

**THE EFFECT OF APPLYING INSIDE OUTSIDE CIRCLE ASSISTED BY ANIMAL  
PICTURE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE  
PARAGRAPH**

**SKRIPSI**

*Submitted in Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

**SAIPUL ABIDIN AZHAR RITONGA**  
**NPM : 1402050167**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

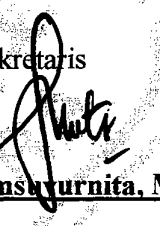
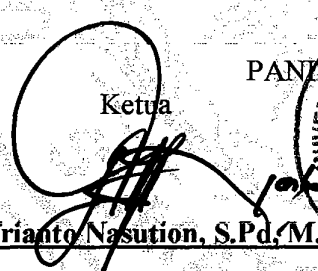


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Nama : Saipul Abididn Azhar Ritonga  
NPM : 1402050167  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Inside Outside Circle Assisted by Animal Picture on Students' Achievement in Writing Descriptive Paragraph

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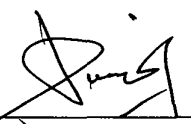
Ketua Sekretaris  
  
Dr. Elfrianto Nasution, S.Pd, M.Pd Dra. H. Syamsurnita, M.Pd

ANGGOTA PENGUJI:

1. Khairil, S.Pd, M.Hum

1. 

2. Dra. Diani Syahputri, M.Hum

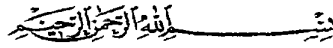
2. 

3. Ariful Haq Aceh, S.Pd, M.Hum

3. 



LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Saipul Abidin Azhar Ritonga  
N.P.M : 1402050167  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Inside Outside Circle Assisted by Animal  
Picture on Students' Achievement in Writing Descriptive Paragraph

sudah layak disidangkan.

Medan, 23 Maret 2018

Disetujui oleh:

Pembimbing

Ariful Haq Aceh, S.Pd, M.Hum

Diketahui oleh:

Ketua Program Studi



Dr. H. Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Saipul Abidin Azhar Ritonga  
N.P.M : 1402050167  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Inside Outside Circle Assisted by  
Animal Picture on Students' Achievement in Writing  
Descriptive Paragraph

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METERAI  
TEMPEL



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6000  
ENAM RIBU RUPIAH



Saipul Abidin Azhar Ritonga

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Saipul Abidin Azhar Ritonga  
N.P.M : 1402050167  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Inside Outside Circle Assisted by Animal Picture on Students' Achievement in Writing Descriptive Paragraph

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27/02/2018	Chapter I Identification of the problem	
16/03/2018	Chapter II Theoretical framework	
20/03/2018	Chapter IV Data analysis	
03/03/2018	Chapter IV Conclusion findings	
	by Dosen pembimbing	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, 23 Maret 2018

Dosen Pembimbing

(Ariful Haq Aceh, S.Pd, M.Hum)

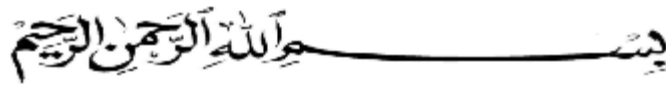
## ABSTRACT

**Ritonga, Saipul Abidin Azhar. 1402050167. “ The Effect Of Applying Inside Outside Circle Assisted By Animal Picture On Students’ Achievement In Writing Descriptive Paragraph”. Skripsi: English Education Program of Teacher’s Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2018.**

This study deals with applying Inside Outside Circle Assisted by animal picture on the students’ achievement in writing descriptive text. This study was conducted by using quantitative research. The population of the research was 50 students’ in class VIII SMP SWASTA HASANUDDIN Medan at Jl. Amaluhur. Academic year 2017/2018. It was conducted in two classes which divided into two groups, namely experimental group consisting of 25 students and control group which consisting 25 students. The research design was experimental method. The instrument of research was test including pre-test and post-test. Based on the written test, the students’ score of experimental group keep improving in every test. In the pre-test the mean score of experimental group was 64.36 and in the post-test the mean score was 82.96. Mean while, in pre-test students’ score of control group was 60.68 and in the post-test, the students’ score of control group was 68.88. Thus, the t-test in the experimental group was 24.19 and the t table was 1.713. Because the t-test value was higher than the t-table ( $24.19 > 1.713$ ),  $H_a$  was accepted and  $H_o$  was rejected. In other word “there is a significant effect of applying Inside Outside Circle Assisted by Animal Picture can effect students’ achievement in writing Descriptive Paragraph”. Besides that, it was also found some difficulties that students got the problem to write the spelling of the word and grammar.

**Key Word:** Inside Outside Circle, Writing, And Descriptive Paragraph

## ACKNOWLEDGEMENTS



In the name of Allah the most Almighty and the most Merciful, firstly, the researcher would like to praise and give thanks to the almighty god who already gave him health and mercy so that he was able to finish this research. Secondly, peace be upon to our great prophet Muhammad peace be upon him who has brought us from the darkness into the brightness. Thirdly, he would like to thanks, especially for his beloved parents, Mr. Tuani Ritonga and Mom. Ielyani Hasibuan for their prayer, moral, material support, loving care and affection since he born till he grew up today.

In writing this research entitled “The Effect Of Applying Inside Outside Circle Assisted By Animal Picture On Students’ Achievement In Writing Descriptive Paragraph”, the researcher faced so many difficulties and problems but he never gave up and did not stop his efforts to make the best one. It is impossible to do it without much help from others.

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Finally, the researcher hopes this study can be useful for all the readers, especially for the students of English Department who want to do the same research.

Medan, April 2018  
The Researcher

**Saipul Abidin Azhar Ritonga**  
**1402050167**



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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

In Indonesia, teaching English for junior high school students aims to make students capable in four basic language skills; listening, speaking, reading and writing. Besides that, the students are also expected to have a good understanding in different kinds of text, including descriptive text. Among those skills, writing was considered as the most difficult skill to be learned. This is because a researcher needs to generate and organize ideas and also translate these ideas into readable text also highlights that to produce a good writing, students need a great deal of lexical and syntactic knowledge as well as principles of organization in second language.

Writing is one of the important skills that should be mastered by the students has always formed part of the syllabus in the teaching of English. Moreover, the real fact faced by the students is writing specifically academic writing is not easy (Yusuf, 2014: 1). They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.

Writing share many cognitive strategies including: goal setting, knowledge mobilization, perfective-thinking, review, self correction, and self assessment (Mella, 2013: 1). Mean while writing increases students' understanding of text structure because it causes them to think like writers

and the skills are also very important for the reason that it helps us to communicate efficiently especially that communication cannot be uttered orally. So writing is very important to learn, but in school there are many students who cannot afford.

There were some problem in the researcher experiences when Teaching Training Program (PPL) in SMP Swata Hasanuddin, the writer found some problem on the students when teach English especially in writing skill. When the researcher taught them about descriptive text the students have difficulties to describe about it because they are not able to write based on the generic structure and language features in writing, the students do not able to arrange the words they do not able to arranges the sentences because they are lack of vocabulary, they do not understand about grammar, the students also bore with the teaching strategy by the teacher, and they are not interesting to study especially in writing.

These problems can be influenced by some factors. The researcher assumed based on the writer's experience during Teaching Training Program (PPL) activity, these problems appear caused by method or technique in teaching writing, because some teachers taught writing just gave explanation and exercises. It makes students less comprehended, less interest in writing, and makes students bored. These problems are important to be solved, therefore students get more comprehension in material of writing, students think that writing is an interesting skill, and can continue English material in the next semester.

To help students' solved these problems, it needs another technique more interesting in teaching writing. There are a lot of techniques in teaching writing. The researcher would like to propose a technique which is "Inside-Outside Circle ". He chooses that technique because he assumes that Inside-Outside Circle technique is a technique that can encourage, and motivate students to use their English without feel of fear in making mistake. According to Aqib (2016: 283), inside outside circle is a summarization technique that gets students up and moving. It provides a way to get the students who normally would not talk to interact with other.

There are several steps to apply inside outside circle, that contains: (1) The teacher will divide the class into two big groups and the teacher will give the animal picture as a media. (2) The teacher will write a question on the whiteboard. (3) The teacher asks them to describe animal picture that they get base on the question in the whiteboard. (4) The students make themselves two big circles technique face to face. The outside and the inside circle, the students have a pair for each. Then share information for a minute. (5) The students move clockwise for one people and have different partner and then share information again, The students do the same until they finish share material and back to the initial partner, After finishing the inside outside circle, the students back to the initial group and discussing the material that they have, write down a conclusion, one as the speaker to review the material to the whole class.

