Using Tourism Brochures in Teaching Descriptive Writing to the Tenth Grade Hotel Accommodation Students of SMK Negeri 6 Palembang

UNDERGRADUATE THESIS

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

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Bapak Dekan Fakultas Ilmu
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di
Palembang

Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"USING TOURISM BROCHURES IN TEACHING DESCRIPTIVE WRITING TO THE TENTH GRADE HOTEL ACCOMMODATION STUDENTS OF SMK NEGERI 6 PALEMBANG",** ditulis oleh saudari **Mutiara Yusitaria (12250093)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

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DEDICATION

This thesis is dedicated to :

- Allah Subhanawata'ala, The greatest of the greats who has given rahmat and hidayah. Allhamdulillah, Wasyukurillah, walailahaillallahu Wallahuakbar.
- My Prophet Muhammad Shallahu'alayhi wa sallam with his famillies, his friends and his followers.
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Motto:

You will see the brightest stars in the darkest night

Indeed, with hardship there will be ease (Al-Insyirah : 6)

STATEMENT PAGE

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State that

1. All the data information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the result of my observation, process and thought with guidance of my advisor.
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,

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12250093

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Palembang, March 2017

The Writer,

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ABSTRACT

This study was aimed to find out whether or not: (1) there was significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang; and (2) there was significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang. In this study, 60 tenth grade hotel accommodation students at SMK Negeri 6 Palembang in academic year of 2016/2017 were taken as the samples by using purposive sampling. The students were grouped in two (i.e: experimental group and control group). Experimental group consisted of 30 students, and control group consisted of 30 students. The experimental group was given the treatment by using Tourism Brochures while the control group was not. The data were collected by giving pretest and posttest to both groups. To analyze the data, paired sample t-test and independent sample t-test were used. The results of this study showed that (1) the p-output 0.000 was lower than significance level 0.05 and t-obtained 22.214 was higher than t-table 2.045 with df = 29. It means that there was significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang, and (2) the p-output 0.000 was lower than significance level 0.05 and t-obtained 16.532 was higher than t-table 2.002 with df = 58. It means that there was significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang. In conclusion, using tourism brochures was effective media to improve students' descriptive writing.

Keywords: Tourism Brochures, Descriptive Writing

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CHAPTER I

INTRODUCTION

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

1.1 Background

People use language to express their mind, wishes and ideas. Language is a tool of communication of human society (Zhang, 2013). Language is not only used for daily conversation but also used in education, research and science both spoken and written. English is one of them. The main role of English as an international language is to enable people around the world to communicate and interact (Latifah, 2016, p.1). Since English becomes an International language and includes in one of the lessons for national exam, there are many qualified schools improve their English teaching and learning quality. In Indonesia, Ministry of National Education and Culture number 096/1967 decided that English is stipulated as the first foreign language for all indonesian students from lower secondary education to university levels (Bera, 2009).

Speaking, reading, writing, and listening are the four skills which are needed to master English. Among these four skills, writing is one of the important skills of a language. According to Mayers (2005), writing is an action – a process of discovering and organizing your ideas, putting them on paper, reshaping them and revising. Writing can be said as a means of communication between the writer and the reader (Gayatri, 2015). Moreover, according to Spelkova and Hurst (2008),

writing is connected with speaking in several different ways. Therefore, effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge (Defazio, Jones, Tennant & Hook, 2010).

Writing activity can give an important contribution to human life because, writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Graham & Perin, 2007). In the same way, Harmer (2004, p.4) states that writing is used for a wide variety of purposes and it is produced in many different forms. Thus, in the global era people need to write letter, proposal, thesis, and paper in English to work in a prestigious company and to study abroad. Furthermore, as reported in *Kompas.com*, writing activity can keep the sharpness of the brain (Pininta, 2016).

However, writing is often considered much more "difficult" perhaps because of attitudes towards the value of written texts and notions associated with "correctness" and the gravity of errors (Spelkova & Hurst, 2008) and writing is considered as the most difficult skill because it involves many aspects of language such as grammar, spelling, vocabulary, idiom, and culture (Valette, 1977, p. 217). Then, writing habit in Indonesia is lower than reading habit (Khak, 2011). It is proven that due to the lack of publication in international journals, Indonesian universities' ranking dropped drastically in QS World University Rankings 2013 for 100 levels down (Nurfuadah, 2013). Moreover, as reported in *Kompas.com*, writing culture in Indonesia is lower than Vietnam because Vietnam could produce 15,000 new titles a year, while Indonesia is at most 12,000 titles (Bagun,

2009). The last, Scopus and Scimago as the indexers of many journals in the world note that from 1996 – 2013 and Indonesia is in the 6th place with the number of journal publication 25.481. This number is far from satisfying compared to Malaysia is in the 37th place with the number 125.084 and Singapore is in the 32nd place with the number of journal publication 171.037 (Subekti, 2015). It can be concluded that writing habit in Indonesia is low and writing habit in Indonesia should be improved.

In relation to writing skill in education field, students have to able to express their thoughts in writing to develop their ideas. It is obvious that students need to be taught not only how to communicate orally, but also how to communicate in written form. Beside that, students still face many problems in writing. Seyabi and Tuzlukova (2014) explain that there are five main types of writing problems: (1) deciding how to start an essay/paragraph; (2) not knowing how to write a correct English sentence; (3) putting the ideas together in a coherent way; (4) choosing the right vocabulary to express ideas; and (5) not having enough ideas about the topics that the teachers ask to write about. While, Harmer (2004) said, writing is a weird activity for students because they seldom write even in their own language. In other hand, writing can be said as the most boring activity for students in the classroom.

According to K-13 (school based curriculum) for the tenth grade students of vocational high school, there are a variety of texts that must be learned such as recount text, narrative text, descriptive text and procedure text. Among these four texts, descriptive text is one of the genres that must be taught, so that the students

know how to describe any object (person, place or thing) in their surroundings (Depdiknas, 2006). Students are demanded to be able to write a text to describe people, thing, place, etc. Moreover, the roles of descriptive writing to students of vocational high school are students can interact and communicate with tourist. It should be described in detail, so the reader can get clear description of the object (Faisal and Suwandita, 2013). Latifah (2016) investigated problems faced by students in descriptive writing that students get confused to choose appropriate words to describe a particular object in their mind, organizing their idea and also grammar.

Furthermore, based on the informal interview with the tenth grade students of SMK Negeri 6 Palembang. Most of the students were still confused to write descriptive paragraph because it was hard for them to create the theme and put down their idea in a blank paper and also they had limited words to describe particular object or place. It was caused by their limited vocabulary, low information or idea and inspiration to write and the minimum grammatical knowledge.

Therefore, this study needs media to make an easy way to write. According to Howard (1998), the teaching that uses visual aids will almost certainly be better. Similarly, Werff (2003) agrees that pictures are good sources material for practicing speaking, listening, writing, vocabulary, and grammar, it can stimulate students to come up with their many more effective and enjoyable activities. Without any media it is difficult for students to find out inspiration and information, especially for those who have low imagination. Therefore, media are

helpful in teaching learning process and one of the media is tourism brochure. According to Kurniawan and Rosa (2013, p.3), tourism brochure is a booklet containing information or advertisement of business. While, tourism brochure is one of the teaching media that can be used in teaching descriptive text, it gives visual aid to students in learning writing descriptive text (Putri, 2012). There are much information in the tourism brochure that can be used for teaching English especially and it will be much more effective to improve students' descriptive writing skill.

Tourism brochure gives them a context, a real-world purpose for writing, and strong motivation to find the words and develop the writing skills that will serve their needs (Johari, 2008). The features of tourism brochure consist of pictures and places such as hotels, resorts, restaurants and brief descripcion of each place, cost, food or sport etc. Because tourism brochures consist picture and brief description place and other, it will help students on finding the idea, information, new vocabullary and construction the grammar (Kurniawan & Rosa, 2013) and then, the good criteria for brochure that are a brochure should be clear, attractive, brief, and a good brochure will grab the attention of the reader, provide needed information while inspiring the reader to take action (Pennisi, Gunawan, Major, & Winder, 2011).

Teaching English by using tourism brochure in vacational high school will be more helpful for students because they can learn and pratice English beside that, focuses on novice level, novice level is a level for beginners and here are some basic compotences for the class X in vocational high school that are related

in novice level is describing objects, place, undestand basic social expressions for life importance and understand foreign words (Sari & Rozani, 2013).

To strengthen the current study, the similar studies are found. The first is research conducted by Sari and Rozani (2013), reporting that there was a significant improvement toward students' English skills. Furthermore, the second is the research conducted by Gayatri (2015), showing that there was a significant improvement in students' descriptive writing achievement by using tourism brochure as a media. The last is a research conducted by Ismawarningtyas (2015), this study showed that the students became more active and enthusiastic in learning vocabulary items by using tourism brochures.

Finally, based on the problems and condition above, a research entitled **"**Using Tourism Brochures in Teaching Descriptive Writing to the Tenth Grade Hotel Accommodation Students of SMK Negeri 6 Palembang" was conducted.

1.2 Problems of the Study

Based on the background above, this study aims at answering the following questions:

1. Is there any significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang?
2. Is there any significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang?

1.3 Objectives of the Study

The objectives of this study are to find out:

1. Whether or not there is any significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang.
2. Whether or not there is any significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang.

1.4 Significance of the Study

The results of this study are expected to give the beneficial contribution for teachers of English, students or learners, and the next researchers.

For teachers, this study will give meaningful information to English teachers in helping them to improve students descriptive writing skill through tourism brochures as the media in descriptive paragraph.

For students, this study will be helpful to improve students' achievement in descriptive writing skill through the use of tourism brochures and to motivate students to write in English.

For the next researchers, the result of this study is expected to be useful in providing the references for those who intend to conduct with similar variables and help them as the guide in developing their research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) theoretical description, (2) previous related studies, (3) hypotheses, (4) criteria of hypotheses testing, and (5) research setting.

2.1 Theoretical Description

2.1.1 The Concept of Writing

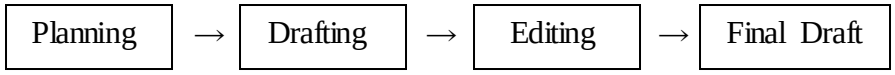
According to Meyers (2005), writing is an action - a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. Writing is one of the important skills of a language (Faisal & Suwandhita, 2013). Effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge (Defazio, Jones, Tennant & Hook, 2010). Writing is very important to support communication among human being, through writing, they can also transfer information and knowledge to others. Brown (2001) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skills that not everyone develops naturally.

According to Brown (2001), witing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clear meaning, how to edit text for appropriate grammar, and how to produce final product. Similary, according to Nunan (2003), writing can be defined by a series of contrast. The first, writing is both a physical

and a mental act. Writing is the physical act of commiting words or ideas to some medium and writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, writing is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads.

Furthemore, Harmer (2004) states that there are some steps to write. The process presented as below:

Figure 1 : Process of Writing



1. Planning (Pre-writing)

Oshima and Hogue (2007, p. 27) state prewriting is a way to get ideas. Before starting to write, students decide what they are going to write, choose topic and collect idea and involve making detailed notes.

2. Drafting

Oshima and Hogue (2007, p. 28) suggest students to write a rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation. Students just get the ideas down on paper. There will be probably many errors in the rough draft. Because it is just a rough draft. Students will fix

the errors later. One dimension of a good writing is writers' ability to visualize the audience.

3. Editing

According to Grenville (2001), editing means making the sentences flow in a clear, easy-to-read way and it also bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing. In editing (reflecting and revising), perhaps when the way something is written is ambiguous or confusing, or the information is not clear, the teacher can give comments and make suggestions. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

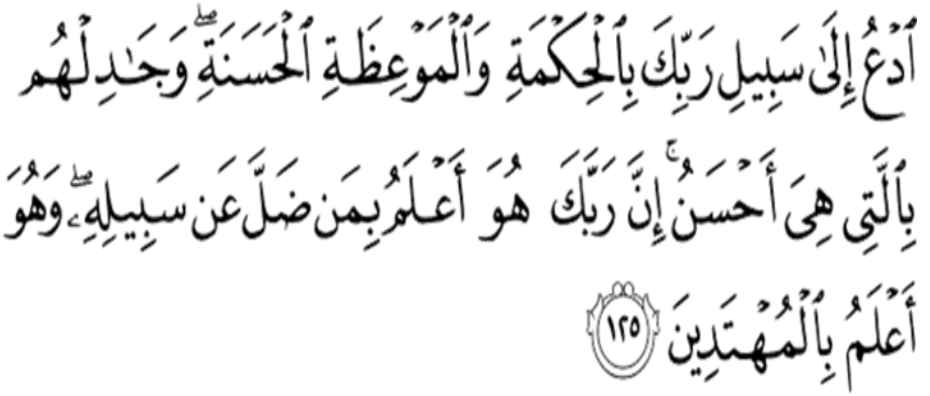
4. Final Draft

The last step is the final, in which the students is ready to send the writen text to intended audience.

2.1.2 The Concept of Teaching Writing

According to Brown (2007), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand.

In the holy Quran Surah An-Nahl (125), it is explained about teaching in islam is a compulsory.


ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِۖ وَجَٰدِلۡهُم
بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ وَهُوَ
أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ١٢٥

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided." (QS. 16:125). In this Surah, there are three principles in the implementation of the delivery methods, they are: preaching, teaching and communication.

However, writing is a skill which requires organization of ideas to be communicated in a text (Inderawati & Hayati, 2011). The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements (Heaton, 2005). In teaching writing the result have to be achieved at the end of teaching and the process of writing must take the students learn how to write in a right way. Even, learning to write in English as a foreign language is an uphill struggle for most students. Furthermore, students need to know how to write, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media (Faisal & Suwandhita, 2013).

Raimes (1983) mentions at least there are two main reasons for teaching writing. First, writing is about communicative reasons while meeting a new culture. Second, writing can work as an important learning tool. More specifically, Raimes (1983) states that writing helps our students learn. because? (1) writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students; (2) when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks; (3) when they write, they necessarily become very involved with the language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

2.1.3 The Concept of Descriptive Writing

Based on K13 (School Based Curriculum) for Senior High School/Vocational High School, some text types are taught to the students, and descriptive text is one of the texts that should be learned by the tenth grade students. According to Kane (2000), descriptive text is description about sensory experience how something looks, sounds, tastes. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description (Harmenita & Tiarina, 2013). It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail.

According to Siahaan and Shinoda (2008), the characteristics of descriptive text are:

1. Text Function

The text function or usually called social purpose. The social function of this paragraph is to describe a particular person, place or thing.

2. Generic Structure

According to Siahaan & Shinoda (2008), descriptive text is a text containing two components namely identification and description.

Descriptive text has:

1) Identification : identifies phenomenon to be described.

2) Description : describes parts, characteristics, and qualities.

The identification is to identify the object to describe, while the description to describe parts, characteristics, and the qualities of the part of the object.

