THE EFFECT OF APPLYING SCAFFOLDING TECHNIQUE ON THE STUDENTS' WRITING ACHIEVEMENT BY USING MOVIE POSTERS

SKRIPSI

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

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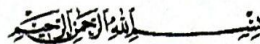
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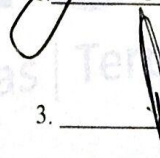
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ABSTRACT

Pertiwi, Uci Mitra. 1502050281. The Effect of Applying Scaffolding Technique on the Students' Writing Achievement by using movie Posters. Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.

This study was aimed at finding out the effect of applying Scaffolding Technique on the students' writing achievement by using movie posters. This study used the experimental quantitative design. The samples of this research were the eighth grade students of SMPN 1 Aek Songsongan. There were class VIII-1 as the experimental class and VIII-2 as control class. Each class consisted of 30 students. The experimental class were taught by applying scaffolding technique by using movie posters while control class were taught without applying scaffolding technique by using movie posters. The instrument of collecting the data was writing test. The data were analyzed by using t-test. The calculation showed that t-observed (5.2252) was greater than t-table (0.2960) at the level of significance (α) 0.05 with degree of freedom (df) 28. It meant that applying Scaffolding Technique by using movie posters had significantly affected the students' writing achievement in writing descriptive text.

Keywords: Scaffolding Technique, Movie Posters, Writing, Descriptive text

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The aim of this researcher is as one of requirements for Sarjana Pendidikan degree from the faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. The researcher writer this research entitled The Effect of Scaffolding Technique on the Students' Writing Achievement by Using Movie Posters. The researcher faces a lot of problem in completing this research and without much help the other people, it was impossible for her complete it. Therefore, she would like to express her gratitude and appreciation to:

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TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of abilities that should be learnt in order to comprehend English. By writing, people are enabled to express their ideas and opinions. According to Pardiyono (2007), "Writing is a complex ability because the students have to express their ideas grammatically arranged by combining multiple components of the language itself". It means that by writing we are able to express ideas using written language and we can produce many more ideas in writing activity. Therefore, writing is only a way for the students to express their ideas through writing based on the writing material.

Students should have the capability of writing. However, most of them although know how to write, do not have the knowledge how to produce good writing. Writing can not be considered as good if it includes more than one idea for each paragraph. According to Nauman, *at all* (2011), "good writing stays focused on the main idea or topic throughout". Moreover, writing should not confuse the reader. It is crucial to make every sentence in a paragraph interconnected to the main idea. According to Ireland, *at all* (2007), "paragraph is good when all the sentences connect to the topic and focus". Therefore, writing is good if the sentences support each other and are related to the main topic.

Writing is difficult because students need to create their own composition. Eighth grade students have to understand vocabulary, grammar, lexis selection, subject, and understand what kind of text that they should write.

Jill and Charles (2008), states that writing is not an easy skill for students, even native speaker have trouble in this skill. Writing needs to be learnt by the students because writing is a skill that needs much time to be mastered. By writing, the students can express and deliver what they are feeling and thinking.

Students' writing skills is alarmingly weak and substandard. Dar and Khan (2015), "the students still face issues in English language, particularly in writing". The reasons why these problems emerge are due to syntactical incompetence, coherence, idea expansion, topic sentence, selection of content, organization, mechanics, rhetorical conventions, poor vocabulary, inappropriate use of vocabulary. Based on the researcher's observation at state Junior High School 1 Aek Songsongan, the researcher found several issues relevant to the instructional activities at the school. The problems are the students' writing skill was very low, their vocabulary was lacking, and the teacher used conventional learning method in teaching process. These problems weaken the writing skill resulting to their ideas to be ineffectively and inaccurately delivered and ruin their will to write. This research is important because knowing the obstacles of writing and managing to overcome them can make the students' writing skill to get better. There are many types of writing that should be learnt by students of junior high school but the researcher only focus on descriptive text because it is considered to be easily understood and studied.

The teacher should give the students new technique and interesting media in order to make learning process enjoyable, easy, and memorable, particularly in creating descriptive text. Ransdell and Barbier (2002) state that the technique of good writing can be trained and the writing performance can be improved. In this

context, the writer should introduce a technique by using media in teaching writing of descriptive text. One way to improve students' writing accomplishment is the students have to be more active than the teacher and students also have to be confident.

To solve the problems above, it can be solved by applying scaffolding technique and movie poster as media in students' writing achievement. Scaffolding is a technique applied to teach writing so the writing activity is engaging for the students. This technique allows the students to finish the task as much as possible unassisted. The research was conducted at the eighth grade students of state Junior High School 1 Aek Songsongan as subject of this research.

Considering the explanation above, the researcher was applying scaffolding technique and movie posters as media to increase students' writing achievement.

B. The Identification of the Problem

Based on background above, the problems are identified as follows:

1. The students' writing skill was very low.

2. The students had difficulties in writing because of lack of vocabulary.

3. The teacher used conventional learning method in teaching writing.

C. Scope and Limitation

The scope of this research is writing and limited on writing descriptive text.

D. The Formulation of the Problem

1. Is there any significant effect of applying scaffolding technique by using movie posters on the students writing achievement?

2. What are the students' difficulties in learning writing of applying scaffolding technique by using movie posters on the students writing achievement?

E. The Objective of the Study

1. To investigate the significant effect of applying scaffolding technique by using movie posters on the students writing achievement.

2. To describe the students' difficulties in learning writing of applying scaffolding technique by using movie posters on the students writing achievement.

F. The Significance of Study

The use of result of the study has great sign finance:

1. Theoretically

The findings can add more technique and media teaching writing and become reference for further studies.

2. Practically

The study is expected to be useful for the students to learn in the class and improving their writing achievement because scaffolding technique and movie posters media is fun and interesting way to use in learning. As medium that strongly supports classroom learning activities and makes the teachers to increase the quality of teaching and learning writing in the future. For other researchers can gain information for their researches in the same interest.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In order to comprehend some terms presenting this study related to the subject matter of the discussion, the researcher is describing as the following:

1. Writing

One of language skills is writing, a communication process requiring several competencies and rhetorical rules. Harmer (2004) states that writing is often not limited by time like conversation. Commonly, students need more time to think when writing compared to speaking. They can write what they know based on what they are thinking or even seek help through looking at the dictionary, reference, or books. Writing encourages students to use language accurately and develop their skill in arranging words and sharpening their thinking ability because writing involves thinking process.

According to Dalman (2014), writing is an activity involving communication regarding to sending information through written, while sentences and words are used as tool or media. Tarigan (2008), states that writing is a communication process as a medium for the authors and the readers to share their opinions and idea.

In conclusion, writing is an activity of producing and expressing idea, opinions, and feeling. It is a process that requires more time because a thinking

process is involved in it. Therefore, students can deliver what is on their mind through writing.

2. Writing Process

According to Harmer (2004) there are four stages of writing process that should be conducted before writing something, such as:

a. Planning

The students must consider three major problems of writing, namely: (a) the purpose of writing, (b) the writing's targeted audiences, and (c) the structure of writing. These will influence the choice of words as well as the form of the writing.

b. Drafting

After the planning is done, the next step is editing. Editing is conducted by producing a number of drafts before the final version can be written.

c. Editing

After producing a draft, the students need to check their work, possibly the order of the information is not clear, or the way of something is written ambiguous of confusing. Then, reflecting and revising are often helped by the other reader to make comment and suggestion.

3. Writing Assessment

Sugiyono (2013) states that there were five components scale in scoring students' writing as following mention:

a. Content

1. 27-30 Excellent to very good: For students whose writing is lacking in detail, yet it is still relevant to the main sentence and they have range-limited development along with adequate knowledge regarding the subject.

2. 22-26 Good to average: For students whose knowledge of subject is adequate or range-limited out, yet lacks of detail.

3. 17-21 Fair to poor: For students whose writing is restricted and the development of the subject is quite adequate.

4. 13-16 Very poor: For students who are not knowledgeable at the subject and their writings are irrelevant and not enough to measure.

b. Organization

The organization relates to the ability of the students to compose idea and information logically and orderly. The supporting and topic sentences are obviously present. The criteria as follows:

1. 18-20 Excellent to very good: The expression is fluent, the ideas are conveyed clearly, and the sentences are arranged logically and cohesively.

2. 14-17 Good to average: The writing is rough and organized loosely, yet the main idea is clearly stated.

3. 10-13 Fair to poor: The ideas are disjointed, non-fluent, illogical, and underdeveloped.

4. 7-9 Very poor: not enough to evaluate.

c. Vocabulary

The criteria for scoring the vocabulary would be given below:

1. 18-20 Excellent to very good: The students who are good at of using and choosing words along with appropriate register.

2. 14-17 Good to average: signed by restricted range.

3. 10-13 Fair to poor: The wrong use of words, idioms or forms, and the unclear and disordered mean.

4. 7-9 Very poor: The students don't have enough insight regarding to English, such as words, form, idioms so there is not much that can be evaluated.

d. Language Use

Language use refers to the capability of producing sentences logically and correctly, whether they are simple, complex, or compound. It also refers to the ability to construct words, such as noun, adjectives, signals, and so on in a good manner. The criteria as follows:

1. 22-25 Excellent to very good: The construction is complex yet effective, and few errors are found in the structure and word choice.

2. 18-21 Good to average: Instructions are complex yet sometimes ineffective, and there are errors in the structure and word choice.

3. 11-17 Fair to poor: Major problem in simple complex construction, frequent errors of negations, number etc.

4. 5-10 Very poor: the construction of sentences is mostly error and doesn't communicate well, so there is not much that can be evaluated. Sometimes are errors in writing, such as meaning being obscure.

e. Mechanics

The criteria for scoring the mechanics would be given as follows:

1. 5 Excellent to very good: Capable of using punctuation well although the spelling is sometimes error.

2. 4 Good to average: punctuation, capitalization and spelling are occasionally incorrect, yet the meaning is still clear.

3. 3 Fair to poor: The capitalization, punctuation, and spelling are often incorrect and so are the sentences.

4. 2 Very poor: incapable of creating spelling, capitalization, punctuation, and structure well so there is not much to evaluate.

4. Genre in Writing

Knapp and Watkins (2005) declare that genre is concept organized for cultural practices. There are five fundamental genre of writing: instructing, describing, explaining, narrating, and arguing. They are classified according to the stages they move through to achieve their intentions. According to Hartono (2005) genre doesn't refer to traditional variations in literature, but a certain type of text. It is a type of text that can be defined, in its widest sense, as an approach based on genre to teach language involving examining and deconstructing the examples of genres. The meaning of the genre is determined that the students are able to understand and identify the concepts and also a kind of the text that students will have to write.

These genres exist to fulfill human's social purpose in social interaction. There are many types of texts: (1) spoof is to retell story with funny ending (2)

report is to telling information about something, phenomena,(3) analytical exposition is to persuade people that something matters, (4) news item is to inform people about an event happening on certain day which is considered worthy , (5) anecdote is to share something that is amusing and unique with the others, (6) narrative is to tell story whose purpose is to entertain people, (7) procedure is to tell people the steps of doing or making something, (8) description is to describe a certain thing, that can be place, human, animal and so on, (9) hortatory exposition is to persuade people to do or not to do something, (10) explanation is to explain how something is, (11) discussion is to present opinions or information based on both sides, which are pros and cons, (12) and review is to evaluate or giving critique to something, such as art, work, event, and so on. Although there are many kinds of genres, this study only focuses on descriptive text.

