

**THE INFLUENCE OF USING BLENDED LEARNING MODEL  
THROUGH SCHOOLGY MEDIA ON STUDENTS' ACHIEVEMENT IN  
WRITING DESCRIPTIVE TEXT AT SMA HARAPAN MEKAR MEDAN**

**SKRIPSI**

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

**By**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2020**



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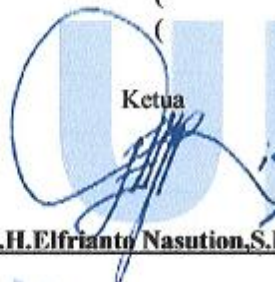
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Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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Media on Student's Achievement in Writing Descriptive Text  
at SMA Harapan Mekar Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	TandaTangan
	Bab I Introduction	
	Bab II Review of literature	
	Bab III Method of Research	
	Bab IV Discussion & Finding	
	Bab V Conclusion	
	Acc.	

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## ABSTRACT

**Intan Juliana Putri. 1602050043. “The Influence of Using Blended Learning through Schoology Media on Students’ Achievement in Writing Descriptive Text at SMA Harapan Mekar Medan”. Skripsi. English Education Program, Faculty of Teacher Training and Education-UMSU. Medan. 2020.**

This study was intended to investigate the influence of using Blended Learning through Schoology media on students achievement in writing descriptive text at SMA Harapan Mekar Medan. The population of this study was third grade which is consisted of 33 students. The method of this research is Pre-experimental design. As what John W. Creswell stated in his book “the researcher studies a single group and provides an intervention during the experiment. This design does not have a control group to compare with the experimental group.” The data of this study was validated by applying one-group pre-test-post-test design which is one of pre-experimental research designs. The result of the analysis showed that *t* observe (2,831) was higher than *t*-table (2,080) with the level of significant  $\alpha=5\%$  (0,05). The final hypothesis showed than  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant influence of using Blended Learning Model through Schoology Media.

**Keywords:** Blended Learning, Schoology, Writing Descriptive Text

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Medan, Oktober, 2020

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

Writing is a combination of process and product. We need a very long process to start from planning, compilation, editing, to the final preparation to produce a paper (Harmer, 2004:4). Not only in writing, might be able to express an idea, experience, thought and feeling. Therefore, to achieve all these goals, the researcher must competent in language components such as grammar, vocabulary, and spelling (Harmer, J 2004).

Teaching writing at the high school level has been confronted with a several problems such as the poor writing ability of most students, and the teacher's negative attitude towards teaching writing (Alwasilah, 2002). Some PLP researchers' experience at the school found several problems in students while learning was taking place in the classroom, especially when the students unwilling to write.

Firstly, the students are very bored and not interested in participating in the learning activities because the teacher still using conventional media such as lecture method. Secondly, in writing activities, the students are rarely getting any feedback from their teachers. It shows that the teacher is the person who made their students unwilling to write and was not excited to participate in learning activities.



The teacher must find out the techniques or methods used and the correct ways that can be used to increase students' motivation or interest in learning writing so that students can be more excited to follow in the learning process in the classroom and develop their ideas through writing. The teacher must also know the media and methods that have flexibility in time and place that can be used to provide feedback to students effectively.

In this digital era, people can learn anywhere and anytime. In this case, learning is authentic and individual. Teacher nowadays is challenged to combine traditional learning models with technology as the media. It will reduce students' boredom in learning process.

*Blended Learning* wants to see the independence of learning and critical thinking of students. The word autonomous implies not dependent on others, free, and can do themselves (Rusman, 2014: 353). The student learning independence is meant the attitude that must be carried out by the students themselves in learning independently, having the attitude

of their initiative following these needs. This learning independence is very important for students themselves because it grows naturally in students themselves.

Learning independence can be seen from students being able to take their initiative in downloading material given by the teacher in the media of Schoology learning, reading the material provided in advance, and hopefully, if they find or have difficulty in understanding the material, they will find solutions together-the

same from teacher to student and student to student to solve the problem of difficulty in the material being studied.

Critical thinking is the ability of a person to discipline himself, monitor himself, and be able to think to correct himself, where they will routinely apply intellectual standards to elements of thinking to form intellectual attributes (Paul et al Elder, 2008). Schoology is highly expected to help students learn independently and think critically in a given material such as critical thinking in expressing an idea in writing.

Therefore, it is very important to introduce LSM media in the form of Schoology as a mixture of learning both face-to-face and distance, the application of blended learning in learning in the classroom by using supporting media assisted by Schoology in teaching and learning writing to enable teachers to provide supporting media for Schoology so that motivate students to write and enthusiasm in participating in learning activities that are taking place in the classroom.

Based on the explanation above, the researcher aims to know and make research with the title "*The Influence of Using Blended Learning Model through Schoology Media on Students' Achievement in Writing Descriptive Text at SMA Harapan Mekar Medan*".

## **B. Identification of the Problems**

The problems of this research were identified as follows:

1. There was lack of reciprocity between students and the teacher.
2. There was lack of interest in writing and not enthusiastic to follow a learning process in students.

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

The scope of this study was focused on writing skill and it was limited on descriptive text by apply blended learning through schoology.

## **D. The Formulation of Problem**

Based on the scope and limitation above, the problem of this study was formulated as follow: Did the application of blended learning model through Schoology media influence the achievement of students writing descriptive text in SMA Harapan Mekar Medan?

## **E. The Objective of The Study**

The objective of the study was to find out the influence blended learning model through schoology media to the students' achievement in writing descriptive text.

## **F. The Significance of The Problem**

Based on the research objectives to be achieved, this study was expected to have benefits in practically and theoretically. The following benefit of this research, as follows:

### **a. Theoretically**

The research contributes as the valuable information in teaching strategy especially in teaching writing.

### **b. Practically**

#### **1. For Teachers**

The result of this study about blended learning model through schoology media could be useful in teaching writing descriptive text and hopefully they could use this method and media in teaching-learning process.

#### **2. For Students**

This research aims to have a positive influence on efforts to improve the results of the achievement of writing or learning English students through independent learning and critical thinking by using technology towards a positive direction.

#### **3. For Researcher**

This research can be used as a reference for someone who wants to do further research on the same topic.

## **CHAPTER II**

### **THE REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

To support a research, some theories are needed to explain some concepts or terms in the research concern. Some terms are used in this research and they need to be explained theoretically. The theoretical literature on the term is presented as follow:

#### **1. Writing**

##### **1.1 Definition of Writing**

Writing is one of the most powerful communication tools used today and for the rest of our life. Nunan (2003:8) writing is the process of thinking to invent an idea. Thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. According to Richards and Renandya (2002:303) said that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas but also in translating these ideas into a readable text.

Meanwhile, Randal (2004:160) explains that writing is an ability to make a form of words that in general, it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly accepted by the readers can get the benefits from the writing. Furthermore, Nora (2003:71) mentioned that writing is an activity. Writing is a person's way to express

him/herself and to adapt to society. Through writing the readers will understand the writer's way of thinking.

Based on the above definition, it can be concluded that writing is a thinking activity which is later expressed in a communicative written language or a process or activity to write something, develop the ideas in mind into sentences, paragraph well-based on the pattern such as tenses, vocabulary, and grammar.

## **1.2. The Purpose of Writing**

The purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing. There are four purpose of writing such as :

a. To Inform

The purpose of writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence.

b. To Explain

The purpose of writing to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something.

c. To Narrate

The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing has a beginning, middle, and end.

d. To Persuade

Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details to get the audience to agree, take action, or both.

### **1.3.The Problem of Writing**

For the most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing according to Byrne (1997:4-5):

a. Psychological Problems

Writing is essentially a solitary activity and the fact that people was required to write on their draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers has no immediate feedback to let them know how they are doing and whether they should change their approach. There was no immediate interaction between the producer and the receiver.

b. Linguistics Problem

Different from oral communication the language used in written language was either simplified (list, telegram, and note) or more elaborate and formal. In a foreign language this process were all the more difficult as there might be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

c. Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which is less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.

#### **1.4. The Process of Writing**

Oshima and Hogue (2007) explained about writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the last step, you polish your draft by editing it and making revisions.

a. Pre-writing

The first step in the writing process is to choose a topic and collect information about it.

b. Outlining

In the second step of the writing process, the planning stage and student organize the ideas into an outline.

c. Writing

In the third step follow the outline as closely as possible, and do not worry about grammar, punctuation, or spelling.



#### d. Polishing

In the last step, in the writing process polishing what the student have written.

Based on the above steps' explanation, it can be reaffirmed that the process of writing includes: 1) Choose the topic, 2) Organize the ideas into an outline, 3) do not worry about grammar, punctuation, and spelling, 4) revising and editing.

### **1.5. Teaching Writing**

Harmer (2004) there are four reasons for teaching writing to the students of English as a foreign language:

#### a. Reinforcement

Some students acquire language in purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory.

#### b. Language Development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the on going learning process.

c. Learning Style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and bother of interpersonal face to face communication.

d. Writing as Skill

Teaching writing is a basic language skill just as important as speaking, listening, and reading. Student need to know how to write letters, how to reply advertisement etc, they also need to know some of writing special conventions such as punctuation, paragraph construction, etc.

## **2. Descriptive Text**

### **2.1. Definition of Descriptive Text**

In social environment, people usually want to share their favorite or special thing and they want to tell about certain places and so on to other people. For instance, is about the favorite object, their pet, someone who loved and like it. The people should tell in specific way. In English there is a kind of text which says what person or thing is like it in detail, it is called descriptive text.

Descriptive text is one kind of text which is made to give description about an object (human or non-human) in specific way or in detail. Its purpose is to describe and reveal a particular person, places, or thing. In conclude, descriptive text is a kind of text which describes a particular object, person, animal, and thing in detail.

## 2.2. Kind of Descriptive Text

There are three types of descriptive text, they are :

### a. Description of a Place

In describing a place such a bedroom, we have to describe it chronologically. There is no set pattern when arranging sentences in descriptive paragraph. We should not have to begin with one area and then proceed to another one. On the other hand, the sentences should not arrange randomly. The description should be organized, so the reader can imagine the scene being described clearly.

### b. Description of a Person

When describing someone, the writers have to describe the object based on what and how the person looks like. There are three ways to identify the person based on situation, firstly identification, secondly impression, and the last is character sketch.

#### 1. Identification

Identification is the process of identifying someone based on their characteristics such as, weight, height, age, and eyes.

#### 2. Impression

Impression is an opinion about someone. The impression does inform all ideas of the object that will be described. It is usually less complete and informative than identification.

### 3. Character Sketch

Character sketch is to complete the description of person. The writer describe a person in aimed to make the reader feels as though he/sye already meets the person.

#### c. Description of a Thing

When describe a thing, the author should have a good imagination to describe about that thing. Beside that, to make our subjects more interesting we can use proper nouns and effective verbs.

## 2.3. The Generic Structure of Descriptive Text

The generic structure of descriptive text are as follow :

#### a. Identification

In identification, the reader can know the object which will be describe. Then, the identification is located in the first paragraph in descriptive text. Identification aim to identify for something you want to describe. In this section identification serves to introduce to reader about something o object that will described before we tell its propertis or tell the whole thing. The goal a identification is so that, the reader does not get wrong in whata describd.

