

**THE EFFECTIVENESS OF USING GRAPHIC ORGANIZER
MEDIA IN STUDENTS' DESCRIPTIVE TEXT WRITING
AT SEVENTH GRADE OF MTs AL HIDAYAH
PURWOKERTO**



AN UNDERGRADUATE THESIS

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

by

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2024**

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Assalamu'alaikum W.Wb.

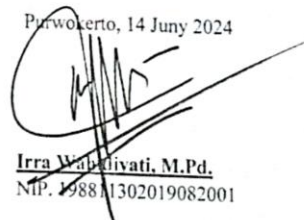
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Wassalamu'alaikum Wr.Wb.

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MOTTO

“Maka Ingatlah Kepada-Ku, Aku pun Akan Ingat kepadamu”

-QS Al- Baqarah: 152



DEDICATION

I dedicate this thesis to,

*My parents, especially My beloved Mom, Alm. Ratinah
and My Dad, Ahmad Diharjo.*

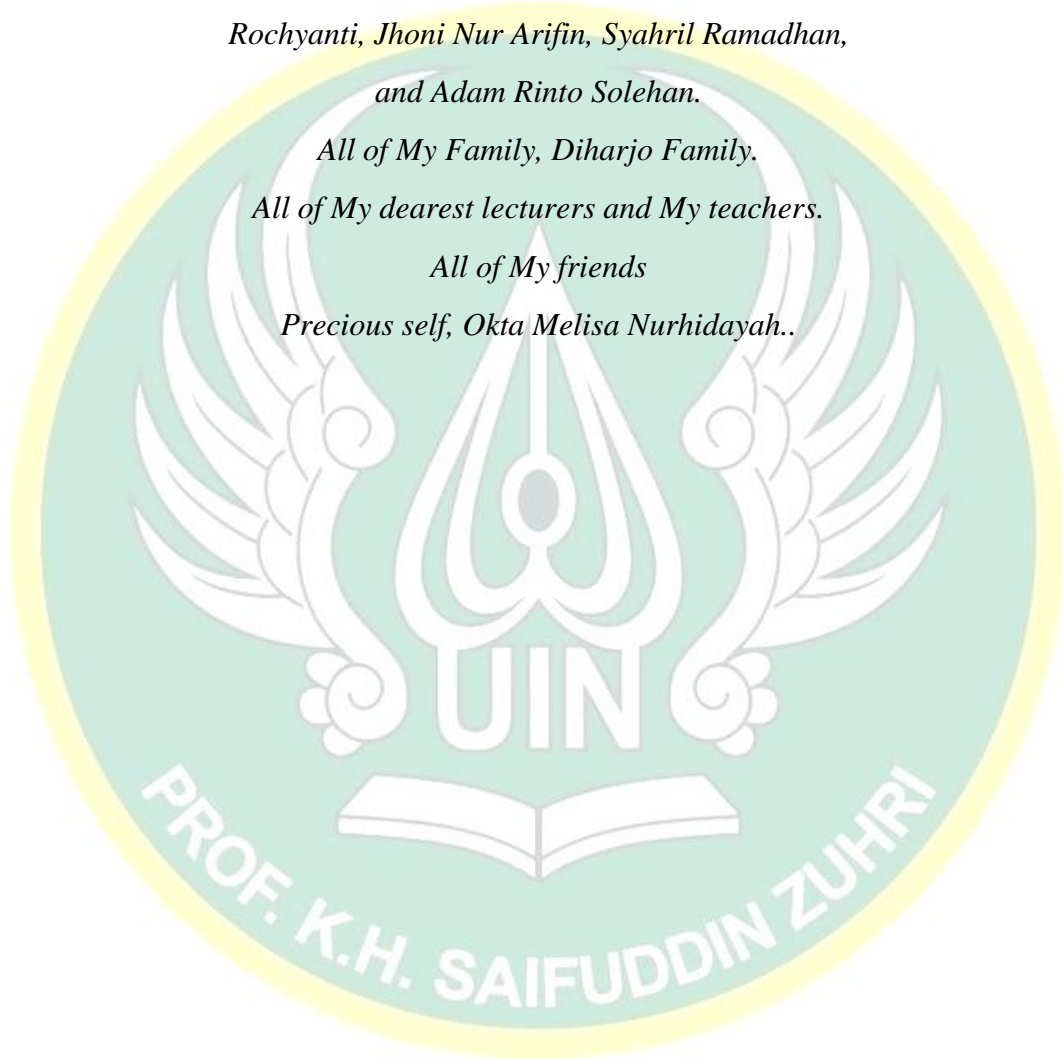
*My dearest brothers and sister, Hari Priyono, Fera
Rochyanti, Jhoni Nur Arifin, Syahril Ramadhan,
and Adam Rinto Solehan.*

All of My Family, Diharjo Family.

All of My dearest lecturers and My teachers.

All of My friends

Precious self, Okta Melisa Nurhidayah..



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THE EFFECTIVENESS OF USING GRAPHIC ORGANIZER MEDIA IN STUDENTS' DESCRIPTIVE TEXT WRITING AT SEVENTH GRADE OF MTs AL HIDAYAH PURWOKERTO

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Abstract: According to Merdeka curriculum at seventh grade junior high school level, English learners are able to writing descriptive text, although there are still errors in the writing process. However, there were some students' difficulties in mastering grammar and vocabulary at seventh grade students of MTs Al Hidayah Purwokerto because of monotonous activity and limited time to study. Graphic Organizer was proposed as a media to teach descriptive text writing. The goal of this study is to find out whether or not there is an effect of graphic organizer media in students' descriptive text writing at seventh grade of MTs Al Hidayah Purwokerto. This study used quasi-experiment and quantitative approach. The population of this study was the seventh grade students of MTs Al Hidayah Purwokerto in academic year 2024/2025 which consists of 57 students from VII A until VII C. The sample was selected by purposive sampling with VII A as an experiment class and VII B as a control class. IBM SPSS V 27 for windows was used to help analyze the data in this research. This study used pre-test and post-test with descriptive text writing to collect data. The result of independent sample t-test showed that there was improvement in learning achievement of the students who were taught using graphic organizer media. In other words, it can be assumed that graphic organizer media was used in teaching descriptive text writing is effective.

Keywords: *Descriptive Text; Graphic Organizer Media; Writing Skill*

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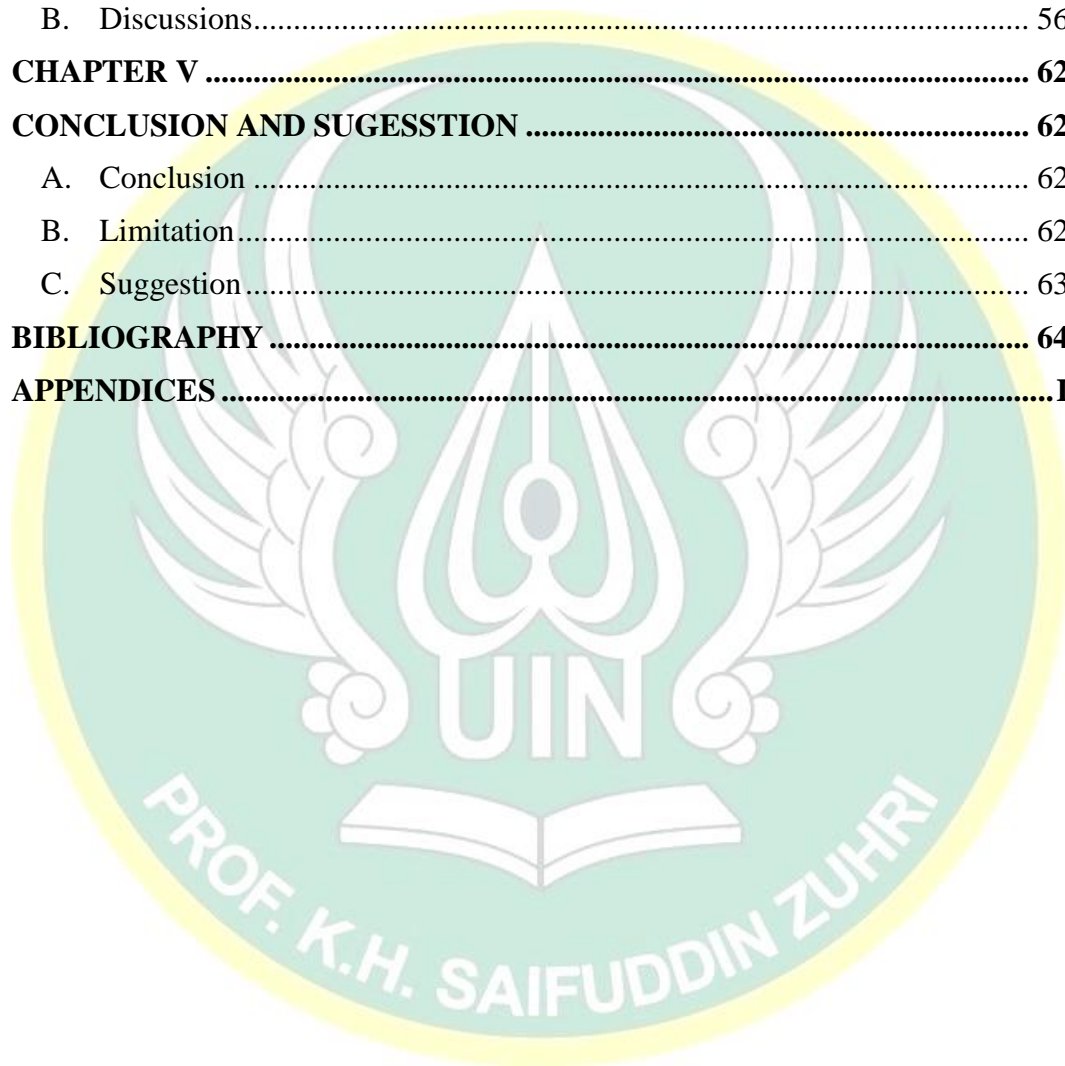
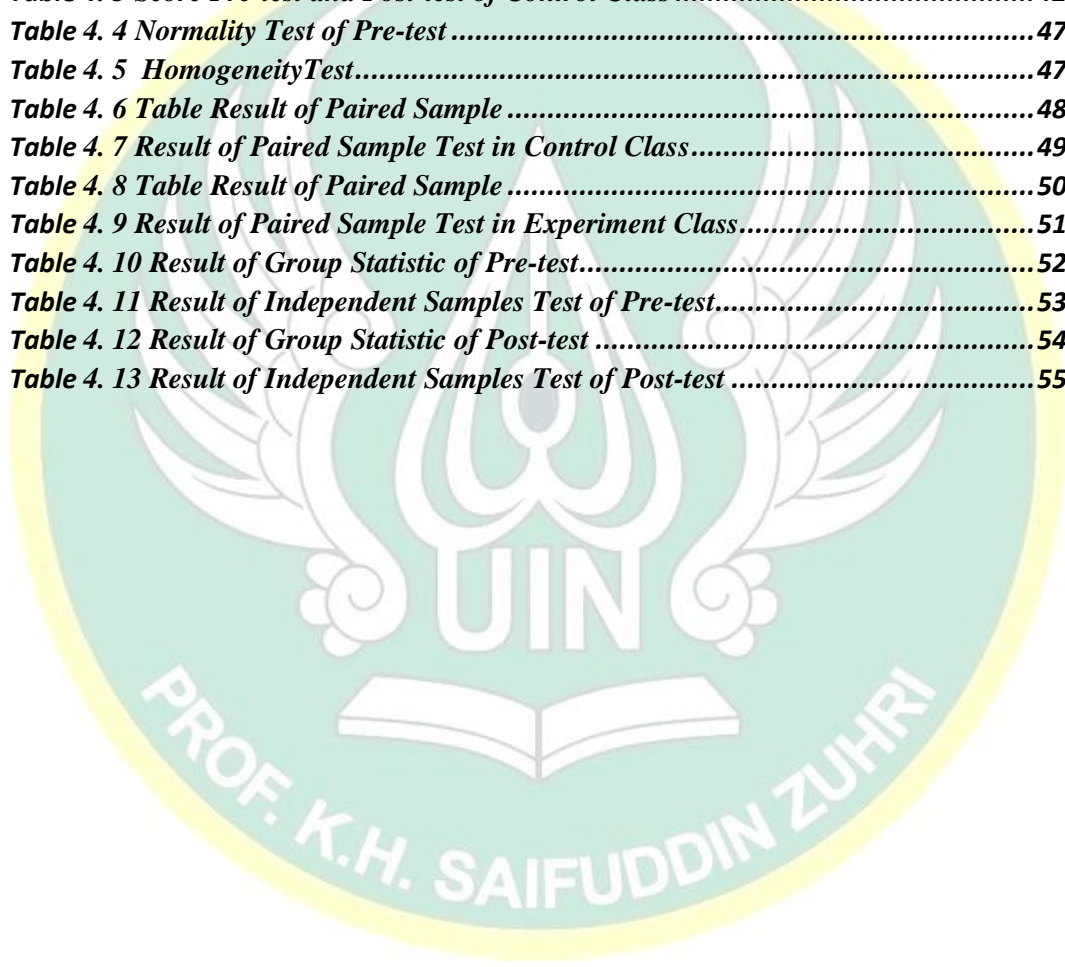


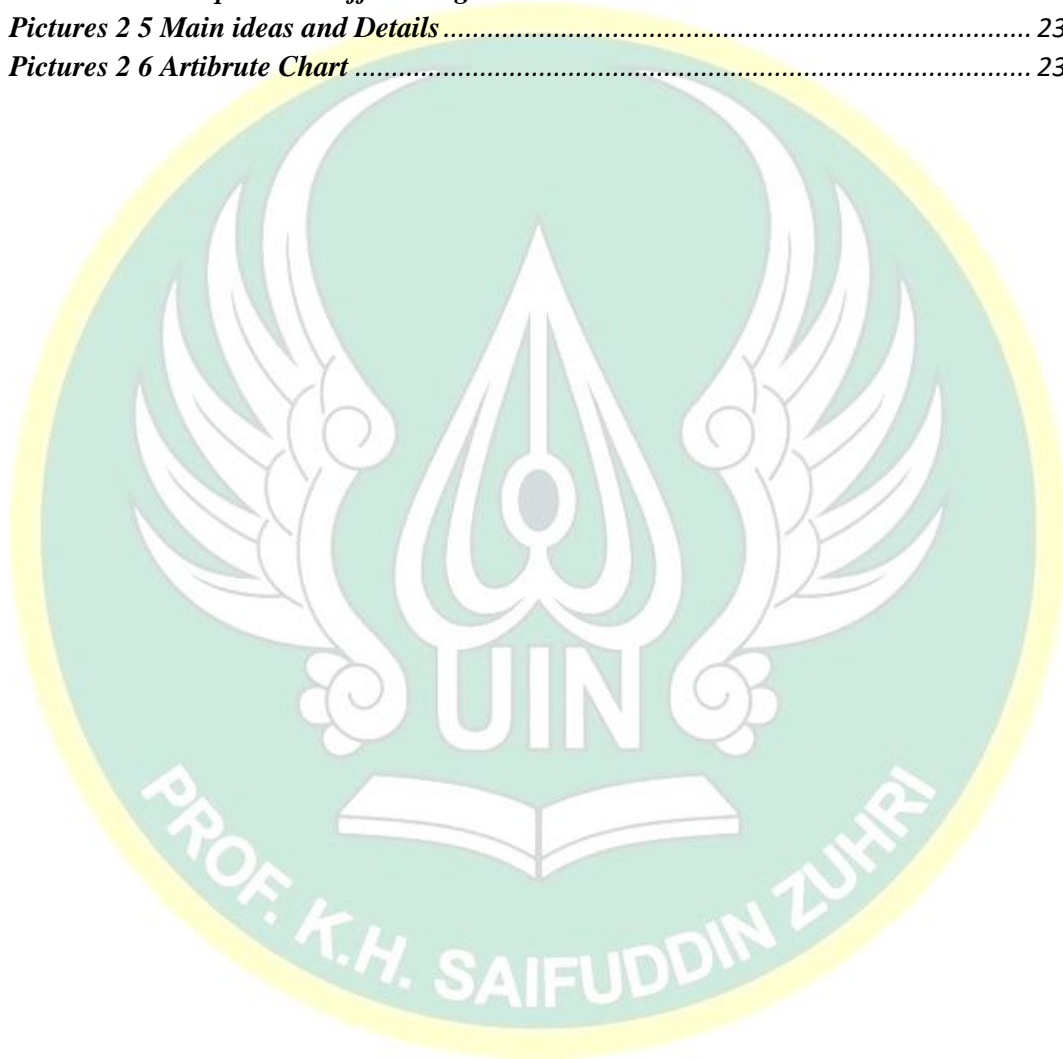
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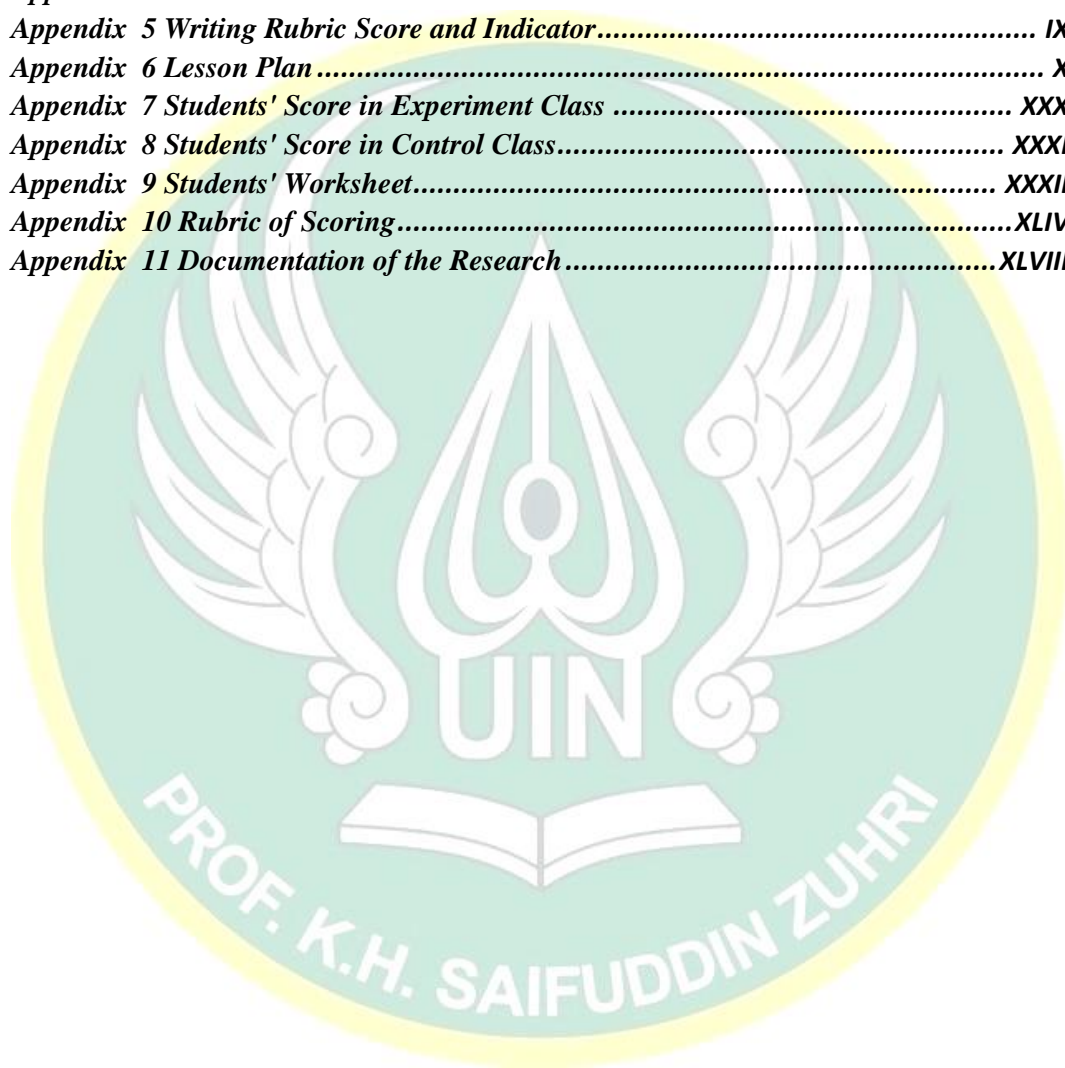
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CHAPTER I INTRODUCTION

A. Background of the Study

In language learning students learn four language skills namely listening, speaking, writing, and reading, to gain good competence in language. Writing is one of the skills taught in the Merdeka curriculum; six genres are taught to students in Phase D (SMP/MTs): descriptive, narrative, report, recount, procedure, and spoof. All genres have different social functions, general structures, and grammatical features (Kemendikbud, 2024). For Phase D, students' study descriptive text, which aims to describe and reveal a particular person, place, animal or object. In this case students must have enough writing practice, because practice is believed to be the easiest way to improve abilities student writing.

