27	AA	6	4	7	9
28	AB	8	6	8	8
29	AC	7	6	5	6
30	AD	8	8	5	9
31	AE	6	5	7	8
32	AF	9	6	5	7
33	AG	7	8	5	7
34	AH	7	8	6	7

APPENDIX J

Students' Posttest Score in Control Group

No	Students' Name	Rater I	Rater II	Rater III	Average
1	Aldi	3	9	8	8
2	Alfiansyah Ari. T	2	2	2	2
3	Anggi Puspa Sari	2	2	3	6
4	Anisa Adilla	2	3	2	2
5	Anisa Tri Wulandari	5	5	3	5
6	Anjelika Alfina	3	6	2	3
7	Bella Anda Resta	6	5	6	2
8	Bobby Kurniawa	6	6	6	5
9	Deden Adi Setiawan	8	5	6	6
10	Desi Devita Sari	6	8	2	5
11	Diva Lenggo Weni	7	8	8	6
12	Eni Kartini	2	3	2	8
13	Ferzian Arsi	2	3	2	8
14	Gunawan	6	2	2	5
15	Ida Royani	3	6	6	4
16	Jauhar Abdul Gani	6	5	6	5
17	Lucky Ferial	6	2	2	6
18	M. Finy Pranata	3	6	2	3
19	M. Gibran Hakim	6	6	6	6
20	M. Ridwan	2	3	6	4
21	M. Wildam Dwianyah	2	6	6	5
22	Melantika	8	6	8	6
23	M. Oktariadi	2	3	6	6
24	Nurjasmine Azzahra	6	6	6	6
25	Purnama Sari	2	3	2	8
26	Putri Fitriani	2	3	2	8
27	Ratih Purwasih	3	6	2	3
28	Sintia Puspita Sari	6	8	5	7
29	Siska Ulandari	6	6	6	6
30	Tia Aprianti	6	6	6	6
31	Nadira Mardiah	7	7	2	6
32	Cornelia Delvina. A	7	6	6	6
33	Putri Khoirunnisa	2	6	2	6
34	Ibnu Tri Ariawan	2	3	2	8

APPENDIX K

FREQUENCIES VARIABLES=pre_control /ORDER=ANALYSIS.

Frequencies

[DataSet0]

Statistics

pre_control

N	Valid	34
	Missing	0

pre_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25.00	6	17.6	17.6	17.6
26.00	1	2.9	2.9	20.6
29.00	2	5.9	5.9	26.5
30.00	2	5.9	5.9	32.4
31.00	3	8.8	8.8	41.2
32.00	1	2.9	2.9	44.1
33.00	1	2.9	2.9	47.1
34.00	3	8.8	8.8	55.9
35.00	1	2.9	2.9	58.8
36.00	1	2.9	2.9	61.8
38.00	1	2.9	2.9	64.7
41.00	1	2.9	2.9	67.6
44.00	1	2.9	2.9	70.6
48.00	1	2.9	2.9	73.5
49.00	1	2.9	2.9	76.5
51.00	1	2.9	2.9	79.4
52.00	1	2.9	2.9	82.4
56.00	1	2.9	2.9	85.3
57.00	1	2.9	2.9	88.2
58.00	2	5.9	5.9	94.1
59.00	1	2.9	2.9	97.1
61.00	1	2.9	2.9	100.0
Total	34	100.0	100.0	

APPENDIX L

FREQUENCIES VARIABLES=post_control /ORDER=ANALYSIS.