#### b. Description

In this part, the reader can know about the detail description about the object that is mean in identification.

## 2.4. Language Features of Descriptive Text

### a. Using simple present tense

The pattern of simple present tense are :

#### 1. Verbal Sentence

( + ) S + V1 (s/es) + O

Example : The monkey eats banana

( - ) S + does not + V1 + O

Example : The monkey does not eat banana

( ? ) Does + S + V1 + O

Example : Does monkey eat banana ?

#### 2. Nominal Sentence

( + ) S + be (am, is, are) + O (Complement) / Adjective

Example : She is beautiful

( - ) S + be (is not/ are not) + O (Complement) / Adjective

Example : She is not beautiful

( ? ) Be (is / are) + S + O (Complement) / Adjective

Example : Is she beautiful ?

#### 3. Use “have” : have, has, and had to give detail description of the objects

features.

#### 4. Use of action verbs related to the topic, especially when describing

behavior or personalities (person.)

## **2.5. The Example of Descriptive Text**

His full name is Barack Hussein Obama. People often call him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. He is president of USA.

Obama is quite tall, 183 cm. He has an oval face, baldheaded, and black skin. His face looks patient and strong. He always keeps smiling when he gives a speech. Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his Twitter quite often.

## **3. Blended Learning**

### **3.1. Definition of Blended Learning**

Blended Learning is based learning developed around 2000 and is now widely used in North America, the United Kingdom, and Australia, among universities and the training world. Blended Learning-based learning began when computers were invented, although before that there had also been a combination (Blended). Initial learning occurs because of face-to-face and interaction between instructors and students. However, the terminology, Blended Learning arises after the development of information technology so that resources can be accessed by students both offline and online.

Blended Learning consists of words blended (combination/mixture) and learning have meaning (learning). Another term that is still frequently used is hybrid course (hybrid = mix / combination, while course = subject). The original meaning or the most common understanding that blended learning refers to

learning that combines or mixes face-to-face learning (face to face) combined with computer / technology based learning (online and offline). Learning combined with using (blended learning) is a learning activity that combines or mixes face-to-face learning activities combined with learning activities that use computer-based (online and offline). Thorne (in Husamah, 2014: 12) also revealed that blended learning is a combination of multimedia technology in the form of CD rooms, video streaming, virtual classes, voice-mail, and online text animation. All of this is combined or mixed with traditional forms in classroom training activities and individual or group training.

Therefore, Blended Learning is a solution or suggestion that is appropriate for the learning process activities that are appropriate and not only with the needs in the learning activities but also the learning styles of the students during the learning activities taking place in the classroom and outside the classroom. Blended learning has several objectives including the following: (1) Can help students to develop better in the process of learning activities in accordance with the learning style. (2) providing practical-realistic opportunities for teachers and also for students so that learning activities independently, useful, and continuously developing can be increased in the learning process so that the learning process will be more effective, more efficient, and more interesting in process of learning activities . (3) increasing scheduling flexibility for students by combining the best aspects of activities from face-to-face activities and online learning activities (Husamah, 2014: 22). Components in blended learning are: (1)

Face to face Learning, (2) Offline E-learning, (3) Online E-learning, (4) Mobile Learning (M-learning).

The implementation of Blended Learning according to Husamah (2014: 22) has two main categories, including:

- a. An increase in face-to-face activities. Most instructors use the term "Blended Learning" to refer to the use of information and communication technology in face-to-face activities, either by using a (web-dependent) network or as a (web-supplemented) network that does not change the activity model.
- b. Mixed learning (Hybrid Learning). Learning this model reduces face-to-face but does not eliminate it, but allows students to learn online.

In this case, as technological developments increase. Therefore, in the world of education also should not be left behind in the use of techniques or learning strategies, so that the use of the Blended Learning model is one of the best choices to answer the demands of the times. Blended Learning is learning that is not only face-to-face, but also combined/mixed with the use of learning resources, both learning methods and learning media that are online/offline. The use of learning resources in Blended Learning does not only depend on teachers and books but can also be sourced from the internet.

In short, it can be said that Blended Learning is a face-to-face learning activity in the classroom by utilizing the use of information technology that will be carried out both online and offline. In this case, there will be a combination of learning resources, learning methods, and the use of instructional media.



### **3.2. The Advantages and Disadvantages of Blended Learning**

The following are the advantages and disadvantages of Blended Learning according to Neumeier (2005), namely:

#### **a. The Advantages of Blended Learning**

1. Learning occurs independently / groups and conventionally which both have advantages that can complement each other.
2. Learning is more efficient, effective, and interesting in the process of learning activities.
3. Increase accessibility. With the existence of Blended Learning, students can learn more easily in accessing learning material.
4. Media that will be used can vary.
5. Can be used to convey learning at any time.
6. With the existence of Blended Learning, it is easier for learners to access learning material.

#### **b. Disadvantages of Blended Learning**

1. Unequal facilities owned by student, such as computer, mobile phone, and internet access is needed, if the network is inadequate it was difficult for students to participate in learning via online
2. Lack of educator's knowledge of the use of technology.
3. The media needed is very diverse, so it is difficult to apply if the facilities and infrastructure do not support.

4. Requires the right learning strategy to be able to maximize the potential or application of Blended Learning.

### **3.3. The Characteristics of Blended Learning**

The characteristics of Blended Learning according to Jhon Watson:

- a. Learning that combines various ways of delivery, teaching models, learning styles, as well as a variety of diverse technology-based media.
- b. As a combination of direct teaching (face to face), independent learning, and independent learning via online.
- c. Learning is supported by an effective combination of ways of delivery, ways of teaching and learning styles.
- d. The teacher and parent learner have the same important role, the teacher as a facilitator, and the parent as a supporter.

### **3.4. Model of Blended Learning**

Haughey (1998) revealed that there are three models in developing Blended learning, namely the web course model, the web centric course, and the web enhanced course:

1. Web Course Model, namely the use of the internet for educational purposes, in which students and educators are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet.

2. Web Centric Course Model, namely the use of the internet which combines distance learning and face to face (conventional). Some of the material is delivered via the internet, and partly through face to face where the functions are complementary. In this model educators can give instructions to students to learn subject matter through the web that has been made. Students are also given directions to look for other sources from relevant web-sites. In face to face (conventional), students and educators more discuss about the findings of material that has been learned through the internet.
3. Advanced Course Web Model, the use of the internet to support the improvement of the quality of learning carried out in class. Therefore, the role of education in this case is required to master the technique of finding information on the internet, presenting material through the web that is interesting and attractive to students, serving guidance and communication via the internet, and other necessary scopes.

### **3.5. The Steps of Blended Learning**

Blended Learning is designed because there is time when students need learning face-to-face, which is accompanied by learning through web-based. Therefore, it is not surprising that students do not choose overall learning through the internet. In this case, according to Mayer, teaching by only using teaching with discovery models is not the only way to facilitate students in building their own knowledge. Learning by using a direct method that has been well designed

can also help students to build their knowledge. Alessi and Trollip have suggested that there are 4 stages that educators can take in using the Blended Learning model, namely:

1. Presenting Information, educators can prepare learning material that has been combined with the internet before face-to-face learning takes place.
2. Guiding The Learner, which is learning material that already exists in e-learning can be discussed at face-to-face meetings or in discussions in online classes.
3. Practicing (Giving Exercise), the exercise that will be given can be in face-to-face meetings to clarify the material that has been learned, then it can be discussed at face-to-face meetings or from discussions in online classes.
4. Assessing Learning (Assessing), assessment is feedback about the learning process, both assessments that can be carried out at face-to-face meetings in the form of giving practice questions, training questions, and discussion can also be done using online classes.

## **4. Schoology**

### **4.1. Definition of Schoology**

Schoology is a Learning Management System (LMS) for schools where visual and functional are easy to use, such as Facebook social media, secure services that can be used in the form of attendance records, online gradebooks (facilities for managing grades), tests and quizzes, and also jobs home.

Schoology is one of several types of Social Learning Networks (SLNs) which circulate in the World Wide Web. Schoology is used as one of Media e-learning that might help the process of effective learning activities. So, with the existence of schoology media, it is expected to attract and encourage students to become new learning media and support students' interest to be more enthusiastic when the learning process is taking place in the classroom and outside the classroom.

In this era of rapidly growing times who is not familiar with Facebook, a very popular social network. If there is a social network at school that can make it easier for teachers and students to communicate online. In this case, there has been a platform that facilitates social media and electronic classroom management namely Schoology.com. Schoology is also equipped with various kinds of learning that are almost the same as in the real world class, namely attendance, tests and quizzes, to the place of collection of assignments. In addition, Schoology also offers cross-school networking that allows schools to collaborate with data, groups and class discussions.

#### **4.2.Schoology Features**

Schoology has features that strongly support the learning process activities. The features possessed by Schoology, namely:

- a. Course (course), which is a facility to make a class of subjects, such as subjects in English, mathematics, chemistry, and others. Therefore, this course is also in Moodle.

- b. Group (group) that is, the facilities owned to make a group in the grouping of tasks to be done by students based on groups in different themes or in class grouping. This facility is also found on Moodle and Facebook.
- c. Resources (Learning Resources) that is, a facility that has the function to present learning resources individually and in groups. In this feature there are Assignment, Test / Quiz, File / Link, Discussion, Page, and Media Album.

In the Course menu the teacher can also make quizzes or questions (this is not owned by Facebook) with various types, namely multiple choices, right wrong, match, short entries, and so on. In this case, the teacher also does not have to make questions with the number of classes he can support, but can also use the question import feature. As for there are advantages to using this media schoology, namely, teachers do not have to check the work / assignments of students. And the questions (usually in the form of assignments) which can be done at home, then the teacher only has to control remotely. For the making of social media in Schoology, it has been equipped with Symbol, Equation, and Latex. So, all kinds of questions that contain pictures, symbols, and equations can be written in schoology.

In addition, Schoology also has adequate facilities if used as a learning media. The facilities that can be used during learning activities are Assignment (Test), Test/Quiz (quiz), and discussion (discussion). Using through the assignment feature, teachers can assign assignments to students as enrichment/supplements. Assignments given by the teacher can also overcome the

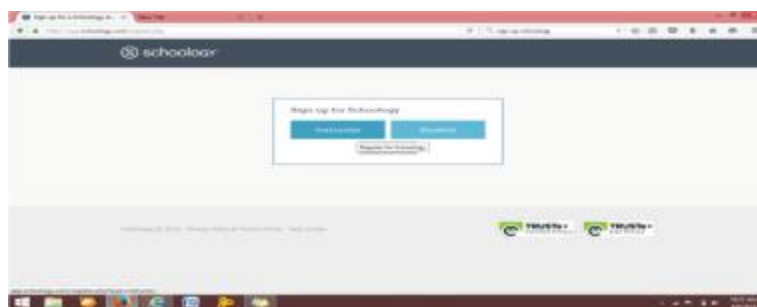
limitations of learning time in class so students can also look for learning material that has not been delivered by the teacher due to the limitations of learning time when class. The teacher can also provide practice exercises, so students can also practice the ability to solve problems related to the subject matter. Through the discussion feature, students can also discuss the material that has been given by the teacher.

