

**THE EFFECTIVENESS OF WRITE PAIRS-SQUARE
METHOD IN STUDENTS' DESCRIPTIVE TEXT WRITING
AT ELEMENTARY CLASS OF ENGLISH PROGRAM
DARUSSALAM ISLAMIC BOARDING SCHOOL
PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

By

Ifti Farih Choeriyah

Student Number. 1817404018

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

Here with I,

Name : Ifti Farih Choeriyah

Number/S.N : 1817404018

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "**The Effectiveness of Write Pairs Square towards Students Descriptive Text Writing at Elementary Class of English Program in Darussalam Islamic Boarding School Purwokerto.**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 16 January 2023

I Who Declare,



Ifti Farih Choeriyah
S.N 1817404018

APPROVAL SHEET

This thesis, entitled

THE EFFECTIVENESS OF WRITE PAIRS-SQUARE METHOD IN STUDENTS' DESCRIPTIVE TEXT WRITING AT ELEMENTARY CLASS OF ENGLISH PROGRAM DARUSSALAM ISLAMIC BOARDING SCHOOL PURWOKERTO


Written by Ifi Farih Choeriyah (Student Number. 1817404018) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 19 January 2023 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, 31th January 2023


Approved by:

Examiner I/Head of Examiners/Supervisor,

Examiner II/Secretary,

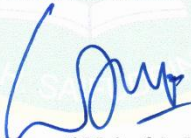


Irra Wahidiyati, M.Pd.
NIP. 19740815 199803 1 004



Windharyanti D.K., M.A., M.Pd
NIDN. 20001049001



The Main Examiner



Desi Whavanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

Legalized by:

The Head of Education Department,



Dr. Maria Ulpah, M.Si.
NIP. 19801115 200501 2 004

OFFICIAL NOTE OF SUPERVISOR

Purwokerto, 16 January 2023

To : The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In
Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Ifti Farih Choeriyah
Number : 1817404018
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Effectiveness of Write Pairs Square Towards Students Writing Descriptive Text at Elementary Class of English Program in Darussalam Islamic Boarding School Purwokerto.

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 16 January 2023

Supervisor



Irra Wahidivati, M.Pd

NIP. 19881130 201908 2 001

**THE EFFECTIVENESS OF WRITE PAIRS-SQUARE METHOD IN
STUDENTS' DESCRIPTIVE TEXT WRITING AT ELEMENTARY
CLASS OF ENGLISH PROGRAM IN DARUSSALAM ISLAMIC
BOARDING SCHOOL PURWOKERTO**

IFTI FARIH CHOERIYAH

1817404018

Abstract: Writing activity is a manifestation of language abilities and skills that are most recently mastered by language learners after listening, speaking, and reading. However, in learning to write, students have problems such as low motivation, so they become lazy to learn to practice writing. There are so many methods used in the process of learning to write. One of them is "Write Pairs-Square." This method is one of the cooperative learning that requires students to form pairs. This study aims to examine the efficacy of the write pairs-square method in enhancing descriptive writing in the Elementary Class at English program in Darussalam Islamic Boarding School. This study indicates that students need to enhance their writing skills, particularly when it comes to descriptive prose. This learning method studied use a quasi-experimental methodology, including 16 experimental and 16 control class students. The evaluation instrument is an objective test with pre-test and post-test. Based on data analysis utilizing N-Gain Score analysis, the score results are below the interpretation of effective value, which is 44.55%, indicating that the method is less effective at enhancing the capacity to writing descriptive texts.

Keywords: *write pairs-square, writing, descriptive text, English program*

MOTTO

مَنْ جَدَّ وَ جَدَّ

Who is serious will succeed

siapa bersungguh-sungguh akan berhasil

مَنْ صَبَرَ ظَفِرَ

Who is patient will be lucky

siapa yang sabar akan beruntung

مَنْ سَارَ عَلَى الدَّرْبِ وَ صَلَّى

Whoever walks in His way will reach the goal

siapa berjalan di jalanNya akan sampai ke tujuan



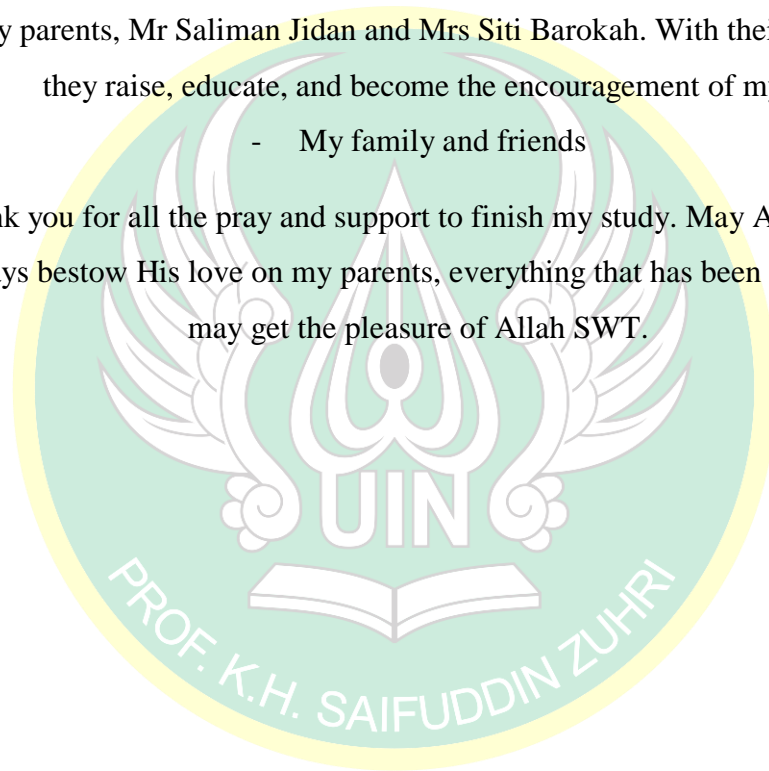
DEDICATION

By saying *alhamdulillah*, this thesis can be completed with enthusiasm, perseverance, struggle and patience. This thesis would not have been possible without the motivation and prayers of loved ones, with full sincerity and deep gratitude.

I dedicate this thesis to:

- Myself. Thank you for the effort and enthusiasm
- My parents, Mr Saliman Jidan and Mrs Siti Barokah. With their struggles, they raise, educate, and become the encouragement of my life.
 - My family and friends

Thank you for all the pray and support to finish my study. May Allah SWT always bestow His love on my parents, everything that has been attempted may get the pleasure of Allah SWT.



ACKNOWLEDGEMENT

Alhamdulillah *alhamdulillah*, the researcher, would like to thank Allah SWT for all His gifts. *Sholawat* and greetings are poured out on our prophet Muhammad SAW, who has guided us to the path of truth and led us to the path of the light of life. It was an extraordinary pleasure that, finally, the researcher could complete this scientific work as a thesis. The title is "The Effectiveness of Write Pairs-Square Method in Students' Descriptive Text Writing at Elementary Class of English Program Darussalam Islamic Boarding School Purwokerto."

This thesis was written to partially fulfil the requirements for obtaining a bachelor's degree (S-1) majoring in English Education and Teacher Training at the State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

Of course, the long process of preparing and writing this thesis could not have been separated from the help and guidance from various parties. Therefore, with all humility, the researcher expresses appreciation and thanks to:

1. Prof. Dr. H. Suwito, M. Ag., the Dean of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, S. Ag., M. A., the I Deputy of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, S. Ag., M. A., the II Deputy of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., the III Deputy of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., the Head of Education Department of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

6. Mrs. Muflihah, S. S., M. Pd., the secretary of Education Department of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. And also the supervisor who always gives support, knowledge, motivation, and suggestions to finish this thesis
7. Mrs. Desi Wijayanti Ma'rufah, M. Pd., Coordinator of English Education Program in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
8. My supervisor, Mrs. Irra Wahidiyati, M.Pd., who always gives support, knowledge, motivation, and suggestions to finish this thesis.
9. All the lecturers and staffs of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
10. Dr. Naeli Rosyidah, S.S., M.Pd., Mrs. Atifa Tanjung, S.Pd as the English Teacher of English Program and all staffs of English Program in Darussalam Islamic Boarding School.
11. All the students of the Elementary Class of English Program in Darussalam Islamic who have given me the chance to do experiments on them.
12. My beloved parents, Mr. Saliman Jidan and Mrs. Siti Barokah, S.Ag, who always love me, support me, and wish me the best.
13. My lovely sister, Putri Nurul Baeti and my brother, Hery Pratama, A.Md who always support me.
14. All my family, who support me and pray the best for me.
15. My miecin-mate, Ani, Pasya, Sonia, Fajri, Hani, Melan, Alma, Athif, Fifah, S.Kep., Fisah, S.T., Teh Melly, Anggi, Via, Anggita, Asta, Vivi, Pandu. My kkn-mate, Aat, Ainun, Nisa, Solikhah, Isye. My boarding-mate, Nian, Tiank, Meli, Ifah, Iyin. Thank you for supporting, and being a storyteller.
16. S.N owner 1817304010, my support system, a friend and a comfortable "home" who always accompanies the steps in writing this thesis. In the future, we can continue to accompany the steps to heaven. Thank you for your support and for taking the time, energy, and thoughts to hear my complaints and comfort me.

17. All of my classmates of TBI A 2018, who have shared memories and togetherness.

18. Everyone who has contributed and support the researcher to finish the study.

Purwokerto, 16 Januari 2023

The researcher



Ifti Farih Choeriyah

S.N. 1817404018



TABLE OF CONTENT

STATEMENT OF ORIGINALITY	i
PAGE OF APPROVAL	ii
OFFICIAL NOTE OF SUPERVISOR	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
LIST OF TABLE	xii
APPENDICES	xiii
INTRODUCTION	1
A. Background of the Study.....	1
B. Clarification of Key Terms.....	4
C. Research Questions.....	6
D. Aims and Significances of the Study.....	6
E. Organizations of the Paper.....	6
LITERATURE REVIEW	7
A. Theoretical Framework.....	7
B. Previous Studies.....	14
C. Conceptual Framework.....	15
D. Hypothesis.....	17
RESEARCH METHOD	18
A. Research Design.....	18
B. Research Site and Participant.....	19
C. Population and sample of research.....	20
D. Variable and Indicator of Research.....	20
E. Data Collection Technique.....	21
F. Data Analysis.....	22
FINDINGS AND DISCUSSION	26
A. Findings.....	26
B. Discussion.....	37
CONCLUSION AND SUGGESTION	42

A. Conclusion	42
B. Limitation of Study	43
C. Suggestion.....	43
BIBLIOGRAPHY	45
APPENDICES	I



LIST OF TABLE

Table 3.1 Research Plan.....	19
Table 3.2 N-Gain Score Category.....	25
Table 3.3 N-Gain Percentage Category.....	25
Table 4.1 Pre-test and Post-test Result of Research	28
Table. 4.2 Descriptive Student Scores of Experiment Class.....	30
Table 4.3 Descriptive Students' Scores of Control Class.....	31
Table 4.4 Validity Result of Pre-test.....	32
Table 4.5 Validity Result of Post-Test.....	32
Table 4.6 Reliability Result of the Pre-Test.....	32
Table 4.7 Reliability Result of Post-test.....	33
Table 4.8 Normality Result of Pre-Test.....	33
Table 4.9 Normality Result of Post-test.....	34
Table 4.10 Homogeneity Result of Pre-test.....	34
Table 4.11 Homogeneity Result of Post-test.....	35
Table 4.12 Mann-Whitney U Result.....	35
Table 4.13 N-Gain Descriptive of Experiment Class.....	37

APPENDICES

Appendices 1 *Surat keterangan telah melakukan penelitian*

Appendices 2 Lesson plans

Appendices 3 Instrument validation

Appendices 4 Pre-test and post-test sheet

Appendices 5 Pre-test and post-test score

Appendices 6 Documentation



CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the compulsory subjects in Indonesian schools, from the SMP/MTs level to university, and is one of the additional requirements for applying for jobs. According to Kasihani (2001), English is the first foreign language necessary to access information, absorb and develop science, technology, arts and culture, and foster relations with other nations. Therefore, English is made a compulsory subject in various educational institutions.

Apart from school and work, non-formal educational institutions also require English subjects. English has also become one of the compulsory subjects in several Indonesian Islamic boarding schools or *pesantren*. This educational institution has existed since Islam entered the Indonesian. Dhofier (1994) defines Islamic boarding schools are traditional Islamic educational institutions to study, understand, appreciate and practice Islamic teachings by emphasizing the importance of religious morals as a way of life. Along with the times and technology, Islamic boarding schools are not only religious education, but also provide general education such as English.

Darussalam Islamic Boarding School is one of the Islamic boarding school that applies the English learning curriculum in daily activities. Darussalam Islamic Boarding School is a semi-modern Islamic Boarding School that implements the *salaf* and *khalaf* education curriculum supported by an experienced teaching board so that students can have extensive knowledge. Islamic Boarding has three programs: Language Program, *Kitab* Program, and *Tahfidz* Program. The language and the *tahfidzul* Qur'an program are the newest programs in Darussalam, both programs have been starting around the beginning of 2019. The Language Program is divided into English and Arabic. The English program at Darussalam Islamic Boarding School has 3-grade levels, including an elementary class, a pre-intermediate class, and an intermediate class.

In addition, there are many materials and skills in learning English so that students can learn the language and technology efficiently. In English lessons, there are four essential skills that all students learn, including listening, speaking, reading and writing (Kasihani, 2010). The Elementary Class of the English Language Program at the Darussalam Islamic Boarding School applies all of these skills in learning English, one of which is writing descriptive text. Descriptive text is a text that aims to describe someone or something.

Having the ability to write requires a learning process, and school is one of the places where this learning process occurs. At school, students receive various lessons, one of which is the subject of Indonesian Language Education. Through learning English, students are educated to have the ability and skills to speak excellent and correct Indonesian. Furthermore, it is hoped that there an increase in students' skills in speaking Indonesian orally and in writing. Therefore, efforts to learn Indonesian language skills need to be continuously improved to achieve better results.

According to Nurgiyantoro (2001), writing activity is a manifestation of language abilities and skills that are most recently mastered by language learners after listening, speaking, and reading. Compared to the other three language skills, writing skills are more challenging to master, even for native speakers. This is because the ability to write requires mastery of various linguistic elements and elements outside the language itself, which will become the content of the essay. Both language elements and content elements must be intertwined in such a way as to produce coherent and coherent writing. Therefore, it takes intensive practice to master writing skills.

Based on the results of observations and interviews in March 2022 conducted by researcher with teachers in the English Program at Darussalam Islamic Boarding School, learning to write texts in the description still needs help. This, among other things, causes the results of students' writing skills not to be maximal.

The teacher in the English program said that several things that caused students' writing skills to be lacking could not be separated from the students'

backgrounds. The academic input of the school's students could be higher because most of them are forced to enter the language program or at the request of their parents to stay at the boarding school. Students learning motivation in low grades, especially those interested in learning to write. The students still need more motivation to practice writing, so they experience difficulty finding ideas in the initial process of pouring ideas because the use of learning methods is not suitable for students.

