

**THE EFFECTIVENESS OF *LEARN ENGLISH BRITISH*
COUNCIL WEBSITE ON WRITING SKILLS
FOR 7th GRADE AT SMP N 1 PURWOKERTO**



AN UNDERGRADUATE THESIS

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

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Purwokerto, October 30, 2024



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FOR 7th GRADE AT SMP N 1 PURWOKERTO**

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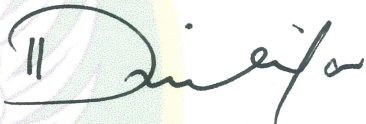
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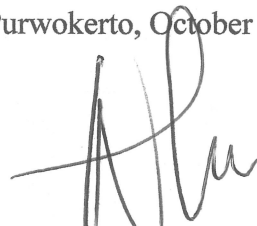
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MOTTO

“What is for me will always be for me, that is why I relax”

- Ayu Rahmawati



DEDICATION

*I dedicate this thesis to,
My parents, especially My beloved Mom, Siti Khomsiyah
And My Dad, Maksur.*

My dearest sister, Anita Silvia.

My dearest brother, Muhammad Hasby As-Shiddiqy.

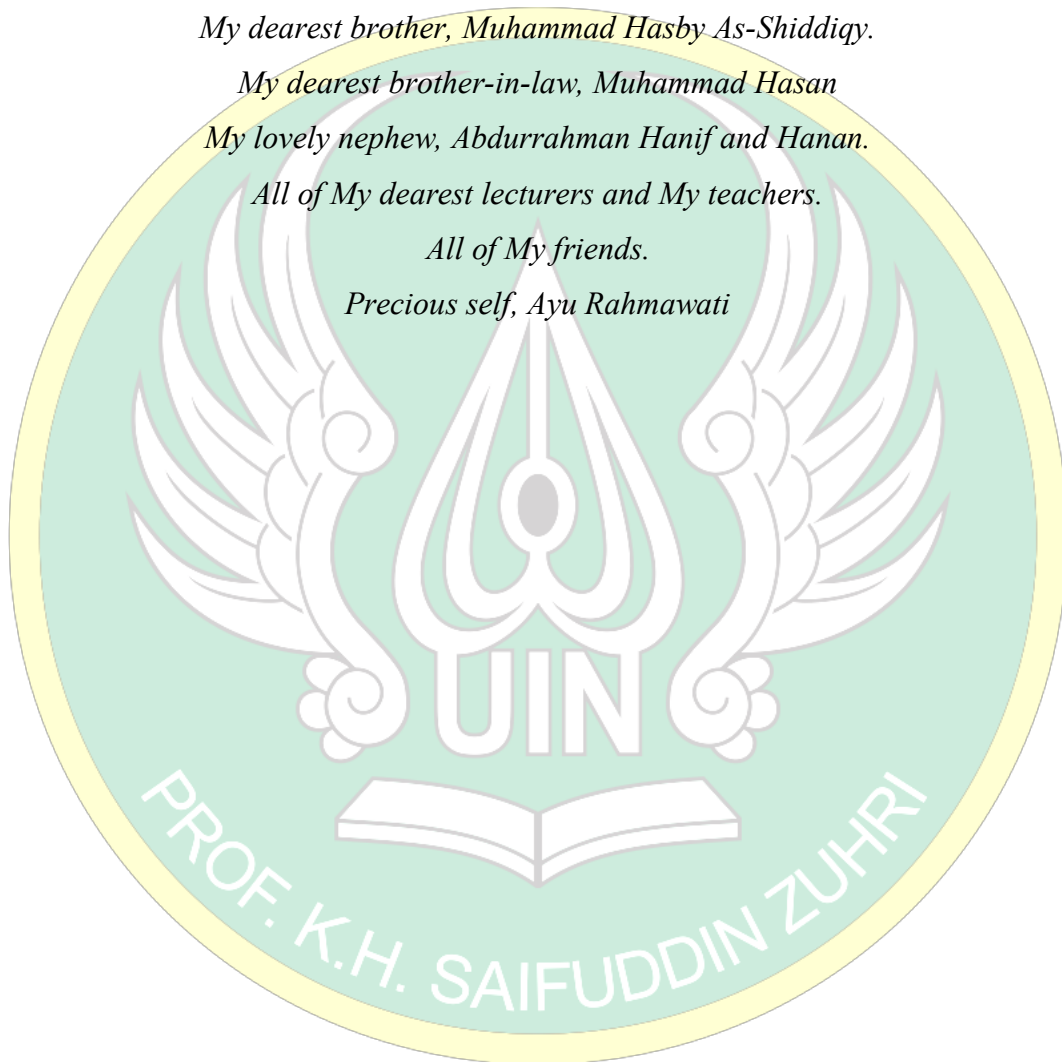
My dearest brother-in-law, Muhammad Hasan

My lovely nephew, Abdurrahman Hanif and Hanan.

All of My dearest lecturers and My teachers.

All of My friends.

Precious self, Ayu Rahmawati



PREFACE

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “*The Effectiveness of Learn English British Council Website On Writing Skills for Grade 7th at SMP N 1 Purwokerto.*” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us to the way of truth and brought us to the real light of life.

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Purwokerto, December 4, 2024

The Researcher

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ABSTRACT

THE EFFECTIVENESS OF *LEARN ENGLISH BRITISH COUNCIL* WEBSITE ON WRITING SKILLS FOR 7th GRADE AT SMP N 1 PURWOKERTO

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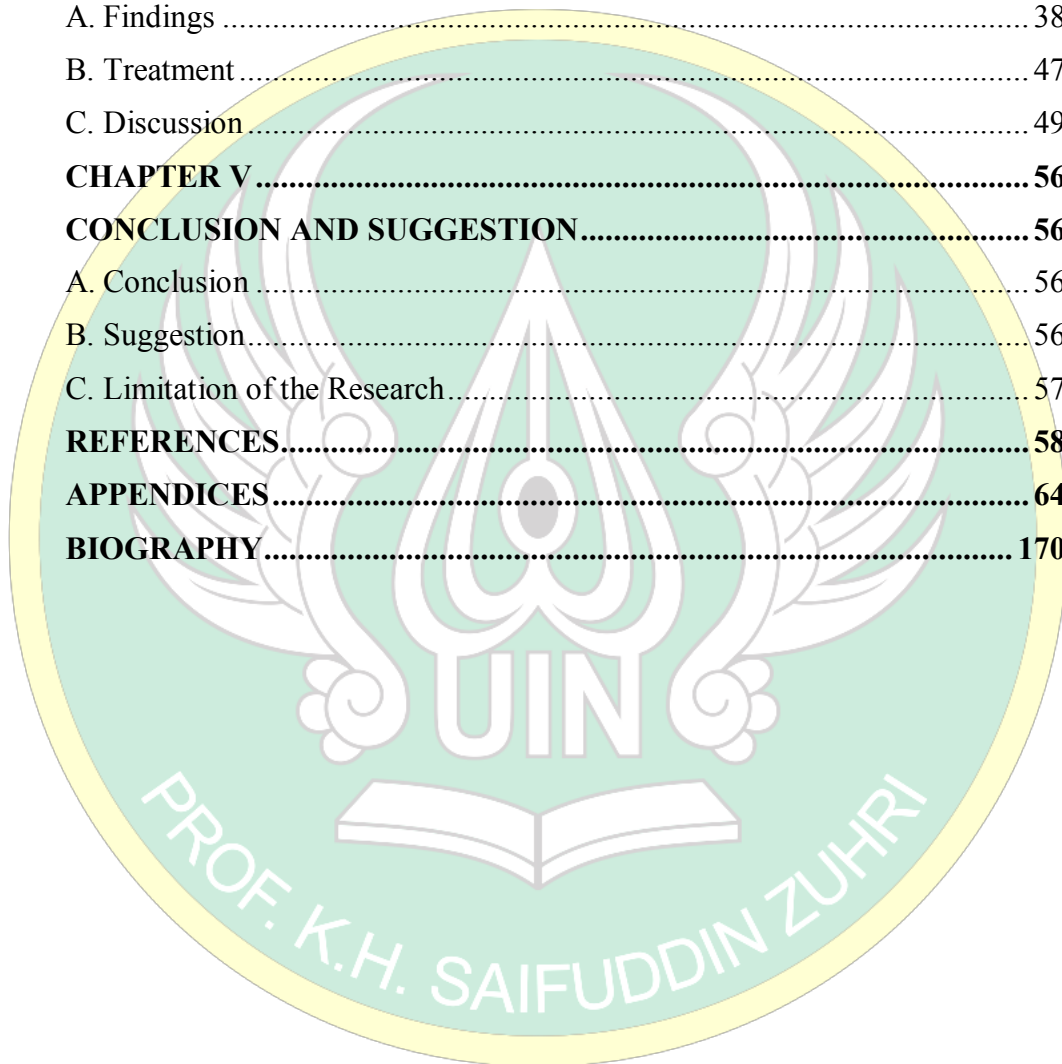
Abstract: Writing requires students' ability to analyze and memorize. Therefore, having an adequate learning medium such as the *Learn English British Council* website was very helpful in learning activities, because it offers tips and exercises for writing skills. This research aimed to find out the effect of the *Learn English British Council* website on students' writing skills in the 7th grade of SMP Negeri 1 Purwokerto. This research used quantitative with a quasi-experimental design. The study's population consists of 96 students. The samples consists of 64 students and were taken by simple random sampling. The experimental is 7-C and the control class is 7-A. The data collection used pre-test and post-test. The data was analyzed by IBM SPSS Statistical 25 by using the Mann-Whitney U-test. The results showed significant differences in students' post-test scores between experimental and control classes, with a sig (2-tailed) value of 0.000, rejecting the null hypothesis (H₀) and accepting the alternative hypothesis (H_a). Then, the researcher measured the differences in students' post-test scores between experimental and control classes by using Cohen's standard effect size formulation with a result of 1.9. It showed that using the *Learn English British Council* website had a significant effect on students' writing skills.

Keywords: *Writing Skills, Technology Enhanced Language Learning (TELL), The Learn English British Council Website*

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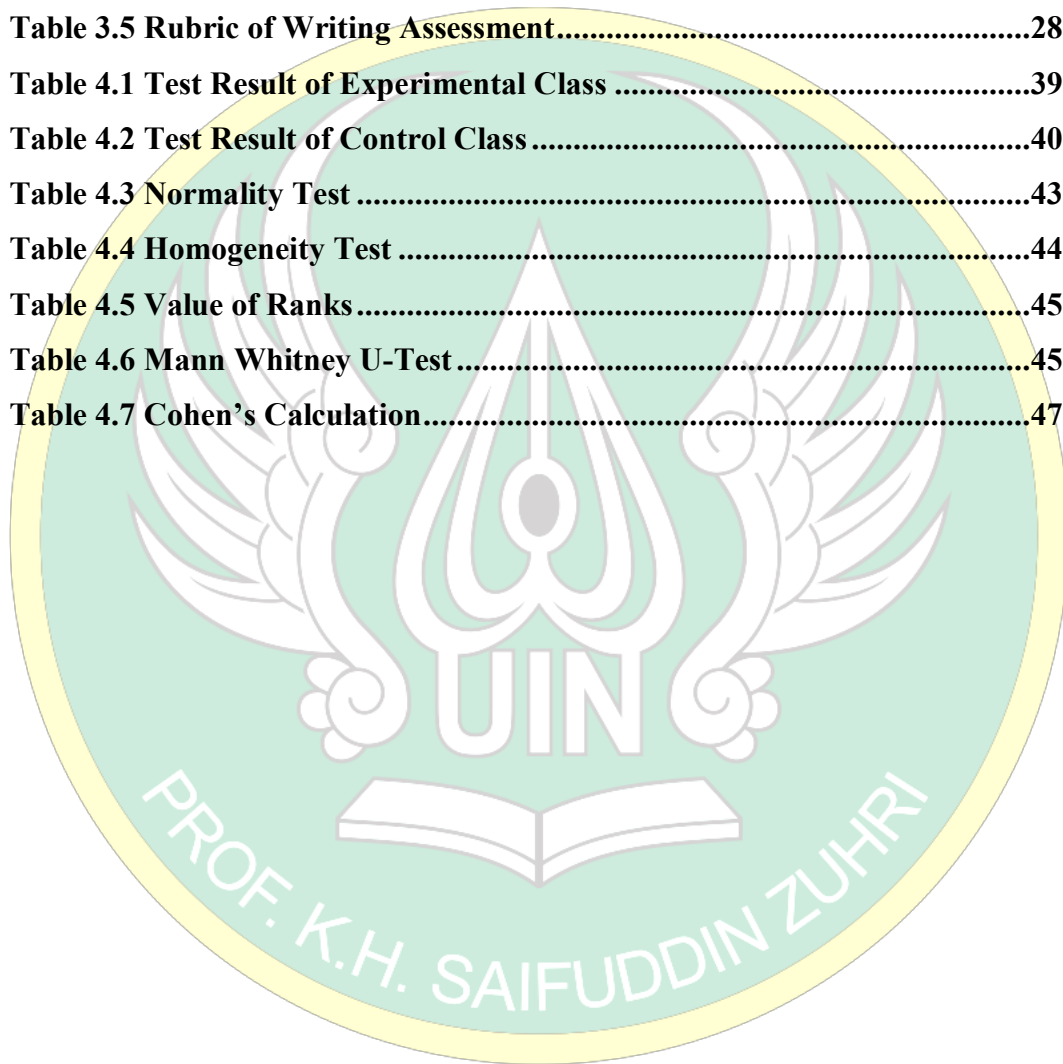
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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, operational definition, research questions, objective and significance of the research, and structure of the paper.

A. Background of Study

Writing is delivering information to the reader through a written text (Fahmi & Rachmijati, 2021). Writing skills is a productive skill that involves producing language through the process of communicating thoughts and ideas. Writing skills are important to learn because students will get to complete the assignments and the final reports as a course requirement. For academic purposes, students are required to do writing tasks, such as assignments, reports, and thesis (Virdyna. 2016). Writing skills are crucial for students to acquire since they will be useful in the globalized world of today (Sekarini & Ma'rufah).

The most difficult in English skills is writing, compared to other skills, such as reading, speaking, and listening (Graham, 2010). The difficulties it presents may be related to poor vocabulary, poor grammar, a fear of making mistakes, trouble articulating thoughts, and a lack of confidence and reading material (Ma'rufah et al., 2024). Writing is a complex productive skill for students to acquire as it involves several skills, such as choosing the right vocabulary to minimize misunderstanding of the meaning, the practice of accurate grammatical devices to focus, organizing ideas, and developing ideas (Jong & Tan, 2021). Students had trouble using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing. Psychological, linguistic, and cognitive also factors make writing complex and difficult for most people in both their native and second language (Toba et al., 2019).

To address the issue, one effective way to encourage students to acquire writing skills is through technology learning media. Technology-Enhanced

Language Learning (TELL) has contributed to the development of the educational system. Technology has impacted the language learning (Gilakjani & Sabouri, 2017). Technology in education has an important role in the teaching and learning processes of teachers and students. Students will benefit from using applications or websites in the classroom because students will enhance their English skills through interactive activities (Raja & Nagasubramani, 2018). The use of technology can help students improve their writing skills and reduce errors (Akmar et al., 2017). Additionally, students are required to be competent with technology (technological literacy) to enhance their ability to navigate digital information in English learning (Learning Achievement of *Kurikulum Merdeka*, 2022).

Among the innovative technologies in English writing, one of the Technology-Enhanced Language Learning (TELL) is the *Learn English British Council* website. This website is particularly important in motivating students to learn writing skills through learning medium. This website offers English education and is useful to help people learn English. In supporting English learning, it has complete features for learning English effectively (Putri, 2022). It offers writing skills from A1 level (elementary), A2 English level (pre-intermediate), B1 English level (intermediate), B2 English level (upper-intermediate), and C1 English level (advanced). It can be used to make short write, simple texts, notes, and messages. It also provides some model text and interactive writing skills exercises.

The previous studies by Afriyani (2022), Amindri (2019), Sholihah & Wijaya (2020), and Putri (2022), show that Technology-Enhanced Language Learning (TELL) is an effective instructional medium for English skills. The previous studies use of the *Learn English British Council* website as a medium in English lessons has a significant effect on students. The use of the *British Council* website can make it easier for teachers to carry out various online teaching and learning activities with students. The previous studies show both teachers and students gave positive responses using the *Learn English British*

Council website. The results of previous studies show a significant effect of using the *Learn English British Council* website on some students' skills.

Additionally, the difference between this research and previous studies is the focus on the writing skills of a descriptive text essay. The first study used the *Learn English British Council* website to master vocabulary. Students learn by watching and doing some worksheets related to short stories with interesting animations from this website. The second study used the *Learn English British Council* website to improve students' reading comprehension to make reading activity an interesting activity. The third study used the *Learn English British Council* website as an attractive medium to make students interested in mastering vocabulary. The fourth study used the *Learn English British Council* website to Support Indonesian EFL Learners because it has videos, audio, short stories, practice questions, and so on. Therefore, this research is entitled "*The Effectiveness of Learn English British Council Website on Writing Skills for Grade 7th at SMP N 1 Purwokerto.*"

B. Operational Definition

1. Writing Skill

According to the Learning Achievement of Kurikulum Merdeka (2022), at the end of Phase D for Junior High School, students communicate their ideas and experiences through simple, organized paragraphs and simple sentence structures. Based on Sallamah & As-Sabiq (2020), students need to communicate their ideas and feelings creatively so that the reader can understand their writing. According to Virdyna (2016), writing skills is a productive skill that involves producing language through the process of communicating thoughts and ideas. Based on Fahmi & Rachmijati (2021), writing is delivering information to the reader through a written text. As stated by Alfaki (2015), the written text provides an understandable explanation which includes the component of writing because to express to written text requires careful thought and then putting it into a word, sentences, and organized paragraphs. Based on Ma'rufah et al. (2024), writing is viewed as a crucial component of education, and

when accomplished effectively, it is recognized as a sign of a successful learning process.

Therefore, writing descriptive text will be used in this study. According to Purnamasari et al. (2021), descriptive text describes or says something to the reader. As stated by Kaharuddin et al. (2022), a descriptive text is a piece of writing that indicates a description of characteristics of a thing such as a person or a place. This type of writing mainly uses senses that it specifically tells how something looks, feels, smells, tastes, and or sounds

2. Technology Enhanced Language Learning (TELL)

According to Gilakjani & Sabouri (2017), Technology-Enhanced Language Learning (TELL) has contributed to the development of the educational system. Technology has impacted the language learning. Hence, language learning has been helped and improved by the use of technology. The era of the 21st century is often regarded as an era of technology. The impact of technology is seen in every possible field as in education (Raja & Nagasubramani, 2018). Integrating technology as learning media has become increasingly easier to implement because of the internet service's convenience in the last decades (Wong & Salahuddin, 2015). This condition has provided an opportunity to develop technology-based writing instruction as learning media (Callie et al., 2018).

3. The *Learn English British Council* Website

According to Alimi & Syafei (2013), the *Learn English British Council* is a free English learning website for students who are learning English as a second or foreign language was established by the UK government. As stated by Sholihah & Wijaya (2020), the *Learn English British Council* website has been teaching English for more than 75 years and has helped more than 100 million people in 100 different countries to increase their English skills and build confidence. Based on Putri (2022), the British Council is the UK's international organization for cultural relations and educational opportunities, building lasting relationships

between the UK and other countries. It is an essential part of our international effort to promote British values and interests. That is a dual organization that has many functions and uses in English learning.

C. Research Question

This research to answer the following question:

1. Is using the *Learn English British Council* website effective for writing skills for grade 7th at SMP N 1 Purwokerto?
2. How is the significant effect on students' writing skills using the *Learn English British Council* website for grade 7th at SMP N 1 Purwokerto

D. Objectives and Significance of the Research

1. Objectives of the Research

Based on the research questions, the objectivities of the research are as follows:

- a. To find out the effectiveness of using the *Learn English British Council* website on students' writing skills for grade 7th at SMP N 1 Purwokerto.
- b. To measure how is the significant effectiveness of students' writing skills before and after using the *Learn English British Council* website for grade 7th at SMP N 1 Purwokerto.

2. Significance of Research

a. Theoretical Significances

This research was constructed to help teachers and students learn writing skills with the help of the *Learn English British Council* website and generate other ideas related to further research on learning writing skills from websites related to English.

b. Practical Significances

This research is expected to be useful for various stakeholders, as follows:

1) For the Teachers

The findings of this study can be used as a source of information or as teaching materials for teachers to use in class to

improve students' writing skills through instructional medium, such as the *Learn English British Council's* website for students.

2) For the Other Researchers

This study can be used as an example or reference by other researchers to conduct similar research in relevant fields. This study is expected to inspire other researchers to investigate more specific concerns about learning media in studies of more particular regard, which can be investigated more thoroughly

E. Organization of The Paper

To conduct systematic research, it is necessary to classify the structure of the research. The structure of the research will be explained as follows:

Chapter I is an introduction that consists of the research background, conceptual definition, research questions, objective, and significance of the research.

Chapter II is a literature review of the theory “*The Effectiveness of Learn English British Council Website On Writing Skills for Grade 7th at SMP N 1 Purwokerto.*” It includes a review of relevant studies about the use of the *Learn English British Council* website on students’ writing skills.

Chapter III is about research methods. This chapter deals with the research design, place and time of the research, population, and sample of the research, variables and indicators of the research, techniques of collecting data, and techniques of data analysis.