5. Scaffolding Technique

According to Schwieter (2010), "Scaffolding writing technique makes up the process where expert help novice learners to develop a higher level of writing skill". Laksmi (2006), states that providing students with scaffold means that the support or assistance given to them will be decreased gradually as they become more independent and stronger. Laksmi, *et all* (2015), "Scaffolding techniques help the students to engage in social interaction where the students are able to involve in the activities in which they share their knowledge and ideas to their peers".

Based on explanation above, it can be conclude that scaffolding is one technique that is important. It is needed by the teacher to help and support the students to become more independent and can accomplish a task. The support can be gradually faded. Despite being assisted by the teacher, the help will be gradually faded once the students understand the material.

a. Procedure of Scaffolding Technique

The scaffold writing plan is a way of making explicit how the author of the selected text has constructed in the text by the teacher shared with the students. Unlike more traditional near in which a writing plan is something learners are asked to construct before they begin on their own independent piece of writing, in scaffolding writing plan is introduced in to teaching sequence at the arranged writing. It used as a tool to assist with text model and independent structure.

The teacher can scaffold writing skill by applying some task. These tasks are explained in the following: (1) Outlining and writing frame tasks: Tasks that give design outlines, perhaps with good sentence, key vocabulary or paragraph was write before, to give a structure to write for the writers. (2) Re-writing tasks: Exercises that needed rewriting may be in precise arranged or change the style. (3) Genre scaffolding tasks: samples to discover and then imitate language features which are commonly used in a particular genre, such as description or explanation. (4) Rhetorical model tasks: making an argument by giving examples or giving opinions.

(5) Joint construction tasks: the learners construct a text together.

b. The Advantage of Using Scaffolding Technique

Beside the definition of scaffolding, there are some advantages of scaffolding technique, particularly in writing, mentioned by some experts. According to Rollins (2007), the important goal of scaffolding is to make independent, self-regulated students to be developed. This is achieved by relinquishing the assistance and control offered by someone knowledgeable, in this case teacher, as the students start gaining insight and independence. Vygotsky stated that scaffolding makes the learning easier to control for students because the task will be more manageable, accessible, and within student's area of development due to the difficult and complicated tasks being changed.

Hayati (2011) mentioned that there are some experts attempting to name the advantage of scaffolding. Based on Hyland, the benefit is to gain the capability in teaching writing. Moreover, according to Bodrova, scaffolding can support students to achieve the ability to write successfully.

c. The Disadvantage of Using Scaffolding Technique

Based on the results of the research Prabandani (2016) the advantage of scaffolding technique is that there were the teacher could overcome some of the students who made some noise in the class, by way always oversee them in the classroom.

6. Movie Poster

Movie posters are visual elements that full of messages. Many ideas can be produced to see and analyze movie posters. Movie posters also can guided for better understanding of the subjects. It will make the students produce a good paragraph in effectively writing.

According to Emily (http://en.wikipedia.org/wiki/MoviePosters, accessed on March 1st 2019) a movie posters is a design that has characteristic that is delivered a message directly. Among its important qualities we find vast dimensions, and the fact that they are accessible to wide a mass people.

This is way movie poster is important to use in a communicational code that is in accordance with the target audience. Apart from that, as posters are set on specific time and place, when creating this type of project, it is important to take into account the codes, which depend on the posters context and the specific way to decode them.

a. Procedure of Movie Poster in Teaching Writing

Teaching writing by using movie posters has the aim to stimulus students to describe what show on the posters is. The students will be able to describe the situation on that poster, not only the object. Movie posters are one of the match media to teach descriptive text in creative teaching learning process. According to Nurssaniyah (2010) the procedure of using movie posters in teaching descriptive writing will be as the following: (1) the teacher given text model, (2) the teacher reads the text line by line with the students, (3) the teacher guides the students to analyze the descriptive text (generic structure and grammatical structure), (4) the teacher shows the movie posters in front of the class (Spongebob), (5) the teacher

guides the students to discuss the elements of the posters, (6) teacher guides the students to write descriptive text based on the elements being discussion, (7) the teachers ask students to present their text and give comment, (8) the teacher repeats the steps (1-7) by showing other movie posters (Dora The Explorer), (9) the teacher asks the students to write descriptive text on their own (Tom and Jerry).

b. The Advantage of Using Movie Posters

Mulyana (2012) writers the functions of using movie posters are: (1) Attract the viewer to watch the movie. (2) Movie poster is media to communication to the viewer. (3) It shows a rhetorical content (metaphor) that can be decoded by the target audience in a specific context. (4) Movie posters communicatively to the viewer

In teaching-learning process, the using of movie posters gives advantages for the students and the teacher. The advantages of using movie posters are: (1) Teaching-learning process will be more interested for the students. (2) Students' understanding on the materials that will be given by teacher will be increase. (3) By using movie posters, writing descriptive text are expected will be fun and easier.

c. Disadvantage of Using Posters

According to Maiyena (2013), using poster is that the disadvantage of using poster is the media is constant. It is necessary to have ability of language and illustration to create poster in order to avoid false interpretation which can happen due the lacking comprehension of making symbols. Moreover, it needs a process for arrangement and expansion that are complex and it takes time. In addition, the

media is easily torn, so it may impact the teaching process because the poster that is supposed to be used is not in a good shape.

7. Procedures of Applying Scaffolding Assisted by Media

According to Key Idea (www.tllg.unisa.edu.au›gllt_ch3_sec6, accessed on April 28th 2019) Scaffolding is the process which teachers use particular conceptual, material, various media and technologies to support students learning. It means that scaffolding also can apply assisted by media.

The procedures of applying scaffolding assisted by media: (a) the teacher given text model; (b) the teacher reads the text line by line with the students; (c) the teacher guides the students to analyze the descriptive text (generic structure and grammatical structure); (d) the teacher gives stimulus the students to describe what descriptive text is; (e) the teacher shows the movie posters in front of the class (Spongebob); (f) the teacher guides the students to discuss the elements of the posters; (g) teacher guides the students to write descriptive text based on the elements being discussion; (h) the teacher shows other movie poster (Dora the Explorer) and the teacher gives task to the students to write descriptive text by their own words individually; (i) the teachers ask students to present their text and give comment; (j) the teacher gives score to student task about descriptive text.

B. Previous Related Study

This research is not the only one that analyses about the effect of using scaffolding technique. There are some previous researchers similar to this one, for instance Judith Rollin Burch (2007) whose study entitled "A Study Examining the Impact of Scaffolding Young Children's Acquisition of Literacy in Primary Grades." In her dissertation, case study method was used to obtain the data. The result showed that the scores improved to 23.7% compared to score from the year before.

The next researchers was conducted by Malaysian researchers, they were Muhammad Ridhuan Tony Lim Abdullah, Zaharah Hussin, and Asra. They got different result from the previous researchers. These researchers used scaffolding through a mobile. The urgency of mobile usage attracted them to do a research. The sample was undergraduate English people. The finding of this research, there were the students' performance in the persuasive presentation component was better after using scaffolding learning model.

Then, Sylvia Read (2010) attempted to create a new model of scaffolding which was then named as IMSCI inquiry, Modeling, Shared, Collaborative and Independent. As the result, this new model was able to make the students more successful in writing by themselves once they were accustomed to the genre.

Based all those previous researchers, it seems scaffolding gives significance alteration. Most of the samples were university students. Of course the researcher will apply scaffolding are also expected to be successful with research, especially for elementary students. It is hoped that the students will also be able to achieve in their writing and their can produce a good writing.

C. Conceptual Framework

Writing (as one of the four skills of listening, speaking, reading, and writing) is a psychological activity of language user to put information in the written text. This study will deal with writing achievement and will focus on writing descriptive text. The students must be able in writing descriptive text. The writer will apply scaffolding technique as the way to deliver the material by using movie posters as media in teaching descriptive text. The applying scaffolding technique by using movie posters as media contribute a great deal to students in developing their motivation and their imagination to describe something in writing skill.

Scaffolding technique is a technique used by teacher to help their students to do more difficult task, yet the teacher will no longer assist the students when they are capable in finishing their task independently. This technique can makes the students easily understand about the material because the teacher explains the material step by step. The material such as descriptive text, the teacher should give the example to the students about descriptive text, and then the students writing descriptive text based on explanation by the teachers.

Movie posters are the kinds of visual aids in teaching learning that shows the events, person or a thing. Movie posters can be wholly text or wholly graphical. Movie posters are suitable for writing production because it helps the students to produce a text. By using movie posters as a media in teaching learning process, especially in descriptive text is helped the students to develop their ideas, their imagination into the sentence to make coherence and the unity descriptive text, so the students' ability in writing can be improve.

In this study the teacher will use scaffolding technique by using movie posters as media in teaching descriptive text. The students will be asked to write a descriptive text based on explanation by the teacher that apply scaffolding technique and based on picture that is given by the writer. Applying scaffolding technique by using movie posters will help the students write a descriptive text properly. As the explained the following chart.

Table.2.1

Conceptual Framework

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                        ┌─────────────────┐
                        │    WRITING      │
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- Writing Process	Technique	Media
- Purpose of Writing		
- Genre in Writing	Scaffolding Technique	Movie Poster
- Writing Assessment		

- Procedures Using Scaffolding	- Procedures Using Movie Poster
- Advantages Using scaffolding	- Advantages Using Movie Poster
- Disadvantage using Scaffolding	- Disadvantage using Movie Poster

The Effect of Applying Scaffolding Technique on The Students' Writing Achievement by Using Movie Posters

D. Hypothesis

The hypotheses are formulated in this study, namely alternative hypothesis (Ha).

Ha: there is significant effect of applying scaffolding technique on the students' writing achievement by using movie posters.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

The researcher was conducted at SMPN 1 Aek Songsongan, Jl.Sigura-gura Km.5 at 8th grade for the academic year 2018/2019. The reason why the researcher chose the school was because the researcher had found the problem at the school.

B. Population and Sample

1. Population

The population of this research was taken from the eighth grade of SMPN 1 Aek Songsongan at academic year 2018/2019, which consists of three classes. They are VIII-1 consisted of 30 students, VIII-2 consisted of 30 students; VIII-3 consisted of 29 students. So, the total of the students were 89.

Table 3.1
Population

Classes	Population
VIII-1	30
VIII-2	30
VIII-3	29
Total	89

2. Sample

After deciding the population, the next step was taking the sample. In this research used Cluster Sampling Technique to taking sample. According to Sugiyono (2008), Cluster Sampling is a technique to decide which one the

population that was taken a sample, the sample is taken bases on the population that is specified. 1 and VIII-2 was taken as the sample of this research. The total of sample were 60 students that consist 30 students in class VIII-1 as experimental group, and 30 students in class VIII-2 as control group. The table of sample could be seen below:

Table 3.2
Sample

No	Class	Population	Sample
1	VIII-1	30	30
2	VIII-2	30	30
3	VIII-3	29	-
Total		89	60

C. Research Design

The experimental qualitative research design was applied in this research. The experimental qualitative was studied with two different groups. The experimental group was taught by applying scaffolding technique by using movie posters, while control group was taught without applying scaffolding technique by using movie posters.

Table 3.3
Design of Research

Class	Step 1	Step 2	Step 3
Experimental (X)	Pre-test	Treatment by applying scaffolding technique by using movie posters	Post-test
Control (Y)	Pre-test	-	Post-test

This research used two kinds of test namely pre-test and post-test for experimental group and control group. Both groups got the same test in the pre-test and post-test. The procedure in administrating the test was showed below:

a. Pre-test

Pre-test was conducted to find out the students' ability in writing before having a treatment. Both group, the experimental and control group was given pre-test. A pre-test is administrated to the experimental group and control group was given a same test. The pre-test was useful to know the mean score of experimental and control group.

b. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by applying scaffolding technique by using movie poster, while the control group was taught without by applying scaffolding technique by using movie poster.

c. Post-test

Post-test was given to the students after having a treatment. The post-test is same as the pre-test. The post-test was final test in this research. Especially in measuring the treatment, whether it was significant or not. It meant to know whether the treatment was given effect to the students' ability in writing especially in writing descriptive text. In the experimental and control group, a post-test was also administrated. The administrating of the post-test was meant to find out the difference of score both of group before and after giving treatment.