There are many methods used in the process of learning to write. One of them is "Write Pairs-square." This method is one of the tools/learning media that requires students to form pairs. In these groups, students help each other support the learning process. The write pairs-square method is suitable for students because the method is like a game (Evan & Judy, 2013). The cooperative learning model is a learning model that. Prioritize teamwork in solving a problem. Many teachers have not implemented cooperative learning in the classroom for several reasons, one of which is a fear that there will be chaos and that students not learn if they are formed in groups. Even though the cooperative learning model is not the same as just learning in groups, there are basic elements of cooperative learning that distinguish it from group divisions that are carried out randomly. Implementation of cooperative learning model procedures correctly enable educators to manage classes more effectively and conducive.

Applying this method does not make students bored because they learn more with their friends in pairs, and it is easier for students to understand writing method while correcting. Based on the above background, researcher conduct research with the title: **The Effectiveness of Write Pairs-Square Method in Students' Descriptive Text Writing at Elementary Class of English Program Darussalam Islamic Boarding School Purwokerto.**

.

B. Clarification of Key Terms

1. Writing

According to Tarigan (1987), writing is a medium of indirect communication or expression. The gerund form of the word "write" is "writing." This word is the form of the first type of verb, or verb 1, with the suffix + ing added to make the verb a noun. The ability or act of creating words and surfaces is called writing (Cambridge, 1995). Self-writers are free to express themselves through writing when they are sad, happy, angry, or otherwise unable to communicate with others. In addition, writing is a means of describing individuals, objects, and other entities. Different phrases emerge from the researcher's attempt to produce informative, compelling, and amusing advantages. Typically, the prose is referred to as an explanation, a description, or a narration (Thomas S. Kane, 2000).

Many students believe that they have difficulty writing because they have wrong beliefs about the writing process, such as how long it takes to write and how difficult it is to write (Dalman, 2016). According to Reid, writing is a difficult talent because particular components must be focused on writing, such as the purpose of writing and the author's understanding of writing (paragraphs and pattern structure), so special methods are needed to write perfectly.

2. Descriptive Text

Thomas S. Kane (2000) asserts that description focuses primarily on the visual experience of how something looks, sounds, and tastes but also addresses other types of perception. A descriptive paragraph is composed of text and describes an object (living or non-living things). The purpose is to describe the item to the reader (Pardiyono, 2007). Descriptive text is a type of text that provides information about an object or individual. On this basis, a descriptive text is a text that offers a detailed account of an object, whether a living being, object, place, or event, so that the reader appears to see, hear,

feel, or experience what the researcher describes. Therefore, select objects that the reader can easily visualize while writing a descriptive sentence.

3. Write Pairs-square

Write pairs-square is a cooperative learning method that can assist students in writing and debating anything in groups (George, 2016). Cooperative learning is a style of group work that decreases the occurrence of unpleasant situations while enhancing the learning and satisfaction that result from working in a high-performance team (Felder et al., 2007). The purpose of cooperative learning is to encourage student group work. It can be informally classified according to the respective augmented skills. The cooperative learning model refers to various instructional method in which students cooperate in small groups to assist one another with subject matter study (Slavin, 2005). The method implies that it can be accomplished by implementing many method, each of which comprises several potential structures for guiding the development of cooperative learning exercises. Each method can be adapted to meet multiple categories based on the needs of the pupils.

According to the Cambridge dictionary (1995), a pair consists of two individuals, entities, or organizations that function, are employed, or appear together. The pupils are grouped in pairs to discuss their thoughts from the previous step. The students then share their responses to the proposed question or perspectives on the identified issue. Students conclude their evaluations of one another. They develop a pair of works from a brilliant notion.

The teacher asks one of the students to join a larger group to share their knowledge. This ideally allow all students to contribute to the group discussion. After expressing their ideas and discussing the issue, the students collaborate to produce the final document. Each couple showcase its work by discussing it, and they generate further ideas.

C. Research Questions

Based on the preceding context, the researcher established the following study question: Is the use of Write Pairs-squares method effective in students' descriptive writing at Elementary Class of English Program Darussalam Islamic Boarding School?

D. Aims and Significances of the Study

Based on the previous research questions, this study aims to determine the efficacy of applying the Write Pairs-Square method in students' descriptive writing at Elementary Class of English Program Darussalam Islamic Boarding School.

E. Organizations of the Paper

The initial chapter is an introduction. This chapter examines the problem's context, research questions, objectives and significances, operational definition, review of pertinent papers, research methodology, and research structure.

The second chapter reviews the literature—a summary of relevant beliefs on the Write Pairs-Square method for teaching descriptive writing.

The third chapter explores research methodology. It describes the study's research objectives, data sources, data collection methods, and data analysis procedures.

The fourth chapter is finding and discussions of the study that serve with data analysis.

The last chapter, or the fifth chapter, includes the research's conclusion, limitation, and suggestions. This study concludes with a bibliography to act a source for investigation, an appendix, and a researcher's biography.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theory components used. These components include the theoretical framework, previous studies and hypothesis.

A. Theoretical Framework

The theoretical framework presented about the operational definition of this study is writing, descriptive text and write pairs-square.

1. Writing

a. Definition of Writing

Writing is among the most crucial things you can do at any level. According to Tiwari (2005), an essay can develop reason and thoughts expressed in writing. Writing is the sequential expression of ideas according to the graphic conventions of language. At this point, the purpose of writing is to be able to express oneself through literary works (Wilga, 1980).

Writing is a process that involves finding and organizing ideas, putting them on paper, and modifying them. In other terms, writing must be coherent and cohesive, meaning that its ideas must make sense and be logically related (Meyers, 2005). Authors can write down ideas such as opinions, experiences, and other knowledge—either experience from their own experience or in the present (Ma'rufah et al., 2021). However, writers must also pay attention to diction or language selection because writing is not just writing. Still, there is also the art of composing writing so that spelling is correct. According to those experts, writing is an involved activity that most kids need in order to succeed.

In written communication, at least four elements are involved: the writer as the delivery of the message, the message or content of the writing, the channel or media in the form of writing, and the reader as

the recipient of the message. As a language skill, writing is a complex activity because writers must be able to compile and organize the contents of their writings and put them into various written language formulations and other writing conventions (Kristiantiari, 2004)

b. Aspect of writing

Writing is not just an activity of expressing thoughts in written form but must be arranged in excellent and precise writing (Widiyana & Sabiq, 2021). Good writing is writing that contains clear information to explain the topic. How write well must use five aspects: content, structure, vocabulary, grammar, and mechanics (Brown, 2021).

1) Content

Content is the content of the ideas described in writing, such as the author's knowledge of the substance of the topic, development of thesis sentence, and relevance in presenting case writing.

2) Forms

The form is a written arrangement or regulation that demonstrates an overall comprehension of the correct writing structure for the sort of content being written.

3) Vocabulary

The vocabulary aspect here refers to how the author chooses the right words to express his thoughts and ideas, since some words are only used in certain situations or sentences.

4) Grammar

The use of grammar is crucial in all aspects of writing because grammar is grammar. The quality of the sentence structure, including tenses, word order, subject-verb agreement, and other factors, is typically used to evaluate this component.

5) Mechanics

Mechanics, Writing should take into account mechanics, such as grammar and punctuation, to make reading easier.

c. Kind of text

According to Saufullah (2013), 13 basic types are classified into three groups:

1) Description

The description is a collection of text types that contain descriptions or elaborations (Pardiyono, 2012). The description does not only include my description text, but in this description, there are five other types of text: descriptive, report, procedural, explanation, and review.

2) Narration

A narrative is a type of text that tells a story or event in detail and chronologically, which can be fiction or non-fiction. In this context, several other text types fall into the narrative type: Narrative, recount, news item, spoof, and anecdote.

3) Argumentation

Argumentations contain the author's opinion, reasons, and evidence supported by facts. Students need to learn about this group of argumentation texts. This type of argumentation text is analytical exposition text, hortatory exposition text, and discussion text.

2. Descriptive Text

According to Temple et al. (1998), a description is a discourse that visualizes an object's look or nature. The descriptive text is written in clear and succinct language so that we can perceive clearly and concretely what is being described. While writing descriptive text is a way of describing pictures orally in speech or writing and arranging those pictures in some kind of logical pattern or relationship (D'Angelo, 1980), describing pictures orally in speech or writing is a means of writing descriptive text.

The purpose of descriptive text is to describe a particular person, place, or thing in detail (Saifulloh, 2013). Students are also required to learn descriptive text while in school. The objective of descriptive writing is to

describe an object or person of interest to the author. Therefore, when creating descriptive text, the author must be aware of the subject being described.

a. Generic Structure

Descriptive text is divided into two parts, the first is the identification, and the second is an explanation or description of the subject to be described (Hammond, 1996).

1) Identification

Identification contains the placement or topic of explanation to be described. This section is located in the first paragraph. The topic of explanation can be a person, object, place, or event.

2) Description or explanation

The description provides a clear and detailed explanation of the object's qualities, traits, habits, or other relevant details. According to Wardani et al. (2014), identification is a component of introducing the topic or explaining what be discussed. The description section then provides a concise explanation of the subject's what, who, and how.

b. Kinds of Descriptive Text

The three kinds of descriptive text are as follows:

1) Special Descriptive Text

Text that describes a space or location where an event occurs is known as "spatial descriptive text."

2) Objectives of Descriptive Text

Text that expresses the identification of a thing or person in order to describe that thing or person is known as an "objective descriptive text."

3) Subjective Descriptive Text

Text that portrays an object in a subjective or impressionistic manner (the author's interpretation) is known as a subjective descriptive text.

c. Language Features

According to Djuhaeri (2007), descriptive texts have linguistic elements:

1) Simple Present Tense

The descriptive text is written in the Present Simple since it describes a present event, although not always about the facts of the object being described.

2) Adjectives

The descriptive text uses adjectives to clarify the object being described.

3) Noun/Specific Objects

In the descriptive text, we will see a unique object, the only one in the world.

4) Action verbs

The descriptive text uses basic or verbs one and verbs of possessive pronoun or state of an object. In addition, the descriptive text also uses action verbs. *Action verbs* are verbs that show activity. Some of the verbs are as follows: "cook," "sweep," "eat," and so on.

d. Steps of Writing Descriptive Text

The steps for compiling a description are

- 1) Determine the object or theme to be described
- 2) Set the goals
- 3) Collect data by observing the object to be described
- 4) You arrange the data in good order (systematic) or outlining
- 5) Outline/develop the outline of the essay into a descriptive essay according to the specified theme.

In writing a descriptive text, you must focus on language and writing. Effective writing includes several aspects, such as content, values, norms, language, presentation, and appearance. On the other hand, it is effective for

readers, providing benefits in increasing knowledge, insight into the experience, aspirations, and entertainment.

3. Write Pairs-Square

Write pair-square method is a cooperative learning that can motivate the students more effective for developing understanding, role taking, comparison and empathy (Mulya & Zainil, 2019). Cooperative learning, according to Kagan and Stenlev (2006), can help students review, interact with other students, and facilitate learning by allowing them to share ideas and opinions. This learning method refers to the method used, including learning objectives, stages in learning activities, learning environment, and classroom management. Through the cooperative learning, the teacher can help students get information, ideas, skills, ways of thinking, and expressing ideas.

The cooperative learning guides learning designers and teachers in planning fun teaching and learning activities (Wahidiyati, 2020). The objective of cooperative learning is to get the students working in groups. It can be broadly classified depending on the skills that each develops (Barkley, Cross, and Major, 2005). Write Pairs-square is a cooperative learning activity that can help children acquire comprehension, role-playing, compassion, and empathy better than non-cooperative options. Students may collaborate in pairs to write and debate anything (George, 2016). Write pairs-square not only the students divide into several groups but also, first, the students write individually, then they tell the material to their partner. After each person has told their story to their partner, the two pairs come together, and each person tells their partner's story to the other pair.

Based on the description above, write pairs-square is a learning method. Students are grouped and paired with their friends, discussing, playing, and learning. During the learning process, students become more enthusiastic and involved. Because they discover knowledge in texts with their partners, they

are also interested in writing skill material, mainly descriptive texts. In the classroom, write pairs-square is useful for cooperative learning.

a. Steps of Write Pairs-Square Method

The write pair-square is a learning method that can encourage students to develop knowledge, role-playing, comparison, and empathy more effectively (Rizki & Yetti, 2019). This is related to the reasons for combining group work and pair works so can more effective in improving student's writing skills.

There are three steps to use write pairs-square method (Jacob, 2004):

1) The Write Procedure

Like writing in general, writing descriptive text also requires time and creative ideas. The teacher uses the write pairs-square method, where in this method, the class is divided into four groups consisting of four people, each group consisting of two people. Everyone should write code on whatever subject they want.

2) The pairs' steps

Each pair member displays their code to their partner to determine if they can track them. Additionally, they ensure the categories' functionality. If not, they provide enhancement recommendations. In this case, individuals may utilize their collaborative abilities to solicit and provide input.

3) Square Steps

The instructor requests that one of the pairs form a larger group. As a result, it is expected that all pupils in the group can comprehend the concept. They debate their concepts before collaborating on a collaborative project. After sharing and discussing the issue, students must compose the final draft. Each couple presented their pair work, and via debate, they determine which idea is good and which should be combined.

B. Previous Studies

Dwi Arni from Kesatrian 2 Semarang authored the study titled "Using the Write Pair-Square Strategy to Increase Students' Active Participation in Writing Descriptive Texts." Based on the deployment of the Write pair-square strategy in classroom activities, which has increased student participation, he conducted this study. The pre-test mean score was 11.27, the post-test 1 mean score was 20.13, and the post-test 2 mean score was 30.24. The average student performance on the pre-test was 63.27. On the first cycle exam, it was 70.23; on the post-test, it was 77.66. Based on the category, their creativity ranges from poor to excellent. Consequently, the percentage of students receiving passing grades has grown due to the application of the Write Pairs-square method to develop students' descriptive writing skills during the research.

This research focuses on teaching descriptive text using the Write Pairs-square method, similar to the previous journal. Nonetheless, the initial analysis utilizes Classroom Action Research through pre-test activities, cycles I and II, at SMA Kesatrian 2 Semarang. The researcher instead employs a quasi-experimental method with therapy. At Darussalam Islamic Boarding School, the treatment begins with a pre-test, followed by treatment. It concludes with a post-test to determine the outcome of learning descriptive text in elementary school. This study examines the efficacy of the write pair-square method for composing descriptive text.