3. Language Features of Descriptive Text

According to Gerot & Wignell cited in Mursyid (2011), language features of descriptive text are:

a) Focus on the specific participants

b) Using attributive and identify process

c) Using Simple Present Tense

The following is the example of descriptive text:

Mount Bromo	
Identification	Mount Bromo is located in Probolinggo Regency not far from Malang Regency.
Description	This mountain is very interesting because you can see the beautiful sunrise and sunset from this mountain. Beside that you can see the beautiful or large field, people call it 'Lautan Pasir' or 'The

	Desert Sea'. It is very beautiful if you see it from the top of Mount Bromo. On the top of Mount Bromo, there are also a 'Kawah' or 'Crater', where visitors can make their body warm in the cold condition of this mountain. In this crater, you can see some beautiful colors of fire and beautiful smoke going up to the sky. To go to the top of the mountain, you can ride a horse. You can rent a horse cheaply and there are some guides who will help you to get some stories about Bromo and the people's life who live there. Generally, the people around Bromo follow Hinduism. According to the story, the Bromo people come from the Majapahit Kingdom, the biggest Kingdom in Archipelago.

Source: English materials to improve your English skill. Retrieved from http://khitdhys.blogspot.co.id/2009/09/descriptive-textmount-bromo.html

2.1.4 The Concept of Tourism Brochures as a Media

According to Harmer (2007), media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basic of a whole activity. The monotonous way of teaching invites boredom for the students. In this case, media is the appropriate choice to motivate and build up their spirit in studying. According to Putri (2012), tourism brochure is one of teaching media that can be used by the teaching in teaching descriptive writing, it gives visual aid to students in learning writing descriptive text.

The good criteria for brochure are a brochure should be clear, attractive, brief, and a good brochure will grab the attention of the reader, provide needed information while inspiring the reader to take action (Pennisi, Gunawan, Major, & Winder, 2011). As the media, brochure was applied for teaching in the classroom. A brochure is an informational pamphlet or leaflet advertising an organization, business, event, product, or service (Pennisi, Gunawan, Major, & Winder, 2011). Brochures also provide colorful pictures and simple explanation about something or place. By looking at the pictures, students are expected to get inspiration to write a descriptive text. Tourism brochure can help teachers in arise students' curiosity and imagination, it will stimulate and improve student's imagination with paying attention and keeping their eyes on brochure (Thompson, 2008).

According to Sari and Rozani (2013), brochures have some advantages as media for teaching English, such as:

a. Students feel comfort and enjoy in studying.
b. Brochures can help students to explore new vocabularies to develop their English skill.
c. Brochures can help students get new information and generate their ideas
d. Brochures are easy to apply, simple and colorful.

Kurniawan and Rosa (2013) define tourism brochure as a booklet that contains specific information or advertisement of business. The features of tourism brochure consist pictures of places, facilities, and a brief description of the place.

2.1.5 Teaching Descriptive Text by Using Tourism Brochures

Kurniawan and Rosa (2013) propose some steps in teaching descriptive text by using tourism brochures, they are:

1. Teacher explains about descriptive text to the students (the purpose, the generic structures, and the language features)
2. Teacher correlates descriptive text with tourism brochures
3. Teacher shows the example of tourism brochures to the students
4. Teacher teaches the students how to read tourism brochures
5. Teacher asks the students about what they see in the tourism brochures (the colorful picture and the brief description in the brochure)
6. Teacher asks the students to write what they see in the tourism brochures
7. From their list, they can develop their descriptive paragraph
8. Teacher divides the tourism brochures one by one
9. Students work to create a descriptive paragraph based on the tourism brochures given
10. Teacher gives respond toward students' writing
11. Students revise and edit their writing
12. Teacher asks students to read their descriptive paragraph in front of the class

2.2 Previous Related Studies

In this study, the writer finds out some previous studies which are related to the writer's present study. First, "Using Tourism Brochures to Improve

Descriptive Writing Achievement of The Tenth Grade Student of SMA Negeri 14 Palembang" written by Gayatri in 2015. In the study, the researcher found that there was a significant improvement in students' descriptive writing achievement by using tourism brochure as the media. In the beginning, students' scores were low, but after applying the media, their scores increased and students' motivation in studying became higher. It also showed that tourism brochure is effective to be media in teaching and learning activity. The difference is the reseacher choose the venue for research in Senior High School but the writer in Vocational High School. While, there are several similarities between this study and writer's study. Those are: (1) both studies using tourism brochures a media to teach english; (2) both studies choose a descriptive writing skill; and (3) both studies choose the level of students is the tenth grade students.

Second, "The Use Of Tourism Brochures as Media to Improve Students' Motivation in Learning Vocabullary at The Eight Grade of Junior High School" written by Ismawarningtyas in 2015. The result of the study showed that the students became more active and enthusiastic in learning vocabulary items by using tourism brochures; it was proved by the result of the study. The tests result also showed that there was improvement in the students motivation and tourism brochures are effective to improve the students motivation in learning vocabulary items. The similarity is both, the researchers and the writer use tourism brochure as a media. While, the difference is the level of the students chosen by the researcher was the eight grade of Junior High School, but the writer chose the tenth grade of Vocational High School.

Third, "Improving Class XI IPS Students' Speaking Achievement by Using Brochure at SMA Negeri 1 Kencong". Written by Prima in 2012. Based on the results of his research, the use of brochure in the English teaching and learning process of speaking could improve the students' speaking achievement both in process achievement proven by more than 70% students who were active in the teaching and learning process, and product achievement proven by more than 75% students achieved the standard score required by the school that is 70. It proved that using brochure as media to teach English is valuable. It means the use of brochure was able to make the students active in class. The similarity between this studies and writer's study is both studies using brochures as a media. There are several differences between this study and researcher's study. Those are: (1) the writer chose writing skill, and the researcher chose speaking skill. (2) the level of the students chosen by the researcher was the eleventh grade of Senior High School, but the writer chose the tenth grade of Vocational High School.

2.3 Hypotheses

In this study there are two hypotheses proposed. They are null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses are as follows:

Ho_1: There is no significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang.

Ha_1: There is a significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang.

Ho_2: There is no significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang

Ha_2: There is a significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang.

2.4 Criteria of Hypotheses Testing

The criteria of hypotheses testing is as follows:

1. If the p-output (sig.2 tailed) is lower than 0,05 level and t-obtained is higher than t-table 2,045 (with df = 29), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

   If the p-output (sig.2-tailed) is higher than 0,05 level and t-obtained is lower than t-table 2,045 (with df = 29), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (sig.2 tailed) is lower than 0,05 level and t-obtained is higher than t-table 2,002 (with df = 58), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

If the p-output (sig.2 tailed) is higher than 0,05 level and t-obtained is lower than t-table 2,002 (with df = 58), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2.5 Research Setting

This study conducted in SMK Negeri 6 Palembang. It is located at Jl. Mayor Ruslan Kel. Duku Kec. Ilir Timur 2 Palembang 30114 Sumatera Selatan. SMK Negeri 6 Palembang is Tourism Vocational High School group and certificate of accreditation for SMK Negeri 6 Palembang is standard international. The Headmaster of SMK Negeri Palembang is Bambang Riadi, S.Pd, M.Pd. SMK Negeri 6 Palembang has many students. It is about 1200 students from class X until class XII. There are 5 Major: Hotel Accommodation, Food & Beverage Product, Fashion & Garment, Skin Beauty and Hair Beauty. In this study the writer focused on the tenth grade hotel accommodation students. In the tenth grade hotel accommodation students, there are four classes: X PR 1, X PR 2, X PR 3 and X PR 4. This study concern in the class X PR 1 and X PR 2 as subject study.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) research design, (2) variables of the study, (3) operational definitions, (4) subject of the study, (5) data collection, (6) research instrument analysis, and (7) data analysis.

3.1 Research Design

Experimental design was used in conducting this study. The method of this study used the Pretest-Posttest Non-equivalent control groups design. It involved two classes an experimental and a control group.

Cohen (2007, p. 302) defines the figure of Pretest-Posttest Non-equivalent Groups Design as follows:

Figure 2 : Pretest-Posttest Non-equivalent Groups Design

O1	X	O2
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O3		O4

Where:

O_1 : Pretest in experimental group

O_3 : Pretest in control group

X : Treatment in experimental group using tourism brochures as a media

O_2 : Posttest in experimental group

O_4 : Posttest in control group

---- : Dash line (non random)

At first, the writer gave pretest to the students in control group and experimental group to know their writing skill before the treatment was given. Then, the treatment was given to the experimental group only to be taught by using tourism brochures as the media. Then, the experimental group was given treatment by using tourism brochures. At the end, the experimental and control group were given posttest to obtain the final data and to see whether there were significant improvement between the pretest and posttest results in experimental group and significant difference between control group and experimental group.

3.2 Variables of the Study

There were two kinds of variable; dependent variable and independent variable. According to Creswell (2012, p. 115), dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable, while the independent variable is an attribute or characteristic that influences or affects an outcome on dependent variable.

In this study, the treatment by using tourism brochure was independent variable, also called as variable X, and the dependent variable was descriptive writing achievement to the tenth grade hotel accommodation students, also called as variable Y.

3.3 Operational Definitions

The title of this thesis is "Using Tourism Brochures in Teaching Descriptive Writing to the Tenth Grade Hotel Accommodation Students of SMK Negeri 6 Palembang". To avoid the possibility of misinterpretation about some terms in this study, some terms need to be explained, they are: tourism brochure, teaching and descriptive writing.

Firstly, the word *Tourism Brochure* means a booklet consisting of information about places that can be visited by people. Besides pictures, students can also get some brief information about the place and the facilities through tourism brochure. Tourism brochures such as Bromo, Tidung Island, Eiffel Tower in Paris, Karimun Java Island, and Limas House were used in this study.

Second, *teaching* is helping someone to learn how to do something, giving someone instructions, guiding someone, providing someone with knowledge, and causing someone to know or understand.

Third , *descriptive writing* is writing activity of descriptive text which the writer can describe something, people or place. Descriptive writing materials are describing building and place. The generic structure of descriptive text is identification and description. In this study, the descriptive writing was measured by writing test.

3.4 Subject of the Study

3.4. 1 Population

Creswell (2012, p.142) states, "A population is a group of individuals who have the same characteristic". In this study, the population is all the tenth grade hotel accommodation students of SMK Negeri 6 Palembang in the academic year 2016/2017 with the total number 121 students. This school is located on Jl. Mayor Ruslan, Duku, Ilir Timur II, Palembang. The distribution of the population as shown in the following table :

Table 1

Distribution of the Population

NO	CLASS	STUDENTS
1	X PR 1	30
2	X PR 2	30
3	X PR 3	31
4	X PR 4	30
TOTAL		121

Source: Administration of SMK Negeri 6 Palembang 2016/2017

3.4.2 Sample

According to Creswell (2012, p.142), "Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population". The sample of this study used purposive sampling method.

Christensen & Johnson (2012) states that in purposive sampling (sometimes called judgemental sampling), the researcher solicits persons with specific characteristics to participate in research study. The tenth grade hotel accommodation students were the best possible sample to chose as it was based on K13 (School based curriculum). They learned about descriptive text in english study and hotel accommodation major in SMK Negeri 6 Palembang learned about tourism lesson because SMK Negeri 6 Palembang grouped into a tourism school. The writer chose two classes as the samples. The criteria were that the classes had the most students who had the lowest average score of English subject in the semester test and both classes which had the same total number of students. In order to know the scores of English subject of each class, the writer asked to the English teacher. For the detail, the sample of the study as shown in the following table:

Table 2

The Sample of the Study

No	Class	Students		Number of the Students
		M	F	
1	X PR 1 (Control Group)	11	19	30
2	X PR 2 (Experimental Group)	15	15	30
TOTAL				60

3.5 Data Collection

3.5.1 Test

The technique used by the writer to collect the data was test. In this study writing test was used. Writing test was used to measure students' writing achievement in descriptive writing before and after treatment. The students were given some topic after that, they chose one topic and made a paragraph descriptive writing. Test was taken form syllabus in K-13 about descriptive teks. The purpose of the test was to know the result in teaching by using Tourism Brochures as a Media. The test was conducted twice; pretest and posttest. Those tests were given to the students in the experimental and control groups. The purpose of giving them test was to know the progress of students writing ability scores before and after treatment.

3.5.1.1 Pretest

The pretest was given to both groups before the treatment in the experimental group. The pretest was administered to control and experimental group to know students' english writing achievement before treatment. The purpose of given pretest to the students was to know the ability of the students in learning writing before the writing was given through Tourism Brochures as a Media.

3.5.1.2 Posttest

The posttest was administrated to control group and experiment group after pretest and treatment to know students' english writing ability score after treatment. The result of this test was compared to the result pretest in order to know the effect of teaching descriptive writing through Tourism Brochures as a Media to the students' writing achievement. From the posttest, the writer was able to get the data that could be used to measure the students' progression taught by using Tourism Brochures as a Media.

3.6 Research Instrument Analysis

3.6.1 Validity Test

Cresswell (2012, p. 159) puts forward the definition of validity as follows: Validity is the development of sound evidence to demonstrate that the best interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. In this study, the writer used content validty.

3.6.1.1 Content Validty

Content validity refers to judgments on the content and logical structure of an instrument as it is to be used in a particular study (Frankel et al., 2012, p.162). In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syallabus. In this study, the writing test was arranged based on the objective of the study, curriculum, and syllabus. The result analysis in content validity was described in

the table of specification. In the test specification includes: basic competence, indicator, material, number of item and kind item. It was based on the syllabus for the tenth grade students. Then, the writer asked three experts from three lectures in UIN Raden Fatah Palembang to check and evaluating the writing test whether it was appropriate or not. There are five aspects of determining the appropriatness based on likert scale, those are; very inappropriate, inappropriate, moderate, appropriate, very apropriate, with the score 1 until 5. The result showed that instruction, topic, time allocation, content and rubric were in appropriate category (See Appendix 6). The table of specification test was displayed in table 3:

Table 3

Table of Test Specification

Basic Competence	**Indicators**	**Materials**	**Number of Items**	**Kind of Test**
Arrange descriptive text in simple and short about tourism place and historic build. Pay attention to the social function, text structure and linguistic elements correctly in context	Students are able to identify the function of the text, structure of the text, and language feature in simple descriptive text.	Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic structure ! a. Musi River b. Kemaro Island c. Benteng Kuto d. Punti Kayu	1	Writing Test

3.6.2 Reliability Test

According to Creswell (2012, p159), defines reliability as the stability and consistency of scores from an instrument. Reliability test measures whether research instrument used for pretest and posttest activities was reliable or not. The score of reliability were obtained from writing test analysis which is done twice using the same sample and instruments.

To estimate the reliability of the test, the writer used inter-rater reliability. According to Creswell (2012, p.161), inter-rater reliability is a procedure used when making observations of behavior. It involves observations made by two or more individuals of an individual's or several individuals' behavior. Moreover, according to Brown (2004, p.35), 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.

Further, the reliabilty of writing test was obtained. It was measured based on the result of expert judgement. Then, writing test was reliable. The result showed that writing test with instruction, topic, time allocation, content and rubric were appropriate (See Appendix 6).

3.7 Data Analysis

In analyzing the data, t-test was used to find out the significant improvement in experimental class and significant difference for both group. T-test was used to compare two means. The data was analyzed by using the Statistical Package for Social Science (SPSS) version 16.