Chapter IV is the finding discussion. It presents the results of the research.

Chapter V is the conclusion, suggestion, and limitation of the research. In this chapter, the data will be concluded and suggestions given regarding the research.

CHAPTER II

LITERATURE REVIEW

This chapter explains the definitions and theories related to the study and the variables of this research. Other resources kinds of theories are needed to support this research, moreover, some previous studies will be explained in this part.

A. Theoretical Framework

The theoretical framework focuses on existing theories that are relevant to the issue being studied. This format is found in journal articles when the theory is integrated into the introduction by the writer (Creswell, 2009). The theory is a set of constructs (concepts), definitions, and propositions that serve to view phenomena systematically, through the specification of the relationships between variables, so that they can be useful for explaining and predicting phenomena (Sugiyono, 2013). This theoretical foundation must be maintained so that the research has a solid foundation and is not simply trial and error. The existence of this theoretical foundation is a sign that research is a scientific method of gathering data

1. Writing Skills

a. Definition

According to Virdyna (2016), teaching writing is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their language. Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Every teaching method, strategy, and technique is a matter of teacher creativity to conduct the class. In summary, teaching writing is how the teacher facilitates, motivates, and encourages the students to express their ideas in

writing form. Writing has the main purpose of communicating or interacting with someone or some persons in any kind of writing form, in any kind of language. Teachers should make the students able to express their ideas in the form of writing

Based on Fahmi & Rachmijati (2021), writing is a complex skills that requires students to not only explore their ideas or thinking into words but also apply strategies in expressing their ideas to make their thoughts visible. Writing involves students' skills in generating ideas, organizing ideas and using appropriate references to create a cohesive written text, revising the text to avoid ambiguity, editing for the use of appropriate grammar, and finally producing the written product.

According to Hosseini et al. (2013), writing is such an important part of language, that any reading and language arts program must take into account the complexities of writing in instructional practices, assessment procedures, and language development. Examining the complexities of the writing process aids in the understanding of writing essentials. Students' chances of success may improve if they have strong writing skills. Writing is an important aspect of language. In instructional practices, assessment techniques, and language development any reading and language curriculum must consider the multidimensional nature of writing.

b. Principles of Teaching Writing

Based on Asrotinengseh & Sulistyanto (2022), outlined four of the principles of teaching writing which are mainly concerned with the skills of writing. The principles are understanding the cultural differences, adjusting the roles of teacher, student, and the material, incorporating the process of learning with the product of writing, and combining all four basic skills.

As stated by Brown (2015), out of all of these characteristics of the written word, along with micro- and macro skills and research

issues, several specific principles for teaching writing skills emerge, the following are the 9 principles for teaching writing:

- 1) Incorporate practices of "good" writers.
- 2) Balance process and product.
- 3) Account for cultural/literary backgrounds.
- 4) Connect reading and writing.
- 5) Frame the techniques in terms of prewriting, drafting, and revising stages.
- 6) Strive to offer techniques that are as interactive as possible.
- 7) Sensitively apply methods of responding to and correcting your students' writing.
- 8) Clearly instruct students on the rhetorical, formal conventions of writing.

According to Adler-Kassner et al. (2018), the principle of writers to emerge as better writers with each new writing experience. Teachers must consider how to create conditions in the classroom. Three principles can help teachers lead classroom communities of writers, as follows:

- 1) Writers grow with a context and community

To emerge as better writers from a writing experience, learners need feedback, and this feedback should fuel revision.

- 2) Assessment should be transparent and contextual

Writers need assessments that make audiences, purposes, and expectations clear, and they need multiple opportunities to practice meeting those criteria.

- 3) Writers grow when have a range of writing experiences and in-depth writing experiences

In practice, writers need to write for multiple purposes, audiences, and contexts. When learners have a range of writing experiences, it offers opportunities for them to make choices, self-

assess, and reflect on the wisdom of those choices they make as they write for those different purposes, audiences, and contexts.

c. Media in Teaching Writing

According to Wibowo et al. (2022), in supporting the success of the learning and teaching process, educators are certainly use of various learning media in their learning such as audio and visual media. According to Pradana & Ashadi (2019), teaching through media, and new technologies could help us teach writing in the second language. The computer can be used to teach new types of writing considering the online age today. As stated by Huda & Gumilang (2019), in the teaching and learning process, the teacher cannot be separated from the media of teaching. The use of media in an instructional situation is for supplemental support of the instructor in the classroom to enhance learning. Therefore, there are many options for teachers to choose various kinds of media for teaching.

One of media in teaching writing is *Grammarly*, it is an application that can help in learning writing, that means this application provides reads and edits their documents for grammar and spelling. *Grammarly* checks types of spelling, grammar, and punctuation errors, and enhances vocabulary usage (Fahmi & Rachmijati, 2021). The second media in teaching writing is *Visual Media*, it is an application in teaching writing that helps students write easily as it helps the students to be more creative in finding ideas and developing vocabulary (Laraswati & Suhartono, 2017). The third media in teaching writing is *Padlet*, it is an online media where students can arrange and collaborate ideas by posting their paragraphs, comments, opinions, short essays, pictures, recordings, and videos then it is shared and read by other students in that member of the class. Then each individual can check, evaluate, and review the result of a peer (Lestari, 2017). The fourth media in teaching writing is *Hemingway*, it is an application is beneficial for checking sentence

structure, students can learn from the suggestions over time, and learn how to write faster. It enhances the quality of students' writing with long, complex sentences and common errors (Imran, 2022).

d. The Importance of Learning Writing Skills

Students who have excellent writing skills are always successful in expressing their ideas and achieving their objectives. Students should improve their writing skills for future benefits and success. The writing process teaches students how to write with coherence, appropriate grammar structure, and acceptable spelling (Durga & Rao, 2018). Writing is to convey thoughts, ideas, and facts in simple language. Students must learn the art of good writing to succeed at both academic and professional levels. All students require good writing skills to complete their educational goals.

In addition, the ability to write well can profoundly impact students' knowledge. Writing can be an art, but it is the task of the artist to create the masterpiece. Without the competency and practice of basic writing skills, neither proficient works of written art can be fictional nor can any lives be influenced (Hosseini et al., 2013).

e. Assessment of Writing

Assessment of language is critical in assisting language teachers in identifying their students' appropriate levels, diagnosing their strengths and weaknesses, and grading their performance throughout and at the end of a syllabus or curriculum (Tosuncuoglu, 2018). Assessment of writing can be conducted in many forms, depending on what the teacher desires. Teachers may instruct students to write essays and complete project-based works or portfolios. It is regarded as the primary influence of teaching and learning activities because teachers could also plan interventions or activities that are appropriate for their students' learning abilities once they have been identified (Jong & Tan, 2021).

According to Jong & Tan (2021), the primary goal of writing assessment is to provide an assessment of students' writing performance, which is critical in their writing skills progress. Assessment is an activity that cannot be separated from the learning process. As stated by Natalia et al. (2018), the assessment takes place during or after the teaching and learning activities. Teachers are one of the stakeholders who evaluate student performance. As a result, the assessment is accurate and by curriculum standards. The assessment models are constantly improved and developed by the appropriate curriculum. Assessment is a persistent attempt by the teacher to determine how far learners have progressed in comprehending and implementing what they have learned, as well as regarding processes and results.

As stated by Broad (2003), modern writing assessment was born in 1961 in Princeton, New Jersey. The Educational Testing Service (ETS) publishes Factors in Judgments of Writing Ability. The are writing assessment standards, as follows:

- 1) Ideas that are relevant, clarity, quantity, development, and persuasiveness
- 2) Form that is organization and analysis
- 3) Flavor that are style, interest, and sincerity
- 4) Mechanics that are specific errors in punctuation and grammar.
- 5) Phrase that is choice of word order.

This is the standard, traditional, five-point rubric, with several versions on which almost every large-scale writing assessment since 1961 has been strictly guided.

2. Teaching Enhanced Language Learning (TELL)

a. Definition

According to Radhakrishnan (2017), Technology Enhanced Language Learning (TELL) deals with the force of technology in teaching and learning a second language. Technology Enhanced

Language Learning refers to the use of a computer as a technical innovation to show multimedia as a means of supplementing a teaching and learning method. According to Iberahim et al. (2023), Technology Enhanced Language Learning (TELL) is the use of digital technology, including software, hardware, and the internet to enhance language learning by enabling learners to access online dictionaries, online communication, and view global events.

Technology is a tool that can be used to encourage teaching and learning activities to create a good method. Technology is a social networking that can help students learn more effectively and interactively in less time (Idasari & Maknun, 2021). The digital revolution, encouraged by innovations in technology, has transformed the processes and accessibility of teaching, learning, and assessment methods (Bamiah et al., 2018). Transfer of knowledge through technology is very easy and convenient, interesting, attractive, and effective (Raja & Nagasubramani, 2018).

According to Jumbo (2022), technology in education has three major aspects, as follows:

- 1) Technology helps students to develop valuable knowledge and an innovative approach as learning tools for developing and understanding English.
- 2) Technology increases the standard for comprehending a subject's content.
- 3) Technology makes the learning process more exciting, and interesting and enhances students' skills.

b. Benefits of Teaching Enhanced Language Learning

According to Iberahim et al. (2023), the advantage of technology integration in language learning is learning flexibility. Technology provides more flexibility by accommodating students' diverse learning needs and can be used independently or in

conjunction with textbooks to provide a more in-depth learning experience.

The use of technology in language classrooms has contributed to positive student responses in language learning. Students become inspired and enthusiastic about language lessons (Azmi, 2017). Technology as improved methods of media instruction. Teachers can use technology to help student acceptance of a new concept. Visual explanations of concepts make learning a pleasant experience for students. Students can participate more in class, and teachers could indeed make their classes more effective and fascinating (Raja & Nagasubramani, 2018).

As stated by Jumbo (2022), the following are the advantages of using technology in education:

- 1) Technology in education inspires scientific, economic, technological, informational, multicultural literacy, and global awareness.
- 2) Technology in education encourages creative thinking.
- 3) Technology in education creates communication skills.
- 4) Technology in education enhances productivity and develops the ability to manage and plan results.

Multiple studies show that using technology in writing classes can help students improve their writing skills and reduce errors (Akmar et al., 2017). Technology is a tool that can support teaching and learning activities and can be implemented in learning activities to provide a good approach. Technology is helping education by providing various teaching, learning, and assessment methods that can be used in the classroom or virtual environments. Distance learning is now available everywhere and at a low cost to everyone, regardless of age, gender, or employment status (Bamiah et al., 2018). The use of technology is a social networking that assists students to learn more effectively and interactively in less time (Idasari & Maknun, 2021).

3. *Learn English British Council Website*

a. Definition

According to Sholihah & Wijaya (2020), *English British Council* website is one of the most well-known English learning websites on the internet. It is a useful website because it provides English learning materials at various levels. *British Council* website provides learners with a rich of instructional materials that can be used to improve their skills level. The materials provided are various and simple to comprehend. These include writing, reading, speaking, listening, grammar and vocabulary. As stated by Alimi & Syafei (2013), the *Learn English British Council* website facilitates teachers to create a fun environment in the classroom and enjoy the teaching-learning process. Based on Putri (2022), the *Learn English British Council* website is a website that offers English education and is useful to help people learn English. In supporting English learning, it has complete features for learning English effectively.

b. How *Learn English British Council* Website Works

Based on Sholihah & Wijaya (2020), the *Learn English British Council* website gives learners many instructional materials that can be used to increase their English skills. According to Ergashova (2023), the materials given are various and easy to understand the *Learn English British Council* website provides appropriate-level practical exercises to assist students in writing skills.

Based on the *Learn English British Council* website (<https://learnenglish.britishcouncil.org/skills/writing>), the self-study lessons in this section are written and organized by English level based on the Common European Framework of Reference for languages (CEFR). According to Astrianingsih & Dwinalida (2024), the Common European Framework of Reference for Languages (CEFR) defined the six primary levels of competency, which were referred to as language ability and ranged from A1 to A2, B1 to B2, C1, and C2.

The *Learn English British Council* website has different types of model texts, with writing tips and interactive exercises that practice students' writing skills, to communicate in English at school and during students' free time. There are some levels to choose from, such as A1 English level (elementary), A2 English level (pre-intermediate), B1 English level (intermediate), B2 English level (upper-intermediate), and C1 English level (advanced). The levels are required for students' writing skills according to students' needs.

c. Features at *Learn English British Council* Website

According to Syafutra et al. (2023), the *Learn English British Council* website provides English language skills. Students can choose from a variety of elements, including English skills practice (listening, speaking, reading, and writing), grammar, vocabulary, and tests that contain audio and graphics relating to the topic. As stated by Putri (2022), the *Learn English British Council* website can be used from all sides, such as videos, audio, short stories, and practice questions. The *Learn English British Council* website improved students' reading skills, writing skills, listening skills, and speaking skills.

According to Cai (2019), the *Learn English British Council* website provides a series of online learning websites for various types of learners, such as Learning English Kids, Learning English Teens, and Premier Skills English. It provides online classes, such as Learning English Grammar, and IELTS.

According to <https://learnenglish.britishcouncil.org/> (2023), there are many features from the *Learn English British Council* website, as follows:

1) IELTS preparation

British Council English Online offers an exclusive IELTS Coach service expert in IELTS exam preparation with private and group IELTS preparation classes.

2) Listening

Listening will help learners to improve their understanding of the language and pronunciation. There are recordings of different situations and interactive exercises that practice listening skills. The levels are A1 to C1 level. This is organized by the Common European Framework of Reference for Languages (CEFR).

3) Writing

There are different types of model texts, with writing tips and interactive exercises that practice writing skills. The levels are A1 to C1 English level. A1 & A2 English level provides writing practice, such as writing short, simple texts, notes, messages, personal profiles, emails, and forms. B1 & B2 English level provides writing practice a simple connected text on familiar topics and personal interest. Texts include reports, reviews, messages, short essays, and emails. C1 level provides writing practice to help write clear, well-structured texts about complex subjects. Texts include essays, proposals, articles, reports, reviews, and emails. This is organized by the Common European Framework of Reference for Languages (CEFR)

4) Reading

Reading will help learners to improve their understanding of the language and build vocabulary. There are different types of texts and interactive exercises that practice reading skills. The levels are A1 to C1 level. This is organized by the Common European Framework of Reference for Languages (CEFR).

5) Speaking

There are videos of different conversations at work and interactive exercises that practice speaking skills. The videos help to practice saying the most useful language and the interactive exercises will help remember and use the phrases. The levels are

A1 to C1 level. This is organized by the Common European Framework of Reference for Languages (CEFR).

6) Grammar

Revise and practice grammar to help learners increase confidence and improve their language level. The levels are A1 to C1 level.

7) Vocabulary

Learn new words to improve vocabulary to help learners communicate well in English. The levels are A1 to C1 level.

B. Previous Studies

There are relevant previous researches intended for scientific work with a theme similar to this research. The following reasons highlight a few previous studies. Here is a comparison of the results between this study and previous research.

The first research is a thesis by Afriyani (2022): “*Applying British Council Web-Platform to Improve Students’ Listening Skills.*” This thesis was carried out at SMP Negeri 3 Ciputat. The research method used mix methods. This research focused on improving students’ listening skills using the *Learn English British Council* website. This study discovered that the application of the *Learn English British Council* website to students in the early stages of junior high school was very good if they were given fun material. The most important that the *Learn English British Council* website can improve their listening skills, which is proven by the test results of students who have progressed from time to time during the research period. The differences between this research are the focus on students’ listening skills and the use of mixed research methods. The similarity to this research is the use *Learn English British Council* website.

The second research is a thesis by Amindri (2019): “*Students’ Perception on Benefit Of English Sites to Improve English Reading Comprehension.*” This thesis was carried out at Ar-Raniry State Islamic University (UIN Ar-Raniry) Darussalam, Banda Aceh. UIN Ar-Raniry is an

Islamic University under the authority of the Department of Religious Affairs. This research used a quantitative method. The primary goal of this study is to explain how to use the *Learn English British Council* website on reading comprehension. The result revealed that the use of the *Learn English British Council* website in learning English Reading comprehension gives many benefits to students, encouraging the students to learn English reading independently, and raising students' enthusiasm to learn because it provides much interesting material and easy access to English reading text needed. The findings also indicated that the *Learn English British Council* website has become the most favorite site. Hence, it can be concluded that the use of the *Learn English British Council* website can improve students' English reading comprehension. The differences in this research are focused on students' reading comprehension. The similarity to this research is the use of the *Learn English British Council* website as a learning medium.

The third research is an article by Sholihah & Wijaya (2020): "*The Effect of English British Council Site on Students' English Vocabulary at Eight Grade SMPN 02 Bangkalan.*" This thesis was done in SMPN 02 Bangkalan by focusing on measuring the effectiveness of using the English British Council site toward the students' mastering vocabulary. This study was more concerned with vocabulary mastery using *English British Council Website*. The result shows the using of *English British Council Website* is effective to be used for students' second language to master the vocabulary. The differences between this research are the focus on students mastering vocabulary and using a quantitative pre-experimental research method with one group pre-test and post-test design. The similarity to this research is that uses the British Council Website.

The fourth research is an article by Putri (2022): "*The Implementation of The British Council Website to Support Indonesian EFL Learners.*" This study aims to find out and understand the implementation of the *British Council Website* and what the problems are. The researcher's observation shows that the *British Council Website* improved their reading skills, their writing skills,

their listening skills, and their speaking skills that way. The use of the *British Council Website* can make it easier for teachers to carry out various online teaching and learning activities with students. The used *British Council* website improved their reading skills, their writing skills, their listening skills, and their speaking skills way. The result shows that the 14 students (70%) strongly agree that the *British Council* website can improve their writing skills. The difference to this research is that it uses a qualitative method. The similarity to this research is the use *British Council Website*.

The previous studies by Afriyani (2022), Amindri (2019), Sholihah & Wijaya (2020), and Putri (2022), show that Technology Enhanced Language Learning (TELL) as an instructional medium is effective for English lessons. The use of the Technology Enhanced Language Learning (TELL) website can make it easier for teachers to carry out various online teaching and learning activities with students. There are many instructional media for English lessons, but this research focuses on the use of the *Learn English British Council* website as a learning medium for teaching English, it shows improvement in students' skills. The previous studies show both teachers and students gave positive responses using Technology Enhanced Language Learning (TELL), especially the *Learn English British Council* website.

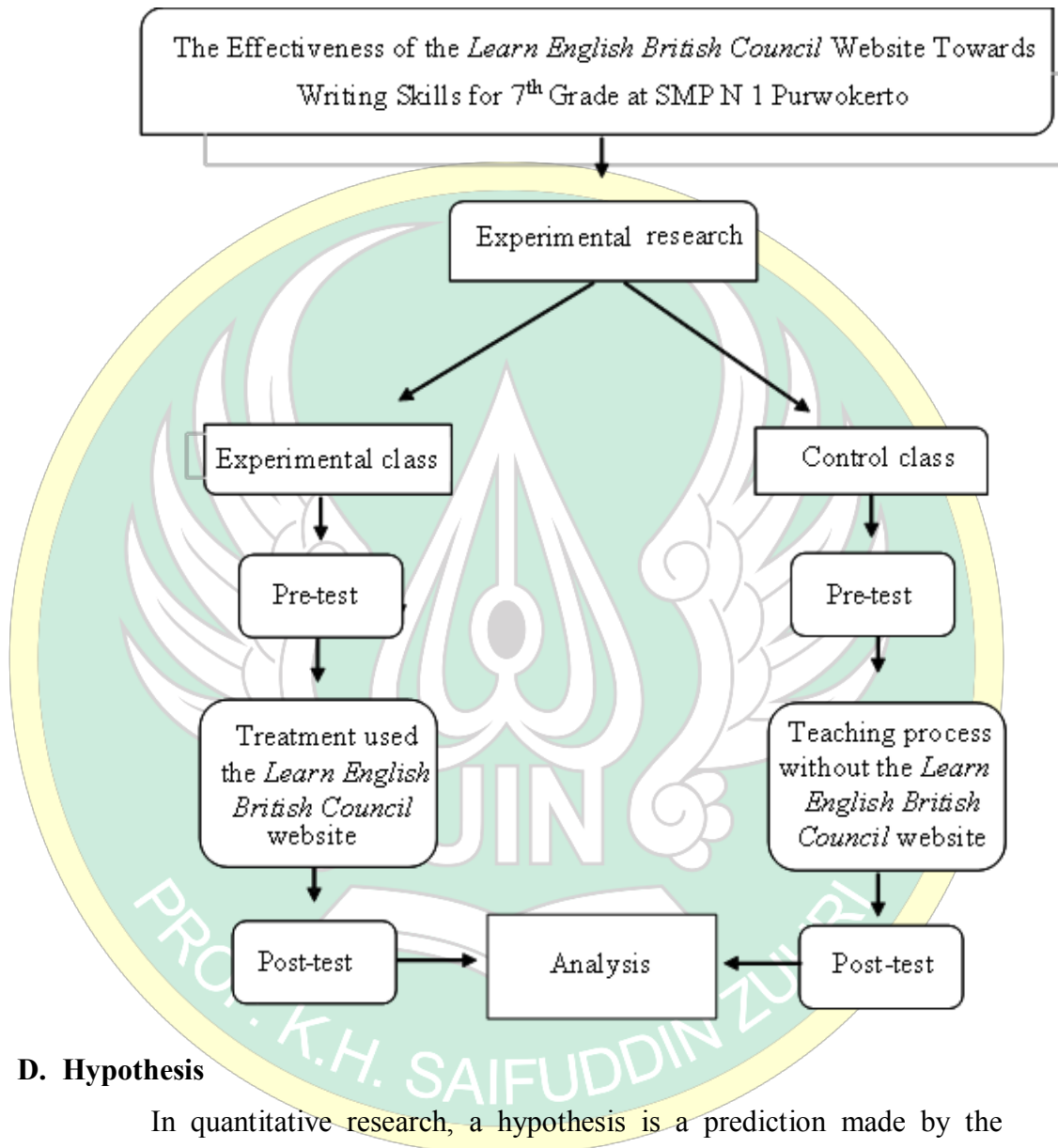
The *Learn English British Council* website can be used for students' writing skills, listening skills, and reading skills. Therefore, this research focuses on using the *Learn English British Council* website for writing skills. The purpose of this research is to measure the effectiveness of the *Learn English British Council* website as an instructional medium for students' writing skills.