Since the rapid development of the globalization era and technology, the students of vocational high school are prepared to master about

descriptive paragraph. Inside outside circle can be the alternative technique to teach writing skill of descriptive paragraph. Therefore, the researcher interests in choosing inside outside circle technique in the way of improving the students of SMP Swasta Hasanuddin in writing descriptive paragraph, in the academic years 2017-2018 as his final project.

### **B. Identification of the Problem**

1. The students are not able to express their ideas in writing.
2. The students are lack of vocabulary and they also do not understand the grammar.
3. The students are not interested in writing

### **C. Scope and Limitation**

The subject of this study is the second year students of SMP SWASTA HASANUDDIN Medan in academic 2017/2018.

### **D. Formulation of the Problem**

The problems are formulated as follows:

1. Is there any effect of applying Inside Outside Circle assisted by animal picture on the students' achievement in writing Descriptive paragraph?
2. What are the students' difficulties of applying Inside Outside Circle assisted by animal picture in writing descriptive paragraph?



### **E. The objective of the Study**

1. To find out of the effect of applying Inside-Outside Circle assisted by animal picture on student's achievement in writing descriptive paragraph.
2. To find out the students' difficulties of applying Inside-Outside Circle assisted by animal picture in writing descriptive text.

### **F. Significance of the Study**

The finding of this research are expected to be useful and relevant to:

1. Theoretically  
Theoretically, the study gives easier and interesting way in writing descriptive paragraph through Inside Outside Circle.
2. practically
  1. For teachers, to increase their teaching learning process through Inside Outside Circle Method in writing descriptive paragraph.
  2. For students, they are able to figure out their difficulties in writing through Inside Outside Circle Method in writing descriptive paragraph.
  3. For other researchers, they can get information and guide to do another research by reading this script.

## **CHATER II**

### **REVIEW LITERATURE**

#### **A. Theoretically Framework**

##### **1. Writing**

###### **a. The Concept of Writing**

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Writing was derived from the verb “to write”. Writing was to convey exact meaning accurately and clearly organize ideas in idea in a logical structure register appropriate a for a task/situation. The ideas of the message cab be conveyed in sentences, single paragraph or extended text.

There are many different definitions about writing given by experts from many resources. According to Mella (2013: 5) writing is a written form in express ideas, feeling, and opinion. In writing the students were encourage to focus on accurate language use language development.

From definitions above, it can be said that writing ability is someone capacity in using grammar an organizing the lexical item to express her/his ideas in form of written representation. Writing should be organizing effectively and includes some aspect such as idea, word choice, grammar, content, and coherent. In this simple form a process approach ask students to consider a procedure of putting together a good piece of work.

**b. The Process of Writing**

The process view of writing is the result of employing cognitive strategies to manage the composing process, which is a process of exploration and gradually developing organization. It involves setting goals, generating ideas, organizing information, selecting appropriate language when writing. It is a complex activity which second language for writers is difficult. It is focused on proving to support the process in writing. According to Yusuf (2014: 9), there are four processes in writing, namely:

**1) Planning**

Before starting to write or type, they try and decide what it is they are going to say. For some writers, this way involve making detailed notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing, since this will influence not only the shape of the writing but also the choice of language whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of piece-that is, how best to sequence that facts, ideas, or arguments which they have decided to include.

## 2) Drafting

We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3) Revising

Revising, modifying, and recognizing the students' work by rearranging, adding, or deleting content, and by making the tone, style and content appropriate for the intended audience. The goal of the phase of the writing process is to improve the draft.

## 4) Editing

Check for such things as grammar, punctuation, spelling. The last thing you should do before printing your document is to spell check it. Do not edit your writing until the other steps in the writing process are complete.

### c. **Genre in writing**

Genre is an organizing concept for culture practice. Genre is placed based on occasion, function, behavior, and interaction structure. Genres are classified according to their social purpose and identified according to the stages. Genre can be defined as text which has a function as a frame so that a text can be built effectively. There are twelve different genres in curriculum or text book, one of them is descriptive.

**d. Descriptive text**

Descriptive text is a writing English text in which the writer describes an object. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of characters and personality.

Dirgeyasa (2014: 3) said that descriptive gender is the way how to describe or illustrate the object, person or idea, or idea by his/her idea physically. Then in particular way, it can be said that descriptive writing bring the abstract into a concrete. Or descriptive writing is type of written text, which has the specific function to give description about an object (human or non human or idea) vividly so that the reader can visualize the object described.

**e. Social Function of Descriptive Text**

The social function of descriptive text is to describe a particular person, things, place or thing in such a way that a picture is formed in the writer's mind.

**f. Generic structure of descriptive text**

Buscemi (2002: 267) The generic structure of descriptive writing are :

1. Identification which identifies the phenomenon to be describes or identifies object to be described.
2. Description which describes the phenomenon parts, qualities and characteristic of something or someone in detail.

**g. Grammatical Feature of descriptive text**

Buscemi (2002: 267) there are grammatical features of descriptive writing as the following:

a) In descriptive writing, the present tense is predominantly used.

b) Usually focus on specific participants for example;

*Saipul's car, My favorite food*

c) Adverbial are used to give additional information about behavior, for example:

*slow, at tree house*

d) Use of details noun phrase to give information about the subject, for example:

*a very beautiful place, a pretty woman, very thick fur*

e) Adjective are used, for example;

*sweat boy, black skins*

f) Use action verb 'Material Process', for example;

*It drinks water, it run fast*

**h. Criteria of good writing**

Quantitative form	Qualitative form
90-100	Excellent to very good
70-85	Good to average
30-86	Fair to poor
0-29	Very poor

## 1. The scoring component of writing

To know the students achievement in writing there were some criteria considered Jacobs et al.'s in Weigle ( 2002: 116) states there were five scoring components scales namely content, organization, vocabulary, language use, and mechanism.

### a. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences. The criteria of scoring will be as follows:

27-30	Excellent to very good: knowledge able to substantive through development of topic sentence- relevant to assigned topic .
22-26	Good to average: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks detail.
17-21	Fair to poor: Limited knowledge of subject-little substance inadequate development of topic.
13-16	Very poor: Does not show of subject- not substantive not pertinent or not enough to evaluate.

### b. Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score use as follows:

18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
10-13	Fair to poor: non- fluent, ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor: Essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate.

### c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, prefix, suffix exactly. The criteria or scoring vocabulary used were:

18-20	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
14-17	Good to average: adequate range, occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor: limited range, frequent errors of words, choice usage, meaning confused or obscured
7-9	Very poor: Essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate



**d. Language use**

The criteria of scoring language use as follows:

22-25	Excellent to very good: effective complex construction- few errors argument, test, word order/function, articles, pronouns, preposition
18-21	Good to average: effective but simple constructions-minor problems in complex construction-several errors of agreement, tense, number word order/ function, articles, pronouns, preposition but meaning seldom obscured.
10-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition and or fragment,deletions-meaning confused or obscured.
5-11	Very poor: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate

**e. Mechanism**

The criteria of scoring mechanism was give below:

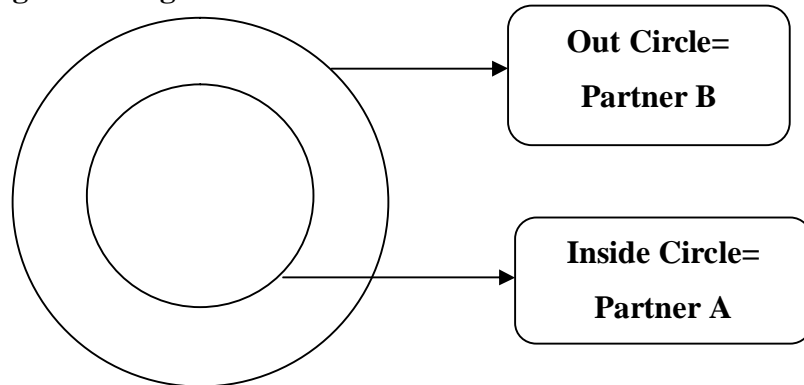
05	Excellent to very good: demonstrate mastery of conversationsfew errors spelling, punctuation and capitalization writing sentence
04	Good to average: occasional errors of spelling, punctuation, capitalization, writing sentences.