3.7.1 Instrument Analysis

The data from students' writing test (pretest-posttest) was analyzed by the three raters, by using the rubric for descriptive writing assessment from brown (2007). There were five aspect of the writing scoring system; content (1-4), organization (1-4), grammar (1-4), vocabulary (1-4), and mechanics (1-4). As a result, the maximum rubric score was 10 (See Appendix 3). The rubric score was converted into the following classification table by using the formula:

$$\text{The student's score} = \frac{\text{Rubric score obtained} \times 100}{\text{Maximum rubric score}}$$

Table 4

The Classification of Student's Score

Scale	Category
86-100	Excellent
75-85	Good
56-70	Average
41-55	Poor
0-40	Very Poor

Source : SMK Negeri 6 Palembang

3.7.2 Data Description

In data description, there were two analyses. They were; (1) distribution of frequency data, and (2) descriptive statistics.

3.7.2.1 Distribution of Data Frequency

In distribution of frequency data. The students score, frequency, percentage were achieved. The distribution of frequency data were from the result of pretest and posttest score in experimental group and the result of pretest and posttest score in control group. Then, the distribution of frequency data was displayed in a table analysis.

3.7.2.2 Descriptive Statistics

In descriptive statistics. Number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean were obtained. Descriptive statistics were obtained from students' pretest and postest score in control and experimental groups.

3.7.3 Prerequisite Analysis

Prerequisite Analysis was an analysis which was done before testing the research hypotheses. It measured whether or not the obtained data from students' pretest and posttest score in both groups were normal and homogeny.

3.7.3.1 Normality Test

Normality test was used to measure whether the obtained data (data from pretest and posttest in experimental and control) was normal or not. In measuring normality test, one-sample Kolmogronov Smrinov was used. The data were classified into normal whenever the p-output was higher than 0,05. (Flynn, 2003)

3.7.3.2 Homogenity Test

Homogenity test was used to measure the obtained scores whether it is homogenity or not. In homogenity test, Levene Statistics was used. The data were homogen whenever p-output was higher than 0,05 levels (Flynn, 2003).

3.7.4 Hypothesis Testing

In measuring the significant improvement and significant difference on students' descriptive writing by using Tourism Brochures as a Media, as follows:

Firstly, in measuring a significant improvement, paired t-test was used for testing the students' pretest to postest score in writing by using Tourism Brochures as a Media in experimental group. A significant improvement was found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table 2,045 (with df = 29).

Second, in measuring a significant difference, independent sample t-test was used for testing the students' posttest score in writing in control and experimental groups. A significant difference was found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table 2,002 (with df = 58).

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) findings, and (2) interpretation.

4.1 Findings

The findings of this study were to find out: data description, prerequisite analysis and result of hypothesis testing.

4.1.1 Data Description

Two analyses were done in data descriptions. They were distributions of data frequency and descriptive statistics.

4.1.1.1 Distribution of Data Frequency

In the distribution of data frequency, the score, frequency, and percentage were analyzed. The distribution of data frequency were obtained from: (1) the result of pretest score in control group, (2) the result of pretest score in experimental group, (3) the result of posttest score in control group and (4) the result of posttest score in experimental group.

1) The Result of Pretest Score in Control Group

The result of distribution data frequency in pretest score of control group showed that two students got the score 25 (6.70%), one student got the score 26 (3.33%), one one student got the score 27 (3.33%), one student got the score 28 (3.33%), two students got the score 29 (6.70%), two students got the score 30

(6.70%), two students got the score 33 (6.70%), one student got the score 34 (3.33%), four students got the score 37 (13.3%), one student got the score 38 (3.33%), one student got the score 39 (3.33%), three students got the score 40 (10.0%), one student got the score 43 (3.33%), one student got the score 46 (3.33%), three students got the score 47 (10,0%), one student got the score 51 (3.33%), two students got the score 52 (6.70%), and one student got the score 62 (3.33%). Distribution of data frequency can be seen in Table 5:

Table 5

Distribution of Data Frequency of Students' Pretest Scores in Control Group

Score	Frequency	Percent
25	2	6.70
26	1	3.33
27	1	3.33
28	1	3.33
29	2	6.70
30	2	6.70
33	2	6.70
34	1	3.33
37	4	13.3
38	1	3.33
39	1	3.33
40	3	10.0
43	1	3.33
46	1	3.33
47	3	10.0
51	1	3.33
52	2	6.70
62	1	3.33
Total	**30**	**100**

Furthermore, there were 5 categories of students' writing skill. The categories writing skill of students' pretest score in control group can be seen from Table 6 below:

Table 6

The Categories Writing Skill of Students' Pretest Scores in Control Group

Score Interval	Category	Pretest Score Contol Group	
		Frequency	**%**
86-100	Excellent	-	0%
75-85	Good	-	0%
56-70	Average	1	3.33%
41-55	Poor	8	26.70%
0-40	Very Poor	21	70%
Total		**30**	**100%**

Based on the result of students' pretest scores in control group of 30 students, it can be seen that there were 1 (3.33%) who got the average category, 8 (26.70%) who got poor category, and 21 (70%) who got very poor category. There was no student who got excellent and good category. It can be concluded that most of the students belonged to the very poor category (70%).

2) The Result of Pretest Score in Experimental Group

The result of distribution data frequency in pretest score of experimental group showed that three students got the score 25 (10.0%), eight students got the score 26 (26.7%), two students got the score 30 (6.70%), four students got the score 35 (13.3%), one student got the score 36 (3.33%), one student got the score 37 (3.33%), three students got the score 38 (10.0%), two students got the score 39 (6.70%), one student got the score 40 (3.33%), one student got the score 42 (3.33%), one student got the score 44 (3.33%), one student got the score 48

(3.33%), one student got the score 55 (3.33%) and one student got the score 56 (3.33%). Distribution of data frequency can be seen in Table 7 :

Table 7

Distribution of Data Frequency of Students' Pretest Scores in Experimental Group

Score	Frequency	Percent
25	3	10.0
26	8	26.7
30	2	6.70
35	4	13.3
36	1	3.33
37	1	3.33
38	3	10.0
39	2	6.70
40	1	3.33
42	1	3.33
44	1	3.33
48	1	3.33
55	1	3.33
56	1	3.33
Total	**30**	**100**

Furthermore, there were 5 categories of students' writing skill. The categories writing skill of students' pretest score in experimental group can be seen from Table 8 below:

Table 8

The Categories Writing Skill of Students' Pretest Scores in Experimental Group

Score Interval	Category	Pretest Score Experimental Group	
		Frequency	%

86-100	Excellent	-	0%
75-85	Good	-	0%
56-70	Average	1	3.33%
41-55	Poor	4	13.33%
0-40	Very Poor	25	83.33%
Total		**30**	**100%**

Based on the result of students' pretest scores in experimental group of 30 students, it can be seen that there were 1 (3.33%) who got the average category, 4 (13.33%) who got poor category, and 25 (83.33%) who got very poor category. There was no student who got excellent and good category. It can be concluded that most of the students belonged to the very poor category (83.33%).

3) The Result of Posttest Score in Control Group

From the result of data frequency of posttest control group, it was found that two students got the score 26 (6.70%), four students got the score 28 (13.3%), two students got the score 29 (6.70%), one student got the score 30 (3.33%), two students got the score 31 (6.70%), one student got the score 32 (3.33%), one student got the score 35 (3.33%), one student got the score 36 (3.33%), one student got the score 38 (3.33%), one student got the score 40 (3.33%), three students got the score 41 (10.0%), one student got the score 42 (3.33%), one student got the score 45 (3.33%), one student got the score 46 (3.33%), one student got the score 47 (3.33%), three students got the score 50 (10.0%), two students got the score 51 (6.70%), one student got the score 53 (3.33%) and one student got the score 64 (3.33%). Distribution of data frequency can be seen in Table 9:

Table 9

Distribution of Data Frequency of Students' Posttest Score in Control Group

Score	Frequency	Percent
26	2	6.70
28	4	13.3
29	2	6.70
30	1	3.33
31	2	6.70
32	1	3.33
35	1	3.33
36	1	3.33
38	1	3.33
40	1	3.33
41	3	10.0
42	1	3.33
45	1	3.33
46	1	3.33
47	1	3.33
50	3	10.0
51	2	6.70
53	1	3.33
64	1	3.33
Total	**30**	**100**

Furthermore, there were 5 categories of students' writing skill. The categories writing skill of students' posttest score in control group can be seen from Table 10 below:

Table 10

The Categories Writing Skill of Students' Posttest Scores in Control Group

Score Interval	Category	Posttest Score Control Group	
		Frequency	%
86-100	Excellent	-	0%
75-85	Good	-	0%
56-70	Average	1	3.33%

41-55	Poor	13	43.33%
0-40	Very Poor	16	53.33%
Total		**30**	**100%**

Based on the result of students' posttest scores in control group of 30 students, it can be seen that there were 1 (3.33%) who got the average category, 13 (43.33%) who got poor category, and 16 (53.33%) who got very poor category. In pretest and postest of control group, there was no student who got excellent and good category. It can be concluded that most of the students belonged to the very poor category (53.33%).

4) The Result of Posttest Score in Experimental Group

From the result of data frequency of posttest experimental group, it was found that one student got the score 59 (3.33%), one student got the score 62 (3.33%), one student got the score 65 (3.33%), one student got the score 66 (3.33%), two students got the score 68 (6.70%), one student got the score 69 (3.33%), one student got the score 70 (3.33%), one student got the score 71 (3.33%), one student got the score 73 (3.33%), one student got the score 74 (3.33%), two students got the score 75 (6.70%), five students got the score 76 (16.7%), two students got the score 77 (6.70%), one student got the score 78 (3.33%), four students got the score 79 (13.3%), two students got the score 80 (6.70%), two students got the score 81 (6.70%) and one student got the score 82 (3.33%). Distribution of data frequency can be seen in Table 11 :

Table 11

Distribution of Data Frequency of Students' Posttest Score in Experimental Group

Score	Frequency	Percent
59	1	3.33
62	1	3.33
65	1	3.33
66	1	3.33
68	2	6.70
69	1	3.33
70	1	3.33
71	1	3.33
73	1	3.33
74	1	3.33
75	2	6.70
76	5	16.7
77	2	6.70
78	1	3.33
79	4	13.3
80	2	6.70
81	2	6.70
82	1	3.33
Total	**30**	**100**

Furthermore, there were 5 categories of students' writing skill. The categories writing skill of students' posttest score in experimental group can be seen from Table 12 below:

Table 12

The Categories Writing Skill of Students' Posttest Scores in Experimental Group

Score Interval	Category	Posttest Score Experimental Group	
		Frequency	%
86-100	Excellent	-	0%
75-85	Good	22	73.33%

56-70	Average	8	26.70%
41-55	Poor	-	0%
0-40	Very Poor	-	0%
Total		**30**	**100%**

Based on the result of students' posttest scores in experimental group of 30 students, the students could write better in the posttest. It can be seen that there were 22 (73.33%) who got the good category, and 8 (26.70%) who got average category. There was no student who got poor and very poor category. It can be concluded that most of the students belonged to the good category.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the number of sample (N), the lowest score, the highest score, mean, standard deviation and standard error of mean were analyzed. Descriptive statistics were obtained from: (1) the result of pretest score in control group, (2) the result of pretest score in experimental group, (3) the result of posttest score in control group, and (4) the result of posttest in experimental group.

1) The Result of Pretest Score in Control Group

The descriptive statistics of pretest score in control group was analyzed. The total number of sample was 30 students. The lowest score was 25, the highest score was 62, the mean score was 38.03, standard deviation score was 9.368 and standard error of mean was 1.710. The result can be seen in Table 13 :

Table 13

Descriptive Statistics of Students' Pretest Score in Control Group

Pretest Score in Control Group	N	Lowest Score	Highest Score	Mean	Std. Deviation	Std. Error Mean
	30	25	62	38.03	9.368	1.710

2) The Result of Pretest Score in Experimental Group

Meanwhile, the descriptive statistics of pretest score in experimental group was analyzed. The total number of sample was 30 students. The lowest score was 25, the highest score was 56, the mean score was 34.43, standard deviation score was 8.744 and standard error of mean was 1.596. The result can be seen in Table 14 :

Table 14

Descriptive Statistics of Students' Pretest Score in Experimental Group

Pretest Score in Experimental Group	N	Lowest Score	Highest Score	Mean	Std. Deviation	Std. Error Mean
	30	25	56	34.43	8.744	1.596

3) The Result of Posttest Score in Control Group

The descriptive statistics of posttest score in control group was analyzed. The total number of sample was 30 students. The lowest score was 26, the highest score was 64, the mean score was 38.90, standard deviation score was 10.084 and standard error of mean was 1.841. The result can be seen in Table 15 :

Table 15

Descriptive Statistic of Students' Posttest Score in Control Group

Posttest Score in Control Group	N	Lowest Score	Highest Score	Mean	Std. Deviation	Std. Error Mean
	30	25	64	38.90	10.084	1.841

4) The result of Posttest Score in Experimental Group

Meanwhile, in descriptive statistics of posttest score in experimental group was analyzed. The total number of sample was 30 students. The lowest score was 59, the highest score was 82, the mean score was 74.23, standard deviation score was 5.946 and standard error of mean was 1.086. The result can be seen in Table 16 :

Table 16

Descriptive Statistics of Students' Posttest Score in Experimental Group

Posttest Score in Experimental Group	N	Lowest Score	Highest Score	Mean	Std. Deviation	Std. Error Mean
	30	59	82	74.23	5.946	1.086

4.1.2 Prerequisite Analysis

In the prerequisite analysis, normality and homogen test were analyzed.

4.1.2.1 Normality Test

Normality test was done to know whether the results of the students' pretest and posttest in control and experimental groups were normal or not, one sample of Kolmogorov-Smirnov was used. In one sample of Kolmogorov-Smirnov, the data could be classified into normal if p-output (sig2-tailed) was higher than 0.05. The result of normality test was shown in the following Table 17 :

Table 17

The Result of Normality Test

Group	Pretest				Posttest			
	Mean	Std Deviation	Sig.	Kolmogorov - Smirnov	Mean	Std Deviation	Sig.	Kolmogorov - Smirnov
Experimental Group	34.43	8.744	.185	1.091	74.23	5.946	.258	1.011
Control Group	38.03	9.368	.807	.640	38.90	10.084	.483	.839

From the table 17, it is shows that the significance (2-tailed) of pretest and posttest of the experimental group were .185 and .258, while the significance (2-tailed) of pretest and posttest of the control group were .807 and .483. Since all of the value (.185, .258 and .807, .483) were higher than 0.05, it means that the data were considered normal. The complete result of one sample Kolmogorov-Smirnov can be seen in Appendix 5.

4.1.2.2 Homogenity Test

In homogenity test, Levene Statistics was used. The data were homogen if p-output (sig2-tailed) was higher than 0,05. The result of homogenity test was shown in the following table.

Table 18

Homogenity Test of Students' Pretest Score in Control and Experimental Groups

Pretest	Levene Statistics	Sig.	F	Result
Control Experimental	2.389	.742	.696	Homogen

Table 18 shows that p-output (sig2-tailed) of students' pretest score was .742. Since it was higher than 0.05, it can be stated that the students' pretest scores in control and experimental group were homogen.