In the writing process there are several steps that need to be taken as follows: (1) Prewriting: gathering ideas to write about. It refers to the kinds of things that we want to write; (2) Organize the ideas: making a list of ideas as a guidance to write; (3) Composing: the writer tries to compose the writing by connecting the ideas; (4) Editing: checking the grammar, mechanics, and sentence structures, then the writer edits the text by checking whether there were errors in the grammar, mechanics or sentence structure; (5) Revising: write the final draft. This is the last step in writing where the writer revises and makes the final draft of the writing (Oshima and Hogue, 1997).

Some things that are difficult in the writing process, such as providing easy brainstorming, identifying ideas, or organizing ideas and concepts, are some ways in the writing process that encourage us as teachers to design it well for students. When teachers ask them to work on material for a writing project, they usually stick to the traditional methods used in teachers' textbooks. Students need help understanding text patterns and ideas by using vocabulary and concepts to make the whole idea more reasonable than the expressed or implied idea. They are faced with conclusive questions regarding the core implications of the text or content. Students also face challenges in understanding and organizing information from texts. It

becomes a problem when students cannot process their ideas into a text; sometimes, they do not need help figuring out what to do at the start of writing (Richards et al., 2022).

However, based on preliminary observations and interviews with English teachers at MTs Al Hidayah Purwokerto, it was found that students had writing problems. Problems in writing are complex that students may find this language skill hard for some different reasons (Nasution et al., 2022). Many students need help understanding descriptive texts about how to describe people, places or objects, their purpose, their general structure and linguistic characteristics, and how to explain them. Students also feel bored and do not need to pay more attention properly when the teacher explains because teachers usually do not use exciting media and teachers also rarely give writing assignments, in exams teachers only give choice questions. So, students experience difficulties in writing descriptive texts based on their imagination and experience. They also fear making sentence mistakes and need clarification about creating a good structure in writing descriptive text. Then, students always need a more complex and easy way to write. These problems have an impact on their descriptive text writing. This condition is the result of teachers not trying to provide interesting media in teaching. They rarely apply various instructional media in teaching, even though the proper media are needed in teaching descriptive texts. Therefore, it is necessary to provide appropriate instructional media to students and encourage them to study descriptive texts. If the teacher can apply the proper media, students will enjoy studying descriptive text to improve their ability to write descriptive text.

An innovative instructional media is needed to make learning to write more productive and not dull. The Instructional media used in learning can influence the effectiveness of learning. (Brown, 2006). This makes the teaching and learning process enjoyable because media can influence the student's learning atmosphere. Several experts have proposed several media in writing to attract students' interest in learning to write simple texts, one of which is using a graphic organizer. A graphic organizer is a visualization tool that uses visual symbols to describe ideas and concepts to convey something. These graphics can be in the form of lines,

circles, arrows, or images that visualize the ideas that will be developed or written (Maslichah and Tarwiyah, 2017).

Several previous studies have examined the use of Graphic Organizers in various writing skills. Like research conducted by (Suprimarni, 2021). This research aims to improve students' abilities in writing narrative texts for class IX SMPN 1 Merlung. As a result, the researcher concluded that graphic organizer media significantly influences students' writing abilities, so this media can be used as an alternative technique for English teachers in writing narrative texts. Therefore, Graphic Organizer is an effective learning media for teaching text writing skills. Then, another research was conducted by (Lestari and Trivanisa, 2019). This research aims to determine how applying the Graphic Organizer Concept affects students' reading skills. Results based on data analysis, the graphic organizer concept influences reading ability. This research concludes that the Graphic Organizer Concept learning model affects reading skills.

Based on the review above, several studies have succeeded in applying graphic organizers to several skills. However, research reports have yet to be found regarding the effectiveness of graphic organizers media in teaching writing descriptive texts to seventh-grade students at MTs Al Hidayah Purwokerto. Experimental research is needed to find out the effectiveness of graphic organizers in teaching writing descriptive text. Therefore, this research will examine the effectiveness of using graphic organizers in writing descriptive texts for seventh-grade students, entitled: *"The Effectiveness of Using Graphic Organizers Media in Students' Descriptive Text Writing at Seventh Grade of MTs Al Hidayah Purwokerto"*.

B. Operational Definition

These definitions are intended to provide guidance regarding this research, the operational definitions are:

1. Writing

Writing is a language skill that needs more attention in the process because writing is related to expressing feelings, information and ideas in correct and appropriate

wording. Writing is not only constructing words to become sentences, but it is one's ability to master the components and aspects of writing, such as language use, grammar, structure, chosen words, style, spelling, punctuation, content treatment, and judgment skills (Heaton, 1990). In this research, writing concerns an ongoing personal creative art, which becomes one's ability to master the complete components and aspects of writing.

2. Descriptive Text

Descriptive is one way to tell about something in more detail so you can visualize what it actually looks like, what it feels like, and so on through the senses. Descriptive is usually used by writers to create living objects, scenes, and places in their work because they give readers more experience while reading. Therefore, it will be easier for readers to explore their imagination if the writing is explained in a clear description (Riyanti, 2015).

3. Graphic Organizer

A graphic organizer media is a visual graphic that displays the relationship between various ideas, concepts, facts and terms in a central topic. A graphic organizer is a pedagogical tool or instrument used to manage learning materials. Graphic Organizer is also a very imaginative medium for expressing text ideas. This shows that it is a teaching tool that can help students organize their knowledge to relate to other ideas. Students can remember the material better when more than one linguistic style is used during the learning process. A graphic organizer is a visual graphic that displays the relationship between various ideas, concepts, facts and terms in a central topic. (Anggraeni and Pentury, 2018).

C. Research Question

Based on the research problem, this research question is: "Is the graphic organizer media effective in descriptive text writing for seventh grade students at MTs Al Hidayah Purwokerto?"

D. Objective and Significant of the Research

1. Aim of the Research

Based on the research question, this research aims to determine whether graphic organizers media is effective in students' descriptive text writing at seventh grade of MTs Al Hidayah Purwokerto.

2. Significance of Research

The result of this study is expected to be used theoretically and practically:

1. Theoretically

Theoretically, this research aims to introduce media to improve descriptive text writing skills. Apart from that, this research also aims to determine the strengths and weaknesses of using the Graphic Organizer media in improving students' ability to write descriptive text. Research findings will also enrich previous theories and research findings regarding teaching media, especially for teaching writing.

2. Practically

a. The results of this research will be helpful for student teachers and schools. The results of this research will help teachers overcome problems in teaching English, especially in writing descriptive texts. Moreover, this lesson is expected to guide teachers in improving students' abilities in writing descriptive texts. The media is expected to be helpful in the teaching and learning process, especially for those who teach seventh-grade students. This lesson is also expected to motivate and stimulate students to improve their writing skills in descriptive text and help them make writing easier. Apart from that, the Graphic Organizer media can also be applied in schools.

b. For other researchers the researcher hopes that the results of this research can provide information to other researchers who have the same topic and can become a reference for future researchers.

E. Organization of the Paper

To do systemic research, that is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follows:

Chapter I presents an introduction. It consists of a background of the study, operational definitions, research question, objectives and significances of the research method, and structure of the research.

Chapter II explains the theories related to the effectiveness of using graphic organizers media in writing descriptive texts.

Chapter III consists of a research method that deals with the research design, time and place of the research, population, sample, instruments for obtaining data, and techniques for collecting data, and analyzing data.

Chapter IV presents the research result, which discusses the effectiveness of using graphic organizers media in writing descriptive texts.

Chapter V presents the conclusion and suggestion of the research. The conclusion states the answer to the research questions. Furthermore, the suggestions for the future research are also available in this chapter.

CHAPTER II LITERATURE RIVIEW

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

A. Theoretical Framework

This chapter consists of a literature review regarding the definition of writing, the purpose of writing, steps in writing process, characteristics of good writing, teaching writing in junior high school, problems in writing, the definition of descriptive text, the generic struture of descriptive text, the definition of graphic organizer, and kinds of graphic organizer.

1. Writing

In writing, four discussions will be discussed, including the definition of writing, the steps in the writing process, teaching writing in junior high school, and problems in writing.

a. Definiton of Writing

In learning English, four skills should be mastered: listening, speaking, reading, and writing. Writing is a language skill that needs more attention in the learning process because writing is related to the ability to express feelings, information, and ideas in correct and appropriate wording. According to (Heaton, 1990), writing is not only constructing words to become sentences, but it is one's ability to master the complete components and aspects of writing, such as language use, grammar, structure, chosen words, style, spelling, punctuation, treatment of content and judgment skill. In addition, according to Ma'rufah et al., in the educational process, teaching writing aims to make students produce, understand fluently, and write English accurately and precisely (Ma'rufah et al., 2021).

According to (Langan, 2003, pp. 12–13), Writing is a skill; a sure way to wreck your chances of learning how to write competently is to believe that writing is a “natural gift” rather than a learned skill. A realistic

attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking; it can be learned like any skill. However, writing is not an automatic process: writers will not get something for nothing-and they should not expect to. For almost everyone, competent writing comes from plain hard work, determination, sweat, and a head-on battle.

Besides, (Harmer, 2011, p. 3) mentions that writing is a skill, unlike speaking, which children may acquire naturally through exposure to the language, which requires some learning.

As stated in the explanation above, writing is an important language skill to be learned. By writing, people can inform others and tell what they feel. Writing in a second language is not easy to learn because it is one of the four basic skills that are very complex and difficult to learn.

b. The Purpose of Writing

Harmer (2006, p. 330) classifies writing into two categories: writing for learning and writing for writing. The first term refers to writing teachers use to help students learn a language or test them. When students complete a writing assignment from their teacher, the teacher's goal is not to teach them to write but to assist them in remembering the lesson information. "writing-to-writing" refers to when teachers improve students' writing skills rather than developing their writing habits or encouraging them to write for language exercise.

According to Dietsch (2003, pp. 7–8), purpose refers to a writer's reason for writing, which can be stated or implied. In order to be clear, writing should have a general and a specific purpose. Identifying the purpose early can help the writers keep their draft on track and select organizational strategies to fit ideas;

1) The General Purpose

Writing has four general purposes:

- a) **Informing:** Most writing is intended to inform, to convince the reader that it is factual and reliable.
- b) **Persuading:** other writing is primarily persuasive, designed to argue a point and secure agreement; it is also informative. The degree of persuasion varies according to the occasion, purpose, audience, and voice.
- c) **Expressing:** Some writing is primarily expressive, allowing the writer to reveal feelings and opinions, often by recalling experiences. Expressive writing may be personal essays, journal writing, diaries, poetry, fiction, or plays.
- d) **Entertaining:** Although some humorous writing seems intended merely to entertain, it may also make a serious point. The clever use of humor can advance a point.

2) The Specific Purpose

The specific purpose may be implied or stated. In literature, the purpose is invariably in a theme that permeates the piece. The purpose is usually stated directly in writing for clarity, either in a topic sentence or in the thesis.

Additionally, the purposes of writing are (i) to help the writers "harvest" what they know, (ii) to make the writers more confident (they may not have anticipated and find that writing can be a rich and productive experience, (Hairston, 1986, p. 23).

In conclusion, every purpose of writing will tell the readers why the writers write the text, but the product of writing depends on the form of writing purpose.

c. Steps in Writing Process

In writing, the author desires a procedure. To the writer, writing includes four essential levels, specifically making plans, drafting, revising and enhancing (Richards and Renandya, 2013, p. 315).

1) Planning

Pre-writing is any hobby in class that encourages university college students to install writing (Richards and Renandya, 2013, p. 316). student writing on ownership self-mirrored image and evaluation. They are given information in approximately descriptive text, and they may get hold of a topic to explain it. With this concept, college students are given time to offer a reason behind places or objects in paragraphs in descriptive text. This relates to (Graham and Sandmel, 2011, p. 2) , who states that pre-writing is written for a real motive with numerous comparison steps. It takes location over a long-term frame.

2) Drafting

After students have tried to expand their topics and concepts, they need to write their first paragraph. Sufficient time to convey the first paragraph and students should be reminded of this factor. Students must focus on growing ideas and organizing thoughts to develop perfect grammar, punctuation, or spelling (Dietsch, 2003, p. 24). Another definition mainly based on (Richards and Renandya, 2013, p. 317) is that at the instruction stage, students are most aware of fluency in writing and are not preoccupied with grammar or neat paragraph accuracy.

3) Revising

(Richards and Renandya, 2013, p. 317) state that students' evaluations of their texts are primarily based on double-checking what is written to determine how correctly they communicate to the reader. Revising is not simply checking for language errors. Revising interest asks students to work collectively in pairs to examine each concept before it is miles received.

4) Editing

Students edit the work of their personal friends. Students edit it by listening to the use of grammar, spelling, punctuation, diction, sentence shape, and the accuracy of assisting texts, including charges, examples, etc. (Richards and Renandya, 2013, p. 318). In writing, the author desires a procedure. Extensively to the writer, writing includes four essential levels, specifically making plans, drafting, revising and enhancing (Richards and Renandya, 2013, p. 315)

Similarly, Harmer (2011, p. 113) asserts that when students are writing for writing, they want to be involved in the process of writing. The real world typically involves planning what the writers will write, drafting it, reviewing and editing what they have written, and producing a final (satisfactory) version. Many people have thought that this is a linear process. However, a closer examination of how writers of all different kinds are involved in the writing process suggests that they should do all these things repeatedly, sometimes in a chaotic order. Thus, the writers may plan, draft, re-plan, draft, edit, re-edit, and re-plan before they produce their final version. The teachers will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance. By doing so, the teachers will help them be better writers in exams, for example, and in their post-class English lives.

In conclusion, the process of writing consists of four steps: (1) Pre-writing (Discovering Ideas), (2) Drafting (Exploring Ideas), (3) Revising (Re-think writing), (4) Editing (the process of finishing and ready for publication/presentation).

d. Characteristics of Good Writing

(Hairston, 1986, pp. 5–6) claimed that, fortunately, it is not difficult to identify characteristics that are common to good expository writing and to pinpoint the features that most readers want to find;

- 1) First, they want writing to be significant. It should tell them something they want or need to know.
- 2) Second, they want writing to be clear. They do not want to reread it several times to find out what it means.
- 3) Third, they want writing to be unified and well organized. They do not want the writer to lead them off in several directions so that they get no sense of an underlying plan.
- 4) Fourth, they want writing to be economical. They do not want to feel that the writer is unnecessarily long-winded and wasting their time.
- 5) Fifth, they want writing to be adequately developed. They want the writer to support key points and keep any promises he or she makes.
- 6) Sixth, they want writing to be grammatically developed. They do not want to find distracting mistakes in usage or mechanics.

Based on the explanation above, the characteristics of writing are that the ideas are transmitted clearly and concisely, and it provides helpful something or knowledge.

e. Teaching Writing in Junior High School

According to Johannes (2022), teachers must use interesting techniques for teaching writing. Because by using something interesting and new in teaching writing, students will not get bored while learning. First, teachers must be innovative and expand their teaching methods and procedures knowledge. Teaching writing in junior high schools is a teacher who educates and must not ignore the age of the students. Therefore, it could be considered to determine what strategies are suitable for training students to acquire knowledge. Brown (2001, p. 92) states that adolescence and adulthood are transition periods full of confusion, worry about oneself, and wanting to change one's mind. Body perception and emotions are very sensitive. As a result, students can interact in a choice of communicative contexts. The techniques they apply can help in improving their writing skills. Especially in the teaching and knowledge of the improvement system in the seventh grade,

students are considered knowledgeable to help improve their writing techniques so that their writing talents can increase.

Harmer (2004) states there are four reasons for teaching English as a foreign language to teach writing to students.

1) Reinforcement

Some students accumulate language simply spoken, but most get fantastic results from gaining written language knowledge. Visible language constructs are fantastic for our knowledge of how the whole lot suits collectively and as a useful resource to remember new language to reminiscence smoothly. Students feel interested in writing sentences using language after they learn it.

2) Language development

The writing process can help students learn on the move. The activities they must go through to compose the correct written text are part of a long gaining knowledge of revel.

3) Learning style

Each student has distinct characteristics. A few college students are very speedy in getting to know a language simply by way of searching and listening. For us, it would take longer. It takes quite a little time for the learner to think things through to produce a treasured language. Writing is appropriate for students who need more time to study a language simply by searching and listening. It can also be a reasonably effective activity instead of rushing and interrupting face-to-face verbal exchanges between humans.

4) Writing as a skill

Writing is a simple language skill as crucial as speaking, listening and reading. Students want to realize how to write a letter, assemble a written file, respond to an advertisement, and reproduce a way to write the use of digital media. They want to understand unique writing methods (punctuation, paragraphs, etc.)