03	Fair to poor: frequent errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured.
02	Very poor: no mastery of conventions-dominated by errors of spelling, punctuation and capitalization, paragraph –hand writing illegible- or not enough to evaluate

### **B. Inside Outside Circle (IOC) Method**

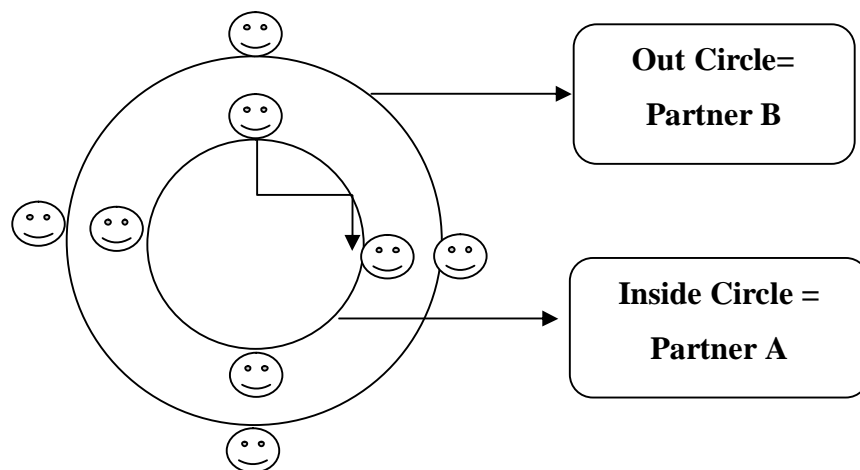
A teacher must have various teaching method in delivering the course in order to make the students enjoy the lesson. One of the technique must be used is inside outside circle technique (Aqib 2016: 283). It is summarization of technique that get students get up and moving. It provided a way to get the students who normally would not talk to interact with others.

After the students listen to the instruction, the teacher divides the students into two groups. Half of the students stand up and form a circle with their backs to the inside of the circle. They are partner A. the others half of the students, form a circle facing a partner from the first circle. These students are partner B. Partner A will speak first, quickly summarizing what they discuss. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in center of the circle, he/she can easier monitor the students' responses.

**Figure 1.1 Figure of Inside Outside Circle**

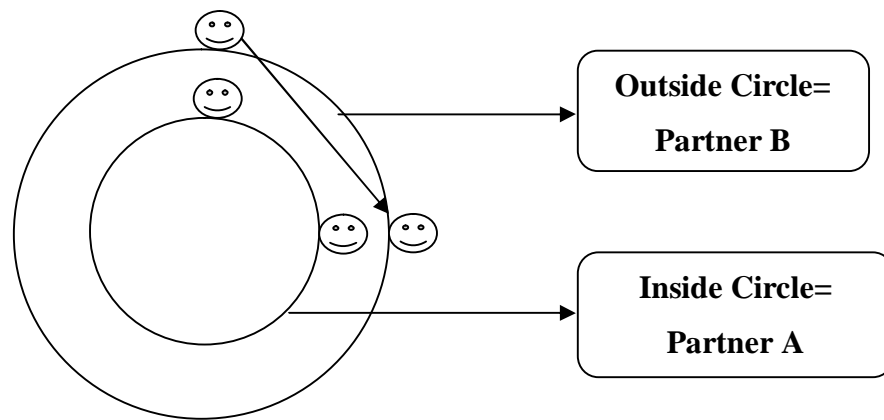
It is time to move now. Have the students who are partner A arise their right hand and move right one student to the right to meet a new partner.

Repeat the summary with partner B speak first.

**Figure 2.2 first movement**

For the second movement, have all the students who are partner B, rises their right hand and move one student to the right. After they are with a new partner, they continue to summary with a partner A speaking first. Depend on the size of the class, teacher may have many students to move or fewer time to complete the activity. Inside Outside Circle Holds all students accountable for having something to say.

**Figure 2.3 second movement**



According to Aqib and Murtadlo (2016), when inside outside circle technique, students numbers off and number ones, form as inside circle in facing outwards and number two and an outside circle in facing in words towards the ones. Students share, discuss, and ask question about the person in the other circles who they were facing until time was called, at which point the outside inside circle move clockwise so that everyone has a new partner.

In other words, the students are supposed to have body movement in the classroom and make cooperative learning with their classmates. The main points are sharing ideas with partner and presenting the result to the whole class. As a result, the students are asked to communicate with others and hopefully it will increase their self confidence.

### **Advantage and Disadvantage**

The Advantage:

1. It provides opportunities for classroom interaction and physical movement it class.
2. It is an effective way to develop communication skills.

3. Students pair up and share their ideas. This facilitates working with different students of the class to gather information
4. The students are actively involved in discussions throughout the class.

The Disadvantage:

1. This technique need a large place so that teachers difficult to apply this technique if the classrooms are too small
2. This technique is too long to do so students' concentration will be dispersed and teacher has difficulty in manage classroom activities.

### **C. Relevant of the Studies**

In the following statement, actually the researcher does not find out yet the same study therefore, are several studies that have relevance on this study. First, the study was done by Abdul Hadi. In this study was The Effect of Using Inside Outside Circle Technique Towards the Students' Reading Comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru, Indonesia. In this research he want to find the effect Using Inside Outside Circle Technique Towards the Students' Reading Comprehension.

And In cycle 1, the students began interested in reading and asking their teacher or their friend's of doing Using Inside Outside Circle .However, some students read slowly. These problems were solved in cycle 2, in which the teacher didn't do direct corrections to the students when they made mistakes in reading and gave more motivations and attentions. But, not all of the students could read English fluently. In cycle 3, Improving students' motivation and English reading ability by the implementation Inside Outside Circle at first grade of Madrasah Aliyah Darul Hikmah Pekanbaru, Indonesia.

Second, the study was done by Armi Sanytasari. In this study was Improving Students' ability in writing short functional text through Inside Outside Circle Technique at the first grade of SMK Negeri 8 Semarang in academic year 2010/2011. The researcher used two instruments to collect the data. They were writing test. The test consisted writing indicators: Grammar, vocabulary, spelling, content, fluency, and comprehension.

#### **D. Conceptual Framework**

Writing was one of the language skills which inform the writer's in the written form, it process of communication which requires an entirely different set of competence and use theoretical convention. In teaching, descriptive text was one of the types of writing to describe about particular person, thing, place, object and also event. In teaching English especially in writing strategy was one of the most important factors. The teacher should choose the appropriate strategy in teaching. Teaching with the appropriate strategy help the students can be easy to understand the material. Inside Outside Circle can be used to teach descriptive text, in that strategy the teacher will teach the students by using some involve as a media of teaching.

The teacher teaches descriptive text by using inside outside circle. The teacher will teach the students and ask them to describe about something. The first step the teacher will divide the class into two big groups and the teacher will give the animal picture as a media. The second step the teacher will write a question on the whiteboard. The third step the teacher asks them to describe animal picture that they get base on the question in the whiteboard. The forth step the students make themselves two big circles technique face to face. The

outside and the inside circle, the students have a pair for each. Then share information for a minute. The fifth step the students move clockwise for three people and have different partner and then share information again, The students do the same until they finish share material and back to the initial partner, After finishing the inside outside circle, the students back to the initial group and discussing the material that they have, write down a conclusion, one as the speaker to review the material to the whole class.

#### **E. Hypothesis**

Based on the theoretical and conceptual framework describe above, so the hypothesis could be formulate as follow ;"Students' achievement in writing taught by applying Inside Outside Circle is higher than that taught by applying conventional method.

## CHAPTER III

### RESEARCH METHOD

#### A. Location of research

This research was conducted at SMP Hasanuddin Medan on academic year 2017/2018. The school was selected because the researcher had conducted field experience practice (PPL) in this school. Besides, the researcher found that there was a problem with the students' ability in this school, especially in critical reading. So it was needed to find out the effect of applying Inside Outside Circle (IOC) assisted by animal picture on students' achievement in writing descriptive text.