Table 19

Homogenity Test of Students' Posttest Score in Control and Experimental Groups

Posttest	Levene Statistics	Sig.	F	Result
Control				

Table 19 shows that p-output (sig2-tailed) of students' posttest score was .755. Since it was higher than 0.05, it can be stated that the students' posttest score in control and experimental group were homogen.

4.1.3 Result of Hypothesis Testing

1) The Result of Paired Sample T-test in The Experimental Group (Pretest-Posttest)

Students' pretest and posttest in experimental group were calculated by using paired sample t-test. It was used to find out whether or not there was significant improvement on students' descriptive writing before and after treatment in experimental group. A significant improvement was found if the p-output (sig.2tailed) was lower than 0.05 and t-obtained was higher than t-table 2.045 (with df = 29), the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. The result of paired sample t-test of the pretest and posttest in experimental group can be seen in Table 20 :

Table 20

The Result of Paired Sample T-test of The Pretest and Posttest in Experimental Group

Group	Test	Mean	Mean Difference	Std. Deviation	Std. Error Mean	T	df	Sig. (2tailed)
Experimental Group	Pretest	34.43	39.800	8.744	1.596	22.214	29	.000
	Posttest	74.23		5.946	1.086			

Based on the result of paired sample t-test in the experimental group, the mean score of the posttest (74.23) was higher than the mean score of the pretest (34.43), with the mean difference of pretest and posttest was 24.181. The standard deviations of the posttest and pretest were 5.946 and 8.744 The standard error means of the posttest and pretest were 1.086 and 1.596. Since the p-output (sig. 2-tailed) of the experimental group was less than 0.05 (0.000 < 0.05), and t-obtained was higher than t-table (22.214> 2.045), it can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In conclusion, it can be claimed that there was significant improvement on students' descriptive writing before and after treatment.

2) The Result of Independent Sample T-test in The Posttest Experimental and Control Groups

To find out whether or not there was a significant difference in the posttest of the experimental and control groups, Independent sample t-test was used. A significant difference was found if the p-output (sig.2tailed) was lower than 0.05 and t-obtained was higher than t-table 2.002 (with df = 58), the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. The result of independent sample t-test of the posttest in experimental and control groups can be seen in Table 21 :

TABLE 21

The Result of Independent Sample T-test of the Posttest in Experimental and Control Groups

Test	Groups	Mean	Mean Difference	Std. Deviation	Std. Error Mean	T	df	Sig. (2tailed)
Posttest	Experimental	74.23	35.333	59.46	1.086	16.532	58	.000
	Control	38.90		10.084	1.841			

Based on the result of independent sample t-test, the mean score of the posttest in the experimental group was higher than the mean score of the posttest in the control group (74.23 > 38.90). The standard deviations of the experimental and control group were 59.46 and 10.084. The standard error means of the experimental and control group were 1.086 and 1.841. Since the p-output (sig.2 tailed) was lower than 0.05 (0.000 < 0.05) and t-obtained was higher than t-table (16.532 >2.002), it can be said that the null hypothesis (Ho) was rejected and and the alternative hypothesis (Ha) was accepted. In conclusion, it can be claimed that there was significant difference on students' descriptive writing taught by using tourism brochures and those who are not.

4.2 Interpretation

Some interpretations were made based on the findings above. First, the writer measured significant improvement on students' descriptive writing before and after treatment (pretest – posttest) in experimental group. The writer used paired sample t-test to measure the significant improvement on students' pretest and posttest experimental group. From the result of paired sample t-test in the experimental group, the mean score of students' posttest was higher than the mean score in pretest. The experimental group showed a significant improvement from pretest to posttest. Furthermore, the result also showed that the p-output (sig2tailed) of students' pretest and posttest in experimental group was 0.000 and t-obtained was 22.214. It means p-output 0.000 was lower than 0.05 and t-obtained 22.214 was higher than t-table 2.045 (with df = 29). (See Appendix 5). From the result, it could be interpreted that Ha was accepted and Ho was rejected. It means that, there was significant improvement on students' descriptive writing before and after treatment (pretest-posttest) in experimental group. Therefore, Tourism Brochures can be used in teaching descriptive writing.

There were some reasons which proved that there was significant improvement (before and after treatment). In the first meeting in experimental group, the writer gave pretest. The students felt confuse to make a paragraph and the students were difficult to generate ideas. In the second meeting, the writer explained about descriptive text and simple present tense. The students showed their welcome espression but still looked embarrassed. Some students said that they have forgot about simple present lesson, but after the writer explained about

it, they understood about the lesson. In the third meeting, the writer gave the treatment by using Tourism Brochures in the experimental group while the control group was not given treatment. The students were enthusiastic with Tourism Brochure media implementation in learning process. They were interested and had fun with Tourism Brochure because Tourism Brochure consist of picture. It is also strengthened by Werff (2003) pictures are good sources material for practicing speaking, listening, writing, vocabulary, and grammar, it can stimulate students to come up with their many more effective and enjoyable activities. Next meeting, students could express their ideas and easier to got vocabulary. When teaching learning process was running, the students never did any negative things in the class and the students always showed their spirit in learning process. The most important, the use of tourism brochure in the experimental group gave a good contribution in improving students' descriptive writing achievement. It could be seen from the result posttest which was better than pretest. Similarly by Gayatri (2015), the result of her research showed that the improvement in descriptive writing by using tourism brochure in experimental group happened in all writing aspects, such as, organization, word choice, sentence structure, ideas, and mechanics.

Second, the writer measured significant difference in the posttest of the experimental and control groups. The writer used Independent sample t-test to measure the significant difference on students' posttest experimental and control groups. The result of independent sample t-test showed that there was significant difference between the mean score of the posttest in the experimental group was

higher than the mean score of the posttest in the control group (74.23 > 38.90). Furthermore, the result also showed that the p-output (sig2tailed) of students' posttest in the experimental and control groups was 0.000 and t-obtained was 16.532. It means p-output (0.000) was lower than 0.05 and t-obtained 16.532 was higher than t-table 2.002 (with df = 58). (See appendix 5). From the result, it could be interpreted that Ha was accepted and Ho was rejected. It means that, there was significant difference in the posttest between experimental and control group (students' descriptive writing taught by using tourism brochures and those who are not).

There were some reasons which proved that Ha was accepted and there was significant difference. First, in experimental group that was taught by using tourism brochures as the media was better than the control group that was not given treatment. Second, the use of tourism brochures in experimental group could improve the students' score from pretest to posttest. Using tourism brochure in experimental group made the students got more knowledge and information, new vocabulary and generate ideas. Similarly, Prima (2012) states that the use of tourism brochures in the classroom was valuable and it could make students more active in teaching and learning process. It was proved by the improvement of students' score in the posttest. In line with the prima's study, the writer also found the significant difference on students' descriptive writing taught by using tourism brochures and those who are not.

From the result above, there are some reasons why tourism brochures could be considered as the media for teaching descriptive writing, and especially

Tourism Brochures was effective source to teach descriptive writing. According to Kurniawan and Rosa (2013), tourism brochures consists of the colorful picture, and brief information/description. Furthemore, it helped students to generate their idea in writing and it provided more information and it gave more stimulation for them to explore all their ideas, from the picture that can help the students to get some vocabularies that they need to arrange. It was also supported by Sari and Rozani (2013), the use of tourism brochures as the media can make students feel comfort and enjoy in studying, get new vocabularies about the object to be described and tourism brochures are one of media that some teachers could consider to use it in teaching english.

In conclusion, tourism brochure was effective media to improve descriptive writing achievement and tourism brochures had some advantages for teacher and students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents : (1) conclusions and (2) suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the findings and interpretations presented in the previous chapter, it can be concluded that there was a significant improvement on the tenth grade hotel accommodation students' descriptive writing before and after the treatment at SMK Negeri 6 Palembang and there was a significant difference on the tenth grade hotel accommodation students' descriptive writing taught by using tourism brochures and those who are not at SMK Negeri 6 Palembang. The students in experimental group who were taught by using tourism brochures showed better improvement in writing test (pretest – posttest). It can be seen from students' progress in learning writing process. The students were enjoyed, became active and had spirit in learning writing. They were not lazy to make a paragraph because tourism brochures helped the students explore and generate their ideas to be described. Moreover, the students became more confident in expressing their ideas. It means that tourism brochure can improve students' descriptive writing achievement and tourism brochures was effective media in teaching descriptive writing.

5.2 Suggestions

Based on the conclusion above. Some suggestions are offered to the english teacher, students, and next researchers.

For English teacher, teachers should be more creative and innovative in teaching English. The teachers should also motivate the students and give positive response toward the students. Therefore, Toursim Brochures can be used as a media in teaching descriptive writing in class because the students will not be afraid to write and be more confident to put their idea in writing descriptive.

For students, the writer also suggest the students to be active and creative in the classroom. The students should be more confident in expressing their idea, read more books to enlarge their knowledge. The students should try to write more often because the effective way to improve writing skill is keep practicing. Therefore, they should enrich their vocabulary and improve their grammar in writing.

For next researchers, the writer also hopes that this study can be reference for the next study related. The lacks and the weaknesses of this study hopefully can be completed by the next researcher. Overall, the writer hopes that this study will be something useful for everyone.

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APPENDIX 1

Date	Allocated Time	Activites /Source
28 – 01 – 2017	Meeting 1 45Minutes	**Pretest**
30 – 01 – 2017	Meeting 2 45 Minutes	• The writer greets the students • The writer information about the activities for the students • The writer ask some questions related to descriptive text to know students' ability • The writer review their lesson about descriptive text and simple present tense • The writer give the example of descriptive text Source: http://khitdhys.blogspot.co.id/2009/09/descriptive-textmount-bromo.htm
31 – 1 – 2017	Meeting 3 45 Minutes	• The writer introducing tourism brochure • The writer correlate descriptive text to the tourism brochure • The writer give example about brochure Source: http://karuniatrans.com/gunung-bromo-icon-jawa-timur/ • The writer diveded the tourism brochure entitled "Tidung Island" Source: https://raykhatours.wordpress.com/2012/02/03/tidung/pulau-tidung-brosur-raykha-tours-travel/ • By the clue found, students built up their own descriptive paragraph
4 – 02 – 2017	Meeting 4 45Minutes	• The writer check the students' work and convey the lack of students' writing • The students revise their descriptive writing • Teacher give the score for students' effort in writing

6 – 02 – 2017	Meeting 5 45 Minutes	• The writer give second material for descriptive paragraph entitled "Eiffel Tower in Paris" Source: http://blessingtrav.blogspot.co.id/p/brosur.html • Students sit in group and discuss what they see in the brochure. • Students write their second descriptive writing
7 – 02 – 2017	Meeting 6 45 Minutes	• Students work in team and check their friends' mistake in descriptive writing with the help of the teacher • The writer ask the students to revise their writing based on their friends' comments • The writer evaluate students' writing
11 – 2 – 2017	Meeting 7 45 Minutes	• The writer give the third material for descriptive paragraph entitled "Karimun Java Island" Source: http://s492.photobucket.com/user/takadarie/media/brosurSP.jpg.html • The students write the third descriptive paragraph
13 – 2 – 2017	Meeting 8 45 Minutes	• Students do peer comment on other student's writing. • Students apply revising
14 – 2 – 2017	Meeting 9 45 Minutes	• Student polish their writing • Students read their paragraph in front of the class • The writer give score for students' writing
18 – 2 – 2017	Meeting 10 45 Minutes	• Students write the fourth descriptive paragraph about "Limas House" • Source: brochure disbudpar
20 – 2 – 2017	Meeting 11 45 Minutes	• The writer ask about their understanding about descriptive paragraph so far. • Review the lessons
21 – 2 – 2017	Meeting 12 45 Minutes	**Posttest**

APPENDIX 2

SHEET OF WRITING TEST

Name :

Class :

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic structure !
    a. Musi River
    b. Kemaro Island
    c. Benteng Kuto Besak
    d. Punti Kayu

APPENDIX 3

Writing Rubric For Writing Descriptive Text

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	3x
	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 description are arranged with proper connectives	2x
	3	Identification is almost complete and description 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	2x
	3	Few grammatical or agreement inaccuracies but not effect 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	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	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)

$$Score = \frac{3C+2O+2G+1.5V+1.5M}{40} \; x\,10$$

APPENDIX 4

THE RESULT OF PRETEST AND POSTTEST OF EXPERIMENTAL AND CONTROL GROUP

NO	Name	Experimental Group				Control Group			
		Pretest	Category	Posttest	Category	Pretest	Category	Posttest	Category
1	Student 1	**35**	Failed	**76**	Good	**62**	Enough	**64**	Enough
2	Student 2	**42**	Poor	**62**	Enough	**27**	Failed	**28**	Failed
3	Student 3	**36**	Failed	**80**	Good	**40**	Failed	**31**	Failed
4	Student 4	**25**	Failed	**71**	Good	**40**	Failed	**28**	Failed
5	Student 5	**38**	Failed	**77**	Good	**40**	Failed	**50**	Poor
6	Student 6	**38**	Failed	**79**	Good	**26**	Failed	**26**	Failed
7	Student 7	**35**	Failed	**65**	Enough	**34**	Failed	**28**	Failed
8	Student 8	**40**	Failed	**75**	Good	**46**	Poor	**51**	Poor
9	Student 9	**55**	Poor	**81**	Good	**25**	Failed	**30**	Failed
10	Student 10	**26**	Failed	**76**	Good	**29**	Failed	**41**	Poor
11	Student 11	**44**	Poor	**82**	Good	**39**	Failed	**45**	Poor
12	Student 12	**35**	Failed	**68**	Enough	**38**	Failed	**50**	Poor
13	Student 13	**26**	Failed	**75**	Good	**51**	Poor	**46**	Poor
14	Student 14	**25**	Failed	**76**	Good	**37**	Failed	**29**	Failed
15	Student 15	**56**	Enough	**74**	Good	**47**	Poor	**41**	Poor
16	Student 16	**35**	Failed	**76**	Good	**37**	Failed	**40**	Failed
17	Student 17	**38**	Failed	**79**	Good	**47**	Poor	**50**	Poor
18	Student 18	**39**	Failed	**76**	Good	**25**	Failed	**26**	Failed
19	Student 19	**26**	Failed	**78**	Good	**47**	Poor	**51**	Poor
20	Student 20	**26**	Failed	**68**	Enough	**43**	Poor	**42**	Poor
21	Student 21	**26**	Failed	**59**	Enough	**37**	Failed	**28**	Failed
22	Student 22	**39**	Failed	**80**	Good	**52**	Poor	**41**	Poor
23	Student 23	**26**	Failed	**70**	Enough	**33**	Failed	**38**	Failed
24	Student 24	**30**	Failed	**69**	Enough	**30**	Failed	**36**	Failed
25	Student 25	**26**	Failed	**79**	Good	**37**	Failed	**35**	Failed
26	Student 26	**26**	Failed	**77**	Good	**33**	Failed	**47**	Poor
27	Student 27	**48**	Poor	**73**	Good	**28**	Failed	**32**	Failed
28	Student 28	**30**	Failed	**81**	Good	**30**	Failed	**31**	Failed
29	Student 29	**25**	Failed	**79**	Good	**52**	Poor	**53**	Poor
30	Student 30	**37**	Failed	**66**	Enough	**29**	Failed	**29**	Failed
TOTAL		**1033**		**2227**		**1141**		**1167**	
AVERAGE		**34,43**		**74,23**		**38,03**		**38,9**	