C. Conceptual Framework

The conceptual framework is followed by complete a visual model (Creswell, 2009). The concept is that the pre-test is carried out in the experimental class and the control class. Then, a treatment is carried out using the *Learn English British Council* website in the experimental class and not using the *Learn English British Council* website in the control class. After that,

a post-test is carried out in the experimental and control classes. Lastly is data analysis from the pre-test and post-test. The visual model is as follows:

Chart 2.1 Conceptual Framework



D. Hypothesis

In quantitative research, a hypothesis is a prediction made by the researcher about the expected relationships among variables (Creswell, 2009). The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence (Sugiyono, 2013). A hypothesis is a statement predicting how variables relate to each other and that can be tested through research. Hypotheses are typically used in experimental and quasi-experimental designs

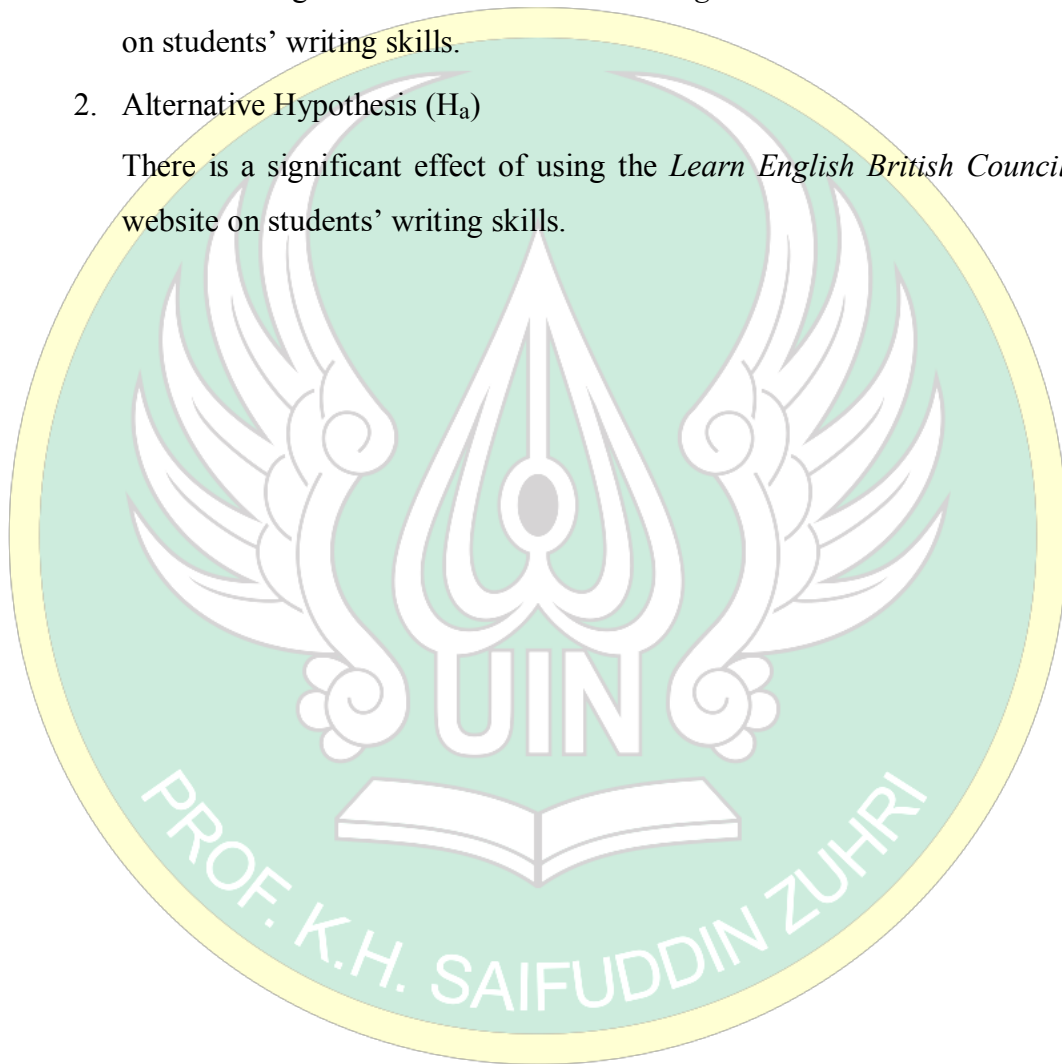
and survey research (Leavy, 2017). The research hypothesis used in this study is concerned with the effectiveness of *the Learn English British Council* website as an instructional medium for students' writing skills. There are two kinds of hypotheses:

1. Null Hypothesis (H_0)

There is no significant effect of the *Learn English British Council* website on students' writing skills.

2. Alternative Hypothesis (H_a)

There is a significant effect of using the *Learn English British Council* website on students' writing skills.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the process of answering the research questions. It contains type of the research, time and place, collecting data, and data analysis

A. Type of Research

This research used a quantitative method. The quantitative research method is used to examine specific populations or samples. Quantitative research is a way to test objective hypotheses through an investigation into the way variables relate to one another. It is then possible to measure these factors, usually on devices, allowing numbered data to be subjected to statistical analysis (Creswell, 2009). Data is collected using research instruments, and the analysis of the data is quantitative/statistical, to test established hypotheses (Sugiyono, 2013). The research design from this research is used quasi-experiment. This design has a control group, but cannot fully function to control external variables that affect the implementation of the experiment (Sugiyono, 2013).

The nonequivalent control-group design is a popular approach to quasi-experiment. The experimental group and control groups take a pre-test and post-test. Only the experimental group receives the treatment (Creswell, 2009). This research used a quasi-experimental with a non-equivalent control group design. The nonequivalent control-group design involves two groups. The experimental group receives a pre-test, experimental treatment, and post-test. The control group receives only the pre-test and post-test (Leavy, 2017). Below is the design of the experimental study according to Leavy (2017):

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
Experiment	C1	X	C2
Control	C3	-	C4

C1 : The experiment group's pre-test

X : Experiment group of treatment, using inquiry-based learning

C2 : The experiment group's post-test

C3 : Control group of the pre-test

C4 : Control group of the post-test

Based on the design above, both groups received a pre-test to compare with the post-test results, after the experimental group received the treatment. Then, the control group was not given any treatment in the learning process. This was to find out whether the students who were treated by using the *Learn English British Council* website achieved higher scores than the students who were not treated by using the *Learn English British Council* website. It is appropriate for this research to learn the data and the significant effect of using the *Learn English British Council* website on writing skills for 7th grade at SMP N 1 Purwokerto.

B. Time and Location of The Research

1. Time of The Research

This research was held from August, 5th until September, 11th 2024. The treatment was carried out 4 times in class 7th of SMP Negeri 1 Purwokerto. The first group was from class 7-A, as the control group. The second group was from class 7-C, as the experimental group. Below is the design of the schedule of research:

Table 3.2 Schedule of Research

No	Class	Meeting	Time
1.	7-C	Pre-Test Experimental	Monday, August 5 th , 2024
2.	7-A	Pre-Test Control	Wednesday, August 7 th , 2024
3.	7-C	Treatment 1	Monday, August 12 th , 2024
4.	7-C	Treatment 2	Monday, August 19 th , 2024
5.	7-C	Treatment 3	Monday, August 26 th , 2024
6.	7-C	Treatment 4	Monday, September 2 nd , 2024
7.	7-C	Post-Test Experimental	Monday, September 9 th , 2024
8.	7-A	Post-Test Control	Wednesday, September 11 th , 2024

According to the table above, the pre-test in the experimental class was carried out on Monday, August 5th, 2024. Then, the pre-test in the control class was carried out on Wednesday, August 7th, 2024. Then, for the first treatment in the experimental class, it was carried out on Monday, August 12th, 2024, for the second treatment it was carried out on Monday, August 19th, 2024, for the third treatment it was carried out on Monday,

August 26th, 2024, and for the last treatment it was carried out on Monday, September 2nd, 2024. After the treatment was carried out in the experimental class, a post-test in the experimental class was carried out on Monday, September 9th, 2024. Lastly, the post-test in control class was carried out on Wednesday, September 11th, 2024

2. Location of The Research

The place of this research was chosen at SMP Negeri 1 Purwokerto. This school was chosen based on the preliminary observation on July 29th, 2024, it was found that the main problem faced by students was difficulties with grammar which is considered difficult to learn for students in tenses. Furthermore, students struggle to create proper sentences and use words in different contexts. However, students have potential and enthusiasm in English lessons—followed by this school allowing students to bring smartphones to school as a learning medium with teacher control to encourage Technology Enhanced Language Learning (TELL). In addition, the 7th grade at SMP Negeri 1 Purwokerto implemented *Kurikulum Merdeka*. To address the issue, the research used the *Learn English British Council* website as a learning medium. It offers interactive writing assignments and an effective method for acquiring writing skills.

C. Population and Sample of The Research

1. Population

The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn (Sugiyono, 2013). A population is a collection of elements about which claims can be made later (Leavy, 2017).

Table 3.3 Population of the Research

No	Class	Population
1.	7-A	32
2.	7-B	32
3.	7-C	32
Total Population		96

The population of this research was the 7th grade of SMP Negeri 1 Purwokerto Purwokerto. The 7th grade of SMP Negeri 1 Purwokerto consists of 3 classes with 32 students in each class. Therefore, the population of this research was 96 students.

2. Sample

Random sampling is a procedure in quantitative research for selecting participants. It means that each individual has an equal probability of being selected from the population, ensuring that the sample will be representative of the population (Creswell, 2009). Sampling is a technique to determine the sample to be used in research (Sugiyono, 2013).

Table 3.4 Sample of the Research

No	Class	Sample	Description
1.	7-C	32	Experiment
2.	7-A	32	Control
Total		64	

This research technique sampling was used simple random sampling. According to Sugiyono (2013), simple random sampling is said to be simple because the sampling of members of the population is done randomly without regard to the strata present in that population. This sample is used when the members of the population are considered homogeneous. According to Leavy (2017), simple random sampling is a sampling strategy in which every element in the study population has an equal chance of being selected. Based on preliminary observations, this research was taken as a sample at 7-A and 7-C classes because these two classes have homogeneous achievement characteristics. Therefore, regarded the results of this study as more objective. Following the teacher's suggestions and student evaluation, these two classes were chosen. The class 7-A and the class 7-C consists of 32 students. The first group was from class 7-A, as the control group. The second group was from class 7-C, as the experimental group.

D. Variables of The Research

A variable refers to a characteristic or feature of an individual or an organization that can be measured or observed that differentiates between the participants of the study (Creswell, 2009). According to Sugiyono (2013), research variables are anything in any form that the researcher decides to study to obtain information and then draw conclusions. Variables are characteristics of a person or object that differ from one person to another or from one object to another.

1. Independent Variable (X)

Independent variables are those that cause, influence or affect outcomes (Creswell, 2009). The independent variable of this research is the use of the *Learn English British Council* website to see the effect of its use on students' writing skills.

2. Dependent Variable (Y)

Dependent variables are those that depend on the independent variables, it is the outcomes or results of the influence of the independent variables (Creswell, 2009). The dependent variable in this research is the writing skills. This research measured students' writing abilities by using written tests.

E. Techniques of Data Collection

Data collection techniques in this study used pre-test, treatment, and post-tests. The instrument is to measure the effectiveness of *Learn English British Council* website on writing skills for grade 7th at SMP N 1 Purwokerto. The instrument is essay about descriptive text. The time allocation was 40 minutes.

1. Pre-Test

A pre-test determines a subject's baseline before introducing the experimental intervention. Students are given a pre-test to find out whether there is a difference in the initial state between the experimental group and the control group (Leavy, 2017). The pre-test was given to 7-A, as the control group, and 7-C, as the experimental group. The pre-test contains

an essay descriptive of several topics, such as favourite person, favourite sport, and favourite food, one of which will be chosen by the students. The paragraph of at least 5-10 sentences and a time allocation of 40 minutes.

The results of the test were used to assess students' writing skills and achievements before using the *Learn English British Council* website. The researcher used a writing skills assessment rubric from Weigle, (2002) to calculate the test results. The assessment rubric contains writing skills assessment criteria including five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving little emphasis (5 points). Therefore, many writing experts prefer analytical scoring methods since they offer accurate data about a test taker's performance in several writing-related areas (Weigle, 2002). The table of writing skills assessment rubric based on Sara Cushing Weigle, (2002), *Assessing Writing*, Cambridge: Cambridge University, p.116 is as follows:

Table 3.5 Rubric of Writing Assessment

Aspect	Performance Description	Score
Content	Excellent to Very Good: knowledgeable – substantive - thorough development of thesis - relevant to the assigned topic	30 – 27
	Good to Average: some knowledge of the subject - adequate range - limited development of thesis - mostly relevant to the topic, but lacks detail	26 - 22
	Fair to Poor: limited knowledge of the subject - little substance - inadequate development of the topic	21 - 17
	Very Poor: does not show knowledge of subject - non-substantive - not pertinent - or not enough to evaluate	16 – 13
Organization	Excellent to Very Good: fluent expression - ideas clearly stated/ supported – succinct - well-organized – logical sequencing - cohesive	20 – 18
	Good to Average: somewhat choppy - loosely organized but main ideas stand out	17 - 14

	– limited support – logical but incomplete sequencing	
	Fair to Poor: non-fluent - ideas confused or disconnected - lacks logical sequencing and development	13 - 10
	Very Poor: does not communicate- no organisation - or not enough to evaluate mastery – appropriate register	9 – 7
Vocabulary	Excellent to Very Good: sophisticated range - effective word/ idiom choice and usage – word form	20 - 18
	Good to Average: adequate range - occasional errors of word/ idiom form, choice, usage but meaning not obscured	17 - 14
	Fair to Poor: limited range - frequent errors of word/ idiom form, choice, usage – meaning confused or obscured	13 - 10
	Very Poor: essential translation - little knowledge of English vocabulary, idioms, word form – or not enough to evaluate	9 – 7
Language use	Excellent to Very Good: effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	25 - 22
	Good to Average: effective but simple constructions - minor problems in complex constructions - several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	21 - 18
	Fair to Poor: major problems in simple/ complex constructions - frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured	17 - 11
	Very Poor: virtually no mastery of sentence construction rules - dominated by errors – does not communicate – or not enough to evaluate	10 – 5
Mechanics	Excellent to Very Good: demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing	5

	Good to Average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured	4
	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured	3
	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2

The table above shows the aspects included in the writing skills assessment rubric. There are 5 aspects listed, such as content, organization, vocabulary, language use, and mechanics. In each aspect, there are assessment criteria, such as excellent to very good, good to average, fair to poor, and very poor. Then, the formula below was used to calculate the results of the test:

Score: C+ O+ V+ LU+ M= Total Score

Based on the formula above, to get the result, each value of the criteria is added up.

2. Treatment

According to Sugiyono (2013), the experimental research method is a research method used to find the effect of certain treatments (treatments). Based on Leavy (2017), in the non-equivalent control-group design, one group receives a pre-test, experimental treatment, and post-test. The second group only receives the pre-test and post-test without a treatment. Therefore, treatment was only given to class 7-C, as the experimental group.

The treatment was carried out at the meeting after the pre-test. The researcher gave the treatment in four meetings. In the treatment meeting, the material given was a descriptive text. Furthermore, the experimental class was taught by the researcher using the *Learn English British Council* website as a learning medium to teach descriptive text for students' writing

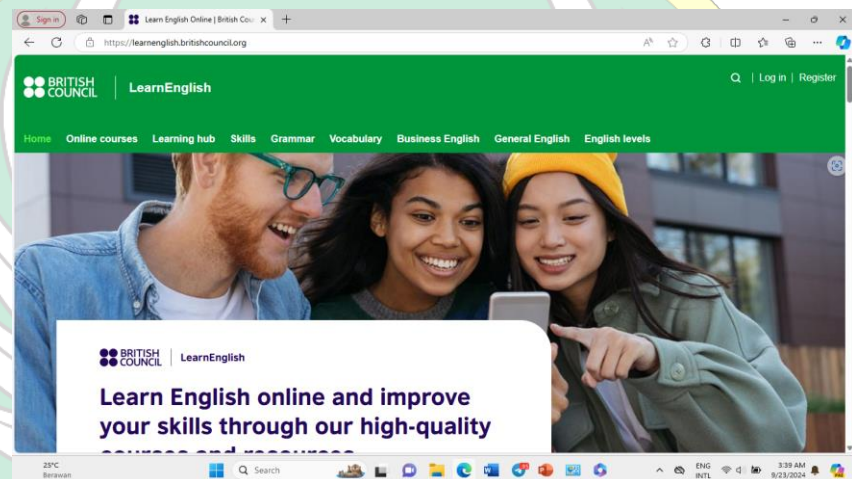
skills, while the control class was taught by an English teacher at SMP N 1 Purwokerto with the same material.

The treatment was given to the experimental class with the following steps:

a. First meeting

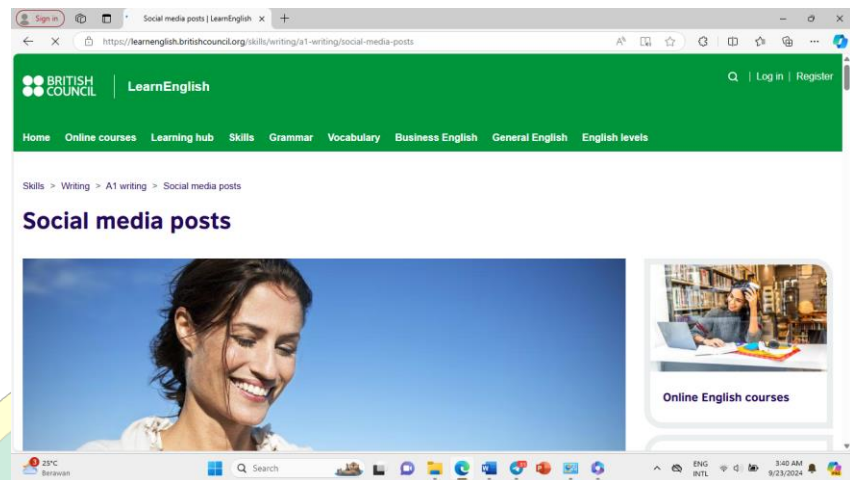
In the first meeting, students were asked to log in to the *Learn English British Council* website. Then the researcher explained to the students the features of the *Learn English British Council* website.

Figure 3.1 Login View Learn English British Council Website



After the students understood how to use the *Learn English British Council* website, the researcher asked them to practice using the *Learn English British Council* website during the teaching and learning process. In the first meeting, students focused on the unit Social Media.

Figure 3.2 Unit of “Social Media Post”

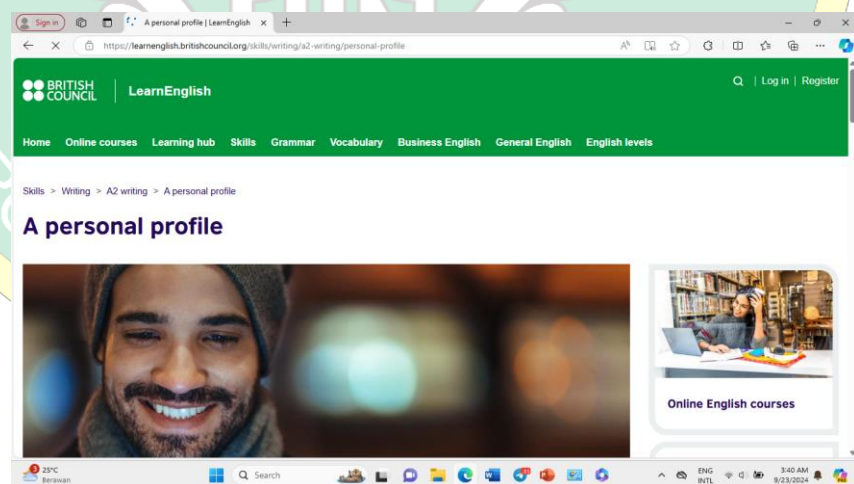


Regarding writing activities, students were asked to make a descriptive text about describing people (Describe favorite idol on student social media.)

b. Second meeting

At the second meeting, the students were asked to use the *Learn English British Council* website during the teaching and learning process and focussed on unit A Personal Profile.