According to Dabbagh (2007) stated that when creating an online discussion forum, it needs interesting and specific topics so that students are also interested in participating in the discussion. Discussion will make students trained to solve problems by exchanging ideas with one another. Therefore, this online discussion forum can train students to think and communicate like using social media.

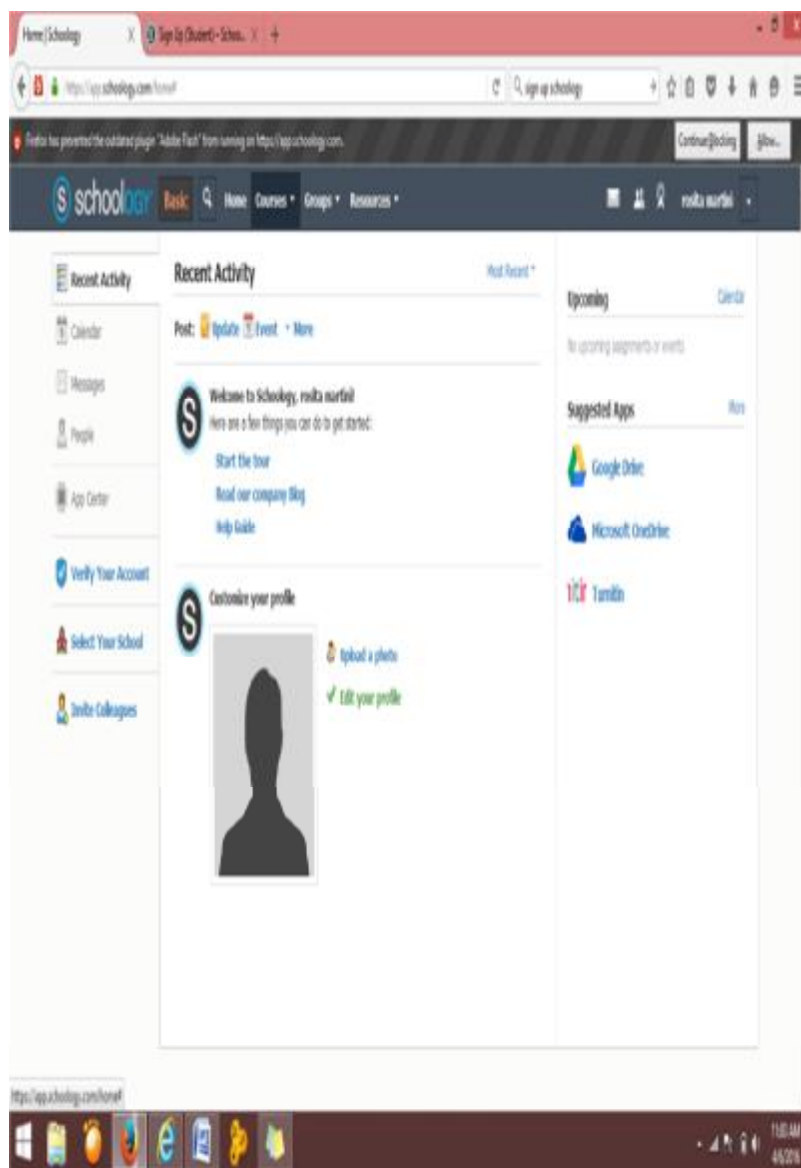
In the process of learning activities take place there are teachers and students. To include members (students) that they will take part in a class where the teacher is able to simply give a code to the students to be taught. For example, students who will enter Mia-1's online English class will be able to join the H3ZXL-T2CVY code.

The steps used to create account and classes in media Schoology:

1. Account creation for instrutors/teacher



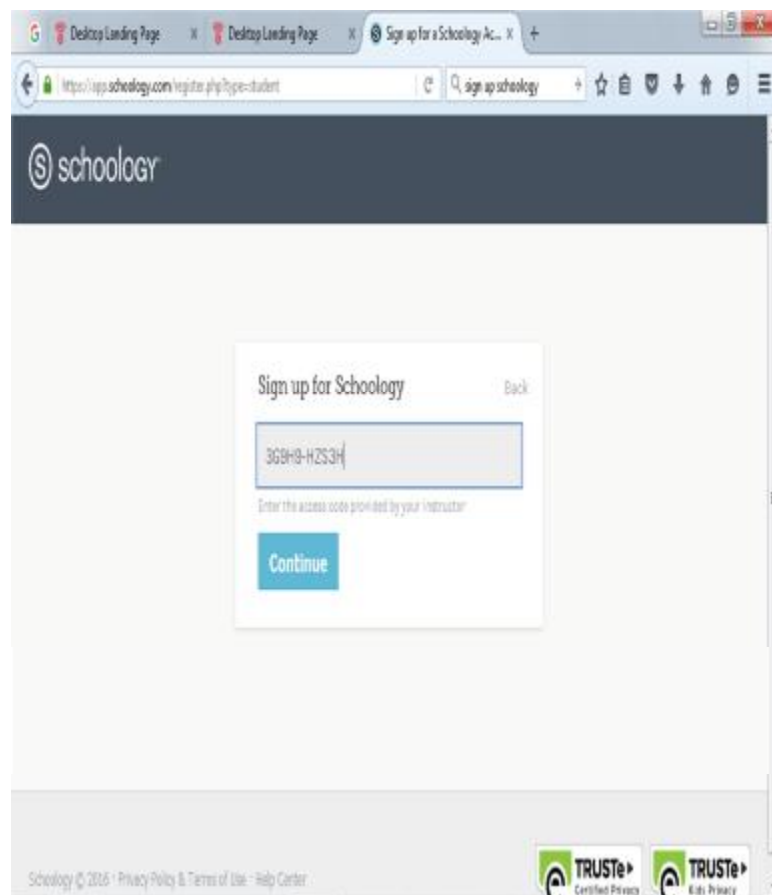
- a. Open the schoology web-sites.
- b. Click sign up so that, the instructor and student option appear.
- c. Select one, for example, select instructor and display will appear as shown below, then fill in your personal data completely and click register.
- d. After register, the account as an instructor/teacher is ready for use.





## 2. For The Students

- a. Click sign up, then click on student and a display will appear as shown.



At this stage, student was be asked for an access code to enter the classroom where the teacher has created an access code, usually obtained from the teacher who created the class account.

- b. After filling in the access code, the display will appear as below. Then, fill in your personal data completely and click register.

The screenshot shows a web browser window with the URL <https://app.schoology.com/register.php?type=student>. The page title is "Sign up for a Schoology Account". The registration form includes the following fields and elements:

- Course ID: 303HS-HZ53H
- First Name: Nori
- Last Name: Muliana
- Email: nonimuliana@gmail.com
- Two password fields, both masked with asterisks.
- Birthdate: July (Month), Day (Day), Year (Year)
- Checkbox:  Receive periodic Schoology updates
- Register button
- Link: [By clicking Register, you agree to our Privacy Policy & Terms](#)

c. After registering, the account has been created.

The screenshot shows the Schoology home page with the URL <https://app.schoology.com/home>. The page displays a green notification banner: "You have successfully joined the course." Below the banner, there is a "Welcome to Schoology!" message with a "Next" button and a "Close" button. The main content area is divided into two columns:

- Left column: "Activity" section with a "Most Recent" dropdown and a message "There are no posts".
- Right column: "Upcoming" section with a "Calendar" link and a message "No upcoming assignments or events".

### **4.3. The Advantages and Disadvantages of Schoology**

#### a. Advantages of Schoology

1. Easy to use
2. It is a very secure, closed network.
3. Cost is free.
4. Teacher can create connection with other students from different schools, states, or cultures.
5. Provides a multitude of community resources and connections teachers can make with other teachers.
6. Students can upload homework assignment, take quizzes, polls and receive grades and feedback and suggestions from teachers.
7. Teacher can differentiate instruction by creating subgroups of students.
8. Provides a method for sharing document and digital media online.

#### b. Disadvantages of Schoology

1. If a student does not have access to a computer and the internet, or a mobile devices they would not be able to use the tool.
2. There is no face-to-face interaction which can lead to feelings of isolation.

### **B. Relevant of Study**

1. **Title :** *“The Implementation of Schoology E-Learning Web to Improve Students’ Paragraph Writing at The Eight Grade Students of MtsN Surakarta II.”*

**Researcher : Avilia Setiana Mutia**

The finding of the researcher :

The result of the study to improve students' writing skill through the use of schoology e-learning web. This researcher was conducted at the 8A4 class of MTs N Surakarta II. When a students' used schoology e-learning web as medium, students are very active in teaching learning process, they want to open the dictionary, they are very active discuss with their friends, they asked to the researcher when they are faced problem. It can be concluded that schoology e-learning web improve students' writing skill.

**2. Title “*The Effectiveness of Blended Learning Strategy on Students' Writing Competency of the Tenth Grade Students*”**

**Researcher : Arta, G.J , Ratminingsih,N.M, Santosa, M.H**

The finding of the researcher :

Based on the result of this researcher it can be that there are is a significant effect of using blended learning strategy on students' writing competency at the tenth grade students' of SMA Negeri 1 Singaraja. It obviously shows that the use of blended learning strategy is effective to be used to give different experience of learning process to students'. Blended learning strategy is recommended for teacher especially for teaching writing for young learners as an alternative strategy.

**3. Title “*The Effectiveness of Blended Learning Strategy Toward Students’ Writing Competency of the Eighth Grade Students of SMP Negeri 1 Singaraja*”**

**Researcher : Permana**

The finding of the researcher :

Based on the result Permana (2017) studied blended learning strategy toward student writing competency in the eighth grade students of SMP Negeri 1 Singaraja. This researcher focused on the use schoology platform for the e-learning in teaching recount texts. The result shows that there is a significant effect of using blended learning strategy toward the student writing competency. Another study was also conducted by Muthoharoh (2017) which focused on the effect of blended learning technology toward learning outcomes of English short functional text at SMP Negeri 98 Jakarta Selatan using Edmodo platform of e-learning. The result shows that there is a significant influence of using blended learning technology toward learning outcomes of english short functional text in the seventh grade students of SMP Negeri 98 Jakarta Selatan.

Regarding those studies, blended learning is a powerful strategy to help student improve their language skill, especially writing. Being inspired by the result of the studies, the current researcher is interested in conducting a further research on the use of the blended learning that is using schoology. This platform is used because the school where the study took place has already applied schoology. The difference lies on the design of schoology which used videos. The

other difference of this research to the previous one is that previous research focused on recount text and focused on short functional text, while this research concerned with the study of descriptive text.

### **C. Conceptual Framework**

In learning English, students expect to be able to master four language skills such as listening, writing, and reading. All of the skills are important to improve student ability in learning English but the most important among the four English skills is writing because writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech. As for students of Senior High School, they are expected to be able to write English properly.

Based on observation, as we know that the students' writing skill in Senior High School has difficulties especially in writing text it might be caused by some factors and still needs to be developed. This situation is caused by several reasons one of them is lack of frequency of training and poor mastery of English grammar. This situation makes the student only learn writing to complete served as students who learn English at school. They cannot express their ability in writing that is why they do not have hope more about writing.