THE RESULT OF PRETEST OF EXPERIMENTAL AND CONTROL GROUP

RATER 1, RATER 2 & RATER 3

NO	Pretest Experimental Group Rater 1	Pretest Experimental Group Rater 2	Pretest Experimental Group Rater 3	Mean	NO	Pretest Control Group Rater 1	Pretest Control Group Rater 2	Pretest Control Group Rater 3	Mean
1	25	50	29	**35**	1	54	66	66	**62**
2	32	50	45	**42**	2	25	32	25	**27**
3	25	50	32	**36**	3	25	50	45	**40**
4	25	25	25	**25**	4	25	45	49	**40**
5	25	50	40	**38**	5	25	50	45	**40**
6	25	50	40	**38**	6	25	25	29	**26**
7	25	45	36	**35**	7	25	40	36	**34**
8	25	50	44	**40**	8	50	45	44	**46**
9	57	46	61	**55**	9	25	25	25	**25**
10	25	25	29	**26**	10	25	25	36	**29**
11	32	50	49	**44**	11	32	50	36	**39**
12	25	50	29	**35**	12	32	50	32	**38**
13	25	25	29	**26**	13	51	50	52	**51**
14	25	25	25	**25**	14	37	37	36	**37**
15	54	50	65	**56**	15	46	50	44	**47**
16	25	45	36	**35**	16	41	37	32	**37**
17	25	45	45	**38**	17	41	50	49	**47**
18	25	41	52	**39**	18	25	25	25	**25**
19	25	25	29	**26**	19	41	50	49	**47**
20	25	25	29	**26**	20	37	57	36	**43**
21	25	25	29	**26**	21	25	50	36	**37**
22	32	50	36	**39**	22	50	50	56	**52**
23	25	25	29	**26**	23	25	46	29	**33**
24	25	29	36	**30**	24	25	37	29	**30**
25	25	25	29	**26**	25	37	37	36	**37**
26	25	25	29	**26**	26	25	37	36	**33**
27	50	50	44	**48**	27	25	30	29	**28**
28	25	25	40	**30**	28	25	37	29	**30**
29	25	25	25	**25**	29	45	50	61	**52**
30	25	50	36	**37**	30	25	25	36	**29**
TOTAL				**1033**	**TOTAL**				**1141**
AVERAGE				**34,43**	**AVERAGE**				**38,03**

THE RESULT OF POSTTEST OF EXPERIMENTAL AND CONTROL GROUP

RATER 1, RATER 2 & RATER 3

NO	Posttest Experimental Group Rater 1	Posttest Experimental Group Rater 2	Posttest Experimental Group Rater 3	Mean	NO	Posttest Control Group Rater 1	Posttest Control Group Rater 2	Posttest Control Group Rater 3	Mean
1	80	66	82	**76**	1	57	66	70	**64**
2	54	61	72	**62**	2	25	29	29	**28**
3	80	75	86	**80**	3	25	36	32	**31**
4	50	75	87	**71**	4	25	29	29	**28**
5	75	75	81	**77**	5	49	50	50	**50**
6	84	75	77	**79**	6	25	29	25	**26**
7	50	71	74	**65**	7	25	29	29	**28**
8	62	71	91	**75**	8	54	50	49	**51**
9	84	75	85	**81**	9	32	29	29	**30**
10	75	75	77	**76**	10	41	29	52	**41**
11	79	75	91	**82**	11	41	50	44	**45**
12	50	71	82	**68**	12	45	50	54	**50**
13	62	71	91	**75**	13	41	46	52	**46**
14	70	66	91	**76**	14	25	29	32	**29**
15	66	71	86	**74**	15	37	45	40	**41**
16	66	71	91	**76**	16	36	41	44	**40**
17	80	71	86	**79**	17	45	50	54	**50**
18	66	71	91	**76**	18	25	25	29	**26**
19	91	57	87	**78**	19	41	50	61	**51**
20	62	57	86	**68**	20	32	54	41	**42**
21	50	57	70	**59**	21	25	29	29	**28**
22	80	75	86	**80**	22	32	45	45	**41**
23	75	57	77	**70**	23	32	41	40	**38**
24	50	71	86	**69**	24	25	46	36	**36**
25	75	71	91	**79**	25	32	41	32	**35**
26	71	71	90	**77**	26	41	50	50	**47**
27	71	57	91	**73**	27	32	29	36	**32**
28	75	71	96	**81**	28	25	29	40	**31**
29	75	71	92	**79**	29	41	50	70	**53**
30	50	66	82	**66**	30	25	29	32	**29**
TOTAL				**2227**	**TOTAL**				**1167**
AVERAGE				**74,23**	**AVERAGE**				**38,9**

THE RESULT DETAIL OF PRETEST AND POSTTEST OF EXPERIMENTAL GROUP (Rater 1)

No	Name	PRETEST							POSTTIEST						
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted	Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted
1	Student AN	1	1	1	1	1	5	**25**	3	4	3	3	3	16	**80**
2	Student AS	2	1	1	1	1	6	**32**	2	2	2	2	3	11	**54**
3	Student ASO	1	1	1	1	1	5	**25**	3	4	3	3	3	16	**80**
4	Student AF	1	1	1	1	1	5	**25**	2	2	2	2	2	10	**50**
5	Student AEN	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
6	Student ALN	1	1	1	1	1	5	**25**	3	4	3	3	4	17	**84**
7	Student BM	1	1	1	1	1	5	**25**	2	2	2	2	2	10	**50**
8	Student DP	1	1	1	1	1	5	**25**	3	3	2	2	2	12	**62**
9	Student EA	3	2	2	2	2	11	**57**	3	4	3	3	4	17	**84**
10	Student IS	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
11	Student IA	2	1	1	1	1	6	**32**	3	3	3	3	4	16	**79**
12	Student I	1	1	1	1	1	5	**25**	2	2	2	2	2	10	**50**
13	Student MSY	1	1	1	1	1	5	**25**	3	3	2	2	2	12	**62**
14	Student MTPR	1	1	1	1	1	5	**25**	3	3	2	3	3	14	**70**
15	Student MDK	2	2	2	2	3	11	**54**	3	3	2	2	3	13	**66**
16	Student MD	1	1	1	1	1	5	**25**	3	3	2	2	3	13	**66**
17	Student MMT	1	1	1	1	1	5	**25**	3	4	3	3	3	16	**80**
18	Student MFA	1	1	1	1	1	5	**25**	3	3	2	2	3	13	**66**

19	Student MF	1	1	1	1	1	5	**25**	4	4	3	4	3	18	**91**
20	Student MGF	1	1	1	1	1	5	**25**	3	3	2	2	2	12	**62**
21	Student MRF	1	1	1	1	1	5	**25**	2	2	2	2	2	10	**50**
22	Student NI	2	1	1	1	1	6	**32**	3	4	3	3	3	16	**80**
23	Student NSM	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
24	Student NAP	1	1	1	1	1	5	**25**	2	2	2	2	2	10	**50**
25	Student REC	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
26	Student RA	1	1	1	1	1	5	**25**	3	3	3	3	2	14	**71**
27	Student SF	2	2	2	2	2	10	**50**	3	3	3	3	2	14	**71**
28	Student TK	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
29	Student YM	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
30	Student Z	1	1	1	1	1	5	**25**	2	2	2	2	2	10	**50**
TOTAL							**170**	**857**	**TOTAL**					**410**	**2058**
AVERAGE							**5,66**	**28,56**	**AVERAGE**					**13,66**	**68,6**

THE RESULT DETAIL OF PRETEST AND POSTTEST OF EXPERIMENTAL GROUP (Rater 2)

No	Name	PRETEST							POSTTIEST						
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted	Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted
1	Student AN	2	2	2	2	2	10	**50**	3	3	2	3	2	13	**66**
2	Student AS	2	2	2	2	2	10	**50**	3	2	2	3	2	12	**61**
3	Student ASO	2	2	2	2	2	10	**50**	3	3	3	3	3	15	**75**
4	Student AF	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
5	Student AEN	2	2	2	2	2	10	**50**	3	3	3	3	3	15	**75**
6	Student ALN	2	2	2	2	2	10	**50**	3	3	3	3	3	15	**75**
7	Student BM	2	2	1	2	2	9	**45**	3	3	3	3	2	14	**71**
8	Student DP	2	2	2	2	2	10	**50**	3	3	3	3	2	14	**71**
9	Student EA	2	2	2	2	1	9	**46**	3	3	3	3	3	15	**75**
10	Student IS	1	1	1	1	1	5	**25**	3	3	3	3	3	15	**75**
11	Student IA	2	2	2	2	2	10	**50**	3	3	3	3	3	15	**75**
12	Student I	2	2	2	2	2	10	**50**	3	3	3	3	2	14	**71**
13	Student MSY	1	1	1	1	1	5	**25**	3	3	3	3	2	14	**71**
14	Student MTPR	1	1	1	1	1	5	**25**	3	3	2	3	2	13	**66**
15	Student MDK	2	2	2	2	2	10	**50**	3	3	3	3	2	14	**71**
16	Student MD	2	1	2	2	2	9	**45**	3	3	3	3	2	14	**71**
17	Student MMT	2	1	2	2	2	9	**45**	3	3	3	3	2	14	**71**
18	Student MFA	2	2	1	1	2	8	**41**	3	3	3	3	2	14	**71**
19	Student MF	1	1	1	1	1	5	**25**	3	2	2	2	2	11	**57**
20	Student MGF	1	1	1	1	1	5	**25**	3	2	2	2	2	11	**57**

21	Student MRF	1	1	1	1	1	5	**25**	3	2	2	2	2	11	**57**
22	Student NI	2	2	2	2	2	10	**50**	3	3	3	3	3	15	**75**
23	Student NSM	1	1	1	1	1	5	**25**	3	2	2	2	2	11	**57**
24	Student NAP	1	1	1	2	1	6	**29**	3	3	3	3	2	14	**71**
25	Student REC	1	1	1	1	1	5	**25**	3	3	3	3	2	14	**71**
26	Student RA	1	1	1	1	1	5	**25**	3	3	3	3	2	14	**71**
27	Student SF	2	2	2	2	2	10	**50**	3	2	2	2	2	11	**57**
28	Student TK	1	1	1	1	1	5	**25**	3	3	3	3	2	14	**71**
29	Student YM	1	1	1	1	1	5	**25**	3	3	3	3	2	14	**71**
30	Student Z	2	2	2	2	2	10	**50**	3	3	2	3	2	13	**66**
TOTAL							**230**	**1151**	**TOTAL**					**408**	**2067**
AVERAGE							**7,66**	**38,36**	**AVERAGE**					**13,6**	**68,9**

THE RESULT DETAIL OF PRETEST AND POSTTEST OF EXPERIMENTAL GROUP (Rater 3)

No	Name	PRETEST							POSTTIEST						
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted	Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted
1	Student AN	1	1	1	2	1	6	**29**	4	3	3	4	2	16	**82**
2	Student AS	2	2	1	2	2	9	**45**	4	2	2	3	3	14	**72**
3	Student ASO	1	1	1	2	2	7	**32**	4	3	3	4	3	17	**86**
4	Student AF	1	1	1	1	1	5	**25**	4	4	3	4	2	17	**87**
5	Student AEN	2	1	1	2	2	8	**40**	4	3	2	4	3	16	**81**
6	Student ALN	2	1	1	2	2	8	**40**	4	3	2	3	3	15	**77**
7	Student BM	2	1	1	2	1	7	**36**	4	3	2	3	2	14	**74**
8	Student DP	2	1	1	2	3	9	**44**	4	4	3	4	3	18	**91**
9	Student EA	3	2	2	3	2	12	**61**	4	4	3	4	3	18	**91**
10	Student IS	1	1	1	2	1	6	**29**	4	3	2	4	2	15	**77**
11	Student IA	3	2	1	2	1	9	**49**	4	4	3	4	3	18	**91**
12	Student I	1	1	1	2	1	6	**29**	4	3	3	3	3	16	**82**
13	Student MSY	1	1	1	2	1	6	**29**	4	4	3	4	3	18	**91**
14	Student MTPR	1	1	1	1	1	5	**25**	4	4	3	4	3	18	**91**
15	Student MDK	3	2	2	3	3	13	**65**	4	3	3	4	3	17	**86**

16	Student MD	2	1	1	2	1	7	**36**	4	4	3	4	3	18	**91**
17	Student MMT	2	1	2	2	2	9	**45**	4	3	3	4	3	17	**86**
18	Student MFA	3	1	2	2	2	10	**52**	4	4	3	4	3	18	**91**
19	Student MF	1	1	1	2	1	6	**29**	4	4	3	4	2	17	**87**
20	Student MGF	1	1	1	2	1	6	**29**	4	3	3	4	3	17	**86**
21	Student MRF	1	1	1	2	1	6	**29**	3	3	2	3	3	14	**70**
22	Student NI	2	1	1	2	1	7	**36**	4	3	3	4	3	17	**86**
23	Student NSM	1	1	1	2	1	6	**29**	4	3	2	3	3	15	**77**
24	Student NAP	2	1	1	2	1	7	**36**	4	3	3	4	3	17	**86**
25	Student REC	1	1	1	2	1	6	**29**	4	4	3	4	3	18	**91**
26	Student RA	1	1	1	2	1	6	**29**	4	3	3	4	4	18	**90**
27	Student SF	2	1	1	2	3	9	**44**	4	4	3	4	3	18	**91**
28	Student TK	2	1	1	3	1	8	**40**	4	4	4	4	3	19	**96**
29	Student YM	1	1	1	1	1	5	**25**	4	4	4	4	2	18	**92**
30	Student Z	2	1	1	2	1	7	**36**	4	3	3	4	2	16	**82**
TOTAL							**221**	**1102**	**TOTAL**					**504**	**2561**
AVERAGE							**7,36**	**36,73**	**AVERAGE**					**16,8**	**85,36**

THE RESULT DETAIL OF PRETEST AND POSTTEST OF CONTROL GROUP (Rater 1)

No	Name	PRETEST							POSTTIEST						
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted	Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted
1	Student AMR	3	2	2	2	1	10	**54**	3	2	2	2	2	11	**57**
2	Student AR	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
3	Student AIA	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
4	Student ATR	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
5	Student AD	1	1	1	1	1	5	**25**	2	1	2	2	3	10	**49**
6	Student B	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
7	Student BR	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
8	Student CA	2	2	2	1	3	10	**50**	2	2	2	2	3	11	**54**
9	Student FP	1	1	1	1	1	5	**25**	2	1	1	1	1	6	**32**
10	Student FD	1	1	1	1	1	5	**25**	2	1	2	2	1	8	**41**
11	Student GY	2	1	1	1	1	6	**32**	2	1	2	2	1	8	**41**
12	Student HS	2	1	1	1	1	6	**32**	2	1	2	2	2	9	**45**
13	Student IL	2	2	3	1	2	10	**51**	2	1	2	1	2	8	**41**
14	Student IN	2	1	2	1	1	7	**37**	1	1	1	1	1	5	**25**
15	Student KNA	2	2	2	1	2	9	**46**	2	1	2	1	1	7	**37**
16	Student LIM	2	1	2	1	2	8	**41**	2	1	1	1	2	7	**36**
17	Student MJ	2	1	2	1	2	8	**41**	2	1	2	2	2	9	**45**