Researchers use learning outcomes and teaching modules in phase D of the Merdeka Curriculum as the main material and discussion is about descriptive text in the seventh grade of junior high school (Kemendikbud, 2024).

Elements of Writing-Presenting: At the end of phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing progress in using specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.

Table 2. 1 Learning Outcomes, Topics and competencies (Adopted from kemendikbud(2024))

LEARNING OUTCOMES	TOPICS	COMPETENCIES
Students communicate their ideas and experiences through simple and structured paragraphs, showing development in the use of specific vocabulary and simple sentence structures using examples, they plan, write and present informational, imaginative and persuasive texts using simple and compound	<ol style="list-style-type: none"> 1. We love what we do 2. Descriptive text (Describe people, animal, noon) 3. Descriptive text (Comperative and Suverlative) 	<ol style="list-style-type: none"> 1.Students are able to compose oral and written transactional interaction texts with behaviors/ actions/ functions of objects. 2. Students are able to compose very short and simple oral and written descriptive texts related to people, animals and object by paying attention

<p>sentences to construct arguments and explain or defend an opinion.</p>		<p>to social functions, text structures and correct and contextual language elements</p> <p>3. Students are able to compare very short and simple oral and written descriptive texts related to people, animals and objects by paying attention to social functions, text structure and correct language elements and according to the context.</p>
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f. Problems in Writing

Based on Adas and Bakir (2013, pp. 255) said that there were numerous issues faced by students in writing:

- 1) Students simply use the spelling of phrases they recognize.
- 2) Students must effectively use the present tense of their writing.
- 3) Students are confused to make a good text and the correct composition of writing, so it is not easy to recognize the writing.

- 4) Students are not good at talking to their friends, so there is no comment on their writing.
- 5) Students do not understand right or wrong after studying the writing.

According to Chowdhury, some students are less careful about their performance, and some students have learning disabilities, and these issues hinder students' writing performance. It is widespread in almost every class that students have different spelling styles; their handwriting is unclear, and sometimes their writing does not make sense. The reason can be that some students are not concerned and care less about their writing, and some might have learning disabilities (Chowdhury, n.d., 2015).

Therefore, teachers should pay attention to each student based on the student's needs. In addition, teachers must make students understand the subject clearly; if they do, that will help students find their problems.

2. Descriptive Text

In descriptive text, there are two discussions, including the definition of descriptive text and the generic structure of the descriptive text.

a. Definition of Descriptive Text

People write for many purposes, such as to entertain, persuade, re-tell past experiences, argue, and many other purposes, including describing a person, place, or other thing. In order to describe those, the writers must use descriptive text. Descriptive text is one of the genres of texts. This text is one of the texts that have to be taught to Junior High school students. It is hoped that students in junior high school will communicate with each other in oral and written forms (Harmenita & Tiarina, 2013).

According to Gerot and Wignel in Madjdi and Rokhyani, descriptive text is a kind of text that gives information. The context of the type of text is the description of a specific object, animal, person, or others, for instance, our pets or a person we know well (Madjdi & Rokhayani, 2022). Urunami supports this statement in Purnamasari et al., who state that descriptive text consists of information about a particular thing, Such as a description of an object through

writing. It provides information about the subject, the fact, and their behavior. Descriptive is the text describing an object, person, animal, thing, and place with a clear and detailed explanation. In this case, the readers can visualize an object described. Therefore, the writers will create their feelings and get a clear view of the object represented, and the reader can imagine, feel, and have an overview of the subject being read. Furthermore, the description activity describes an object to make the readers understand the object described (Purnamasari et al., 2021).

Similarly, (Langan, 2003, p. 175) explained that, in descriptive writing, when the writers describe someone or something, they give their readers a picture in words. In order to make the word picture as vivid and accurate as possible, the writers must observe and record specific details that appeal to their reader's senses (sight, hearing, taste, smell, and touch). More than any essay, a descriptive paper needs sharp, colorful details. Dietsch (2003, p. 140) also explained that description records concrete details that people see, hear, smell, taste, or touch. Thus, from several ideas above, descriptive writing is a text that says what a person or a thing is like. Its purpose is to describe and reveal features of a particular person, place, or thing.

Descriptive text is a text that carries two additives, specifically, identity and description. Identification is identifying the object to be defined or describing the item obtained. Even as the description is to describe the components, characteristics, and traits of certain object components (Potradinata, 2018, p. 1), it can be concluded that descriptive text is a text that goals to come to be conscious of describes gadgets or humans, and animals and has a structure.

Based on the theories, it can be concluded that any social function and grammatical pattern, social function descriptive, describes something, characteristic, and condition of the object. Grammatical patterns in descriptive text are using phrases, predicates, and adjectives.

b. Generic Structure of Descriptive Text

According to Gerot and Wignell in Jayanti, add that there are two generic structures of descriptive text; namely, identification and description (Jayanti, 2019). They say that there are two generic structures of descriptive text as follows:

1) Identification

Identification is one of the descriptive text structures that will provide information about the object that will be explained. The Identification section describes the introduction of an object, people, or place and describes the topic in general terms. Identification is usually at the beginning of the paragraph to identify what to explain in the next section (Cahyaningrum, n.d.. 2022).

2) Description

The description is part of a generic structure consisting of a particular thing. This is the main problem that has distinguishing features from other genres. The description describes the parts, properties, and properties of parts of the object. It is put after the identification or the next identification paragraph until the last paragraph. For example, if students describe a class, students name parts of the class, tables, and walls. Students mention the characteristics of the class as color, size, or quality (Rianda, 2020).

Based on the explanation above, each text has its structure or pattern, namely generic structure. The descriptive text has two generic structures: identification and description. Identification tells what kind of thing or object would be described regarding its general characters. Meanwhile, the description tells more details about the object. Thus, the generic structure could not be separated from specifically descriptive text.

c. Language Features

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

- 1) Simple Present Tense The descriptive text is written in the Present Simple since it describes a present event, although not always about the facts of the object being described.
- 2) Adjectives The descriptive text uses adjectives to clarify the object being described.
- 3) Noun/Specific Objects In the descriptive text, we will see a unique object, the only one in the world.
- 4) Action verbs The descriptive text uses basic or verbs one and verbs of possessive pronoun or state of an object. In addition, the descriptive text also uses action verbs. Action verbs are verbs that show activity. Some of the verbs are as follows: "cook," "sweep," "eat," and so on.

3. Graphic Organizer

In graphic organizer, there are two discussions, including the definition of graphic organizer and kinds of graphic organizer.

a. Definition of Graphic Organizer

A graphic organizer media is a visual graph that depicts the connections between multiple ideas, concepts, facts, and terms in a single topic. Graphic organizers are sometimes known as concept maps or concept diagrams. A graphic organizer is a pedagogical tool or instrument for organizing learning materials. A visual organizer makes it easier for students to learn new material. According to McKnight (2010, p. 1) Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Graphic organizers are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms

According to Hall (2002, p. 1), a graphic organizer displays the relationships between facts, concepts, and ideas in a learning assignment. Graphic organizers are also known as knowledge maps, concept maps, story maps, cognitive organizers, advanced organizers, and concept diagrams. Then,

graphic organizers are a visual representation of knowledge that arranges information by putting significant components of an idea or topic into a pattern using labels (Bromley et al., 1999). Their primary function is to assist in the presentation of information clearly that highlights the organization and relationships between concepts. Graphic organizers are comparable to mind maps because they both incorporate mind mapping. However, graphic organizers are more comprehensive than mental maps. It provides a more detailed understanding of the organization in writing.

Students learn better and can internalize information when more than one language style is used in learning. With a graphic organizer, learning material is managed and presented visually and spatially, making it easier for students to remember the information and concepts learned. Graphic organizers integrated with learning experiences will have a very positive impact on mastering the material.

Graphic Organizer media also gives students a framework for connecting existing knowledge to new information. Graphic organizers are more effective learning tools for various learners, including English language learners and students with special needs. According to theory, graphic organizers are used to assist students in recording the primary idea and details from the text and to represent information, structure, and essential conceptual linkages through visual and spatial arrangements or maps.

From this explanation, it can be concluded that there are several reasons for using graphic organizers media in teaching English. Graphic organizers media enable teachers to show and explain relationships between content and subcontent and how they relate to other content areas. On the other hand, using the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

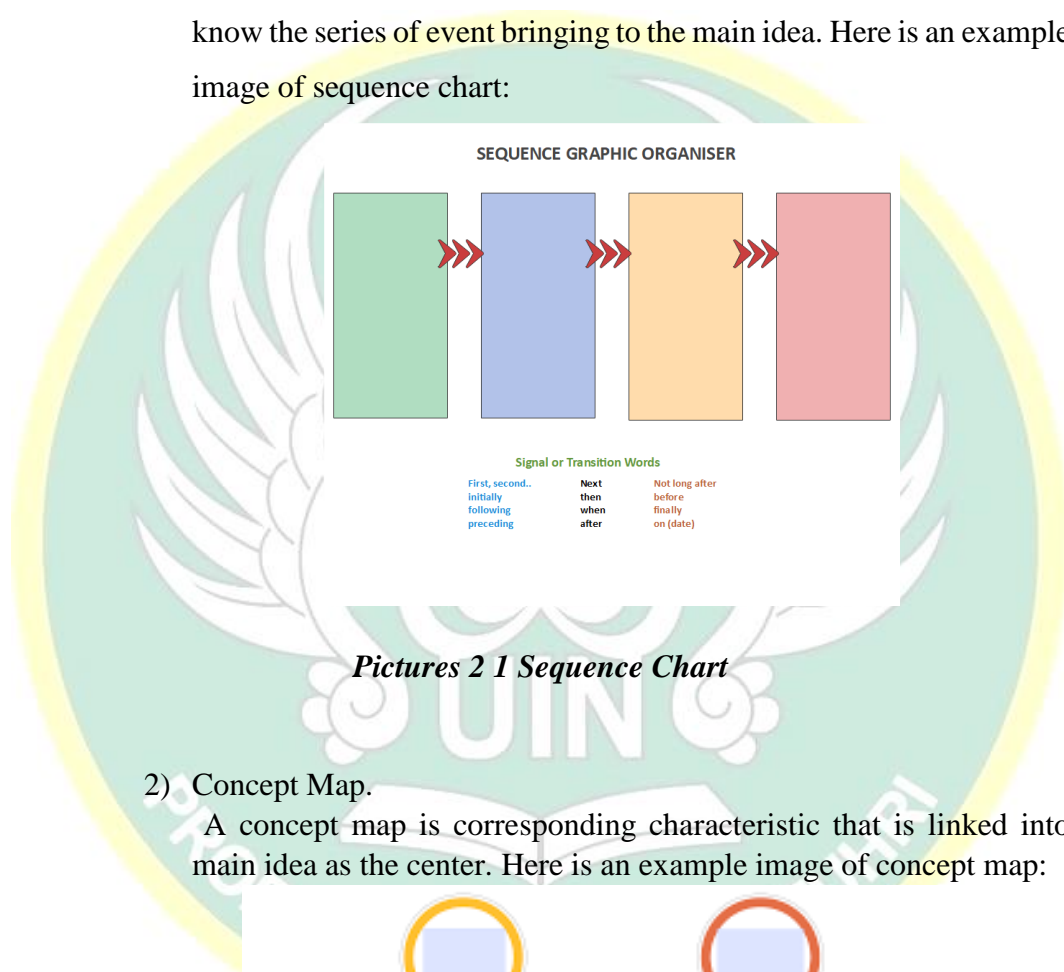
b. Kinds of Graphic Organizer

Graphic Organizer media is a tool to create effective teaching learning process. It provides students with visualization to comprehend a concept or to

understand unknown words. It can simply be a space to present text concept (Robinson et al., 2003, p. 26). There are many variations of graphic organizer used in the classroom McKnight (2010, p. 2), there are:

1) Sequence Chart.

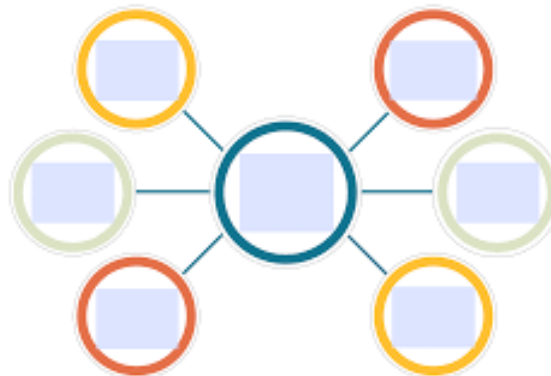
A flow diagram or sequence chart is the graphic that provides some steps or events start from the first till the end. It can help students to know the series of event bringing to the main idea. Here is an example image of sequence chart:



Pictures 2 1 Sequence Chart

2) Concept Map.

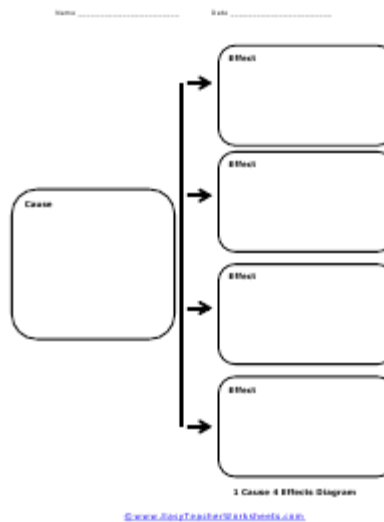
A concept map is corresponding characteristic that is linked into main idea as the center. Here is an example image of concept map:



Pictures 2 2 Concept Map

3) Cause and Effect Diagram

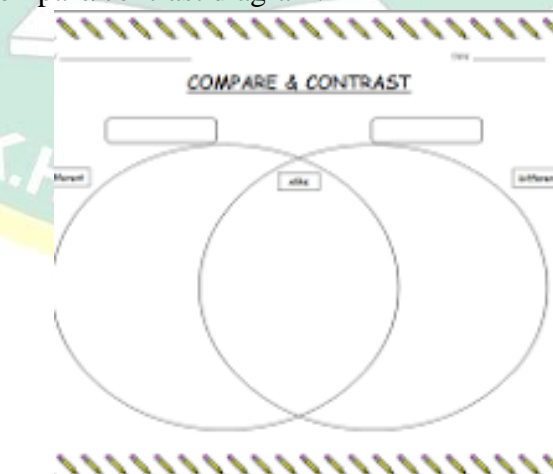
Cause and effect diagram exhibits the relation between two concepts that the one influence to the other concept. It is so useful in many subject areas such as social history and science. Here is an example image of cause and effect diagram:



Pictures 2 3 Cause and Effect Diagram

4) Compare/Contrast Diagram.

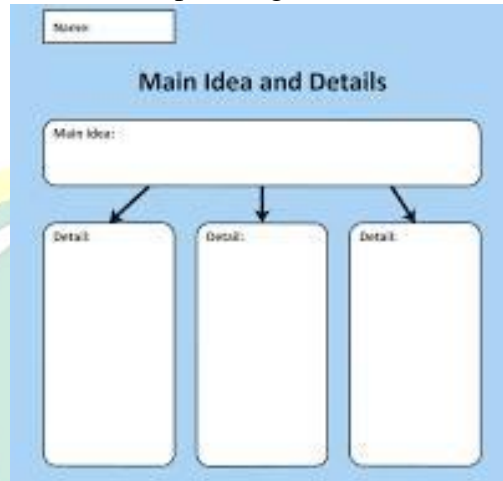
Compare diagram or Venn diagram is used to recognize the differences and similarities between two concepts or more. It is usually found in textbooks or standardized test. Here is an example image of compare/contrast diagram:



Pictures 2 4 Compare and Effect Diagram

5) Main Idea and Details Chart

Details chart indicates the hierarchical relationship between some concepts, one is the main concept and the others are subordinate elements. Here is an example image of main idea and details chart:



Pictures 2 5 Main ideas and Details

6) Attribute Chart

An attribute chart displays major concept that has common groups in which each of them has different details. It helps students to distinguish each concept from their details. Here is an example image of attribute chart:

Name: _____ Date: _____
Author: _____

Attribute Chart

Title	Character	Setting	Problem	Solution	Theme	New Vocab

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Pictures 2 6 Artibrute Chart

Those are some kinds of graphic organizers, each with a different function. The teacher should prepare a graphic organizer based on the material learned. The appropriate graphic organizers will give students a good understanding of the materials.

B. Previous Studies

To differentiate the importance of this research from the other studies, it is necessary to review some previous research that is relevant to this research. There are some previous research that is to be reviewed as follows:

1. A Journal article written by Lestari and Trivanisa (2019) entitled "*The Effectiveness Of Using Graphic Organizer Concept On Students' Reading Skill*" this research aims to determine the effect of the implementation of the Graphic Organizer Concept on students' reading skills. The results of the analysis of the t-test obtained t count (27,730) > t table (2,131). Because t count > t table, then H_0 is rejected, and H_1 is accepted. It means that the graphic organizer concept affects the ability to read. This study concludes that the Graphic Organizer Concept learning model influences reading skills. The similarity with this research is the focus on using graphic organizers. Meanwhile, the difference lies in the research design and skills. Lestari and Trivanisa's research uses quasi-experimental and pre-experimental designs, while this research uses quasi-experimental designs. Then, the skills used are reading skills, while this research uses writing skills.
2. A Journal article written by Nabilah et al. (2022) entitled "*The Implementation Of The Graphic Organizers Technique In Teaching Storytelling To Improve Students' Speaking Ability*" this research used a graphic organizer to improve students' speaking ability through storytelling. Therefore, the goal of this study is (1) to know the students' speaking ability before participating in learning activities using graphic organizers, (2) to know the students' speaking ability after participating in learning activities using graphic organizers, and (3) knowing the effect

of graphic organizers technique in storytelling to improve student's English speaking ability. The research results are: (1) The students' speaking score in storytelling from the pre-test is categorized as low and fair. The highest score is 68, with a mean score of 52.64. (2) The students' speaking score in storytelling from the post-test is good. The highest score is 86, with a mean score of 79.80. (3) Graphic organizers affect students' speaking ability in storytelling. Based on the result above, it was suggested that graphic organizers be applied in Mr Language Education Center to help improve students' speaking abilities in an introductory class. The students could also make graphic organizers before the speaking test to ease their understanding of the content. The similarity with this research is the focus on using graphic organizers. Meanwhile, the difference lies in the research design and skills. Nabilal et al. use a pre-experimental design, while this research uses a quasi-experimental design. Then, the skills used are speaking skills, while this research uses writing skills.