Actually the student needs teaching techniques that are appropriate for making them more motivated to learn English especially in writing. If they have enjoyed and relaxed the lesson, they will never get any difficulty and they can explore their skills smoothly. It is teaching writing using blended learning through schooling.

Blended learning through schoology offer an interesting, efficient, easy way to understand and apply in writing they can create and express their ability to write material about an image using their imagination, making them more courages in their work and knowing the generic structure of the descriptive text as a result, student never confused about what they will write outside and also they will produce good writing in case.

#### **D. Hypothesis**

- a. Hypothesis Alternative (Ha) : There is significant influence in writing descriptive text taught by using Blended Learning Through Schoology.
- b. Hypothesis Null (Ho) : There is not a significant influence in writing descriptive text taught by using Blended Learning Through Schoology.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location and Time of Study**

This research was conducted at SMA Harapan Mekar Medan on JL. Marelan Raya Ps.II No.77, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara. The researcher chose to conduct the research at the school, because the research had never been conducted there before with the same topic and the school used online media such as google classroom in their teaching learning process.

#### **B. Population and Sample**

##### **1. Population**

The population of this researcher was taken from XII grade students of SMA Harapan Mekar Medan, that consisted of XII-MIA with 33 students in total and XII-IPS with 27 students in total. So the entire of the students consist 60 students.

##### **2. Sample**

By using Cluster Random Sampling technique. As the result, XII-MIA was taken as the sample of this research. The experimental group was caught by using blended learning model through schoology media.



### C. Research Design

The classification of this study was quantitative method. It was used to see the influence of using blended learning model through schoology media on students' achievement in writing descriptive text. In the case, the researchers chose the 12-MIA as the experimental group and taught by using blended learning model through schoology media. The design of this research was listed below:

**Table 3.1**  
**Pre-Experimental Design One Group Pre Test and Post Test Design**

Sample	Pre – Test	Treatment	Post - Test
Experimental Group	$O_1$	Blended Learning Through Schoology (x)	$O_2$

Where :

$O_1$  : Pre – Test before giving treatment

$X$  : Treatment by using Blended Learning Through Schoology

$O_2$  : Post – Test after giving treatment

### D. The Instrument of Research

In the instrument of research, the writing test was used in the research. The writing test was given which a clear really define to the topic which motivate them to write. Therefore, the sample was asked to write descriptive text that tells the experience and use imagination. The data of this study was collected by using a test. In collecting the data, pre-test, treatment, and post-test were used. The data collection through the following technique, namely:

**a. Pre-test**

Pre-test was conducted at the beginning of the research before the treatment. In addition, pre-test was given to analyze students' ability in writing and the aim of pre-test was to find out the students' descriptive text writing before having treatment. The pre-test was writing test.

**b. Treatment**

The treatment was conducted after the pre-test. The experimental group was taught by using Blended Learning through Schoology Media.

**c. Post-test**

The procedure of pre-test and post-test were same. Pre-test was done at the beginning of the study. In contrast, post-test was given after the whole treatments had been done. In addition, post-test was aimed to analyze whether or not the treatments affected or influenced the sample in the experimental group.

**E. Technique of Collecting Data**

In collecting data, some steps were applied as follows :

1. Giving pre-test to the experimental group.
2. Giving the treatment to experimental group by using blended learning through schoology.
3. Giving post-test to experimental group.
4. Listing the score of pre-test and post-test into a table for the experimental group.

The data collection used six components that refer to the rule of writing, which were content, organization, discourse, syntax, vocabulary and mechanics. And the weighing scale was:

Content = 0 - 24

Organization = 0 - 20

Discourse = 0 - 20

Syntax = 0 - 12

Vocabulary = 0 - 12

Mechanics = 0 - 12

Total = 100

#### F. Technique of Analyzing Data

After collecting data from the test, the data was analyzed by using the test. The following procedure was implemented to analyze the data :

Finding the standard of difference, the following formula is used :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

Finding the mean of difference (MD) between variable X and Y :

$$MD = \frac{\sum D}{N}$$

Finding the standard error from mean of differences ( $SE_{MD}$ ) between variable X

and Y :  $SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$

Determining T-observation ( $t_0$ ), By formulation :

$$(t_0) = \frac{MD}{SE_{MD}}$$

Finding the significant effect by formulation :

$$Df = N-1$$

### **G. Statistical Hypothesis**

In this research, statistical hypothesis described whether the hypothesis was accepted or rejected. The statistical hypothesis formula are:

Ho : T-Critical < T- Table

Ha : T- Critical > T- Table

Where :

Ho : There is no significant influence in writing descriptive text teach by using Blended Learning Through Schoology. (Hypothesis is rejected)

Ha : There is a significant influence in writing descriptive text teach by using

Blended Learning Through Schoology. (Hypothesis is accepted)

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Description of Research Finding

The data of this research was collected by scoring students' writing text task. The students did the task individually and there were 33 students who were tested. The test were applied two times, pre-test writing and post-test writing. The data collection used six components that refer to the rule of writing, which were content, organization, discourse, syntax, vocabulary and mechanics. And the weighing scale was:

Content	= 0 - 24
Organization	= 0 - 20
Discourse	= 0 - 20
Syntax	= 0 - 12
Vocabulary	= 0 - 12
Mechanics	<u>= 0 - 12</u>
Total	= 100

The above scoring scale is shown in students' test result can be seen in appendix 4 (Table 4.1 Students' Pre-test Score Table).

Based on the data from the test in table 4.1 students' pre-test score table, the highest score is 82 and the lowest score is 48. Total score of all the students is 2033 and the mean of the pre-test result is 61.6.

After giving the pre-test to the students, researcher conducted treatment to prove that there would be positive influence of blended learning through shoology in writing descriptive text to the students. Then after the treatment, the researcher gave post-test to the students to prove there was positive influence. The post-test result is shown can be seen in appendix 4 (Table 4.2 Students' Post-test Score Table).

Based on the data from the test in table 4.2 students post-test score table, the highest score is 72 and the lowest score is 55. Total score of all the students is 2145 and the mean of post-test result is 65.

The details of the comparison result of the pre-test and post-test can be seen in appendix 4.3 (Tabel 4.3 Comparison of Pre-test and Post-test). Based on table 4.3, it shown that the total score of pre-test from 33 students' was 2033, the total score of post-test was 2145, the total score of comparison result of the pre-test and post-test was gained by using the formula of;  $D = (X - Y)$  with the total of difference;  $\sum D = -77$ , the difference squares result pre-test and post-test was gained by using the formula of;  $D^2 = (X - Y)^2$  with the total of difference squares;  $\sum D^2 = 4898$ .

## B. Research Finding Preference

By examining the data, pre-test and post-test score it could be concluded that the total post-test score and the post-test mean are higher than the total pre-test score and the pre-test mean. It means that there is positive influence of using blended model learning through schoology media on students' achievement in writing descriptive text.

## C. Hypothesis Trial

In analyzing the pre-test and post-test data to find out the standard of difference, the following formula is used:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{4898}{33} - \left[\frac{-77}{33}\right]^2}$$

$$SD_D = \sqrt{148.4 - [-2.3]^2}$$

$$SD_D = \sqrt{148.4 - 5.29}$$

$$SD_D = \sqrt{143.1}$$

$$SD_D = 11.9$$

To find out the mean of difference (MD) between variable X and Y, researcher used the formula:

$$MD = \sum \frac{D}{N}$$

$$MD = \frac{-77}{33}$$

$$MD = -2.3$$

After gaining the result  $SD_D = 11.9$  the researcher calculated the standard error from mean of differences ( $SE_{MD}$ ) between variable X and Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{11.9}{\sqrt{33-1}}$$

$$SE_{MD} = \frac{11.9}{32}$$

$$SE_{MD} = 0.37$$

The last calculation is determining the result t-observation ( $t_o$ ) of the test with formula:

$$t_o = \frac{MD}{SE_{MD}}$$

$$t_o = \frac{-2.3}{0.37}$$

$$t_o = -6.21$$

The result  $-6.21$  indicated that there was a difference of degree as much as  $-6.21$ . Regardless the minus, it does not indicate negative result. Then to complete the result of research, the researcher found out the degree of freedom ( $df$ ) with the formula:

$$df = N - 1$$

$$df = 33 - 1$$

$$df = 32$$

$df = 32$  (see table of "t" value at the degree of significant of 5% and 1%).

At the degree of significance 5% = 2,080

At the degree of significance 1% = 2,831

The result is  $2,080 < 6,21 > 2,831$



The result of analyzing the data by using the above formula shows that the coefficient is 6,21. It means that there is influence of using blended learning through schoology in teaching writing.

#### **D. Discussion and Research Finding**

Examining the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 6,21. It means that there is significance influence in teaching writing by using blended learning model through schoology media.

From the result of calculation, it is obtained the value of the t-observation ( $t_o$ ) is 6,21, the degree of freedom (df) is 32 (obtained from  $N-1$ ). The researcher used the degree of significance of 5% and 1%. In the table of significance, it can be seen that  $df32$  and the degree of significance of 5% and 1% the value of the degrees of significance, the result is  $2,080 < 6,21 > 2,831$ .

According to Sudjijono if the result of calculation  $t_o$  (t-observation) is higher than  $t_t$  (t-table),  $t_o > t_t$ ; the null hypothesis ( $H_0$ ) is rejected. If the result of calculation  $t_o$  (t-observation) is lower than  $t_t$  (t-table),  $t_o < t_t$ ; the null hypothesis is accepted. Since the scores obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted. It means that there is significance difference between students' achievement in writing descriptive text by using blended learning media through schoology media.

Based on research finding, it is proven that the students' score of writing descriptive in blended learning model through schoology media is increase.

Before treatment, total score of all the students is 2033 and the mean of pre-test result is 61.6. Then after treatment, total score of all the students is 2145 and the mean of the post-test result is 65. So, it could be concluded that the total post-test score and post-test mean are higher than the total pre-test score and the pre-test mean. It means, the students could increase their ability in writing descriptive text through blended learning.

#### **E. Limitation of The Research**

In conducting the research, the researcher found some obstacles such as; first, the delay of conducting the research because there was part of the research that should be conducted in face to face teaching learning process meanwhile Covid-19 issue was spread and the school is banned to be operated.

Second, in blended learning the students were using android phone to download and access Schoology. Some students met difficulty to download, access and use it. The teacher and researcher should actively guide the students during research time.

Third, in submitting the final test result (post-test answer) the students used Schoology application, it means the students did not meet the teacher when they submit the answer. It was one of challenges because the students didn't submit the answer on time. The teacher or researcher cannot push the students to submit it on time due to long distance teaching learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research finding, the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that the use of blended learning through schoology in writing descriptive paragraph is influenced. Before treatment, total score of all the students is 2033 and the mean of pre-test result is 61.6. Then after treatment, total score of all the students is 2145 and the mean of the post-test result is 65. So, it could be concluded that the total post-test score and post-test mean are higher than the total pre-test score and the pre-test mean. It means, the students could increase their ability in writing descriptive text through blended learning.