#### B. Population and Sample

##### 1. Population

The population of this research was conducted for first Junior High School of SMP Hasanuddin Medan, academic year 2017/2018 which consists two classes, they are VIII-A and VIII-B the total number of population are 50 students.

**Table 3.2**  
**Population of the research**

No	Class	Population
1	VIII –A	25
2	VIII-B	25
Total		50



## 2. Sample

Sample in this research was taken all the population as the sample, there are VIII-A and VIII-B.

**Table 3.3**  
**Sample of the research**

No	Class	Population	Group
1	VIII-A	25	experiment group
2	VIII-B	25	control group
Total		50	

## C. Research Design

The research was experimental research meaning that there were two groups from the sample, there are the experimental groups and the control groups. The experimental groups was the group that taught by applying Inside Outside Circle Assisted by Animal Picture in Writing Descriptive Text

**Table 3. 4**  
**Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental Class	ü	ü	ü
Control Class	ü	–	ü

researcher designs two kinds of test, namely pre-test and post-test for both of different groups.

Before doing the treatment In the experimental group, the treatment was given by applying Inside Outside Circle Assisted by Animal Picture.

After the treatments was given the post test. All the tests were the same test.

The procedure in administrating the test shows bellows:

#### 1. Pre-Test

Both group, the experimental and control group will be given pre-test before the treatment. The function of pre-test is to know the mean scores of experimental and control group.

#### 2. Treatment

Experimental and control group will be taught by the same materials but in the different way in teaching. Treatment will be give to both experimental and control group. The experimental group will be taught by applying IOC, while the control group will be taught by sing the conventional Method.

**Table 3.5**  
**Treatment in Experimental and Control Group**

<b>NO.</b>	<b>Experimental Group</b>	<b>Control Group</b>
1.	The teacher will teach descriptive text by using inside outside circle	The teacher will teach descriptive text by using conventional method
2	The teacher will divide the class into two big groups (A and B)	The students answer the question related to the descriptive text

3	Group A form an inside circle and group B form an outside circle	The write the material of descriptive text on the whiteboard
4	Teacher gives the students a card for writing the information that their get from their friend. It can help students to record all information that their get from their friend in form of written	The students look at the example given by teacher
5	The students make themselves two big circles technique face to face. The outside and the inside circle	The students analyze the example individually
6	The teacher give students a question related with animal picture and discussing	The students answer the question related to descriptive text in written form
7	The students have a pair for each. Then share information for a minute	The teacher checks the answer of the students work orally
8	The students move clockwise for one student and have different partner and then	The teacher reviews the material about descriptive text

	share information again	
9	The students do the same until they finish share material and back to the initial partner	
10	After finishing the inside outside circle, the students back to the initial group and write down what they discuss before	
11	Having conclusion, one as the speaker to review the material to the whole class	

### 3. Post Test

The post-test will be given to both groups, experimental and control group after the treatment. It will be used the differences of their mean scores.

#### **D. The Instrument of the Research**

The explanation procedures in experimental design are:

1. Taking two groups as the control group and experimental group. In this research, they are VIII-B students as control group and VIII-A students the experimental group.
2. Conducting the experimental. The experiment class is given treatment by using inside outside circles techniques in writing descriptive text. Otherwise, the control class, they will teach by delivering the conventional method for the whole material by the teacher. After getting the test result, the writer scores the students' works.
3. Comparing both difference between pre-test result of both experimental and control group by applying t-test formula.
4. Making summarize of the result.

#### **E. Technique for Collecting Data**

To collect the data of the research, the research will be some steps, they are:

- a. Giving pre test to both group
- b. Giving treatment
  1. Experimental group : using inside outside circle
  2. Control group : using conventional method
- c. Giving post test to classes. The researcher make the same test again to collect the post test scores and it will consist of multiple choice test
- d. Scoring the students' test.

## F. Technique of Data Analysis

After collecting the data from test, some steps will be applied in analyzing the data, they are :

1. Scoring the students answer

According Mella (2013;18) in scoring students' ability, there are five components suggested in scoring the writing test namely content, organization, vocabulary, language use and mechanism.

2. Check the students' answer

3. Identify the students' answer

4. Writing into table the score of experimental group

5. Calculating mean score post test experimental and control class

$$M = \frac{\sum X}{N}$$

Where:

M : Mean

$\sum x$  : Total students' score

N : Total of students

6. Calculating the total scores post-test in experimental group and control group.

a. Standard deviation of sample 1 (experimental group)

$$S1 = \frac{n \sum x^2 - (\sum x)^2}{(n). (n - 1)}$$

b. Standard deviation of sample 2 (conventional group)

$$S2 = \frac{n \sum x^2 - (\sum x)^2}{(n). (n - 1)}$$

- c. T-test to decide the data was separated variants (Heterogenic) of polled variants (Homogeny):

$$F_c = \frac{S_1^2}{S_2^2} \quad F_c < F_b \text{ so the data is Polled Variants (Homogeny)}$$

- d. Correlation

$$r_{x_1x_2} = \frac{n \sum xy - \sum x \sum y}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}} \quad \text{sugiyono}$$

- e. Significant Test

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left( \frac{S_1}{\sqrt{n_1}} \right) \left( \frac{S_2}{\sqrt{n_2}} \right)}} \quad \text{sugiyono}$$

- f. Determination test

$$D = (r \times y) \times 100 \%$$

Notes :

$t$  = test

$\bar{x}_1$  = average of variable 1 (experimental group)

$\hat{x}_2$  = average of variable 2 (Control group)

$S_1$  = standard deviation of sample 1 (experimental group)

$S_2$  = standard deviation of sample 2 (control group)

$n_1$  = number of cases for variable 1 (experimental group)

$n_2$  = number of cases for variable 2 (control group)

$F_c$  = Fcount

$F_t$  = Ftable

$l$  = number constant

$r$  = correlation of product moment between VIII-1 and VIII-2

### G. Statistic Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following :

If  $\text{test} \geq T_{\text{table}} = H_a$  is accepted and  $H_o$  is rejected

If  $\text{test} \leq T_{\text{table}} = H_a$  is rejected and  $H_o$  is accepted

$H_a$  : There is the effect of applying inside outside circle assisted by animal picture on students' achievement in writing descriptive text (the hypothesis will be accepted).

$H_o$  : There is no the effect of applying inside outside circle assisted by animal picture on students' achievement in writing descriptive text (the hypothesis will be rejected).



**CHAPTER IV**  
**THE DATA ANALYSIS AND FINDINGS**

**A. Data Collection**

The data were collected by asking the students to write a descriptive text. The data of this study were obtained from the result of the pre test and post test were from experimental and control group. The result of pre test and post test of the experimental and control group were presented in the following table. Each student from each group was based on five indicators:

- C : Content
- O : Organization
- V : Vocabulary
- LU : Language Use
- M : Mechanism

**Table 3.6**  
**The score of pre test in Experimental group.**

No	Students' Initial	Indicator					Total
		C	O	V	Lu	M	
1	AKS	15	12	14	12	2	55
2	AM	22	17	18	17	3	77
3	BS	15	10	15	15	2	57
4	DP	20	15	13	14	3	65
5	DRR	18	13	10	9	2	52
6	FA	23	13	14	14	3	67
7	JS	25	13	13	12	3	66
8	JN	20	13	14	14	2	63
9	MF	19	14	16	16	3	58
10	MN	23	13	14	14	12	76
11	CR	23	14	13	14	3	67
12	PR	16	14	13	12	3	58

13	RS	14	16	14	12	3	59
14	RA	15	16	14	12	3	60
15	RAG	18	15	16	14	3	66
16	TTH	14	14	17	15	3	63
17	TA	14	17	19	14	3	67
18	TAS	23	15	16	12	3	69
19	TW	22	13	14	15	3	67
20	WIJ	23	15	16	12	3	69
21	WR	15	13	13	12	3	56
22	YS	23	13	14	14	3	67
23	YAS	26	17	16	14	3	76
24	ZN	18	15	16	14	3	66
25	ZS	14	14	17	15	3	63
<b>SUM</b>							1609
<b>MEAN</b>							64.36

Based on the table above, it showed that the highest score was 77 and the lowest score was 52, so the total score of pre test in experimental class was 1.609. the mean score of experimental was 64,36