18	Student MAR	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
19	Student MFA	2	1	2	1	2	8	**41**	2	1	2	2	1	8	**41**
20	Student MIA	2	2	1	1	1	7	**37**	2	1	1	1	1	6	**32**
21	Student NP	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
22	Student ND	2	2	2	2	2	10	**50**	2	1	1	1	1	6	**32**
23	Student N	1	1	1	1	1	5	**25**	2	1	1	1	1	6	**32**
24	Student RMRZ	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
25	Student RA	2	1	2	1	1	7	**37**	2	1	1	1	1	6	**32**
26	Student S	1	1	1	1	1	5	**25**	2	1	2	1	2	8	**41**
27	Student SA	1	1	1	1	1	5	**25**	2	1	1	1	1	6	**32**
28	Student T	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
29	Student TO	2	1	2	2	2	9	**45**	2	1	2	1	2	8	**41**
30	Student WR	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
TOTAL							**195**	**994**	**TOTAL**					**203**	**1036**
AVERAGE							**6,5**	**33,13**	**AVERAGE**					**6,76**	**34,53**

THE RESULT DETAIL OF PRETEST AND POSTTEST OF CONTROL GROUP (Rater 2)

No	Name	PRETEST							POSTTIEST						
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted	Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted
1	Student AMR	3	3	2	3	2	13	**66**	3	2	3	3	2	13	**66**
2	Student AR	1	1	1	2	2	7	**32**	1	1	1	2	1	6	**29**
3	Student AIA	2	2	2	2	2	10	**50**	2	1	1	2	1	7	**36**
4	Student ATR	2	1	2	2	2	9	**45**	1	1	1	2	1	6	**29**
5	Student AD	2	2	2	2	2	10	**50**	2	2	2	2	2	10	**50**
6	Student B	1	1	1	1	1	5	**25**	1	1	1	2	1	6	**29**
7	Student BR	2	1	1	2	2	8	**40**	1	1	1	2	1	6	**29**
8	Student CA	2	2	1	2	2	9	**45**	2	2	2	2	2	10	**50**
9	Student FP	1	1	1	1	1	5	**25**	1	1	1	2	1	6	**29**
10	Student FD	1	1	1	1	1	5	**25**	1	1	1	2	1	6	**29**
11	Student GY	2	2	2	2	2	10	**50**	2	2	2	2	2	10	**50**
12	Student HS	2	2	2	2	2	10	**50**	2	2	2	2	2	10	**50**
13	Student IL	2	2	2	2	2	10	**50**	2	2	2	1	2	9	**46**
14	Student IN	1	1	2	2	2	8	**37**	1	1	1	2	1	6	**29**
15	Student KNA	2	2	2	2	2	10	**50**	2	2	1	2	2	9	**45**
16	Student LIM	1	1	2	2	2	8	**37**	2	2	1	2	1	8	**41**
17	Student MJ	2	2	2	2	2	10	**50**	2	2	2	2	2	10	**50**
18	Student MAR	1	1	1	1	1	5	**25**	1	1	1	1	1	5	**25**
19	Student MFA	2	2	2	2	2	10	**50**	2	2	2	2	2	10	**50**
20	Student MIA	3	2	2	2	2	11	**57**	2	2	2	3	2	11	**54**

21	Student NP	2	2	2	2	2	10	**50**	1	1	1	2	1	6	**29**
22	Student ND	2	2	2	2	2	10	**50**	2	2	1	2	2	9	**45**
23	Student N	2	2	2	1	2	9	**46**	2	2	1	2	1	8	**41**
24	Student RMRZ	1	1	2	2	2	8	**37**	2	2	2	2	1	9	**46**
25	Student RA	1	1	2	2	2	8	**37**	2	2	1	2	1	8	**41**
26	Student S	1	1	2	2	2	8	**37**	2	2	2	2	2	10	**50**
27	Student SA	1	1	2	1	1	6	**30**	1	1	1	2	1	6	**29**
28	Student T	1	1	2	2	2	8	**37**	1	1	1	2	1	6	**29**
29	Student TO	2	2	2	2	2	10	**50**	2	2	2	2	2	10	**50**
30	Student WR	1	1	1	1	1	5	**25**	1	1	1	2	1	6	**29**
TOTAL							**255**	**1258**	**TOTAL**					**242**	**1205**
AVERAGE							**8,5**	**41,93**	**AVERAGE**					**8,06**	**40,16**

THE RESULT DETAIL OF PRETEST AND POSTTEST OF CONTROL GROUP (Rater 3)

No	Name	PRETEST							POSTTIEST						
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted	Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Converted
1	Student AMR	3	3	2	3	2	13	**66**	3	3	2	3	3	14	**70**
2	Student AR	1	1	1	1	1	5	**25**	1	1	1	1	2	6	**29**
3	Student AIA	2	1	2	2	2	9	**45**	1	1	1	2	2	7	**32**
4	Student ATR	2	1	2	2	3	10	**49**	1	1	1	2	1	6	**29**
5	Student AD	2	1	2	2	2	9	**45**	2	2	2	2	2	10	**50**
6	Student B	1	1	1	2	1	6	**29**	1	1	1	1	1	5	**25**
7	Student BR	2	1	1	2	1	7	**36**	1	1	1	2	1	6	**29**
8	Student CA	2	1	1	3	2	9	**44**	2	2	1	3	2	10	**49**
9	Student FP	1	1	1	1	1	5	**25**	1	1	1	1	2	6	**29**
10	Student FD	2	1	1	2	1	7	**36**	2	1	2	3	3	11	**52**
11	Student GY	2	1	1	2	1	7	**36**	2	1	1	3	2	9	**44**
12	Student HS	1	1	1	2	2	7	**32**	2	2	2	3	2	11	**54**
13	Student IL	2	1	2	3	3	11	**52**	2	1	2	3	3	11	**52**
14	Student IN	2	1	1	2	1	7	**36**	2	1	1	1	1	6	**32**
15	Student KNA	2	1	1	3	2	9	**44**	2	1	1	2	2	8	**40**
16	Student LIM	1	1	1	2	2	7	**32**	2	1	1	2	3	9	**44**
17	Student MJ	2	1	2	3	2	10	**49**	2	2	2	3	2	11	**54**

18	Student MAR	1	1	1	1	1	5	**25**	1	1	1	2	1	6	**29**
19	Student MFA	2	1	2	3	2	10	**49**	3	2	2	3	2	12	**61**
20	Student MIA	2	1	1	2	1	7	**36**	2	1	2	2	1	8	**41**
21	Student NP	2	1	1	2	1	7	**36**	1	1	1	2	1	6	**29**
22	Student ND	3	1	2	3	2	11	**56**	2	1	2	2	2	9	**45**
23	Student N	1	1	1	2	1	6	**29**	2	1	1	2	2	8	**40**
24	Student RMRZ	1	1	1	2	1	6	**29**	2	1	1	2	1	7	**36**
25	Student RA	2	1	1	2	1	7	**36**	1	1	1	2	2	7	**32**
26	Student S	2	1	1	2	1	7	**36**	2	2	2	3	1	10	**50**
27	Student SA	1	1	1	2	1	6	**29**	2	1	1	2	1	7	**36**
28	Student T	1	1	1	2	1	6	**29**	2	1	1	2	2	8	**40**
29	Student TO	3	2	2	2	3	12	**61**	3	2	3	3	3	14	**70**
30	Student WR	2	1	1	2	1	7	**36**	2	1	1	1	1	6	**32**
TOTAL							**235**	**1168**	**TOTAL**					**254**	**1255**
AVERAGE							**7,83**	**38,93**	**AVERAGE**					**8,46**	**41,83**

ASSESSMENT FORMAT FOR

PRETEST AND POSTTEST

WRITING TEST

School : SMK Negeri 6 Palembang

Grade : X PR 2

Rater 1 : Beni Wijaya, M.Pd

No	Name	PRETEST						POSTTEST					
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Content (1-4	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total
1	Aditya Nugraha	1	1	1	1	1	5	3	4	3	3	3	16
2	Afifa Salsabila	2	1	1	1	1	6	2	2	2	2	3	11
3	Agung S O	1	1	1	1	1	5	3	4	3	3	3	16
4	Aidi Fitrisyari	1	1	1	1	1	5	2	2	2	2	2	10
5	Ajeng Estu N	1	1	1	1	1	5	3	3	3	3	3	15
6	Alisya Lutfia N	1	1	1	1	1	5	3	4	3	3	4	17
7	Berada Moelya	1	1	1	1	1	5	2	2	2	2	2	10
8	Dani Pranata	1	1	1	1	1	5	3	3	2	2	2	12
9	Elsa Andini	3	2	2	2	2	11	3	4	3	3	4	17
10	Indah Septiliana	1	1	1	1	1	5	3	3	3	3	3	15
11	Ira Aisyah	2	1	1	1	1	6	3	3	3	3	4	16
12	Irwansyah	1	1	1	1	1	5	2	2	2	2	2	10
13	M. Saydinal Y	1	1	1	1	1	5	3	3	2	2	2	12
14	M. Tri Putra R	1	1	1	1	1	5	3	3	2	3	3	14

15	Mayang Diah K	2	2	2	2	3	11	3	3	2	2	3	13
16	Meisya Dhea	1	1	1	1	1	5	3	3	2	2	3	13
17	Mellyari Mila T	1	1	1	1	1	5	3	4	3	3	3	16
18	Muh. Feraldi A	1	1	1	1	1	5	3	3	2	2	3	13
19	M. Firjatullah	1	1	1	1	1	5	4	4	3	4	3	18
20	M. Ghani F	1	1	1	1	1	5	3	3	2	2	2	12
21	M. Royhan F	1	1	1	1	1	5	2	2	2	2	2	10
22	Nasril liani	2	1	1	1	1	6	3	4	3	3	3	16
23	Natalia Safira M	1	1	1	1	1	5	3	3	3	3	3	15
24	Ni Ayu Putri	1	1	1	1	1	5	2	2	2	2	2	10
25	Risky Eksa CH	1	1	1	1	1	5	3	3	3	3	3	15
26	Rizki Adelia	1	1	1	1	1	5	3	3	3	3	2	14
27	Siti Fatima	2	2	2	2	2	10	3	3	3	3	2	14
28	Trisna Kurniati	1	1	1	1	1	5	3	3	3	3	3	15
29	Yusuf Mahendra	1	1	1	1	1	5	3	3	3	3	3	15
30	Zulkifli	1	1	1	1	1	5	2	2	2	2	2	10
TOTAL							170	**TOTAL**					410

Rater 1 by,

Beni Wijaya, M.Pd

ASSESSMENT FORMAT FOR

PRETEST AND POSTTEST

WRITING TEST

School : SMK Negeri 6 Palembang

Grade : X PR 2

Rater 2 : Deta Desvitasari, M.Pd

No	Name	PRETEST						POSTTEST					
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Content (1-4	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total
1	Aditya Nugraha	2	2	2	2	2	10	3	3	2	3	2	13
2	Afifa Salsabila	2	2	2	2	2	10	3	2	2	3	2	12
3	Agung S O	2	2	2	2	2	10	3	3	3	3	3	15
4	Aidi Fitrisyari	1	1	1	1	1	5	3	3	3	3	3	15
5	Ajeng Estu N	2	2	2	2	2	10	3	3	3	3	3	15
6	Alisya Lutfia N	2	2	2	2	2	10	3	3	3	3	3	15
7	Berada Moelya	2	2	1	2	2	9	3	3	3	3	2	14
8	Dani Pranata	2	2	2	2	2	10	3	3	3	3	2	14
9	Elsa Andini	2	2	2	2	1	9	3	3	3	3	3	15
10	Indah Septiliana	1	1	1	1	1	5	3	3	3	3	3	15
11	Ira Aisyah	2	2	2	2	2	10	3	3	3	3	3	15
12	Irwansyah	2	2	2	2	2	10	3	3	3	3	2	14
13	M. Saydinal Y	1	1	1	1	1	5	3	3	3	3	2	14
14	M. Tri Putra R	1	1	1	1	1	5	3	3	2	3	2	13

15	Mayang Diah K	2	2	2	2	2	10	3	3	3	3	2	14
16	Meisya Dhea	2	1	2	2	2	9	3	3	3	3	2	14
17	Mellyari Mila T	2	1	2	2	2	9	3	3	3	3	2	14
18	Muh. Feraldi A	2	2	1	1	2	8	3	3	3	3	2	14
19	M. Firjatullah	1	1	1	1	1	5	3	2	2	2	2	11
20	M. Ghani F	1	1	1	1	1	5	3	2	2	2	2	11
21	M. Royhan F	1	1	1	1	1	5	3	2	2	2	2	11
22	Nasril liani	2	2	2	2	2	10	3	3	3	3	3	15
23	Natalia Safira M	1	1	1	1	1	5	3	2	2	2	2	11
24	Ni Ayu Putri	1	1	1	2	1	6	3	3	3	3	2	14
25	Risky Eksa CH	1	1	1	1	1	5	3	3	3	3	2	14
26	Rizki Adelia	1	1	1	1	1	5	3	3	3	3	2	14
27	Siti Fatima	2	2	2	2	2	10	3	2	2	2	2	11
28	Trisna Kurniati	1	1	1	1	1	5	3	3	3	3	2	14
29	Yusuf Mahendra	1	1	1	1	1	5	3	3	3	3	2	14
30	Zulkifli	2	2	2	2	2	10	3	3	2	3	2	13
TOTAL							230	TOTAL					408

Rater 2 by,

24 Juli 2017

Deta Desvitasari, M.Pd

ASSESSMENT FORMAT FOR

PRETEST AND POSTTEST

WRITING TEST

School : SMK Negeri 6 Palembang

Grade : X PR 2

Rater 3 : Janita Norena, M.Pd

No	Name	PRETEST						POSTTEST					
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Content (1-4	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total
1	Aditya Nugraha	1	1	1	2	1	6	4	3	3	4	2	16
2	Afifa Salsabila	2	2	1	2	2	9	4	2	2	3	3	14
3	Agung S O	1	1	1	2	2	7	4	3	3	4	3	17
4	Aidi Fitrisyari	1	1	1	1	1	5	4	4	3	4	2	17
5	Ajeng Estu N	2	1	1	2	2	8	4	3	2	4	3	16
6	Alisya Lutfia N	2	1	1	2	2	8	4	3	2	3	3	15
7	Berada Moelya	2	1	1	2	1	7	4	3	2	3	2	14
8	Dani Pranata	2	1	1	2	3	9	4	4	3	4	3	18
9	Elsa Andini	3	2	2	3	2	12	4	4	3	4	3	18
10	Indah Septiliana	1	1	1	2	1	6	4	3	2	4	2	15
11	Ira Aisyah	3	2	1	2	1	9	4	4	3	4	3	18
12	Irwansyah	1	1	1	2	1	6	4	3	3	3	3	16
13	M. Saydinal Y	1	1	1	2	1	6	4	4	3	4	3	18
14	M. Tri Putra R	1	1	1	1	1	5	4	4	3	4	3	18