According to Mariana in her research at SMP N 19 Pekanbaru (2013), got research results with the average pre-test score for the control group was 38.75, and for the experimental group, it was 38.89, while the average post-test score for the control group was 67.50, and for the practical course, it was 81.39. In the control group, the average N-Gain was 0.48 (medium), but in the experimental group, it was 0.70 (high). According to the comparison hypothesis analysis findings, the increase in learning outcomes was considerably distinct. Both of these studies employ quantitative research methodologies and a quasi-experimental design, similar to the researcher's study. However, use the lecture method for the control class. In contrast, the

researcher use identical instructional materials for the control and experimental groups.

This literature study is from Lena Marsela's thesis titled "Efficacy of Using Write Pairs-square (WPS) method on Student Writing in Descriptive Texts." In his research, she discovered various issues, such as the fact that many pupils needed help composing descriptive writings due to a lack of vocabulary, syntax, and major themes. The teacher explained the generic framework and drafted the descriptive text with improvised facilities. In the meantime, kids require something novel and innovative in the learning process. Therefore, researcher utilized the Write Pairs-square method to improve learning. Her research revealed that "students' writing on descriptive texts was initially low in SMPN 2 Peter Serang's class before treatment; however, students' scores increased after treatment. These results reveal that the t-test value (4.31), at a significance level of 5%, is greater than the table value (1.99); hence the Null Hypothesis (H_0) is rejected. Since H_a is accepted, the write pairs-square method is more successful. In a descriptive essay. Text for first-year SMPN 2 Petir Serang students.

One of the method employed by both studies is the Write Pairs-square method, which focuses on teaching descriptive writing. They employ quantitative research methodologies with a quasi-experimental design in their studies. However, the individual in the study above demonstrated no mastery of random objects in the control group. Meanwhile, the researcher employed a random sampling method to identify the research object.

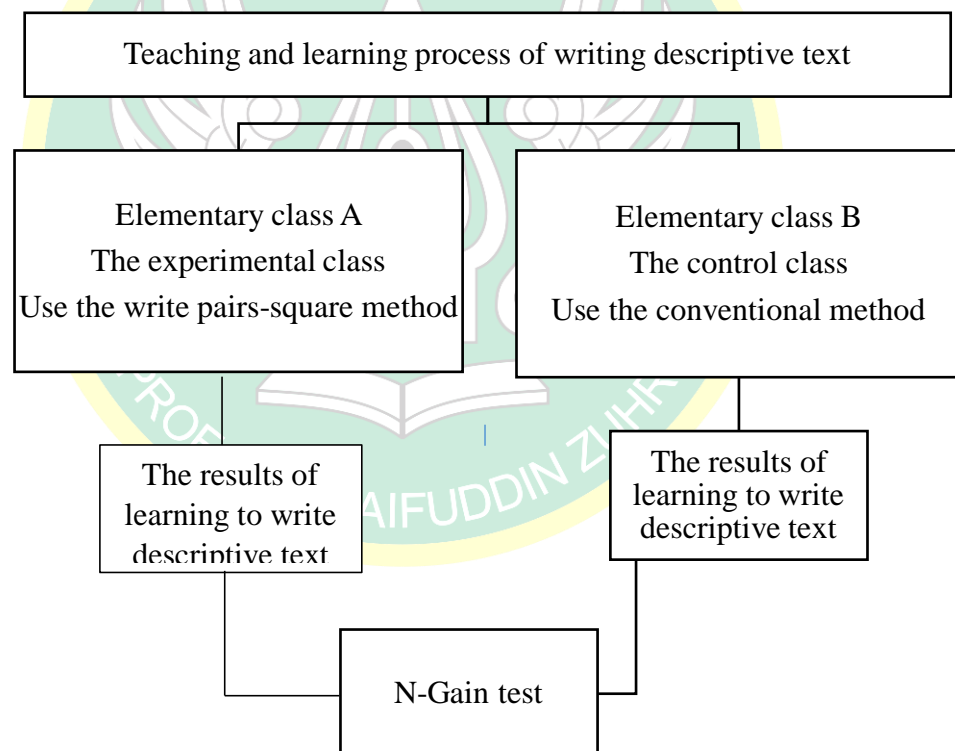
C. Conceptual Framework

Based on the theoretical framework above, the conceptual framework is that English teachers have mastered the subject matter well but have yet to apply various learning methods. Teachers still need to rely on conventional methods so that learning seems boring and unpleasant. Student activity could be better because student activities are only listening and summarizing the material.

Accurately choosing a learning method is an alternative to turning boring learning into a fun to increase students' interest in taking lessons. English as a subject examines history and culture, which requires students to think and have creative ideas. Therefore, appropriate learning methods are needed to help students understand the studied material.

Descriptive text subject matter is synonymous with creative writing and imagination, so the attitude of cooperation among students is constructive in understanding the material being studied. The write pairs-square learning method is an appropriate learning method to train student cooperation. This learning method is a learning method that places students in small groups.

The researcher's conceptual framework can be described in a flowchart in the research as follows:



The conceptual framework above explains that the researcher applied write pairs-square method in teaching descriptive text writing to finding out the effectiveness of using the method in descriptive text writing. In the implementation, the researcher have applied Quasi-Experimental design.

D. Hypothesis

As an alternative answer to research questions, researcher formulate the following hypotheses such as:

1. Alternative hypothesis (H_a): there is a significant increase in students' descriptive text writing skills, taught using the Write Pairs-square method.
2. Null Hypothesis (H_o): there is no significant increase in the skills of descriptive text writing students taught using the Write Pairs-square method.



CHAPTER III

RESEARCH METHOD

This chapter describes the research methods employed. These components include the type of research, the research setting, the population and sample, the research variables, the data collection methodologies, the research instruments, and the data analysis techniques.

A. Research Design

This research is field research in which data are collected directly from the source. This study used a quasi-experimental methodology. According to Howard White and Shagun Sabarwal (2014), quasi-experimental designs identify a comparison group with baseline (pre-intervention) characteristics that are as similar as feasible to those of the treatment group. The researcher utilized a quasi-experimental methodology with non-randomized or unequal pre-and post-tests. The research were divided into two groups: the experimental group received the write pairs-square method to treatment in the class, while the control group received a conventional method.

Write pairs-square is a cooperative learning method that can make students more effective than non-cooperative alternatives in developing understanding, role-taking, compassion, and empathy. Meanwhile, the conventional method is a method that is common or commonly used when carrying out learning in class, such as using the lecture and so on method.

This study employed the pretest-posttest Nonequivalent Control Group. A quasi-experimental design that delivers a pre and post-treatment test for each group. The structure is as follows:

Table 3.1 Research Plan

Group	Pretest	Treatment	Posttest
A	U_{A1}	T_1	U_{A2}
B	U_{B1}	T_2	U_{B2}

Note:

A = experiment group

B = control group

U_{A1} = pretest experiment group

U_{B1} = pretest control group

T_1 = experiment treatment (write pairs-square method)

T_2 = control treatment (conventional method)

B. Research Site and Participant

This research conducted at Darussalam Islamic Boarding School (Jl. Sunan Bonang No. 37, RT. 03/ RW. 06, Dukuhwaluh, Kembaran District, Banyumas Regency, Central Java 53182). In 2019 Darussalam Islamic Boarding School developed the learning concept into three programs. This research focuses on the English language program, specifically on the English writing problems faced by students. This research was conducted from August to October 2022/2023 academic year.

This research was conducted at the Darussalam Islamic Boarding School because this boarding is an institution that has a special relationship with one of the largest student organizations in the world, namely AIESEC (Association International des Etudiants Science Economiques et Commerciales) Jendral Sudirman University. Establishing a cooperative relationship with AIESEC is an excellent opportunity to improve students' skills in learning foreign languages because AIESEC brings foreigners to Darussalam Islamic Boarding and provides opportunities for students to interact with foreigners.

C. Population and sample of research

1. Population

The population in this study were students from two elementary classes in the English program at Darussalam Islamic Boarding School 2022/2023, totaling 32 students from 2 class.

2. Sample

Researcher used a total sampling technique to select samples from two population classes. According to Sugiyono (2020), total sampling is a technique where the number of samples equals the population. The reason for taking total sampling is that the total population is less than 100. Meanwhile, determining the class using a purposive sampling technique means taking samples of data sources with certain considerations.

Based on the data obtained during the observation, it was determined that Elementary class B had 16 students as the control class, and class 2 was Elementary class A which had 16 students as the experimental class. The total sample is 32 students: the control class use the conventional method, and the experimental class the write pairs-square method.

D. Variable and Indicator of Research

This study's independent variable is the efficiency of the write pairs-square method. According to Nanang Martono (2015), a variable's independence

influence or cause impacts on other variables. In this study, the learning method and learning time to compose descriptive texts are dependent factors, meaning they are affected or impacted by the independent variables. The research indicators concentrate on the evaluation aspect of creating descriptive texts.

E. Data Collection Technique

1. Test Instrument

The test instrument in this study is a test to find out or measure student learning outcomes. The test used is a form of a description and is formative at a predetermined time, namely before learning (pre-test) and after learning (post-test). Researcher used written tests in the form of essays. Researcher use descriptive text for writing tests.

a. Pre-test

In the pre-test, students from the experimental class and the control class take a test to measure their writing skill ability before the researcher applies the procedure; the goal is to determine the students' previous competence. The treatment was given during two class meetings. Therefore, the researcher presented facts pertinent to the case study. In four meetings with the experimental group, the researcher employed the Write Pairs-square method.

b. Post-test

After treatment, both groups (experimental class and control class) were given a post-test designed to measure student achievement. After the use of word square and group methods investigation, a post-test can be used to measure students' English-teaching writing proficiency.

2. Documentation

In the research process, documentation is carried out to collect research activities or keep records. This document strengthen the research data obtained. The documents used in this study are licensing papers, lesson plans,

student attendance, assessment sheets and photos of activities when doing the experiments in class.

F. Data Analysis

The initial analysis intended to assess the condition of both experimental and control class students before receiving therapy. Before receiving treatment, students in both classrooms were given a pretest on their descriptive writing skills. Then evaluated, the data from the experimental and control classes' pretest results for normality, homogeneity, and initial writing ability.

1. Descriptive Statistical Analysis

Descriptive analysis is used to display deep data statistics, such as mean, sum, median, maximum minimum, median for the data distribution

2. Quality Test

a. Validity Test

Experts in research methods define *instrument validity* in quantitative research as "the extent to which it measures what it is intended to measure" (Holbrook & Bourke, 2005; Manning & Don Munro, 2006; Pallanr, 2010; Sugiyono, 2010). The instrument implies that the validity of a study is contingent upon the extent to which a researcher measures what ought to be measured (Bandur & Prabowo H, 2021).

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n(\sum X^2) - (X)^2)(n(\sum Y^2) - (Y)^2)}}$$

r_{xy} : correlation coefficient

n : number of respondent

X : the score of each item on the instrument

Y: score of each item on the criterion

If $r_{hitung} \leq r_{tabel}$ then the data is invalid, whereas if $r_{hitung} \geq r_{tabel}$ then the data is valid.

b. Reliability Test

The purpose of a reliability test is to evaluate the consistency of measuring instruments. A measuring device is dependable if it delivers the same results even though measurements are conducted multiple times. The analysis used 35 uses the Cronbach's Alpha method through the IBM SPSS 25 program. According to Suharsimi Arikunto (Janna & Herianto, 2021). Cronbach's Alpha is used to determine the reliability of instruments whose scores have been calculated are not 1 or 0, for example, description scores. In Chronbach's Alpha method, the following formula is used:

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

r : instrument reliability

k : a question

$\sum \sigma^2$: the total variance of the scores on the items

σ_t^2 : the total variance

c. Normality Test

Normal data is one of the conditions that must be met to perform statistical inference. A data normality test needs to be done so that researcher can determine what type of statistics to do. If the data to be processed comes from a normally distributed population, it is better to use parametric statistics to make statistical inferences. Nevertheless, if the data are not normally distributed, non-parametric statistics should be used (Nasrum, 2018). The purpose of the normality test is to assess if the sample is representative of a normally distributed population.

H₀: The pretest data was taken from a normally distributed population.

H_1 : Pretest data are taken from populations that are not normally distributed.

Statistical tests used the Kolmogorov-Smirnov Test with the help of SPSS 25 software with a significant $\alpha = 0.05$. According to Wiratna Sujarweni (2014), the decision criterion is that H_0 is accepted if the significance value obtained from the calculation results is more than 0.05.

d. Homogeneity Test

The homogeneity test aims to demonstrate that two or more groups of sample data come from populations with the same variance. The Levene Test was utilized to examine the homogeneity of the data in this investigation (Getut, 2014). Homogeneity determines the application of the following criteria:

3. Significance test (α) = 0.05
4. If Sig. > α , then the variance of each sample is the same (homogeneous)
5. If Sig. < α , then the variance of each sample is not the same (no homogeneous).

6. Hypothesis Test

Statistical analysis tests used to test the hypothesis in this study are the Mann-Whitney U Test and N-Gain Test.

a. Mann-Whitney U Test

Furthermore, to measure whether there is a difference in the average learning outcomes of the two classes after being given different treatments, an average difference test is analyzed using the Mann-Whitney U Test. This test consists of non-parametric tests designed to evaluate whether there is a difference between the means of two unpaired samples. This hypothesis-testing method does not require data to be regularly distributed (Agustinus & Harjanto, 2021). Here is the rationale for selecting the Mann-Whitney U test:

- If the Asymp.Sig value < 0.05, then the hypothesis is accepted.
- If the Asymp.Sig value is > 0.05, and then the hypothesis is rejected

b. N-Gain

Determine the category from which the N-Gain score is derived from the N-gain value or the N-gain value expressed as a percentage (%).

The N-Gain equations:

$$\text{N-Gain} = \frac{\text{Score posttest} - \text{score pretest}}{\text{score ideal} - \text{score pretest}}$$

According to Ramdhani, E. P., et all. (2020), class division for the acquisition of N-gain values can be seen in the table below:

Table 3.2 N-Gain Score Categories

N-Gain Score	Category
$G > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Table 3.3 N-Gain Percentage Category

N-Gain Score	Category
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

BAB IV

FINDINGS AND DISCUSSION

In this chapter, the researcher describes the data collection by pre-test and post-test from students' tests in experimental and control classes.

A. Findings

Based on the results of research conducted in the experimental and control classes, obtained the post-test results in both classes, as for the results of the data that researcher acquired and analyzed. The results of the analysis are displayed in the form of tables and descriptions. The final result of the processed data aims to prove whether there is a significant difference between the control and experimental classes after the write pairs are applied in learning to write a descriptive text.

1. Description of Data

The research data is in the form of student worksheets that write descriptive texts in the experimental and control classes. The data on the descriptive text writing test results have been converted into numbers so they can be calculated using statistical calculations. To obtain these numbers, researcher use a scale of 1-100. The scale can be seen from the attachment's description of the assessment criteria for writing descriptive text.

The test is the main instrument of the experimental design research. Respondents from this study are students of elementary class or first grade. There are two research test results from the experimental and control classes.

Before data collection, the researcher tested the instrument questions to be used as pre-test and post-test questions. The trial was carried out in another class with 14 students. Trials were conducted to determine the validity and reliability of the instrument.