**Table 3.7**  
**The score of Pre test in Control group.**

No	Students' Initial	Indicator					Total
		C	O	V	LU	M	
1	AS	18	17	19	14	3	71
2	AR	23	15	16	12	3	69
3	DA	21	14	11	11	3	60
4	FDU	20	15	13	14	3	65
5	IA	15	13	13	12	3	56
6	NU	18	10	10	11	3	52
7	NO	20	12	11	16	4	63
8	NL	23	15	10	11	3	62
9	NV	21	10	12	11	3	57
10	MN	23	15	10	11	3	62
11	ML	23	14	13	12	4	66
12	PD	19	15	14	14	2	64
13	PM	15	14	10	15	3	57
14	PS	15	13	14	17	3	62

15	RB	21	14	11	11	3	60
16	RSR	15	13	14	17	3	62
17	SY	15	14	10	15	3	57
18	SN	18	10	10	11	3	52
19	WAT	21	13	12	10	3	59
20	SA	22	14	12	12	2	62
21	SAD	21	14	10	10	3	58
22	PY	15	13	14	11	3	56
23	WR	18	10	10	11	3	52
24	RA	22	12	11	14	3	62
25	YBAS	20	14	17	17	3	71
<b>SUM</b>							1517
<b>MEAN</b>							60,68

Based on the table above, it showed that the highest score was 72 and the lowest score was 52, so the total score of pre test in control class was 1.517. the mean score of experimental was 60,68.

**Table 3.8**  
**The score of Post test in Experimental group.**

No	Students' Initial	Indicator					Total
		C	O	V	LU	M	
1	AKS	23	17	15	17	3	75
2	AM	28	20	19	24	4	95
3	BS	27	19	19	21	4	90
4	DP	26	18	18	20	4	86
5	DRR	21	16	15	15	3	70
6	FA	27	19	19	20	4	89
7	JS	22	18	16	18	4	78
8	JN	23	18	16	18	4	79
9	MF	23	18	17	19	3	80
10	MN	26	19	17	19	4	85
11	CR	28	19	17	19	4	87
12	PR	28	19	17	19	4	87
13	RS	26	19	18	19	4	86
14	RA	23	18	17	18	4	80
15	RAG	26	19	19	19	4	87
16	TTH	24	16	15	16	4	75
17	TA	29	19	19	19	4	90
18	TAS	27	19	18	18	4	86

19	TW	23	17	15	17	3	75
20	WIJ	25	17	15	17	3	77
21	WR	28	19	19	19	4	89
22	YS	29	19	19	19	4	90
23	YAS	27	19	18	18	4	86
24	ZN	23	17	15	17	3	75
25	ZS	25	17	15	17	3	77
<b>SUM</b>							2074
<b>MEAN</b>							82,96

Based on the table above, it showed that the highest score was 95 and the lowest score was 70, so the total score of post test in experimental class was 2074. the mean score of experimental was 82,96.

**Table 3.9**  
**The score of Post test in Control group.**

No	Students' Initial	Indicator					Total
		C	O	V	LU	M	
1	AS	20	18	16	17	3	74
2	AR	19	14	17	17	3	70
3	DA	19	19	17	17	3	75
4	FDU	20	17	12	18	3	70
5	IA	19	15	14	15	3	66
6	NU	17	15	13	15	3	63
7	NO	19	19	15	17	3	73
8	NL	20	15	15	16	3	69
9	NV	19	15	14	14	3	65
10	MN	20	17	12	18	3	70
11	ML	18	17	14	18	3	70
12	PD	18	15	16	14	3	66
13	PM	19	16	17	17	3	72
14	PS	17	14	15	15	3	64
15	RB	19	16	17	17	3	72
16	RSR	19	15	14	14	3	65
17	SY	20	17	12	18	3	70
18	SN	19	15	14	14	3	65
19	WAT	20	17	12	18	3	70
20	SA	20	16	12	18	3	69
21	SAD	17	15	15	16	2	65
22	PY	19	16	17	17	3	72

23	WR	19	16	17	17	3	72
24	RA	18	13	15	15	3	64
25	YBAS	20	14	17	17	3	71
<b>SUM</b>							1722
<b>MEAN</b>							68,88

Based on the table above, it showed that the highest score was 75 and the lowest score was 63, so the total score of post test in control class was 1.722. the mean score of experimental was 68,88.

### B. Data Analysis

Based on the data from the test, the score were analyzed in order to the differences of pre test and post test of the experimental and control class.

**Table 3.10**  
**The different Score of the Pre Test and Post Test in Experimental class**

No	Students' Initial	Score	
		pre test	post test
1	AKS	55	75
2	AM	77	95
3	BS	57	90
4	DP	65	86
5	DRR	52	70
6	FA	67	89
7	JS	66	78
8	JN	63	79
9	MF	58	80
10	MN	76	85
11	CR	67	87
12	PR	58	87
13	RS	59	86
14	RA	60	80
15	RAG	66	87
16	TTH	63	75
17	TA	67	90
18	TAS	69	86
19	TW	67	75
20	WIJ	69	77

<b>21</b>	WR	56	89
<b>22</b>	YS	67	90
<b>23</b>	YAS	76	86
<b>24</b>	ZN	66	75
<b>25</b>	ZS	63	77
	<b>Total number</b>	1609	2074
	<b>Mean</b>	64.36	82.96

**Table 3.11**  
The differences Score of the Pre test and post test in Control Class

<b>No</b>	<b>students' Initial</b>	<b>Score</b>	
		<b>pre test</b>	<b>post test</b>
<b>1</b>	AS	71	74
<b>2</b>	AR	69	70
<b>3</b>	DA	60	75
<b>4</b>	FDU	65	70
<b>5</b>	IA	56	66
<b>6</b>	NU	52	63
<b>7</b>	NO	63	73
<b>8</b>	NL	62	69
<b>9</b>	NV	57	65
<b>10</b>	MN	62	70
<b>11</b>	ML	66	70
<b>12</b>	PD	64	66
<b>13</b>	PM	57	72
<b>14</b>	PS	62	64
<b>15</b>	RB	60	72
<b>16</b>	RSR	62	65
<b>17</b>	SY	57	70
<b>18</b>	SN	52	65
<b>19</b>	WAT	59	70
<b>20</b>	SA	62	69
<b>21</b>	SAD	58	65
<b>22</b>	PY	56	72
<b>23</b>	WR	52	72
<b>24</b>	RA	62	64
<b>25</b>	YBAS	71	72
	<b>Total Number</b>	1517	1723
	<b>Mean</b>	60.68	68.92

Based on the data from pre test and post test, the score was changed into the table of calculation of standard deviation.

**Table 3.12**  
**The Calculation Table of Standard Deviation**

NO.	$x_1$	$x_2$	$x_1^2$	$x_2^2$	$x_1 \cdot x_2$	$x_1 - x_2$
1	75	74	5625	5476	5550	1
2	95	70	9025	4900	6650	20
3	90	75	8100	5625	6750	15
4	86	70	7396	4900	6020	16
5	70	66	4900	4356	4830	4
6	89	63	7921	3968	5607	26
7	78	73	6084	5329	5694	5
8	79	69	6241	4761	5451	10
9	80	65	6400	4225	5200	15
10	85	70	7225	4900	5950	15
11	87	70	7569	4900	6090	17
12	87	66	7569	4356	5742	21
13	86	72	7396	5184	6192	14
14	80	64	6400	4096	5120	16
15	87	72	7569	5184	6264	15
16	75	65	5625	4225	4875	10
17	90	70	8100	4900	6300	20
18	86	65	7396	4225	5590	21
19	75	70	5625	4900	5250	5
20	77	69	5929	4761	5313	8
21	89	65	7921	4225	5785	24
22	90	72	8100	5184	6480	18
23	86	72	7396	5184	6192	14
24	75	64	5625	4096	4800	11
25	77	72	5929	5184	5544	5
<b>Total</b>	$\sum X_1$	$\sum x_2$	$\sum x_1^2$	$\sum x_2^2$	$\sum x_1 \cdot \sum x_2$	$\sum X_1$ $-\sum x_2$
	<b>2074</b>	<b>1723</b>	<b>173066</b>	<b>119044</b>	<b>143239</b>	<b>351</b>

Based on the table 7 previously, the calculation or standard deviation was showed below:

$$S1 = \frac{n \sum x^2 - (\sum x)^2}{(n) \cdot (n - 1)}$$

$$S1 = \frac{25(173066) - (2074)^2}{(25) \cdot (25 - 1)}$$

$$S1 = \frac{4326650 - 4301476}{(25) \cdot (24)}$$

$$S1 = \frac{25174}{600}$$

$$SD1 = \sqrt{41,95}$$

$$S1 = 6,4$$

For control group:

$$S2 = \frac{n \sum x^2 - (\sum x)^2}{(n) \cdot (n - 1)}$$

$$S2 = \frac{25(119044) - (1723)^2}{(25) \cdot (25 - 1)}$$

$$S2 = \frac{2976100 - 2968729}{(25) \cdot (24)}$$

$$S2 = \frac{7375}{600}$$

$$SD2 = \sqrt{12,29}$$

$$S2 = 3,5$$

The score of standard deviation for experimental and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled Variants (Homogeny) data by using the formula



below:

$$F_c = \frac{S_1^2}{S_2^2}$$

$S_1^2$  is standard deviation squared (variants) of sample 1 (experimental group)

$S_2^2$  is the standard deviation squared (variants) of sample 2 (control group).