3. A Journal article written by Gustina & Syarif (2021) entitled "*Using Graphic Organizers To Improve Students' Reading Comprehension At Grade XI Of Sma N 3 Lubuk Basung*" The background of this research is the students whose achievement is still under the minimum standard (KKM) of learning success. Most would prefer to pay more serious attention to their reading text. This research aims to solve students' problems in the learning process, especially reading comprehension, using graphic organizers. The result of the research is that students' reading comprehension is improved using the graphic organizer technique. Furthermore, graphic organizers also have significant effects, such as students being more active and confident in the teaching and learning process, and they can comprehend text well. The similarity with this research is the focus on using graphic organizers. Meanwhile, the difference lies in the research design and skills. Gustina's and Syarif's research uses a classroom action research (CAR) design, while this

research uses a quasi-experimental design. Then, the skills used are reading comprehension skills, while this research uses writing skills.

4. A Journal article written by (Suprimarni, 2021) entitled "*The Effectiveness of Graphic Organizer As A Media in Teaching Students' Writing Project*" The implementation of a Graphic Organizer is aimed at increasing the student's ability to write the narrative text for grade nine at SMPN 1 Merlung. The previous learning used students' task learning as a method of learning writing, which unmatched the needs of students in facing the challenge of writing text. The result of the research is that the Null Hypothesis is rejected, and the alternative hypothesis is accepted. Thus, it proved the effect of using graphic organizers on students' writing projects. Since graphic organizer media significantly affects students' writing abilities, media can be used as one of the alternative techniques for English teachers in writing narrative text. This research is similar to the focus on graphic organizers and the writing skills used. Meanwhile, the difference lies in the text used. Suprimarni research uses narrative text, while this research uses descriptive text.

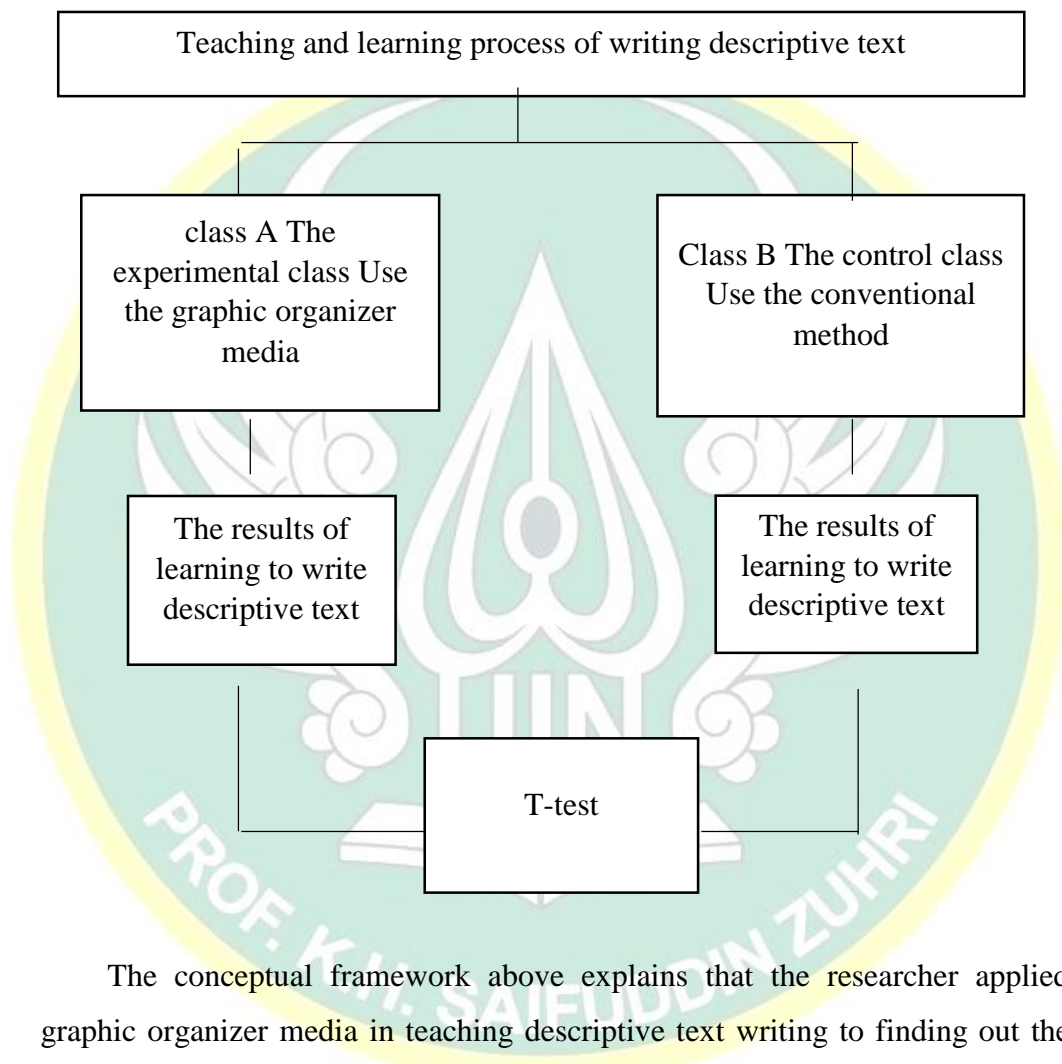
C. Conceptual Framework

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

Accurately choosing a learning media is an alternative to turning boring learning into a fun to increase students' interest in taking lessons. English as a subject examines history and culture, which requires students to think and have creative ideas. Therefore, appropriate learning media are needed to help students understand the studied material. Descriptive text subject matter is synonymous with creative writing and imagination, so students need tools to express their ideas, concepts and imagination in writing and understanding the material being

studied. The graphic organizer media is a instructional media that uses visual symbols to help students in preparing brainstorming as a step to facilitate writing.

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

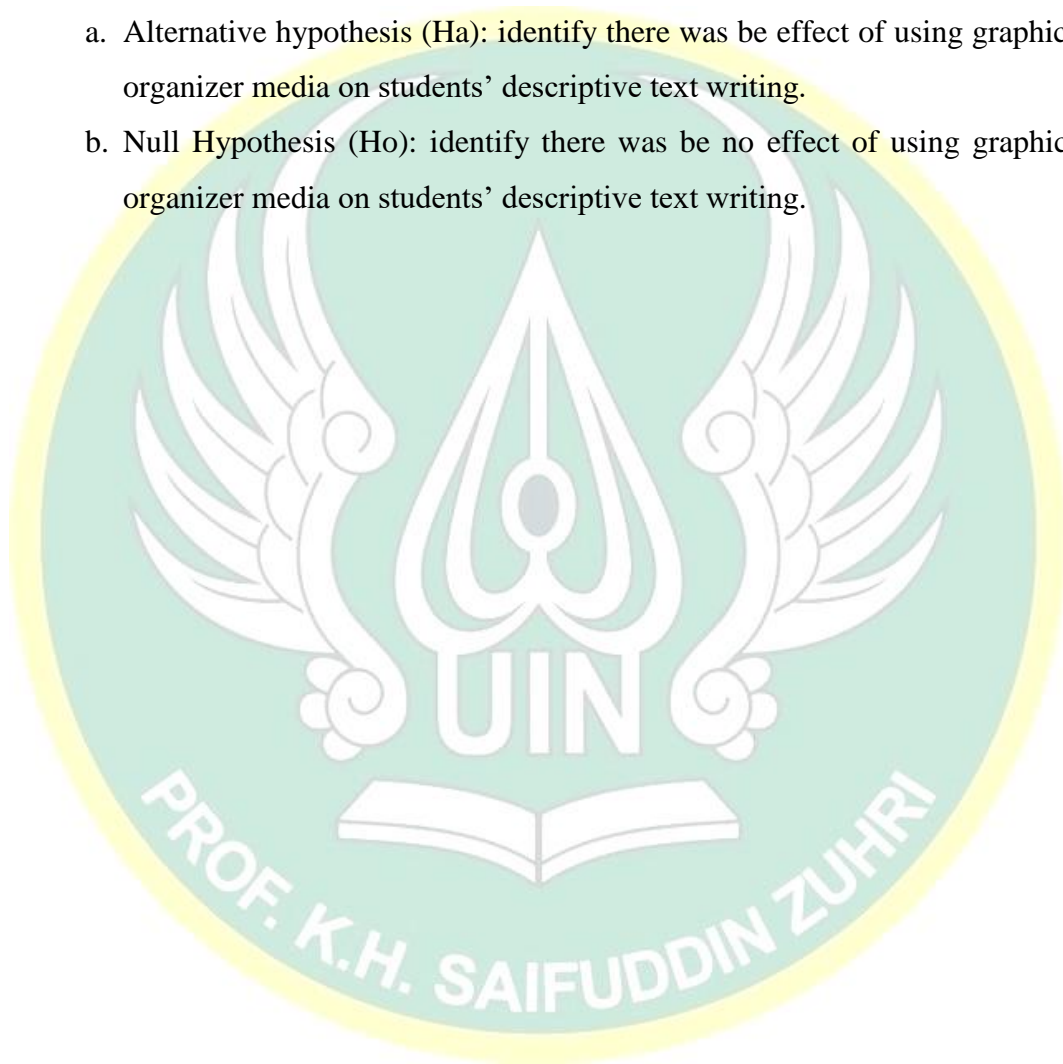


The conceptual framework above explains that the researcher applied graphic organizer media in teaching descriptive text writing to finding out the effectiveness of using the media in descriptive text writing. In the implementation, the researcher have applied Quasi-Experimental design.

D. Hypothesis

A hypothesis is a formal statement to present the expected relationship between two variables, the dependent and the independent (Creswell, 1994). It means the hypothesis in this research is to know the significant effect of using graphic organizer media to improve students' descriptive text writing. The hypothesis in this research formulated as follows:

- a. Alternative hypothesis (H_a): identify there was be effect of using graphic organizer media on students' descriptive text writing.
- b. Null Hypothesis (H_0): identify there was be no effect of using graphic organizer media on students' descriptive text writing.



CHAPTER III RESEARCH METHOD

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

A. Type of Research

This research used a quantitative experimental method to answer research questions. The purpose of this research is to identify changes in the phenomena experienced by research subjects seen from changes in students' pre-test and post-test scores on writing descriptive text through the graphic organizer. The reason for this research used a quantitative experimental method is to see whether a thing under study had an effect or not. By applied the pre-test and post-test control design, this method is most appropriated to use in finding certain actions against other things under conditions that can be controlled.

The Experimental research design used in this research is a quasi-experimental design. According to Howard White and Shagun Sabarwal (2014), quasi-experimental designs identify a comparison group with baseline (pre-intervention) characteristics that are as similar as feasible to those of the treatment group. The researcher utilized a quasi-experimental design with non-randomized or unequal pre-and post-tests. The research were divided into two groups: the experimental group received the Graphic Organizer media to treatment in the class, while the control group received a lecture method. This study employed the pretest-posttest Non-equivalent Control Group. A quasi-experimental design that delivers a pre and post-treatment test for each group.

This is the design of experimental design by Sugiyono (2011, p 116)

Table 3 1 Non Equivalent Control Group Design

Class	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

Notes:

O₁ = Pre-test of experimental group result.

O₂ = Post-test of experimental group result.

O₃ = Pre-test of control group result.

O₄ = Post-test of control group result.

X = Treatment.

Based on the design above, it can be seen that the researcher was compare two groups, they are control and experimental groups. Both groups got a pre-test to be compared with the result of a post-test after the experimental group received the treatment used Graphic Organizer Media. While, the control group given the treatment used lecture method. This is aimed to find out whether the students who was be treated by the Graphic Organizer Media can achieve higher scores than students who was teach by using a lecture method.

B. Time and Location of the Research

This research was conducted at MTs Al Hidayah Purwokerto, located in Let. Jend. Pol. Soemarto VI No.63 Street, North Purwokerto. The research was held on 14 Mei until 30 Mei in academic year 2024/2025.

This research was conducted at the MTs Al Hidayah Purwokerto because the teaching is still very traditional and there were problems faced by teachers in school, namely regarding motivation and learning outcomes of students who did not reach the minimum completion criteria (KKM), so that researchers are

interested in conducting research. Therefore, conducted the study in five meetings by researcher.

Table 3 2 Schedule of Research

No	Class	Meeting	Time
1	VII-B	Pre-test	Tuesday, May 14 th 2024
2	VII-A	Pre-test	Wednesday, May 15 th 2024
3	VII-B	Treatment 1	Wednesday, May 15 th 2024
4	VII-A	Treatment 1 using GO Media	Thursday, May 16 th 2024
5	VII-B	Treatment 2	Tuesday, May 21 th 2024
6	VII-A	Treatment 2 using GO Media	Wednesday, May 22 th 2024
7	VII-B	Treatment 3	Tuesday, May 28 th 2024
8	VII-A	Treatment 3 using GO Media	Wednesday, May 29 th 2024
9	VII-B	Post-Test	Wednesday, May 29 th 2024
10	VII-A	Post-Test	Thursday, May 30 th 2024

C. Population and Sample of the Research

The population of the research was the seventh grade students of MTs Al Hidayah Purwokerto in the academic year 2024/2025 which consists of 57 students from VII A until VII C. The population was chosen because based on the information from the preliminary research, the VII grade is the class that has the lowest average score in English lessons. It is happened because they are a transitional class from young learners and there are still many students who have not received English subjects at their previous school. This research took 2 classes out of the total number of classes that was be used the experimental class and the control class.

The sample selection in this research used a purposive sampling. Purposive sampling is a sample determination technique with certain considerations in

Sugiyono, (2016, p. 85). Purposive sampling system which was determined the class based on certain criteria from the subject research (Sugiyono, 2013, p. 218).

Table 3.3 Number of Sample

NO.	Grade	Number of Sample
1.	VII A	22
2.	VII B	21
Total		43

The reason for using a purposive sampling technique is because not all samples have criteria that match the criteria studied, by determining considerations or criteria that must be met by the samples used in this research. Based on the teacher's recommendation, the sample was selected on the supposition that the two classes have comparable abilities in English course. The sample are VII A as the experiment class which consisted of 22 students, it was designated as the treatment sample, while class VII B, which also consisted of 21 students, served as the control class. The control class use the conventional method, and the experimental class using graphic organizer.

D. Variable and Indicator of the Research

There are two variables that were used in this study: independent and dependent variables. The independent variable (X) in this research is graphic organizer, while the dependent variable (Y) is the effectiveness.

E. Techniques of Data Collection

To collect data in this study, the researcher used a pretest-posttest design, which was intended to test and prove a hypothesis by giving treatment to the sample. It showed whether graphic organizer media was one of types of media that was better for students' acquisition of writing descriptive text. The form of the test was an essay in which the students need to write a description based on the topic choice given in form of guiding questions.

Pretests and posttests were given to both experimental and control groups. The pretest was conducted before treatment to determine the students' achievement in writing skills before the treatment was carried out. Meanwhile, the posttest was conducted after the treatment. It was also given both to the experimental and control groups as a measurement tool to measure students' achievement after the treatment was conducted.

a. Pre-test

The pretest was carried out before conducting the experiment that purpose was to explain the students' writing abilities of both the experimental and control groups. In this test, the students were asked to write a descriptive text about animals by choosing one of the topic and answering some guiding questions to facilitate students before creating a descriptive text. Pre-test activity was held on 14 May 2024 in VII B class (control class) and on 15 May 2024 in VII A class (experimental class).

b. Treatment

The treatment was given in three meetings. Both of experimental and control group class received the treatment. In experimental class, the teacher taught using Graphic Organizer Media, while the control class, the teacher taught using the lecture method. The treatment that given to experimental class with the following procedure:

- 1) Divided students into groups consisting of 5-6 students by researcher.
- 2) Then, explained the descriptive text material by researcher. Starting from the definition, generic structure, and language features of the text.
- 3) Introduced a Graphic Organizer Media to students by researcher.
- 4) Explained the use of Graphic Organizer Media in learning by researcher, especially in descriptive text.
- 5) The teacher gave a sheet of graphic organizer media to students, and then students could identify the pictures provided in the sheet of Graphic Organizer and answer some of guiding questions as brainstorming before creating descriptive text.

- 6) Then, asked students to read and interviewed the parts that they had found as a result of their discussion by researcher. Adds words that the students did not find by researcher.
- 7) After that, students made sentences based on the answer from guiding questions as brainstorming in the sheet of Graphic Organizer media provided by the researcher, so that the sentences can be composed into a descriptive text.
- 8) Finally, representatives from each group read descriptive texts based on the results of their discussion.

c. Post-test

The posttest that was given to both the experimental and control classes after treatment was given about animals by choosing one of the topic and answering some guiding questions to facilitate students before creating a descriptive text. This posttest was intended to find the differences in score between pretest and compare two classes to determine the effectiveness of Graphic Organizer media on students' ability in writing descriptive text. Post-test activity was held on 29 May 2024 in VII B class (control class) and on 30 May 2024 in VII A class (experimental class).

F. Analysis of Data Instrumen

The success of many studies was determined by the instruments used because the data needed to answer research questions and test hypothesis are obtained through instruments. The instrument as a data collection tool must be really designed and made in such a way as to produce empirical data is it. Before the instrument is given to students in the experimental and control class, it must be test. In this occasion, the researcher used validity test.

Validity is a statistic that measures how accurately a tool performs its role. (Ary et al., 2010) A validity test offers an overview of the instrument's ability to measure what is being examined. In this study, the researcher used expert validation (expert judgement). Therefore, before the instrument test distributed

to the students, the researcher consulted to two experts whether the test was valid and appropriate.

G. Techniques of Data Analysis

Data pre-test and post-test were used to analyze the effectiveness of using graphic organizers media in students' descriptive text writing. Moreover, during calculated the data, the researcher used the software IBM SPSS V.27 for windows.

a. Normality Test

The normality test was used to see whether the distribution of the instrument's response was normal or not (Sugiyono, 2008, p. 241). Normality tests are used to test whether the data collected follows a normal distribution, which is an important assumption for the methods of parametric statistical analysis. The two methods commonly used in this research are the Kolmogorov-Smirnov test and the Shapiro-Wilk test. The Shapiro-Wilk test was used to calculate the normality test on IBM SPSS V. 27 to calculate the normality test because the number of samples measured for each class was less than fifty students.

The criteria to identify normality test as follows:

- 1) If significance value is < 0.05 , therefore H_0 is rejected. It means the data are not normally distributed.
- 2) If significance value is > 0.05 , therefore H_0 is accepted. It means the data are normally distributed

b. Homogeneity Test

Homogeneity test was used to determine the similarity of the population and to find out before comparing the several groups (Suharsimi Arikunto, 1992, p. 280). In this research, the homogeneity test was used to determine whether the data of the groups being compared were homogeneous. One method commonly used to test homogeneity is the Levene test. In this research, the homogeneity test will be conducted

with a significance level of $\alpha = 0.05$. If the significance value is > 0.05 it can be conclude the data are homogenous

c. Hypothesis Test

In this research the researcher used the t-test with aimed to know the significance of the data (Arikunto, 2010). The researcher used t-test to find out the graphic organizer media in students' descriptive text writing after being collected and calculated.