								C	O	G	V	M	
15	Mayang Diah K	3	2	2	3	3	13	4	3	3	4	3	17
16	Meisya Dhea	2	1	1	2	1	7	4	4	3	4	3	18
17	Mellyari Mila T	2	1	2	2	2	9	4	3	3	4	3	17
18	Muh. Feraldi A	3	1	2	2	2	10	4	4	3	4	3	18
19	M. Firjatullah	1	1	1	2	1	6	4	4	3	4	2	17
20	M. Ghani F	1	1	1	2	1	6	4	3	3	4	3	17
21	M. Royhan F	1	1	1	2	1	6	3	3	2	3	3	14
22	Nasril liani	2	1	1	2	1	7	4	3	3	4	3	17
23	Natalia Safira M	1	1	1	2	1	6	4	3	2	3	3	15
24	Ni Ayu Putri	2	1	1	2	1	7	4	3	3	4	3	17
25	Risky Eksa CH	1	1	1	2	1	6	4	4	3	4	3	18
26	Rizki Adelia	1	1	1	2	1	6	4	3	3	4	4	18
27	Siti Fatima	2	1	1	2	3	9	4	4	3	4	3	18
28	Trisna Kurniati	2	1	1	3	1	8	4	4	4	4	3	19
29	Yusuf Mahendra	1	1	1	1	1	5	4	4	4	4	2	18
30	Zulkifli	2	1	1	2	1	7	4	3	3	4	2	16
TOTAL							221	**TOTAL**					504

Rater 3 by,

Janita Norena, M.Pd

ASSESSMENT FORMAT FOR

PRETEST AND POSTTEST

WRITING TEST

School : SMK Negeri 6 Palembang

Grade : X PR 1

Rater 1 : Beni Wijaya, M.Pd

No	Name	PRETEST						POSTTEST					
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Content (1-4	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total
1	Aanisa Mona R	3	2	2	2	1	10	3	2	2	2	2	11
2	Abdul Rasid	1	1	1	1	1	5	1	1	1	1	1	5
3	Abid Irfan A	1	1	1	1	1	5	1	1	1	1	1	5
4	Adinda TR	1	1	1	1	1	5	1	1	1	1	1	5
5	Amanda Dhiya	1	1	1	1	1	5	2	1	2	2	3	10
6	Bandra	1	1	1	1	1	5	1	1	1	1	1	5
7	Beniana Rupita	1	1	1	1	1	5	1	1	1	1	1	5
8	Chyntia Ambar	2	2	2	1	3	10	2	2	2	2	3	11
9	Firliansyah P	1	1	1	1	1	5	2	1	1	1	1	6
10	Fitria Desta	1	1	1	1	1	5	2	1	2	2	1	8
11	Gege Yonpika	2	1	1	1	1	6	2	1	2	2	1	8
12	Hanisyah S	2	1	1	1	1	6	2	1	2	2	2	9
13	Indah Lestari	2	2	3	1	2	10	2	1	2	1	2	8
14	Intan Nur	2	1	2	1	1	7	1	1	1	1	1	5

15	Kintan Nurul A	2	2	2	1	2	9	2	1	2	1	1	7
16	Lenny Ita M	2	1	2	1	2	8	2	1	1	1	2	7
17	Maudy Junita	2	1	2	1	2	8	2	1	2	2	2	9
18	M. Adjie R	1	1	1	1	1	5	1	1	1	1	1	5
19	M. Fauzan AL	2	1	2	1	2	8	2	1	2	2	1	8
20	M. Irvine AL	2	2	1	1	1	7	2	1	1	1	1	6
21	Nadila Puspita	1	1	1	1	1	5	1	1	1	1	1	5
22	Nadina Devi	2	2	2	2	2	10	2	1	1	1	1	6
23	Natalie	1	1	1	1	1	5	2	1	1	1	1	6
24	R.M. Rizki Zul	1	1	1	1	1	5	1	1	1	1	1	5
25	Rendy Apriyanto	2	1	2	1	1	7	2	1	1	1	1	6
26	Savitri	1	1	1	1	1	5	2	1	2	1	2	8
27	Septi A	1	1	1	1	1	5	2	1	1	1	1	6
28	Tiara	1	1	1	1	1	5	1	1	1	1	1	5
29	Tri Oktatiana	2	1	2	2	2	9	2	1	2	1	2	8
30	Widya Rusari	1	1	1	1	1	5	1	1	1	1	1	5
TOTAL							195	**TOTAL**					203

Rater 1 by,

Beni Wijaya, M.Pd

ASSESSMENT FORMAT FOR

PRETEST AND POSTTEST

WRITING TEST

School : SMK Negeri 6 Palembang

Grade : X PR 1

Rater 2 : Deta Desvitasari, M.Pd

No	Name	PRETEST						POSTTEST					
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Content (1-4	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total
1	Aanisa Mona R	3	3	3	3	2	13	3	2	3	3	2	13
2	Abdul Rasid	1	1	1	2	2	7	1	1	1	2	1	6
3	Abid Irfan A	2	2	2	2	2	10	2	1	1	2	1	7
4	Adinda TR	2	1	2	2	2	9	1	1	1	2	1	6
5	Amanda Dhiya	2	2	2	2	2	10	2	2	2	2	2	10
6	Bandra	1	1	1	1	1	5	1	1	1	2	1	6
7	Beniana Rupita	2	1	1	2	2	8	1	1	1	2	1	6
8	Chyntia Ambar	2	2	1	2	2	9	2	2	2	2	2	10
9	Firliansyah P	1	1	1	1	1	5	1	1	1	2	1	6
10	Fitria Desta	1	1	1	1	1	5	1	1	1	2	1	6
11	Gege Yonpika	2	2	2	2	2	10	2	2	2	2	2	10
12	Hanisyah S	2	2	2	2	2	10	2	2	2	2	2	10
13	Indah Lestari	2	2	2	2	2	10	2	2	2	1	2	9
14	Intan Nur	1	1	2	2	2	8	1	1	1	2	1	6

15	Kintan Nurul A	2	2	2	2	2	10	2	2	1	2	2	9
16	Lenny Ita M	1	1	2	2	2	8	2	2	1	2	1	8
17	Maudy Junita	2	2	2	2	2	10	2	2	2	2	2	10
18	M. Adjie R	1	1	1	1	1	5	1	1	1	1	1	5
19	M. Fauzan AL	2	2	2	2	2	10	2	2	2	2	2	10
20	M. Irvine AL	3	2	2	2	2	11	2	2	2	3	2	4
21	Nadila Puspita	2	2	2	2	2	10	1	1	1	2	1	6
22	Nadina Devi	2	2	2	2	2	10	2	2	1	2	2	9
23	Natalie	2	2	2	1	2	9	2	2	1	2	1	8
24	R.M. Rizki Zul	1	1	2	2	2	8	2	2	2	2	1	9
25	Rendy Apriyanto	1	1	2	2	2	8	2	2	1	2	1	8
26	Savitri	1	1	2	2	2	8	2	2	2	2	2	10
27	Septi A	1	1	2	1	1	6	1	1	1	2	1	6
28	Tiara	1	1	2	2	2	8	1	1	1	2	1	6
29	Tri Oktatiana	2	2	2	2	2	10	2	2	2	2	2	10
30	Widya Rusari	1	1	1	1	1	5	1	1	1	2	1	6
TOTAL							255	TOTAL					242

Rater 2 by,

24/02 2017

Deta Desvitasari, M.Pd

ASSESSMENT FORMAT FOR

PRETEST AND POSTTEST

WRITING TEST

School : SMK Negeri 6 Palembang

Grade : X PR 1

Rater 3 : Janita Norena, M.Pd

No	Name	PRETEST						POSTTEST					
		Content (1-4)	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total	Content (1-4	Organization (1-4)	Grammar (1-4)	Vocabulary (1-4)	Mechanics (1-4)	Total
1	Aanisa Mona R	3	3	2	3	2	13	3	3	2	3	3	14
2	Abdul Rasid	1	1	1	1	1	5	1	1	1	1	2	6
3	Abid Irfan A	2	1	2	2	2	9	1	1	1	2	2	7
4	Adinda TR	2	1	2	2	3	10	1	1	1	2	1	6
5	Amanda Dhiya	2	1	2	2	2	9	2	2	2	2	2	10
6	Bandra	1	1	1	2	1	6	1	1	1	1	1	5
7	Beniana Rupita	2	1	1	2	1	7	1	1	1	2	1	6
8	Chyntia Ambar	2	1	1	3	2	9	2	2	1	3	2	10
9	Firliansyah P	1	1	1	1	1	5	1	1	1	1	2	6
10	Fitria Desta	2	1	1	2	1	7	2	1	2	3	3	11
11	Gege Yonpika	2	1	1	2	1	7	2	1	1	3	2	9
12	Hanisyah S	1	1	1	2	2	7	2	2	2	3	2	11
13	Indah Lestari	2	1	2	3	3	11	2	1	2	3	3	11
14	Intan Nur	2	1	1	2	1	7	2	1	1	1	1	6

								c	o	b	v	m	
15	Kintan Nurul A	2	1	1	3	2	9	2	1	1	2	2	8
16	Lenny Ita M	1	1	1	2	2	7	2	1	1	2	3	9
17	Maudy Junita	2	1	2	3	2	10	2	2	2	3	2	11
18	M. Adjie R	1	1	1	1	1	5	1	1	1	2	1	6
19	M. Fauzan AL	2	1	2	3	2	10	3	2	2	3	2	12
20	M. Irvine AL	2	1	1	2	1	7	2	1	2	2	1	8
21	Nadila Puspita	2	1	1	2	1	7	1	1	1	2	1	6
22	Nadina Devi	3	1	2	3	2	11	2	1	2	2	2	9
23	Natalie	1	1	1	2	1	6	2	1	1	2	2	8
24	R.M. Rizki Zul	1	1	1	2	1	6	2	1	1	2	1	7
25	Rendy Apriyanto	2	1	1	2	1	7	1	1	1	2	2	7
26	Savitri	2	1	1	2	1	7	2	2	2	3	1	10
27	Septi A	1	1	1	2	1	6	2	1	1	2	1	7
28	Tiara	1	1	1	2	1	6	2	1	1	2	2	8
29	Tri Oktatiana	3	2	2	2	3	12	3	2	3	3	3	14
30	Widya Rusari	2	1	1	2	1	7	2	1	1	1	1	6
TOTAL							235	**TOTAL**					254

Rater 3 by,

Janita Norena, M.Pd

APPENDIX 5

THE NORMALITY OF THE DATA

One-Sample Kolmogorov-Smirnov Test

		Pretest_ Experimental	Pretest_ Control
N		30	30
Normal Parameters[a]	Mean	34.43	38.03
	Std. Deviation	8.744	9.368
Most Extreme Differences	Absolute	.199	.117
	Positive	.199	.117
	Negative	-.140	-.082
Kolmogorov-Smirnov Z		1.091	.640
Asymp. Sig. (2-tailed)		.185	.807

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Posttest_ Experimental	Posttest_ Control
N		30	30
Normal Parameters[a]	Mean	74.23	38.90
	Std. Deviation	5.946	10.084
Most Extreme Differences	Absolute	.185	.153
	Positive	.096	.153
	Negative	-.185	-.100
Kolmogorov-Smirnov Z		1.011	.839
Asymp. Sig. (2-tailed)		.258	.483

a. Test distribution is Normal.

THE HOMOGENITY OF THE DATA

PRETEST

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
2.389	5	16	.084

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	919.550	13	70.735	.696	.742
Within Groups	1625.417	16	101.589		
Total	2544.967	29			

POSTTEST

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
1.345	6	12	.311

ANOVA

Ss_score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1469.200	17	86.424	.701	.755
Within Groups	1479.500	12	123.292		
Total	2948.700	29			

THE PAIRED SAMPLE T-TEST OF EXPERIMENTAL GROUP

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PosttestExperimental	74.23	30	5.946	1.086
	PretestExperimental	34.43	30	8.744	1.596

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PosttestExperimental & PretestExperimental	30	.149	.431

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	PosttestExperimental - PretestExperimental	39.800	9.813	1.792	36.136	43.464	22.214	29	.000

THE INDEPENDENT SAMPLE T-TEST ON THE POSTTEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUP

Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
Ss_score	Posttest_Experimental	30	74.23	5.946	1.086
	Posttest_Control	30	38.90	10.084	1.841

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	11.504	.001	16.532	58	.000	35.333	2.137	31.055	39.612
	Equal variances not assumed			16.532	46.993	.000	35.333	2.137	31.034	39.633

APPENDIX 6

VALIDITY AND RELIABILTY OF WRITING TEST

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Result of Appropriateness of Writing Test

No	Test Item	Result of Appropriateness of Writing Test				Categorization
		V.1	V.2	V.3	TOTAL	
1	Instruction	5	4	4	13/3	**Appropriate**
2	Topic	5	5	4	14/3	**Appropriate**
3	Time Allocation	4	5	4	13/3	**Appropriate**
4	Content	4	5	4	13/3	**Appropriate**
5	Rubric	5	5	4	14/3	**Appropriate**

APPENDIX 7

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name : Beni Wijaya, S.Pd, M.Pd. Institution : UIN RF

Occupation : English Lecturer Date : 18-1-2017

Information: The writing test will be conducted for the tenth grade hotel accommodation students of SMK Negeri 6 Palembang

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, 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					Categorization
		1	2	3	4	5	
1	Instruction				√		
2	Topic				√		
3	Time Allocation				√		
4	Content				√		
5	Rubric				√		
Comment:							

Palembang, 18-1-2017

Validated by,

Beni Wijaya, S.Pd, M.Pd

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name : Deta Desvitasari, M.Pd. Institution : PBI RF

Occupation : English Lecturer Date : 16/01/2017

Information: The writing test will be conducted for the tenth grade hotel accommodation students of SMK Negeri 6 Palembang

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, 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					Categorization
		1	2	3	4	5	
1	Instruction					✓	Very Appropriate
2	Topic					✓	Very Appropriate
3	Time Allocation				✓		Appropriate
4	Content				✓		Appropriate
5	Rubric					✓	Very Appropriate

Comment:

Revise as suggested, then it is OK.

Palembang, 16 Januari 2017

Validated by,

Deta Desvitasari, M.Pd

English Lecturer

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name : Manalullaili, M.Ed Institution : UIN Raden Fatah

Occupation : English lecturer Date : 17 January 2017

Information: The writing test will be conducted for the tenth grade hotel accommodation students of SMK Negeri 6 Palembang

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, 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					Categorization
		1	2	3	4	5	
1	Instruction				✓		
2	Topic					✓	
3	Time Allocation					✓	
4	Content					✓	
5	Rubric					✓	
Comment:							

Palembang, 17 January 2017

Validated by,

Manalullaili, M.Ed.

APPENDIX 8

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan

APPENDIX 9

LESSON PLAN

School : SMK Negeri 6 Palembang

Subject : English

Class : X PR 2

Topic : Descriptive Text

Allocation of time : 2 x 45 minutes

A. Main Competence

KI 1 : Concerning and practicing the value of their religion.

KI 2 : Exploring the attitude (honest, discipline, responsibility, care, cooperation, piece, responsive and active)and shows the attitude as problem solver in the country in effective interaction in social society and take position ourselves as a reflection of the nation in the association world.