Frequencies

[DataSet0]

Statistics

post_control

N	Valid	34
	Missing	0

post_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28.00	5	14.7	14.7	14.7
30.00	2	5.9	5.9	20.6
32.00	2	5.9	5.9	26.5
33.00	2	5.9	5.9	32.4
35.00	1	2.9	2.9	35.3
36.00	1	2.9	2.9	38.2
37.00	1	2.9	2.9	41.2
40.00	1	2.9	2.9	44.1
41.00	2	5.9	5.9	50.0
45.00	3	8.8	8.8	58.8
48.00	1	2.9	2.9	61.8
50.00	1	2.9	2.9	64.7
51.00	1	2.9	2.9	67.6
52.00	1	2.9	2.9	70.6
55.00	1	2.9	2.9	73.5
61.00	1	2.9	2.9	76.5
64.00	2	5.9	5.9	82.4
67.00	1	2.9	2.9	85.3
69.00	2	5.9	5.9	91.2
70.00	1	2.9	2.9	94.1
72.00	1	2.9	2.9	97.1
76.00	1	2.9	2.9	100.0
Total	34	100.0	100.0	

APPENDIX M

FREQUENCIES VARIABLES=pretest_exp /ORDER=ANALYSIS.

Frequencies

[DataSet0]

Statistics

pretest_exp

N	Valid	34
	Missing	0

pretest_exp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	11	32.4	32.4	32.4
	26.00	2	5.9	5.9	38.2
	29.00	1	2.9	2.9	41.2
	31.00	1	2.9	2.9	44.1
	32.00	1	2.9	2.9	47.1
	33.00	1	2.9	2.9	50.0
	34.00	1	2.9	2.9	52.9
	35.00	1	2.9	2.9	55.9
	41.00	1	2.9	2.9	58.8
	43.00	1	2.9	2.9	61.8
	44.00	1	2.9	2.9	64.7
	45.00	2	5.9	5.9	70.6
	46.00	1	2.9	2.9	73.5
	48.00	2	5.9	5.9	79.4
	50.00	1	2.9	2.9	82.4
	51.00	2	5.9	5.9	88.2
	53.00	1	2.9	2.9	91.2
	55.00	1	2.9	2.9	94.1
	59.00	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

APPENDIX N

FREQUENCIES VARIABLES=post_experiment /ORDER=ANALYSIS.

Frequencies

[DataSet0]

Statistics

post_experiment

N	Valid	34
	Missing	0

post_experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 39.00	1	2.9	2.9	2.9
40.00	1	2.9	2.9	5.9
47.00	1	2.9	2.9	8.8
48.00	1	2.9	2.9	11.8
49.00	1	2.9	2.9	14.7
53.00	1	2.9	2.9	17.6
58.00	1	2.9	2.9	20.6
59.00	3	8.8	8.8	29.4
62.00	1	2.9	2.9	32.4
65.00	2	5.9	5.9	38.2
66.00	2	5.9	5.9	44.1
67.00	2	5.9	5.9	50.0
68.00	3	8.8	8.8	58.8
69.00	1	2.9	2.9	61.8
70.00	1	2.9	2.9	64.7
71.00	2	5.9	5.9	70.6
74.00	1	2.9	2.9	73.5
77.00	2	5.9	5.9	79.4
78.00	2	5.9	5.9	85.3
79.00	1	2.9	2.9	88.2
84.00	2	5.9	5.9	94.1
85.00	1	2.9	2.9	97.1
87.00	1	2.9	2.9	100.0
Total	34	100.0	100.0	

APPENDIX O

```
DESCRIPTIVES VARIABLES=pre_control /STATISTICS=MEAN STDDEV MIN  
MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_control	34	25.00	61.00	38.1471	12.06330
Valid N (listwise)	34				

APPENDIX P

```
DESCRIPTIVES VARIABLES=post_control /STATISTICS=MEAN STDDEV MIN  
MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post_control	34	28.00	76.00	45.9706	15.51048
Valid N (listwise)	34				

APPENDIX Q

```
DESCRIPTIVES VARIABLES=pre_exp /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_exp	34	25.00	59.00	37.0294	11.85898
Valid N (listwise)	34				

APPENDIX R

```
DESCRIPTIVES VARIABLES=post_experiment /STATISTICS=MEAN STDDEV  
MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post_experiment	34	39.00	87.00	66.3824	12.39994
Valid N (listwise)	34				

APPENDIX S

NPAR TESTS /K-S(NORMAL)=pre_control /MISSING ANALYSIS.