D. Research Instrument

This research used test as the instrument in collecting the data. The data of this research was collected by giving essay test in pre-test and post-test. The students gave essay test to arrange a short text of descriptive text based on the movie posters.

1. Validity

The measure the validity of the test item, validity process was conducted by using the following formula Arikunto,S (2002). The validity of each test was calculated by using person's product moment formula as follows:

$$Rxy = \frac{N \, \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

Rxy = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

$\Sigma X2$ = the sum of the square score in each text, and

$\Sigma Y2$ = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using theory of Arikunto,S (2002) product moment formula as follows:

$$r = \frac{N\ (\Sigma\ XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired scores

3. Difficulty Level

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer was be the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an essay correctly

JS = The total number of the students

E. The Technique of Collecting Data

The data were collected by giving the test to the students. Several steps were used to collect the data:

a. Give pre-test to both of the classes

b. Apply the treatment, which scaffolding technique by using movie posters was applied to the experimental class, while the control class was taught by using conventional method.

c. Give post-test to both of classes.

d. Collecting the test from the students when time is over.

e. Scoring the students' writing.

F. The Technique of Analyzing Data

In this research, Descriptive Qualitative technique was applied to analyse the data, and the steps are:

1. Correct the students' answer.

2. Score the students' answer.

3. List the students' score into tables, first for the experimental group's score and the second for the control group's score.

4. Calculate the total of the score.

a. Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i{}^2 - (\sum x_i)^2\}\{n \sum y_i{}^2 - (\sum y_i)^2\}}}$$ (Sugiyono, 2015:255)

b. Test of Significant :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sugiyono, 2015:259)

c. Test of The Effect

$$D = (rxy)^2 \text{ x } 100 \text{ \%}$$

d. Test of Sample Related

$$t = t = \frac{x1 - x2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$ (Sugiyono, 2015:273)

Note:

t = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation squire (variants) of sample 1 (Experimental Group)

and sample 2 (Control Group)

n = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

1 = Number Consonant

r = Correlation of product moment between X_1 and X_2

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding of the research showed that there was a difference of output between both of classes. Based on the calculation, t-observed (5.2252) was higher than t-table (0.2960) with degree of freedom (28) at the level of significance (0.05). It also found that the students who were taught by applying scaffolding techique on the students' writing achievement by using movie posters (experimental class) got higher scores than the students who were taught by applying conventional way (control class). So, the researcher concluded that the alternative hypothesis was accepted (See appendix 12). It meant that there was a significance effect of applying scaffolding technique by using movie posters on the students' achievement in writing descriptive text.

B. Discussion

In this research the writer was applying scaffolding technique on the students' writing achievement by using movie posters. In the previous chapter, the researcher explained that writing was not as easy as people thought. It was not easy to have the ability to express ideas from the topic and interpret the information appropriately. Therefore, to solve this problem the teacher must use a new technique and media which could attract the students' attention on teaching writing. Scaffolding technique was one of writing technique which could help the students to write the text well. As the name of this technique, Scaffolding meant

the teacher must help and support the students to complete their writing text until they could write independently.

When the research was conducted, the researcher applied scaffolding technique by using movie posters at experimental class, while the control class was taught by conventional way. The research was started on July 19th 2019 and ended on August 15th 2019. The description of the result gotten was expounded below.

1. The Score of Pre-test and Post-test in Experimental Class.

a. Pre-Test

From the result of pre-test, the total score of students was 1395 and the number of students who took the test 30 students. The mean score of pre-test was 46.5. From 30 students, there were 29 students getting score under 75, and only one student getting score 75. This showed that most of the students' writing skills were low, while the student with the highest score still had their writing to be standard (See appendix 6). The data could be detailed into diagram bellow:
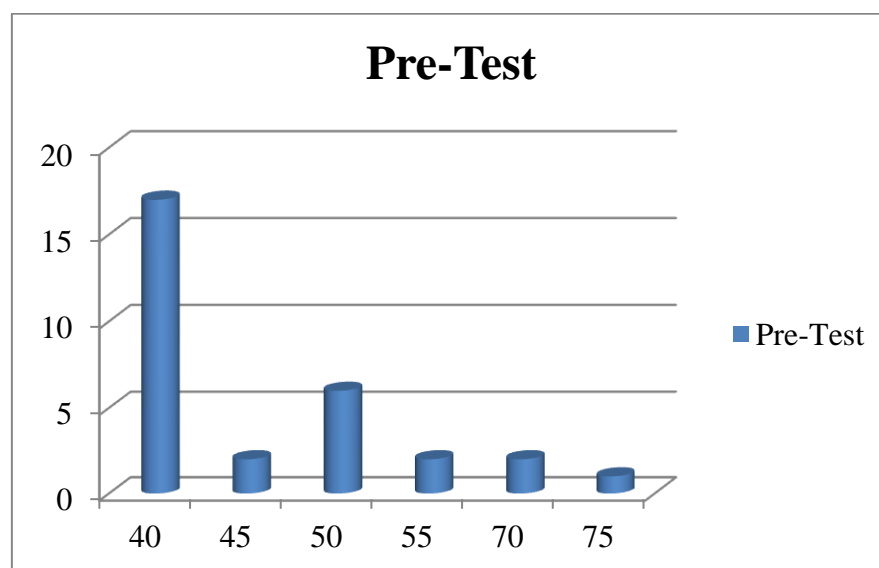
Figure 4.1 Diagrams of Pre-Test in Experimental Class

b. Post-Test

After the researcher gave treatment of applying scaffolding technique by using movie posters, a post-test was given to the students in experimental class. Based on the result of post-test, the total score of students was 2488. The mean score of post-test was 82.93. From 30 students, there was only one student getting score 73, and 29 students getting score higher than 73 (See appendix 6). This showed that there was an improvement in students' writings. The data could be detailed into diagram bellow:
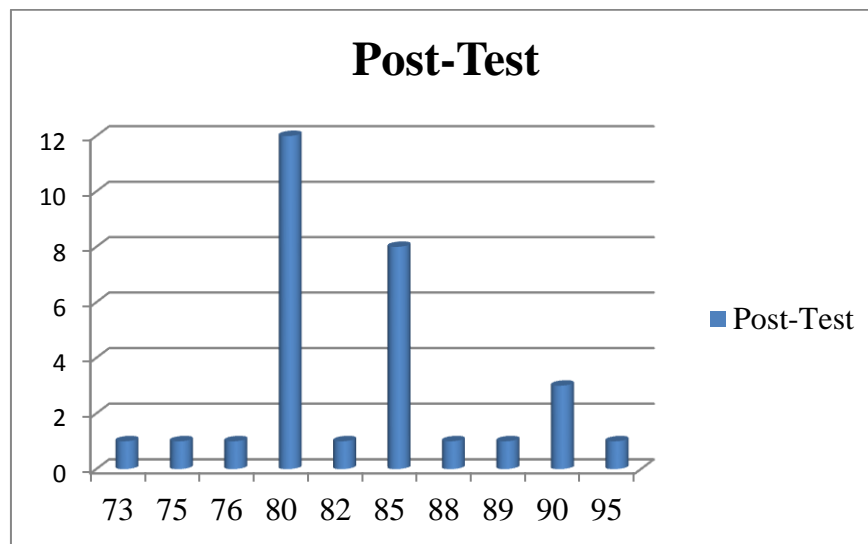
Figure 4.2 Diagrams of Post-Test in Experimental Class

From the pre-test and post-test result, it could be concluded that most of the students that were taught by applying scaffolding technique by using movie posters got a better result than those who were not taught by applying scaffolding technique by using movie posters. It could be said that there was a significant difference between students' scores. From the data, there were 30 students had their scores increased and none of them had their scores decreased or constant. The increasing scores showed that scaffolding technique influenced the students' abilities in writing.

2. The Score of Pre-test and Post-test in Control Class.

a. Pre-Test

Based on the result of pre-test, the total score of students was 1345 and the number of the students who took the test 30 students. The mean score of pre-test was 44.83. The lowest score of pre-test was 40 and highest score was 75 (See appendix 7). The data could be detailed into diagram bellow:
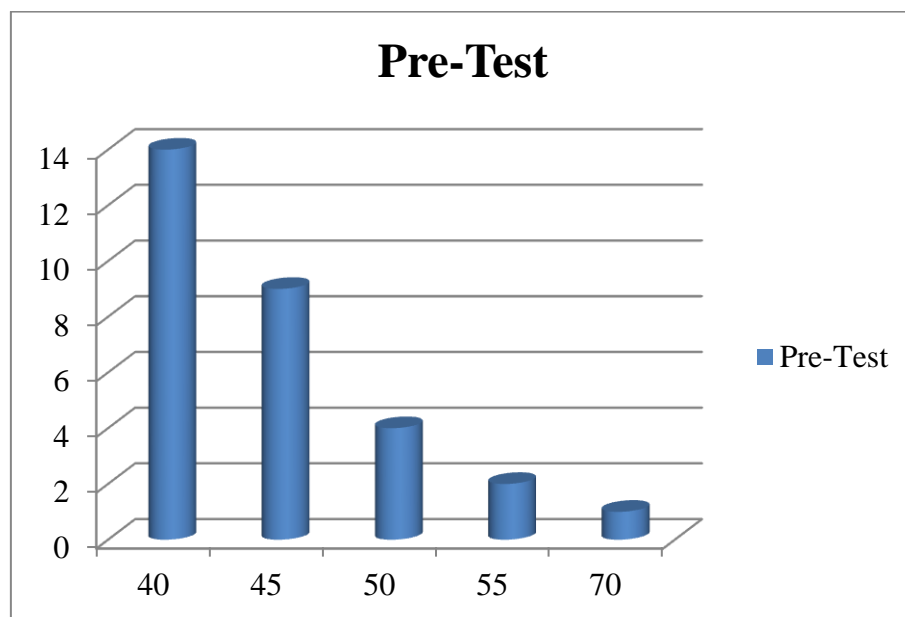
Figure 4.3 Diagrams of Pre-Test in Control Class

The diagram showed that students with high scores were much fewer than the ones with low score.

b. Post-Test

After researcher gave pre-test to the students, the students in control class were given the post-test. Based on the result of post-test, the total score of students was 2050 and number of students who took the test was 30 students. The mean score of post-test was 68.33. The students' ability in writing was better than before, but they still had difficulties in writing. From 30 students, there were 4

students that got the highest score, which were 80, while 26 students got scores under 80 (See appendix 7). The data could be detailed into diagram bellow:
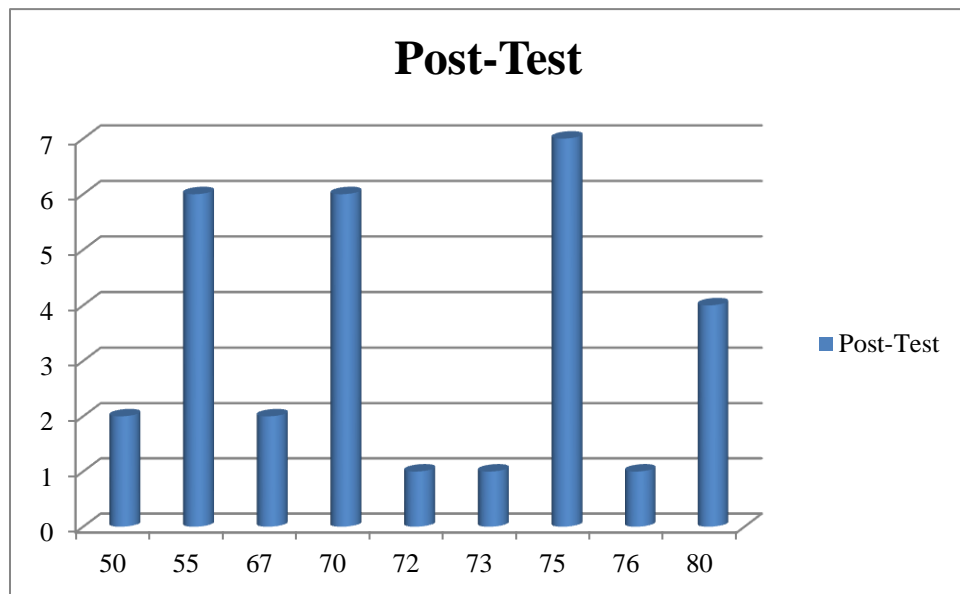
Figure 4.4 Diagrams of Post-Test in Control Class

Based on the test which was given to the students in control class, the students' mean scores in pre-test were 44.83. After the pre-test, the writer conducted the-post test without treatment of applying scaffolding technique by using movie posters. Eventually, the students' mean score of the post-test in this class was 68.33. It could be seen that difference between the mean score of the pre-test and post-test of this class was not significant, at 23.5.