The treatment in experiment class, the researcher explained the material using descriptive text learning using the write pairs-square method. The researcher used that method, and students were explained in pairs to help each other understand. The researcher explained the material and then was given time to practice writing a descriptive text. When practicing writing the descriptive text, each pair was allowed to discuss, ask and answer questions according to the results of their discussion. At the end of the discussion session, the researcher concluded the correct explanation of the questions given. With such learning, students can think critically and provide answers according to their respective opinions.

At the first meeting, the teacher conditioned students to be ready to carry out learning, and the teacher stimulated students to answer questions about writing descriptive text. Then the teacher divides. The class is divided into four groups, each divided into two pairs where these groups have the same task. After gave the material, each pairs is given an example, and then students are asked to understand the material. While students are carrying out discussion activities with their group, the teacher goes around the class to see the activities carried out by students to ensure smooth learning. If students experience difficulties, the teacher help guide students. After the discussion activity, each pair can ask and answer other questions.

At the second meeting, the teacher reviewed the material taught at the previous session. Afterward, the students returned with the four groups and pairs from yesterday, giving each pair an example of the same case. The teacher supervises the course of the discussion carried out by each group and checks whether the experiments carried out are correct or wrong. After that, each group member sent one representative to present the results of their discussion in the class plenary session. Each group with the exact case can give another answer with different results.

In the control class, the researcher was assisted by a teacher in elementary B class to help deliver descriptive text learning material. The teacher conveys material about descriptive text using conventional

methods. The conventional method is a method commonly used for teaching in general. After explaining the material, the teacher allows students to ask questions on discussions that still need to be understood, and then the teacher answers questions from these students. The difference with the treatment given to the experimental class is that the experimental class is given time to practice and discuss the material that has been explained.

The first meeting in control class start with gave an apperception about the lesson to be delivered and guiding students to read the description text available in the book from the school, then the teacher explains the material about writing a description text. The next stage is when the teacher asks students whether there is a material that has yet to be understood. Several students submitted statements to the teacher, and the teacher gave responses.

At the second meeting, the teacher recalled the material presented at the previous meeting. Next, the teacher explains the material for writing a descriptive text. When explaining, the teacher asks questions about the subject matter according to the student's experience. The teacher gives opportunities to students if students need help understanding the material that has been presented. Then students, together with the teacher, make conclusions about the material that has been studied.

After the trial was carried out and knowing the results, continued it by taking the initial results data using the pre-test in the experimental and control classes. Then they were given treatment, where the experimental class used the write pairs-square method while the control class used the conventional method. After passing the two classes' treatment, a post-test was given to the two classes. This treatment did determine the final ability of students after treatment.

To provide a clearer picture of research data grouped based on the experiment class and the control class.

Table 4.1 Pre-Test and Post-Test Result of Research

No	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1.	53	83	63	76
2.	60	83	56	66
3.	66	83	53	70
4.	66	83	66	76
5.	53	76	50	66
6.	60	83	63	70
7.	66	83	66	70
8.	63	70	56	66
9.	63	70	63	76
10.	50	70	53	70
11.	66	76	63	76
12.	66	86	56	73
13.	50	70	60	73
14.	63	76	50	66
15.	63	76	56	73
16.	66	86	60	73

The findings of the pre-test and post-test are presented in Table 4.1.

Determine the effectiveness of the write pairs-square method. The data analysis use the Mann-Whitney U and N-Gain tests to determine the difference between pre-and post-test scores.

a. Students' Scores of Experiment Class

Elementary A is designated as the experimental class, whilst Elementary B serve as the control group. To assess the efficacy of the writing pairs-square method, researcher administered pre- and post-tests to select classes. The pre-test for this course consists of a descriptive essay.

Prior to being taught the write pairs-square method, the pre-test was administered to determine the students' descriptive writing scores. At the subsequent meeting, the experimental class received treatment, whilst the control group did not.

Table. 4.2 Student Scores of Experiment Class

No	Statistic	Experiment Class	
		Pre-test	Post-test
1.	Minimum	50	70
2.	Maximum	66	86
3.	Mean	60.87	78.37
4.	Median	63	79.5
Mean different = 17.5			

Table 4.2 displays the pre- and post-test results for the experimental class. The average score on the pre-test was 60.87, with the lowest score being 50 and the best score being 66. In contrast, the post-test results were distinct from the pre-test results. The student's average score increased to 78.37, with scores ranging between 70 and 86. These results indicate that the average score difference between the pre-test and post-test is 17.5%. The score improved following therapy with the write pairs-square method for teaching descriptive writing. The write pairs-square method has a considerable impact on student achievement in composing descriptive language.

b. Students' Scores of Control Class

This study's control group consisted of Elementary B pupils at the English Program Darussalam Islamic Boarding School Purwokerto. This study's control group comprised of 16 pupils. The test was administered to see how well students write descriptive texts, with the following outcomes:

Table 4.3 Students' Scores of Control Class

No	Statistic	Experiment Class	
		Pre-test	Post-test
1.	Minimum	50	66
2.	Maximum	66	76
3.	Mean	58.37	71.25
4.	Median	58	71,5
Mean different = 12.88			

Based on the table above, provide the test result of the control class's score. The mean score on the pre-test was 60, with the lowest score being 50 and the highest score being 70. In contrast, the post-test results were distinct from the pre-test results. The mean score of the students increased to 71.25, with the lowest score being 66 and the best score being 76. These results indicate that the difference between the average pre-test and post-test scores is 12.88 points.

2. Data Analysis

The data collected from the pre-test in both classes were then analyzed in data analysis. However, two things need to be done before carrying out the test: testing the instrument with validity and reliability.

a. Instrument Testing

Pre-test and post-test are tested to find out how far a researcher measures what should be measured. This test is carried out in another class at the same level in Darussalam Islamic Boarding School. Then the results of the tests are calculated and analyzed with predetermined conditions.

1) Validity Test

a) Validity Test of Pre-test

Table 4.4 Validity Result of Pre-test

Number of item	Value of r_{table} (n=14)	Value r_{hitung}	Description
A.	0.532	0.851	Valid
B.	0.532	0.838	Valid

b) Validity Test of Post-test

Table 4.5 Validity Result of Post-Test

Number of item	Value of r_{table} (n=14)	Value r_{hitung}	Description
A.	0.532	0.796	Valid
B.	0.532	0.732	Valid

Based on tables 4.4 and 4.5 regarding the calculation of the validity test, the results show that two pre-test questions and post-test to assess the ability to write descriptive text were declared **valid** because $r_{hitung} > r_{tabel}$. So that based on the results, two pre-test and post-test questions can be used for the instrument test.

2) Reliability Test

a) Reliability Test of Pre-test

Table 4.6 Reliability Result of the pre-test

Value of r_{table}	Value r_{hitung}	Description
0.532	0.599	Reliable

b) Reliability Test of Post-test

Table 4.7 Reliability Result of Post-test

Value of r_{table}	Value r_{hitung}	Description
0.532	0.842	Reliable

For pre-test and post-test instruments, r_{table} of 14 respondents with a significant level of 0.05 is 0.599. Based on the table above, it can be concluded that the instrument questions in this study are **reliable** because $r_{hitung} > r_{table}$. It means that the instrument is reliable because $0.599 > 0.532$ and $0.842 > 0.532$.

b. Experiment Testing

The research is carried out after several treatments and then tested with the questions that have been determined. However, several steps must be taken before calculating the hypothesis: normality test and homogeneity test.

1) Normality Test

The normality test evaluates the accuracy of the data researcher have collected (Agustinus & Harjanto, 2021). The following information was used to analyze the normalcy test in this study using IBM SPSS 25 software:

Table 4.8 Normality Result of Pre-Test

Kolmogorov Smirnov			Shapiro-Wilk		
Statistics	Df	Significant	Statistics	df	Significant
0.193	16	0.112	0.909	16	0.113
Category		Normal distributed	Category		Normal distributed

According to table 4.8's test results, the experimental class is significant by Kolmogorov-Smirnov at 0.112 and by Shapiro-Wilk at 0.113. The data is regularly distributed if the data is more than the significance level ($= 0.05$). Because the significance of the two classes is greater than 0.05, the data can conclude that the data are regularly distributed.

Table 4.9 Normality Result of Post-test

Kolmogorov Smirnov			Shapiro-Wilk		
Statistics	Df	Significant	Statistics	df	Significant
0.140	16	0.200	0.917	16	0.153
Category		Normal distributed	Category		Normal distributed

The significance of the experimental and control classes, according to Kolmogorov Smirnov and Shapiro-Wilk, is 0.200 and 0.153, respectively, from table 4.9. That assumes the data exceed the significance level ($= 0.05$). In such a scenario, since the significance of the two classes is greater than the significance of $= 0.05$, it may be said that the data is regularly distributed.

2) Homogeneity Test

The method used for the homogeneity test in this study is the Levene Test with the help of IBM SPSS 25.

Table 4.10 Homogeneity Result of Pre-test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.080	1	30	.780
Based on Median	.038	1	30	.846
Based on Median and with adjusted df	.038	1	22.999	.847
Based on trimmed mean	.039	1	30	.846

Table 4.11 Homogeneity Result of Post-test

	Levene Statistic	df1	df2	Sig.
Based on Mean	7.998	1	30	.008
Based on Median	6.914	1	30	.013
Based on Median and with adjusted df	6.914	1	26.738	.014
Based on trimmed mean	7.996	1	30	.008

Based on the results of the homogeneity test using the Levene Tests in tables 4.10 and 4.11 above show that the pretest and posttest values experience significant differences in normality. It is presented in the table that the significance of the pretest value is 0.846, which means > 0.05 , so it includes homogeneous data. However, the posttest score obtained a result of 0.008, which means < 0.05 , so the data is not homogeneous or has more than one variance.

3) Hypothesis test

a) Mann-Whitney U Test

Furthermore, to measure whether there is a difference in the average learning outcomes of the two classes after being given different treatments, an average difference test is analyzed using the Mann-Whitney U Test. In cases the study data is not homogeneous and regularly distributed, the Mann-Whitney U test is employed as an alternative to the independent sample T-test. The non-parametric Mann-Whitney U test is used to conduct the hypothesis test since the study data results are normally distributed but not homogeneous.

Table 4.12 Mann-Whitney U Result

Test Statistics ^a	
	Experiment Class
Mann-Whitney U	48.000
Wilcoxon W	184.000
Z	-3.079
Asymp. Sig. (2-tailed)	.002
Exact Sig. [2*(1-tailed Sig.)]	.002 ^b

a. Grouping Variable: Class

b. Not corrected for ties.

Based on the output of "Test Statistics", it is known that the Asymp value. Sig. (2-tailed) of $0.002 < 0.05$. Then it can be concluded that "the hypothesis is accepted." Thus, there are differences in the results of applying the write pairs-square method to write descriptive text in elementary A (experiment) and elementary B (control) classes. Because there are significant changes, the use of the write pairs-square method affects the skills of writing descriptive text.

b) N-Gain Test

N-Gain is the difference between the posttest and pretest scores, and the N-gain shows an increase in students' understanding or mastery of concepts after learning is carried out by the teacher. Experiments have been carried out to determine the effectiveness of the write pair-square method at the Elementary Darussalam Islamic Boarding School class and then test the hypothesis with the N-Gain method with the following results:

Table 4.13 N-Gain Descriptive of Experiment Class

		Descriptives			
	Kelas		Statistic	Std. Error	
N_Gain_Percent	Experiment	Mean	44.5583	3.52650	
		95% Confidence Interval for Mean	Lower Bound	37.0418	
			Upper Bound	52.0749	
		5% Trimmed Mean	44.9121		
		Median	49.4681		
		Variance	198.979		
		Std. Deviation	14.10599		
		Minimum	18.92		
		Maximum	63.83		
		Range	44.91		
		Interquartile Range	22.36		
		Skewness	-.575	.564	
		Kurtosis	-.655	1.091	

This study included the results of the calculation of the N-Gain test for the experimental class totaling 44.55% in the less ineffective category because 40-50%. The minimum value is 18.92%, and the maximum value is 63.83%. So, the write pairs-square method is less ineffective in improving the ability to write descriptive texts of elementary class students in the Darussalam Islamic Boarding School English program

B. Discussion

The discussion in this study examines further the effectiveness of the write pairs-square method on the skills of writing descriptive texts for elementary class students of the English Language Program at Darussalam Islamic Boarding School. According to what Kagan and Stanlev (2006) said about cooperative learning, writing pairs-square included in the cooperative learning method. This method aims to improve students' ability to write a descriptive text. So that students can broaden their insights and experiences that reflect learning descriptive text.

a. Learning descriptive text using the write pair-square method in at Elementary Class of English Program in Darussalam Islamic Boarding School Purwokerto

The write pairs-square method is an active learning method that can be applied in the classroom. The learning process uses the write pairs-square method in this study using guided pairs. The teacher has a role in tutoring students who are still beginners, and students also have a role in helping their friends learn to understand. Guided Write pairs-square is not all student learning materials that formulate the problem.

At the first meeting, the teacher conditioned students to be ready to carry out learning, and the teacher stimulated students to answer questions about writing descriptive text. Then the teacher divides. The class is divided into four groups, each divided into two pairs where these groups have the same task.

After gave the material, each pair is given an example, and then students are asked to understand the material. While students are carrying out discussion activities with their group, the teacher goes around the class to see the activities carried out by students to ensure smooth learning. If students experience difficulties, the teacher guide students. After the discussion activity, each pair can ask and answer other questions.

At the second meeting, the teacher reviewed the material taught at the previous session. Afterward, the students returned with the four groups and pairs from yesterday, giving each pair an example of the same case. The teacher supervises the course of the discussion carried out by each group and checks whether the experiments carried out are correct or wrong. After that, each group member sent one representative to present the results of their discussion in the class plenary session. Each group with the exact case can give another answer with different results.

After all, pairs have finished working on assignments and discussions with other pairs, and students return to their seats. The last step is that the teacher responds to the results of student discussions and then,

together with the student teacher, makes conclusions. Students are asked to create ideas and thoughts to write paragraphs in the descriptive text as post-test worksheets.

b. Learning descriptive text using conventional method in at Elementary B of English Program in Darussalam Islamic Boarding School Purwokerto

The conventional method is a method commonly used by teachers in learning. In this study, conventional methods were used in the control class. Research in the control class was conducted in two meetings. Before learning is carried out as usual, the teacher gives pre-test questions to determine students' initial abilities. Then in the first meeting, starting with giving an apperception about the lesson to be delivered and guiding students to read the description text available in the book from the school, then the teacher explains the material about writing a description text. The next stage is when the teacher asks students whether there is a material that has yet to be understood. Several students submitted statements to the teacher, and the teacher gave responses.

At the second meeting, the teacher recalled the material presented at the previous meeting. Next, the teacher explains the material for writing a descriptive text. When explaining, the teacher asks questions about the subject matter according to the student's experience. The teacher gives opportunities to students if students need help understanding the material that has been presented. Then students, together with the teacher, make conclusions about the material that has been studied.