Figure 3.3 Unit of “A Personal Profile”

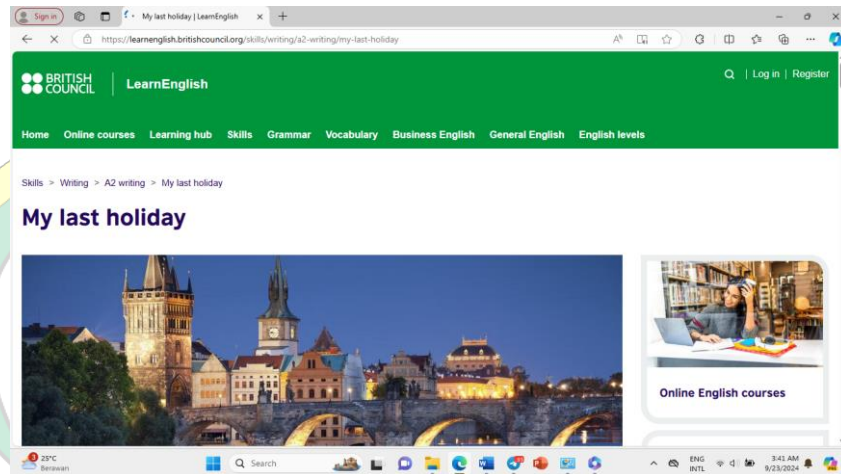


Regarding writing activities, students were asked to make a descriptive text about describing people (Describe yourself.)

c. Third meeting

At the third meeting, the students were asked to use *the Learn English British Council* website during the teaching and learning process and focussed on the unit My Last Holiday.

Figure 3.4 Unit of “My Last Holiday”

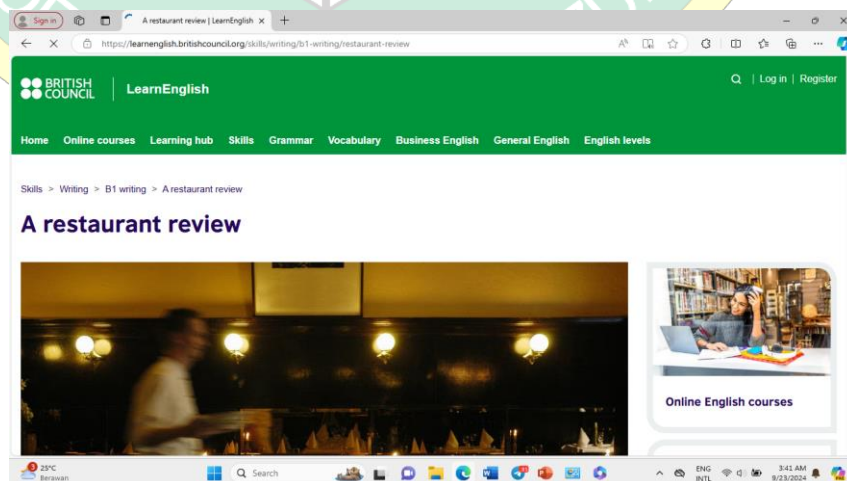


Regarding writing activities, students were asked to make a descriptive text about describing a place (Describe a favorite place for a holiday)

d. Fourth meeting

At the third meeting, the students were asked to use the *Learn English British Council* website during the teaching and learning process and focussed on the unit A Restaurant Review.

Figure 3.5 Unit of “A Restaurant Review”



Regarding writing activities, students were asked to make a descriptive text about describing a place (Describe a favorite restaurant.)

3. Post-Test

A post-test is given after the experimental intervention to assess the impact of the intervention (Leavy, 2017). Post-test was given to 7-A, as the control group, and 7-C, as the experimental group. The post-test was given to 7-A, as the control group, and 7-C, as the experimental group. The post-test contains an essay descriptive of several topics, such as favorite teacher, students' class, and students' school, one of which will be chosen by the students. The paragraph of at least 5-10 sentences and a time allocation of 40 minutes.

A pre-test and post-test were used to study the effect of the *Learn English British Council* website on students' writing skills for students of 7th grade. The pre-test data was used to assess students' abilities before being given treatment. After the pre-test, the experimental group was given treatment through the use of the *Learn English British Council*. After treatment, a post-test was given to the experimental group and control group. A post-test was given to see the significant difference before and after treatment. The researcher used a writing skills assessment rubric from Weigle, (2002) to calculate the test results. The assessment rubric contains writing skills assessment criteria including five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving little emphasis (5 points). Therefore, many writing experts prefer analytical scoring methods since they offer accurate data about a test taker's performance in several writing-related areas (Weigle, 2002)

F. Research Instrument

Research instruments are crucial factors that must be taken. The quality of the research data is determined by the instruments used in the study. A valid research instrument is necessary for collecting high-quality research data. It indicates the level of accuracy of the data measure. Accordingly, the instrument needs to be tested before being distributed to the experimental and control groups of students. The research instruments are pre-test and post-test an essay descriptive text. Therefore, the validity test is not needed and the instrument validity is only assessed by the expert. The test was assessed by 2 experts: an English lecturer of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and 1 teacher from SMP N 1 Purwokerto. After being validated by 3 experts, namely Windhariyati Dyah Kusumawanti M.A, M.Pd., Endang Sartika, S.Pd.I, M.A, and Supriyati, S.Pd., the decision given was that the instrument was suitable for use with several revisions

G. Technique of Data Analysis

The data analysis procedures made it possible to determine the findings whether the hypothesis is supported or disproved and what is the answer to the research question. In quantitative research, the process of analysis leads to the statistical presentation of the data which is generally presented in a set of tables or charts along with a discussion (Leavy, 2017).

To assess the impact of the *Learn English British Council* website on students' writing abilities, IBM SPSS Statistics 25 for Windows was used to help with the analysis of the pre-test. To separate the experimental group from the control group, the collected data was assessed. The Mann-Whitney U-test was used by the author to evaluate the data. The collected data was utilized to evaluate the effectiveness of the *Learn English British Council* website. The Mann-Whitney U-test requires that the data be put through a normality test.

1. Normality Test

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 and the Shapiro-Wilk tests. The Shapiro-Wilk test was used to calculate the normality test on IBM SPSS Statistic 25 because the number of samples measured for each class was less than 50 students. The criteria to identify the normality test are as follows:

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

2. Homogeneity Test

The homogeneity test was calculated with IBM SPSS Statistics 25 for the data to be deemed homogeneous. The homogeneity test is used to find out whether some of the population variants are the same or not (Usmadi, 2020). This research uses Levene's 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 concluded the data are homogenous.

3. Hypothesis Test

Hypothesis testing determines if there is a correlation between the pre-test scores of experimental and control groups. The researcher used Mann-Whitney U-Test to find out the significant effect of the *Learn English British Council* website on students' writing skills.

a. Mann-Whitney U-test

This study used the Mann-Whitney U-test to identify statistically significant mean differences between the experimental and control groups. Therefore, the results of the pre-test of the experiment and control are not normally distributed. Besides that, both classes in the experiment and the control are homogeneous. The hypothesis of Mann-Whitney U Test:

- 1) If the p-value less than a pre-defined significance level (typically $\alpha = 0.05$) leads to the rejection of the null hypothesis (H_0), indicating a statistically significant difference between the groups.
- 2) If a p-value greater than the significance level signifies a failure to reject the null hypothesis, suggesting insufficient evidence to conclude a statistically significant difference.

b. Effect Size

The researcher used the effect size formulation to understand how the effect of the *Learn English British Council* website on students' speaking skills. In a quantitative study, effect size indicates how strongly inferences regarding group differences or the correlations between variables are obtained (Creswell, 2009). Based on Cohen's standard effect size, the criteria to identify the category as follows:

- 1) The value 0.0 until 0.4 is categorized as a low effect.
- 2) The value 0.5 until 0.7 is categorized as a moderate effect.
- 3) The value 0.8 until 2.0 is categorized as a high effect.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion regarding the research results aimed at answering the research question comprehensively.

A. Findings

This research was conducted at SMP N 1 Purwokerto. This research aimed to determine whether or not there is a significant effect of using the *Learn English British Council* website as a learning medium on students' writing skills. Moreover, the total populations were 32 students in the 7th grade at SMP N 1 Purwokerto. 32 students were assigned to the experimental class is 7-C and 32 to the control class is 7-A, which was selected through simple random sampling.

The researcher obtained and examined pre-test and post-test data from the experimental class and control class based on research findings. The analysis were presented in the form of tables and explanations. Furthermore, the final results of the processed data were designed to show whether there were differences between the control and experimental classes after using the *Learn English British Council* website as a learning medium for students' writing skills.

1. Description of the data

Students' pre-test and post-test scores from both classes were used to collect the data. Data for the control group and the experimental group are presented in separate tables. The following are explanations of the data:

a. The Pre-test and Post-test Score in the Experimental Class

The experimental class was class 7-C of SMP N 1 Purwokerto, consisting of 32 students. The pre-test was conducted on August 5th, 2024, and the post-test was conducted on September 9th, 2024. The pre-test and post-test were conducted by students in writing descriptive text. The description of the pre-test and post-test data in the experimental class can be seen as follows:

Table 4.1 Test Result of Experimental Class

No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	48	90	42
2	2 nd Student	42	80	38
3	3 rd Student	51	89	38
4	4 th Student	53	91	38
5	5 th Student	55	81	26
6	6 th Student	53	88	35
7	7 th Student	47	66	19
8	8 th Student	34	51	17
9	9 th Student	52	71	19
10	10 th Student	48	70	22
11	11 th Student	53	92	39
12	12 th Student	53	95	42
13	13 th Student	53	96	43
14	14 th Student	48	87	39
15	15 th Student	53	95	42
16	16 th Student	53	95	42
17	17 th Student	50	82	32
18	18 th Student	42	79	37
19	19 th Student	46	70	24
20	20 th Student	50	70	20
21	21 st Student	47	77	30
22	22 nd Student	46	71	25
23	23 rd Student	38	88	50
24	24 th Student	48	70	22
25	25 th Student	47	81	34
26	26 th Student	53	67	14
27	27 th Student	47	70	23
28	28 th Student	50	67	17
29	29 th Student	46	67	21
30	30 th Student	52	84	32
31	31 st Student	53	93	40
32	32 nd Student	52	89	37

SUM	1563	2562	999
MEAN	48.84375	80.0625	31.21875
MAXIMUM SCORE	55	96	-
MINIMUM SCORE	34	51	-

The experimental class score from the table shows that the average pre-test score from 32 students was 48.84 while the average post-test score was 80.06. Then the final score of mean in gain score was 31.2 points. The pre-test has a maximum score of 55 and a minimum score of pre-test was 34. The post-test has maximum scores of 96 and 51 as the minimum. Based on the students' test results, their score was increased after the researcher used website *Learn English British Council* as medium to treat the students in writing descriptive text. The results show that there is a significant difference in the students' performance before and after the test.

b. The Pre-test and Post-test Score in the Control Class

The control class was class 7-A of SMP N 1 Purwokerto, consisting of 32 students. The pre-test was conducted on August 7th, 2024, and the post-test was conducted on September 11th, 2024. The pre-test and post-test were conducted by students in writing descriptive text. The description of the pre-test and post-test data in the control class can be seen as follows:

Table 4.2 Test Result of Control Class

No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	50	65	15
2	2 nd Student	47	57	10
3	3 rd Student	44	54	10
4	4 th Student	34	50	16
5	5 th Student	49	60	11
6	6 th Student	38	51	13
7	7 th Student	51	69	18
8	8 th Student	47	58	11
9	9 th Student	45	52	7

10	10 th Student	49	60	11
11	11 th Student	39	52	13
12	12 th Student	37	55	18
13	13 th Student	52	68	16
14	14 th Student	53	70	17
15	15 th Student	46	60	14
16	16 th Student	40	56	16
17	17 th Student	52	70	18
18	18 th Student	54	80	26
19	19 th Student	54	80	26
20	20 th Student	43	54	11
21	21 st Student	46	62	16
22	22 nd Student	43	53	10
23	23 rd Student	36	50	14
24	24 th Student	37	50	13
25	25 th Student	48	58	10
26	26 th Student	35	50	15
27	27 th Student	45	59	14
28	28 th Student	53	75	22
29	29 th Student	53	72	19
30	30 th Student	45	55	10
31	31 st Student	34	48	14
32	32 nd Student	53	70	17
SUM		1452	1923	471
MEAN		45.375	60.09375	14.71875
MAXIMUM SCORE		54	80	-
MINIMUM SCORE		34	48	-

According to the control class score table shows that the average pre-test score from 32 students was 45.37 while the average of post-test score was 60.09. Then the final score of gain score was 14.71 points. The pre-test had a maximum score of 54 and a minimum score of pre-test was 34. The post-test has maximum scores of 80 and 48 as the minimum.

Based on the pre-test and post-test results, it was concluded that the experimental class improvement is higher than the control class. It can be revealed by the gained score of the experimental class was 999 while control class gained score was 471. It was revealed that the class which treated with the *Learn English British Council* website in writing descriptive text have differential students' achievement in writing ability.

2. Data Analysis

In data analysis, the data obtained from the experimental class with pre-test and post-test results were calculated using the Mann-Whitney U-test formula. It aimed to identify the effectiveness of using the *Learn English British Council* website as a learning medium for students' writing skills. Researchers used IBM SPSS Statistics 25 to determine the Mann-Whitney U-test value results. Then, the data was checked by experts of SPSS, namely Yulianti. S.Iikom. It measures the result of the experiment and control class by comparing scores before and after treatment. For experimental designs with categorical data on a pre-test or post-test showing marked deviation from a normal distribution, use nonparametric statistical tests (Mann-Whitney U-test) (Creswell, 2009). Shapiro-Wilk test is used for normality if a sample is less than 50 (Rees, 2018). The Shapiro-Wilk test with a lower sample size achieved sufficient power for non-normal distributions (Saculinggan & Balase, 2012). The Shapiro-Wilk test was originally limited to samples of less than 50. This test was the first to identify deviations from normality based on skewness, kurtosis, or both (Razali & Wah, 2011).

a. Normality Test

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 and the Shapiro-Wilk tests. The Shapiro-Wilk test was used to calculate the

normality test on IBM SPSS Statistic 25 because the number of samples measured for each class was less than 50 students.

1) Normality Test

This research employed a normality test to determine if the data originated from a normally distributed population. This research used the Shapiro-Wilk test with IBM SPSS Statistics 25. Shapiro-Wilk was chosen because this sample research is 32 and 32 which is less than 50. To evaluate data normality, use the Shapiro-Wilk test in SPSS with a probability level (sig) of 0.05. The Shapiro-Wilk test requires a probability such as:

- a) H_0 : (sig) value > 0.05 to indicate normally distribution
- b) H_a : (sig) value < 0.05 to indicate non-normally.

The results of the normality test are as follows:

Table 4.3 Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Experiment	.862	32	.001
Pre-test Control	.925	32	.028
a. Lilliefors Significance Correction			

The Shapiro-Wilk normality test was conducted to assess the normality of the data in both the experimental and control groups. The results suggest that the pre-test data for the experimental and control groups were not normally distributed because the value $\text{sig} < 0.05$. The results are Shapiro-Wilk statistic pre-test experimental class $0.001 < 0.05$ and Shapiro-Wilk statistic pre-test control class $0.028 < 0.05$. If the sig value is less than 0.05 then H_0 is rejected and H_a is accepted, if the sig value is greater than 0.05 then H_0 is accepted and H_a is rejected. Normality this test is carried out to check whether the research data comes from normally distributed samples. Therefore, research data from samples are not normally distributed.

b. Homogeneity Test

The homogeneity test is a statistical procedure employed to determine if the variances (spread) of data are statistically similar across different groups or populations (Usmadi, 2020). To assess the homogeneity (consistency of variance) of the data, Levene's statistic was calculated using IBM SPSS Statistic 25. A significance level of 0.05 was used to determine whether the variances across the groups were statistically similar.

Table 4.4 Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.571	1	62	.114
	Based on Median	2.535	1	62	.116
	Based on Median and with adjusted df	2.535	1	61.950	.116
	Based on trimmed mean	2.595	1	62	.112

According to the result, the number value significance was 0.114 higher than the value sig. 0.05, it means that the data was homogenous.

c. Hypothesis Test

Based on the result of the normality test above, there was data whether not normally distributed. In this case, the researchers have not fulfilled the requirements to conduct the independent sample t-test. To conduct the t-test, the data should be normally distributed where is the number of value significance more than 0.05. Therefore, the researcher used the Mann-Whitney U-test as the alternative formula of the t-test to conduct the hypothesis test.

Mann-Whitney U-test is a nonparametric statistical test for experimental design with categorical data that indicates significant deviation from the normal distribution of pre-test or post-test (Creswell, 2009). The Mann-Whitney U-Test is used to test the hypothesis of two independent samples if the data is in ordinal

form (Sugiyono, 2015). It is caused by the data that is not normally distributed, so the researcher used the non-parametric formula to calculate the hypothesis. The researcher used IBM SPSS Statistics 25 to calculate the hypothesis Mann Whitney U-test.

1) Mann-Whitney U Test

Table 4.5 Value of Ranks

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Score	Pre-test of Experiment Class	32	45.28	1449.00
	Pre-test of Control Class	32	19.72	631.00
	Total	64		

The table shows the ranks of the experimental dan control class. The value sum of ranks experimental class was 1449.00, then the control class was 631.00. The mean rank of the experimental class was 45.28, then the control class was 19.72. The difference between the mean of the experimental class and the control class was 25.56. Therefore, based on the result, it means that the difference between the two classes was quite significant and the mean rank of the experimental class was higher than the control class.

The criteria number of the data to identify the hypothesis for Mann Whitney U-Test as follows:

- If value Asymp. Significance (-2 tailed) is < 0.05 so, H_0 is rejected and H_a is accepted
- If value Asymp. Significance (-2 tailed) is > 0.05 so, H_0 is accepted and H_a is rejected

Table 4.6 Mann Whitney U-test

Test Statistics^a	
	Score
Mann-Whitney U	103.000
Wilcoxon W	631.000
Z	-5.499
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: VAR00002	

The statistical analysis using the Mann-Whitney U test, conducted with SPSS software, yielded a significant result (Mann-Whitney U = 103.000, Z = -5.499, Asymp. Sig. (2-tailed) = 0.000). This indicates that the data reject the null hypothesis (H_0) which stated that there is no difference in average post-test listening scores between the experimental and control groups. Therefore, it means that the alternative hypothesis (H_a) was accepted, suggesting that the students in the experimental and control groups have statistically different average post-test writing scores.

2) Effect Size Formulation

The effect size used Cohen's computation to estimate the difference between the two groups' affects. The formulation of this computation is as follows:

$$d = \frac{\text{Mean of Group A} - \text{Mean of Group B}}{\text{Pooled Standard deviation}}$$

$$\text{pooled std. deviation} = \frac{(\text{std. deviation 1} + \text{std. deviation 2})}{2}$$

Mean of Experimental = 80.0625

Mean of Control = 60.09375

Std. dev. of Experimental = 11.239

Std. dev. of Control = 9.0151

$$\text{Pooled std. dev.} = \frac{11.239 + 9.0151}{2}$$

$$= 10.12705$$

$$d = \frac{80.0625 - 60.09375}{10.12705}$$

$$= \frac{19.96875}{10.12705}$$

$$= 1.97182299$$

Table 4.7 Cohen's Calculation

Cohen's Standard	Effect Size
High	0.8-2.0
Moderate	0.5-0.7
Low	0.0-0.4

Based on the data, it received a score of 0.1.9. This result indicates that The *Learn English British Council* website was highly effective for teaching writing skills.

B. Treatment

The treatment was carried out at the meeting after the pre-test and before the post-test in the experimental. The researcher gave the treatment in four meetings in the experimental class. The experimental class was taught by the researcher using the *Learn English British Council* website as a learning medium. Furthermore, the researcher also taught students descriptive text with this website because this research focus on writing descriptive text.

The *Learn English British Council* website is used in English learning to encourage teaching and learning activities to create a good method. Students are helped in learning English with this website because this website can improve students' writing by practicing writing skills exercises. During learning activities, students enthusiastic about learning because they are not only listening to the teacher's explanation, but they can also practice learning. It also can be used for self-study lessons. Therefore, students can use this website at home in their free time. This website also offers many topics related to education activities or daily activities with many exercises that can be used as student practice in class and at home.

The *Learn English British Council* website offers English levels from A1 to C1. The levels used during the treatment are A1 to B1 levels. This website can measure the level of students. The levels make it easier for students to increase their level and their writing skills at their capability whenever it's convenient. During the treatment, students can follow the level given, from A1

level to B1. Students were also tried to use the level at a higher level for self-study lessons. The treatment was given to the experimental class with the following steps:

1. First meeting

At the first meeting, students tried to recognize the features of the website. The researcher introduced features on the website and helped explain the features on the website. Students actively ask questions about how the website works. First, students pay attention to learning using this website. Second, students open the page “Social Media”. Third, students practice matching the words with the definitions based on the Social Media topic. Fourth, students read the text that has been provided, which will be the answer to the questions below. Lastly, students practice the exercise that has been provided, such as completing the sentences and matching the tips with the example.

2. Second meeting

At the second meeting, students understood how to use this website. Then, students use this website according to the researcher's instructions. First, students pay attention to learning using this website. Second, students open the page “A Personal Profil”. Third, students read the text that has been provided, which will be the answer to the questions below. Lastly, students read the text that has been provided, which will be the answer to the questions below, such as putting the sentences in the correct group, completing the sentences, and true and false.