3. The Difference Score of Experimental class and Control class

The data showed that in experimental class that highest score was 95 while in control class was 80. The lowest score in experimental class was 73 while in control class was 55 (See appendix 8). It could be said that there was a significant difference between students' score from both of classes. The students' who were taught by treatment got a better result than those who were taught without

treatment. From the data, there were 30 students had increasing score, 0 students was constant, and 0 students was decreased. The increasing scored showed that the students had more ability in writing.

4. Validity Test

The data of validity test was presented in appendix 9. In gaining validity test, the researcher used person's product moment. After analyzing the data, the result of validity calculation was 0.78. It showed that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement. If validity result was $0.00 - 0.20$, it meant that validity was low. The validity between $0.21 - 0.40$ was sufficient. If it was $0.41 - 0.70$, it meant that validity was high, and the last value of validity 0.71-1.00 was very high.

5. Reliability Test

From the data that presented in appendix 10, the researcher used to find out the reliability of the test. The calculation of the reliability used person's product moment. Based on the calculation above, the result of reliability of the test was 0.95. Reliability test was well if the value was > 0.90. It was considered high if the value was between $0.70 - 0.90$. If the value was $0.50 - 0.70$, then it was sufficient. Lastly, < 0.50 was regarded low. If the result was low, then the possibility of one or some items was not reliable. It meant that the result of reliability test in this research was perfect.

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6. Difficulty Test

The data of difficulty level cold be seen in appendix 11. To know the difficulty level of each writing assessment on the essay test, person product moment was used. The values from the difficulty level could be classified in some levels. If difficulty value was 0.0, then the level was very difficult. If it was 0.0 – 0.30, then the level was difficult. The value between 0.30 – 0.70 was medium, and 0.70 – 0.99 was easy. The last level was very easy with the value 1.00.

a. The Calculation Difficulty level of content

The mean of students score in content was 2.0667 and the total number of students was 30. The difficulty level of content was 0.68. Based on the classification of level difficulty, the value of 0.68 was medium. This showed the students were capable of writing content related to the topic.

b. The Calculation Difficulty level of Organization

The mean of students score in organization was 2.0333 and the total number of students was 30. Based on the result, the aspect of organization had medium level of difficulty, which was 0.67. This showed that the students had the ability to organize and create words correctly.

c. The Calculation Difficulty level of Vocabulary

The mean of students score in vocabulary was 1.40 and the total number of students was 30. The difficulty level of vocabulary was 0.46. According to the classification, this value was considered medium. This showed that the students know how to use and choose words correctly.

d. The Calculation Difficulty level of Language Use

The mean of students score in content was 1.3 and the total number of students was 30. The level of difficulty of language use was 0.43, which meant that this aspect had medium level of difficulty. This showed that students were capable of writing logically and correctly.

e. The Calculation Difficulty level of Mechanics

The mean of students score in content was 2.6667 and the total number of students was 30. The difficulty level of mechanics was 0.88. Based on the classification, 0.88 was regarded as easy. This showed that the students were able to use punctuation, capitalization, and spelling well.

7. Statistical Hypothesis

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of applying scaffolding technique on the students' writing achievement by using movie posters or not. With the criteria examination, Ha was accepted if $t_{hitung} > t_{table}$ where t_{hitung} was gotten by distribution with dk = n -2. dk = 30 − 2 = 28. α = 5 % = 0.05. To know the statistical hypothesis of this research, the researcher used *t-test* formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, t-observed (5.2252) was higher than t-table (0.2960) with degree of freedom (28) at the level of significance (0.05). It also found that the students who were taught by applying scaffolding techique on the students' writing achievement by using movie posters (experimental class) got higher scores than the students who were taught by

applying conventional way (control class). So, the researcher concluded that the alternative hypothesis was accepted (See appendix 12). It meant that there was a significant effect of applying scaffolding technique by using movie posters on the students' achievement in writing descriptive text.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding, t-observed (5.2252) was higher than the t-table (0.2960) at the significant level of (0.05). The students' difficulty in learning writing of applying scaffolding technique by using movie posters was language use. The students had higher score when they were taught by applying scaffolding technique by using movie posters than when they were taught conventionally. Therefore, alternative hypothesis (Ha) was accepted. In other word, it was concluded that there was significant effect of applying scaffolding technique by using movie posters on the students' achievement in descriptive text.

B. Suggestion

Based on conclusion above, the researcher gave some suggestions for those who were interested in teaching writing; Firstly English teachers were suggested to apply scaffolding technique on the students' writing achievement by using movie posters. Secondly, the researchers who were interested in doing a research related to the study should try to apply scaffolding technique by using movie posters on different level of learners through different genre to prove the effectiveness of scaffolding technique by using movie posters on the students' writing achievement.

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www.tllg.unisa.edu.au₎gllt_ch3_sec6, accessed on April 28th 2019

School	**: SMPN 1 Aek Songsongan**
Subject	**: English**
Class/ Semester	**: VIII-1**
Topic	**: Descriptive Text**
Skill	**: Writing**
Time Allocation	**: 2 x 40 Minutes**
Meeting	**: 4th Meeting**

A. CORE COMPETENCE

1. Respect and appreciate the teachings of the religion their adheres to.

2. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

3. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perceptive theory.

B. STANDART COMPETENCE

Understanding the meaning of written text and simple short essays in the

form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

1. Match descriptive text according to the image.

2. Answer information in accordance with the contents of descriptive text.

3. Identify the generic structure of descriptive text.

4. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

1. Identification

   Identify phenomenon that will be described

2. Description

   Describe parts, qualities, or characteristics of something or someone in detail

Language feature of descriptive text:

1. Using present tense or past tense

2. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

3. Using adjectives to describe the quality or condition of an object.

4. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD

Lecturing with applying scaffolding technique assisted by media.

G. TEACHING MEDIA

1. Text Book
2. Movie poster
3. Dictionary

H. TEACHING OBJECTIVE

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

1. Understand the meaning and social function of descriptive text.
2. Understand the generic structure of descriptive text.
3. Understand the language features of descriptive text.
4. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	• Greet the students and check the attendance list. • Apperception (students are asked their understanding about descriptive text) • Motivate the students in learning writing descriptive.	10 minutes
Main activities	*Observing* • Give the example of descriptive text. • Reads the text with the students. • Explain the concept of descriptive text such as the purpose, generic structure, grammatical structure, and grammatical features of the text.	60 minutes

		• Gives stimulus the students to describe descriptive text • Show movie poster to the students • Guides the students to discuss elements of poster • Guides the students to write descriptive text based elements being discussion. • Shows other movie poster and ask the students to write descriptive text individually. *Communicating* • Ask students to present their text. • Give score to the students task.	
Closing		▪ Ask students difficulty in studying descriptive text. ▪ Give reinforcement by asking students to summarize what they have learned	10 minutes

I. LEARNING SOURCE

1. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.

2. English Dictionary.

J. ASSESSMENT

1. The form of Instrument: Writing an essay of descriptive text.

2. The instrument of attitude assessment as follows:

3.

No	Observed Attitude	Score				Explanation
		4	3	2	1	
1	Serious in accepting lessons					
2	Responsible and through in carrying out their duties					
3	Be polite to the teacher (respect)					
4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

    4: Very Good   2: Enough

    3: Good   1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

                             Marjanji Aceh, 10 Agustus 2019

English Teacher   Researcher,

Nurlianti, S.Pd   **Uci Mitra Pertiwi**
NIP.19830114 201001 2 006   **NPM.1502050281**

LESSON PLAN

EXSPERIMENTAL GROUP

School   : SMPN 1 Aek Songsongan

Subject   : English

Class/ Semester : VIII-1

Topic   : Descriptive Text

Skill   : Writing

Time Allocation : 2 x 40 Minutes

Meeting   : 3rd Meeting

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4. Write a descriptive text based on the picture.

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Main activities	*Observing* • The teacher asks students to check the results of writing they were at the meeting previous • The teacher explain concept of descriptive text such as the purpose, generic structure, grammatical structure, and grammatical features of the text.	60 minutes

	• Guides the students to discuss elements of descriptive text.		
Closing	▪ Ask students difficulty in studying descriptive text	10 minutes

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Organization	18-20	14-17	10-13	7-9

Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

Marjanji Aceh, 3 Agustus 2019

English Teacher   Researcher,

Nurlianti, S.Pd   **Uci Mitra Pertiwi**
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EXSPERIMENTAL GROUP

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Class/ Semester	: VIII-1
Topic	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 2nd Meeting

C. CORE COMPETENCE

1. Respect and appreciate the teachings of the religion their adheres to.
2. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.
3. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
4. Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perceptive theory.

B. STANDART COMPETENCE

Understanding the meaning of written text and simple short essays in the

form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

5. Match descriptive text according to the image.

6. Answer information in accordance with the contents of descriptive text.

7. Identify the generic structure of descriptive text.

8. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

1. Identification

   Identify phenomenon that will be described

2. Description

   Describe parts, qualities, or characteristics of something or someone in detail

Language feature of descriptive text:

1. Using present tense or past tense

2. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

3. Using adjectives to describe the quality or condition of an object.

4. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD

Lecturing with applying scaffolding technique assisted by media.

G. TEACHING MEDIA

1. Text Book
2. Movie poster
3. Dictionary

H. TEACHING OBJECTIVE

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

1. Understand the meaning and social function of descriptive text.
2. Understand the generic structure of descriptive text.
3. Understand the language features of descriptive text.
4. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	• Greet the students and check the attendance list. • Apperception (students are asked their understanding about descriptive text) • Motivate the students in learning writing descriptive.	10 minutes
Main activities	*Observing* • The teacher remembers if the most important part in descriptive text is present tense. • The teacher give example simple present tense in descriptive text • Ask the students to write a descriptive text with group	60 minutes

		• Guides the students to discuss elements of text	
		Communicating • Ask students to present their text.	
	Closing	• Ask students difficulty in studying descriptive text. • Give reinforcement by asking students to summarize what they have learned	10 minutes

I. LEARNING SOURCE

1. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.