The teacher asks students to close the textbook to find out how deep the knowledge students have gained, then gives post-test questions.

c. Differences in learning results of descriptive texts in the Elementary Class of English Program in Darussalam Islamic Boarding School use the write pairs-square method and the conventional method.

A preliminary test (pre-test) and a final evaluation were conducted in the treatment two times using the written pairs-square method (post-test). Two experimental and control classes were assessed before and after the experiment. The effectiveness of the learning method was then evaluated using the pre-test and post-test findings. By examining normality, homogeneity, and hypothesis, the data were assessed. The write pairs-square method, employed as a learning tool for creating descriptive texts, was put to the test in this study using the N-Gain test to ascertain its effectiveness.

The average pre-test score for the experimental class was 60.875, the average pre-test score for the control class was 58.37, the average post-test score for the experimental class was 78.37, and the average experimental class score was 71.25. All acquired results were examined for normality, homogeneity, and assumptions using the N-Gain score in IBM SPSS 25. The normality test results between the experimental and control groups were statistically significant ($0.200 > 0.05$), indicating that the distribution was normal. The homogeneity test results are significant ($0.112 > 0.05$), indicating that the data is homogeneous.

The hypothesis test reveals use The Mann-Whitney U Test "Test Statistics" to measure whether there is a difference in the average learning outcomes of the two classes after being given different treatments is known that the Asymp value. Sig. (2-tailed) of $0.002 < 0.05$. Then it can be concluded that "the hypothesis is accepted." Thus, there are differences in the results of applying the write pairs-square method to write descriptive text in elementary A (experiment) and elementary B (control) classes. Because there are significant changes, the use of the write pairs-square method affects the skills of writing descriptive text.

The second test use the N-Gain Score is determined by category if it shows an average percentage of $< 40\%$ is considered ineffective, $40-55\%$ is

considered less effective, 56-75% is considered quite effective, and $> 76\%$ is considered effective. In this study, the calculation of the N-Gain test obtained an average result of the experimental class of 44.55%. The write pairs-square method used in elementary English program classes at Islamic Boarding School is less effective in improving students' ability to write a descriptive text.

Based on observations made in the experimental class, researcher have applied the write pairs-square method to all the syntax involved in learning to write descriptive text. However, obstacles exist in the application of learning media. Obstacles to learning, specifically the fact that this lesson takes place in the evening after *maghrib*, causing delays in the start of class while classes must still end on time. In addition, some students are absent when the treatment, preventing them from achieving their full potential in terms of learning. If there are such obstacles, the solution is the teacher's active participation. The teacher is more motivating and attentive to students by frequently reminding them of assignments and inquiring about news via online media prior to instruction.

The success of the learning process is inseparable from teacher's ability to develop learning models which are oriented towards increasing the intensity of student involvement effectively in the learning process. Development of the right model aims to create learning conditions that allow students to learn actively and with fun so that learners can achieve optimal learning outcomes and achievements.

The above statement is by the descriptive learning theory that Kagan and Stenlev have put forward (2006) as follows "If the contents of the field of study (conditions) are organized using an elaboration model, increased learning outcomes obtained." Motivation is an important factor in learning because motivation can encourage a child in learning activities. In practice, this learning model increases cooperation in learning motivation and collaboration between students to create a vibrant learning atmosphere. With these active learning conditions, their learning outcomes slightly increased.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and discussion in the previous chapter, the conclusion is the write pairs-square method is an active learning method that can be applied in the classroom. The learning process uses the write pairs-square method in this study using guided pairs. The teacher has a role in tutoring students who are still beginners, and students also have a role in helping their friends learn to understand. Guided Write pairs-square is not all student learning materials that formulate the problem.

The conventional method is a method commonly used by teachers in learning. In this study, conventional methods were used in the control class. Research in the control class was conducted in two meetings. Before learning is carried out as usual, the teacher gives pre-test questions to determine students' initial abilities. Then in the first meeting, starting with giving an apperception about the lesson to be delivered and guiding students to read the description text available in the book from the school, then the teacher explains the material about writing a description text. The next stage is when the teacher asks students whether there is a material that has yet to be understood. Several students submitted statements to the teacher, and the teacher gave responses.

The write pairs-square method is less-effective in writing descriptive text in Elementary Class of English Program at Darussalam Islamic Boarding School. This ineffectiveness is evidenced by the average post-test score of writing descriptive text based on experience in the experimental class, 78.9, in the control class, 71.2. Hypothesis testing use N-Gain Test, namely the average percentage of the experimental class, was obtained at 44.55%, so it is in the less effective interpretation, namely between 40-55%.

Data shows that applying the write pairs-square method in the experimental class is less effective to applying the write pairs-square method is an effect on writing descriptive text skills in the elementary English program class at Darussalam Islamic Boarding School.

B. Limitation of Study

Due to the limited time, it was limited to fit the allotted time. This research does not only focus on the treatment carried out in class but also focuses on student learning outcomes. After discussions with class teachers and administrators, this study decided to carry out the treatment twice so that it did not meet the standards of conducting experiments with treatment. Students do not feel bored due to the treatment given, so learning outcomes are less than optimal.

C. Suggestion

Research conducted at the Darussalam Islamic Boarding School is meaningless if it does not contribute to or benefit readers. Suggestions that can give in this research include:

1. For teachers
 - Teachers must be more active and creative and master the material of the descriptive text
 - The teacher must understand the steps of the write pairs-square method so that it can be applied effectively, as well as the application of other methods.
2. For students
 - Students should practice writing descriptive text more in order to develop creativity.
 - Students have high enthusiasm and learn to appreciate every available time so that learning is more optimal and effective
3. For boarding/institution

The write pairs-square method is a method that involves teachers and students in learning. So this method requires the cooperation and participation of all teaching-learning components to be more effective. In addition, this method can use for other alternative learning materials with supportive participants.

4. For further research

Future researchers advise extending the research time so students can receive the material and study well.



BIBLIOGRAPHY

- Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York: Longman, 2005)
- Aqib Zainal. *Model-Model, Media, dan Strategi Pembelajaran Kontextual (Inovatif)*. Bandung: Yrma Widya, 2013.
- Cambridge Dictionary. 1995.
- Chaniago, R. Y. Zainil, dan Yeti. "Using Write Pairs-square Technique in Teaching Writing At Junior High School", *Journal of English Language Teaching Volume 8 No. 1*.
- Dalman, *Keterampilan Menulis*, (Jakarta: PT Raja Grafindo Persada, 2016),
- Dhofier, Z. *Tradisi Pesantren*. Jakarta: LP3ES, 1982.
- George M. Jacobs, Willy A. Renandya, and Michael. *Power, Simple, Powerful strategies for Student Centered Learning*. (Switzerland: Springer Nature, 2016).
- Getut Pramesti, *Kupas Tuntas Data Penelitian Dengan SPSS 22*, (Jakarta: PT Elex Media Komputindo, 2014).
- Janna, N. M., & Herianto. (2021). Artikel Statistik yang Benar. *Jurnal Darul Dakwah Wal-Irsyad (DDI)*, 18210047.
- Joyce, B. "A guide to Cooperative Learning", *The Electronic Learning Community: Prince George's Country Public School*.
- Kasihani K. E. Suyanto. *English for Young Learning*. Jakarta: P.T Bumi Aksara, 2010.
- Nasrum, A. (2018). *UJI NORMALITAS DATA untuk Penelitian*. In Yogyakarta: Pustaka Pelajar Offset.
- Ma'rufah, D. W., Muflihah, M., & Awaliyah, U. (2021). Need Analysis on Writing Skill: What Do The Students Really Need for Writing Course? *Tarling : Journal of Language Education*, 5(1), 51–70.
<https://doi.org/10.24090/tarling.v5i1.4984>.

- Masturoh, I., dan N. Anggita. *Metodologi Penelitian Kesehatan*. Kementerian Kesehatan RI. Jakarta, 2018.
- Oxford Dictionary. 2010
- Pardiyono. *Teaching Genre Based Writing*. Yogyakarta: CV, 2010.
- Ramdhani, E. P., et all. 2020. Efektifitas modul elektronik terintegrasi multiple representation pada materi ikatan kimia. *Journal of Research and Technology*.
- Slavin, R. E. *Cooperative learning: Teori, Riset dan Praktik*. Nusa Media: Bandung, 2005.
- Sugiyono & Puspanhani. *Metode Penelitian Kesehatan*. Alfabeta, 2020.
- Suprijono, A. *Cooperative Learning: Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar, 2011.
- Kane, Thomas S. *The Oxford Essential Guide to Writing*. Berkley Books, 2000.
- Wachid, A. (2012). *Creative writing: menulis kreatif puisi, prosa fiksi, dan prosa non-fiksi*. Diterbitkan atas kerjama Buku Litera [dan] STAIN Press Purwokerto.
- Wahidiyati, I. (2020). *in Enhancing Students ' Ability*. 1(1), 1–10.
- Widiyana, & Sabiq, A. A. (2021). Scaffolding strategy in teaching writing and its challenges. *Jour*, 9(1), 30–38.
<http://journal.ipts.ac.id/index.php/ED/article/view/2275>
- Widoyoko, Eko Putro. *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar, 2015.
- White, Howard & Sabarwal, Shagun. “UNICEF: Quasi-Experimental Design and Methods”, *Methodological Briefs Impact Evaluation*. 2014, No. 8.

APPENDICES

Appendices 1 Surat keterangan telah mekalukan penelitian



PONDOK PESANTREN PUTRA-PUTRI "DARUSSALAM"

"المعهد الإسلامي دار السلام"

YAYASAN "DARUSSALAM SUNAN BONANG"

DUKUHWALUH PURWOKERTO

SK MENKUMHAM RI NOMOR AHU-0012457.AH.01.04.TAHUN 2017

Alamat: Jl. Sunan Bonang No. 37 RT 03 RW 06 Dukuhwaluh, Kembaran, Banyumas, Kode Pos: 53182 Telp. (0281) 6843555

SURAT KETERANGAN

Nomor : 003/B4.2/P/PPDS/1/2022

Assalamu'alaikum Wr. Wb.

Dengan ini Pengasuh Pondok Pesantren Darussalam Dukuhwaluh-Purwokerto, menerangkan bahwa :

Nama : Ifi Farih Choeriyah
NIM : 1817404018
Semester : 9 (Sembilan)
Fakultas/ Program Studi : FTIK/Tadris Bahasa Inggris
Tahun Akademik : 2022/ 2023
Perguruan Tinggi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Yang bersangkutan telah melaksanakan riset individu di Pondok Pesantren Darussalam dalam rangka pengumpulan data guna penyusunan skripsi sebagai tugas akhir dengan judul "The Effectiveness of Write Pairs Square Towards Students Writing Descriptive Text at Elementary Class of English Program in Darussalam Islamic Boarding School".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya, terima kasih.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 6 Januari 2023

Pengasuh Pondok Pesantren Darussalam,

Nyai Hj. Umi Afifah Chariri

Appendices 2 Instrument Validation

VALIDATION SHEET

Name : Ifti Farih Choeriyah
NIM : 1817404018
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness of Write Pairs Square Towards Students
Descriptive Text Writing at Elementary Class of English
Program in Darussalam Islamic Boarding School Purwokerto
Research Question : Is the Write Pairs Square method effective to teaching writing
descriptive text in the Elementary Class of English Program in
Darussalam Islamic Boarding School Purwokerto?
Evaluator : Desi Wijayanti Ma'rufah, M.Pd

A. Instrument Research

Pre-test	√
Post-test	√
Assessment rubtic	√

B. Instruction

Put a checklist "√" in the assessment column that is appropriate to your assessment of the pre-test and post-test with the following rating scale:

- 1 = Not good
- 2 = Not good enough
- 3 = Good enough
- 4 = Good
- 5 = Very good

C. Evaluation

No	Observed Aspect	Observation Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of research					√
2	The suitability of the question with the treatment					√
3	The clarity of the questions' instruction					√

D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, 21 September 2022

Evaluator



Desi Wijayanti Ma'rufah, M.Pd

Appendices 3 Lesson Plans

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMEN**

Sekolah : Pondok Pesantren Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : Elementart (1) / Ganjil
Alokasi Waktu : 2 x 30
Pertemuan : 1

A. Tujuan Pembelajaran

- 1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam deskripsi
- 2 Siswa mampu mengidentifikasi jenis dan contoh teks deskripsi

B. Materi Pokok

1. Teks deskripsi

C. Metode pembelajaran

- Pendekatan : *communicative approach*
- Model pembelajaran : *discovery learning*
- Metode : *write pairs-square (pairing, diskusi)*

D. Langkah-langkah pembelajaran

Tahap	Kegiatan Belajar	Waktu (menit)
Pendahuluan	<ul style="list-style-type: none">- Membuka pelajaran dengan berdoa bersama- Mengecek kesiapan siswa- Mengabsen siswa- Menyampaikan materi yang akan dipelajari- Memberi motivasi pentingnya materi yang akan disampaikan, yaitu teks deskripsi- Membuat kelompok dengan jumlah 4 siswa, kemudian setiap kelompok dipasangkan dengan 2 siswa	10 menit

Kegiatan inti	<ul style="list-style-type: none"> - Guru menjelaskan pengertian, fungsi sosial dan unsur kebahasaan dari teks deskripsi - Guru menjelaskan jenis-jenis teks deskripsi dan contohnya - Siswa berkumpul dengan kelompok dan pasangannya - Guru mendampingi siswa memahami contoh teks deskripsi - Siswa diberi pertanyaan - Guru mendampingi siswa berdiskusi 	40 menit
Penutup	<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan hasil pembelajaran. - Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya. - Guru memberikan pesan-pesan moral - Guru menutup pelajaran dengan berdoa. 	10 menit

E. Media Pembelajaran

1. Teks
2. Gambar

F. Sumber dan Alat Pembelajaran

1. **Sumber belajar**
 - Modul Four Corner 2 by Richards Jack C. & Bohlke David.
2. Alat pembelajaran
 - Papan tulis dan ATK
 - Buku siswa

G. Penilaian

1. Penilaian sikap

Purwokerto, 12 September 2022
Praktikan



Ifti Farih Choeriyah
NIM. 1817404018

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KELAS EKSPERIMEN

Sekolah : Pondok Pesantren Darussalam
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : Elementart (1) / Ganjil
 Alokasi Waktu : 2 x 30
 Pertemuan : 2

A. Tujuan Pembelajaran

- 3 Siswa mampu menyebutkan jenis dan contoh teks deskripsi
- 4 Siswa mamupu membuat dan menulis contoh teks deskripsi

B. Materi Pokok

2. Teks deskripsi

C. Metode pembelajaran

- Pendekatan : *communicative approach*
- Model pembelajaran : *discovery learning*
- Metode : *write pairs-square (pairing, diskusi)*