3. Third meeting

At the third meeting, students used this website according to the researcher's instructions. First, students pay attention to learning using this website. Second, students open the page “My Last Holiday”. Third, students read the text that has been provided, which will be the answer to the questions below. Lastly, students read the text that has been provided, which will be the answer to the questions below, such as putting the sentences in the correct group, completing the sentences, and true and false.

4. Fourth meeting

At the fourth meeting, students used this website according to the researcher's instructions. First, students pay attention to learning using this website. Second, students open the page “A Restaurant Review.” Third, students read the text that has been provided, which will be the answer to the questions below. Lastly, students read the text that has been provided, which will be the answer to the questions below, such as choosing the correct answer, putting the word in the correct group, and completing the review.

C. Discussion

Writing is a productive skill that involves producing language through the process of communicating thoughts and ideas (Virdyna, 2016). Writing is delivering information to the reader through a written text (Graham, 2010). Writing involves students' skills in generating ideas, organizing ideas and using appropriate references to create a cohesive written text, revising the text to avoid ambiguity, editing for the use of appropriate grammar, and finally producing the written product (Fahmi & Rachmijati, 2021). Writing is such an important part of language, that any reading and language arts program must take into account the complexities of writing in instructional practices, assessment procedures, and language development (Hosseini et al., (2013). As stated by the Learning Achievement of *Kurikulum Merdeka* (2022), at the end of Phase D for Junior High School, students communicate their ideas and experiences through simple, organized paragraphs and simple sentence structures. Although writing is crucial and related to the creation of written texts, students typically struggle to create original written works. Students struggle significantly with writing, and those who struggle with writing will have trouble with their learning process, at school and work (Parmawati et al., 2023).

The students asked to write descriptive text but showed that they have some difficulties in writing descriptive text. Students may face many writing difficulties and problems at different stages of their learning (Ismayanti, 2020).

The difficulties in the generic structure of descriptive text consist of describing object in detail (Novita, 2017). These difficulties included learning the proper writing approach and acquiring grammar and vocabulary (Sihab, 2018). The students have to organize their ideas into good paragraphs, the students have to make their writing readable.

The students had some difficulties in using simple present tense. The students made some mistakes when they elaborated the idea in simple present tense. It makes the students difficult to write descriptive text (Husna, 2013). Descriptive text is included in the English curriculum in Indonesia, both the teacher, who is in charge of delivering the text in the classroom, and the students, who are expected to learn it, must understand how the text should ideally be written (Noprianto, 2017). Therefore, writing descriptive text was used in this study.

A descriptive text is a piece of writing that indicates a description of characteristics of a thing such as a person or a place. This type of writing mainly uses senses that specifically tell how something looks, feels, smells, tastes, and or sounds (Kaharuddin et al., 2022). According to the description of the data that has been acquired, teaching descriptive text through the *Learn English British Council* website and increasing students' writing skills revealed that the students were enthusiastic about the subject and that their skills had increased. The results of the students' pre-test and post-test after receiving treatment using the *Learn English British Council* website for teaching writing the descriptive text, the student's scores improved compared to their initial results.

According to the findings, before implementing the *Learn English British Council* website, the students at SMP N 1 Purwokerto had poor scores in the 7th grade. The pre-test results showed that none of the 32 students who took part in the experimental group or the control group scored particularly well. On the pre-test, the experiment class scored a minimum of 34 and a maximum of 55. The control class had the highest score of 54 and the lowest score of 34. Pre-test results indicate that the student's writing skills are poor. This suggests that students find it difficult to write in English, especially when

it comes to choosing a topic, organizing their ideas, language use, and vocabulary. Writing is regarded as the most challenging talent for students for a variety of objective and subjective reasons (Ahn, 2019). Writing is a complex productive skill for students to acquire as it involves several skills, such as choosing the right vocabulary to minimize misunderstanding of the meaning, the practice of accurate grammatical devices to focus, organizing ideas, and developing ideas (Kaharuddin et al., 2022).

Furthermore, the teachers' tendency to avoid using any media throughout the teaching and learning process is another discomfort. Students are required to be competent with technology (technological literacy) to enhance their ability to navigate digital information in English learning (The Learning Achievement of *Kurikulum Merdeka*, 2022). Teaching through media, and new technologies could help us teach writing in the second language (Pradana & Ashadi, 2019). As part of the learning strategy, the researcher taught the students how to produce descriptive texts using the *Learn English British Council* website for the reasons stated above. The *Learn English British Council* website is important in motivating students to learn writing skills through technology. The students' writing skills for descriptive writing had increased following the program, according to an analysis of their abilities. The researcher believed that by helping students better comprehend the material while having fun while doing it, the *Learn English British Council* website would help them become better writers. Students will therefore find it easy to write their descriptive texts.

The *Learn English British Council* website has self-study lessons in this section written and organized by English level based on the Common European Framework of Reference for Languages (CEFR). There are different types of model texts, with writing tips and interactive exercises that practice students' writing skills, to communicate in English at school and during students' free time. It offers writing skills from A1 level to C1 level. The levels are required for students' writing skills according to students' needs. The improvement was shown by the post-test score percentages of the students. The experimental

class's average score, which was used as the study's outcome, was 80.06, higher than the control class's score of 60.09. The participation of students throughout treatment is maintained in an experimental classroom by using the *Learn English British Council* website to teach them how to write descriptive texts. The *Learn English British Council* website can help teachers conduct teaching and learning activities with students more easily (Putri, 2022).

The results of the data that had been collected through experimental research were then analyzed to determine whether the data could be used for the Mann-Whitney U-Test. The value sum of the ranks experimental class was 1449.00, then the control class was 631.00. The mean rank of the experimental class was 45.28, then the control class was 19.72. The difference between the mean of the experimental class and the control class was 25.56. Therefore, based the result, it means that the mean difference between the two classes was quite significant and the mean rank of the experimental class was clearly higher than the control class.

The statistical analysis using Mann-Whitney U had a score of 103.000. When converted to a Z value, it had a score of -5.499. The sig (2-tailed) value for the Asymp. Sig. (2-tailed) is 0.000, which is less than 0.05. The Mann-Whitney U-Test supports H_0 , which is rejected, while H_a is accepted. There were substantially different averages of post-test students in the experimental and control groups. Besides that, the *Learn English British Council* website had significant differences between both classes on writing skills. From several calculation results that have been obtained, the post-test experimental class is higher than the post-test control class.

Based on the interpretation of the data analysis in the pre-test and post-test in the experimental class and the control class, the mean difference between the post-test results of both classes can be seen to show that the experimental class was higher than the control class. Cohen's effect size calculation results of 1.9 was also used to show that the *Learn English British Council* website had a significant impact. In other words, the student's writing skills have greatly

increased as a result of the experimental class's employment of the *Learn English British Council* website.

The *Learn English British Council* website was what the researcher used in this study. The researcher chose the *Learn English British Council* website because it can improve the students' understanding of the material. One of the most well-known websites for learning English is the *Learn English British Council* website. Because it offers English learning resources at different levels, it is a helpful website. Plenty of educational material is available to learners on the *Learn English British Council* website to help them advance their proficiency. The resources offered are comprehensive and easy to understand (Sholihah & Wijaya, 2020). Teachers can enjoy the teaching-learning process and create a stimulating environment in the classroom with the help of the *Learn English British Council* website (Alimi & Syafei, 2013). The *Learn English British Council* website provides English instruction and is helpful for English language learners. It offers all the tools needed to help people learn English efficiently (Alimi & Syafei, 2013).

The previous studies by Afriyani (2022), Sholihah & Wijaya (2020), Alimi & Syafei (2013), and Putri (2022), show that the *Learn English British Council* website is an effective instructional medium for English skills. The results showed that before the treatment of the *Learn English British Council* website, the results were categorized as poor scores. After the treatment, the score had a good score. In this case, the *Learn English British Council* website could improve students' writing skills. The use of the *Learn English British Council* website as a medium for teaching English integratively seems to be promising. Learning becomes more fun and varied. The features available on the *Learn English British Council* website help students to learn writing skills. The use of the *Learn English British Council* website can make it easier for teachers to carry out various online teaching and learning activities with students. Additionally, the *Learn English British Council* website encourages students to learn to use technology in education and learn writing skills as suggested in the Phase D Learning Achievement.

The teacher cannot be separated from the media in the teaching and learning process. The use of media in an instructional situation is for supplemental support of the instructor in the classroom to enhance learning (Huda & Gumilang, 2019). However, based on the research, the teacher tended not to use any media in the teaching-learning process. Many teachers would rather use books. Examples and brief descriptions of the materials are included in this module. After giving a brief explanation and teaching students some expressions from it, these teachers leave them with it. To keep children interested in studying, teachers should employ a variety of media to aid and make the teaching and learning process more enjoyable when teaching English, especially to younger learners. Before organizing a class, the teacher should take into consideration the particular traits of the young student (Alimi & Syafei, 2013).

In classroom practice, most students think that writing is difficult. This is because writing has components, such as vocabulary, spelling, punctuation, and grammar (Ismayanti, 2020). Many rules in grammar cannot be ignored. They are articles, part of speech, sentence patterns, tense, etc. Part of grammar that is considered to be most difficult to learn for students is tenses. The simple present tense is the example. The simple present tense is used to express a habitual action with adverbs like usually, always, or often. The use of simple present tense often makes students confused. Students must know what tense is used in the text to understand about kind of text. In the descriptive text, students should use simple present tense (Syahputri & Masita, 2018). In the implementation of the *Learn English British Council*, the teacher asks the students to read the text on the *Learn English British Council* website to learn the simple present tense and new vocabulary. Then, the study discovered that by using the *Learn English British Council* website, the students find new vocabulary. Since students frequently read and comprehend the *Learn English British Council* website and their descriptive texts, they could learn new words from their own stories as well. Students took notice of every phrase and how it

connected to their storyline. As a result, they were able to avoid using the same terms and increase their vocabulary.

Therefore, teachers and students face challenges during the teaching and learning process when attempting to integrate technology into the classroom, including access to resources, training, and support (Johnson et al., 2016). Students face numerous challenges in learning English, and students are detached from their learning resources (Rachmanita, 2022). As a result, the teacher's method has an impact on how well students are taught and learn. Students learn best when they are active and involved in the learning task (Tesfaye & Beharnu, 2015). The *Learn English British Council* website as a medium allows students to use technology as a learning medium to comprehend the writing process, especially descriptive writing. Students gain knowledge about how to organize a text and how to come up with ideas.

In conclusion, based on the data from Cohen's standard effect size, it received a high score of 19. The *Learn English British Council* website is highly effective for 7th-grade students' writing skills as a learning medium because technology-based learning media influences students' motivation to learn English as a second language. The 7th-grade students will study 4 skills in English, especially writing according to Phase D. There are many types of writing, and one of them is descriptive text. It also includes learning new vocabulary and grammar such as tenses. The tense used in the descriptive text is the simple present tense, which includes habits, events that happened regularly, etc. The *Learn English British Council* website has a writing feature that helps students learn how to write, which includes learning new vocabulary and simple present tense.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of three sub-chapters, including a conclusion containing a summary of the entire research, suggestions, and limitations of the research.

A. Conclusion

This research was conducted to find out the effectiveness of using the *Learn English British Council* website as a learning medium on students' writing skills in the 7th grade of SMP N 1 Purwokerto. By using the quantitative method, the necessary data has been collected.

Based on the data that had been collected, the results of the pre-test scores of both classes between the experimental and control classes were low. After the treatment was carried out, the post-test scores in the experimental class that received the *Learn English British Council* website treatment were higher than the control class that did not use the *Learn English British Council* website.

Based on the findings and discussions, the results of the data that had been collected through experimental research were then analyzed to determine whether the data could be used for the Mann-Whitney U-Test. The statistical analysis using Mann-Whitney U had a score of 103.000. When converted to a Z value, it had a score of -5.499. The sig (2-tailed) value for the Asymp. Sig. (2-tailed) is 0.000, which is less than 0.05. The Mann-Whitney U-Test supports H_0 , which is rejected, while H_a is accepted. There were substantially different averages of post-test students in the experimental and control groups. Besides that, the *Learn English British Council* website had significant differences in both classes on writing skills. From several calculation results that have been obtained, the post-test experimental class is higher than the post-test control class.

B. Suggestion

At the end of this research entitled "*The Effectiveness of Learn English British Council Website On Writing Skills for Grade 7th at SMP N 1 Purwokerto*", there are several suggestions as follows:

1. For the Teacher

- a. Teachers can use the *Learn English British Council* website as a learning medium for learning English, especially in writing skills, as a reference.
- b. Teachers can design more types of writing exercises to stimulate students' interest in the English subject.
- c. Teachers can use the *Learn English British Council* website as a learning medium for students' writing skills. Hopefully, decrease learning anxiety so that students are at ease participating in educational activities.

2. For another Research

Research using the *Learn English British Council* website as a learning medium can benefit from the insights gained from this study by other researchers.

C. Limitation of the Research

Based on the study that the researcher conducted, this research has some limitations, as follows:

1. The first is that this study is limited to research on the effectiveness of using the *Learn English British Council* website as a learning medium for writing skills of the 7th grade of SMP N 1 Purwokerto. Additionally, this study analyses how the *Learn English British Council* website affects students' writing skills.
2. The second is that the time allocation for this study is limited; it is only conducted 6 times with 4 meetings serving as the treatment. As a result, the outcomes of using the *Learn English British Council* website in this research are only presented based on the data over those 4 meetings.

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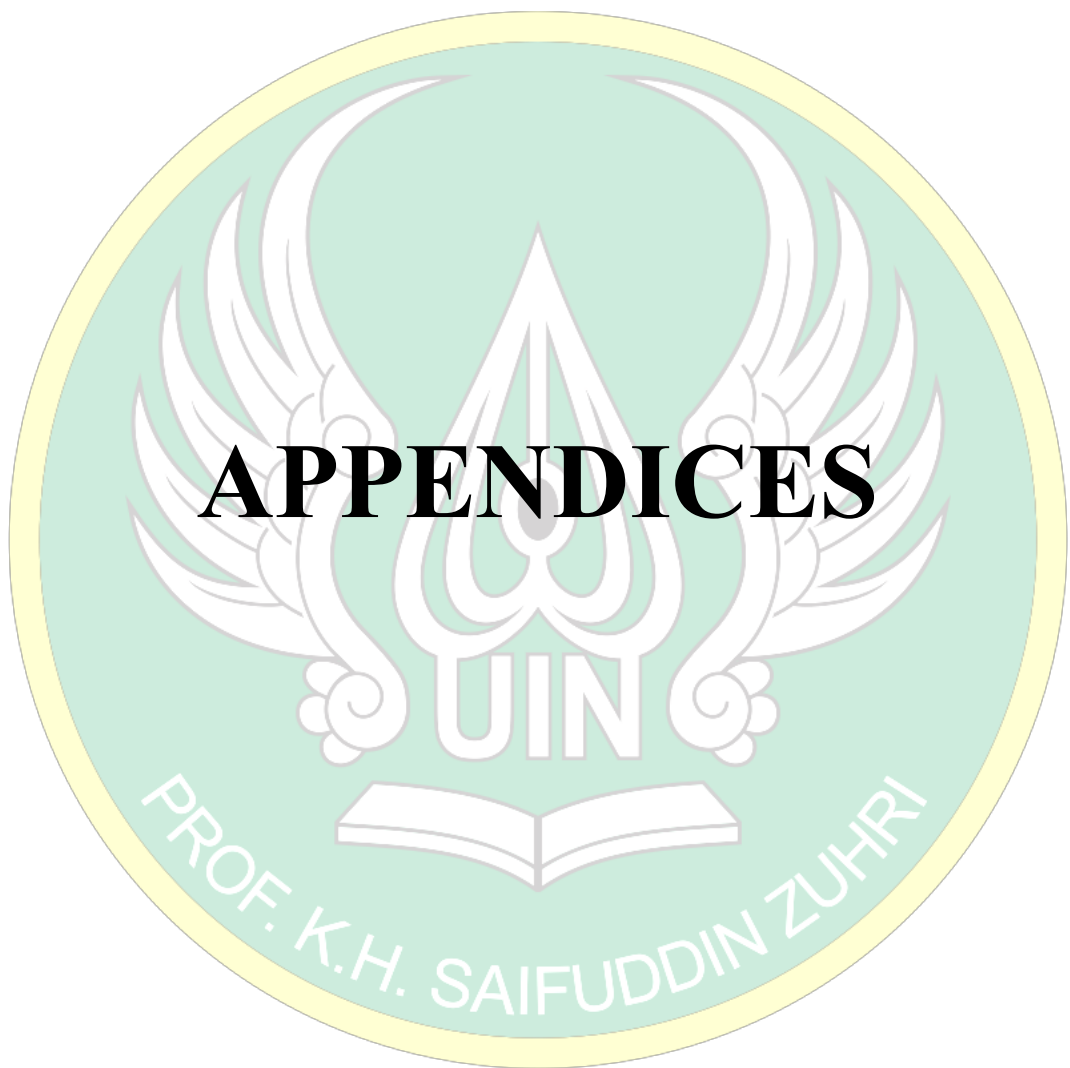
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Appendix 1: The Official Letter of Individual Research

	<p>PEMERINTAH KABUPATEN BANYUMAS DINAS PENDIDIKAN SMP NEGERI 1 PURWOKERTO Jalan Jenderal Soedirman 181, Purwokerto 53116 Telepon (0281) 637192, Faksimile (0281) 641607, Pos-el spnza_pwt@yahoo.com, Laman www.sman1pwt.sch.id</p>	
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SURAT KETERANGAN
Nomor : 400.3.5.1/ 341/ 2024

Yang bertanda tangan di bawah ini :

Nama	: MARYONO, M.Pd.
NIP	: 19691215 199412 1 004
Pangkat/Gol.	: Pembina Utama Muda/ IV/c
Jabatan	: Kepala SMP Negeri 1 Purwokerto

dengan ini menerangkan dengan sesungguhnya, bahwa :

N a m a	: AYU RAHMAWATI
N I M	: 2017404128
Jurusan/ Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Universitas	: Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto

telah melaksanakan riset individu dalam rangka penyusunan skripsi dengan judul *"The Effectiveness of Learn English British Council Website Towards Writing Skill For 7th Grade at SMP Negeri 1 Purwokerto"* pada bulan September 2024, demikian surat keterangan ini dibuat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 3 Oktober 2024
Kepala Sekolah,

MARYONO, M.Pd.
NIP. 19691215 199412 1 004



Appendix 2. Research Instrument Expert Validation Sheet

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

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

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"THE EFFECTIVENESS OF LEARN ENGLISH BRITISH COUNCIL WEBSITE TOWARDS WRITING SKILL FOR 7th GRADE AT SMP N 1 PURWOKERTO"** yang dibuat oleh:

Nama : Ayu Rahmawati

NIM : 2017404128

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐ Layak digunakan

☒ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

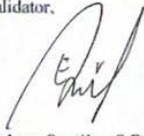
✓ Tambahkan guided question & pergelas direction

✓ pilih penulisan rubric penalaran yang sesuai +

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 27 Mei 2024

Validator,



Endang Sartika, S.Pd.I, M.A.
NIP. 199110302023212040

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Endang Sartika, S.Pd.I, M.A.
Jabatan : Dosen
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"THE EFFECTIVENESS OF LEARN ENGLISH BRITISH COUNCIL WEBSITE TOWARDS WRITING SKILL FOR 7th GRADE AT SMP N 1 PURWOKERTO"** yang dibuat oleh:

Nama : Ayu Rahmawati
NIM : 2017404128
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

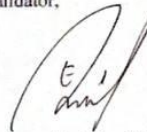
- ☐ Layak digunakan
☒ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Catatan (bila perlu)

- Tambahkan guided questions, Dergelas directions
- Tentukan rubrik penilaian yang sesuai dan tambahkan source

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 29 Mei 2024
Validator,



Endang Sartika, S.Pd.I, M.A.
NIP. 199110302023212040

Appendix 3. Instrument of Pre-Test before Expert Validation

Pre-Test
Name : _____
Class : _____
Date : _____
Time Allocations: 40 minutes
Instruction:
1. Work Individually.
2. Write down your name, class, and date.
3. Write a descriptive text about: (Choose one)
a. Favourite Person
b. Favourite Sport
c. Favourite Food
4. Write down in 2 paragraphs.
5. 1 paragraph consists of 5-7 sentences.
6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on page 3-4.

Answer :

Criteria for Scoring in Writing Assessment

Aspect	Performance Description	Score
Language Use (15%)	Effective but simple construction.	4
	Several errors of agreement.	3
	Few errors of agreement.	2
	Effective complex construction.	1
Content (20%) -Details of the topic.	The topic is complete and clear, and the details are related to the topic.	4
	The topic is complete and clear, but the details are almost related to the topic.	3
	The topic is complete and clear, but the details are not related to the topic.	2
	The topic is not complete, and not clear, and the details are not related to the topic.	1
Organization (20%) -Identification. -Description.	Identifications are complete and descriptions are arranged with proper connectives.	4
	Identifications are almost complete and descriptions are arranged with almost proper connectives.	3
	Identifications are not complete and descriptions are arranged with few misused connectives.	2
	Identifications are not complete and descriptions are arranged with misused connectives.	1
Grammar (15%) -Simple present tense. -Agreement.	Very few grammatical or agreement inaccuracies.	4
	Few grammatical or agreement inaccuracies but not affected by meaning.	3
	Numerous grammatical or agreement inaccuracies.	2
	Frequent grammatical or agreement inaccuracies.	1
Vocabulary (15%)	Effective choice of words and forms.	4
	Few misuses of vocabulary, and word forms, but not change the meaning.	3
	Limited range of confusing words and word forms.	2

	Inferior knowledge of words, and word forms, and not understandable.	1
Mechanics (15%) -Spelling. -Punctuation. -Capitalization.	It uses correct spelling, punctuation, and capitalization.	4
	It has occasional errors in spelling, punctuation, and capitalization.	3
	It has frequent errors in spelling, punctuation, and capitalization.	2
	It is dominated by errors of spelling, punctuation, and capitalization.	1

Scoring in Writing Assessment

Aspect	Score
Language Use (15%)	
Content (20%) -Details of the topic.	
Organization (20%) -Identification. -Description.	
Grammar (15%) -Simple present tense.	
Vocabulary (15%)	
Mechanics (15%) -Spelling. -Punctuation. -Capitalization.	
Total	

Appendix 4. Instrument of Post-Test before Expert Validation

Post-Test
Name : _____
Class : _____
Date : _____
Time Allocations: <u>40 minutes</u>
Instruction:
1. Work Individually.
2. Write down your name, class, and date.
3. Write a descriptive text about: (Choose one).
a. Your teacher
b. Your class
c. Your school
4. Write down in 2 paragraphs.
5. 1 paragraph consists of 5-7 sentences.
6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on page 3-4.