2. English Dictionary.

J. ASSESSMENT

1. The form of Instrument: Writing an essay of descriptive text.

2. The instrument of attitude assessment as follows:

No	Observed Attitude	Score				Explanation
		4	3	2	1	
1	Serious in accepting lessons					
2	Responsible and through in carrying out their duties					
3	Be polite to the teacher (respect)					
4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

4: Very Good   2: Enough

3: Good   1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

Marjanji Aceh, 27 Juli 2019

English Teacher Researcher,

Nurlianti, S.Pd **Uci Mitra Pertiwi**
NIP.19830114 201001 2 006 **NPM.1502050281**

LESSON PLAN

EXSPERIMENTAL GROUP

School	: SMPN 1 Aek Songsongan
Subject	: English
Class/ Semester	: VIII-1
Topic	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 1st Meeting

D. CORE COMPETENCE

1. Respect and appreciate the teachings of the religion their adheres to.

2. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

3. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perceptive theory.

B. STANDART COMPETENCE

Understanding the meaning of written text and simple short essays in the

form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

1. Match descriptive text according to the image.

2. Answer information in accordance with the contents of descriptive text.

3. Identify the generic structure of descriptive text.

4. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

1. Identification

   Identify phenomenon that will be described

2. Description

   Describe parts, qualities, or characteristics of something or someone in detail

Language feature of descriptive text:

1. Using present tense or past tense

2. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

3. Using adjectives to describe the quality or condition of an object.

4. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

     My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD

Lecturing with applying scaffolding technique assisted by media.

G. TEACHING MEDIA

1. Text Book
2. Movie poster
3. Dictionary

H. TEACHING OBJECTIVE

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

1. Understand the meaning and social function of descriptive text.
2. Understand the generic structure of descriptive text.
3. Understand the language features of descriptive text.
4. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	• Greet the students and check the attendance list. • Apperception (students are asked their understanding about descriptive text) • Motivate the students in learning writing descriptive.	10 minutes
Main activities	*Observing* • Give the example of descriptive text. • Reads the text with the students. • Explain the concept of descriptive text such as the purpose, generic structure, grammatical structure, and grammatical features of the text.	60 minutes

		• Gives stimulus the students to describe descriptive text • Show movie poster to the students • Guides the students to discuss elements of poster • Guides the students to write descriptive text based elements being discussion. • Shows other movie poster and ask the students to write descriptive text by group. *Communicating* • Ask students to present their text.	
Closing	• Ask students difficulty in studying descriptive text. • Give reinforcement by asking students to summarize what they have learned	10 minutes

I. LEARNING SOURCE

3. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.

4. English Dictionary.

J. ASSESSMENT

4. The form of Instrument: Writing an essay of descriptive text.

5. The instrument of attitude assessment as follows:

No	Observed Attitude	Score				Explanation
		4	3	2	1	
1	Serious in accepting lessons					
2	Responsible and through in carrying out their duties					
3	Be polite to the teacher (respect)					
4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

    4: Very Good   2: Enough

    3: Good   1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

                                  Marjanji Aceh, 20 Juli 2019

English Teacher   Researcher,

Nurlianti, S.Pd   **Uci Mitra Pertiwi**
NIP.19830114 201001 2 006   **NPM.1502050281**

LESSON PLAN

CONTROL CLASS

School	: SMPN 1 Aek Songsongan
Subject	: English
Class/ Semester	: VIII-2
Topic	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 4th Meeting

E. CORE COMPETENCE

5. Respect and appreciate the teachings of the religion their adheres to.

6. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

7. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

8. Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perceptive theory.

B. STANDART COMPETENCE

Understanding the meaning of written text and simple short essays in the

form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

5. Match descriptive text according to the image.

6. Answer information in accordance with the contents of descriptive text.

7. Identify the generic structure of descriptive text.

8. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

4. Identification

   Identify phenomenon that will be described

5. Description

   Describe parts, qualities, or characteristics of something or someone in detail

Language feature of descriptive text:

5. Using present tense or past tense

6. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

7. Using adjectives to describe the quality or condition of an object.

8. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD

Conventional teaching

G. TEACHING MEDIA

4. Text Book
5. Dictionary

H. TEACHING OBJECTIVE

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

5. Understand the meaning and social function of descriptive text.
6. Understand the generic structure of descriptive text.
7. Understand the language features of descriptive text.
8. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	• Greet the students and check the attendance list. • Apperception (students are asked their understanding about descriptive text) • Motivate the students in learning writing descriptive.	10 minutes
Main activities	*Observing* • Give the example of descriptive text. • Reads the text with the students. • Explain the concept of descriptive text such as the purpose, generic structure, grammatical structure, and grammatical features of the text. • Gives stimulus the students to describe	60 minutes

		descriptive text • Guides the students to write descriptive text based elements being discussion. • Ask the students to write descriptive text individually. *Communicating* • Ask students to present their text. • Give score to the students task.	
	Closing	▪ Ask students difficulty in studying descriptive text. ▪ Give reinforcement by asking students to summarize what they have learned	10 minutes

I. LEARNING SOURCE

5. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.

6. English Dictionary.

J. ASSESSMENT

6. The form of Instrument: Writing an essay of descriptive text.

7. The instrument of attitude assessment as follows:

No	Observed Attitude	Score				Explanation
		4	3	2	1	
1	Serious in accepting lessons					
2	Responsible and through in carrying out their duties					
3	Be polite to the teacher (respect)					
4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

4: Very Good   2: Enough

3: Good   1: Less

6. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

Marjanji Aceh, 13 Agustus 2019

English Teacher   Researcher,

Nurlianti, S.Pd   **Uci Mitra Pertiwi**
NIP.19830114 201001 2 006   **NPM.1502050281**

LESSON PLAN

CONTROL CLASS

School	: SMPN 1 Aek Songsongan
Subject	: English
Class/ Semester	: VIII-2
Topic	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 3rd Meeting

F. CORE COMPETENCE

1. Respect and appreciate the teachings of the religion their adheres to.

2. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

3. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perceptive theory.

B. STANDART COMPETENCE

Understanding the meaning of written text and simple short essays in the

form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

9. Match descriptive text according to the image.

10. Answer information in accordance with the contents of descriptive text.

11. Identify the generic structure of descriptive text.

12. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

7. Identification

   Identify phenomenon that will be described

8. Description

   Describe parts, qualities, or characteristics of something or someone in detail

Language feature of descriptive text:

9. Using present tense or past tense

10. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

11. Using adjectives to describe the quality or condition of an object.

12. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD

Conventional teaching

G. TEACHING MEDIA

1. Text Book
2. Dictionary

H. TEACHING OBJECTIVE

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

1. Understand the meaning and social function of descriptive text.
2. Understand the generic structure of descriptive text.
3. Understand the language features of descriptive text.
4. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	- Greet the students and check the attendance list. - Apperception (students are asked their understanding about descriptive text) - Motivate the students in learning.	10 minutes
Main activities	*Observing* - Give the example of descriptive text. - Reads the text with the students. - Guides the students to write descriptive text based elements being discussion with group - Ask the students to write descriptive text with group *Communicating*	60 minutes

	• Ask students to present their text with group • Give score to the students task.	
Closing	▪ Ask students difficulty in studying descriptive text.	10 minutes

I. LEARNING SOURCE

1. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.

2. English Dictionary.

J. ASSESSMENT

1. The form of Instrument: Writing an essay of descriptive text.

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4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

4: Very Good   2: Enough

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3. Writing assessment rubric as follows:

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Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

Marjanji Aceh, 6 Agustus 2019

English Teacher   Researcher,

<u>Nurlianti, S.Pd</u>   **<u>Uci Mitra Pertiwi</u>**
NIP.19830114 201001 2 006   **NPM.1502050281**

LESSON PLAN

CONTROL CLASS

School	: SMPN 1 Aek Songsongan
Subject	: English
Class/ Semester	: VIII-2
Topic	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 40 Minutes
Meeting	: 2nd Meeting

G. CORE COMPETENCE

1. Respect and appreciate the teachings of the religion their adheres to.

2. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

3. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

4. Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perceptive theory.

B. STANDART COMPETENCE

Understanding the meaning of written text and simple short essays in the

form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

1. Match descriptive text according to the image.

2. Answer information in accordance with the contents of descriptive text.

3. Identify the generic structure of descriptive text.

4. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

1. Identification

   Identify phenomenon that will be described

2. Description

   Describe parts, qualities, or characteristics of something or someone in detail

Language feature of descriptive text:

1. Using present tense or past tense

2. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

3. Using adjectives to describe the quality or condition of an object.

4. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD

Conventional teaching

G. TEACHING MEDIA

1. Text Book
2. Dictionary

H. TEACHING OBJECTIVE

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

1. Understand the meaning and social function of descriptive text.
2. Understand the generic structure of descriptive text.
3. Understand the language features of descriptive text.
4. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	• Greet the students and check the attendance list. • Apperception (students are asked their understanding about descriptive text) • Motivate the students in learning writing descriptive.	10 minutes
Main activities	*Observing* • Ask students what they are remember about descriptive text. • Show the text to students • Read the text with the students • Guides the students to understand descriptive text based text. • Ask the students what the purpose of text. *Communicating*	60 minutes

	• Ask students what they are understand about descriptive text.	
Closing	▪ Ask students difficulty in studying descriptive text. ▪ Give reinforcement by asking students to summarize what they have learned	10 minutes

I. LEARNING SOURCE

1. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.
2. English Dictionary.

J. ASSESSMENT

1. The form of Instrument: Writing an essay of descriptive text.
2. The instrument of attitude assessment as follows:

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		4	3	2	1	
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3	Be polite to the teacher (respect)					
4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

4: Very Good   2: Enough

3: Good   1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9

Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

Marjanji Aceh, 30 Juli 2019

English Teacher   Researcher,

Nurlianti, S.Pd   **Uci Mitra Pertiwi**
NIP.19830114 201001 2 006   **NPM.1502050281**

LESSON PLAN

CONTROL CLASS

School	**: SMPN 1 Aek Songsongan**
Subject	**: English**
Class/ Semester	**: VIII-2**
Topic	**: Descriptive Text**
Skill	**: Writing**
Time Allocation	**: 2 x 40 Minutes**
Meeting	**: 1st Meeting**

H. CORE COMPETENCE

1. Respect and appreciate the teachings of the religion their adheres to.

2. Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

3. Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

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B. STANDART COMPETENCE

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form of descriptive text and recount related to the surrounding environment.

C. BASIC COMPETENCE

Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in descriptive text and recount.

D. INDICATORS

1. Match descriptive text according to the image.

2. Answer information in accordance with the contents of descriptive text.

3. Identify the generic structure of descriptive text.

4. Identify language features from descriptive text.

E. TEACHING MATERIALS

Descriptive text is a kind of text genre to describe something, which has functions to describe about the characteristic or condition of an object by using the adjectives or attributes.

Generic structure of descriptive text:

1. Identification

Identify phenomenon that will be described

2. Description

Describe parts, qualities, or characteristics of something or someone in detail

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1. Using present tense or past tense

2. Using predicate with verb 'be' or 'has/have', or linking verb such as look, seem, sound, taste, etc.

3. Using adjectives to describe the quality or condition of an object.

4. Only focus to one object.

Example of Descriptive text:

My Favorite Thing

My favorite thing is cows doll. From my collection of cows doll, I do really love "Momo" the small one. Momo has a flat nose, and big eyes. Momo

always smiles and has two big ears. Momo has pink ribbon near her left ear. Momo always near me and hug me when I sleep.

F. TEACHING METHOD
Conventional teaching

G. TEACHING MEDIA
1. Text Book
2. Dictionary

H. TEACHING OBJECTIVE
At the end of the lesson, students are able to:
1. Understand the meaning and social function of descriptive text.
2. Understand the generic structure of descriptive text.
3. Understand the language features of descriptive text.
4. Write a descriptive text based on the picture.

I. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Opening	• Greet the students and check the attendance list. • Apperception (students are asked their understanding about descriptive text) • Motivate the students in learning writing descriptive.	10 minutes
Main activities	*Observing* • Give example of descriptive text • Explain what is descriptive text • Guides the students to understand descriptive text, • Ask the students what the purpose of text. *Communicating* • Ask students what they are understand about descriptive text.	60 minutes
Closing	▪ Ask students difficulty in studying descriptive	10 minutes

| | | text. | |
| | | ▪ Give reinforcement by asking students to summarize what they have learned | |

I. LEARNING SOURCE

1. Students Book Class VII English, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2017.

2. English Dictionary.

J. ASSESSMENT

1. The form of Instrument: Writing an essay of descriptive text.

2. The instrument of attitude assessment as follows:

No	Observed Attitude	Score				Explanation
		4	3	2	1	
1	Serious in accepting lessons					
2	Responsible and through in carrying out their duties					
3	Be polite to the teacher (respect)					
4	Appreciate friends					
5	Actively participate in the PBM process					

Criteria:

4: Very Good   2: Enough

3: Good   1: Less

3. Writing assessment rubric as follows:

Aspect	Excellent to very good	Good to Average	Fair to Poor	Very Poor
Content	27-30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	7-9
Vocabulary	18-20	14-17	10-13	7-9
Language use	22-25	18-21	11-17	5-10
Mechanics	5	4	3	2

Marjanji Aceh, 23 Juli 2019

English Teacher   Researcher,

<u>Nurlianti, S.Pd</u>   **<u>Uci Mitra Pertiwi</u>**
NIP.19830114 201001 2 006   **NPM.1502050281**

ATTENDANCE LIST

EXSPERIMENTAL CLASS

Name of School : SMP NEGERI 1 AEK SONGSONGAN

Class : VIII-1

Academic : 2018/2019

No	Name	First Meeting	Second Meeting	Third Meeting	Four Meeting
1	AFRILIN				
2	AHMAR MAULANA PANJAITAN				
3	ALDI JUAMSAH				
4	ARZETTI BELLA SARVITA PADANG				
5	BAGUS AFRIZA SIANIPAR				
6	DAVA ALDA BILLY				
7	DIA AULIA				
8	DINI RIZKI				
9	DITA DWI MAHARANI				
10	GILANG RAMADAN				
11	KARIN MAWAR DANI				
12	M. AL AMIN PUTRA				
13	M. RAFLI RIANDA				
14	M. ALIEF SAMUDRA PJT				
15	M. DEVA ARDIANSYAH SIAGIAN				
16	MUHAMMAD RIFAI				
17	NUR HALIFAH RAMADANI				
18	RENDI FERDIAN SYAHPUTRA				
19	RIZKI ISLAMI PASHA				
20	SALSABILA NUR AISYAH				
21	SELVI AGUSTINA				
22	SHEYLAM KETTI AQUINO				
23	SITI NUR FADILLA				
24	SUKMA HADI				
25	SURYA RAMADANI				
26	SYAHRUL MAWARDI PUTRA				
27	TEZZA AFRIDA UBAT SIANIPAR				
28	TRI AWWALIA RAMADANI				
29	VIFI AULIA				
30	VINA RAMADHANI				

English Teacher

Nurlianti, S.Pd
NIP.19830114 201001 2 006

Researcher,

Uci Mitra Pertiwi
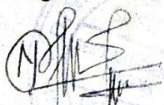
ATTENDANCE LIST

CONTROL CLASS

Name of School : SMP NEGERI 1 AEK SONGSONGAN

Class : VIII-2

Academic : 2018/2019

No	Name	First Meeting	Second Meeting	Third Meeting	Four Meeting
1	ALDRIANSYAH MAYAMAYA				
2	AMIRUDDIN SITORUS				
3	ANJELI ALISA TRIANTI				
4	AYUB KUSUMA				
5	BUNGA DINDA LESTARI				
6	DEFRY HAFIJAR TBN				
7	DIAH MUSTIKA PANJAITAN				
8	DIKI JANUARA PANJAITAN				
9	DINDA TASYA BELLA				
10	DWI AYU TRIA ANJANI				
11	ERDA NOVITA				
12	EVA SUSILAWATI BR SIAHAAN				
13	FERDIANSYAH PRATAMA				
14	FERY IRFANSYAH				
15	ICHA MUTIARA BR SIAHAAN				
16	ILHAM MAULANA				
17	LILIS SURYANI				
18	M. DAHRUL AMRY				
19	MILA RAHMANDA S.				
20	M. ARVINO PUTRA				
21	NINA KURNIATRI HUTABARAT				
22	NURUL ALFANI				
23	POPI ANGGI ANGGRAINI				
24	PUJIANTO				
25	PUTRI AFRILYA				
26	REVA LINA DESYA				
27	RIDWAN FAHROZI PJT				
28	RIZKY ARDIANSYAH				
29	SAFRI HUSAINI SIREGAR				
30	SRI DEWI AYU PRATIWI				

English Teacher

Nurlianti, S.Pd
NIP.19830114 201001 2 006

Researcher,

Uci Mitra Pertiwi

APPENDIX V

TEST

Name   :

Class   :

Subject   :

Please write a descriptive text based on the movie poster!

Title:……………………….

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APPENDIX VI

The Result of Pre-Test and Post-Test in Experimental Class

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AF	50	80
2	AM	40	73
3	AJ	55	75
4	ABS	40	85
5	BA	50	80
6	DAB	40	85
7	DA	40	80
8	DR	70	85
9	DDM	40	85
10	GR	40	80
11	KMD	40	85
12	MAP	55	90
13	MRR	40	80
14	MAS	45	80
15	MDA	40	90
16	MR	45	80
17	NH	40	90
18	RFS	50	80
19	RIP	40	85
20	SNA	75	95
21	SA	40	80
22	SKA	40	76
23	SF	50	80
24	SH	50	82
25	SR	40	85
26	SMP	40	80
27	TA	70	85
28	TAR	40	89
29	VA	50	88
30	VR	40	80
	Total	**1395**	**2488**

APPENDIX VII

The Result of Pre-Test and Post-Test in Control Class

No	Students' Name	Score of Pre-Test	
		Pre-Test	**Post-Test**
1	AM	40	55
2	AS	55	80
3	AAT	40	75
4	AK	40	75
5	BDL	40	50
6	DH	45	50
7	DM	40	55
8	DJ	45	73
9	DT	50	75
10	DAT	40	76
11	EN	50	70
12	ES	45	55
13	FP	40	70
14	FI	40	67
15	IMS	45	55
16	IM	45	70
17	LS	45	75
18	MDA	40	75
19	MR	40	70
20	MAP	45	70
21	NK	50	75
22	NA	40	67
23	PAA	40	80
24	PJ	55	55
25	PA	40	80
26	RLD	50	70
27	RF	70	75
28	RA	45	72
29	SH	40	55
30	SDA	45	80
	Total	**1345**	**2050**

APPENDIX VIII

The Difference Score of Experiment Class and Control Class

No	Experiment Class	Control Class
1	80	55
2	73	80
3	75	75
4	85	75
5	80	50
6	85	50
7	80	55
8	85	73
9	85	75
10	80	76
11	85	70
12	90	55
13	80	70
14	80	67
15	90	55
16	80	70
17	90	75
18	80	75
19	85	70
20	95	70
21	80	75
22	76	67
23	80	80
24	82	55
25	85	80
26	80	70
27	85	75
28	89	72
29	88	55
30	80	80
Total	**2488**	**2050**

APPENDIX IX

The Analysis Item for The Test of Validity

No	X	Y	X^2	Y^2	XY
1	55	80	3025	6400	4400
2	80	73	6400	5329	5840
3	75	75	5625	5625	5625
4	75	85	5625	7225	6375
5	50	80	2500	6400	4000
6	50	85	2500	7225	4250
7	55	80	3025	6400	4400
8	73	85	5329	7225	6205
9	75	85	5625	7225	6375
10	76	80	5776	6400	6080
11	70	85	4900	7225	5950
12	55	90	3025	8100	4950
13	70	80	4900	6400	5600
14	67	80	4489	6400	5360
15	55	90	3025	8100	4950
16	70	80	4900	6400	5600
17	75	90	5625	8100	6750
18	75	80	5625	6400	6000
19	70	85	4900	7225	5950
20	70	95	4900	9025	6650
21	75	80	5625	6400	6000
22	67	76	4489	5776	5092
23	80	80	6400	6400	6400
24	55	82	3025	6724	4510
25	80	85	6400	7225	6800
26	70	80	4900	6400	5600
27	75	85	5625	7225	6375
28	72	89	5184	7921	6408
29	55	88	3025	7744	4840
30	80	80	6400	6400	6400
Total	**2050**	**2488**	**142792**	**207044**	**169835**

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

$$r_{xy} = \frac{30(170545) - (2050)(2488)}{\sqrt{\{30 \sum 142792 - (2050)^2\}\{30(207044 - (2488)^2\}}}$$

$$r_{xy} = \frac{5116350 - 5100400}{\sqrt{\{4283760 - 4202500\}\{6211320 - 6190144\}}}$$

$$r_{xy} = \frac{15950}{\sqrt{\{81260\}\{21176\}}}$$

$$r_{xy} = \frac{15950}{41482,06}$$

$$r_{xy} = 0,7871$$

It meant that 0,78 that the validity of the test was sufficient. It could be seen in the following range of validity based on Arikunto's statement :

1. 0,00 - 0,20   = validity is low

2. 0,21 - 0,40   = validity is sufficient

3. 0,41 – 0,70   = validity is high

4. 0,71 – 1,00   = validity is very high

APPENDIX X

The Analysis Item for The Test of Reliability

No	X	X^2
1	9	81
2	10	100
3	9	81
4	9	81
5	9	81
6	10	100
7	9	81
8	9	81
9	9	81
10	8	64
11	11	121
12	9	81
13	9	81
14	8	64
15	10	100
16	10	100
17	10	100
18	8	64
19	9	81
20	11	121
21	11	121
22	9	81
23	8	64
24	11	121
25	9	81
26	11	121
27	13	169
28	10	100
29	8	64
30	10	100
Total	**286**	**2766**

From the data above, the next step was to find out the mean data, total variance, and to count the realibility of the test by using KR_{21} formula, as follow :

1. Total Mean

From the data above, it was known $\sum X_1 = 286$ and N = 30. So :

$$Mt = \frac{\sum X1}{n}$$

$$Mt = \frac{286}{30}$$

$$Mt = 9,53$$

2. Total Variance

Before calculating the total variance, $\sum X_t^2$ was calculated as below. It was known $\sum X_1^2 = 2766$, $\sum X_1 = 286$, and N = 30.

$$\sum X_t^2 = \sum X_1^2 - \frac{(632)^2}{30}$$

$$= 2766 - (9,53)^2$$

$$= 2766 - 90,82$$

$$= 2675,18$$

Based on the calcultaion above, $\sum X_t^2 = 2675,18$ and N= 30, to find the total variance (St^2) it was used :

$$St^2 = \frac{\sum Xt2}{n}$$

$$= \frac{2675,18}{30}$$

$$= 89,17$$

3. The calculation of the reliability of the test used this formula where :

N = 30, Mt = 9,53, and St_2 = 89,17

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1\frac{Mt\,(n-Mt)}{(n)(St2)}\right)$$

$$= \left(\frac{30}{30-1}\right)\left(1 - \frac{9,53\,(30-9,53)}{(30)(89,17)}\right)$$

$$= \left(\frac{30}{29}\right)\left(1 - \frac{9,53\,(20,47)}{2675,1}\right)$$

$$= (1,034)(1 - 0,0729)$$

$$= (1,034)(0,9271)$$

$$= 0,96$$

Based on the calculation above, the result of reliability of the test was 0,96. It meant that the reliability of the test is very good.