Based on the data was calculated previously, it was found  $S_1^2$  was 6,4 and  $S_2^2$  was

3,5. Then, for  $F_c$  when  $F_c < F_t$ , so the data is Polled Variants

(homogeny). So,  $F_c$  was calculated as below:

$$F_c = \frac{S_1^2}{S_2^2}$$

$$F_c = \frac{6,4}{3,5}$$

$$F_c = 1,82$$

Then, to find out value of  $F_t$  gotten by F distribution for probability  $\alpha = 5\% = 0,05$ .

Degree of Freedom (df) for numerator  $df = k - 1 = 2 - 1 = 1$ , and degree of freedom (df)

for denominator  $df = n - k = 25 - 2 = 23$ . From F table, It was found that  $F_t =$  and

$F_c = 1,82$ . So, it meant that  $F_c < F_t = 1,82 < 4,28$ . It showed that the data

was Polled Variants (homogeny).

Correlation of product moment between  $X_1$  and  $X_2$

$$r_{x_1x_2} = \frac{n \sum xy - \sum x \sum y}{\sqrt{\{n \sum x_2^2 - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}}$$

$$r_{x_1x_2} = \frac{3.580.975 - (2074)(1723)}{\sqrt{\{4.326.650 - (2074)^2\} \{2.976.100 - (1723)^2\}}}$$

$$r_{x_1x_2} = \frac{3.580.975 - 3.573.502}{\sqrt{\{4326650 - 4301476\} \{2.976.100 - 2.968.729\}}}$$

$$rx_1x_2 = \frac{3.580.975 - 3.573.502}{\sqrt{\{4.326.650 - 4.301.476\}\{2.976.100 - 2.968.729\}}}$$

$$rx_1x_2 = \frac{7473}{\sqrt{(25174)(7375)}}$$

$$rx_1x_2 = \frac{7473}{\sqrt{185.658.250}}$$

$$rx_1x_2 = \frac{7473}{13625,65}$$

$$rx_1x_2 = 0,54$$

### C. Testing Hypothesis

The formula of t-test and t-table were applied to test the hypothesis. The calculation of t-test was showed below:

For  $X_1$  (Average of variable 1 or experimental class)

$$X = \frac{\sum x_2}{n}$$

$$X = \frac{2074}{25}$$

$$X = 82,96$$

For  $X_2$  (Average of variable 2 or Control class)

$$X = \frac{\sum x_2}{n}$$

$$X = \frac{1723}{25}$$

$$X = 68,92$$

Tc Between  $X_1$  and  $X_2$

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{82,96 - 68,92}{\sqrt{\frac{40,96}{25} + \frac{12,25}{25} - 2,0,54 \left(\frac{6,4}{\sqrt{25}}\right) \left(\frac{3,5}{\sqrt{25}}\right)}}$$

$$t = \frac{14,04}{\sqrt{1,6384 + 0,49 - 1,08 \left(\frac{6,4}{5}\right) \left(\frac{3,5}{5}\right)}}$$

$$t = \frac{14,04}{\sqrt{2,1284 - 1,08(1,28)(0,7)}}$$

$$t = \frac{14,04}{\sqrt{2,1284 - 0,96768}}$$

$$t = \frac{14,04}{\sqrt{1,16072}}$$

$$t = \frac{14,04}{0,58036}$$

$$t = 24,19$$

$T_c$  was compared with  $t_t$ . The value of  $t_t$  got by t distribution critical value table with significant rate  $\alpha = 0,05$  with  $df = n-2 = 25-2=23$ . So,  $t_t$  was 1.713. It showed that  $t$  test  $> t$  table =  $24,19 > 1,713$ . It meant that  $H_a$  was accepted and  $H_o$  was rejected. So, it could be conclude that there was any effect of applying inside outside circle assisted by animal picture on the Students' achievement in writing descriptive text.

Determining the percentage of the effect of  $X_1$  towards  $X_2$ :

$$D = (r \times y) \times 100 \%$$

$$D = (0.54)^2 \times 100 \%$$

$$D = 0.2916 \times 100\%$$

$$D = 0.2916 \%$$

#### **D. Discussion**

From the result, it is found that there were significant differences between experimental group and control group. Teaching writing descriptive text in experimental group by using inside outside circle assisted by animal picture was more effective than teaching writing without using inside outside circle. Teaching writing by using inside outside circle is one of the techniques that is appropriate to handle student problem in writing descriptive text because this technique is kind of discussion based on text, so the students can express their opinion and share with the others in form of discussion section. Meanwhile, conventional method was not effective in teaching writing descriptive text because conventional method teacher centered and include the use of lectures and discussion.

#### **E. Research Finding**

Based on the calculation, it was found that the result of  $t_c$  was higher than  $t_{\alpha} = 24.19 > 1.713$ . It showed that the alternative hypothesis was accepted and it meant that the applying inside outside circle method assisted by animal picture gave significant effect on the students' achievement in writing descriptive text. It was proven from the data shown that the score of the experimental group (students who were taught by applying inside outside circle assisted by animal picture) was higher than control group. The effect of applying inside outside circle assisted by animal picture on the students

achievement in writing descriptive text was 0.2916 % and 99.7084% was influenced from other factors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was concluded that the using of actional functional model significantly affects the students' achievement in speaking skill, since the t-test  $t$ -table ( $24.19 > 1.713$ ;  $df = 23$ ,  $\alpha = 0.05$ ). The applying of inside outside circle assisted by animal picture in writing skill can express their ideas based their own words and to write down the information of their mind. It means the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted because there is significant effect of applying inside outside circle assisted by animal picture on students' achievement in writing descriptive text.

#### B. Suggestion

In relation to the conclusion, some suggestion are drawn as the following :

1. IOC method should be applied in teaching process. The teaching process in the class be fun and motivate learners to explore more about writing descriptive paragraph.
2. Teachers were recommended IOC method to use this method in giving materials especially in writing text.
3. When asking students to write a paragraph, it is recommended the topic to use based on the students' age, interest and levels.
4. The teacher should try various methods in teaching process.

5. IOC should be conducted by the teacher because this method can develop students' critical thinking and teamwork.
6. Teacher is suggested to consider students' learning motivation

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## **APPENDIX I**

### **LESSON PLAN (CONTROL GROUP)**

SCHOOL : SMP SWASTA HASANUDDIN

LESSON : ENGLISH

CLASS : VIII B

MEETING : 1

TIME ALOCATION : 2 x 45 minutes

#### **A. Main Competence**

1. Appreciate and live the religious teachings that he embraces
2. Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
3. Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Try, process, and perform in concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **B. Basic Competence and Indicator Competence Achievement**

- 1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

Indicator

- 1.1.1 Learners express gratitude for the opportunity to learn English and its benefits.

- 1.2. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.

Indicator

- 1.1.2 Learners show the attitude of polite and caring behavior, in carrying out interpersonal communication with teachers and friends.

1.3. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.

Indicator

1.1.3 Learners demonstrate honest, disciplined, confident, and responsible attitude in transactional interaction with teachers and friends.

1.4. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.