D. Langkah-langkah pembelajaran

Tahap	Kegiatan Belajar	Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> - Membuka pelajaran dengan berdoa bersama - Mengecek kesiapan siswa - Mengabsen siswa - Menyampaikan materi yang akan dipelajari - Memberi motivasi pentingnya materi yang akan disampaikan, yaitu teks deskripsi - Memandi siswa untk berkumpul dengan pasangan dan kelompoknya masing-masing 	10 menit
Kegiatan inti	<ul style="list-style-type: none"> - Guru mengulang materi pertemuan lalu teks deskripsi - Guru memberi pertanyaan kepada siswa - Guru memandu siswa untuk membuat contoh teks deskripsi dengan tema orang - Guru mendampingi siswa berdiskusi - Siswa bertanya dan berdiskusi 	40 menit

Penutup	<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan hasil pembelajaran. - Siswa mengumpulkan tugas yang diperintah - Guru memberikan pesan-pesan moral - Guru menutup pelajaran dengan berdoa. 	10 menit
----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------

E. Media Pembelajaran

3. Teks
4. Gambar

F. Sumber dan Alat Pembelajaran

3. Sumber belajar

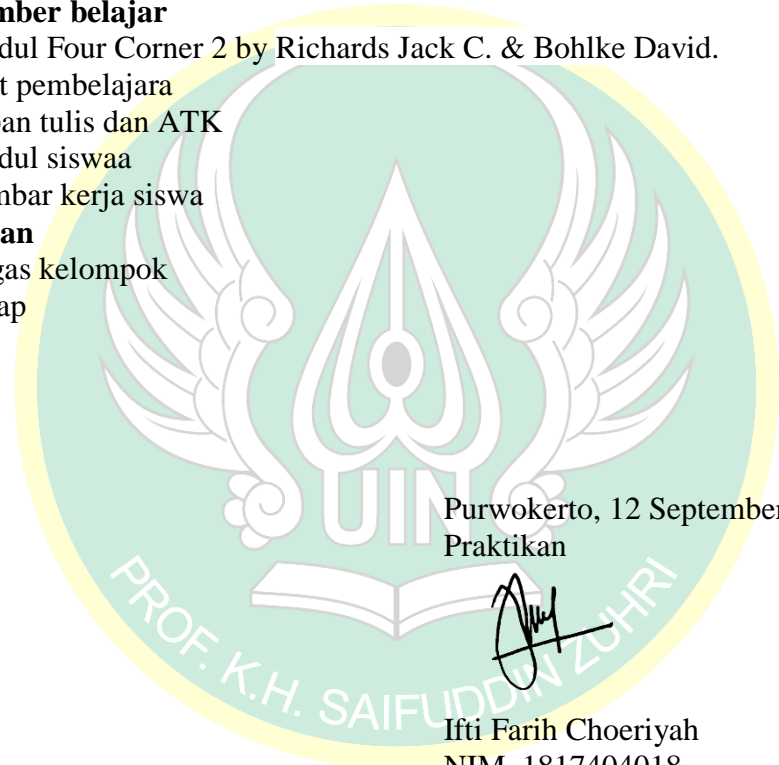
- Modul Four Corner 2 by Richards Jack C. & Bohlke David.

4. Alat pembelajara

- Papan tulis dan ATK
- Modul siswaa
- Lembar kerja siswa

G. Penilaian

2. Tugas kelompok
3. Sikap



Purwokerto, 12 September 2022
Praktikan

Ifti Farih Choeriyah
NIM. 1817404018

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KELAS KONTROL

Sekolah : Pondok Pesantren Darussalam
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : Elementart (1) / Ganjil
 Alokasi Waktu : 2 x 30
 Pertemuan : 1

A. Tujuan Pembelajaran

- 5 Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam deskripsi
- 6 Siswa mampu mengidentifikasi jenis dan contoh teks deskripsi

B. Materi Pokok

3. Teks deskripsi

C. Metode pembelajaran

- Pendekatan : *communicative approach*
- Model pembelajaran : *discovery learning*
- Metode : ceramah, konvensional

D. Langkah-langkah pembelajaran

Tahap	Kegiatan Belajar	Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> - Membuka pelajaran dengan berdoa bersama - Mengecek kesiapan siswa - Mengabsen siswa - Menyampaikan materi yang akan dipelajari - Memberi motivasi pentingnya materi yang akan disampaikan, yaitu teks deskripsi 	10 menit
Kegiatan inti	<ul style="list-style-type: none"> - Guru menjelaskan pengertian, fungsi sosial dan unsur kebahasaan dari teks deskripsi - Guru menjelaskan jenis-jenis teks deskripsi dan contohnya - Guru menampilkan jenis dan contoh teks deskripsi - Guru memberi waktu siswa untuk menanyakan jika belum paham dengan materi 	40 menit

Penutup	<ul style="list-style-type: none"> - Siswa dan guru menyimpulkan hasil pembelajaran. - Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya. - Guru menutup pelajaran dengan berdoa. 	10 menit
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------

E. Media Pembelajaran

- 5. Teks
- 6. Gambar

F. Sumber dan Alat Pembelajaran

5. Sumber belajar

- Modul Four Corner 2 by Richards Jack C. & Bohlke David.

6. Alat pembelajaran

- Papan tulis dan ATK
- Modul siswa

G. Penilaian

- 4. Penilaian sikap



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KELAS KONTROL

Sekolah : Pondok Pesantren Darussalam
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : Elementart (1) / Ganjil
 Alokasi Waktu : 2 x 30
 Pertemuan : 2

A. Tujuan Pembelajaran

- 7 Siswa mampu menyebutkan jenis dan contoh teks deskripsi
- 8 Siswa mamupu membuat dan menulis contoh teks deskripsi

B. Materi Pokok

4. Teks deskripsi

C. Metode pembelajaran

- Pendekatan : *communicative approach*
- Model pembelajaran : *discovery learning*
- Metode : ceramah, konvensional

D. Langkah-langkah pembelajaran

Tahap	Kegiatan Belajar	Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> - Membuka pelajaran dengan berdoa bersama - Mengecek kesiapan siswa - Mengabsen siswa - Menyampaikan materi yang akan dipelajari - Memberi motivasi pentingnya materi yang akan disampaikan, yaitu teks deskripsi 	10 menit
Kegiatan inti	<ul style="list-style-type: none"> - Guru mengulang materi pertemuan lalu teks deskripsi - Guru memberi pertanyaan kepada siswa terekait materi pertemuan lalu - Guru memberi tugas siswa untuk membuat contoh teks deskripsi dengan tema orang - Guru mendampingi siswa membuat tugas 	40 menit

Penutup	<ul style="list-style-type: none"> - Siswa mengumpulkan tugas yang diperintah - Siswa dan guru menyimpulkan hasil pembelajaran. - Guru memberikan pesan-pesan moral - Guru menutup pelajaran dengan berdoa. 	10 menit
----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------

E. Media Pembelajaran

7. Teks
8. Gambar

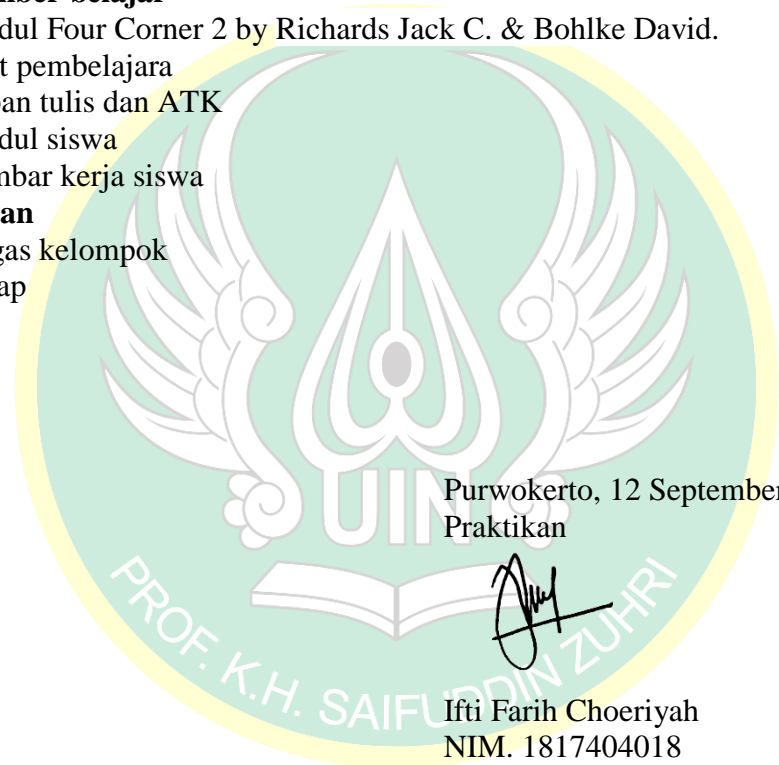
F. Sumber dan Alat Pembelajaran

7. Sumber belajar


- Modul Four Corner 2 by Richards Jack C. & Bohlke David.
- 8. Alat pembelajaran
 - Papan tulis dan ATK
 - Modul siswa
 - Lembar kerja siswa

G. Penilaian

5. Tugas kelompok
6. Sikap



Purwokerto, 12 September 2022
Praktikan


Ifti Farih Choeriyah
NIM. 1817404018

Appendices 4 Pre-test and post-test sheet

1. Pre-Test Experiment Class

PRE-TEST

Name :- Adhara Fatya Utanti
- Areyo Maharani Julia Putri

A. Arrange the random sentences below into descriptive text!

- 5
- (1.) Some of them are also kept in the zoo
 - (2.) We can find them in central, eastern and southern Africa.
 - (3.) A giraffe has a long neck and long legs.
 - (4.) Giraffes are the tallest mammals in the world.
 - (5.) The long neck helps it to eat leaves from the tall trees.
 - (6.) On the top of its head, there are small "horns" or knobs.
 - (7.) It pulls the leaves by its long tongue.
 - (8.) Around his body, it has spotted patterns.
 - (9.) "Giraffa camelopardalis" is its scientific name.
 - (10.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

CAT

Cats are one of the mammals in the world. We can find them in many places. Cats are human friends so many people keep them. Cats have 4 legs with sharp nails. They are used to protect it selves when fighting. They have 2 ears to listen sound from far places. Cats also has many rac. Like an Angora, Persia, Spinx, and etc. Cats are omnivore animal. They can eat meat, plants, and grains.

PRE-TEST

Name :- Nurul Indah
- Azra Nawrah Luqyana

A. Arrange the random sentences below into descriptive text!

- (.....) Some of them are also kept in the zoo 4
- (.....) We can find them in central, eastern and southern Africa. 3
- (.....) A giraffe has a long neck and long legs. 5
- (.....) Giraffes are the tallest mammals in the world. 1
- (.....) The long neck helps it to eat leaves from the tall trees. 6
- (.....) On the top of its head, there are small "horns" or knobs. 9
- (.....) It pulls the leaves by its long tongue. 7
- (.....) Around his body, it has spotted patterns. 8
- (.....) "Giraffa camelopardalis" is its scientific name. 2
- (.....) They are used to protect the head when fighting. 10

B. Please write descriptive text about animals! (min 10 sentences)

Cat is mammals animal. The (belum siap)

Cat

Cat is mammals animal. They have 4 legs. ~~and~~ with sharp nails. ~~not~~ only the nails but also the teeth is sharp. they nails and the feet usually for gripping their food or for saving them of from predator. cats also have smooth hair and puppy eyes. there for many people like this animal. many of the varian of cat those are, Anggara, Persia, fella, kucing etc. mostly of them live in ~~some~~ tropical climate. but there is also in cold climate as Anggara and Persia.

3
3
3
2
3
14

PRE-TEST

Name :- Elisa Listiani

- Anggun Ana Wijaya

A. Arrange the random sentences below into descriptive text!

- 9. (3.) Some of them are also kept in the zoo
- 3. (3.) We can find them in central, eastern and southern Africa.
- 5. (3.) A giraffe has a long neck and long legs.
- 1. (3.) Giraffes are the tallest mammals in the world.
- 6. (.....) The long neck helps it to eat leaves from the tall trees.
- 8. (.....) On the top of its head, there are small "horns" or knobs.
- 7. (.....) It pulls the leaves by its long tongue.
- 10. (.....) Around his body, it has spotted patterns.
- 2. (3.) "Giraffa camelopardalis" is its scientific name.
- 9. (.....) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

Zebra

- A zebra is unique animal.

- Zebras have the patterns black and white in the body.

- they are one species with the horse.

- they live in southern Africa.

- but we can find in the zoo.

- Zebras have the same size as horse-like bodies.

- There are three types namely zebra mountain, zebra the plains, zebra and primitive zebra.

- long lived animals that move quickly for their large size and have teeth built for grinding and bodies that crop grass.

- The most numerous and widespread species in the east is Burchell's, also known as the common or plains zebra.

Standard

horse mountain is

2

3

1

2

3

12

PRE-TEST

Name : - Novar Thalia
- Alvintha Mumtharina

A. Arrange the random sentences below into descriptive text!

- (.4..) Some of them are also kept in the zoo
- (.3..) We can find them in central, eastern and southern Africa.
- (.5..) A giraffe has a long neck and long legs.
- (.1..) Giraffes are the tallest mammals in the world.
- (.6..) The long neck helps it to eat leaves from the tall trees.
- (.2..) On the top of its head, there are small "horns" or knobs.
- (.7..) It pulls the leaves by its long tongue.
- (.8..) Around his body, it has spotted patterns.
- (.2) "Giraffa camelopardalis" is its scientific name.
- (.10..) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

elephant

Elephant are the biggest animals in the world. We can find them in Sumatra.
 elephant has a big body and long trunk. their appearance is so unique. They have
~~two~~ elephant's skin is grey and very thick to be torn off.
 It is four legged animal. their legs are strong enough to carry four person
 on their back. Elephant eat herb like vegetables, grass, straw, and tree leaves.
 they are herbivore. Their habitat is jungle, but sometimes you can find them
 in the desert, but its a pity many hunters hunt them so their population
 gets fewer. Nowadays, elephant are kept in national zoo so you can easily
 look them.

A : 3
 B : 3
 C : 2
 D : 2
 E : 4

14

PRE-TEST

Name :- wafa
- walya.

A. Arrange the random sentences below into descriptive text!

- (.4.) Some of them are also kept in the zoo
- (.3.) We can find them in central, eastern and southern Africa.
- (.1.) A giraffe has a long neck and long legs.
- (.2.) Giraffes are the tallest mammals in the world.
- (.5.) The long neck helps it to eat leaves from the tall trees.
- (.6.) On the top of its head, there are small "horns" or knobs.
- (.7.) It pulls the leaves by its long tongue.
- (.8.) Around his body, it has spotted patterns.
- (.9.) "Giraffa camelopardalis" is its scientific name.
- (.10.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

The pig is a mammalia
 a) their habitat is wet, actually in mud or forest
 b) it is an omnivora animal
 c) a pig is the most dirty animal
 d) a pig have short legs
 e) it have big nose
 f) a pig do have 2 types, if it pig is normal and pig forest
 g) pig forest have sharp tusks and wild
 h) it live at forest
 i) it have not power to run fast

3
2
2
2
3
12

PRE-TEST

Name :- shopfy nur z.
- melina r.