Answer :

Criteria for Scoring in Writing Assessment

Aspect	Performance Description	Score
Language Use (15%)	Effective but simple construction.	4
	Several errors of agreement.	3
	Few errors of agreement.	2
	Effective complex construction.	1
Content (20%) -Details of the topic.	The topic is complete and clear, and the details are related to the topic.	4
	The topic is complete and clear, but the details are almost related to the topic.	3
	The topic is complete and clear, but the details are not related to the topic.	2
	The topic is not complete, and not clear, and the details are not related to the topic.	1
Organization (20%) -Identification. -Description.	Identifications are complete and descriptions are arranged with proper connectives.	4
	Identifications are almost complete and descriptions are arranged with almost proper connectives.	3
	Identifications are not complete and descriptions are arranged with few misused connectives.	2
	Identifications are not complete and descriptions are arranged with misused connectives.	1
Grammar (15%) -Simple present tense. -Agreement.	Very few grammatical or agreement inaccuracies.	4
	Few grammatical or agreement inaccuracies but not affected by meaning.	3
	Numerous grammatical or agreement inaccuracies.	2
	Frequent grammatical or agreement inaccuracies.	1
Vocabulary (15%)	Effective choice of words and forms.	4
	Few misuses of vocabulary, and word forms, but not change the meaning.	3
	Limited range of confusing words and word forms.	2

	Inferior knowledge of words, and word forms, and not understandable.	1
Mechanics (15%) -Spelling. -Punctuation. -Capitalization.	It uses correct spelling, punctuation, and capitalization.	4
	It has occasional errors in spelling, punctuation, and capitalization.	3
	It has frequent errors in spelling, punctuation, and capitalization.	2
	It is dominated by errors of spelling, punctuation, and capitalization.	1

Criteria for Scoring in Writing Assessment

Aspect	Score
Language Use (15%)	
Content (20%) -Details of the topic.	
Organization (20%) -Identification. -Description.	
Grammar (15%) -Simple present tense.	
Vocabulary (15%)	
Mechanics (15%) -Spelling. -Punctuation. -Capitalization.	
Total	

Appendix 5. Instrument of Pre-Test after Expert Validation

Pre-Test
Name : _____
Class : _____
Date : _____
Time Allocations: 40 minutes
Instruction:
1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
a. Favourite person
1) Who is your favourite person?
2) What does the person looks like?
3) How is the person's personality?
4) How do you know each other?
5) What do you like to do together? (Optional)
b. Favourite sport
1) What sport do you like?
2) What are the benefits of that sport?
3) Who is your favourite athlete from that sport? Why?
4) How often do you play or watch it?
c. Favourite food
1) What is your favourite food?
2) Why do you like it?
3) How is the flavour?
4) What are the ingredients?
5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on pages 3-5

Answer : (Identification)

Answer : (Description)

Criteria for Scoring in Writing Assessment¹

Aspect	Performance Description	Score
Content	Excellent to Very Good: knowledgeable – substantive – thorough development of thesis – relevant to the assigned topic	30 – 27
	Good to Average: some knowledge of the subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail	26 – 22
	Fair to Poor: limited knowledge of the subject – little substance – inadequate development of the topic	21 – 17
	Very Poor: does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate	16 – 13
Organization	Excellent to Very Good: fluent expression – ideas clearly stated/ supported – succinct – well-organized – logical sequencing – cohesive	20 – 18
	Good to Average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing	17 – 14
	Fair to Poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development	13 – 10
	Very Poor: does not communicate – no organisation – or not enough to evaluate mastery – appropriate register	9 – 7
Vocabulary	Excellent to Very Good: sophisticated range – effective word/ idiom choice and usage – word form	20 – 18
	Good to Average: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured	17 – 14

¹ Sara Cushing Weigle, (2002), *Assessing Writing*, Cambridge :Cambridge University, p.116

	Fair to Poor: limited range - frequent errors of word/ idiom form, choice, usage – meaning confused or obscured	13 - 10
	Very Poor: essential translation - little knowledge of English vocabulary, idioms, word form – or not enough to evaluate	9 – 7
Language use	Excellent to Very Good: effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	25 - 22
	Good to Average: effective but simple constructions - minor problems in complex constructions - several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	21 - 18
	Fair to Poor: major problems in simple/ complex constructions - frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured	17 - 11
	Very Poor: virtually no mastery of sentence construction rules - dominated by errors – does not communicate – or not enough to evaluate	10 – 5
Mechanics	Excellent to Very Good: demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing	5
	Good to Average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured	4
	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured	3

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
--	---	---

Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	
Organization (20%)	
Vocabulary (20%)	
Language Use (25%)	
Mechanics (5%)	
Total	

Appendix 6. Instrument of Post-Test after Expert Validation

Post-Test
Name : _____
Class : _____
Date : _____
Time Allocations: <u>40 minutes</u>
Instruction:
1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
a. Your teacher
1) Who is your favourite teacher?
2) What does the teacher looks like?
3) How is the teacher's personality?
4) Why do you like this teacher?
5) What is the teacher's teaching style?
b. Your class
1) How is the condition?
2) How is the hygiene?
3) How are the circumstances?
4) How many seats does it have?
c. Your School
1) How is the condition?
2) How is the hygiene?
3) What are the facilities?
4) How many classes does it have?
5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on pages 3-5

Criteria for Scoring in Writing Assessment¹

Aspect	Performance Description	Score
Content	Excellent to Very Good: knowledgeable – substantive – thorough development of thesis – relevant to the assigned topic	30 – 27
	Good to Average: some knowledge of the subject – adequate range – limited development of thesis – mostly relevant to the topic, but lacks detail	26 – 22
	Fair to Poor: limited knowledge of the subject – little substance – inadequate development of the topic	21 – 17
	Very Poor: does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate	16 – 13
Organization	Excellent to Very Good: fluent expression – ideas clearly stated/ supported – succinct – well-organized – logical sequencing – cohesive	20 – 18
	Good to Average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing	17 – 14
	Fair to Poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development	13 – 10
	Very Poor: does not communicate- no organization – or not enough to evaluate mastery – appropriate register	9 – 7
Vocabulary	Excellent to Very Good: sophisticated range – effective word/ idiom choice and usage – word form	20 – 18
	Good to Average: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured	17 – 14

¹ Sara Cushing Weigle, (2002), *Assessing Writing*, Cambridge :Cambridge University, p.116

	Fair to Poor: limited range - frequent errors of word/ idiom form, choice, usage – meaning confused or obscured	13 - 10
	Very Poor: essential translation - little knowledge of English vocabulary, idioms, word form – or not enough to evaluate	9 - 7
Language use	Excellent to Very Good: effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	25 - 22
	Good to Average: effective but simple constructions - minor problems in complex constructions - several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	21 - 18
	Fair to Poor: major problems in simple/ complex constructions - frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions – meaning confused or obscured	17 - 11
	Very Poor: virtually no mastery of sentence construction rules - dominated by errors – does not communicate – or not enough to evaluate	10 - 5
Mechanics	Excellent to Very Good: demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing	5
	Good to Average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured	4
	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured	3

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	
Organization (20%)	
Vocabulary (20%)	
Language Use (25%)	
Mechanics (5%)	
Total	

[illegible]

Appendix 8. Students' Attendance List of Control Class

DAFTAR HADIR KELAS VII A
SMP NEGERI 1 PURWOKERTO
TAHUN PELAJARAN 2023/2024

[illegible]

Mengetahui
Kepala SMP Negeri 1 Purwokerto

Wali Kelas

Maryono, M.Pd.
NIP. 19691215 199412 1 004

NIP.

Appendix 9. Students Samples of Pre-test and Post-test

1. Pre-test of Experimental Class

Pre-Test	
Name :	Corissa Nesha Hidayat
Class :	7c
Date :	Senin, 5 Agustus 2020
Time Allocations: 40 minutes	
Instruction:	
<ol style="list-style-type: none">1. Work Individually!2. Write down your name, class, and date3. Write a descriptive text about: (Choose 1 of the following topics)<ol style="list-style-type: none">a. Favourite person<ol style="list-style-type: none">1) Who is your favourite person?2) What does the person looks like?3) How is the person's personality?4) How do you know each other?5) What do you like to do together? (Optional)b. Favourite sport<ol style="list-style-type: none">1) What sport do you like?2) What are the benefits of that sport?3) Who is your favourite athlete from that sport? Why?4) How often do you play or watch it?c. Favourite food<ol style="list-style-type: none">1) What is your favourite food?2) Why do you like it?3) How is the flavour?4) What are the ingredients?5) Where does the food come from?4. Write down in 2 paragraphs5. 1 paragraph consists of 5-7 sentences6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on pages 3-5	

Answer : (Identification)

Jungkook is my idol. He is a member of BTS, a boy group that now is the biggest boyband in the world. Jungkook was born in 1997 in Busan, South Korea. Jungkook has curly hair.

Answer : (Description)

Jungkook

He has a small face that is an amazingly beautiful face. His eyebrows are thick, which sometimes hide under his bangs. He has big eyes. The pupils are black. He has a big sharp nose.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	17
Organization (20%)	12
Vocabulary (20%)	11
Language Use (25%)	12
Mechanics (5%)	3
Total	55

Pre-Test

Name : Dyah Nestiti Dharmayanti

Class : 7C

Date : Senin 5 Agustus

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Favourite person
 - 1) Who is your favourite person?
 - 2) What does the person looks like?
 - 3) How is the person's personality?
 - 4) How do you know each other?
 - 5) What do you like to do together? (Optional)
 - b. Favourite sport
 - 1) What sport do you like?
 - 2) What are the benefits of that sport?
 - 3) Who is your favourite athlete from that sport? Why?
 - 4) How often do you play or watch it?
 - c. Favourite food
 - 1) What is your favourite food?
 - 2) Why do you like it?
 - 3) How is the flavour?
 - 4) What are the ingredients?
 - 5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

I love fried rice. It is good. My mom usually cooked it for me at home. I usually eat fried rice with my family.

Answer : (Description)

My mom's fried rice is delicious. Especially, eat fried rice with my family, the tastes better. I usually brought fried rice in restaurant too.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	16
Organization (20%)	11
Vocabulary (20%)	11
Language Use (25%)	12
Mechanics (5%)	3
Total	53

Pre-Test

Name: Fadhil ARSASAT

Class: 7C

Date: MONDAY 5 JANUARY 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Favourite person
 - 1) Who is your favourite person?
 - 2) What does the person looks like?
 - 3) How is the person's personality?
 - 4) How do you know each other?
 - 5) What do you like to do together? (Optional)
 - b. Favourite sport
 - 1) What sport do you like?
 - 2) What are the benefits of that sport?
 - 3) Who is your favourite athlete from that sport? Why?
 - 4) How often do you play or watch it?
 - c. Favourite food
 - 1) What is your favourite food?
 - 2) Why do you like it?
 - 3) How is the flavour?
 - 4) What are the ingredients?
 - 5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

angelina criss is very beautiful tall and pretty she
is she is an idol who started playing
social media

Answer : (Description)

angelina criss is very beautiful tall and pretty
she is she is an idol who started playing with
social media

Repetition

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	13
Organization (20%)	7
Vocabulary (20%)	7
Language Use (25%)	5
Mechanics (5%)	2
Total	34

Pre-Test

Name : Indana Halwah Farahah

Class : 7C

Date : Monday, 5 August 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Favourite person
 - 1) Who is your favourite person?
 - 2) What does the person looks like?
 - 3) How is the person's personality?
 - 4) How do you know each other?
 - 5) What do you like to do together? (Optional)
 - b. Favourite sport
 - 1) What sport do you like?
 - 2) What are the benefits of that sport?
 - 3) Who is your favourite athlete from that sport? Why?
 - 4) How often do you play or watch it?
 - c. Favourite food
 - 1) What is your favourite food?
 - 2) Why do you like it?
 - 3) How is the flavour?
 - 4) What are the ingredients?
 - 5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

I lived with my mom and I love her. My mom is part of my family.

Answer : (Description)

My mother is still young. She has round face with beautiful brown eyes and sharp nose. Her hair is black, short, and curly. She is still slim because she is excersise. She is very beautiful, always well-dressed, and elegant.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	16
Organization (20%)	10
Vocabulary (20%)	13
Language Use (25%)	11
Mechanics (5%)	3
Total	53

Pre-Test

Name : Maritza Khairina

Class : 7C

Date : Senin, 5 Agustus 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Favourite person
 - 1) Who is your favourite person?
 - 2) What does the person looks like?
 - 3) How is the person's personality?
 - 4) How do you know each other?
 - 5) What do you like to do together? (Optional)
 - b. Favourite sport
 - 1) What sport do you like?
 - 2) What are the benefits of that sport?
 - 3) Who is your favourite athlete from that sport? Why?
 - 4) How often do you play or watch it?
 - c. Favourite food
 - 1) What is your favourite food?
 - 2) Why do you like it?
 - 3) How is the flavour?
 - 4) What are the ingredients?
 - 5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

Favorite food

My favorite food is fried rice. I like fried rice because it tastes delicious, has a savory taste. The ingredient for fried rice and some vegetables or confections. And fried rice comes from Indonesia.

Answer : (Description)

My favorite food is fried rice. I like it because the taste of fried rice is delicious and savory. Fried rice has a savory, salty, spicy taste, which is definitely delicious. The ingredients for fried rice include rice, vegetables, eggs, soy sauce and several other spices. And fried rice comes from Indonesia.

Repetition

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	14
Organization (20%)	8
Vocabulary (20%)	8
Language Use (25%)	9
Mechanics (5%)	3
Total	42

2. Post-test of Experimental Class

Post-Test	
Name :	<u>Arini Zaskia Pradipta</u>
Class :	<u>7C (VII C)</u>
Date :	<u>Monday, 9 September 2024</u>
Time Allocations:	<u>40 minutes</u>
Instruction:	
1. Work Individually!	
2. Write down your name, class, and date	
3. Write a descriptive text about: (Choose 1 of the following topics)	
a. Your teacher	
1) Who is your favourite teacher?	
2) What does the teacher looks like?	
3) How is the teacher's personality?	
4) Why do you like this teacher?	
5) What is the teacher's teaching style?	
b. Your class	
1) How is the condition?	
2) How is the hygiene?	
3) How are the circumstances?	
4) How many seats does it have?	
c. Your School	
1) How is the condition?	
2) How is the hygiene?	
3) What are the facilities?	
4) How many classes does it have?	
5) Is there any canteen?	
4. Write down in 2 paragraphs	
5. 1 paragraph consists of 5-7 sentences	
6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on pages 3-5	

Answer : (Identification)

My school is one of the best schools in my town. The building is quite far from my house. I usually delivered with motorcycle to go there. It takes around 15-20 minutes to arrive in that place. The school condition is crowded with many students, especially on a break. Students usually go to canteen or play with their friends.

Answer : (Description)

My school is at SMP N 1 Purwokerto. My school is very large. Overall, it has 24 classrooms, 1 teacher rooms, a library, a field, UKS, canteen, and large parking area for teachers and also guests. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony. SMP N 1 Purwokerto has many organization, such as Paskibra, OSIS and PMR.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
--	---	---

Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	28
Organization (20%)	19
Vocabulary (20%)	18
Language Use (25%)	21
Mechanics (5%)	4
Total	91

Post-Test

Name : Hayla azzahra ferencie

Class : VII C

Date : Monday, 9 September 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Your teacher
 - 1) Who is your favourite teacher?
 - 2) What does the teacher looks like?
 - 3) How is the teacher's personality?
 - 4) Why do you like this teacher?
 - 5) What is the teacher's teaching style?
 - b. Your class
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) How are the circumstances?
 - 4) How many seats does it have?
 - c. Your School
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) What are the facilities?
 - 4) How many classes does it have?
 - 5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

My english teacher is my favorite teacher at school. She is the most excellent teacher i've ever had. She is the reason i love english lesson because of her. my english teacher is a woman and my teacher's name is mis siti. mis siti is easily identified at school. She is muslim and wears a hijab. She has fair skin and is around 150 cm tall.

Answer : (Description)

my english teacher is always really amusing in class. She constantly makes my friends laugh with her enique Joking style that distinguishes her from other teacher. Furthermore, she always manages to make every class dicipline, which is the most i like about her. as a result, she is also well-liked by my other pals.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
--	---	---

Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	30
Organization (20%)	20
Vocabulary (20%)	20
Language Use (25%)	22
Mechanics (5%)	4
Total	96

Post-Test

Name : Rhikmatul Amalia

Class : 7C

Date : Wednesday, 11 September 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Your teacher
 - 1) Who is your favourite teacher?
 - 2) What does the teacher looks like?
 - 3) How is the teacher's personality?
 - 4) Why do you like this teacher?
 - 5) What is the teacher's teaching style?
 - b. Your class
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) How are the circumstances?
 - 4) How many seats does it have?
 - c. Your School
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) What are the facilities?
 - 4) How many classes does it have?
 - 5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

The conditions are quite noisy because there are many students, but when studying is usually the conditions at school are quite calm and not crowded, cleanliness is very well maintained because of the cleaning service, there are many facilities available at the school, such as air conditioning, projectors in each class, tables and chairs, we can also borrow books from the library.

Answer : (Description)

SMPN 1 Purwokerto has 24 classes per generation. This school has a canteen with 4 canteens with different canteen colors, the colors are green, red, yellow, and blue. SMPN 1 Purwokerto has many organizations, one of which is PASKIBRA, OSIS, DP (Dewan Penggalangan) and PMR.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
--	---	---

Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	30
Organization (20%)	20
Vocabulary (20%)	18
Language Use (25%)	22
Mechanics (5%)	5
Total	95

Post-Test

Name : Tsabita Khansa A. A

Class : 7C

Date : Wednesdy, 11 September 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Your teacher
 - 1) Who is your favourite teacher?
 - 2) What does the teacher looks like?
 - 3) How is the teacher's personality?
 - 4) Why do you like this teacher?
 - 5) What is the teacher's teaching style?
 - b. Your class
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) How are the circumstances?
 - 4) How many seats does it have?
 - c. Your School
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) What are the facilities?
 - 4) How many classes does it have?
 - 5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

My Class Condition is very noisy, it makes me not serious. The condition of the ~~class~~ is very dirty and there is some rubbish scattered around. Our class facilities include LCD, tables, chairs, cleaning equipment. The clean ~~ness~~ is very lacking because some of my friends are very lazy to do the cleaning. The number of chairs in our house is 32 + the teacher so ~~it's~~ ~~are~~ 33.

Answer : (Description)

Class facilities include fans, table, chair, LCD / projektor and cleaning equipment. Have 25 class. And has lots of extra curricular. Among the are up, tedo, tari etc. We can choose ~~particular~~ ~~exclaret~~ according to our abilities.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	29
Organization (20%)	19
Vocabulary (20%)	18
Language Use (25%)	23
Mechanics (5%)	4
Total	93

3. Pre-test of Control Class

Pre-Test	
Name :	<u>Callista Aferia B</u>
Class :	<u>7A</u>
Date :	<u>wednesday 7 August 2020</u>
Time Allocations:	<u>40 minutes</u>
Instruction:	
1. Work Individually!	
2. Write down your name, class, and date	
3. Write a descriptive text about: (Choose 1 of the following topics)	
a. Favourite person	
1) Who is your favourite person?	
2) What does the person looks like?	
3) How is the person's personality?	
4) How do you know each other?	
5) What do you like to do together? (Optional)	
b. Favourite sport	
1) What sport do you like?	
2) What are the benefits of that sport?	
3) Who is your favourite athlete from that sport? Why?	
4) How often do you play or watch it?	
c. Favourite food	
1) What is your favourite food?	
2) Why do you like it?	
3) How is the flavour?	
4) What are the ingredients?	
5) Where does the food come from?	
4. Write down in 2 paragraphs	
5. 1 paragraph consists of 5-7 sentences	
6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on pages 3-5	

Answer : (Identification)

My favorite food are meatball and fried rice.¹ I like meatball and fried rice because meatballs are famous for delicious both and chewy meatballs.² While, fried rice has a combination of sweet, savory and spicy flavors.³ Meatballs usually have a savory and fresh taste.⁴ while fried rice has a spicy and salty taste.⁵

Answer : (Description)

I usually prefer to eat meatballs that taste quite spicy.¹ I like fried rice that is not spicy and has added eggs.² ~~some~~ ^{times} my parents and I make the meatballs.³ The ingredients are ground beef and mixed with tomato flour, garlic and other ingredients.⁴ And some-times if I make meatballs I will add more noodle.⁵

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	16
Organization (20%)	10
Vocabulary (20%)	9
Language Use (25%)	11
Mechanics (5%)	3
Total	49

Pre-Test

Name : Naufa Nur Aqilah

Class : 7A

Date : Wednesday, 7 august 2024.