#### B. Suggestion

The research had clearly shown that students' ability in writing descriptive text is increased by using blended learning technique through schoology media. Based on the conclusion above, some valuable suggestions are stated as the following:

1. English teachers are suggested to use blended learning in teaching writing to students during long distance teaching learning process.
2. The students are expected to be eager, creative and more productive especially in expressing their idea in writing.

3. Other researchers who are interested and want to do research are suggested to use this finding as source of information for further related studies.
4. It is also suggested to school management to encourage and facilitate teachers to use various techniques and medias in teaching learning process to make learning process more fun and easier to be grasp by the students.
5. It is expected to the readers can make this research as consideration and to enrich their knowledge about blended learning and schoology in teaching writing.

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## **Appendix 1:**

### **A. Lesson Plan**

#### **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

<b>SATUAN PENDIDIKAN</b>	<b>: SMA HARAPAN MEKAR MEDAN</b>
<b>KELAS</b>	<b>: XII</b>
<b>SEMESTER</b>	<b>: 2 (DUA)</b>
<b>MATA PELAJARAN</b>	<b>: BAHASA INGGRIS</b>
<b>ALOKASI WAKTU</b>	<b>: 2 x 45 MENIT (1 PERTEMUAN)</b>
<b>TEMA</b>	<b>: DESCRIPTIVE TEXT</b>
<b>ASPEK / SKILL</b>	<b>: WRITING</b>

#### **A. Standar Kompetensi :**

Memahami makna teks tulis fungsional dan paragraph sederhana berbentuk descriptive teks yang sederhana.

#### **B. Kompetensi Dasar :**

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku motivasi internal (intrinsik) untuk mengembangkan kemampuan Bahasa Inggris.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

- 3.10 Memahami fungsional, struktur teks, dan unsur kebahasaan dari teks descriptive dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, tempat, dan benda sangat pendek dan sederhana, sesuai konteks dan penggunaannya.
- 4.7 Menangkap makna dalam teks descriptive lisan dan tulisan sederhana.
- 4.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat, dan bangunan bersejarah terkenal, sesuai konteks penggunaannya.

### **C. Tujuan Pembelajaran :**

Pada akhir pembelajaran, siswa dapat merespon makna dalam :

- a. Siswa dapat menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana.
- b. Siswa dapat merespon makna dalam teks descriptive, lisan dan tulisan sederhana.
- c. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive, lisan dan tulisan sederhana.

### **D. Indikator :**

- 1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana.
- 2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive sederhana.
- 3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana.
- 4. Merespon makna dalam teks descriptive, lisan dan tulis sederhana.

## **E. Materi Pembelajaran :**

### **I. Definition**

Descriptive Text is a text that describes one object as what it is. The object can be person, animal, place, food, and etc. In describing something we have to state the fact about the object. We cannot state something that we don't know or guess about the object.

*(Deskriptif Text adalah sebuah text yang mendeskripsikan atau menjelaskan satu objek sebagaimana adanya. Objek yang digambarkan bisa seorang manusia, seekor hewan, sebuah tempat, makanan ataupun yang lainnya. Dalam mendeskripsikan sesuatu kita harus menyatakan kebenaran tentang objek tersebut, kita tidak bisa menyatakan sesuatu yang kita tidak tahu pasti faktanya ataupun hanya menebak tentang fakta dari objek tersebut.)*

### **Language Feature :**

Because in Descriptive Text we have to state the fact about the object, we have to use Simple Present Tense as the grammar. Simple Present Tense uses verb present or to be in present form to state the action or condition of the object. To be clearer about Simple Present you can read and see grammar book.

*(Karena Deskriptif Text menyatakan tentang fakta dari suatu objek maka kita harus menggunakan Tense Simple Present sebagai aturan penulisannya. Tense Present menggunakan kata kerja pertamanya ataupun "tobe" bentuk pertama untuk menyatakan aksi ataupun kondisi objek tersebut. Untuk lebih jelas mengenai Tense Simple Present kamu bisa membaca dan melihat buku grammar.)*



## **Generic Structure :**

Then, we have use Generic Structure of Descriptive Text has its own rules regarding its structure. The following is a generic structure of descriptive text:

*(Kemudian, kita harus menggunakan Generic Structure of Descriptive Text mempunyai aturan tersendiri mengenai strukturnya. Berikut ini adalah generic structure descriptive text.)*

### **a. Identification**

This section, located in the first paragraph, aims to identify an object that you want to describe. Identification function is to introduce to the reader about the object that we will explain, before we tell about the object in more detail in the next paragraph.

*(Bagian ini, terletak pada paragraph pertama, tujuannya adalah untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan, sebelum kita memberitahu tentang lebih rinci mengenai objek tersebut pada paragraph selanjutnya.)*

### **b. Description**

This section, located in the second paragraph and so on, contains properties that are attached to something that you have introduced to the reader in the first paragraph.

*(Bagian ini, terletak pada paragraph kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraph pertama.)*

## **II. Examples**

The following are the examples of Descriptive Text. Please examine carefully the text because next you are asked to write one.

*(Berikut adalah contoh-contoh deskriptif. Perhatikanlah baik-baik karena selanjutnya kamu akan diminta untuk menuliskan salah satu teks deskriptive.)*

*Text Person*

### **Barrack Obama**



His full name is Barack Hussein Obama. People often call him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. He is president of USA.

Obama is quite tall, 183 cm. He has an oval face, baldheaded, and black skin. His face looks patient and strong. He always keeps smiling when he gives a speech.

Obama hobby is having sport. He likes playing golf in his spare time. Obama also love blogging. He writes on his twitter quite often.

### III. Assignment Group

Please choose one picture and write a text that describes about one of the picture below. The text should be minimum two paragraphs and every paragraph at least consists of six sentences.

#### 1. Rabbit



#### 2. Lake Toba



#### 3. Cristiano Ronaldo



#### 4. Favorite Teacher



### F. Metode Pembelajaran

Pendekatan : Student Approach

Model : Blended Learning

Metode : Discussion, presentation and Individual

### G. Media, Alat, dan Sumber Belajar

Media : E-learning berbasis Schoology, Gambar orang, tempat, benda.

Alat : Spidol, Handphone.

Sumber Belajar: Internet, Modul.

#### H. Langkah – Langkah Pembelajaran

Waktu	Aktivitas dan Sumber Belajar	Inter-action	Procedure
10 Menit	Pendahuluan	T-C	<p><b>Orientasi</b></p> <ul style="list-style-type: none"><li>• Guru membuka dengan ucapan salam dan menyapa siswa dan dilanjutkan dengan guru meminta peserta didik untuk berdoa menurut agama dan kepercayaan masing-masing.</li><li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li></ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"><li>• Membacakan judul topik dan membahas materi pokok yang akan dipelajari.</li></ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"><li>• Menjelaskan pentingnya materi yang akan dipelajari untuk mengetahui kompetensi yang harus dikuasai peserta didik.</li></ul>
65 Menit	Inti	S-S	<p>1. Guru memberitahu judul materi yang akan dibahas/didiskusikan kepada siswa tentang descriptive text dengan memaparkan indikator pembelajaran, manfaat dan tujuan dalam descriptive text, seperti:</p>

		<p><b>Indikator Pembelajaran:</b></p> <ul style="list-style-type: none"> <li>• Membaca teks descriptive tentang orang, benda, hewan dan tempat dengan memperhatikan struktur tekks, dan unsur kebahasaan.</li> <li>• Mengidentifikasi struktur teks descriptive tentang orang, benda, hewan, dan tempat.</li> <li>• Menanyakan ciri fisik orang secara lisan dan tulisan.</li> <li>• Menyusun teks tulis descriptive untuk menyatakan dan menanyakan atau menulis sebuah teks descriptive dengan baik. Dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.</li> </ul> <p><b>Manfaat :</b></p> <ul style="list-style-type: none"> <li>• Kita dapat memberitahukan tentang keadaan/memberitahukan tentang sesuatu yang lebih detail.</li> <li>• Menjadi lebih mengetahui tentang objek/hal yang sedang dibahas di dalam teks descriptive.</li> </ul> <p><b>Tujuan :</b></p> <ul style="list-style-type: none"> <li>• Untuk menggambarkan atau mengungkapkan orang, tempat, benda, atau hewan.</li> </ul> <p>2. Setelah guru memberitahu judul materi descriptive text kepada siswa. Kemudian, guru memberitahu bahawa hari ini akan belajar descriptive text berbantuan dengan</p>
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schoology. Lalu guru menjelaskan schoology itu apa? Schoology itu yaitu berbantuan aplikasi atau media online kalian bisa melihat materi atau mengirim tugas di dalam schoology tersebut.

3. Kemudian guru meminta siswa untuk membentuk grup masing-masing kelompok 6 orang.

4. Guru meminta siswa untuk membuka aplikasi schoology yang ada di materi descriptive text tentang mendeskripsikan orang (person).

- Now, buka schoology nya dan didalam schoology ada materi tentang mendeskripsikan / menjelaskan tentang orang. Siapa gambar yang ada disitu? (Barrack Obama). Ok ms beri waktu 10 menit untuk kalian membaca.


### **Barrack Obama**






His full name is Barack Hussein Obama. People often calls him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. He is president of USA.

Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He always keep smiles when he gives speech. Obama hobby is having sport. He likes playing golf in his spare time. Obama

		<p>also love blogging. He writes on his twitter quite often.</p> <ul style="list-style-type: none"> <li>• Setelah mereka membaca, ok student tadi kalian sudah membaca tentang apa? (Barrack Obama). Oke, materi kita tentang deskriptive teks. <ul style="list-style-type: none"> <li>Ø Descriptive text yaitu mendeskripsikan atau menjelaskan sesuatu secara detail. Kita bisa menjelaskan seperti benda, hewan, orang atau tempat. Nah yang paling umum mendeskripsikan bentuk, ciri maupun sifatnya.</li> </ul> </li> </ul> <p>(Oke student tadi kita mendeskripsikan tentang apa?) (Barrack Obama). Benar, di teks tadi mendeskripsikan tentang orang yaitu Barrack Obama. Well di dalam descriptive text terdapat generic structure, ada 2 yaitu : Identification dan Description.</p> <ul style="list-style-type: none"> <li>• Oke, now lihat kembali teks nya, kalian melihat paragraph 1. Nah di paragraph 1 yaitu identification. <ul style="list-style-type: none"> <li>Ø Identification yaitu mengenalkan objek atau hal yang akan di deskripsikan.</li> </ul> </li> </ul> <p>Coba lihat di paragraph ke 1 mengenalkan apa? (Barrack Obama : He is Barrack Obama, He is president of USA). Nah perhatikan jadi di paragraph 1 itu tidak mungkin dijelaskan di</p>
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		<p>paragraph terakhir. Karena, aturan dalam deskriptiv teks yang diawal harus identifikasi/mengenalkan.</p> <ul style="list-style-type: none"><li>• Oke lihat kembali paragraph 2 yaitu description menginformasikan ciri-ciri objek.<ul style="list-style-type: none"><li>Ø Description yaitu penginformasian ciri-ciri objek, misalnya sifat, perilaku, tampilan dal lainnya secara spesifik.</li></ul></li></ul> <p>Coba lihat teks nya menginformasikan tentang apa? (he is smart). Jadi di paragraph ke 2 memberitahu tentang ciri - ciri Barrack Obama. Nah, paragraph ke 2 tidak mungkin ada di paragraph 1 karena aturan dalam descriptive di paragraph terakhir harus menginformasikan orang tersebut.</p> <p>4. Kemudian guru menyediakan dan memberikan 4 gambar kepada siswa, lalu siswa memilih 2 gambar (Artinya di setiap kelompok ada 6 orang masing-masing kelompok memilih 2 gambar). yang akan di diskusikan atau menjelaskan tentang gambar yang didapat menggunakan imaginasi mereka.</p> 
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			   <p>Oke, ms berikan 4 gambar ke kalian. Lalu kalian pilih hanya 2 gambar dan masing-masing 3 orang mengerjakan 1 gambar. Setelah kalian memilih 2 gambar kalian harus berdiskusi dengan kelompok kalian dengan menjelaskan tentang gambar tersebut menggunakan imajinasi kalian lalu kalian tulis di Paper.</p> <ol style="list-style-type: none"> <li>5. Guru mengecek pekerjaan siswa/berinteraksi dengan siswa. Kemudian guru bertanya kepada siswa tentang 2 gambar apa yang mereka pilih.</li> <li>6. Setelah siswa selesai berdiskusi, guru meminta siswa untuk membacakan hasil diskusinya ke kelompok lain.</li> </ol>
15 Menit	Penutup	T-C	7. Sebelum pembelajaran berakhir, guru meletakkan beberapa gambar yang berbeda (gambar ditutup) sesuai dengan jumlah