1) Measuring Students' Individual Score Test

Student's individual ability is useful to find out whether the students' learning in descriptive text writing. In this study, the scoring was given from English teacher of MTs Al Hidayah Purwokerto and the research use rubric of written test assessment based on (Brown, 2007).

Table 3 4 Rubric of Writing Assessment

Aspect	Score	Performance Descriptive
Content (C) • topic • detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not complete and clear and the details are not relating to the topic
Organization (O) • identification • description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connective
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning

	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) • Spelling • Punctuation • Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The students score in writing descriptive text can be calculated by using the formula:

$$\text{Score} = \frac{C+G+O+V+M}{20} \times 100$$

2) Finding Out the Mean of Each Group

The researcher calculated the means of deviation of experimental and control group as follows:

a) Mean deviation experimental group (M_x)

Formula:

$$M_x = \frac{\sum x}{N}$$

Notes:

M_x = Mean deviation of experimental group

$\sum x$ = Total Deviation

N = Number of the student

b) Mean deviation control group (M_y)

Formula:

$$M_y = \frac{\sum y}{N}$$

M_y = Mean deviation of control group

$\sum y$ = Total Deviation

N = Number of the student

3) Measuring the Effectiveness of Using Graphic Organizer Media in Students' Descriptive Text Writing

To know the significant difference score between using graphic organizer media and lecture method is by comparing the result from the data pre-test and post-test. Paired sampel T-test with IBM SPSS V 27 was applied to compute the differences between the result of pre-test and post-test of the experimental group. The use of T-test is to determine whether or not there is a significant difference in the post-test results for both groups.

According to Singgih Santoso (2014, p265), the basis of decision paired sampel T-test is divided into two:

- a) If the value of Sig. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_a is accepted.
- b) If the value of Sig. (2-tailed) > Research Alpha (0.05), the H_0 is accepted and H_a is rejected.

CHAPTER IV

FINDINGS AND DISCUSSIONS

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

A. Findings

This research used quasi-experimental design and conducted at MTs Al Hidayah Purwokerto. Moreover, the sample of this research used purposive sampling which were the class of VII A grade as the experimental group, then VII B grade as the control group. This research aimed to determine whether or not there is an effect of using Graphic Organizer Media on Students' Descriptive Text Writing in the Seventh Grade of MTs Al Hidayah Purwokerto.

1. Data Description

In finding section presents the data that have been collected during the research. The aimed of this study was to find out the effectiveness of using Graphic Organizer Media in students' descriptive text writing. This research was quasi experimental research conducted at MTs Al-Hidayah Purwokerto. The population in this study were students of class VII, and the sample was done by purposive sampling technique. The research subjects were 22 students from VII A as an experimental class, and 21 students from VII B as a control class. To know the effectiveness of using Graphic Organizer media, the results that have to be identified from the score of pre-test, the score of post-test, the differences of students' achievement between the students who are taught by using Graphic Organizer Media and the students who are not taught by using Graphic Organizer media. Data collection techniques were carried out by pre-test and post-test. The pre-test has given to the both experimental and control class before the treatment. Pre-test in experiment class was held on May 15th, 2024 and Pre-test in control

class was held on May 14th, 2024. Then they were given treatment in five meetings, where the experimental class used the graphic organizer media while the control class used the lecture method. Later, the post-test has given to the both experimental and control class after the treatment. Post-test in experiment class was held on May 30th, 2024 and Post-test in control class was held on May 29th, 2024. The obtained the scores of pre-test and post-test was analyzed by using IBM SPSS V 27 for windows to find the mean, the standard deviation, the minimum score, the maximum score, Paired Sample T-test and Independent Sample T-test. According to the data that have been collected during the research, here are the results of data pre-test and post-test.

Table 4. 1 The Result of Pre Test and Post Test

No.	Experiment Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	40	80	45	80
2	35	65	50	70
3	40	70	40	70
4	40	75	40	70
5	45	85	40	60
6	40	75	40	55
7	45	95	25	40
8	25	60	40	75
9	30	70	35	55
10	35	65	55	65
11	30	70	40	70
12	35	65	50	60
13	30	75	30	55
14	35	60	40	65
15	40	70	50	75

16	30	60	35	60
17	35	75	45	90
18	45	95	45	70
19	50	80	35	45
20	40	75	40	70
21	35	65	50	75
22	40	80		

By using the result of pre-test and post-test data, the data was analyzed used Paired Sample T-test to determine the effect of using graphic organizer media in students' descriptive text writing at seventh grade of MTs Al Hidayah Purwokerto. Then, Independent Sample T-test was used to determine the difference between the control class and experiment class.

a. Pre-test and Post-test of Experimental Class

The pre-test did on May 15th, 2024 and post-test did on May 30th, 2024. The result of research in experiment class, which did apply graphic organizer media in learning activity, it resulted in the following table:

Table 4. 2 Score of Pre-test and Post-test of Experimental Class

No.	Statistics	Experimental Class	
		Pre-Test	Post-Test
1	N	22	22
2	Minimum	25	60
3	Maximum	50	95
4	Mean	37,27	72,95
5	Median	37,5	72,5
6	Mode	40	75

Mean Diferent = 35,68

Based on the table above, there are 22 data from pre-test in experiment class. It shown that the mean score is 37,27 which is categorized that the students got low mastery in descriptive text writing, because the minimum criteria score in English subject is 75. The median score is 37,5 and the mode is 40.

Meanwhile, there are 22 data from pre-test and post-test in experiment class. It shown that the mean score is 72,95 which is categorized that the students in descriptive text writing are getting better. The median score is 72,5 and the mode is 75.

Regarding from the data on the table above, 22 students as respondents from the experiment class taken as samples based on pre-test and post-test scores had a mean difference of 35,68. The minimum score in pre-test is 25 and the maximum score is 50, while the minimum score in post-test is 60 and the maximum score is 95.

b. Pre-test and Post-test of Control Class

The pre-test did on May 14th, 2024 and post-test did on May 29th, 2024. The result of research in control class, which did not apply graphic organizer media in learning activity, it resulted in the following table:

Table 4. 3 Score Pre-test and Post-test of Control Class

No.	Statistics	Experimental Class	
		Pre-Test	Post-Test
1	N	21	21
2	Minimum	25	40
3	Maximum	55	90

4	Mean	41,43	65,48
5	Median	40	70
6	Mode	40	70
Mean Diferent = 24,05			

Based on the table above, there are 21 data from pre-test in control class. It shown that the mean score is 41,43 which is categorized that the students got low mastery in descriptive text writing, because the minimum criteria score in English subject is 75. The median score is 40 and the mode is 40.

Meanwhile, there are 22 data from pre-test and post-test in control class. It shown that the mean score is 65,48 which is categorized that the students in descriptive text writing are getting better. The median score is 70 and the mode is 70.

Regarding from the data on the table above, 22 students as respondents from the control class taken as samples based on pre-test and post-test scores had a mean difference of 24,05. The minimum score in pre-test is 25 and the maximum score is 55, while the minimum score in post-test is 40 and the maximum score is 90.

2. Treatment Description

Based on the results of preliminary research on seventh grade of MTs Al Hidayah Purwokerto, found some students' problems in writing descriptive text by researcher that caused their level of writing to be low. The first reason was that students lacked of vocabulary and grammatical skills. Students did not even know the basic terminology that they should master at their level. Actually, it is happened because they were a transitional class from young learners and there were still many students who didn't received English subjects at their previous school. Furthermore, students struggled to generate ideas for

composing sentences and paragraph. Besides that, students also struggled to learn writing because they believed it was a tough activity. To overcome this problem, teacher should provide a media to teach writing especially descriptive text. One of the media that can be used was Graphic Organizer Media.

The participant of the treatment were class VII A as the experiment class which consisted of 22 students' and Class VII B as the control class which consisted of 21 students'. The treatment conducted to VII A and VII B after the meeting after pre-test. The researcher was given the treatments in three meetings based on the school policy. In the meeting of the treatments, the researcher used the Graphic Organizer media to the experimental class and the conventional method to the control class.

a. Experimental Class

Before the treatment, held the pre-test on Wednesday, May 15th 2024 researcher. The pre-test is carried out by students by writing descriptive text about describing animals.

1) The first meeting of the treatment was held on Thursday, May 16th 2024. In this meeting, students learned about descriptive text then the teacher was introduced Graphic Organizer media. After that students was given illustrative pictures about cow animals, then students divided into groups and the teacher was given Graphic Organizer sheets (mind map type). After that students asked arrange the answers to the guiding question into a sentence.

2) The second meeting of the treatment was held on Wednesday, May 22th 2024. In this meeting, students learned about language feature material, especially regarding the use of adjectives and simple present tense to compose sentences in descriptive text. After that, students was asked to get into groups and the teacher was given sheets of graphic organizer media (Attribute Chart type).

Then students was asked to made a simple present tense sentence based on the instructions given. After that the teacher was given an example of descriptive text about “my pet” students was asked to identify the language features in the text.

3) The third meeting for the treatment was held on Wednesday, May 29th 2024. In this meeting, the teaacher was reviewed material about descriptive text. Then students’ were divided into groups then, students’ were given 3 animals themes. After that students was drawn to choose the theme of what animal they was described. After that, the teacher gave the Graphic Organizer media sheet (Sequence Chart) and students’ were asked to answer the guiding questions. After that, students was asked to made a simple sentence into a descriptive paragagraph based on the answerd to the guiding questions.

After the treatment, the researcher held the post-test on Thursday, May 30th 2024. The pre-test is carried out by students by writing descriptive text about describing animals but in different theme with the pre-test.

b. Control Class

Before the treatment, the researcher held the pre-test on Tuesday, May 14th 2024. The pre-test is carried out by students by writing descriptive text about describing animals. During the learning process, the control class was treated by conventional method.

1) The first meeting of the treatment was held on Wednesday, May 15th 2024. In this meeting, students learned about descriptive text the the teacher was divided the students into several groups and then the students was given a descriptive text sheet about cows animals. After that students were asked to identify the social function and generic structure of descriptive text.

- 2) The second meeting of the treatment was held on Tuesday, May 21th 2024. In this meeting, students learned about language features of descriptive text. The teacher was given vocabulary related to adjectives and parts of animal body. After that the teacher was divided the students into several groups and then, students was given axercises to make simple present tense sentence from related vocabulary. After that, students were given a descriptive text sheet about my pet. And then students were asked to identify the language features of the text.
- 3) The third meeting for the treatment was held on Tuesday, May 28th 2024. In this meeting, the teacher was reviewed the material about descriptive text. After that the students were divided into several groups then the students were given three themes about animals. After that, students were dawn to choose which animals theme they were described and last students riviewed each others' result.

After the treatment, the researcher held the post-test on Wednesday, May 29th 2024. The pre-test is carried out by students by writing descriptive text about describing animals but in different theme with the pre-test.

3. Data Analysis

In analyzed the data of normality, homogeneity, and hypothesis test., the researcher used the softwre IBM SPSS V. 27. First, analyzed the normality and homogeneity test of pre and post-test as a requirement to do hypothesis independent sample t-Test by researcher.

a. Normality Test

Normality test is to determine whether data were normally distributed or not. The researcher used Shapiro-Wilk to do the normality test. The criteria number of normality test as follows:

The data are normally distributed if sig. $\alpha > 0.05$.

The data are not normally distributed if sig. $\alpha < 0.05$.

Table 4. 4 Normality Test of Pre-test

		Tests of Normality		
Pre-Test		Statistic	Shapiro-Wilk df	Sig.
Score	Pre-test CC	,945	21	,268
	Pre-test EC	,948	22	,292

a. Lilliefors Significance Correction

According to the table 4.4 (Normality Test of (Pre-test), it was showed the result that the experimental class presented the value significance 0.292, and the control class showed the value significance 0.268. Both of the classes indicated the significance of the data were higher of 0.05, it means that the data was normally distributed.

b. Homogeneity Test

The homogeneity test carried out by researcher after performed the normality test. It is aimed to show that the data from both of experiment and control groups of samples were derived from populations with the same variance. The researcher used Lavene Test on IBM SPSS V.27 to calculated the homogeneity test.

Table 4. 5 HomogeneityTest

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2,505	3	82	,065
	Based on Median	1,960	3	82	,127
	Based on Median and with adjusted df	1,960	3	58,327	,130
	Based on trimmed mean	2,482	3	82	,067

According to result of the table 4.6 (Homogeneity Test) above, the number value significance based on mean was 0.065 where it was higher than the value sig. 0.05 it means that the data was homogenous.

c. Hypothesis Test

1) Paired Sample T-test of Control Class

Singgih Santoso (2018) argued that the basis decision Paired Sample T-test is divided by two:

- a) If the value of Sig. (2-tailed) < Research Alpha (0.05), the H0 is rejected and Ha is accepted.
- b) If the value of Sig. (2-tailed) > Research Alpha (0.05), the H0 is accepted and Ha is rejected.

The results of Paired Sample T-test were calculated by IBM SPSS V 27 software for windows are presented in this table below:

Table 4. 6 Table Result of Paired Sample

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test CC	41,43	21	7,270	1,587
	Post-test CC	65,48	21	11,609	2,533

The paired sample group statistics table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 41.43 and the mean score of post-test is 65.48. N indicates the amount of data as many as 21. The standard deviation was used to measure the level of risk, which in the pre-test of control class is 7.270 and the standard deviation in the post-test of control class is 11.609. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. The standard error mean in pre-test of control class is 1.587, while in the pre-test of the experiment class is 2.533. Because the data was

normally distributed, the std. Error mean can be ignored. Based on the mean of pre-test and post-test, it can be assumed that the post-test on the data is higher than pre-test.

Table 4. 7 Result of Paired Sample Test in Control Class

Paired Samples Test

Pair	Pre-test CC - Post-test CC	Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
1		-24,04	9,030	1,971	-28,158	-19,937	-12,203	20	<,001

Based on the analysis results above, it can be seen that Sig. (2-tailed) < Alpha. The result of Sig. (2-tailed) is $0.000 < 0.05$, it means that H_a is accepted and H_0 is rejected. There was an increase in the control class in descriptive text writing from pre-test and post-test.

Through Paired Sample T-test, it shown that t-count was -12.203, but from this numbers, only absolute values or numbers are needed by ignoring negative symbols. So that, the t-count was 12.203 from the value of $df = 20$, with an alpha 0.05%. Meanwhile, the t-table value was in the column 0,05% row $df = 20$ was 0.36. $T\text{-count} > t\text{-table}$; $12.203 > 0.36$. It can be concluded that there was a significant

difference in the pre-test and post-test scores in the control class because H0 is rejected and Ha is accepted.

2) Paired Sample T-test of Experiment Class

Table 4. 8 Result of Paired Sample

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test EC	37,27	22	6,119	1,305
	Post-test EC	73,18	22	9,946	2,120

The Result of Paired Sample Statistics in experiment class table, shows the descriptive value of each variable in the Paired Samples. The average score (mean) of pre-test is 37.27 from 22 data, and the distribution of data (Std. Deviation) obtained is 6.119 with a standard error mean of 1,305.

The paired sample group statistics table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in experiment class is 37.27 and the mean score of post test is 73.18. N indicates the amount of data as many as 22. The standard deviation was used to measure the level of risk, which in the pre-test of experiment class is 6.119 and the standard deviation in the post-test of experiment class is 9.946. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. Because the data was normally distributed, the std. Error mean can be ignored. Based on the mean of pre-test and post-test, it can be assumed that the post-test on the data is higher than pre-test. Because the average score (mean) of post-test is 73.18 from 22 data, and the distribution of data (Std. Deviation) obtained

is 9.946 with a standard error mean of 2.120. It means that the post-test on the data is higher than pre-test.

Table 4. 9 Result of Paired Sample Test in Experiment Class

		Paired Samples Test							
		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
Pair					Lower	Upper			
1	Pre-test EC - Post-test EC	-35,909	6,838	1,458	-38,941	-32,877	-24,633	21	<,001

Based on the analysis results above, it can be seen that Sig. (2-tailed) < Alpha. The result of Sig. (2-tailed) is 0.000 < 0.05, it means that Ha is accepted and H0 is rejected. There was an increase in the experiment class in students' descriptive text from pre-test and post-test.

Through Paired Sample T-test, it shown that t-count was -24.633, but from this numbers, only absolute values or numbers are needed by ignoring negative symbols. So that, the t-count was 24.633 from the value of df =21, with an alpha 0.05%. Meanwhile, the t-table value was in the column 0,05% row df = 21 was 0.70. T-count > t-table; 24.633 > 0.70. It can be concluded that there was a

significant difference in the pre-test and post-test scores in the experiment class because H0 is rejected and Ha is accepted.

3) Independent Sample T-test of pre-test

The basis of decision Independent Sample T-test is divided by two:

a) If the value of Sig. (2-tailed) < Research Alpha (0.05) , the H0 is rejected and Ha is accepted.

b) If the value of Sig. (2-tailed) > Research Alpha (0.05), the H0 is accepted and Ha is rejected.

The results of Result of Group Statistics of pre-test calculated by IBM SPSS V 27 software for windows are presented in this table below:

Table 4. 10 Result of Group Statistic of Pre-test

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-test CC	21	41,43	7,270	1,587
	Pre-test EC	22	37,27	6,119	1,305

The group statistics of pre-test table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 41.43 and the mean score of pre-test in experiment is 37.27. The mean difference between this both classes have a little different, it can be inferred that the understanding of the students in descriptive text writing are relative the same because both classes are homogeneous or have the same level of ability. N indicates the amount of data as many as 21 from control class and 22 from experiment class. The standard deviation was used to measure the level of risk, which in the pre-test of control

class is 7.270 and the standard deviation in the pre-test of experiment class is 6.119. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the control class, the standard error mean is 1.587 and the standard error mean of experiment class is 1.305. Because the data was normally distributed, the std. Error mean can be ignored. It can be said that the data variants between the control class and the experiment class were homogeneous.

Table 4. 11 Result of Independent Samples Test of Pre-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,230	,634	2,031	41	,049	4,156	2,046	,024	8,287
	Equal variances not assumed			2,023	39,146	,050	4,156	2,054	,002	8,310

In Levene’s Test for quality of column variances have significance value of 0.634 ($p > 0.05$). It showed that the two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In relation on the table above, the equal variances assumed that known the sig value is $0.447 > 0.05$, as the basis for decision making in the independent t-test, it can be concluded that H_0 is accepted and H_a is rejected. Therefore, it can be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experimental class.

In output table of Independent Samples T-test in the pre-test, t-count was obtained. If the value of t was negative, it was not an error. The negative symbols can be ignored, so that t-count was obtained 2.031. T-table was obtained from value $df = 41$ with an alpha 0.05. So that, the value $t\text{-count} < t\text{-table}$; $2.031 < 3.670$. It can be said that H_a is rejected. It can be argued that there was no difference in average in the pre-test scores in the control class and experiment class.