Indicator

1.1.4 Learners show the behavior of responsibility, care, cooperation, and love of peace, in carrying out functional communication

1.5. Apply the text structure and linguistic elements to carry out the social function of the expression calling attention, checking understanding, appreciating good performance, and soliciting and expressing opinions, and responses, in the context of their use.

Indicator

1.1.5 Learners explain the social function of the phrase calling attention and response in accordance with the context of its use.

1.1.6 Learners identify the text structure of the phrase calling attention and response in accordance with the context of its use.

1.1.7 Learners apply the linguistic element of the phrase calling attention and response in accordance with the context of its use.

1.6. Prepare simple oral text to recite and respond to expressions call attention, check understanding, and appreciate good performance, and ask and express opinions by taking into account the correct social functions, text structures, and elements of context and the context of the context.

Indicator

1.1.8 Learners compose oral text asking for attention by paying attention to social functions, text structure, and linguistic elements that are true and contextual.

1.1.9 Learners recite and respond to ask for attention by paying attention to social functions, text structures, and linguistic elements that are true and contextual.

### **C. Objective**

After completing this session students are able to;

1. Write a descriptive text based on the social function
2. Write a descriptive text based on the generic structure
3. Write a descriptive text based on the grammatical features correctly
4. Write a descriptive text based on the contextually.

## D. Material

The first meeting topic: pictures of animal chosen by teacher

<b>DESCRIPTION</b>
Description means to draw, to illustrate or to picture the object, place, person, animal or idea in order to have visual appearance of the object described.
<b>Communicative Purpose</b>
The purpose of descriptive writing is to describe a person, animal, place or thing in such as a way that a picture is formed in the reader's mind
<b>Example of Descriptive Texts</b>
Describing person, Animal, Place, Object, Event and Purpose
<b>Text Organization</b>
<ul style="list-style-type: none"><li>• Identification is to describe the object that will be described in the text. Statement in identification should be interesting in order to make the readers are interested in reading the whole text completely.</li><li>• Describing contains of the detail description of the topic or theme as described in the identification.</li></ul>
<b>Language Feature</b>
<ol style="list-style-type: none"><li>1. The present tense is predominantly use</li><li>2. Relational verbs are used when classifying and describing appearance/qualities and past/functional of phenomena (is, are, has)</li><li>3. Adjective can be used to add extra information</li></ol>

### My Cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

## E. Learning Method

Conventional method and assignment

## F. Teaching Activity

Activity	Teaching Learning Activities		Time Allocation	
	Teacher's Activity	Students' Activity		
<b>Pre activity</b>	<ul style="list-style-type: none"><li>• Teacher greets the students and checks the attendance</li><li>• Teacher asks one of students randomly to lead the player before the class get started</li><li>• Teacher starts the class by motivating the students and giving information about the learning objectives</li></ul>	<ul style="list-style-type: none"><li>• Students give response to the teacher</li><li>• Students pray before the class get started</li><li>• Students pay attention to the learning explained by the teacher</li></ul>	<ul style="list-style-type: none"><li>• 5</li><li>• 5</li><li>• 5</li></ul>	
	<b>Main activity</b>	<ul style="list-style-type: none"><li>• Teacher introduces the topic and gives example of descriptive text to the students</li><li>• Teacher asks students to read it first and find the difficult words</li><li>• Teacher gives some clues to guide the students into the topic</li></ul>	<ul style="list-style-type: none"><li>• Students read the text</li><li>• Students find the difficult words</li><li>• Students ask the teacher about the social function, generic structure and grammatical feature of descriptive text</li></ul>	<ul style="list-style-type: none"><li>• 5</li><li>• 10</li><li>• 5</li></ul>
		<ul style="list-style-type: none"><li>• Teacher discuss the story</li></ul>	<ul style="list-style-type: none"><li>• Students listen to the teacher discussion.</li></ul>	<ul style="list-style-type: none"><li>• 10</li></ul>
<ul style="list-style-type: none"><li>• Teacher explains the generic structures of the descriptive text</li></ul>		<ul style="list-style-type: none"><li>• Students listen to the teacher explanation.</li></ul>	<ul style="list-style-type: none"><li>• 5</li></ul>	
<ul style="list-style-type: none"><li>• Teacher asks students find the difficult word</li></ul>		<ul style="list-style-type: none"><li>• Students find the difficult word</li></ul>	<ul style="list-style-type: none"><li>• 10</li></ul>	
<ul style="list-style-type: none"><li>• Teacher asks students translate the text</li></ul>		<ul style="list-style-type: none"><li>• Students translate the text</li></ul>	<ul style="list-style-type: none"><li>• 10</li></ul>	
<ul style="list-style-type: none"><li>• Teacher asks students</li></ul>		<ul style="list-style-type: none"><li>• Students read the</li></ul>		

	to read aloud the text	text loud	• 5
<b>Post activity</b>	<ul style="list-style-type: none"> <li>• Teacher gives another chance for students to ask some questions if there is unclear information about descriptive text</li> <li>• Teacher and the students reflect about the problem in understanding of descriptive text</li> <li>• Teacher give conclusion and closes the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask the teacher if there are some information they do not understand</li> <li>• Students listen to the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• 5</li> <li>• 5</li> <li>• 5</li> </ul>

### G. Media Picture



### H. Assessment

Assessment of skill

- a. Technique : one way introduction
- b. Instrument : rubric

No.	Scoring Aspect	Indictors	Score	Max. Score
1	Content	Excellent to very good	27-30	30
		Good to Average	22-26	
		Fair to Poor	17-21	
		Very Poor	13-16	

2	Generic structure of descriptive text	Excellent to very good	18-20	20
		Good to Average	14-17	
		Fair to Poor	10-13	
		Very Poor	7-9	
3	Vocabulary	Excellent to very good	18-20	20
		Good to Average	14-17	
		Fair to Poor	10-13	
		Very Poor	7-9	
4	Linguistic Feature	Excellent to very good	22-25	25
		Good to Average	18-21	
		Fair to Poor	11-17	
		Very Poor	5-10	
5	Mechanic	Excellent to very good	05	05
		Good to Average	04	
		Fair to Poor	03	
		Very Poor	02	
Total Score				100

Mengetahui

Guru Bahasa Inggris

Dwi Ayu Kurniati S.Pd

Medan, February 2018  
Mahasiswa Peneliti

Saipul Abidin Azhar Ritonga

Kepala SMP Hasanuddin

Andi Wiliandi M.Pd.I

## **APPENDIX II**

### **LESSON PLAN (EXPRIMENTAL GROUP)**

SCHOOL : SMP SWASTA HASANUDDIN

LESSON : ENGLISH

CLASS : VIII A

MEETING : 1

TIME ALOCATION : 2 x 45 minutes

#### **A. Main Competence**

5. Appreciate and live the religious teachings that he embraces
6. Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
7. Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
8. Try, process, and perform in concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **B. Basic Competence and Indicator Competence Achievement**

- 1.7. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

Indicator

- 1.1.1 Learners express gratitude for the opportunity to learn English and its benefits.

- 1.8. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.

Indicator

- 1.1.2 Learners show the attitude of polite and caring behavior, in carrying out interpersonal communication with teachers and friends.

1.9. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.

Indicator

1.1.3 Learners demonstrate honest, disciplined, confident, and responsible attitude in transactional interaction with teachers and friends.

1.10. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.

Indicator

1.1.4 Learners show the behavior of responsibility, care, cooperation, and love of peace, in carrying out functional communication

1.11. Apply the text structure and linguistic elements to carry out the social function of the expression calling attention, checking understanding, appreciating good performance, and soliciting and expressing opinions, and responses, in the context of their use.

Indicator

1.1.5 Learners explain the social function of the phrase calling attention and response in accordance with the context of its use.

1.1.6 Learners identify the text structure of the phrase calling attention and response in accordance with the context of its use.

1.1.7 Learners apply the linguistic element of the phrase calling attention and response in accordance with the context of its use.

1.12. Prepare simple oral text to recite and respond to expressions call attention, check understanding, and appreciate good performance, and ask and express opinions by taking into account the correct social functions, text structures, and elements of context and the context of the context.

Indicator

1.1.8 Learners compose oral text asking for attention by paying attention to social functions, text structure, and linguistic elements that are true and contextual.

1.1.9 Learners recite and respond to ask for attention by paying attention to social functions, text structures, and linguistic elements that are true and contextual.