A. Arrange the random sentences below into descriptive text!

- (8.) Some of them are also kept in the zoo
- (9.) We can find them in central, eastern and southern Africa.
- (3.) A giraffe has a long neck and long legs.
- (1.) Giraffes are the tallest mammals in the world.
- (4.) The long neck helps it to eat leaves from the tall trees.
- (6.) On the top of its head, there are small "horns" or knobs.
- (5.) It pulls the leaves by its long tongue.
- (7.) Around his body, it has spotted patterns.
- (2.) "Giraffa camelopardalis" is its scientific name.
- (10.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

crocodile

A crocodile is a small animals, it has a tusks and it has a shell. crocodile is a carnivora types and amphi types. It live at wet and water.

3
2
2
3
10

PRE-TEST

Name :- Kayla sayyina Raihani

- Ifda Nurul Latifah

A. Arrange the random sentences below into descriptive text!

- (...1) Some of them are also kept in the zoo
- (...2) We can find them in central, eastern and southern Africa.
- (...3) A giraffe has a long neck and long legs.
- (...4) Giraffes are the tallest mammals in the world.
- (...5) The long neck helps it to eat leaves from the tall trees.
- (...6) On the top of its head, there are small "horns" or knobs.
- (...7) It pulls the leaves by its long tongue.
- (...8) Around his body, it has spotted patterns.
- (...9) "Giraffa camelopardalis" is its scientific name.
- (...10) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

~~He is a~~ CAT

He is a cute cat.
 the colour is white.
 he has two ears.
 he has four foot.
 and he has sharp teeth.
 the favorit food is beef.
 his hobby is a sleep.
 he like a sleep in my bed.
 his he's voice amiauwuw
 I love cat so much

3
2
2
2
2
4

2. Post-test Experiment Class

POST-TEST

Name :- *marlina nuzi*
- *shopi*

A. Arrange the random sentences below into descriptive text!

- 6* (4.) In this place, you can see ancient traditions such like Rambu Solo
(3.) Rambu Solo is a funeral ceremony in the place
(1.) Toraja is one of beautiful tourist destination in Indonesia
(2.) It has mountainous rows and green hill so that the place is rich of natural tourism
(6.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
(3.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Candi Prambanan
Candi prambanan or candi wongu is a ninth century hindu sanctuary situated in central java, indonesia, and devoted to the trinurt the statement of god as the creator (brahma) the preserver (visnu) and the destroyer (shiva). The sanctuary compound is more or less 17 kilometers (11 mi) upper east of the city of Yogyakarta on the limit between central java and Yogyakarta territories.

The sanctuary compound which is considered as an UNESCO world heritage site is the greatest Hindu sanctuary site in Indonesia. It is portrayed by its nature and pointed structural planning, and the towering 47 meter-high (154 ft) focal building inside an extensive complex of individual sanctuaries. Prambanan aces numerous guests from over the world.

4

5

2

3

3

15

POST-TEST

Name : - Winda Nurani
- Widiyana

A. Arrange the random sentences below into descriptive text!

- (4.) In this place, you can see ancient traditions such like Rambu Solo
- (5.) Rambu Solo is a funeral ceremony in the place
- (1.) Toraja is one of beautiful tourist destination in Indonesia
- (2.) It has mountainous rows and green hill so that the place is rich of natural tourism
- 7 (6.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (3.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Borobudur Temple

- Borobudur temple is one of the most beautiful tourist resorts in Indonesia
- It is situated in Central Java
- Borobudur temple is one of Seven wonders of the world
- The people all over the world know that Borobudur is one of the greatest art works
- After going into some restorations, Borobudur is visited by more and more tourist
- Most of them admire Borobudur temple because of its beauty
- and the story of the tales on its walls
- Domestic tourist usually go there by bus or private cars
- While foreign tourists like to join travel bureau and there are some money change their money.

4
3
3
3
3

16

POST-TEST

Name :- Novar Thalia
- Zhenita Mumtharina

A. Arrange the random sentences below into descriptive text!

- (3..) In this place, you can see ancient traditions such like Rambu Solo
- (4..) Rambu Solo is a funeral ceremony in the place
- (1..) Toraja is one of beautiful tourist destination in Indonesia
- (2..) It has mountainous rows and green hill so that the place is rich of natural tourism
- (6..) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (5..) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Borobudur Temple

Borobudur temple is one of the most beautiful tourist in Indonesia. It is situated in Central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that borobudur is one of the greater art works that even know since long time ago. Borobudur temple was built by Syailendra dynasty.

POST-TEST

Name : - Anggun Ana Wijaya
- Felicia Listiani

A. Arrange the random sentences below into descriptive text!

- (2..) In this place, you can see ancient traditions such like Rambu Solo
- (9..) Rambu Solo is a funeral ceremony in the place
- (1..) Toraja is one of beautiful tourist destination in Indonesia
- 10 (2..) It has mountainous rows and green hill so that the place is rich of natural tourism
- (8..) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (5..) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

GOA JEPANG

~~Goa Jepang is one destination in Kaligua~~

~~Goa Jepang is place history place~~

Goa Jepang is one destination in Kaligua. Goa Jepang is history place.

KALI GUA

Kaligua is one place in Brebes, Pandansari, Kaligua has many destination.

A destination is Telaga Ranjeng, Kebun Teh, Goa Jepang, and other. In Telaga

Ranjeng you can see many fishes and you can give bread for

the fish. In kebun teh you can see a beautiful view. You can pictures

there because there are many photos. It is Instagramable.

You can also go to Puncak Sapuh. That's how the

place was named. In there you can enjoy it. The

Kebun teh from above. In there you can also

for camping and you can get sunrise if the weather

is good. And final if you go to there don't forget

for to bring the jacket because it's cold there.

1
2
3
3
3
3
15

POST-TEST

Name : - Azra Naveca

- Hurul Inlah Amalia

A. Arrange the random sentences below into descriptive text!

- (.2.) In this place, you can see ancient traditions such like Rambu Solo
- (.3.) Rambu Solo is a funeral ceremony in the place
- (.4.) Toraja is one of beautiful tourist destination in Indonesia
- 7 (.4.) It has mountainous rows and green hill so that the place is rich of natural tourism
- (.6.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (.5.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Baturaden is a beautiful destination in purwokerto, you can go there by motorcycle or car. In baturaden you can find many a beautiful place such as Bobocabin, ? things, white building and etc. not only just stay visitation but also you can spend the night in baturaden because in baturaden has many villas that you can stay there so you will not be bored. than ~~the~~ one thing that you have to know baturaden is the coldest place in purwokerto. to get in in baturaden also not to price. just need Rp 20.000 - 30.000 to get place you want.

4
3
3
3
3
3

16

POST-TEST

Name :- Arina Saltobillo

- Hafizhoh Hanna Zaharoni

A. Arrange the random sentences below into descriptive text!

- (3.) In this place, you can see ancient traditions such like Rambu Solo
- (4.) Rambu Solo is a funeral ceremony in the place
- (1.) Toraja is one of beautiful tourist destination in Indonesia
- (2.) It has mountainous rows and green hill so that the place is rich of natural tourism
- (5.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (6.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Dufan is a place of entertainment or tourist attractions in Jakarta. Precisely in the Ancol Dreamland Area, North Jakarta, lots of visitors there so the atmosphere there is very crowded. Especially if the holiday season arrives then we must be prepared to queue.

The Dufan project was launched in the early 1980's, at which time Ancol was still under the leadership of Mr. Handojo Soebarto. Several mascots, one of which is a proboscis monkey named Dufan (short for Dunia Fantasi). While the selection of proboscis monkeys is solely to introduce endangered species that are now protected.

Dufan as a place of entertainment for all ages, used as a place to gather with love ones. There is also an inscription "Dufan" which is often used by visitors to take pictures. In addition, visitors can also take pictures with the clowns in Dufan.

4
4
3
3
3
17

POST-TEST

Name : - Arsyia Maharani Julia Putri
- Adhara Fallya Utanti

A. Arrange the random sentences below into descriptive text!

- (3.) In this place, you can see ancient traditions such like Rambu Solo
- (4.) Rambu Solo is a funeral ceremony in the place
- (1.) Toraja is one of beautiful tourist destination in Indonesia
- (2.) It has mountainous rows and green hill so that the place is rich of natural tourism
- (5.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (6.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Borobudur Temple

Borobudur Temple is one of Budha's temples in Indonesia. This temple place in Magelang, Central Java. Borobudur temple is most famous destination in Indonesia and in the world.

Borobudur Temple is a relic of Syailendra dynasty. This temple is used for Buddhist worship. Borobudur Temple has a stupa as the icon of this temple. Many people believe, someone who holds in this stupa which contains a monk who is meditating his wish will come true.

Every day many people come to visit this temple. One of them is a student who carries out a study tour to learn the history of the Borobudur temple.

We must take care of this temple to pass it on to our children and grandchildren later.

1	4
2	3
3	3
4	4
5	1
6	17

3. Pre-test Control Class

PRE-TEST

Name :- Muhammad Rifqi Alhikmah
- Muhammad Fatur Rizqim

A. Arrange the random sentences below into descriptive text!

- 3(f.) Some of them are also kept in the zoo
- 9(1.) We can find them in central, eastern and southern Africa.
- 5(2.) A giraffe has a long neck and long legs.
- 1(1.) Giraffes are the tallest mammals in the world.
- 9(1.) The long neck helps it to eat leaves from the tall trees.
- 7(1.) On the top of its head, there are small "horns" or knobs.
- 10(1.) It pulls the leaves by its long tongue.
- 6(1.) Around his body, it has spotted patterns.
- 2(1.) "Giraffa camelopardalis" is its scientific name.
- 8(10) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

Tiger are the most mammals in the world
Some of them are also kept in the zoo
Habitats Tiger in the jungles
A species a lot of in the Indonesian
A tiger has a sharp teeth. It has big and strong
we can find them in Kalimantan, Sumatra
They are used to protect the strength when fighting
A tiger feeds mostly mammals

3
2
2
3
12

PRE-TEST

Name :- Danang Praya P.

- Achya Paker

A. Arrange the random sentences below into descriptive text!

- (1.) Some of them are also kept in the zoo
- (2.) We can find them in central, eastern and southern Africa.
- (3.) A giraffe has a long neck and long legs.
- (4.) Giraffes are the tallest mammals in the world.
- (5.) The long neck helps it to eat leaves from the tall trees.
- (6.) On the top of its head, there are small "horns" or knobs.
- (7.) It pulls the leaves by its long tongue.
- (8.) Around his body, it has spotted patterns.
- (9.) "Giraffa camelopardalis" is its scientific name.
- (10.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

~~Elephant~~ ~~is~~ ~~the~~ ~~big~~ ~~animals~~ ~~in~~ ~~the~~ ~~jungle~~
 elephant is the big animal in the jungle.
 elephant has a long neck and long legs.
 elephant has weight approx 1 ton per head.
 they have two big ears.
 elephant has a big tusk between nose & mouth.
 elephant has big legs.
 elephant has big stomach.
 elephant has big eyes.
 elephant has big and long nose.
 elephant has big dick.

PRE-TEST

Name :- Ase fairus
- Ardella Naffa R

A. Arrange the random sentences below into descriptive text!

- (.4..) Some of them are also kept in the zoo
- (.3..) We can find them in central, eastern and southern Africa.
- (.4b) A giraffe has a long neck and long legs.
- (.1..) Giraffes are the tallest mammals in the world.
- (.6..) The long neck helps it to eat leaves from the tall trees.
- 8 (.9..) On the top of its head, there are small "horns" or knobs. ✓
- (.7..) It pulls the leaves by its long tongue.
- (.8..) Around his body, it has spotted patterns.
- (.2..) "Giraffa camelopardalis" is its scientific name.
- (.10..) They are used to protect the head when fighting. ✓

B. Please write descriptive text about animals! (min 10 sentences)

Panda

Panda is mammals that usually live in mountains. They are an animal genuine from China.

Panda is a carnivore, but their food is same as herbivore, that is bamboo. In captivity, they may receive honey, eggs, fish, yams, shrub leaves, orange or bananas, along with specially prepared food. Their ears will move when they chewing their foods.

Panda including endangered species because they lost their habitats and the birth rate is very very low. Panda's paw has the thumb and five fingers. The thumb is actually a modified which helps it to hold bamboo while eating.

Panda had been favorite people animal because their species are cute like a baby. Panda increased their range as a sweet and peaceful animal.

3
3
2
3
13

21 Sept 2022

PRE-TEST

Name : -Imha Wira Kusuma

- Big Green N. Alf Apron Mahasiswa

A. Arrange the random sentences below into descriptive text!

- (1.) Some of them are also kept in the zoo
- (3.) We can find them in central, eastern and southern Africa.
- (5.) A giraffe has a long neck and long legs.
- (1.) Giraffes are the tallest mammals in the world.
- (2.) The long neck helps it to eat leaves from the tall trees.
- (4.) On the top of its head, there are small "horns" or knobs.
- (6.) It pulls the leaves by its long tongue.
- (7.) Around his body, it has spotted patterns.
- (2.) "Giraffa camelopardalis" is its scientific name.
- (8.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

1. Turtles are the slowest ~~animals~~ in the world. 3
2. "Tartolus paleonjavanicus" is its scientific name. 2
3. We can find them in central, eastern, southern, northern, western world 2
A.K.A. is everywhere.
4. Some of them are ~~also~~ kept in my Aquarium. 3
5. A Turtles has a "house" in ~~the~~ back. 2
6. The turtle house helps it to protect from the predator. 2
7. On the turtle house, there are Unique Patterns. 2
8. They are used ~~the~~ the house to ~~hide~~ Hide & Sleep. 2
9. They don't have an ears, They use the "Instinct". 2
10. ~~They~~ Did u know?!! They have a long ages, usually 2
that one hundred and fifty years.