NPar Tests

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		pre_control
N		34
Normal Parameters ^{a,b}	Mean	38.1471
	Std. Deviation	12.06330
Most Extreme Differences	Absolute	.193
	Positive	.193
	Negative	-.138
Kolmogorov-Smirnov Z		1.127
Asymp. Sig. (2-tailed)		.157

a. Test distribution is Normal.

b. Calculated from data.

NPAR TESTS /K-S(NORMAL)=pre_experiment /MISSING ANALYSIS.

NPar Tests

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		pre_experiment
N		34
Normal Parameters ^{a,b}	Mean	37.0294
	Std. Deviation	11.85898
Most Extreme Differences	Absolute	.206
	Positive	.206
	Negative	-.155
Kolmogorov-Smirnov Z		1.202
Asymp. Sig. (2-tailed)		.111

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX T

NPAR TESTS /K-S(NORMAL)=post_control /MISSING ANALYSIS.

NPar Tests

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		post_control
N		34
Normal Parameters ^{a,b}	Mean	45.9706
	Std. Deviation	15.51048
Most Extreme Differences	Absolute	.130
	Positive	.130
	Negative	-.123
Kolmogorov-Smirnov Z		.759
Asymp. Sig. (2-tailed)		.611

a. Test distribution is Normal.

b. Calculated from data.

NPAR TESTS /K-S(NORMAL)=post_experiment /MISSING ANALYSIS.

NPar Tests

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		post_experiment
N		34
Normal Parameters ^{a,b}	Mean	66.3824
	Std. Deviation	12.39994
Most Extreme Differences	Absolute	.132
	Positive	.067
	Negative	-.132
Kolmogorov-Smirnov Z		.770
Asymp. Sig. (2-tailed)		.593

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX U

ONEWAY SS_Score BY Categories /STATISTICS HOMOGENEITY /MISSING ANALYSIS.

Oneway

[DataSet0]

Test of Homogeneity of Variances

SS_Score

Levene Statistic	df1	df2	Sig.
.083	1	66	.774

ANOVA

SS_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.235	1	21.235	.148	.701
Within Groups	9443.235	66	143.079		
Total	9464.471	67			

APPENDIX V

ONEWAY SS_Score BY Categories /STATISTICS HOMOGENEITY /MISSING ANALYSIS.

Oneway

[DataSet0]

Test of Homogeneity of Variances

SS_Score

Levene Statistic	df1	df2	Sig.
3.888	1	66	.053

ANOVA

SS_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7082.882	1	7082.882	35.923	.000
Within Groups	13013.000	66	197.167		
Total	20095.882	67			

APPENDIX W

```
GET
FILE='C:\Users\User\Documents\experiment_paired_sample_t_test.sav'
. T-TEST PAIRS=posttest_experimenta WITH pretest_experimenta
(PAIRE) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
```

T-Test

```
[DataSet1]
C:\Users\User\Documents\experiment_paired_sample_t_test.sav
```

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest_experimenta	66.3824	34	12.39994	2.12657
pretest_experimenta	37.0294	34	11.85898	2.03380

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posttest_experimenta & pretest_experimenta	34	.227	.196

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest_experimenta - pretest_experimenta	29.35294	15.08337	2.58678	24.09010	34.61578	11.347	33	.000

APPENDIX X

```
GET FILE='C:\Users\User\Documents\independent_t_test.sav'. T-
TEST GROUPS=Categories(1 2) /MISSING=ANALYSIS
/VARIABLES=SS_Score /CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\User\Documents\independent_t_test.sav

Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	posttest_experimental	34	66.3824	12.39994	2.12657
	posttest_control	34	45.9706	15.51048	2.66002

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SS_Score	Equal variances assumed	3.888	.053	5.994	66	.000	20.41176	3.40559	13.61229	27.21124
	Equal variances not assumed			5.994	62.949	.000	20.41176	3.40559	13.60613	27.21740