		<p>siswa. Kemudian guru meminta siswa untuk memilih 1 gambar (1 orang). Kemudian, guru menjelaskan langkah-langkah pengerjaannya.</p> <ul style="list-style-type: none"> <li>• Setelah kalian mendapatkan gambar tersebut, lalu jelakan lah gambar tersebut menggunakan imaginasi kalian dengan konteks descriptive materi kita hari ini.</li> <li>• Kemudian guru memberitahu bahwa bisa langsung mengerjakan tugas tersebut melalui schoology. Dan kemudian guru meminta siswa untuk mengirim tugas tersebut ke dalam schoology dan didalam schoology sudah ada jatuh tempo kapan dikumpul tugas tersbut.</li> <li>• Guru meminta siswa untuk mendownload materi descriptive sebagai panduan mereka saat mengerjakan tugas dan agar mereka tidak lupa saat pengerjaan dan guru memberitahu bahwa tugas dikerjakan secara individu dan dikumpulkan di schoology.</li> </ul> <p>8. Guru menjelaskan kepada siswa tentang penilaian. Setelah siswa mengumpulkan secara online, guru menilai dan memberi komentar di hasil kerja siswa.</p>
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### **I. Penilaian**

1. Teknik Penilaian : Tertulis
2. Bentuk Instrumen : Teks Descriptive sederhana
3. Instrument :

Choose one picture and write a text that describe about one of the picture below. The text should be minimum two paragraphs and every paragraph at least consists of seven sentences.

1. Marc Marquez



2. Joko Widodo



3. Susilo Bambang Yudhoyono



4. Pudji Astuti



NO	CATEGORIES	SORING SCALE	EXPLANATION
1.	Content	20 – 24	<b>Excellent to Good</b> Essay addresses the assign topic.
		16 – 19	<b>Good to Adequate</b> Essay addresses the issues but misses some points.
		11 – 15	<b>Adequate to Fair</b> Essay is somewhat off the topic.
		6 – 10	<b>Unacceptable</b> Essay does not reflect careful thinking or was hurriedly written.

		1 – 5	<b>Not college-level work</b> Essay is completely inadequate and does not reflect college-level work.
2.	Organization	18 – 20	<b>Excellent to Good</b> Appropriate title, effective introductory, paragraph, topic is stated.
		15 – 17	<b>Good to Adequate</b> Adequate title, introduction, body of essay is acceptable.
		14 – 12	<b>Adequate to Fair</b> Mediocre or scant introduction or conclusion.
		11 – 6	<b>Unacceptable</b> Shaky or minimally recognizable introduction.
		1 – 5	<b>Not college-level work</b> Absence of introduction or conclusion.
3.	Discourse	18 – 20	<b>Excellent to Good</b> The ideas are concrete and thoroughly developed.
		15 – 17	<b>Good to Adequate</b> Ideas could be more fully developed.
		14 – 12	<b>Adequate to Fair</b> Development of ideas not complete.
		11 – 6	<b>Unacceptable</b> Ideas incomplete.
		1 – 5	<b>Not college-level work</b>

			No apparent effort to consider the topic carefully.
4.	Syntax	11 – 12	<b>Excellent to Good</b> Native-like fluency in English grammar.
		9 – 10	<b>Good to Adequate</b> Advanced proficiency in English grammar. Some grammar problems don't influence communication.
		7 – 8	<b>Adequate to Fair</b> Grammar problems are apparent and have negative effect on communication.
		4 – 6	<b>Unacceptable</b> Numerous serious grammar problems interfere with communication.
		1 – 3	<b>Not college-level work</b> Severe grammar problems interfere greatly.
5.	Vocabulary	11 – 12	<b>Excellent to Good</b> Precise vocabulary usage.
		9 – 10	<b>Good to Adequate</b> Attempts variety, good vocabulary.
		7 – 8	<b>Adequate to Fair</b> Some vocabulary misused.
		4 – 6	<b>Unacceptable</b> Poor expression of ideas.
		1 – 3	<b>Not college-level work</b> Inappropriate use of vocabulary.

6.	Mechanics	11 – 12	<b>Excellent to Good</b> Correct use of English writing conventions.
		9 – 10	<b>Good to Adequate</b> Some problems with writing conventions or punctuation, spelling errors.
		7 – 8	<b>Adequate to Fair</b> Uses general writing conventions but has errors.
		4 – 6	<b>Unacceptable</b> Serious problems with format of paper, parts of essay not legible.
		1 – 3	<b>Not college-level work</b> Complete disregard for English writing conventions.

## Appendix 2:

### Test Item

Choose one of below figures to be described. Describe them into two paragraphs, and each paragraph consists of minimum seven sentences.



### Appendix 3:

#### Writing Assesment

Based on Brown suggestion in his book “Teaching by Principles” and “Language Assessment – Principle and Classroom Practices” researcher formulated the writing assessment as follow:

NO	CATEGORIES	SCORING SCALE	EXPLANATION
1.	Content	20 – 24	<b>Excellent to Good</b> Essay addresses the assign topic.
		16 – 19	<b>Good to Adequate</b> Essay addresses the issues but misses some points.
		11 – 15	<b>Adequate to Fair</b> Essay is somewhat off the topic.
		6 – 10	<b>Unacceptable</b> Essay does not reflect careful thinking or was hurriedly written.
		1 – 5	<b>Not college-level work</b> Essay is completely inadequate and does not reflect college-level work.
2.	Organization	18 – 20	<b>Excellent to Good</b> Appropriate title, effective introductory, paragraph, topic is stated.
		15 – 17	<b>Good to Adequate</b> Adequate title, introduction, body of essay is acceptable.



		14 – 12	<b>Adequate to Fair</b> Mediocre or scant introduction or conclusion.
		11 – 6	<b>Unacceptable</b> Shaky or minimally recognizable introduction.
		1 – 5	<b>Not college-level work</b> Absence of introduction or conclusion.
3.	Discourse	18 – 20	<b>Excellent to Good</b> The ideas are concrete and thoroughly developed.
		15 – 17	<b>Good to Adequate</b> Ideas could be more fully developed.
		14 – 12	<b>Adequate to Fair</b> Development of ideas not complete.
		11 – 6	<b>Unacceptable</b> Ideas incomplete.
		1 – 5	<b>Not college-level work</b> No apparent effort to consider the topic carefully.
4.	Syntax	11 – 12	<b>Excellent to Good</b> Native-like fluency in English grammar.
		9 – 10	<b>Good to Adequate</b> Advanced proficiency in English grammar. Some grammar problems don't influence

			communication.
		7 – 8	<b>Adequate to Fair</b> Grammar problems are apparent and have negative effect on communication.
		4 – 6	<b>Unacceptable</b> Numerous serious grammar problems interfere with communication.
		1 – 3	<b>Not college-level work</b> Severe grammar problems interfere greatly.
5.	Vocabulary	11 – 12	<b>Excellent to Good</b> Precise vocabulary usage.
		9 – 10	<b>Good to Adequate</b> Attempts variety, good vocabulary.
		7 – 8	<b>Adequate to Fair</b> Some vocabulary misused.
		4 – 6	<b>Unacceptable</b> Poor expression of ideas.
		1 – 3	<b>Not college-level work</b> Inappropriate use of vocabulary.
6.	Mechanics	11 – 12	<b>Excellent to Good</b> Correct use of English writing conventions.
		9 – 10	<b>Good to Adequate</b> Some problems with writing conventions or punctuation, spelling errors.

		7 – 8	<b>Adequate to Fair</b> Uses general writing conventions but has errors.
		4 – 6	<b>Unacceptable</b> Serious problems with format of paper, parts of essay not legible.
		1 – 3	<b>Not college-level work</b> Complete disregard for English writing conventions.

#### Appendix 4:

##### Table of Students' Pre-Test and Post-Test Score

Having the writing assessment suggestion by Brown and formulation of assessment, researcher filed both students' score (pre-test and post-test) in the table below:

**Table 4.1**  
**Students' Pre-test Score Table**

No	Student Initial	Indicators						Total Score
		C	O	D	S	V	M	
1.	AR	15	12	12	7	6	6	58
2.	AH	15	12	12	7	8	7	61
3.	AL	15	12	12	6	6	5	56
4.	BC	17	13	14	7	7	6	64
5.	CA	17	16	15	7	7	7	69
6.	CD	15	12	12	6	6	5	56
7.	DP	20	17	16	8	8	7	76
8.	DC	15	12	12	7	6	7	59
9.	DF	17	12	12	7	7	5	58
10.	FK	16	15	14	7	7	7	76
11.	JA	13	10	10	6	5	5	49
12.	KA	19	17	17	10	10	7	80
13.	KI	17	15	14	8	8	7	69
14.	LJ	17	13	14	7	7	6	64
15.	LS	15	12	10	6	7	5	55
16.	MM	17	16	15	7	7	7	69
17.	ML	12	10	10	6	5	5	48
18.	NK	12	10	10	6	5	5	48
19.	NZ	16	14	13	7	7	6	63
20.	NS	17	15	16	7	7	7	69

21.	NA	16	13	13	6	7	6	61
22.	PA	15	13	14	7	7	6	62
23.	RM	15	10	10	7	7	5	54
24.	RS	15	15	13	7	7	5	62
25.	RE	12	10	10	6	5	5	48
26.	SM	20	17	15	10	10	10	82
27.	SI	12	10	10	6	6	5	49
28.	SN	12	10	10	6	5	5	48
29.	TI	15	13	10	8	7	8	61
30.	TA	15	12	12	7	6	6	58
31.	TW	15	12	12	7	7	5	58
32.	TR	20	12	15	10	10	5	72
33.	WA	20	16	15	8	8	7	71
<b>Total</b>								<b>2033</b>
<b>Mean</b>								<b>61.6</b>