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Favourite person
 - 1) Who is your favourite person?
 - 2) What does the person looks like?
 - 3) How is the person's personality?
 - 4) How do you know each other?
 - 5) What do you like to do together? (Optional)
 - b. Favourite sport
 - 1) What sport do you like?
 - 2) What are the benefits of that sport?
 - 3) Who is your favourite athlete from that sport? Why?
 - 4) How often do you play or watch it?
 - c. Favourite food
 - 1) What is your favourite food?
 - 2) Why do you like it?
 - 3) How is the flavour?
 - 4) What are the ingredients?
 - 5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

Let me introduce you to my best friend. Her name is Shasa. I always called her Shasa. She is my classmate in school. She is 13^{years} old and lives in Purnakerto.

Answer : (Description)

Shasa is so pretty. She has an oval face, rounded eyes, pointed nose, and black long hair. Her skin color is fair. Also, she has a slim body and is quite tall.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	17
Organization (20%)	11
Vocabulary (20%)	11
Language Use (25%)	12
Mechanics (5%)	3
Total	54

Pre-Test

Name : Get Aisyah Naura

Class : 7A

Date : Wednesday, 7 August 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Favourite person
 - 1) Who is your favourite person?
 - 2) What does the person looks like?
 - 3) How is the person's personality?
 - 4) How do you know each other?
 - 5) What do you like to do together? (Optional)
 - b. Favourite sport
 - 1) What sport do you like?
 - 2) What are the benefits of that sport?
 - 3) Who is your favourite athlete from that sport? Why?
 - 4) How often do you play or watch it?
 - c. Favourite food
 - 1) What is your favourite food?
 - 2) Why do you like it?
 - 3) How is the flavour?
 - 4) What are the ingredients?
 - 5) Where does the food come from?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

My Favorite person is ~~Mr~~ Arum. The person's ^{she's} appearance is fierce, beautiful, clever at cooking, ~~easy~~ angry if you don't obey and easily ~~happy~~ if you do too much activity. ~~We~~ know each other since I moved ~~house~~, we want to play together like before, and want to meet again.

Answer : (Description)

Ms Arum's hobbies are watching TV and Groveling. Ms. Arum's favorite foods and drink are noodle soup and Iced boba. Ms Arum's really likes watching indian films. Ms Arum's is also the type of person who is kind and cares about her friends. Ms. Arum is my true friend.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	16
Organization (20%)	11
Vocabulary (20%)	11
Language Use (25%)	12
Mechanics (5%)	3
Total	53

4. Post-test of Control Class

Post-Test	
Name	Kafwa Endu Maheswara
Class	7 A
Date	Wednesday, 11 September 2024
Time Allocations	40 minutes
Instruction:	
<ol style="list-style-type: none">1. Work Individually!2. Write down your name, class, and date3. Write a descriptive text about: (Choose 1 of the following topics)<ol style="list-style-type: none">a. Your teacher<ol style="list-style-type: none">1) Who is your favourite teacher?2) What does the teacher looks like?3) How is the teacher's personality?4) Why do you like this teacher?5) What is the teacher's teaching style?b. Your class<ol style="list-style-type: none">1) How is the condition?2) How is the hygiene?3) How are the circumstances?4) How many seats does it have?c. Your School<ol style="list-style-type: none">1) How is the condition?2) How is the hygiene?3) What are the facilities?4) How many classes does it have?5) Is there any canteen?4. Write down in 2 paragraphs5. 1 paragraph consists of 5-7 sentences6. Write down your essay based on the <i>Criteria for Scoring in Writing Assessment</i> on pages 3-5	

Answer : (Identification)

My class is at 7C. It is on the third floor of the school at SMP Negeri 1 Purwokerto. The room is quite big for 32 students. The condition is noisy and crowded. The hygiene is quite clean because it is cleaned every day.

Answer : (Description)

There are many seats and tables in my class. There are many windows also. The class has a projector and whiteboard for the teacher. The class also has a cupboard and schedule bulletin board.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	17
Organization (20%)	12
Vocabulary (20%)	12
Language Use (25%)	12
Mechanics (5%)	3
Total	56

Post-Test

Name : Lolita zakia Charlotte S

Class : 7A

Date : Wednesday, 11 September 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Your teacher
 - 1) Who is your favourite teacher?
 - 2) What does the teacher looks like?
 - 3) How is the teacher's personality?
 - 4) Why do you like this teacher?
 - 5) What is the teacher's teaching style?
 - b. Your class
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) How are the circumstances?
 - 4) How many seats does it have?
 - c. Your School
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) What are the facilities?
 - 4) How many classes does it have?
 - 5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

My school's building is too far from my house. I usually ride bycicle to go there. It takes around 20 minutes to arrive in that place. Aside from daily routine like study in school which start from 7:00 a.m. until 2:45 p.m. I also do another extraculiculer with my classmate.

Answer : (Description)

My school is big and amazing. This place has football field. The class of this school has 24 rooms. Then, there are more rooms for another activities like teacher office, headmaster room, canteen with cheap price and etc.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	25
Organization (20%)	17
Vocabulary (20%)	17
Language Use (25%)	17
Mechanics (5%)	4
Total	80

Post-Test

Name : Naufa Nur Aqilah

Class : 7 A

Date : Wednesday, 11 September 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about: (Choose 1 of the following topics)
 - a. Your teacher
 - 1) Who is your favourite teacher?
 - 2) What does the teacher looks like?
 - 3) How is the teacher's personality?
 - 4) Why do you like this teacher?
 - 5) What is the teacher's teaching style?
 - b. Your class
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) How are the circumstances?
 - 4) How many seats does it have?
 - c. Your School
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) What are the facilities?
 - 4) How many classes does it have?
 - 5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

c. Your Class

Current class conditions all children are working on the assignment given by Mrs. Ayu. This class is a bit dirty, because there is rubbish piled up and the floor is still dirty, because it hasn't been cleaned. It is very bright and a little hot class fan off 1. The number of seats in this class is 34 seats for Students and teacher's.

Answer : (Description)

My class ^{classroom} has a teacher named Mr. Moch Fath Khurrohman. This class has 32 Students, 14 boys and 18 girls. This class has 2 fans but 1 is ~~dead~~ ^{broken}, has 2 white boards, 1 Projector and has 33 student Chairs and teacher chair. This class has 17 windows and 1 door, this class has 2 lamps, a reading corner and tools for cleaning the class. Thank you.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
--	---	---

Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	25
Organization (20%)	18
Vocabulary (20%)	17
Language Use (25%)	16
Mechanics (5%)	4
Total	80

Post-Test

Name: Willy Prayoga

Class: 7A

Date: Wednesday 11 September 2024

Time Allocations: 40 minutes

Instruction:

1. Work Individually!
2. Write down your name, class, and date
3. Write a descriptive text about (Choose 1 of the following topics)
 - a. Your teacher
 - 1) Who is your favourite teacher?
 - 2) What does the teacher looks like?
 - 3) How is the teacher's personality?
 - 4) Why do you like this teacher?
 - 5) What is the teacher's teaching style?
 - b. Your class
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) How are the circumstances?
 - 4) How many seats does it have?
 - c. Your School
 - 1) How is the condition?
 - 2) How is the hygiene?
 - 3) What are the facilities?
 - 4) How many classes does it have?
 - 5) Is there any canteen?
4. Write down in 2 paragraphs
5. 1 paragraph consists of 5-7 sentences
6. Write down your essay based on the *Criteria for Scoring in Writing Assessment* on pages 3-5

Answer : (Identification)

my class is at 706 at smp n 1 purwokerto
my class has 32 students. ^{it has} many seats
and tables.

Answer : (Description)

The condition ~~is~~ is good and clean.

	Very Poor: no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - or not enough to evaluate	2
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Criteria for Scoring in Writing Assessment

Aspect	Score
Content (30%)	13
Organization (20%)	7
Vocabulary (20%)	7
Language Use (25%)	5
Mechanics (5%)	2
Total	34

Appendix 10. Students' Rubric Scores of Pre-test and Post-test

1. Pre-test Experimental Class

5th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	17	12	11	12	3
Total	55				

6th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	16	11	11	12	3
Total	53				

8th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	13	7	7	5	2
Total	34				

12th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	16	10	13	11	3
Total	53				

18th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use	Mechanics 5%
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				25%	
	14	9	9	8	2
Total	42				

2. Post-test Experimental Class

4th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	28	19	18	21	4
Total	91				

13th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	30	20	20	22	4
Total	96				

15th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	30	20	18	22	5
Total	95				

31st Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	29	19	18	23	4
Total	93				

3. Pre-test Control Class

5th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	16	10	9	11	3
Total	49				

19th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	17	11	11	12	3
Total	54				

28th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	16	11	11	12	3
Total	53				

4. Post-test Control Class

16th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	17	12	12	12	3
Total	56				

18th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	25	17	17	17	4
Total	80				

19th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	25	18	17	16	4
Total	80				

31th Student

Score	Content 30%	Organization 20%	Vocabulary 20%	Language Use 25%	Mechanics 5%
	13	7	7	5	2
Total	34				

Appendix 11. Students' Pre-test and Post-test Scores

1. Student's Scores of Experimental Class

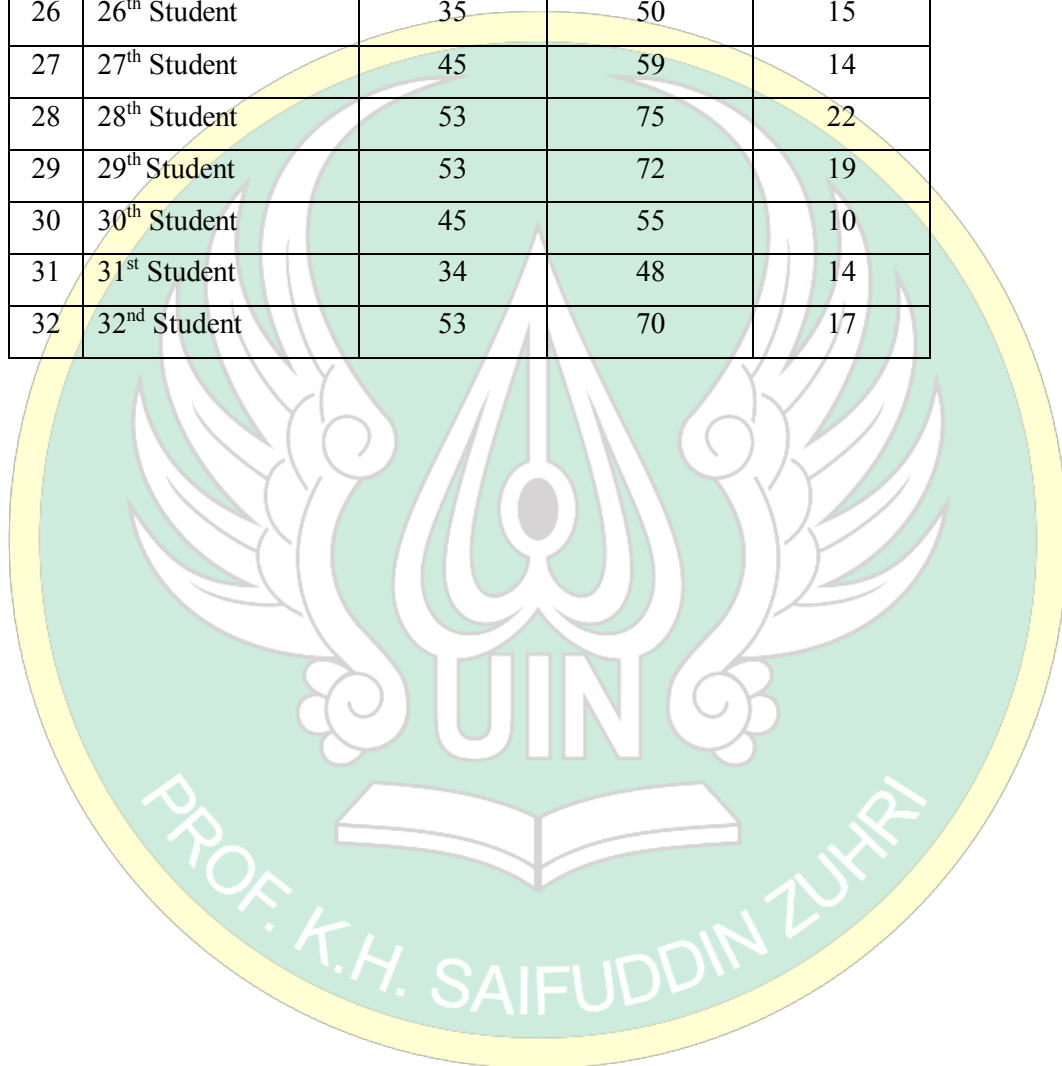
Experimental Class				
No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	48	70	22
2	2 nd Student	42	65	23
3	3 rd Student	51	89	38
4	4 th Student	53	91	38
5	5 th Student	55	81	26
6	6 th Student	53	88	35
7	7 th Student	47	66	19
8	8 th Student	34	51	17
9	9 th Student	52	71	19
10	10 th Student	48	70	22
11	11 th Student	53	92	39
12	12 th Student	53	95	42
13	13 th Student	53	96	43
14	14 th Student	48	87	39
15	15 th Student	53	95	42
16	16 th Student	53	95	42
17	17 th Student	50	82	32
18	18 th Student	42	79	37
19	19 th Student	46	70	24
20	20 th Student	50	70	20
21	21 st Student	47	77	30
22	22 nd Student	46	71	25
23	23 rd Student	38	88	50
24	24 th Student	48	70	22
25	25 th Student	47	81	34

26	26 th Student	53	67	14
27	27 th Student	47	70	23
28	28 th Student	50	67	17
29	29 th Student	46	67	21
30	30 th Student	52	84	32
31	31 st Student	53	93	40
32	32 nd Student	52	89	37

2. Student's Scores of Control Class

Control Class				
No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	50	65	15
2	2 nd Student	47	57	10
3	3 rd Student	44	54	10
4	4 th Student	34	50	16
5	5 th Student	49	60	11
6	6 th Student	38	51	13
7	7 th Student	51	69	18
8	8 th Student	47	58	11
9	9 th Student	45	52	7
10	10 th Student	49	60	11
11	11 th Student	39	52	13
12	12 th Student	37	55	18
13	13 th Student	52	68	16
14	14 th Student	53	70	17
15	15 th Student	46	60	14
16	16 th Student	40	56	16
17	17 th Student	52	70	18
18	18 th Student	54	80	26
19	19 th Student	54	80	26

20	20 th Student	43	54	11
21	21 st Student	46	62	16
22	22 nd Student	43	53	10
23	23 rd Student	36	50	14
24	24 th Student	37	50	13
25	25 th Student	48	58	10
26	26 th Student	35	50	15
27	27 th Student	45	59	14
28	28 th Student	53	75	22
29	29 th Student	53	72	19
30	30 th Student	45	55	10
31	31 st Student	34	48	14
32	32 nd Student	53	70	17



Appendix 12. Teaching Modules of Experimental Class

MODUL AJAR BAHASA INGGRIS KELAS VIII DESCRIPTIVE TEXT SMP NEGERI 1 PURWOKERTO EXPERIMENT CLASS

I. INFORMASI UMUM

A. Identitas Modul

Sekolah : SMP Negeri 1 Purwokerto

Nama Penyusun : Ayu Rahmawati

Tahun Penyusun : 2024

Kelas / Semester : VII / Ganjil

Tahapan : Fase D

Alokasi Waktu : 3 Pertemuan

Capaian Pembelajaran :

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat

sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

B. Kompetensi Awal

Peserta didik menggunakan bahasa inggris untuk berinteraksi saling bertukar ide, pengalaman, minat dan pandangan dengan guru, teman sebaya dan orang lain dalam konteks familiar informal. Dengan pengulangan kata mereka memahami ide utama dan detail yang relevan dari

diskusi/presentasi mengenai berbagai macam topik yang familiar dan dalam konteks kehidupan di sekolah dan di rumah.

C. Profil Belajar Pancasila

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia
2. Mandiri
3. Bernalar kritis
4. Kreatif
5. Bergotong royong
6. Berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

II. KOMPONEN INTI

A. Tujuan Pembelajaran

Students are expected to be able to identify, compile and design social functions, text structures and linguistic elements of descriptive texts about activities, events and incidents, short and simple, according to the context of their use.

B. Pertanyaan Pemantik

1. *What is descriptive text?*
2. *What is the function of descriptive text?*
3. *What is the generic structure of descriptive text?*

C. Persiapan Pembelajaran

1. Menyusun LKPD
2. Menyusun instrument assesmen yang digunakan

D. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Awal 10 Menit	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.
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	<ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru memberikan arahan kepada peserta didik untuk <i>log in</i> ke <i>Learn English British Council website</i>, kemudian menjelaskan fitur-fitur yang ada di <i>Learn English British Council website</i> https://learnenglish.britishcouncil.org/ • Guru memberikan kesempatan kepada peserta didik untuk mencoba beberapa fitur dalam <i>Learn English British Council website</i>. • Guru menunjukkan materi pada <i>Learn English British Council website</i>, di bagian <i>Social Media</i> Social media posts LearnEnglish (britishcouncil.org) • Guru memberikan informasi umum mengenai gambar dalam <i>Learn English British Council website</i>, di bagian <i>Social Media</i>, Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi materi tersebut. • Dengan arahan dan bimbingan guru, peserta didik melakukan tanya jawab tentang materi pada <i>Learn English British Council website</i> mengenai jenis teks deskripsi yang akan dibahas. • Peserta didik melakukan latihan soal pada <i>Learn English British Council website</i> berupa penyusunan dan pelengkap kalimat. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang deskripsi idola yang di <i>follow</i> di <i>Social Media</i>.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik.

	<ul style="list-style-type: none"> • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.
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Pertemuan 2

Kegiatan Awal 10 Menit	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru memberikan arahan kepada peserta didik untuk <i>log in</i> ke <i>Learn English British Council website</i>, kemudian menjelaskan fitur-fitur yang ada di <i>Learn English British Council website</i> https://learnenglish.britishcouncil.org/ • Guru memberikan kesempatan kepada peserta didik untuk mencoba beberapa fitur dalam <i>Learn English British Council website</i>. • Guru menunjukkan materi pada <i>Learn English British Council website</i>, di bagian <i>A Personal Profil</i>. A personal profile LearnEnglish (britishcouncil.org) • Guru memberikan informasi umum mengenai gambar dalam <i>Learn English British Council website</i>, di bagian <i>A Personal Profil</i>, Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi materi tersebut. • Dengan arahan dan bimbingan guru, peserta didik melakukan tanya jawab tentang materi pada <i>Learn English British Council website</i> mengenai jenis teks deskripsi yang akan dibahas.

	<ul style="list-style-type: none"> • Peserta didik melakukan latihan soal pada <i>Learn English British Council website</i> berupa penyusunan dan pelengkap kalimat. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang diri sendiri.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.

Pertemuan 3

Kegiatan Awal 10 Menit	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru memberikan arahan kepada peserta didik untuk <i>log in</i> ke <i>Learn English British Council website</i>, kemudian menjelaskan fitur-fitur yang ada di <i>Learn English British Council website</i> https://learnenglish.britishcouncil.org/ • Guru memberikan kesempatan kepada peserta didik untuk mencoba beberapa fitur dalam <i>Learn English British Council website</i>. • Guru menunjukkan materi pada <i>Learn English British Council website</i>, di bagian <i>My Last Holiday</i> My last holiday LearnEnglish (britishcouncil.org)

	<ul style="list-style-type: none"> • Guru memberikan informasi umum mengenai gambar dalam <i>Learn English British Council website</i>, di bagian <i>My Last Holiday</i>, Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi materi tersebut. • Dengan arahan dan bimbingan guru, peserta didik melakukan tanya jawab tentang materi pada <i>Learn English British Council website</i> mengenai jenis teks deskripsi yang akan dibahas. • Peserta didik melakukan latihan soal pada <i>Learn English British Council website</i> berupa penyusunan dan pelengkap kalimat. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang tempat liburan.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.
Pertemuan 4	
Kegiatan Awal 10 Menit	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru memberikan arahan kepada peserta didik untuk <i>log in</i> ke <i>Learn English British Council website</i>, kemudian menjelaskan fitur-fitur yang ada di <i>Learn English British Council website</i>

	<p>https://learnenglish.britishcouncil.org/</p> <ul style="list-style-type: none"> Guru memberikan kesempatan kepada peserta didik untuk mencoba beberapa fitur dalam <i>Learn English British Council website</i>. Guru menunjukkan materi pada <i>Learn English British Council website</i>, di bagian <i>A Restaurant Review</i> A restaurant review LearnEnglish (britishcouncil.org) Guru memberikan informasi umum mengenai gambar dalam <i>Learn English British Council website</i>, di bagian <i>A Restaurant Review</i>. Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi materi tersebut. Dengan arahan dan bimbingan guru, peserta didik melakukan tanya jawab tentang materi pada <i>Learn English British Council website</i> mengenai jenis teks deskripsi yang akan dibahas. Peserta didik melakukan latihan soal pada <i>Learn English British Council website</i> berupa penyusunan dan pelengkap kalimat. Peserta didik diberi arahan untuk membuat teks deskripsi tentang restoran favorite.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. Guru dan peserta didik melakukan refleksi. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. Guru dan peserta didik berdoa Bersama.