PRE-TEST

Name : - *Arezou Ghogah A.S.*
- *Muhammad Fakhri Akbar*

A. Arrange the random sentences below into descriptive text!

- (9.) Some of them are also kept in the zoo
- (10.) We can find them in central, eastern and southern Africa.
- (3.) A giraffe has a long neck and long legs.
- (11.) Giraffes are the tallest mammals in the world.
- (4.) The long neck helps it to eat leaves from the tall trees.
- (6.) On the top of its head, there are small "horns" or knobs.
- (5.) It pulls the leaves by its long tongue.
- (8.) Around his body, it has spotted patterns.
- (2.) "*Giraffa camelopardalis*" is its scientific name.
- (7.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

Cat
.....
~~Cat is one of most popular pet. Cat has two eyes and two ears. A cat~~
.....
~~Cat is one of most popular pet. Cat has lot of types. Cat has two eyes and two~~
~~ears. Cat eye can use to see in the dark.~~
.....
~~Cat is one of most popular pet. They became cat is cute animal. Cat has lot of~~
~~types. Cat is carnivore, they also eat meat. Cat is a nocturnal animal. They mean~~
~~they are active at night. A cat has two eyes and ears. They also have four legs and~~
~~one tail. A cat also has two sharp claws, it used to eat meat. A cat also has moustache,~~
.....
3
3
2
2
12

PRE-TEST

Name :- Nihan Rangga . p

M - Daffa Damadhan

A. Arrange the random sentences below into descriptive text!

- (1.) Some of them are also kept in the zoo
- (3.) We can find them in central, eastern and southern Africa.
- (5.) A giraffe has a long neck and long legs.
- (4.) Giraffes are the tallest mammals in the world.
- (6.) The long neck helps it to eat leaves from the tall trees.
- (7.) On the top of its head, there are small "horns" or knobs.
- (10.) It pulls the leaves by its long tongue.
- (9.) Around his body, it has spotted patterns.
- (2.) "Giraffa camelopardalis" is its scientific name.
- (8.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

The lion

The lion is a 4 legged animal that has pointed
 Fangs. Lion have very high instincts when looking
 for prey. Lion are found in abundance in Africa
 because the forest and climate there are very suitable
 for them. Lions live in hot areas in Africa
 Lion of male have a thick neck hair and
 Lion of female have a thick short hair
 Lion food of ~~the~~ meat, ~~meat~~ a carnivora
 lion drinking on earth and break a tree
~~the~~ everychild lion mammals the female

3
 3
 2
 2
 2
 2

PRE-TEST

Name :- aqila atahia m.
- azeita mauida

A. Arrange the random sentences below into descriptive text!

- (...9.) Some of them are also kept in the zoo
- (...3.) We can find them in central, eastern and southern Africa.
- (...6.) A giraffe has a long neck and long legs.
- (...1.) Giraffes are the tallest mammals in the world.
- (...5.) The long neck helps it to eat leaves from the tall trees.
- (...9.) On the top of its head, there are small "horns" or knobs.
- (...7.) It pulls the leaves by its long tongue.
- (...8.) Around his body, it has spotted patterns.
- (...2.) "Giraffa camelopardalis" is its scientific name.
- (...10.) They are used to protect the head when fighting.

B. Please write descriptive text about animals! (min 10 sentences)

~~dugong~~
~~dugong are~~ ~~animal~~

dugong
dugong are animal 3
the dugong is big 2
dugong eats fish 2
dugong swimming in sea 2
sea is the home dugong 2
~~dugong~~ the body is grey 3
dugong

10

4. Post-test Control Clas



POST-TEST

Name :- Fakir
- Kiki

A. Arrange the random sentences below into descriptive text!

- (2) In this place, you can see ancient traditions such like Rambu Solo (3)
- (3) Rambu Solo is a funeral ceremony in the place (2)
- (1) Toraja is one of beautiful tourist destination in Indonesia (4)
- (4) It has mountainous rows and green hill so that the place is rich of natural tourism (1)
- (5) To bring luck, the deceased will be preserved using formalin to prevent decomposition (6)
- (6) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased (5)

B. Please write descriptive text about place! (min 10 sentences)

Bandung
 Bandung is known as the city of flowers
 Bandung is usually used for tourist attractions
 Bandung's special food, one of them is Soto Bandung
 The people in Bandung use the Sundanese language
 People in Bandung have a good and friendly nature
 Bandung is a beautiful city
 Bandung is also famous for its football club Persib Bandung
 Really cool Bandung

3
3
3
5
14

POST-TEST

Name : - A. Fauzi
- Ardella

A. Arrange the random sentences below into descriptive text!

- (4) In this place, you can see ancient traditions such like Rambu Solo
- (5) Rambu Solo is a funeral ceremony in the place
- (1) Toraja is one of beautiful tourist destination in Indonesia
- (2) It has mountainous rows and green hill so that the place is rich of natural tourism
- (6) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (3) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Mount Bromo

Mount Bromo or in the Tanager language spelled "Bromo" also called the Tanager Caldera. Mount Bromo is famous as the main tourist attraction in East Java. Mount Bromo is included in the Bromo Tanager Semeru National Area.

As a tourist attraction, Bromo becomes interesting because of its status as an active volcano. Visitors can climb to the top of Mount Bromo. In addition to climbing the mountain, the nature tourism offered is watching the beautiful sunrise from Ranu Kumbolo. Here the visitors can also enjoy the scenery by riding a horse.

Mount Bromo is very interesting for climbers to climb. Mount Bromo is a beautiful tour on the island of Java. I'm sure you will like it.

POST-TEST

Name :- ~~Aliq~~ Aliq
~~Dawir/Amha~~

A. Arrange the random sentences below into descriptive text!

- (2.) In this place, you can see ancient traditions such like Rambu Solo
- (3.) Rambu Solo is a funeral ceremony in the place
- (1.) Toraja is one of beautiful tourist destination in Indonesia
- (4.) It has mountainous rows and green hill so that the place is rich of natural tourism
- 7 (6.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (5.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

~~Purwokerto is the best city~~
 Purwokerto is the Best ^{city} in the world
 in this city, you can visit the Gelora Satria Stadium to watch Soccer
 you can visit the Jenderal Soedirman Museum for education
 you can visit BNIPIK Station for travel the city of
 1. Baturaden to refresh your mind healing
 2. Rika Super mall Purwokerto to shopping
 3. UIN Salatiga for learning & studying
 4. Terasi Turret for take some photo
 by home to tethering/hotstar Free WiFi
 Every place in this city, will give ~~you~~ ^{the} success experience for your life

POST-TEST

Name : - Divani Nasywa A z
- lulu kurniawan z

A. Arrange the random sentences below into descriptive text!

- (..2.) In this place, you can see ancient traditions such like Rambu Solo
- (..4.) Rambu Solo is a funeral ceremony in the place
- (..1.) Toraja is one of beautiful tourist destination in Indonesia
- (..3.) It has mountainous rows and green hill so that the place is rich of natural tourism
- (..6.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (..5.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Kaigua

Kaigua is a tourist spot located in brebes, the bumiayu area, kaigua is also a tourist spot that is close to the mountains, namely mount siam, and a cave where people are said to have been killed and tortured by the dutch and become a place for the dutch to live war.

In the cave we can also see statues that tell about the dutch war period. around kaigua there are also villages and surrounding residents too. we can also stay there because kaigua also provides villas for people who want to stay overnight.

6
2
3
3
—
14

POST-TEST

Name :- ANITA SRIWATI
- 12122001001

A. Arrange the random sentences below into descriptive text!

- (2) In this place, you can see ancient traditions such like Rambu Solo
- (3) Rambu Solo is a funeral ceremony in the place
- (1) Toraja is one of beautiful tourist destination in Indonesia
- (4) It has mountainous rows and green hill so that the place is rich of natural tourism
- (5) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- (6) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

BATURADEN

Baturaden is a town in Banjarnegara regency.
Baturaden has a very beautiful view
Baturaden is known for its very cold atmosphere
The road to Baturaden is uphill
Baturaden there are many tours such as camping
there are quite a lot of tourists there
Baturaden ticket price is quite affordable
there is very suitable for vacation with family
Baturaden has seven showers
I recommend traveling there.

3
2
3
3
3
13

POST-TEST

Name :- Wihan
- Dae'a

A. Arrange the random sentences below into descriptive text!

- (3.) In this place, you can see ancient traditions such like Rambu Solo
- (2.) Rambu Solo is a funeral ceremony in the place
- (1.) Toraja is one of beautiful tourist destination in Indonesia
- (4.) It has mountainous rows and green hill so that the place is rich of natural tourism
- (5.) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
- 7 (4.) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Gila, cap. is wonderful
 has many tourist attractions and relics
 wide ocean and green hills
 various types of fish caught
 fishermen's easy to find
 sublime relics such as Pan bentang pendan
 relic of the colonial era
 Dutch colonization in the lake
 Tamans as a prison place with many mysteries
 people on death row like alive

9
 4
 3
 3
 3
 15

POST-TEST

Name :- Azzahra
Fakhrul

A. Arrange the random sentences below into descriptive text!

- 7
- (2) In this place, you can see ancient traditions such like Rambu Solo
 - (5) Rambu Solo is a funeral ceremony in the place
 - (1) Toraja is one of beautiful tourist destination in Indonesia
 - (4) It has mountainous rows and green hill so that the place is rich of natural tourism
 - (6) To bring luck, the deceased will be preserved using formalin to prevent decomposition.
 - (3) People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased.

B. Please write descriptive text about place! (min 10 sentences)

Belkasi
Belkasi is a city in West Java Indonesia
In Belkasi it very hot
in Belkasi you can visit ~~to~~ to Sumatecon Belkasi
In the morning on Sunday you can enjoyed car free day in Sumatecon

7
3
2
2

14

Appendices 4 Pre-Test and Post-Test Score

**ASSESSMENT PRE-TEST WRITING DESCRIPTIVE TEXT
ELEMENTARY A (EXPERIMENT)**

No	Nama	Score							Nilai Akhir	
		A	B					Total		
			1	2	3	4	5			
1	Adhara Faliya Utanti	5	3	2	2	2	2	11	16	53
2	Anggun Ana Wijaya	6	3	2	2	2	3	12	18	60
3	Arina Salsabila	8	3	3	3	3	3	15	23	66
4	Arsya Maharani Julia Putri	5	3	2	2	2	2	11	16	53
5	Azra Naurah Luqyana	8	3	3	3	2	3	14	22	66
6	Erlisa Listiani	6	3	2	2	2	3	12	18	60
7	Hafizhah Hasna Zaharani	8	3	3	3	3	3	15	23	66
8	Ifda Nurul Latifah	6	3	2	2	2	2	11	17	63
9	Kayla Saynina	6	3	2	2	2	2	11	17	63
10	Meilina Rizki	3	3	2	2	2	3	12	15	50
11	Nurul Indah Amalia	8	3	3	3	2	3	14	22	66
12	Noviar Thalia	8	3	3	2	2	4	14	22	66
13	Shofy Nur Fitriani	3	3	2	2	2	3	12	15	50
14	Wafa Rizani	5	3	2	2	2	3	12	17	63
15	Widya Anugerah Lestari	5	3	2	2	2	3	12	17	63
16	Zheinitha Mumtharina	8	3	3	2	2	4	14	22	66

ASSESSMENT POST-TEST WRITING DESCRIPTIVE TEXT

ELEMENTARY A (EXPERIMENT)

No	Nama	Score							Nilai Akhir	
		A	B					Total		
			1	2	3	4	5			
1	Adhara Faliya Utanti	8	4	3	3	3	4	17	25	83
2	Anggun Ana Wijaya	10	4	2	3	3	3	15	25	83
3	Arina Salsabila	8	4	4	3	3	3	17	25	83
4	Arsya Maharani Julia Putri	8	4	3	3	3	4	17	25	83
5	Azra Naurah Luqyana	7	4	3	3	3	3	16	23	76
6	Erlisa Listiani	10	4	2	3	3	3	15	25	83
7	Hafizhah Hasna Zaharani	8	4	4	3	3	3	17	25	83
8	Ifda Nurul Latifah	6	4	3	2	3	3	15	21	70
9	Kayla Saynina	6	4	3	2	3	3	15	21	70
10	Meilina Rizki	6	4	3	2	3	3	15	21	70
11	Nurul Indah Amalia	7	4	3	3	3	3	16	23	76
12	Noviar Thalia	10	3	3	3	3	4	16	26	86
13	Shofy Nur Fitriani	6	4	3	2	3	3	15	21	70
14	Wafa Rizani	7	4	3	3	3	3	16	23	76
15	Widya Anugerah Lestari	7	4	3	3	3	3	16	23	76
16	Zheinitha Mumtharina	10	3	3	3	3	4	16	26	86



**ASSESSMENT PRE-TEST WRITING DESCRIPTIVE TEXT
ELEMENTARY B (CONTROL)**

No	Nama	Score							Nilai Akhir	
		A	B					Total		
			1	2	3	4	5			
1	Ade Fairus	8	3	3	2	2	3	13	21	63
2	Aditya Prabu	4	3	2	2	3	3	13	17	56
3	Alif Afrian Mustiandi	6	3	3	2	2	2	12	18	53
4	Ardela Naffa	8	3	3	2	2	3	13	21	66
5	Arezou Ghoyah Ar Ridwan	3	3	3	2	2	2	12	15	50
6	Aqila Azzahlia	8	3	2	3	2	3	13	21	63
7	Azelita Maulida	8	3	2	3	2	3	13	21	66
8	Danang Arya Pratama	4	3	2	2	3	3	13	17	56
9	Divani Nasywa	8	3	2	2	2	3	12	20	63
10	Imha Wira Kusuma	6	3	3	2	2	2	12	18	53
11	Lulu Khuliatul Zanah	8	3	2	2	2	3	12	20	63
12	Mohammad Rifqi Adhitya	5	3	2	2	2	3	12	17	56
13	Muhammad Daffa R	6	3	3	2	2	2	12	18	60
14	Muhammad Fakhri Akbar	3	3	3	2	2	2	12	15	50
15	Muhammad Fathur Rizqi M	5	3	2	2	2	3	12	17	56
16	Wihan Rangga P	6	3	3	2	2	2	12	18	60



ASSESSMENT POST-TEST WRITING DESCRIPTIVE TEXT

ELEMENTARY B (CONTROL)

No	Nama	Score							Nilai Akhir	
		A	B					Total		
			1	2	3	4	5			
1	Ade Fairus	8	4	3	3	2	3	15	23	76
2	Aditya Prabu	7	3	3	3	2	2	13	20	66
3	Alif Afrian Mustiandi	7	4	3	2	2	3	14	21	70
4	Ardela Naffa	8	4	3	3	2	3	15	23	76
5	Arezou Ghoyah Ar Ridwan	7	3	3	3	2	2	13	20	66
6	Aqila Azzahlia	8	3	2	3	2	3	13	21	70
7	Azelita Maulida	8	3	2	3	2	3	13	21	70
8	Danang Arya Pratama	7	3	3	3	2	2	13	20	66
9	Divani Nasywa	8	4	2	3	3	3	15	23	76
10	Imha Wira Kusuma	7	4	3	2	2	3	14	21	70
11	Lulu Khuliatul Zanah	8	4	2	3	3	3	15	23	76
12	Mohammad Rifqi Adhitya	8	3	3	3	2	3	14	22	73
13	Muhammad Daffa R	7	4	3	2	3	3	15	22	73
14	Muhammad Fakhri Akbar	7	3	3	3	2	2	13	20	66
15	Muhammad Fathur Rizqi M	8	3	3	3	2	3	14	22	73
16	Wihan Rangga P	7	4	3	2	3	3	15	22	73



Appendices 5 Documentation



Treatment 1



Treatment 2