### **C. Objective**

After completing this session students are able to;

1. Write a descriptive text based on the social function
2. Write a descriptive text based on the generic structure
3. Write a descriptive text based on the grammatical features correctly
4. Write a descriptive text based on the contextually.



## D. Material

The first meeting topic: pictures of animal chosen by teacher

<b>DESCRIPTION</b>
Description means to draw, to illustrate or to picture the object, place, person, animal or idea in order to have visual appearance of the object described.
<b>Communicative Purpose</b>
The purpose of descriptive writing is to describe a person, animal, place or thing in such a way that a picture is formed in the reader's mind
<b>Example of Descriptive Texts</b>
Describing person, Animal, Place, Object, Event and Purpose
<b>Text Organization</b>
<ul style="list-style-type: none"><li>• Identification is to describe the object that will be described in the text. Statement in identification should be interesting in order to make the readers are interested in reading the whole text completely.</li><li>• Describing contains of the detail description of the topic or theme as described in the identification.</li></ul>
<b>Language Feature</b>
<ol style="list-style-type: none"><li>4. The present tense is predominantly use</li><li>5. Relational verbs are used when classifying and describing appearance/qualities and past/functional of phenomena (is, are, has)</li><li>6. Adjective can be used to add extra information</li></ol>

### My Cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

### E. Learning method

Inside Outside Circle, discuss, assignment

### F. Teaching Activity

Activity	Event Description		Time Allocation
	Teacher's activity	Students' activity	
<b>Pre activity</b>	<ul style="list-style-type: none"><li>• Teacher greets the students and checks the attendance</li><li>• Teacher asks one of students randomly to lead the player before the class get started</li><li>• Teacher starts the class by motivating the students and giving information about the learning objectives</li></ul>	<ul style="list-style-type: none"><li>• Students give response to the teacher</li><li>• Students pray before the class get started</li><li>• Students pay attention to the learning explained by the teacher</li></ul>	<ul style="list-style-type: none"><li>• 5</li><li>• 5</li><li>• 5</li></ul>
<b>Main activity</b>	<ul style="list-style-type: none"><li>• Teacher selected and gives student an interested picture that appropriate with descriptive text' topic.</li><li>• Teacher asks students to identify the picture which has been seen them in the group.</li><li>• Teacher gives some clues to guide the students into the topic</li><li>• The teacher will divide the class into two big groups (A and B) that consists of 4 or 5 students.</li><li>• Group A form an inside circle and group B form</li></ul>	<ul style="list-style-type: none"><li>• Students see the picture</li><li>• Students identify the appearance or characteristic of the picture that has been seen</li><li>• Students ask the teacher about the social function, generic structure and grammatical feature of descriptive text</li><li>• Students move to their group</li><li>• Students make</li></ul>	<ul style="list-style-type: none"><li>• 3</li><li>• 5</li><li>• 5</li><li>• 5</li></ul>

	<p>an outside circle</p> <ul style="list-style-type: none"> <li>• Teacher gives the students a card for writing the information that they get from their friend. It can help students to record all information that they get from their friend in form of written</li> <li>• The students make themselves two big circles technique face to face. The outside and the inside circle</li> <li>• The teacher give students a question related with animal picture and discussing</li> <li>• The students have a pair for each. Then share information for a minute</li> <li>• The students move clockwise for one student and have different partner and then share information again</li> <li>• The students do the same until they finish share material and back to the initial partner</li> <li>• After finishing the inside outside circle, the students back to the initial group and write down what they discuss before</li> </ul>	<p>inside and outside circle</p> <ul style="list-style-type: none"> <li>• Students write information in their card</li> <li>• Students faced their partner</li> <li>• Students answer the questions</li> <li>• Students share their answer to the partner</li> <li>• Students move clockwise for one student</li> <li>• Students back to their initial group and write down their discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 5</li> <li>• 5</li> <li>• 2</li> <li>• 10</li> <li>• 15</li> <li>• 5</li> </ul>
<b>Post activity</b>	<ul style="list-style-type: none"> <li>• Teacher gives another chance for students to ask some questions if there is unclear information about descriptive text</li> <li>• Teacher asks the students to make</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask the teacher if there are some information they do not understand</li> <li>• Student give the</li> </ul>	<ul style="list-style-type: none"> <li>• 5</li> <li>• 5</li> </ul>

	conclusion, one as the speaker to review the material <ul style="list-style-type: none"> <li>Teacher give conclusion and closes the activity</li> </ul>	conclusion <ul style="list-style-type: none"> <li>Students listen to the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>5</li> </ul>
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### G. Media and other teaching requirement

Animal Picture



### H. Assessment

Assessment

- Technique : one way introduction
- Instrument : rubric

No.	Scoring Aspect	Indictors	Score	Max. Score
1	Content	Excellent to very good	27-30	30
		Good to Average	22-26	
		Fair to Poor	17-21	
		Very Poor	13-16	
2	Generic structure of descriptive text	Excellent to very good	18-20	20
		Good to Average	14-17	
		Fair to Poor	10-13	
		Very Poor	7-9	
3	Vocabulary	Excellent to very good	18-20	20
		Good to Average	14-17	
		Fair to Poor	10-13	

		Very Poor	7-9	
4	Linguistic Feature	Excellent to very good	22-25	25
		Good to Average	18-21	
		Fair to Poor	11-17	
		Very Poor	5-10	
5	Mechanic	Excellent to very good	05	05
		Good to Average	04	
		Fair to Poor	03	
		Very Poor	02	
Total Score				100

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Saipul Abidin Azhar Ritonga

Kepala SMP Hasanuddin

Andi Wiliandi M.Pd.I

**STUDENTS' ATTENDANCE LIST OF CONTROL CLASS**

NO	NAMA	SIGNATURE
1	Agum SuryaHariyadi	
2	Arya Rosaw	
3	Dio Afriandi	
4	Fadilla Dimas	
5	Irfan Andika	
6	Nadila Utami	
7	Nur Okta	
8	Nur Laila	
9	Nova	
10	Mahdian	
11	Mega Larasati	
12	Puady	
13	Putri Maharani	
14	Paisal Sipahutar	
15	Raja Banggas	

16	Ratna Sari Ritonga	
17	Syafni Yulia	
18	Safrina Nasution	
19	Windi Anas Tasya	
20	Sri Amelia	
21	Sofy Ardilla	
22	Pramana Yudha	
23	Wahyuda Ramadani	
24	Ramzi Amri	
25	Yafi Bayu A Saragih	

**STUDENTS' ATTENDANCE LIST OF EXPERIMENTAL CLASS**

NO	NAMA	SIGNATURE
1	Ajeng Kartika Sari	
2	Arman Maulana	
3	Bagus Sanjaya	
4	Dimas Prasetyo	
5	Dwi Rizky Ramadhani	
6	Fatimah Azzahra	
7	Jenny Sawitry	
8	Julia Ningsih	
9	Muhammad Faris	
10	Mesya Nazwa	
11	Charirani Romalia	
12	Putri Ramadhani	
13	Rini Sartika	
14	Rafika Amelia	



15	Rizak Anggraini	
16	Tanti Tri Hardiyanti	
17	Tiara Wulandari	
18	Tomi Anor	
19	Tiara Aisyah	
20	Winda Illahi Jantriati	
21	Wahyuni Ramadhani	
22	Yolla Sari	
23	Yunda Aulia Safitri	
24	Zulaiha Nasution	
25	Zulkifli Saragih	

## EXPERIMENTAL CLASS



CONTROL CLASS



## THE WRITING TEST

1. Write down your name on your worksheets !
2. Please choose the picture which one do you like and write a descriptive text based on the picture !



3. 40 minutes are allocated for this test !

**Titik Persentase Distribusi t (df = 1 – 40)**

<b>Pr df</b>	<b>0.25 0.5</b>	<b>0.1 0.2</b>	<b>0.05 0.1</b>	<b>0.025 0.05</b>	<b>0.01 0.02</b>	<b>0.005 0.01</b>	<b>0.001 0.002</b>
1	1	3.07768	6.31375	12.7062	31.82052	63.65674	318.3088
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.5407	5.84091	10.21453
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.306	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.69548	1.35622	1.78229	2.17881	2.681	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	<b>1.71387</b>	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.0639	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.435
27	0.68368	1.3137	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.682	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.6883	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.681	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