E. Assesmen

Formatif : Proses (LKPD-penerapan sintak-sikap)

Summatif : Evaluasi

F. Pengayaan dan Remedial

1. Remedial diberikan kepada peserta didik yang belum memahami konsep yang sudah dipelajari. Remedial dilakukan dengan cara:

- a. Pembelajaran ulang
 - b. Pemberian bimbingan secara khusus
 - c. Pemberian tugas-tugas latihan secara khusus
 - d. Pemanfaatan tutor sebaya
2. Pengayaan diberikan kepada peserta didik yang sudah memahami konsep yang sudah dipelajari dan bisa melanjutkan pembelajaran berikutnya. Pengayaan dilakukan dengan cara:
- a. Belajar kelompok
 - b. Belajar mandiri

G. Refleksi Peserta Didik dan Guru

Guru :

1. Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
2. Apakah siswa antusias mengikuti pembelajaran?
3. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?

Peserta Didik :

1. Materi apa saja yang dipelajari?
2. Bagian materi mana yang paling disukai?
3. Materi apa yang kurang dimengerti?

III. LAMPIRAN

A. Materi (terlampir)

B. Media Pembelajaran

1. *Learn English British Council website* (terlampir)
2. Laptop
3. LCD Projector
4. Akses internet
5. Papan tulis
6. Spidol

MATERI

Descriptive Text

Definition of Descriptive Text

Descriptive text is a text that describes a particular object in detail. Descriptive text is a text that describes a specific object in detail. It can be its size, color, shape, smell, etc.

The Purpose of Descriptive Text

The purpose of descriptive text is to describe or depict an object in detail. These objects can be people, animals, objects, or places.

Structure of Descriptive Text

The structure of descriptive text consists of two parts, namely identification and description. Identification contains the introduction of the object to be described. Meanwhile, the description section contains a more specific explanation of the object being described.

Language Features of Descriptive Text

The language features of descriptive text consist of three, such as adjectives, simple present tense, and adverbs of frequency.

1. **Adjective:** When describing something requires adjectives.
2. **Simple Present Tense:** Simple Present Tense is usually used to state facts or general truths, as well as habits. When describing an object, we will use this type of tense because what we describe from the object is a fact.
3. **Adverb of Frequency:** Adverb of frequency is an adverb that is useful for showing how often an activity is done. In descriptive text, we can explain the habits of objects using this.

*Figure 1. Instructional Media of Experimental Class
Learn English British Council Website*



Skills > Writing

Writing



Appendix 13. Teaching Modules of Control Class

MODUL AJAR BAHASA INGGRIS KELAS VIII DESCRIPTIVE TEXT SMP NEGERI 1 PURWOKERTO CONTROL CLASS

I. INFORMASI UMUM

A. Identitas Modul

Sekolah : SMP Negeri 1 Purwokerto

Nama Penyusun : Ayu Rahmawati

Tahun Penyusun : 2024

Kelas / Semester : VII / Ganjil

Tahapan : Fase D

Alokasi Waktu : 3 Pertemuan

Capaian Pembelajaran :

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat

sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

B. Kompetensi Awal

Peserta didik menggunakan bahasa inggris untuk berinteraksi saling bertukar ide, pengalaman, minat dan pandangan dengan guru, teman sebaya dan orang lain dalam konteks familiar informal. Dengan pengulangan kata mereka memahami ide utama dan detail yang relevan dari diskusi/presentasi mengenai berbagai macam topik yang familiar dan dalam konteks kehidupan di sekolah dan di rumah.

C. Profil Belajar Pancasila

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia
2. Mandiri
3. Bernalar kritis
4. Kreatif
5. Bergotong royong
6. Berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

II. KOMPONEN INTI

A. Tujuan Pembelajaran

Students are expected to be able to identify, compile and design social functions, text structures and linguistic elements of descriptive texts about activities, events and incidents, short and simple, according to the context of their use..

B. Pertanyaan Pemantik

1. *What is descriptive text?*
2. *What is the function of descriptive text?*
3. *What is the generic structure of descriptive text?*

C. Persiapan Pembelajaran

1. Menyusun LKPD
2. Menyusun instrument assesmen yang digunakan

D. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Awal 10 Menit	<ul style="list-style-type: none">• Guru memberi salam.• Guru dan peserta didik berdoa bersama untuk memulai pembelajaran.• Guru memeriksa kehadiran siswa.• Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran.• Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
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	<ul style="list-style-type: none"> • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru menunjukkan materi pada Buku English for Nusantara, di bagian About Me. • Guru menjelaskan materi mengenai describing people di Unit 2. I Love Fishing. • Dalam kegiatan ini, peserta didik menyimak penjelasan guru di depan kelas. • Guru menunjukkan gambar dalam Buku English for Nusantara, di bagian About Me di Unit 2. I Love Fishing. • Guru memberikan informasi umum mengenai gambar dalam Buku English for Nusantara, di bagian About Me di Unit 2. I Love Fishing. • Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi gambar dan materi tersebut. • Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat teks deskripsi pada Section 2. • Guru meminta peserta didik untuk membuat daftar kata-kata lain yang berhubungan dengan describing people pada Section 2. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang describe people.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.

Pertemuan 2

<p>Kegiatan Awal 10 Menit</p>	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
<p>Kegiatan Inti 60 Menit</p>	<ul style="list-style-type: none"> • Guru menunjukkan materi pada Buku English for Nusantara, di bagian About Me. • Guru menjelaskan materi mengenai describing hobbies di Unit 3. My Friends and I. • Dalam kegiatan ini, peserta didik menyimak penjelasan guru di depan kelas. • Guru menunjukkan gambar dalam Buku English for Nusantara, di bagian About Me di Unit 3. My Friends and I. • Guru memberikan informasi umum mengenai gambar dalam Buku English for Nusantara, di bagian About Me di Unit 3. My Friends and I. • Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi gambar dan materi tersebut. • Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat teks deskripsi pada Section 3. • Guru meminta peserta didik untuk membuat daftar kata-kata lain yang berhubungan dengan describing hobbies pada Section 3. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang describing hobbies.

Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.
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Pertemuan 3

Kegiatan Awal 10 Menit	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru menunjukkan materi pada Buku English for Nusantara, di bagian About Me. • Guru menjelaskan materi mengenai describing daily activities di Unit 3. My Friends and I. • Dalam kegiatan ini, peserta didik menyimak penjelasan guru di depan kelas. • Guru menunjukkan gambar dalam Buku English for Nusantara, di bagian About Me di Unit 3. My Friends and I. • Guru memberikan informasi umum mengenai gambar dalam Buku English for Nusantara, di bagian About Me di Unit 3. My Friends and I. • Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi gambar dan materi tersebut.

	<ul style="list-style-type: none"> • Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat teks deskripsi pada Section 4. • Guru meminta peserta didik untuk membuat daftar kata-kata lain yang berhubungan dengan describing daily activities pada Section 4. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang describing daily activities.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.
Pertemuan 4	
Kegiatan Awal 10 Menit	<ul style="list-style-type: none"> • Guru memberi salam. • Guru dan peserta didik berdoa bersama untuk memulai pembelajaran. • Guru memeriksa kehadiran siswa. • Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran. • Guru menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran. • Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
Kegiatan Inti 60 Menit	<ul style="list-style-type: none"> • Guru menunjukkan materi pada Buku English for Nusantara, di bagian About Me. • Guru menjelaskan materi mengenai describing favorite food di Unit 3. My Friends and I.

	<ul style="list-style-type: none"> • Dalam kegiatan ini, peserta didik menyimak penjelasan guru di depan kelas. • Guru menunjukkan gambar dalam Buku English for Nusantara, di bagian About Me di Unit 3. My Friends and I. • Guru memberikan informasi umum mengenai gambar dalam Buku English for Nusantara, di bagian About Me di Unit 3. My Friends and I. • Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada isi gambar dan materi tersebut. • Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat teks deskripsi pada Section 1. • Guru meminta peserta didik untuk membuat daftar kata-kata lain yang berhubungan dengan describing favorite food pada Section 1. • Peserta didik diberi arahan untuk membuat teks deskripsi tentang describing favorite food.
Kegiatan Penutup 10 Menit	<ul style="list-style-type: none"> • Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan. • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan peserta didik melakukan refleksi. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa Bersama.

E. Assesmen

Formatif : Proses (LKPD-penerapan sintak-sikap)

Summatif : Evaluasi

F. Pengayaan dan Remedial

1. Remedial diberikan kepada peserta didik yang belum memahami konsep yang sudah dipelajari. Remedial dilakukan dengan cara:
 - a. Pembelajaran ulang

- b. Pemberian bimbingan secara khusus
 - c. Pemberian tugas-tugas latihan secara khusus
 - d. Pemanfaatan tutor sebaya
2. Pengayaan diberikan kepada peserta didik yang sudah memahami konsep yang sudah dipelajari dan bisa melanjutkan pembelajaran berikutnya. Pengayaan dilakukan dengan cara:
- a. Belajar kelompok
 - b. Belajar mandiri

G. Refleksi Peserta Didik dan Guru

Guru :

1. Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?
2. Apakah siswa antusias mengikuti pembelajaran?
3. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?

Peserta Didik :

1. Materi apa saja yang dipelajari?
2. Bagian materi mana yang paling disukai?
3. Materi apa yang kurang dimengerti?

III. LAMPIRAN

A. Materi (terlampir)

B. Media Pembelajaran

1. Buku English for Nusantara (terlampir)
2. Akses internet
3. Papan tulis
4. Spidol

MATERI

Descriptive Text

Definition of Descriptive Text

Descriptive text is a text that describes a particular object in detail. Descriptive text is a text that describes a specific object in detail. It can be its size, color, shape, smell, etc.

The Purpose of Descriptive Text

The purpose of descriptive text is to describe or depict an object in detail. These objects can be people, animals, objects, or places.

Structure of Descriptive Text

The structure of descriptive text consists of two parts, namely identification and description. Identification contains the introduction of the object to be described. Meanwhile, the description section contains a more specific explanation of the object being described.

Language Features of Descriptive Text

The language features of descriptive text consist of three, such as adjectives, simple present tense, and adverbs of frequency.

4. **Adjective:** When describing something requires adjectives.
5. **Simple Present Tense:** Simple Present Tense is usually used to state facts or general truths, as well as habits. When describing an object, we will use this type of tense because what we describe from the object is a fact.
6. **Adverb of Frequency:** Adverb of frequency is an adverb that is useful for showing how often an activity is done. In descriptive text, we can explain the habits of objects using this.

Figure 2. Instructional Media of Control Class

Buku English For Nusantara

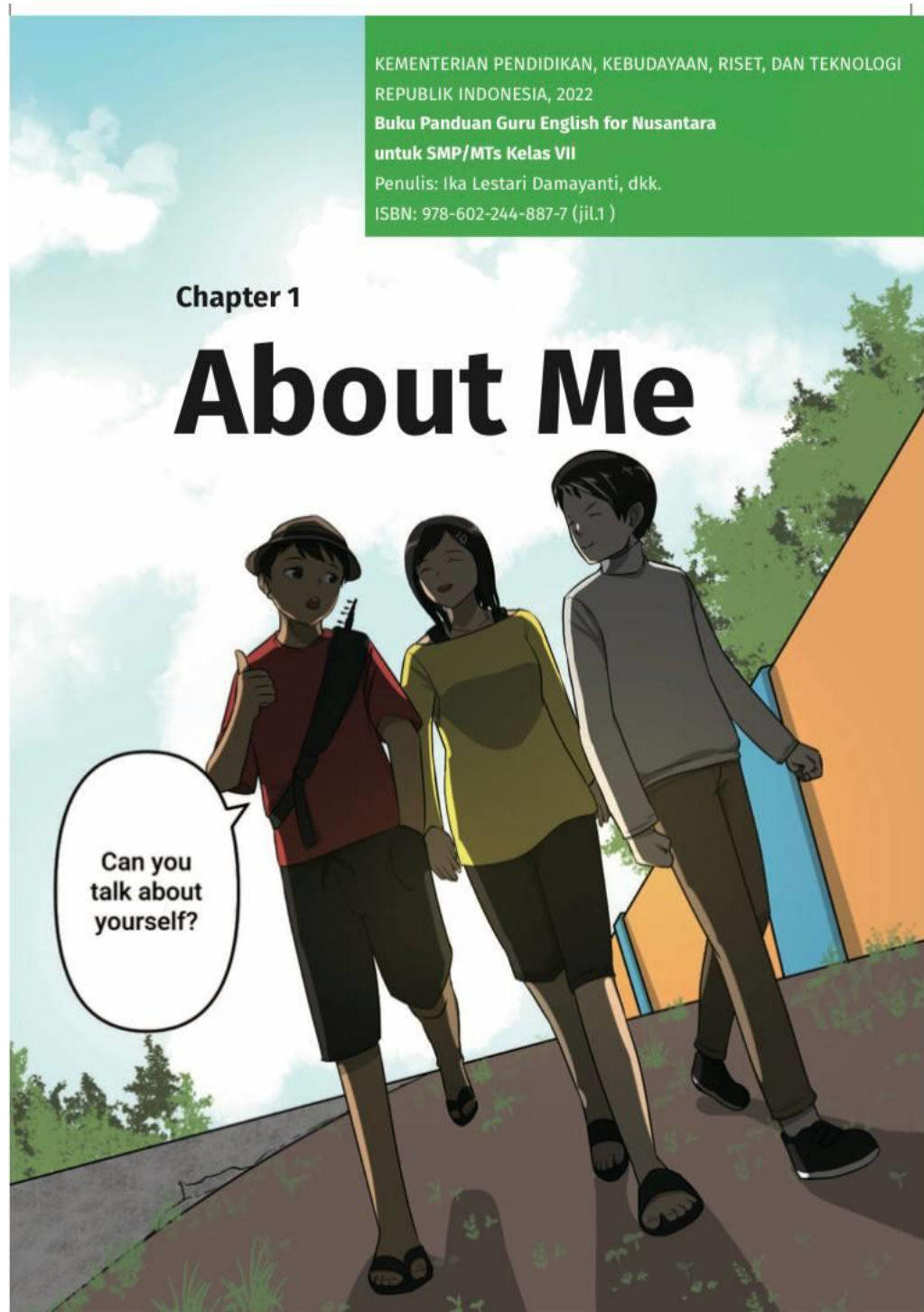
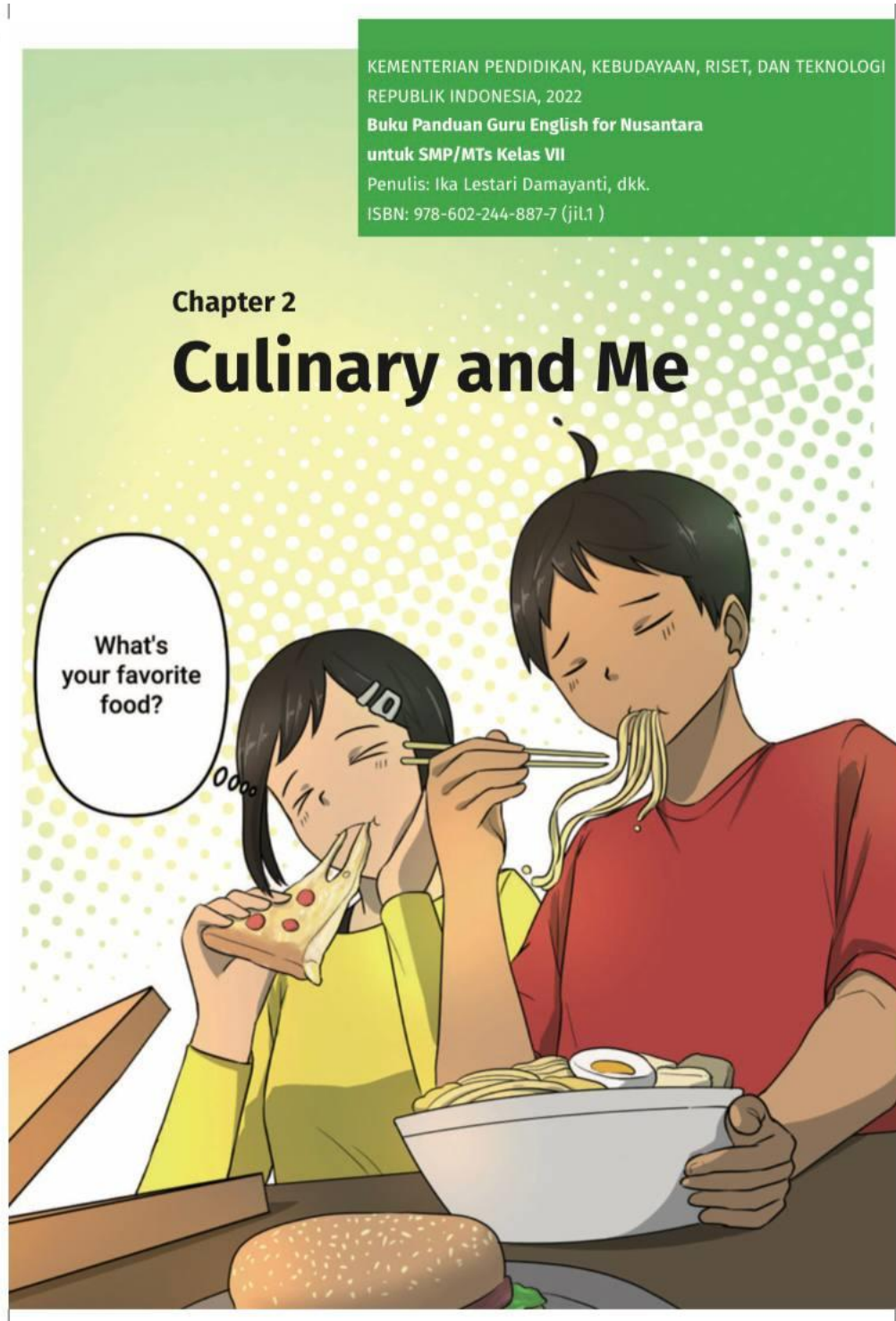


Figure 3. Instructional Media of Control Class



Appendix 14. Documentation Teaching and Learning Activity

Figure 4. Pre-test activity Experimental class



Figure 5. Post-test activity Experimental class



Figure 6. Learning activity Experimental Class

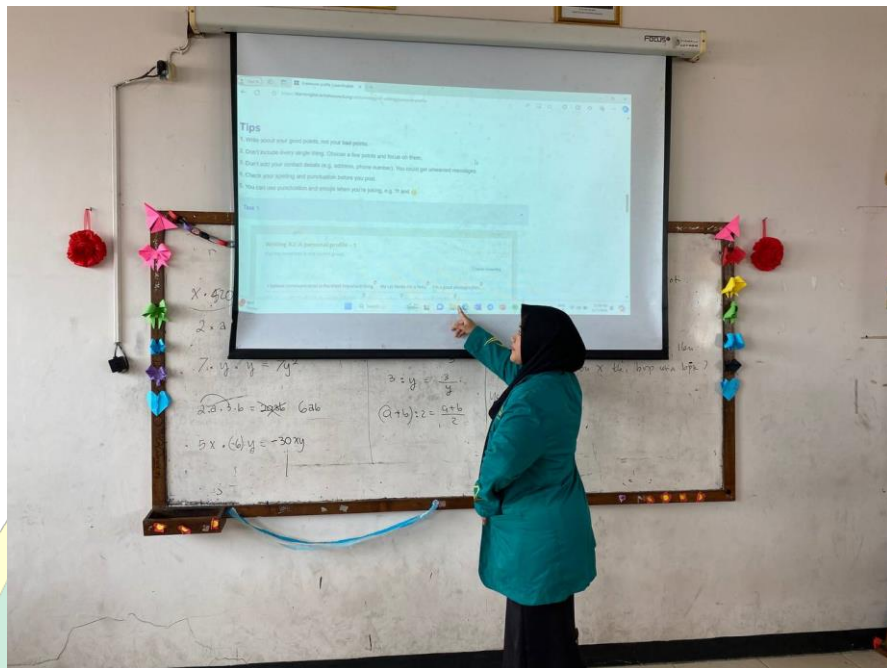


Figure 7. Learning activity Control Class



Figure 8. Pre-test activity Control class



Figure 9. Post-test activity Control class



Figure 10. Documentation with the teacher



Appendix 15. Biography

BIOGRAPHY

A. Personal Detail

1. Name : Ayu Rahmawati
2. Student Number : 2017404128
3. Place, Date of Birth : Jakarta, 8 Mei 2000
4. Address : Raden Fatah Street, North Paniggilan Village, Ciledug District, Tangerang City, Banten, 15151
5. Name of Father : Maksur
6. Name of Mother : Siti Komsiyah

B. Educational Background

1. TK Aisyiyah 43
2. SD Muhammadiyah 2
3. MTS Al-Islamiah 69
4. SMK Prima Unggul
5. D1 Politeknik Negeri APP Jakarta
6. S1 UIN Prof. K.H. Saifuddin Zuhri

Purwokerto, December 4, 2024

Ayu Rahmawati
S.N 2017404128