**Table 4.2**  
**Students' Post-test Score Table**

No	Student Initial	Indicators						Total Score
		C	O	D	S	V	M	
1.	AR	20	15	15	7	7	7	71
2.	AH	15	12	10	6	6	7	56
3.	AL	15	13	12	6	7	6	59
4.	BC	17	12	12	7	6	6	60
5.	CA	18	16	16	7	7	7	71
6.	CD	17	12	12	7	6	6	60
7.	DP	18	16	16	7	7	7	71
8.	DC	20	15	15	8	7	7	72
9.	DF	15	14	13	7	6	6	61
10.	FK	15	13	12	6	7	6	59
11.	JA	17	12	12	7	7	7	62
12.	KA	15	13	12	6	7	6	59

13.	KI	15	12	10	6	6	6	55
14.	LJ	20	15	15	8	7	7	72
15.	LS	20	15	15	8	7	7	72
16.	MM	15	12	12	7	6	6	58
17.	ML	15	13	12	6	6	6	58
18.	NK	16	14	13	7	6	6	62
19.	NZ	15	14	13	7	6	6	61
20.	NS	18	16	16	8	7	7	72
21.	NA	15	14	13	7	6	6	61
22.	PA	15	12	12	7	6	6	58
23.	RM	20	15	15	7	7	7	71
24.	RS	18	16	16	8	7	7	72
25.	RE	20	15	15	8	7	7	72
26.	SM	17	13	12	6	6	7	61
27.	SI	20	15	15	7	7	6	70
28.	SN	18	16	16	8	7	7	72
29.	TI	18	16	16	8	7	7	72
30.	TA	15	14	13	7	6	6	61
31.	TW	15	14	13	7	6	6	61
32.	TR	18	16	16	8	7	7	72
33.	WA	18	16	16	7	7	7	71
<b>Total</b>								<b>2145</b>
<b>Mean</b>								<b>65.0</b>

**Table 4.3**  
**Comparison of Pre-test and Post-test Score Table**

No	Students Initial	Pre-test Score (X)	Post-test Score (Y)	$D = (X - Y)$	$D^2 = (X - Y)^2$
1.	AR	58	71	-13	169
2.	AH	61	56	-5	25
3.	AL	56	59	-3	9
4.	BC	64	60	4	16
5.	CA	69	71	-2	4
6.	CD	56	60	-4	16
7.	DP	76	71	5	25
8.	DC	59	72	-13	169
9.	DF	58	61	-3	9
10.	FK	76	59	17	289
11.	JA	49	62	-13	169
12.	KA	80	59	21	441
13.	KI	69	55	14	196
14.	LJ	64	72	-8	64
15.	LS	55	72	-17	289
16.	MM	69	58	11	121
17.	ML	48	58	-10	100
18.	NK	48	62	-14	196
19.	NZ	63	61	2	4
20.	NS	69	72	-3	9
21.	NA	61	61	0	0
22.	PA	62	58	4	16
23.	RM	54	71	-17	289
24.	RS	62	72	-10	100
25.	RE	48	72	-24	576
26.	SM	82	61	21	441
27.	SI	49	70	-21	441
28.	SN	48	72	-24	576

29.	TI	61	72	-11	121
30.	TA	58	61	-3	9
31.	TW	58	61	-3	9
32.	TR	72	72	0	0
33.	WA	71	71	0	0
<b>N=33</b>		$\sum X = 2033$	$\sum Y = 2145$	$\sum D = -77$	$\sum D^2 = 4898$

This table shows that:

$$N = 33$$

$$\sum X = 2033$$

$$\sum Y = 2145$$

$$\sum D^2 = 4898$$



**Appendix 5:**

**Students' Answer Sheet (Pre-Test)**

Nama : Niken KISSARA Putri  
Kelas : XII-IPA

Marc Marquez Alenta Born in Spain  
February twenty-seven - one thousand nine  
hundred ninety-three . Aged .  
is a Spanish motorcycle racer who  
has a world title in the year of  
two thousand twelve . ~~is~~ AND class  
AND motorcycle class . ~~at~~ years two thousand  
thirteen , two thousand fourteen .  
is the youngest world champion in history  
AP Motor which won six titles  
world ~~of~~ OF all classes  
breaking Valentino records .

C = 12  
O = 10  
D = 10  
S = 6  
V = 5  
M = 5  
-----  
48

NAME : MARIA LEPIANA SARI SIREGAR  
CLASS : XII-MIA 01  
TITLE : BIOGRAPHY OF Ir. H. JOKO WIDODO

Ir. H. Joko Widodo or Jokowi born in Surakarta, Central Java, 21 June 1961, age 59 years. ~~is~~  
Is the 7th president of Indonesia who took office since 20 October 2019. Jokowi became the first Indonesian president in all history not from the background of the Indonesian political or military elite.

Jokowi is once as the Governor of DKI Jakarta from 16 October 2012 to 16 October 2014 accompanied by Basuki Tjahaja Purnama as deputy governor.

$$C = 12$$

$$O = 10$$

$$D = 10$$

$$S = 6$$

$$V = 5$$

$$M = 5$$

---

$$48$$

NAMA : ANGGITA IESTARI  
KEIAS : XII IPA SMA HAMER  
B. STUDY : B. INGGRIS

►► **JOKO WIDODO**

Ir. H. Joko Widodo, born in Surakarta, Central Java, 21 June 1961: age 59 years, is the 7th President of Indonesia who took office since 20 October 2014. Elected in the 2014 Presidential election, Jokowi became the first Indonesian President in all history not from the background of the Indonesian political or military elite. He was elected with Vice President Muhammad Jusuf Kalla and re-elected with Vice President Ma'aruf Amin in the 2019 Presidential election. Jokowi has served as the Governor of DKI Jakarta from 15 October 2012 to 16 October 2014 accompanied by Basuki Tjahaja Purnama as deputy governor.

C = 15  
O = 12  
D = 12  
S = 6  
V = 6  
M = 5  

---

56

Nama : Devia Cahyani

Class : XII - IPA

Jokowidodo.

Jokowidodo or people call him by Jokowi was one June 21st 1961 in Sukakarta. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu and Gibran Rakabuming Raka.

Jokowi is thin. He has brown skin hair and tall body. He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is the governor of capital city of Indonesia, Jakarta 2012-2017. His political career begins since he joined PDI-P. Jokowi is a president of Indonesian. He has a tall body. He is thin, and he has a dark skin.

C = 15

O = 12

D = 12

S = 7

V = 6

M = 7

---

59

## Marc Marquez

Marc Marquez Aleña (born in Cervera, Lleida, Spain, February 17, 1993, age 27) is a Spanish motor racer who has a 125 cc class World title in 2010.

He is the youngest World Champion in MotoGP history. And he became the youngest rider to win 6 world championship titles in all-classes breaking Valentino Rossi's record.

$$C = 15$$

$$O = 10$$

$$D = 10$$

$$S = 8$$

$$V = 7$$

$$M = 8$$

---

$$61$$

Susilo Bambang Yudhoyono or Jendral TNI Prof. Dr. H. Susilo Bambang Yudhoyono

He was born in Pacitan Regency, East Java on September 9, 1949 to the couple Raden Soekarjo and Sri Habitat. From his father's lineage can be traced to Panukawana and has a relationship with the breed of Hamengkuwono II.

Like his father, he was involved in the military world. In addition to living in the family residence in Bogor (West Java) SBY also lives in the Merdeka Palace, Jakarta. Susilo Bambang Yudhoyono is married to Kristanti Herawati who is the third daughter of general (Retired) Soewo Edhi Wibowo helped found the PKI (Indonesian Communist Party) in 1905. From this marriage they were blessed with two sons, Agus Harimukti Yudhoyono (born 1978) and Edhie Bastara Yudhoyono (born 1980).

Name: Tio Ahmad M.

Class: X II

$$C = 15$$

$$O = 12$$

$$D = 12$$

$$S = 7$$

$$V = 6$$

$$M = 6$$

58

Name: Karini  
Class: XII IPA  
B. Study: B. Inggris

## Writing Description Texts Regarding President Joko Widodo

Joko Widodo (born in Surakarta, central Java, 21 June 1961; age 54 years)  
Joko Widodo is the 7th President of Indonesia who took office on 20 October 2014.  
He was elected with Vice President Jusuf Kalla in the Presidential election in 2014.  
Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja Purnama as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor.

Joko Widodo came from a simple family. His home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the faculty of forestry university of Gajah Mada.  
After graduation, he was practicing his profession as a furniture businessman. His political career began with being mayor of Surakarta in 2005. He is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. On September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support for was considered a leader of the "young" and "clean". Although he was more than fifty years.

At first, the general chairman of the PDI-P, Megawati Sukarnoputri declared that he would not announce a presidential candidate of the PDI Perjuangan until after the legislative elections of 9 April 2014.

C = 19  
O = 15  
D = 14  
S = 8  
V = 8  
M = 7

69

NAME: AL HAMID HAQI

CLASS: XII-IPA

Marc Marquez Aleña (born in Cervera, Lleida, Spain, February 17, 1993; age 27 years) is a Spanish motorcycle racer who has a 125 cc World Class title in 2010, Moto2 Class in 2012, and MotoGP Class in 2013, 2014, 2016, 2017, 2018 and 2019. He is the youngest world champion in MotoGP history and he became the youngest rider to win 6 world championship titles in all classes breaking Valentino Rossi's record.

Marc Marquez is not only known as one of the best drivers in MotoGP, but he is also known as a public figure that often attracts the attention of many people.

$$C = 15$$

$$O = 12$$

$$D = 12$$

$$S = 7$$

$$V = 8$$

$$M = 7$$

---

$$61$$



NAMA: LISA SUNITA DEWI  
Kelas: XII - IPA

Kamis, 30 Juli 2015  
Tugas Bahasa Inggris

### Marc Márquez

Marc Márquez Alenta (born 17 February 1993) is a Spanish grand prix motorcycle road racer and former MotoGP world champion. He is one of four riders to have won world championship titles in three different categories, after Mike Hailwood, Phil Read and Valentino Rossi.

Marquez won the 2010 125cc world championship, the 2012 Moto2 world championships, and the 2013 and 2014 MotoGP world championships. Marquez became the first rider since Kenny Roberts in 1970 to accomplish the premier class title in his first season, and the youngest to win the title overall. He defended his title winning the 2014 championship with three rounds to spare. He is the older brother of 2014 Moto3 world champion Alex Marquez.

C = 15  
O = 12  
D = 10  
S = 6  
V = 7  
M = 5  

---

55

NAMA: JOKO PRYA DANA.

Marc marcues.