KI 3 : Understand, apply, analyze, and evaluate factual knowledge, conceptual, procedural in science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI 4 : Tries, process, and serve in the concrete realm and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science.

B. Basic Competence

3.4 Distinguish the social function, text structure, and linguistic elements of oral and written text in descriptive text by giving and ask information about tourism and historic build, simple and short based on the context.

4.4.1. Grasp the meaning of contextually about social function, text structure, linguistic elements of descriptive, oral and written text, simple and short about tourism place and historic build.

4.4.2 Arrange descriptive text in simple and short about tourism place and historic build. Pay attention to the social function, text structure and linguistic elements correctly in context.

C. Indicators of Learning Outcome

- Students are able to identify the function of the text, structure of the text, and language feature in simple descriptive text.
- Students are able to identify the meaning in descriptive text.
- Students are able to describe building or tourism place.
- Students are able to integrate what they see and feel into descriptive text.
- Students are able to produce descriptive text.

D. Learning Material

Descriptive text is a text which describes thing, person, or place to make it clear. It tells about what something, person, or place are like, how the condition is, and people can imagine the feature when the text is read.

The communicative purpose of descriptive text is to describe particular thing, person, and place.

The Generic Structure of Descriptive Text:

1. Identification: identifies phenomenon to be described.

2. Description: describe parts, characteristics, and qualities.

Example of Descriptive Text

Mount Bromo	
Identification	Mount Bromo is located in Probolinggo Regency not far from Malang Regency.
Description	This mountain is very interesting because you can see the beautiful sunrise and sunset from this mountain. Beside that you can see the beautiful or large field, people call it 'Lautan Pasir' or 'The Desert Sea'. It is very beautiful if you see it from the top of Mount Bromo. On the top of Mount Bromo, there are also a 'Kawah' or 'Crater', where visitors can make their body warm in the cold condition of this mountain. In this crater, you can see some beautiful colors of fire and beautiful smoke going up to the sky. To go to the top of the mountain, you can ride a horse. You can rent a horse cheaply and there are some guides who will help you to get some stories about Bromo and the people's life who live there. Generally, the people around Bromo follow Hinduism. According to the story, the Bromo people came from the Majapahit Kingdom, the biggest Kingdom in Archipelago.

E. Teaching Learning Activities

Date	Allocated Time	Activites /Source
28 – 01 – 2017	Meeting 1 45Minutes	Pretest
30 – 01 – 2017	Meeting 2 45 Minutes	• The writer greets the students • The writer information about the activities for the students • The writer ask some questions related to descriptive text to know students' ability • The writer review their lesson about descriptive text and simple present tense • The writer give the example of descriptive text Source: http://khitdhys.blogspot.co.id/2009/09/descriptive-textmount-bromo.htm
31 – 1 – 2017	Meeting 3 45 Minutes	• The writer introducing tourism brochure • The writer correlate descriptive text to the tourism brochure • The writer give example about brochure Source: http://karuniatrans.com/gunung-bromo-icon-jawa-timur/ • The writer diveded the tourism brochure entitled "Tidung Island" Source: https://raykhatours.wordpress.com/2012/02/03/tidung/pulau-tidung-brosur-raykha-tours-travel/ • By the clue found, students built up their own descriptive paragraph
4 – 02 – 2017	Meeting 4 45Minutes	• The writer check the students' work and convey the lack of students' writing • The students revise their descriptive writing • Teacher give the score for students' effort in writing

6 – 02 – 2017	Meeting 5 45 Minutes	• The writer give second material for descriptive paragraph entitled "Eiffel Tower in Paris" Source: http://blessingtrav.blogspot.co.id/p/brosur.html • Students sit in group and discuss what they see in the brochure. • Students write their second descriptive writing
7 – 02 – 2017	Meeting 6 45 Minutes	• Students work in team and check their friends' mistake in descriptive writing with the help of the teacher • The writer ask the students to revise their writing based on their friends' comments • The writer evaluate students' writing
11 – 2 – 2017	Meeting 7 45 Minutes	• The writer give the third material for descriptive paragraph entitled "Karimun Java Island" Source: http://s492.photobucket.com/user/takadarie/media/brosurSP.jpg.html • The students write the third descriptive paragraph
13 – 2 – 2017	Meeting 8 45 Minutes	• Students do peer comment on other student's writing. • Students apply revising
14 – 2 – 2017	Meeting 9 45 Minutes	• Student polish their writing • Students read their paragraph in front of the class • The writer give score for students' writing
18 – 2 – 2017	Meeting 10 45 Minutes	• Students write the fourth descriptive paragraph about "Limas House" • Source: brochure disbudpar

20 – 2 – 2017	Meeting 11 45 Minutes	• The writer ask about their understanding about descriptive paragraph so far. • Review the lessons
21 – 2 – 2017	Meeting 12 45 Minutes	Posttest

F. Focus of Learning

- Produce a descriptive text based on topic given
- Students' problem

G. Teaching Media

- Students' book of Bahasa Inggris SMA/SMK/MA Kelas X
- Brochures and Material in the internet source
- White Board and Board Marker

H. Assesment

Headline	**Scale**
Ideas	1-4
Organization	1-4
Word Choice	1-4
Sentence Structure	1-4
Mechanics	1-4

1 = Sangat Kurang
2 = Kurang
3 = Cukup
4 = Baik

Student's score= $\frac{\text{Rubric score obtained x Maximum classification score}}{\text{Maximum rubric score}}$

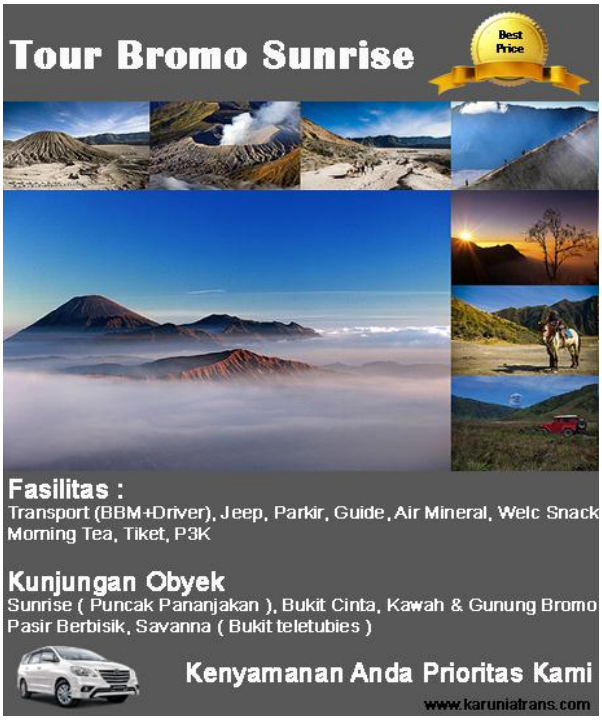
Palembang, January 2017

The Writer,

Mutiara Yusitaria
12250093

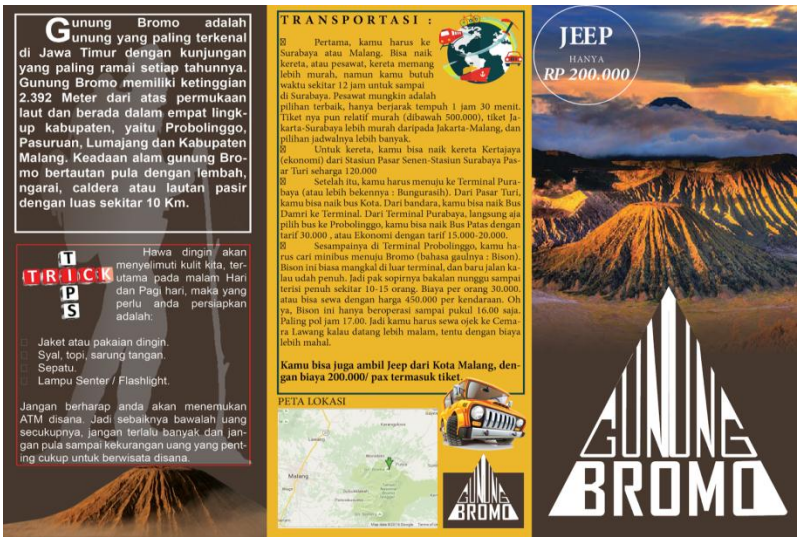
APPENDIX 10

Brochures as a Media and Source



http://karuniatrans.com/gunung-bromo-icon-jawa-timur/

http://blessingtrav.blogspot.co.id/p/brosur.html



https://1.bp.blogspot.com/-8_uadAB2_-w/V0J136NkfLI/AAAAAAAAAHo/9noAja4-mi00qx1vJO6VdiJ-sad8Asx9QCLcB/s1600/brosur%2Bazam.png

http://s492.photobucket.com/user/takadarie/media/brosurSP.jpg.html

https://raykhatours.wordpress.com/2012/02/03/tidung/pulau-tidung-brosur-raykha-tours-travel/

APPENDIX 11

SHEET OF WRITING TEST

PRETEST

Name : Agung Setiawan Oktari
Class : 10 Pr 2

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic sturcture !
   a. Musi River
   b. Kemaro Island
   c. Benteng Kuto Besak
   d. Punti Kayu

Benteng kuto Besak

Benteng kuto Besak has been located In Palembang city. And there will be build Iwak Belido statue.

SHEET OF WRITING TEST

POSTTEST

Name : Agung Setiawan Oktari
Class : 10 PR2 (experimental Group)

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic structure !
   a. Musi River
   b. Kemaro Island
   c. Benteng Kuto Besak
   d. Punti Kayu

Benteng Kuto Besak

Benteng kuto Besak is located in Palembang, south sumatera province, precisely located in the north of the river musi. Benteng Kuto Besak is the building of the palace in the eighteenth century become the center of the sultante of Palembang.

This fort is a length of 288.75 meters, the width is 183.75 meters and 9.99 meters high (30 Feet) and also the thickness of 1.99 meters (6Feet). So many people come in Benteng Kuto Besak because in Benteng kuto Besak, there is a monument Iwak Belido. There are also the famous restaurant such as River Side restaurant, JCO, KFC. Beside that, there are Palembang traditional foods as a pempek, model, tekwan and many others.

SHEET OF WRITING TEST

PRETEST

Name : ELSA Anclini

Class : X PR 2

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic sturcture !
   a. Musi River
   b. Kemaro Island
   c. Benteng Kuto Besak
   d. Punti Kayu

Musi River

Musi River Location In Palembang. musi river became one of the Icons of the City of Palembang. Musi River became one of the Places often visited In the City of Palembang. many young People who played there when the late afternoon. on the banks of the river musi many People who sell there and also many who come just to relax.

SHEET OF WRITING TEST

POSTTEST

Name : ELSA Andini

Class : X PR 2 (experimental Group)

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic sturcture !
   a. Musi River
   b. Kemaro Island
   c. Benteng Kuto Besak
   d. Punti Kayu

Musi River

Musi River in Palembang City, South Sumatra Province musi river's length is 460 km. Musi river divides the South Sumatra Province from east to west which branched with eight rivers are komering river, ogan, lematang, kelingi, lakitan, semangus, rawas, and batanghari leko.

Actually, in the afternoon musi river is so ~~that~~ hot but if it's night, musi river is so beautiful because in the middle of musi river, there is a ampera bridge. every night, musi river and ampera bridge are surraunded by lamps. It makes musi river bright and beautiful. the wind in musi river is so fast and musi river is wavy. Musi river is one of tourism destinations at Palembang. there are visitors from Inside and outside the Palembang city. But now, in musi

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river, there are many trash, many people throw it in musi river. Even though, ~~there~~ still many visitors come at musi river.

SHEET OF WRITING TEST

PRETEST

Name : Trisna Kurniati

Class : X. PP^2

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic sturcture !
   a. Musi River
   b. Kemaro Island
   c. Benteng Kuto Besak
   d. Punti Kayu

Punti Kayu.

Punti kayu is zoo. Punti kayu in km 6 street. Palembang City. In Punti kayu have swimming pool, Game Player.

SHEET OF WRITING TEST

POSTTEST

Name : Trisna kurniati
Class : X. PR^2 (experimental group)

In this test, you will demonstrate how well you write in English. Your writing test score will be evaluated by some aspects; content, organization, grammar, vocabulary and mechanics.

1. Write a descriptive paragraph consisting of at least 100 words within 45 minutes by choosing one of these topics. Pay attention to the punctuation, the sentence structure and generic structure !
   a. Musi River
   b. Kemaro Island
   c. Benteng Kuto Besak
   d. Punti Kayu

Punti Kayu.

This recently built recreational complex covers 50 hectares area. Punti kayu is a conservation Place that the concept of development bared on the Principle of Protecting animals and Plants. located around 6 km From City center. Punti kayu is Forest Park tourism to the local Inbabitants of Palembang City and International tourist.

In Punti kayu, there are Five Parts, an amusement Park, a reereation Park, a natural Forest with Pine woods, mini zoo and a lake. In this complex, we can find a Children's Playground, a Cultural Park, a Souvenir shop, restaurants, horse riding arena, elephant attraction area, flower garden, boat duck, swimming pool, hang bridge, flying fox, the entertainment stage, Jogle / Pendopo small mosque and Information

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Room, we can enjoy Feel a calm day here and
amuse ourself.

APPENDIX 12

Attendance List of Experimental Group

Class : X PR 2

No	Name	Meeting											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Aditya Nugraha												
2	Afifa Salsabila												
3	Agung S O												
4	Aidi Fitrisyari												
5	Ajeng Estu N												
6	Alisya Lutfia N												
7	Berada Moelya												
8	Dani Pranata												
9	Elsa Andini												
10	Indah Septiliana												
11	Ira Aisyah												
12	Irwansyah												
13	M. Saydinal Y												
14	M. Tri Putra R												

15	Mayang Diah K												
16	Meisya Dhea												
17	Mellyari Mila T												
18	Muh. Feraldi A												
19	M. Firjatullah												
20	M. Ghani F												
21	M. Royhan F												
22	Nasril Liani												
23	Natalia Safira M												
24	Ni Ayu Putri												
25	Risky Eksa CH												
26	Rizki Adelia												
27	Siti Fatima												
28	Trisna Kurniati												
29	Yusuf Mahendra												
30	Zulkifli												

Attendance List of Control Group

Class X PR 1

NO	Name	Meeting	
		Pretest	Posttest
1	Aanisa Mona R		
2	*Abdul Rasid*		
3	Abid Irfan A		
4	Adinda TR		
5	Amanda Dhiya		
6	Bandra		
7	Bertiana Rupita		
8	Chyntia Ambar		
9	Firliansyah P		
10	Fitri Desta		
11	Gege Yonpika		
12	Hanisyah S		
13	Indah Lestari		
14	Intan Nursika		
15	Kintan Nurul A		
16	*Lenny Ita M*		
17	Maudy Junita		
18	M. Adjie R		
19	M. Fauzan AL		
20	M. Irvine AL		
21	Nadila Puspita		
22	Nadina Devi		
23	Natalia		
24	R.M. Rizki Zul		
25	Rendy Apriyanto		
26	Savitri		
27	Septi A		
28	Tiara		
29	Tri Oktatiana		
30	Widya Rusari		

APPENDIX 13