4) Independent Sample T-test of post-test

Table 4. 12 Result of Group Statistic of Post-test

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Post-test CC	21	65,48	11,609	2,533
	Post-test EC	22	73,18	9,946	2,120

The group statistics of post-test table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of control class is 65.48 and the mean score of experiment class is 73.18. Therefore, this means that learning outcomes in descriptive text writing in the experiment class are higher than in the control class. N indicates the amount of data as many as 21 from control class and 22 from experiment class. The

standard deviation was used to measure the level of risk, which in the post-test of experiment class is 9.946 and the standard deviation in the post-test of control class is 11.609. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. Because the data was normally distributed, the std. Error mean can be ignored.

According to the table above, the average score (mean) of post-test is 73.18 from 22 data, and the distribution of data (Std. Deviation) obtained is 9.946 with a standard error mean of 2.120. It means that the post-test on the data is higher than pre-test.

Table 4. 13 Result of Independent Samples Test of Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,424	,518	-2,341	41	,224	-7,706	3,292	-14,353	-1,058
	Equal variances not assumed			-2,333	39,416	,225	-7,706	3,304	-14,385	-1,026

In Levene's Test for quality of column variances have significance value of 0.508 ($p > 0.05$). It showed that the two of

variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In relation on the table above, the equal variances assumed that known the sig value is $0.224 > 0.05$, as the basis for decision making in the independent t-test, it can be concluded that H_0 is accepted and H_a is rejected. Therefore, it can be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experimental class.

In output table of Independent Samples T-test in the pre-test, t-count was obtained. If the value of t was negative, it was not an error. The negative symbols can be ignored, so that t-count was obtained 2.341. T-table was obtained from value $df = 41$ with an alpha 0.05. So that, the value $t\text{-count} < t\text{-table}$; $2.341 < 3.670$. It can be said that H_a is rejected. It can be argued that there was no difference in average in the pre-test scores in the control class and experiment class.

B. Discussions

This research conducted in MTs Al Hidayah Purwokerto. The objective of this research is to determine whether Graphic Organizers Media is effective in students' descriptive text writing especially in seventh grade of MTs Al Hidayah Purwokerto. The quantitative with quasi-experimental design used by researcher. To conducting the research, two classes as the experimental class and control class as the sample needed by researcher. The process of selected the sample was by purposive sampling based on certain criteria from the teacher. The experimental class was VII A grade with the total of the students are 22 and the control class was VII B grade with the total of the students are 21.

In collecting data, to conducted a pre-test, treatment and post-test needed by researcher. Both of classes received the same pre-test and posttest but the treatment was only given by the experimental class. Furthermore, before conducting the research, to testing the instrument of the data needed by researcher. The researcher did validity test by 2 expert judgements from 1 lecturer of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and 1 English teacher of MTs Al Hidayah Purwokerto.

Before doing the treatment, the pre-test in both of classes carried out by researcher. In experimental class (VII A) the pre-test held on Wednesday, May 15th 2024 with the question in instruction form to describing animals by writing descriptive text. While in control class (VII B) the pre-test held on Tuesday, May 14th 2024 with the same test by writing descriptive text. The result of the pre-test in experimental class, the mean was 37,27, the min score was 25, the max score was 50. In control class, the mean was 41,43, the min. score was 25, the max score was 55. From the result it concluded that the control class was higher than the experimental class seen from the mean value of the pre-test.

After the pre-test conducted, the treatment carried out by researcher. The experimental class received the treatment in three meetings used Graphic Organizer Media. In other hand, the control class received the treatment in three meetings used lecture method. The material is descriptive text writing about animals'.

Then, after the treatment conducted both of classes, the post-test carried out by researcher. This test aimed to determine students' descriptive text writing after treatment, especially to find out the difference between the control and experimental classes. In experimental class, the post-test held on Thursday, May 30th 2024. Meanwhile the control class held the post-test on Wednesday, May 29th 2024. The post-test carried by descriptive text writing with the difference theme from the pre-test. The result of the post-test in

experimental class, the mean was 72,95, the min score was 60, the max score was 95. In control class, the mean was 65,48 , the min score was 40, the max score was 90. From the result it can assumed that the experimental class that received the treatment used Graphic Organizer Media has an effect than the control class seen from the mean value of the post-test. In conclusion, the use of graphic organizer media in students' descriptive text writing is more effective to improve students' learning outcomes. It is line with the statement by Suprimarni (2021), findings from the literature review indicate that, graphic organizer media significantly effects students' writing abilities. However, Suprimarni (2021) was different in writing narrative text. While, the researcher was in writing descriptive text. Therefore the graphic organizer media can be a good media toward some skills especially for teaching English.

Calculated the normality and homogeneity test used IBM SPSS V.27 after the pre-test and post-test by researcher. The use of Paired Sample T-test is to know there is significant difference result in students' learning outcomes after learning descriptive text writing materials between before and after receiving treatment using graphic organizer media in learning activity. The descriptive analysis of the processed data was described with the paired sample statistic. The average score was shown in the mean table, which is in the control class was 41.43 and the post-test 65.48. N indicates the amount of data obtained in the control class as many as 21 respondents.

The average (mean) of the experiment class in the paired sample statistics table pre-test was 37.27 and the post-test was 73.18 with 22 data. The standard deviation of the pre-test was 6.119 and the post-test was 9.946. Based on the explanation of the two statistical tables of paired samples in the both class, experiment class and control class, they have almost the same pre-test value of the average score which are 41.43 and 37.27. Therefore, the mean of the pre-test and post-test can be

assumed that there was a difference. It can be seen that the increase in class experiment is 35.39 while the increase in control class is 24.50. In other words, there was an increase in mean score for both classes and the mean difference is 10.89, which is the mean of the experiment class is higher than control class. In conclusion, the use of graphic organizer media in students' descriptive text writing is more effective to improve students' learning outcomes. In relation to some experts, graphic organizer media is indeed suitable to be applied in students' descriptive text. This statement can be proven in this research by increasing student learning outcomes. As mentioned before that the students in experiment class were incomplete the minimum score, after applied graphic organizer media they were complete the minimum score.

The result of the descriptive analysis was confirmed by hypothesis testing with Paired Sample T-test. In the control class and experiment class were obtained sig. (2-tailed) of $0,000 < 0.05$, it can be said that H_a is accepted and H_o is rejected. So that, there're was a significant difference between average score before the treatment and the average score after treatment in the experiment and the control class.

The difference between t-count and t-table in control class and experiment class found a difference or effect was seen in the experiment class that was higher than the control class. It can be inferred that the class which have received the treatment had an effect than the class that did not receive any treatment, even the improvement was not very significant.

The result of the research about the effectiveness of using graphic organizer media in students' descriptive text writing indicated the improvements in students' learning outcomes. It was showed the significant post-test score in the experiment class. It is related with the theory that was proposed by Maslichah & Tarwiyah (2017) in their study which stated that graphic organizer media can improve the students' writing skill in descriptive text writing.

Meanwhile, the output of Independent Sample T-test that has obtained the value of sig. Levene's Test for Equality of variances. T-count is higher than t-table; $2,341 > 0,634$. It can be said that H_a is accepted, so there was a difference in average in the post-test scores in the control class and the experiment class.

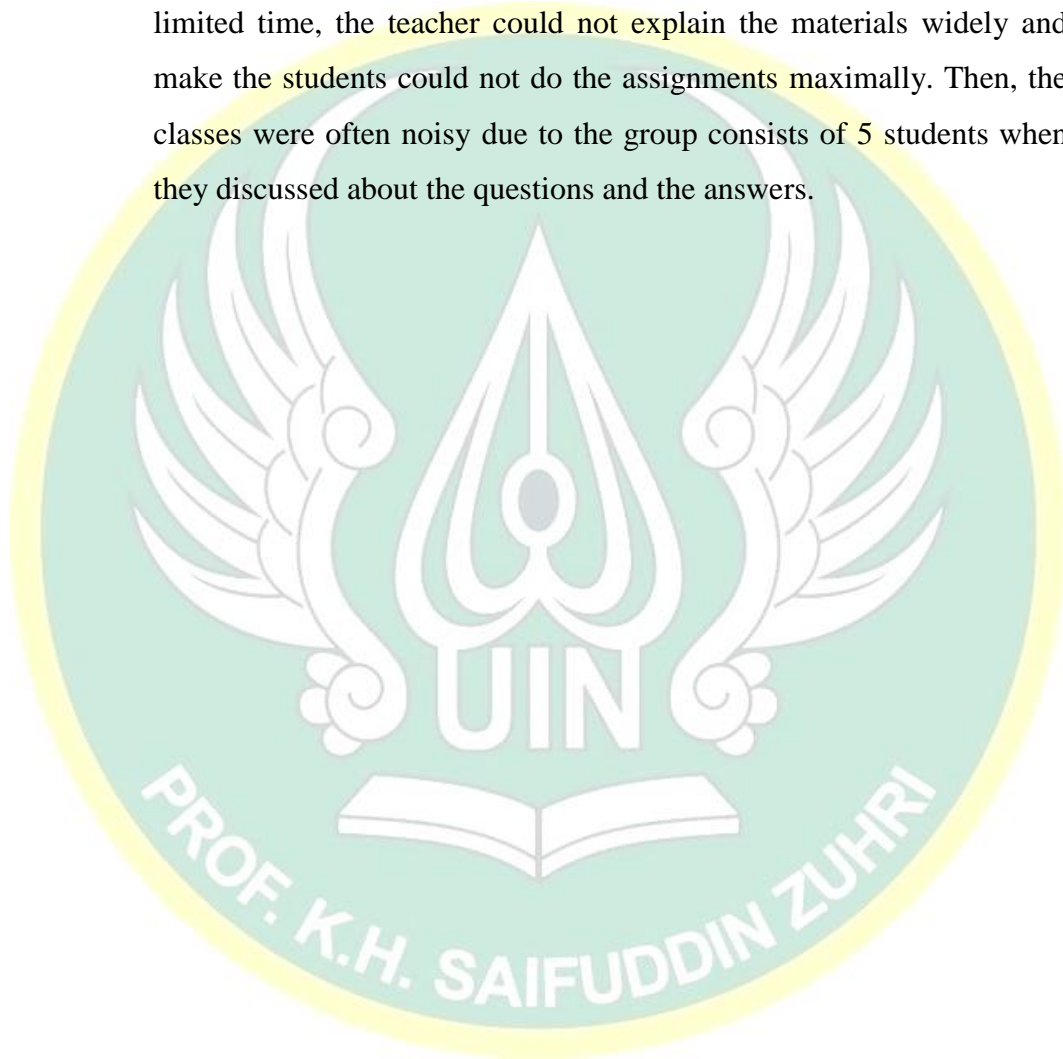
In this research, it was also found that the implementation of using graphic organizer media in students' descriptive text writing made the students interested in learning activity, because during the lessons they were enthusiast dan active to finish their groupwork. As it explained by Maslichah & Tarwiyah in their research that a graphic organizer is one of the visual media because it can be seen and performs a meaningful description. It makes students more interested in writing descriptive text and students' will make the text more easily because they can develop ideas on the graphic which they create. It will help them in creating a good descriptive text.

By using graphic organizer media, teachers will find an easier way to teach writing descriptive text. Basically, the use of graphic organizer media allows teachers to help students in the pre-writing descriptive text process. Also supported by Trisusana & Susanti (2020) that graphic organizers are also media that can be understood because they are consistent, coherent, and integrated in creative ways that make them effective teaching media. This is a great practice for writing, especially for pre-writing activities.

Using graphic organizers media in the teaching of writing descriptive text helped students expressed their ideas and opinion. Graphic organizers media gave a contribution to students to generate ideas through clear visualization. This finding was supported by Amrulloh & Rufa'idah (2022), students' had made them enjoy their activity to convey their idea more. It could make passive students active. They asked the question, shared their idea, gave correction to their friend in the group and presented their work confidently. It showed that after

being taught using graphic organizers, students ability in writing descriptive text regarding content, organization, vocabulary, grammar, and mechanic were improved in every cycle.

In this research, there were some disadvantages that have found when applying graphic organizer media in students' descriptive text writing at seventh grade of MTs Al Hidayah Purwokerto. With the limited time, the teacher could not explain the materials widely and make the students could not do the assignments maximally. Then, the classes were often noisy due to the group consists of 5 students when they discussed about the questions and the answers.



CHAPTER V

CONCLUSION AND SUGESSTION

In this chapter, the researcher described the conclusion, limitation and suggestion of the research.

A. Conclusion

This research aimed to determine whether Graphic Organizers Media is effective in students' descriptive text writing especially in seventh grade of MTs Al Hidayah Purwokerto in academic year 2023/2024. This research used quasi-experimental method with needed experimental class and control class. Both of classes conducted pre-test and post-test and also received the treatment with different method. The experimental class received Graphic Organizer media, while the control class received lecture method.

According to the findings and discussion, it can be assumed that there was a significant improvement score among the class that was taught using graphic organizer media and the class that was not taught using graphic organizer media. It can be inferred that graphic organizer media was effective in teaching descriptive text writing to the students. In addition, the result of t-test shows that t-count was higher than the t-table ($2,341 > 0,634$) with degree freedom 41 and level of significance 0.05. In other word, the probability (Sig. 2 tailed) was lower that the level of significance ($0,000 < 0,05$). Because tcount $>$ ttable and $p < 0,05$, it can be assumed that the null hypothesis of no difference was rejected. This result indicated that after the graphic organizer media was used to teach descriptive text writing, the obtained of post test scores were significantly different with pre-test scores. In other words, teaching descriptive text writing using graphic organizer media is effective for the students.

B. Limitation

Based on the study that was conducted by the researcher, this research has some limitation.

1. The first is the that study is limited to investigating the effectiveness of using Graphic Organizer Media in students' descriptive text writing at seventh grade of MTs Al Hidayah Purwokerto, It is also examined how the effect of this media on students' writing of descriptive text.
2. Secondly, it was about this study's limitations in time allocation that held on five meetings with three meetings for treatment, so the result of implementation of Graphic Organizer media not fully optimal.

C. Suggestion

In accordance with the earlier research findings, here are some suggestions that can be made in relation to the researcher's conclusion, and perhaps it will be useful. The suggestion that can be given in this research include:

1. Teacher
 - a. Teacher should be more active and creative by using effective media to teach writing and ensuring that students enjoy the teaching and learning activities.
 - b. Enrich vocabulary and more explanation about grammar, especially simple present tense. Students will have a better understanding of how to write descriptive text, particularly in terms of grammatical features.
2. Students
 - a. Students need to practice writing descriptively more in order to develop creativity.
 - b. Students should learn more about grammar and mastery vocabulary, and they should not be afraid to ask their teacher for help if they have problems.
3. Researcher

As a result, the researcher expected that the research could be used as a reference in conducting similar studies. On the other hand, the researcher also expected to other resources to conduct similar research on other skills such as reading, listening, and speaking.

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APPENDICES

PROF. K.H. SAIFUDDIN ZUHRI

Appendix 1 Certificate of the Research



YAYASAN AL-HIDAYAH PURWOKERTO
MTs AL-HIDAYAH PURWOKERTO

Jl. Letjen Pol. Soemarto VI/63 Karangsucu - Kelurahan Purwanegara - Kecamatan Purwokerto Utara - Kabupaten Banyumas
Telp. (0281) 627234 - E-mail : mshidayahpwt@yahoo.co.id

SURAT KETERANGAN

Nomor : 06.056/MTs.AH/V/2024

Yang bertanda tangan di bawah in :

Nama : ADI NUGROHO, S.Pd.
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : MTs Al-Hidayah Purwokerto
Alamat : Jl. Letjen Pol. Soemarto VI/63 Karangsucu Kel. Purwanegara,
Kec. Purwokerto Utara, Kab. Banyumas

Dengan ini menerangkan bahwa :

Nama Lengkap : OKTA MELISA NURHIDAYAH
NIM : 2017404025
Semester : 8 (Delapan)
Jurusan/Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2023/2024

Benar-benar telah melaksanakan Riset Individu, dilaksanakan pada tanggal 14 Mei 2024 sampai dengan 14 Juli 2024 di MTs Al-Hidayah Purwokerto dengan judul "*The Effectiveness of Using Graphic Organizer Media in Students' Descriptive Text Writing at Seventh Grade of MTs Al-Hidayah Purwokerto.*" Selama melakukan Riset Individu di MTs Al-Hidayah Purwokerto bersikap baik.

Demikian surat keterangan ini dibuat untuk digunakan sebaik-baiknya.

Dibuat di : Purwokerto
Tanggal : 30 Mei 2024



Appendix 2 Validation Sheet

VALIDATION SHEET

Name : Okta Melisa Nurhidayah
Students Number : 2017404025
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness Of Using Graphic Organizer Media In Students'
Descriptive Text Writing At Seventh Grade Of Mts Al Hidayah
Purwokerto
Research Question : Is the graphic organizer effective in descriptive text writing for seventh
grade students at MTs Al Hidayah Purwokerto?
Evaluator : Endang Sartika, S.Pd.I.,M.A.

A. Instrument Research

Pre-test	Revise the instruction +
Post-test	Revise the instruction +
Rubric Assessment	Ok

guided questions.
guided questions.

B. Instruction

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

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

C. Evaluation

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

D. Evaluator's Conclusion

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

Purwokerto, 14 Mei 2024

Evaluator



Endang Sartika, S.Pd.I.,M.A.

NIP. 199110302023212040

VALIDATION SHEET

Name : Okta Melisa Nurhidayah
Students Number : 2017404025
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness of Using Graphic Organizer Media In Students'
Descriptive Text Writing At Seventh Grade Of MTs Al Hidayah
Purwokerto
Research Question : Is the graphic organizer effective in descriptive text writing for seventh
grade students at MTs Al Hidayah Purwokerto?
Evaluator : Alifia Suwarni, S.Pd.

A. Instrument Research

Pre-test	✓
Post-test	✓
Rubric Assessment	✓

B. Instruction

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

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

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction					✓

D. Evaluator's Conclusion

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

Purwokerto, 14 Mei 2024

Evaluator



Alifia Suwarni, S.Pd.

NIP.

Appendix 4 Posttest

POST-TEST

NAME :
CLASS:

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- My Pet
- Wild Animals
- Tame Animals

By answering the following questions:

Topic :					
<i>What is this animal?</i>	<i>What does it like to eat?</i>	<i>What color is it?</i>	<i>What does it have?</i>	<i>How does it move?</i>	<i>Where does it live?</i>

2. Write the answer to the question above into a paragraph below !

Identification (*describing topic*) :

.....

.....

.....

.....

} 3 Sentence }

Description (*describing characteristic*) :

.....

.....

.....

.....

.....

.....