IS a Spanish motorcycle Racer who has a 125cc world class title in 2010, moto 2 class in 2012 and motobp class in 2013, 2014, 2016, 2017, 2018, and 2019. He is the youngest world champion in motobp history and he became the youngest rider to win 6 world championship titles in all classes breaking Valentino Rossi's record and he is one of my favorite Racers.

$$C = 13$$

$$O = 10$$

$$D = 10$$

$$S = 6$$

$$V = 5$$

$$M = 5$$

$$\hline 49$$

## Post-Test

Name : Cici Dewanti Sari  
Class : XII - Ipa

Answer :

Mach markques is a racer in moto Gp who has good skills and talent. Marc Markques comes from Spain.

he has an oval face and a sharp nose thick eyebrows and brown eyes. His shoulders are strength. He was tall and big.

$$C = 17$$

$$D = 12$$

$$D = 12$$

$$S = 7$$

$$V = 6$$

$$M = 6$$

---

$$60$$

Name : Risky Ermawan  
Class : XI IPA

Answer :

Susilo Bambang Yudhoyono

SBY is the President of Indonesia, mt SBY.  
His real name is Susilo Bambang Yudhoyono. He  
was born on 9 September 1949 in Tremas, Pacitan,  
East Java. SBY is married to Ani.

SBY has Fat body, round face, pointed nose,  
and black hair. He is ex-Soldier, he has  
body strong and health. SBY likes singing.  
He has released three album so far.  
SBY was educated in the United States.

$$C = 20$$

$$D = 15$$

$$D = 15$$

$$S = 8$$

$$V = 7$$

$$M = 7$$

72

Name : Ajeng Rindi syahdilliaa  
Class : XII-IPA

Answer :

Susilo Bambang Yudhoyono	
SBY is the sixth president of Indonesia. His full name is Susilo Bambang Yudhoyono. He was born on 9 September 1949 in Tremas, Pajajaran, East Java. He has two sons Agus Harimurti Yudhoyono and Edhi Baskoro Yudhoyono. Educated in the United States, where he received his master degree in management from Weber University in 1991. He has black eyes and slight eyebrows. He always bears a smile in his face. SBY is a tidy person.	
C	= 20
D	= 15
D	= 15
S	= 7
V	= 7

M = 7

71

Name : MURHALIZA  
Class : XII - IPA

Answer:

Susi Pudjiastuti is the Minister of Maritime Affairs and Fisheries, born in Pangandaran, 50 years old.

Even though she is old but she is still beautiful besides that she is smart and wise.

$$C = 15$$

$$D = 11$$

$$D = 13$$

$$S = 7$$

$$V = 6$$

$$M = 6$$

$$\hline 61$$

Name : Cherylia Ananta  
Class : XII MIA

Answer :

Marc Marquez

Marc Marquez Alemta, he was born in Spain 17 february 1993. He is a Spanish Grand Prix Motorcycle road racer and former MotoGP World Champion.

Marc Marquez Alemta has face oval, sharp nose, he is tall and big body. He has been riding since nine years ago. He is shoulder strength, and he has a good behavior in life.

C = 10

O = 6

D = 10

S = 7

V = 7

M = 7

---

71

Name : Anggita Lestari  
Class : XII IPA

Answer :

Joko Widodo is President of the Republic of Indonesia. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu and Gibran Rakabuming Raga.

Jokowi has a tall body, brown skin, thin body and narrow eyes.

$$C = 15$$

$$D = 15$$

$$S = 12$$

$$V = 6$$

$$m = 7$$

$$m = 6$$

$$\hline 59$$



Name : Nurhasanah  
Class : ~~Kelas~~ XII-IPA

Answer :

Susilo Bambang Yudhoyono

SBY is the sixth President of Indonesia.  
His full name is Susilo Bambang Yudhoyono  
He was born on 9 September 1949 in Tremas, Pacitan, East Java  
SBY is a tidy person. He always wear proper uniform for different occasions.  
When he is attend formal occasions, he wear his black coat and tie, and sometimes a hat.  
When he is attend informal occasions, he wear a casual t-shirt. His appearance is really adapt with his situation.

C	= 18
D	= 16
D	= 16
S	= 8
V	= 7
M	= 7

Name : Raihan Maizura

Class : XII IPA

Answer :

Susilo Bambang Yudhoyono

Susilo Bambang Yudhoyono is the president of Indonesia. Susilo Bambang Yudhoyono or people can call him by sby. He was born on 9 September 1949 Intremas, Pacitan, east Java. Sby is married to Ani

SBy has a round face and has wrinkles on his forehead. he has eyebrows is straight and the colour is grey. he has monolids eyes, he eyes are a bit slanted and wistful. He has eyebags under his eyes too. he has a big nose and thin lips

$$C = 20$$

$$O = 15$$

$$D = 15$$

$$S = 7$$

$$V = 7$$

$$M = 7$$

71

Name : Dien Fahrini

Class : XII - IPA

Answer :

Marc Marquez

Marc Marquez Alenta, is riders in moto GP.

He was born Spain 17 February 1993. He is twenty two years old.

He is very handsome boy. Marquez is not only friendly to everyone but also he has a good behavior in life. He always works hard on races. He also gets "baby alien" as his epithet.

$$C = 13$$

$$D = 16$$

$$D = 16$$

$$S = 7$$

$$V = 7$$

$$M = 7$$

71

Name : Tri Tristi Ramadhanti  
Class : 12 IPA

Answer :

Marc Marquez

Marc Marquez is the rider in moto GP. He was born in Spain. He is ~~twenty~~<sup>twenty</sup> two years old.

He has a good skills and talents. He is very handsome boy. He has hair navy and black. He has hair navy and black. He has face oval and sharp nose. He is tall and big body. He has contracts with Repsol Honda team.

$$C = 18$$

$$O = 16$$

$$D = 16$$

$$S = 8$$

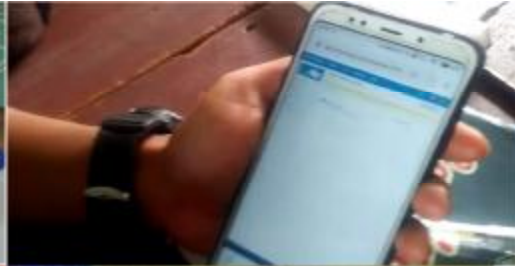
$$V = 7$$

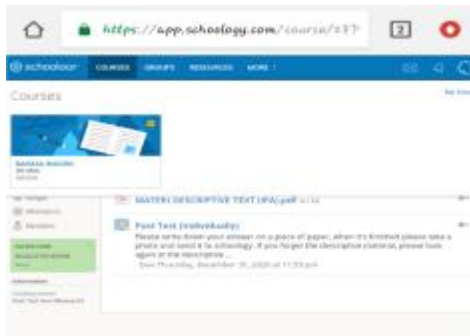
$$M = 7$$

$$\hline 72$$

**Appendix 6:**

**Documentation**





## Appendix 7:

### The Students' Attendance List

#### 1. XII-Mia Class

No.	Students' Name	Sign/Meeting		
		First	Second	Third
1.	Ajeng Rindi Syahdilla			
2.	Al Hamid Aqli			
3.	Anggita Lestari			
4.	Bunga Citra Lestari			
5.	Cherylia Ananta			
6.	Cici Dewinta			
7.	Dea Pebrianti			
8.	Devia Cahyani			
9.	Dita Fahriani			
10.	Fitri Khairunnisa			
11.	Joko Arya Dana			
12.	Kartina			
13.	Kartini			
14.	Lisa Juliani Sinaga			
15.	Lisa Sunita Dewi			
16.	Malika Mustari			
17.	MariaLepiana Sari Siregar			
18.	Niken Kissara Putri			

19.	Nurhalizah			
20.	Nurhasanah			
21.	Nurul Aulia Safni			
22.	Putri Anggraini			
23.	Raihan Maizura			
24.	Rico Sepdiwa			
25.	Rizki Ermawan			
26.	Seno Mukti			
27.	Sindi			
28.	Siti Nurhalizah			
29.	Teguh Iman Permana			
30.	Tio Ahmad Mauliddin			
31.	Tri Wulandari			
32.	Tristris Ramadhanti			
33.	Widya Amrita Nst			



## **CURRICULUM VITAE**

### Personal Details

Name : Intan Juliana Putri  
Sex : Female  
Place, Date of Birth : Bandar Baru, 14 April 1997  
Marital Status : Single  
Religion : Islam  
Hobbies : Cooking, Travelling and Playing Badminton  
Father's Name : EdySyahputra  
Mother's Name : Supiana  
Address : Jl. Nusa Indah Psr. 8 Gg. Cempaka  
Mobile : 081260328295  
E-mail : [intan554321@gmail.com](mailto:intan554321@gmail.com)

### Education Background

2004 – 2010 : SD Negeri 064993 Medan  
2010 – 2013 : SMP Negeri 43 Medan  
2013 – 2016 : SMA LaksamanaMartadinataMedan  
2016 – 2020 : University of Muhammadiyah Sumatera Utara, Medan

Medan, 28 October 2020  
Researcher

(Intan Juliana Putri)  
NPM: 1602050043

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 November 2020, pada pukul 08:30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama : Intan Juliana Putri  
NPM : 1602050043  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : **The Influence of Using Blended Learning Model Through Schoology Media on Students' Achievement in Writing Descriptive Text at SMA Harapan Mekar Medan**

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( **A** ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua  

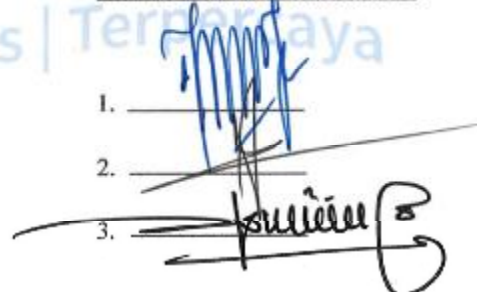

Dr. H. Elfrianto Nasution, S.Pd., M.Pd

Sekretaris  


Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI :

1. Dr. Dewi Kesuma NST, M.Hum
2. Rini Ekayati, S.S, M.A
3. Fatimah Sari Siregar, S.Pd, M.Hum





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

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

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

**LEMBAR PENGESAHAN SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Intan Juliana Putri  
NPM : 1602050043  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Using Blended Learning Through Schoology  
Media on Students' Achievement in Writing Descriptive Text  
at SMA Harapan Mekar Medan

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh:  
Pembimbing

**Fatimah Sari Siregar, S.Pd, M.Hum**

Diketahui oleh:

Dekan

Ketua Program Studi

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





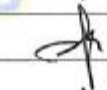

**Mandra Saragih, S.Pd., M.Hum**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN SKRIPSI**

Nama : Intan Juliana Putri  
NPM : 1602050043  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Using Blended Learning Through Schoology  
Media on Student's Achievement in Writing Descriptive Text  
at SMA Harapan Mekar Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	TandaTangan
	Bab I Introduction	
	Bab II Review of literature	
	Bab III Method of Research	
	Bab IV Discussion & Findings	
	Bab V Conclusion	
	Acc	

Medan, 05 Oktober 2020

Diketahui/Disetujui  
Ketua Prodi Pend.Bahasa Inggris

  
Mandra Saragih, S.Pd.M.Hum

Dosen Pembimbing

  
Fatimah Sari Siregar, S.Pd.M.Hum



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#### PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

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Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Influence of Using Blended Learning Model Through Schoology Media on Students' Achievement in Writing Descriptive Text at SMA Harapan Mekar Medan"** adalah benar bersifat asli (*original*) ,bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara.

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