APPENDIX XI

DIFFICULTY LEVEL

No	Students' Initial	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	AF	2	3	2	2	2	11
2	AM	2	2	1	1	3	9
3	AJ	2	2	2	2	2	10
4	ABS	1	2	1	1	3	8
5	BA	2	2	2	2	2	10
6	DAB	2	2	1	1	3	9
7	DA	3	2	1	1	3	10
8	DR	1	1	1	1	3	7
9	DDM	2	2	1	1	3	9
10	GR	3	2	1	1	2	9
11	KMD	2	2	1	1	3	9
12	MAP	3	2	2	2	2	11
13	MRR	2	1	1	1	3	8
14	MAS	2	2	2	1	3	10
15	MDA	2	2	1	1	3	9
16	MR	1	2	2	1	3	9
17	NH	2	2	1	1	3	9
18	RFS	2	2	2	2	2	10
19	RIP	2	2	1	1	3	9
20	SNA	2	3	2	2	3	12
21	SA	3	2	1	1	2	9
22	SKA	2	2	1	1	3	9
23	SF	2	2	2	2	2	10
24	SH	3	2	2	2	2	11
25	SR	2	2	1	1	3	9
26	SMP	1	2	1	1	3	8
27	TA	2	3	2	1	3	11
28	TAR	3	2	1	1	3	10
29	VA	2	2	2	2	2	10
30	VR	2	2	1	1	3	9
Variance		0.3289	0.1656	0.24	0.21	0.2222	1.12
Mean		2.0667	2.0333	1.40	1.3	2.6667	
TK		0.6889	0.6778	0.466667	0.433333	0.8889	
		Medium	Medium	Medium	Medium	Easy	

Note:

TK   = 0,00 (Very Difficult)

         = 0,00 - 0,30 (Difficult)

         = 0,30 - 0,70 (Medium)

         = 0,70 - 0,99 (Easy)

         = 1,00 (Very Easy)

Based on calculation above, we can see the result of difficulty level each writing assessment on the essay test was:

1. Content   = 0,68 (Medium)

2. Organization   = 0,67 (Medium)

3. Vocabulary   = 0,46 (Medium)

4. Language Use   = 0,43 (Medium)

5. Mechanics   = 0,88 (Easy)

APPENDIX XII

DATA ANALYSIS

1. The Effect of applying scaffolding technique on the students' writing achievement by using movie posters.

The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T_1)	$T_1{}^2$	Post-Test (T_2)	$T_2{}^2$	T_2-T_1 (X1)
1	AF	50	2500	80	6400	30
2	AM	40	1600	73	5329	33
3	AJ	55	3025	75	5625	20
4	ABS	40	1600	85	7225	45
5	BA	50	2500	80	6400	30
6	DAB	40	1600	85	7225	45
7	DA	40	1600	80	6400	40
8	DR	70	4900	85	7225	15
9	DDM	40	1600	85	7225	45
10	GR	40	1600	80	6400	40
11	KMD	40	1600	85	7225	45
12	MAP	55	3025	90	8100	35
13	MRR	40	1600	80	6400	40
14	MAS	45	2025	80	6400	35
15	MDA	40	1600	90	8100	50
16	MR	45	2025	80	6400	35
17	NH	40	1600	90	8100	50
18	RFS	50	2500	80	6400	30
19	RIP	40	1600	85	7225	45
20	SNA	75	5625	95	9025	20
21	SA	40	1600	80	6400	40
22	SKA	40	1600	76	5776	36
23	SF	50	2500	80	6400	30
24	SH	50	2500	82	6724	32
25	SR	40	1600	85	7225	45
26	SMP	40	1600	80	6400	40
27	TA	70	4900	85	7225	15
28	TAR	40	1600	89	7921	49

29	VA	50	2500	88	7744	38
30	VR	40	1600	80	6400	40
Total		$\sum T_1 =$ **1395**	$\sum T_1{}^2 =$ **67725**	$\sum T_2 =$ **2488**	$\sum T_2{}^2 =$ **207044**	$\sum (X1) =$ **1093**

The data in the table showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying scaffolding techique on the students' writing achievement by using movie posters. The collected data were analysis t-test formula. In experimental group, pre-test was 1395 and post-test was 2488. The differences of the pre-test and post-test were T2 – T1 = 1093.

2. The Calculation in Experimental Group

A. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

$$= \frac{1093}{30}$$

$$= 36{,}43$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T2-T1)^2}{N}}$$

$$= \sqrt{\frac{(1093)^2}{30}}$$

$$= \sqrt{\frac{1194649}{30}}$$

$$= \sqrt{39821{,}63}$$

$$= 199{,}55$$

B. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\Sigma T1}{N}$$

$$= \frac{1395}{30}$$

$$= 46{,}5$$

b. Variances

$$S^2 = \Sigma T_1^{\,2} - \frac{(\Sigma T1)^2}{N}$$

$$= 67725 - \frac{(1395)^2}{30}$$

$$= 67725 - \frac{1946025}{30}$$

$$= 67725 - 64867{,}5$$

$$= 2857{,}5$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\Sigma T1^2}{N}}$$

$$= \sqrt{\frac{67725}{30}}$$

$$= \sqrt{2257{,}5}$$

$$= 47{,}51$$

C. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\Sigma T2}{N}$$

$$= \frac{2488}{30}$$

$$= 82,93$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T2)^2}{N}$$

$$= 207044 - \frac{(2488)^2}{30}$$

$$= 207044 - \frac{6190144}{30}$$

$$= 207044 - 206338,13$$

$$= 705,87$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T2^2}{N}}$$

$$= \sqrt{\frac{207044}{30}}$$

$$= \sqrt{6901,46}$$

$$= 83,07$$

The Difference of Score of The Pre-Test and Post-Test in Control Group

No	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	T_2-T_1 (X1)
1	AM	40	1600	55	3025	15
2	AS	55	3025	80	6400	25
3	AAT	40	1600	75	5625	35
4	AK	40	1600	75	5625	35
5	BDL	40	1600	50	2500	10
6	DH	45	2025	50	2500	5
7	DM	40	1600	55	3025	15
8	DJ	45	2025	73	5329	28
9	DT	50	2500	75	5625	25
10	DAT	40	1600	76	5776	36
11	EN	50	2500	70	4900	20
12	ES	45	2025	55	3025	10
13	FP	40	1600	70	4900	30
14	FI	40	1600	67	4489	27
15	IMS	45	2025	55	3025	10
16	IM	45	2025	70	4900	25
17	LS	45	2025	75	5625	30
18	MDA	40	1600	75	5625	35
19	MR	40	1600	70	4900	30
20	MAP	45	2025	70	4900	25
21	NK	50	2500	75	5625	25
22	NA	40	1600	67	4489	27
23	PAA	40	1600	80	6400	40
24	PJ	55	3025	55	3025	0
25	PA	40	1600	80	6400	40
26	RLD	50	2500	70	4900	20
27	RF	70	4900	75	5625	5
28	RA	45	2025	72	5184	27
29	SH	40	1600	55	3025	15
30	SDA	45	2025	80	6400	35
Total		$\sum T_1 = 1345$	$\sum T_1^2 = 61575$	$\sum T_2 = 2050$	$\sum T_2^2 = 142792$	$\sum(X1) = 705$

3. The Calculation in Control Group

A. The calculation for total test in pre-test and post-test in control group

a. Mean

$$M1(X1) = \frac{\Sigma(T2 - T1)}{N1}$$

$$= \frac{705}{30}$$

$$= 23{,}5$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\Sigma(T2-T1)2}{N}}$$

$$= \sqrt{\frac{(705)2}{30}}$$

$$= \sqrt{\frac{497025}{30}}$$

$$= \sqrt{16567{,}5}$$

$$= 128{,}71$$

B. The calculation for pre-test in control group

a. Mean

$$MT_{1 =} \frac{\Sigma T1}{N}$$

$$= \frac{1345}{30}$$

$$= 44{,}83$$

b. Variances

$$S^2 = \sum T_1{}^2 - \frac{(\sum T1)^2}{N}$$

$$= 61575 - \frac{(1345)^2}{30}$$

$$= 61575 - \frac{1809025}{30}$$

$$= 61575 - 60300,83$$

$$= 1274,17$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{61575}{30}}$$

$$= \sqrt{2052,5}$$

$$= 45,30$$

C. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{2050}{30}$$

$$= 68,33$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T2)^2}{N}$$

$$= 142792 - \frac{(2050)^2}{30}$$

$$= 142792 - \frac{4202500}{30}$$

$$= 142792 - 140083{,}33$$

$$= 2708{,}67$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T2^2}{N}}$$

$$= \sqrt{\frac{142792}{30}}$$

$$= \sqrt{4759{,}73}$$

$$= 68{,}99$$

The Calculation Table

No	X	Y	X²	Y²	XY
1	55	80	3025	6400	4400
2	80	73	6400	5329	5840
3	75	75	5625	5625	5625
4	75	85	5625	7225	6375
5	50	80	2500	6400	4000
6	50	85	2500	7225	4250
7	55	80	3025	6400	4400
8	73	85	5329	7225	6205
9	75	85	5625	7225	6375
10	76	80	5776	6400	6080
11	70	85	4900	7225	5950
12	55	90	3025	8100	4950
13	70	80	4900	6400	5600
14	67	80	4489	6400	5360
15	55	90	3025	8100	4950
16	70	80	4900	6400	5600
17	75	90	5625	8100	6750
18	75	80	5625	6400	6000
19	70	85	4900	7225	5950
20	70	95	4900	9025	6650
21	75	80	5625	6400	6000
22	67	76	4489	5776	5092
23	80	80	6400	6400	6400
24	55	82	3025	6724	4510
25	80	85	6400	7225	6800
26	70	80	4900	6400	5600
27	75	85	5625	7225	6375
28	72	89	5184	7921	6408
29	55	88	3025	7744	4840
30	80	80	6400	6400	6400
Total	2050	2488	142792	207044	170985

The table above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

1. Testing The Hypothesis

　　Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. Coeficient r^2

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

$$r_{xy} = \frac{30(170985) - (2050)(2488)}{\sqrt{\{30 \sum 142792 - (2050)^2\}\{30(207044 - (2488)^2\}}}$$

$$r_{xy} = \frac{5129550 - 5100400}{\sqrt{\{4283760 - 4202500\}\{6211320 - 6190144\}}}$$

$$r_{xy} = \frac{29150}{\sqrt{\{81260\}\{21176\}}}$$

$$r_{xy} = \frac{29150}{41482,06}$$

$$r_{xy} = 0,7027$$

The result of coefficient r^2 was used to know value of t-observed is more or not than t-table.

b. Examining The Statistical Hypothesis

Ha　　: P#0 there was any significant effect of aplying scaffolding techique on the students' writing achievement by using movie posters.

H0　　: P=0 there was not any significant effect of aplying scaffolding techique on the students' writing achievement by using movie posters.