} 7 Sentence }

Appendix 5 Writing Rubric Score and Indicator

Aspect	Score	Performance Descriptive
Content (C) • topic • detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not complete and clear and the details are not relating to the topic
Organization (O) • identification • description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connective
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) • Spelling • Punctuation • Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Appendix 6 Lesson Plan

**LESSON PLAN
EXPERIMENT CLASS**

MODUL AJAR	
INFORMASI UMUM	
I.	IDENTITAS MODUL
	Nama Penyusun : Okta Melisa Nurhidayah Nama Institusi : MTs Al Hidayah Purwokerto Satuan Pendidikan : SMP/MTs Kelas / Fase : VII (Tujuh) A / Fase D Mata Pelajaran : Bahasa Inggris Prediksi Alokasi Waktu : 3x40 Menit JP Tahun Penyusunan : 2024
KOMPONEN INTI	
II.	CAPAIAN PEMBELAJARAN FASE D
	Fase Capaian Pembelajaran (CP) Pada akhir fase D, peserta didik menggunakan teks lisan , tulisan dan visual dalam bahasa inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa inggris di fase ini. Peserta didik menggunakan bahasa inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa inggris. Elemen / Domain CP <u>Elemen Membaca- Memirsa</u> <i>By the end of Phase D, students independently read and respond the familiar and unfamiliar texts containing predictable structures and</i>

	<p><i>familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p> <p><u>Elemen Menulis</u></p> <p><i>By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing progress in using specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.</i></p> <p>Tujuan Pembelajaran</p> <ul style="list-style-type: none"> ▪ Peserta didik mampu menyusun descriptive text about animal, secara tertulis sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan <p>Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat</p> <ul style="list-style-type: none"> ▪ Memahami Simple Present tense ▪ Dapat memproduksi kalimat sederhana menggunakan simple present tense
III.	KRITERIA PENGUKURAN KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASESMEN (ASESMEN FORMATIF)
	<p>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</p> <ol style="list-style-type: none"> 1. Peserta didik dapat mengidentifikasi <i>social function</i> of descriptive text. 2. Peserta didik dapat mengidentifikasi <i>generic structures</i> of descriptive text. 3. Peserta didik dapat mengidentifikasi <i>language features</i> of descriptive text. 4. Peserta didik mampu menyusun descriptive text berdasarkan topik dan sesuai dengan <i>social function, generic structure dan language features</i>. <p>Cara Melakukan Asesmen</p> <p>Tertulis</p> <p>Produk</p> <p>Teks descriptive tentang hewan</p>
IV.	PROFIL PELAJAR PANCASILA
	<p>Profil Pelajar Pancasila yang berkaitan</p> <ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
V.	SARANA DAN PRASARANA
	Fasilitas

	Buku LKS Rangkuman Materi
VI.	PESERTA DIDIK
	Kategori Peserta Didik Peserta didik reguler Jumlah Peserta Didik 23 Peserta didik
VII.	MODEL DAN METODE PEMBELAJARAN
	Model Pembelajaran Tatap Muka Metode Pembelajaran Cooperative Learning, , diskusi kelompok
VIII.	ASESMAN
	Cara Penilaian Rubrik asesman individu Jenis Assesman Formatif dalam bentuk tertulis Sumatif dalam unjuk kerja
XI.	MATERI AJAR, ALAT, DAN BAHAN
	Materi Ajar a) Definition of descriptive text b) Social function of descriptive text c) Generic structure text d) Language features of descriptive text Alat dan Bahan LKPD, Teks bacaan. Media Pembelajaran Graphic organizer, Gambar,
KEGIATAN PEMBELAJARAN	
X.	URUTAN KEGIATAN PEMBELAJARAN
PERTEMUAN KE-1	
	Kegiatan Pendahuluan 1. Guru mengucapkan salam 2. Guru mengecek kehadiran siswa 3. Guru membangun apersepsi, dengan pertanyaan interaktif tentang hewan monyet 4. Guru menyampaikan tujuan pembelajaran Kegiatan Inti Mengamati • Guru menjabarkan teks deskriptif mulai dari pengertian, tujuan, struktur teks, dan contoh teks descriptif about animal monyet • Peserta didik membaca/ membacakan/ mendengarkan teks tersebut untuk memahami isi pesannya

	<ul style="list-style-type: none"> • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. • Guru menjelaskan penggunaan Graphic Organizer media dalam descriptive text <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik menanyakan materi yang kurang mereka pahami dari penjelasan yang disampaikan guru • Guru bertanya kepada peserta didik apa yang dapat mereka pahami dari penjelasan guru. <p>Mengeksplorasi</p> <p>Siswa dibagi menjadi 6 kelompok</p> <ul style="list-style-type: none"> • Siswa diberikan gambar ilustrasi hewan sapi. • Siswa diberikan sheet of graphic organizer media (Mind Map Organizer). • Siswa menjawab guiding questions berdasarkan Graphic Organizers (Mind Map Organizer). Seperti: <ul style="list-style-type: none"> - <i>What is this animal?</i> - <i>What does it like to eat?</i> - <i>How color is it?</i> - <i>What does it have?</i> - <i>Where does a cow live?</i> - <i>What sound does a cow make?</i> • Siswa membuat/ menyusun jawaban dari guiding questions dari Graphic Organizers (Mind Map Organizer) menjadi sebuah kalimat sederhana • Guru hasil kerja peserta didik. <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru memberikan review pada pembelajaran hari ini. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan agenda materi untuk pertemuan berikutnya 4. Peserta didik dan guru berdoa untuk menutup pembelajaran.
REFLEKSI	
	<p>Refleksi Guru</p> <ol style="list-style-type: none"> 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran? <p>Refleksi Peserta Didik</p> <ol style="list-style-type: none"> 1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
PERTEMUAN KE-2	

	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru mengkonfirmasi kehadiran siswa 3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text. 4. Guru memberikan beberapa kosa kata berkaitan dengan adjective dan part of animals body. 5. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini. <p>Kegiatan Inti</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru membagi peserta didik menjadi 6 kelompok. • Guru menjelaskan ciri kebahasaan descriptive text. • Guru memberikan soal latihan dalam media Graphic Organizer (Attribute Chart) • Peserta didik diminta untuk menyusun kalimat simple present tense berdasarkan gambar dan instruksi di kertas Graphic Organizer (Attribute Chart). • Peserta didik menuliskan jawabannya di papan tulis, guru mengoreksi jawaban bersama-sama dengan peserta didik. • Guru memberikan sebuah contoh teks descriptif tentang my pet • Peserta didik diminta untuk mengidentifikasi unsur kebahasaan yang ada pada teks tersebut • Guru meminta setiap kelompok untuk melakukan peer review dengan kelompok lain. <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran 2. Siswa melakukan refleksi pembelajaran 3. Guru menyampaikan rencana pembelajaran pada pertemuan mendatang.
REFLEKSI	
	<p>Refleksi Guru</p> <ol style="list-style-type: none"> 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran? <p>Refleksi Peserta Didik</p> <ol style="list-style-type: none"> 1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
PERTEMUAN KE-3	
	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam

	<p>2. Guru mengkonfirmasi kehadiran siswa</p> <p>3. Guru mengulas materi sebelumnya dan memberikan pertanyaan stimulus yang berhubungan dengan materi yang telah di pelajari sebelumnya</p> <p>4. Guru mereview kembali materi tentang descriptive text: definition, social function, generic structure, language features.</p> <p>Kegiatan Inti</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik dibagi menjadi 6 kelompok • Peserta didik diberikan 3 tema tentang hewan yaitu my pet, wild animals, tame animals • Peserta didik di undi untuk memilih tema tentang hewan apa yang akan mereka analisis dan deskripsikan • Peserta didik diberikan lembar media graphic organizer • Peserta didik menjawab guiding questions berdasarkan Graphic Organizers (Sequence Chart) sesuai dengan tema yang mereka dapatkan. Seperti: <ul style="list-style-type: none"> - <i>What is it?</i> - <i>What size is it?</i> - <i>What does it look like?</i> - <i>What does it eat?</i> - <i>How does it move?</i> - <i>Where does it live?</i> • Siswa membuat/ menyusun kalimat sederhana menjadi paragraf sederhana berdasarkan guiding questions berdasarkan Graphic Organizers (Sequence Chart). • Guru meminta siswa untuk bekerja kelompok • Setelah selesai, guru menggeser lembar kerja per kelompok ke kelompok yang lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa saling mendiskusikan hasil teks deskriptif kelompok lain. Masing-masing kelompok membacakan hasil diskusi mereka dan memperoleh balikan (feedback) dari teman kelompok lain. • Guru memberi feedback dan arahan terkait kebenaran dari hasil teks deskriptif. <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran. 2. Siswa melakukan refleksi pembelajaran.
	<p>REFLEKSI</p>
	<p>Refleksi Guru</p> <ol style="list-style-type: none"> 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Peserta Didik

- | |
|---|
| <ol style="list-style-type: none">1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh? |
|---|

a. Materi

DESCRIPTIVE TEXT

1. Definition

Descriptive text is a type of text which gives description about an object (living or non-living things) such as person, place or things.

2. Social Function

To describe a particular person, place, thing or animal.

3. Generic Structure

There are two generic structures of descriptive text, as follows:

- Identification Identification is to introduce the person, place and the object.
- Description Description gives the detail (characteristics) of the person, place, and the object described.

4. Language Features

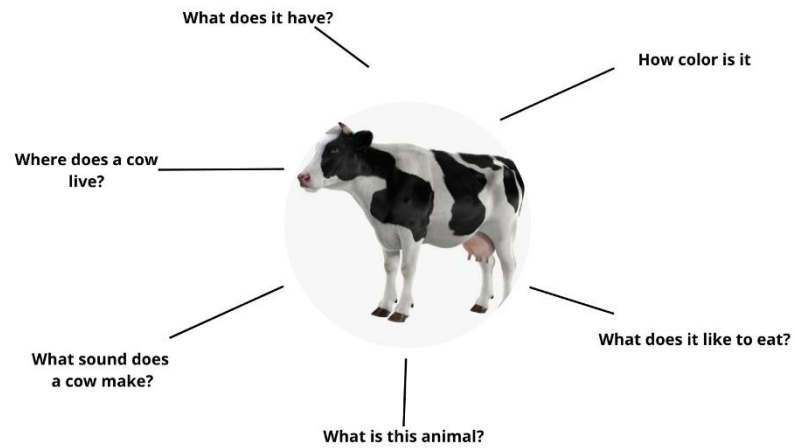
There are four language features of descriptive text, as follows:

- Specific participant
- The use of simple present tense
- The use of adjective
- The use of action verb

b. Lembar kerja peserta didik (LKPD)

▪ Pertemuan 1

Please, Answer the guiding question based on the Graphic organizer (mind map) below!



Arrange the answers above into a simple sentence below!

.....

.....

.....






.....

.....

.....

▪ Pertemuan 2

Please complete the table Graphic Organizer (Attribute Chart) below based on the animals pictures and make a simple present tense sentence!

No	Animals	Adjectives	Part of Animals Body	Simple Present tense Sentence
1				
2				
3				
4				
5				

▪ Pertemuan 3

- 1 Please, Answer the guiding question based on the Graphic organizer (Sequence chart) below!
- 2 Make a simple descriptive text about animal theme obtained!

Topic :					
<i>What is it?</i>	<i>What size is it?</i>	<i>What does it look like?</i>	<i>What does it eat?</i>	<i>How does it move?</i>	<i>Where does it live?</i>
Identification :					
Description :					

c. Rubrik Penilaian

The Scoring Rubric of Descriptive Text (Adopted From Brown (2007))

Aspect	Score	Performance Descriptive
Content (C) • topic • detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not complete and clear and the details are not relating to the topic
Organization (O) • identification • description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives

	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connective
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) • Spelling • Punctuation • Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The students score in writing descriptive text can be calculated by using the formula :

$$\text{Score} = \frac{C+G+O+V+M}{20} \times 100$$

d. Referensi

Kathrine S.Mcknight, The Teacher's Big Book of Graphic Organizer 100

<https://www.pexels.com>

<https://schoolfess.id/catatan/materi-bahasa-inggris-kelas-10-descriptive-text> <https://www.gamedia.com/literasi/descriptive-text/>

**LESSON PLAN
CONTROL CLASS**

MODUL AJAR	
INFORMASI UMUM	
I.	IDENTITAS MODUL
	<p>Nama Penyusun : Okta Melisa Nurhidayah Nama Institusi : MTs Al Hidayah Purwokerto Satuan Pendidikan : SMP/MTs Kelas / Fase : VII (Tujuh) A / Fase D Mata Pelajaran : Bahasa Inggris Prediksi Alokasi Waktu : 3x40 Menit JP Tahun Penyusunan : 2024</p>
KOMPONEN INTI	
II.	CAPAIAN PEMBELAJARAN FASE D
	<p>Pada akhir fase D, peserta didik menggunakan teks lisan , tulisan dan visual dalam bahasa inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa inggris di fase ini. Peserta didik menggunakan bahasa inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa inggris.</p> <p>Elemen / Domain CP <u>Elemen Membaca- Memirsa</u> <i>By the end of Phase D, students independently read and respond the familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the from of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p>

	<p><u>Elemen Menulis</u> <i>By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing progress in using specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.</i></p> <p>Tujuan Pembelajaran</p> <ul style="list-style-type: none"> ▪ Peserta didik mampu menyusun descriptive text about animal, secara tertulis sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan <p>Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat</p> <ul style="list-style-type: none"> ▪ Memahami Simple Present tense ▪ Dapat memproduksi kalimat sederhana menggunakan simple present tense
III.	KRITERIA PENGUKURAN KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASESMEN (ASESMEN FORMATIF)
	<p>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</p> <ol style="list-style-type: none"> 1. Peserta didik dapat mengidentifikasi <i>social function</i> of descriptive text. 2. Peserta didik dapat mengidentifikasi <i>generic structures</i> of descriptive text. 3. Peserta didik dapat mengidentifikasi <i>language features</i> of descriptive text. 4. Peserta didik mampu menyusun descriptive text berdasarkan topik dan sesuai dengan <i>social function, generic structure dan language features</i>. <p>Cara Melakukan Asesmen Tertulis</p> <p>Produk Teks descriptive tentang hewan</p>
IV.	PROFIL PELAJAR PANCASILA
	<p>Profil Pelajar Pancasila yang berkaitan</p> <ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
V.	SARANA DAN PRASARANA
	<p>Fasilitas Buku LKS Rangkuman Materi</p>
VI.	PESERTA DIDIK
	<p>Kategori Peserta Didik Peserta didik reguler</p>

	<p>Jumlah Peserta Didik 24 Peserta didik</p>
VII.	MODEL DAN METODE PEMBELAJARAN
	<p>Model Pembelajaran Tatap Muka Metode Pembelajaran Ceramah, diskusi kelompok</p>
VIII.	ASESMAN
	<p>Cara Penilaian Rubrik asesman individu Jenis Assesman Formatif dalam bentuk tertulis Sumatif dalam unjuk kerja</p>
XI.	MATERI AJAR, ALAT, DAN BAHAN
	<p>Materi Ajar a) Definition of descriptive text b) Social function of descriptive text c) Generic structure text d) Language features of descriptive text Alat dan Bahan LKPD, Teks bacaan. Media Pembelajaran Gambar</p>
KEGIATAN PEMBELAJARAN	
X.	URUTAN KEGIATAN PEMBELAJARAN
	PERTEMUAN KE-1
	<p>Kegiatan Pendahuluan 1. Guru mengucapkan salam 2. Guru mengecek kehadiran siswa 3. Guru membangun apersepsi, dengan pertanyaan interaktif tentang hewan monyet 4. Guru menyampaikan tujuan pembelajaran Kegiatan Inti Mengamati • Guru menjabarkan teks deskriptif mulai dari pengertian, tujuan, struktur teks, dan contoh • Peserta didik membaca/ membacakan/ mendengarkan teks tersebut untuk memahami isi pesannya • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya • Dengan bimbingan dan arahan guru, peserta didik menanyakan materi yang kurang mereka pahami dari penjelasan yang disampaikan guru</p>

	<ul style="list-style-type: none"> • Guru bertanya kepada peserta didik apa yang dapat mereka pahami dari penjelasan guru. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa dibagi menjadi 6 kelompok • Siswa diberikan teks descriptive sederhana tentang hewan sapi • Siswa diminta untuk mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. • Guru meminta setiap kelompok untuk melakukan peer review dengan kelompok lain. • Guru hasil kerja peserta didik. <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru memberikan review pada pembelajaran hari ini. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan agenda materi untuk pertemuan berikutnya 4. Peserta didik dan guru berdoa untuk menutup pembelajaran.
REFLEKSI	
	<p>Refleksi Guru</p> <ol style="list-style-type: none"> 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran? <p>Refleksi Peserta Didik</p> <ol style="list-style-type: none"> 1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
PERTEMUAN KE-2	
	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru mengkonfirmasi kehadiran siswa 3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text. 4. Guru memberikan beberapa kosa kata berkaitan dengan adjective dan part of animals body. 5. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini. <p>Kegiatan Inti</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru membagi peserta didik menjadi 6 kelompok. • Guru menjelaskan ciri kebahasaan descriptive text. • Guru memberikan soal latihan menyusun kalimat simple present tense dari kosa kata berkaitan dengan adjective dan part of animals body.kepada peserta didik

	<ul style="list-style-type: none"> • Peserta didik menuliskan jawabannya di papan tulis, guru mengoreksi jawaban bersama-sama dengan peserta didik. • Guru memberikan contoh descriptive text tentang my pet • Peserta didik diminta untuk mengidentifikasi language features dari descriptive text tersebut. • Guru meminta setiap kelompok untuk melakukan peer review dengan kelompok lain. <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran 2. Siswa melakukan refleksi pembelajaran 3. Guru menyampaikan rencana pembelajaran pada pertemuan mendatang.
	REFLEKSI
	<p>Refleksi Guru</p> <ol style="list-style-type: none"> 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran? <p>Refleksi Peserta Didik</p> <ol style="list-style-type: none"> 1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KE-3
	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru mengkonfirmasi kehadiran siswa 3. Guru mengulas materi sebelumnya dan memberikan pertanyaan stimulus yang berhubungan dengan materi yang telah di pelajari sebelumnya 4. Guru mereview kembali materi tentang descriptive text: definition, social function, generic structure, language features. <p>Kegiatan Inti</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik dibagi menjadi 6 kelompok • Peserta didik diberikan 3 tema tentang hewan yaitu my pet, wild animals, tame animals • Peserta didik di undi untuk memilih tema tentang hewan apa yang akan mereka analisis dan deskripsikan • Peserta didik diminta untuk menuliskan deskripsi tentang hewan sesuai dengan tema yang mereka dapatkan. • Guru meminta siswa untuk bekerja kelompok

	<ul style="list-style-type: none"> • Setelah selesai, guru menggeser lembar kerja per kelompok ke kelompok yang lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa saling mendiskusikan hasil teks deskriptif kelompok lain. Masing-masing kelompok membacakan hasil diskusi mereka dan memperoleh balikan (feedback) dari teman kelompok lain. • Guru memberi feedback dan arahan terkait kebenaran dari hasil teks deskriptif. <p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran. 2. Siswa melakukan refleksi pembelajaran.
REFLEKSI	
	<p>Refleksi Guru</p> <ol style="list-style-type: none"> 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran? <p>Refleksi Peserta Didik</p> <ol style="list-style-type: none"> 1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

a. Materi

DESCRIPTIVE TEXT

1. Definition

Descriptive text is a type of text which gives description about an object (living or non-living things) such as person, place or things.