With the criteria examination, Ha was accepted if $t\,\{1 - 1a\} < t < t\,\frac{\{1-1a\}}{2}$ where t $\frac{\{1-1a\}}{2}$ was getting by t distribution with dk = n -2. dk = 30 − 2 = 28. α = 5 % = 0,05. In the other way, H0 was rejected.

$$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,7027\sqrt{30-2}}{\sqrt{1-(0,7027)^2}}$$

$$t = \frac{3,7172}{\sqrt{0,5062}}$$

$$t = 5,2252$$

$$t_{tabel} = \left(1 - \frac{1}{2}.a\right)(28)$$

$$= \left(1 - \frac{1}{2}.0,05\right)(28)$$

$$= t_{0,975}(28)$$

$$= 0,2960$$

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or 5,2252 > 0,2960. It meant that Ha was accepptable or "there was any significant effect of applying scaffolding technique on the students' writing achievement by using movie posters.

c. Determining the percentage of the effect of X variable toward Y variable

$$D = (rxy)^2 \text{ x } 100 \text{ \%}$$

$$= 0,7027^2 \text{ x } 100\%$$

$$= 0,4938 \text{ x } 100\%$$

$$= 49,38\%$$

It meant the effect of X variable toward Y variable or the effect of applying scaffolding technique on the students' writing achievement by using movie posters was 49,38%.

APPENDIX XIII

EXPERIMENTAL CLASS

PRE-TEST

NAMA : NUR HALIFAH RAMADANI

KLS : VIII-1

upin and ipin they are ad haugter.
upin wearsa yellow shirt, white ipin wears blue shirt
they alsa have their claracter like upin has little
hair and upin has no hair

Rendi Ferdian Syahputra kls:VIII-81

1. Upin dand Ipin bald headed
2. Upin and Ipin the same
3. Upin and Ipin it is kids
4. Upin used Shirt Yellow
5. Ipin used Shirt blue
6. Upin and Ipin Have eyes brown
7. Ipin used Shawl

Nama : AHMAR MAULANA

Kls : VIII = 1

No.

Date :
jumat
2 agustus 2019

1. upin and Ipin Child is twin
2. Upin wear shirt yellow ~~blue~~ colour
3. Ipin wear shirt blue colour
4. Upin Have to the hair
5. Ipin no have to the hair
6. upin and Ipin have eyes brown
7. Ipin used shawl

POST-TEST

NAMA = NUR HALIFAH RAMADANI
KLS = VIII-I

Dora is a ~~little~~ Little girl. She has cute face.
She has short hair. Dora also has a nice.
friend named boots. She always Plays with
it. Dora has many hobbies. one of them
is maring an explorer in the Jungle with
her friend. when, she goes to somewhere,
she brings her bag. the bag consists
of mang things.

Rendi Ferdian Syahputra : Nama
VIII:8I = kelas

DORA the EXPLORER

Dora is her name. She is a cute girl.
She has the black and short hair.
She has big brown eyes. Dora has a
friend his name boots. Boots is a
monkey. He is a blue monkey. He has
a red boots in his leg. Dora and boots
are best friend.

Nama: AHMAR
KLS : VIII : 1

DORA the EXPLOR

Dora is one of my farorite cartoon.
Dora is a giri. She has short hair.
She has brown skin. She always wear
purple snirt and orange pants. She wears
swite snoes. Dora also has a monkey friend
named boots. Dora has magic map

APPENDIX XIV

CONTROL CLASS

PRE-TEST

Nama : Diah Mustika psl
Kelas : VIII-2

Deskripsi upin and ipin

Upin and has disfrent characters. ipin has a litle hair but Ipin not hair. upin favorite color is yellow, and ipin favorite color is blue. upin and ipin they are dhact dhaugther.
upin wears yellow t-shirt and ipin wears blue t-shirt. they are wears short pants. upin and ipin very cheerful. they has sgt brown eyes. upin and ipin are smart and very like to help some one

Nama: FERY IRFANSYAH
KlS: VIII^2

Deskripsi UPIN dan IPIN

Upin and Ipin are charachter in animation.
Upin has a little hair. IPin has bald head.
they are a dhuwgter. Upin wears yellow t-shirt and IPin wears
blu t-shirt. they are wears short Pants. Upin and Ipin very cheerful
they has soft brown eyes. Upin and IPIN are smart and help
Someone

Nama: Nina Kurniatri HTB
Kelas : VII^2
B. Study : B. Inggris

*Upin & Ipin *

1. upin and Ipin they are a dhaugbher.
2. upin Favorite color yellow.
3. upin Favorite color blue.
4. upin wear yellow t-shirt
5. Ipin wear blue t-shirt
6. upin and Ipin very cheerful.
7. upin and Ipin has soft brown eyes

POST-TEST

Nama : Diah Mustika pamaitan
Kelas : VIII-2

(Deskripsi Dora)

Dora has short hair. She wears pink
t-shirt and orange pants. Dora has
brown eyes. and she always carries
a purple bag. Dora has a friend named
bats. Dora's hobby is adventure in the
Jungle. Dora has swiger like mussels

FERY IRFANSYAH

VIII^2

1. Dora wearsing a pinle shirt
2. Dora is weartring orange pants
3. Dora wearning a blue bock pack
4. Dora has a monkey
5. monkey wears red shoes
6. Dora wears white shoes
7. Dora is wearing yellow socks

Nama : Nina Kurniatri Htb
Kls : VII^2
B. Study : B. Inggris

Deskripsi tentang Dora

Dora has short hair. she wear pink t-shir and orange pants. Dora's hobie is Adventure in the Jungle. with her friends named boots. Dora has a bag that consist a magic map. Dora and boots love explore in the forest. Dora has brown eyes.

APPENDIX XV

DOCUMENTATION

Form : K – 1
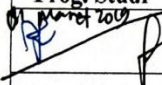
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Uci Mitra Pertiwi
NPM : 1502050281
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS   IPK=3,36

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
Maret 2019	The Effect of Applying Scaffolding Technique on the Students' Writing Achievement by Using Movie Posters	8/3/19
	The Effect of Using Kahoot in Teaching Vocabulary at SMP Harapan Mekar	
	The Implementation of Example Non-Example Strategy on the Students' Achievement in Writing Descriptive Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 1 Maret 2019
Hormat Pemohon,

Uci Mitra Pertiwi

Keterangan:
Dibuat rangkap 3 : -   Untuk Dekan/Fakultas
-   Untuk Ketua/Sekretaris Program Studi
-   Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Uci Mitra Pertiwi

NPM : 1502050281

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Scaffolding Technique on the Students' Writing Achievement by Using Movie Posters	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 01 Maret 2019
Hormat Pemohon,

Pirman Ginting, S.Pd, M.Hum

Uci Mitra Pertiwi

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Uci Mitra Pertiwi
NPM : 1502050281
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut:

The Effect of Applying Scaffolding Technique on the Students'
Writing Achievement by Using Movie Posters

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum. *Acc 08/04-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 23 Maret 2019
Hormat Pemohon,

Uci Mitra Pertiwi

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   :   /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                  Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Uci Mitra Pertiwi
N P M   : 1502050281
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Scaffolding Technique on The Students'
                    Writting Achievement by Using Movie Posters.
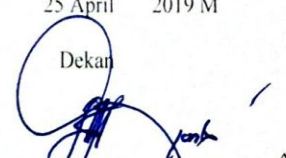
Pembimbing   : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal :   25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya'ban 1440 H
          25 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Uci Mitra Pertiwi

N.P.M   : 1502050281

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Scaffolding Technique on the Students'
                   Writing Achievement by Using Movie Posters

Pada hari Kamis tanggal 16 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Mei 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Erlindawati, S.Pd, M.Pd   **Pirman Ginting, S.Pd, M.Hum**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap   : Uci Mitra Pertiwi

N.P.M   : 1502050281

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Scaffolding Technique on the Students'
                       Writing Achievement by Using Movie Posters

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 16, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang bàik, kami ucapkan terima kasih.

Medan,   Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Uci Mitra Pertiwi
N.P.M	:	1502050281
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Scaffolding Technique on the Students' Writing Achievement by Using Movie Posters

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Mei 2019
Hormat saya
Yang membuat pernyataan,

Uci Mitra Pertiwi

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

SURAT KETERANGAN
Nomor: 2630/KET/II.8-AU/UMSU-P/M/2019

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	Uci Mitra Pertiwi
NPM	:	1502050281
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi	:	Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 29 Zulhijjah 1440 H
31 Agustus 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id   E-mail: fkip@yahoo.co.id

UMSU

Bila menjawab surat ini agar disebutkan
nomor dan tanggainya

Nomor	: 448¹ /II.3/UMSU-02/F/2019	Medan, 01 Dzulqaidah 1440 H
Lamp	: ---	04 Juli 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth, Bapak/Ibu Kepala
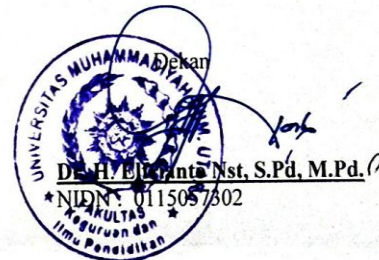SMPN 1 Aek Songsongan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Uci Mitra Pertiwi
N P M	:	1502050281
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitia	:	The Effect of Applying Seaffolding Technique on the Students' Writing Achievement by Using Movie Posters.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN: 0115057302

** Pertinggal **

SURAT KETERANGAN RISET

Nomor : 421/S₂₅/SMPN 1/AS / 2019

Yang bertanda tangan di bawah ini :

Nama	: **Drs. Iswanto, M.si**
NIP.	: 19640329 199702 1 001
Pangkat/Golongan	: Pembina Tingkat I / IV.b
Jabatan	: Kepala Sekolah SMP Negeri 1 Aek Songsongan
Unit Kerja	: SMP Negeri 1 Aek Songsongan
	Kecamatan Aek Songsongan Kabupaten Asahan

Dengan ini menerangkan bahwa   :

Nama	: **Uci Mitra Pertiwi**
NPM	: 1502050281
Strata	: S1
Program Studi	: Pendidikan Bahasa Inggris

Adalah benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 1 Aek Songsongan Kecamatan Aek Songsongan Kabupaten Asahan mulai tanggal 19 Juli s/d 15 Agustus 2019 dengan judul: **The Effect of Applying Scaffolding Technique on the Students' Writing Achievement by Using Movie Posters.**

Demikian Surat Keterangan ini diperbuat dengan sebenarnya dan dapat dipergunakan seperlunya.

Marjanji Aceh, 15 Agustus 2019
Kepala Sekolah

Drs. Iswanto, M.Si
Pembina Tk. I
NIP. 19640329 199702 1 001

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Uci Mitra Pertiwi
N.P.M : 1502050281
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Scaffolding Technique on the Students'
Writing Achievement by Using Movie Posters

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
29 - 08 - 2019	Chapter III		
12 - 09 - 2019	Data Analysis		
14 - 09 - 2019	Data Analysis		
18 - 09 - 2019	Data Analysis		
20 - 09 - 2019	Revision is done (check the grammar)		

Medan, 20 September 2019

Diketahui oleh :
Ketua Program Studi

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

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

CURRICULUM VITAE

Name   : Uci Mitra Pertiwi

Register Number : 082247401406

Sex   : Female

Religion   : Moslem

Material Status   : Single

Place/ Date of Birth : Aek Sopang, 28 June 1997

Education   :

1. Primary School at SD Negeri 016557   2003 – 2009
2. Junior High School at SMP Negeri 1 Aek Songsongan   2009 – 2012
3. Senior High School at SMK Swasta Triyadikayasa   2012 – 2015
4. Students of English Department of FKIP
   Muhammadiyah University of North Sumatera   2015 – 2019

Hobby   : Cooking

Father Name   : Isman

Mother Name   : Supiatik

Brother Name   : Koko Wiranata

Little Brother Name : Angga Kurniawan

Address   : Desa Mekar Marjanji, Kec. Aek Songsongan. Kab.
Asahan.