2. Social Function

To describe a particular person, place, thing or animal.

3. Generic Structure

There are two generic structures of descriptive text, as follows:

- Identification Identification is to introduce the person, place and the object.
- Description Description gives the detail (characteristics) of the person, place, and the object described.

4. Language Features

There are four language features of descriptive text, as follows:

- Specific participant
- The use of simple present tense


- The use of adjective
- The use of action verb

b. Lembar kerja peserta didik (LKPD)

➤ Pertemuan 1

1. Please, define the social function and generic structure of descriptive text below!


Cow



Cow is a farm animal. A cow has four legs, two ears and two horns on the head. The cow gives us milk. Cow milk is good for health. Cow skin is used for making leather. A baby cow is called 'mooo'. Cow live in groups. They eat grass and other vegetables. Cow drink a lot of water. Cows can life for 25 years.

2. Analyze the social function and generic structure in the text descriptive below!

Cow




Cow is a farm animal. A cow has four legs, two ears and two horns on the head. The cow gives us milk. Cow milk is good for health. Cow skin is used for making leather. A baby cow is called 'mooo'. Cow live in groups. They eat grass and other vegetables. Cow drink a lot of water. Cows can life for 25 years.

➤ Pertemuan 2

1. Define the language features of descriptive text below!

Pet Parrot



A have a pet. My pet is a parrot. His name is peter. Peter is a talking parrot. Peter loves to sing. He sings his favorite song. He sings very well. He likes dancing too. Peter is so smart and talented. He is so cute and funny, too.

➤ Pertemuan 3

1. Based on the themes obtained, Please make a descriptive text according to language features of descriptive text you learned!

(Topic)

Identification :

.....

.....

.....

Description :

.....

.....

.....

.....

c. Rubrik Penilaian

The Scoring Rubric of Descriptive Text (Adopted From Brown (2007))

Aspect	Score	Performance Descriptive
Content (C) • topic • detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not complete and clear and the details are not relating to the topic
Organization (O) • identification • description	4	Identification is complete and descriptions are arranged with proper connectives

	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connective
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) • Spelling • Punctuation • Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The students score in writing descriptive text can be calculated by using the formula :

$$\text{Score} = \frac{C+G+O+V+M}{20} \times 100$$

d. Referensi

Kathrine S.Mcknight, The Teacher's Big Book of Graphic Organizer 100
<https://www.pexels.com>
<https://schoolfess.id/catatan/materi-bahasa-inggris-kelas-10-descriptive-text>
<https://www.gramedia.com/literasi/descriptive-text/>

Appendix 7 Students' Score in Experiment Class

Students' Code	Score of Pre-Test	Score of Post-Test
Students' 1	40	80
Students' 2	35	65
Students' 3	40	70
Students' 4	40	75
Students' 5	45	85
Students' 6	40	75
Students' 7	45	95
Students' 8	25	60
Students' 9	30	70
Students' 10	35	65
Students' 11	30	70
Students' 12	35	65
Students' 13	30	75
Students' 14	35	60
Students' 15	40	70
Students' 16	30	60
Students' 17	35	75
Students' 18	45	95
Students' 19	50	80
Students' 20	40	75
Students' 21	35	65
Students' 22	40	80
Mean	37,27	72,95
Mode	40	75
Median	37,5	72,5
Score Min	25	60
Score Max	50	95

Appendix 8 Students' Score in Control Class

Students' Code	Score of Pre-Test	Score of Post-Test
Students' 1	45	80
Students' 2	50	70
Students' 3	40	70
Students' 4	40	70
Students' 5	40	60
Students' 6	40	55
Students' 7	25	40
Students' 8	40	75
Students' 9	35	55
Students' 10	55	65
Students' 11	40	70
Students' 12	50	60
Students' 13	30	55
Students' 14	40	65
Students' 15	50	75
Students' 16	35	60
Students' 17	45	90
Students' 18	45	70
Students' 19	35	45
Students' 20	40	70
Students' 21	50	75
Mean	41,43	65,48
Mode	40	70
Median	40	70
Score Min	25	40
Score Max	55	90

Appendix 9 Students' Worksheet

Experimental Class

1. Pre-test

PRE-TEST

NAME: Adelia Nur F.
 CLASS: VII A Seven A

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- Favorite Animals ✓
- Wild Animals

By answering the following questions:

Topic : ?					
What is this animal? cat	What does it like to eat? cat pellets	What color is it? white orange black	What does it have? legs and arms feathers ear lobes spine teeth Tail	How does it move? walking and running climbing trees	Where does it live? house

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

I like cats because they are cute and funny.

3 Sentence

Description (describing characteristic) :

Cat food is cat pellets.
 The cat's color is white orange black.
 The cat he owns is white orange black.
 cat movement is walking and running climbing trees.
 cat live in his place is house.

7 Sentence

7 + 100 = 107
 20

PRE-TEST

NAME: FAEYZA AKMAL H.
CLASS: 7A

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic
- Favorite Animals ✓
 - Wild Animals

By answering the following questions:

Topic :					
What is this animal? cat	What does it like to eat? wiskas	What color is it? white	What does it have? tail	How does it move? walk on four legs	Where does it live? home

2. Write the answer to the question above into a paragraph below !

Identification (describing topic):

Cats are favorite animals

3 Sentence

Description (describing characteristic):

Wiskas is white his food is wiskas the color is white he has a long tail walk he walks on all fours he stays at home

7 Sentence

$$\begin{aligned}
 & C + O + G + V + M \\
 & 2 + 2 + 1 + 2 + 1 \\
 & = 9 \times 10 = (45) \\
 & 20
 \end{aligned}$$

PRE-TEST

NAME : Malika Aicha Fatma
CLASS : 7A

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > Favorite Animals ✓
- > Wild Animals

By answering the following questions:

Topic : ?					
What is this animal?	What does it like to eat?	What color is it?	What does it have?	How does it move?	Where does it live?
Cat	Whiskas	Putih	tail, eye, ear	walking on 4 legs	house or forest

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

that's a cat. cats are my favorite animal. they're cute and cuddly...

.....

.....

.....

3 Sentence

Description (describing characteristic) :

that's a cat. his food is whiskas and the color is white. he has a tail, eyes, ears. he walks using 4 legs. he lives at home or in the forest

.....

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.....

7 Sentence

2. Post-test

POST-TEST

NAME : ADELIA NUR F
CLASS: VII A

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > My Pet
- > Wild Animals
- > Tame Animals

By answering the following questions:

Topic :					
What is this animal? theing cat	What does it like to eat? Fish, pellets mice, lizards cockroaches, birds,	What color is it? white	What does it have? feet and hands	How does it move? walking and Running	Where does it live? house

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

I have a pet cat. Because he's aesthetically cute.

3 Sentence

Description (describing characteristic) :

he always sleeps in bed
my cat rarely eats fish and mice
cat food is whiskas
my cat often fights with the neighbor's cat
my cat is always left behind when I go to school
my cat is always waiting when I come home from school

7 Sentence

$$3 + 3 + 3 + 3 + 1 = 13 \times 100 = 65$$

POST-TEST

NAME : FAEYZA

CLASS: 7A

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > My Pet ✓
- > Wild Animals
- > Tame Animals

By answering the following questions:

Topic : MYPET					
What is this animal?	What does it like to eat?	What color is it?	What does it have?	How does it move?	Where does it live?
cat	wiskas	orange/white	tail long tail	walks on its 4 legs	Home

2. Write the answer to the question above into a paragraph below !

Identification (describing topic):

I have a pet cat. It like to wiskas. he is colored orange white.

.....

.....

.....

3 Sentence

Description (describing characteristic):

My cat has wiskas food. his color is orange and white. he has a long tail. he walks on all four. he lives at my house. I really love my cat because he is cute.

.....

.....

.....

.....

.....

.....

.....

7 Sentence

POST-TEST

NAME : Malika aisha F
CLASS : 7A

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > My Pet ✓
- > Wild Animals
- > Tame Animals

By answering the following questions:

Topic : My Pet					
What is this animal? Cat	What does it like to eat? Whiskas	What color is it? Putih	What does it have? ear, tail, eye	How does it move? Walking on 4 legs	Where does it live? house or forest

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

I have a pet, namely a cat. My cat's name is Flo. He is very funny and cute.

.....
.....
.....

} 3 Sentence }

Description (describing characteristic) :

I have a cat named Flo. My cat's food is Whiskas. He is white. He has ears, tail, and eyes. He walks on 4 legs. He stays at home. My cat is cute and funny.

C + O + G + V + M
= 4 + 4 + 5 + 4 + 4
19.000 = 95
20

} 7 Sentence }

Control Class

1. Pre-test

PRE-TEST

NAME: Erol
CLASS: VII B

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > Favorite Animals
- > Wild Animals

By answering the following questions:

Topic :					
What is this animal?	What does it like to eat?	How color is it?	What does it have?	How does it move?	Where does it live?
tiger	meat	black orange	tail	horizontal	Forest

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

tigers live in the forest they have 4 legs

..... } 3 Sentence

.....

.....

Description (describing characteristic) :

eat black or orange meat running horizontally

..... } 7 Sentence

.....

.....

.....

.....

.....

.....

PRE-TEST

NAME: Hafa Dwihersti

CLASS: 7B

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- Favorite Animals
- Wild Animals

By answering the following questions:

Topic : ?					
What is this animal? crocodile	What does it like to eat? Fish	How color is it? green	What does it have? tail	How does it move? crawling	Where does it live? Lake; River

2. Write the answer to the question above into a paragraph below !

Identification (describing topic):

Wild Animals is crocodile, scary crocodile

.....

3 Sentence

Description (describing characteristic):

crocodile like fish food, green crocodile, crocodile have tails, crocodile move by creeping or crawling. The place where crocodile live is in large lakes or rivers

$C + O + G + V + T + H$
 $= 2 + 2 + 1 + 2 + 1$
 $= 8 \times 100 = 800$

7 Sentence

PRE-TEST

NAME: Rendy Lina
CLASS: VII C

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > Favorite Animals
- > Wild Animals

By answering the following questions:

Topic :					
What is this animal?	What does it like to eat?	How color is it?	What does it have?	How does it move?	Where does it live?
Snake Snake	Chicken	black	scale fangs	Zig zag	Forest

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

Snake are wild animals
Snakes don't have legs
Snakes have long tails

} 3 Sentence

Description (describing characteristic) :

It eats chicken. It's black. It has scales. It walks in zig zag
It lives in the forest. It was afraid of many people. It has sharp
fangs.

} 7 Sentence

2. Post-test

POST-TEST

NAME: Erol

CLASS: VIII

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > My Pet ✓
- > Wild Animals
- > Tame Animals

By answering the following questions:

Topic :					
What is this animal?	What does it like to eat?	What color is it?	What does it have?	How does it move?	Where does it live?
Cat	Meat	black	ear	Walk	Pen

2. Write the answer to the question above into a paragraph below !

Identification (describing topic) :

I have a favorite animal. My pet is a cat.

3 Sentence

Description (describing characteristic) :

he eats meat. he is black. he has a beautiful and dense fur. he walks on all fours. he lives in a cage.

7 Sentence

$$C + O + G + V + M$$

$$= 3 + 3 + 2 + 2 + 1$$

$$= \frac{11 \times 100}{20} = (40)$$

POST-TEST

NAME: Kafa Dinku
CLASS: 7B

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > My Pet
- > Wild Animals
- > Tame Animals

By answering the following questions:

Topic : ?					
What is this animal?	What does it like to eat?	What color is it?	What does it have?	How does it move?	Where does it live?
- Rabbit	- grass and carrots	- white	- soft fur - and beautiful eyes	- walking - running - and jumping	- meadow and page

2. Write the answer to the question above into a paragraph below !

Identification (describing topic):

I asked (asked) like rabbits because they are cute
I asked and the rabbits are very agile
I asked and there are very beautiful eyes

3 Sentence

Description (describing characteristic):

I asked rabbit like vegetable food such as carrots and grass,
Rabbits are white and brownish black, rabbits have soft
fur and beautiful eyes.
The way rabbits move is walking and jumping
and where rabbits live is in the
grassland or in the yard

7 Sentence

$$C + O + G + V + M$$

$$= 3 + 3 + 3 + 3 + 1$$

$$= 13 \times 100 = 1300$$

20

POST-TEST

NAME: Rendy Wicno Bud
CLASS: VIII B

Make a descriptive text and follow the instruction below.

1. You can describe one of the following topic

- > My Pet ✓
- > Wild Animals
- > Tame Animals

By answering the following questions:

Topic: my pet					
What is this animal? Parrot	What does it like to eat? Seed and nuts	What color is it? Colorful	What does it have? Beautiful wings	How does it move? Flying	Where does it live? Cage

2. Write the answer to the question above into a paragraph below !

Identification (describing topic):

I have pet. It was a parrot. he was very beautiful.

3 Sentence

Description (describing characteristic):

my birds eat seeds and nuts. he is colorful. he has beautiful feathers and beautiful wings. he usually flies with his wings. he lives in my cage. I like him because his colors are beautiful and he can talk.

7 Sentence

$$\begin{aligned}
 & C + O + G + V + M \\
 & = 4 + 4 + 3 + 4 + 3 \\
 & = \frac{18 \times 100}{20} = 90
 \end{aligned}$$

Appendix 10 Rubric of Scoring

1. Pretest of Experiment Class

No	STUDENTS' CODE	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		C	O	G	V	M		
1	Students' 1	2	2	1	2	1	8	40
2	Students' 2	2	1	1	2	1	7	35
3	Students' 3	2	2	1	2	1	8	40
4	Students' 4	2	2	1	2	1	8	40
5	Students' 5	3	2	1	2	1	9	45
6	Students' 6	2	2	1	2	1	8	40
7	Students' 7	3	2	1	2	1	9	45
8	Students' 8	1	1	1	1	1	5	25
9	Students' 9	2	1	1	1	1	6	30
10	Students' 10	2	2	1	1	1	7	35
11	Students' 11	2	1	1	1	1	6	30
12	Students' 12	2	2	2	2	1	7	35
13	Students' 13	2	1	1	1	1	6	30
14	Students' 14	2	2	1	2	2	7	35
15	Students' 15	2	2	1	2	1	8	40
16	Students' 16	2	1	1	1	1	6	30
17	Students' 17	2	1	1	1	2	7	35
18	Students' 18	3	2	1	2	1	9	45
19	Students' 19	3	2	2	2	1	10	50
20	Students' 20	2	2	1	2	1	8	40
21	Students' 21	2	1	1	2	1	7	35
22	Students' 22	2	2	1	2	1	8	40

2. Posttest of Experiment Class

No	STUDENTS' CODE	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		C	O	G	V	M		
1	Students' 1	4	3	3	4	2	16	80
2	Students' 2	3	3	3	3	1	13	65
3	Students' 3	4	3	3	2	2	14	70
4	Students' 4	4	3	2	3	3	15	75
5	Students' 5	4	4	3	3	3	17	85
6	Students' 6	4	3	2	3	3	15	75
7	Students' 7	4	3	3	4	3	17	95
8	Students' 8	4	3	2	2	1	12	60
9	Students' 9	4	3	3	2	2	14	70
10	Students' 10	4	3	2	2	2	13	65
11	Students' 11	4	3	3	2	2	14	70
12	Students' 12	4	3	2	2	2	13	65
13	Students' 13	4	3	2	3	3	15	75
14	Students' 14	3	3	2	3	1	12	60
15	Students' 15	4	3	3	2	2	14	70
16	Students' 16	3	3	2	3	1	12	60
17	Students' 17	4	3	2	3	3	15	75
18	Students' 18	4	4	3	4	4	19	95
19	Students' 19	4	3	3	4	2	16	80
20	Students' 20	4	3	2	2	2	15	75
21	Students' 21	4	3	2	2	2	13	65
22	Students' 22	4	3	3	4	2	16	80

3. Pretest of Control Class

No	STUDENTS' CODE	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		C	O	G	V	M		
1	Students' 1	2	2	1	2	2	9	45
2	Students' 2	3	2	2	2	1	10	50
3	Students' 3	2	2	1	2	1	8	40
4	Students' 4	2	2	1	2	1	8	40
5	Students' 5	2	2	1	2	1	8	40
6	Students' 6	2	2	1	2	1	8	40
7	Students' 7	1	1	1	1	1	5	25
8	Students' 8	2	2	1	2	1	8	40
9	Students' 9	2	2	1	1	1	7	35
10	Students' 10	3	2	2	2	2	11	55
11	Students' 11	2	2	1	2	1	8	40
12	Students' 12	3	2	2	2	1	10	50
13	Students' 13	2	1	1	1	1	6	30
14	Students' 14	2	2	1	2	1	8	40
15	Students' 15	2	2	1	3	1	10	50
16	Students' 16	2	2	1	1	1	7	35
17	Students' 17	2	2	2	2	1	9	45
18	Students' 18	2	2	1	2	2	9	45
19	Students' 19	2	2	1	1	1	7	35
20	Students' 20	2	2	1	2	1	8	40
21	Students' 21	2	2	1	3	2	10	50

4. Posttest of Control Class

No	STUDENTS' CODE	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		C	O	G	V	M		
1	Students' 1	4	3	3	4	2	16	80
2	Students' 2	4	3	3	2	2	14	70
3	Students' 3	4	3	3	2	2	14	70
4	Students' 4	4	3	3	2	2	14	70
5	Students' 5	3	3	2	3	1	12	60
6	Students' 6	3	3	1	3	1	11	55
7	Students' 7	3	3	2	2	1	8	40
8	Students' 8	4	3	3	3	2	15	75
9	Students' 9	3	3	1	3	1	11	55
10	Students' 10	4	3	2	3	1	13	65
11	Students' 11	4	3	3	2	2	14	70
12	Students' 12	3	3	2	3	1	12	60
13	Students' 13	3	3	1	3	1	11	55
14	Students' 14	3	3	3	3	1	13	65
15	Students' 15	4	3	2	3	3	15	75
16	Students' 16	3	3	2	3	1	12	60
17	Students' 17	4	4	3	4	3	18	90
18	Students' 18	4	3	3	2	2	14	70
19	Students' 19	3	3	2	2	1	9	45
20	Students' 20	4	3	3	2	2	14	70
21	Students' 21	4	3	3	3	2	15	75

Appendix 11 Documentation of the Research



Pretest activity



Treatment 1



Treatment 2



Treatment 3



Posttest activity



Documentation with The Teacher



Documentation with The School Principal

