

**THE EFFECTIVENESS OF TEAM WORD-WEBBING TECHNIQUE IN
TEACHING WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE
OF SMP NEGERI 5 SURAKARTA IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

For the degree of Sarjana



By:

Wanda Muza Raziinta

SRN. 196121165

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FACULTY OF CULTURE AND LANGUAGES

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ADVISOR SHEET

Subject : Thesis of Wanda Muza Raziinta
SRN : 196121165

To:
Dean Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamu'alaikum wr.wb.

After reading thoroughly and giving necessary advices, here with, as the advisor, I state that the thesis of

Name : Wanda Muza Raziinta

SRN : 196121165

Title : "The Effectiveness of Team Word-Webbing Technique in Teaching Writing Descriptive Text at The Eighth Grade of SMP Negeri 5 Surakarta in the Academic Year 2022/2023"

Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thanks for your attention.

Wassalamu'alaikum Wr.Wb.

Sukoharjo, June 8th 2023

Advisor,



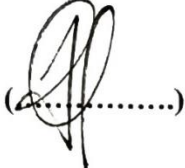
Furqon Edi Wibowo, M.Pd.

NIP: 198901242017011128

RATIFICATION

This is to certify that the *sarjana* thesis entitled ‘The Effectiveness of Team Word-Webbing Technique in Teaching Writing Descriptive Text at The Eighth Grade of SMP Negeri 5 Surakarta in the Academic Year 2022/2023’ by Wanda Muza Raziinta has been approved by Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Department, UIN Raden Mas Said Surakarta.

Chairman : **Wildan Mahir Muttaqin, M.A. TESL.** 
NIP. 198604272019031008



Secretary : **Furqon Edi Wibowo, M.Pd.** 
NIP. 198901242017011128

Main Examiner : **Dr. Yusti Arini, M.Pd.** 
NIP. 197508292003122001

Sukoharjo, June 16th 2023

Approved by

The Dean of Cultures and Languages Faculty



Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedication to:

1. My beloved parents (Mr. Zainal Abidin and Mrs. Surati)
2. My sister (Yumna, Syifa and Delia)
3. My beloved friends (Bripda Yogi S, Malika, Zuama, Dinda, Mayla, Syahjidan, Maindra)
4. My almamater UIN Raden Mas Said Surakarta
5. All of my friends in E class.

MOTTO

“What a creature named human can do with their dreams and their beliefs is that they only have to believe in them and chase them, believe in the 5 centimeters in front of your forehead.” - **Donny Dhirgantoro, 5 cm**

“There is no temptation that cannot be completed. There are no difficulties that exceed the limits of ability, because Allah will not burden a person except according to the level of his ability.” - **QS. Al-Baqarah : 286**

PRONOUNCEMENT

Name : Wanda Muza Raziinta
SRN : 196121165
Study Program : English Language Education
Faculty : Cultures and Language faculty

I here by sincerely state that the thesis ‘The Effectiveness of Team Word-Webbing Technique in Teaching Writing Descriptive Text at The Eighth Grade of SMP Negeri 5 Surakarta in the Academic Year 2022/2023’ is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 8th 2023

Stated by,



Wanda Muza Raziinta

SRN. 196121165

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Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled ‘The Effectiveness of Team Word-Webbing Technique in Teaching Writing Descriptive Text at The Eighth Grade of SMP Negeri 5 Surakarta in the Academic Year 2022/2023’. Peace be upon prophet Muhammad SAW, the great inspiration of revolution and The leader of rightness.

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The researcher realizes that this thesis is still far from being perfect. Thus, the researcher accepts for every criticism and suggestion. Finally, the researcher expects that this thesis will be beneficial for people who read it.

Surakarta, June 8th 2023

The Researcher,



Wanda Muza Raziinta

SRN: 196121165

TABLE OF CONTENT

COVER PAGE.....	I
ADVISOR SHEET.....	II
RATIFICATION.....	III
MOTTO.....	V
PRONOUNCEMENT.....	VI
ACKNOWLEDGMENT.....	VII
TABLE OF CONTENT.....	IX
LIST OF TABLES.....	XI
LIST OF APPENDICES.....	XII
ABSTRACT.....	XIII
CHAPTER I INTRODUCTION.....	1
A. BACKGROUND OF THE STUDY.....	1
B. IDENTIFICATION OF THE PROBLEM.....	5
C. LIMITATION OF THE PROBLEM.....	5
D. FORMULATION OF THE PROBLEM.....	6
E. THE OBJECTIVE OF THE STUDY.....	6
F. THE BENEFIT OF THE STUDY.....	6
G. DEFINITION OF THE KEY- TERMS.....	7
CHAPTER II THEORITICAL REVIEW.....	9
A. THEORETICAL REVIEW.....	9
1. The Definition of Writing Skill.....	9
2. Descriptive Text.....	16
3. .Team Word-Webbing.....	18
4. Lecturing.....	25
B. PREVIOUS STUDY.....	31
C. RATIONALE.....	33
D. HYPOTHESIS.....	35
CHAPTER III RESEARCH METHODOLOGY.....	36
A. RESEARCH DESIGN.....	36
B. PLACE AND TIME OF THE RESEARCH.....	37
1. Place.....	37

2. Time	37
C. POPULATION, SAMPLE AND SAMPLING TECHNIQUE	37
1. Population	37
2. Sample.....	38
3. Sampling	38
D. TECHNIQUE DATA COLLECTION	39
E. RESEARCH INSTRUMENT.....	40
F. DATA VALIDATION.....	41
G. TECHNIQUE OF DATA ANALYSIS.....	43
1. Descriptive Analysis	43
2. Pre-requisite Test	45
3. Hypothesis Testing (T-test).....	49
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	51
A. RESEARCH FINDING.....	51
1. Data Description	52
2. Pre-requisite Test	57
3. Hypothesis Testing (T-Test)	59
B. DISCUSSION.....	62
CHAPTER V CONCLUSION AND SUGGESTION	66
A. CONCLUSION.....	66
B. SUGGESTION	67
1. For English Teachers.....	67
2. For Students	67
3. For other researcher	68
BIBLIOGRAPHY	69
APPENDICES.....	73

LIST OF TABLES

Table 3. 1 Design of Research	36
Table 3. 2 The Research Schedule	37
Table 3. 3 The Sample of Research	38
Table 3. 4 Blue Print of Writing Test.....	40
Table 4. 1 Statistics Post-Test in Eexperimental Class	52
Table 4. 2 Frequency Distribution of Post Test Score in Experimental Class	53
Table 4. 3 Statistics Post-Test in Control Class	55
Table 4. 4 Frequency Distribution of Post Test Score in Control Class.....	55
Table 4. 5 The Computation of Normality Test	58
Table 4. 6 The Computation of Homogeinity Test	59
Table 4. 7 The Computation of Hypothesis Test	60

LIST OF APPENDICES

APPENDIX 1 The List Name of Students	74
APPENDIX 2 The Lesson Plan	75
APPENDIX 3 Handout	99
APPENDIX 4 Schedule of Lesson.....	104
APPENDIX 5 Results of Try Out Test	105
APPENDIX 6 Pre Test Score by Researcher in Experimental Class.....	107
APPENDIX 7 Pre Test Score by Teacher in Experimental Class.....	108
APPENDIX 8 The Pre Test Score in Experimental Class	109
APPENDIX 9 Pre Test Score by Researcher in Control Class	110
APPENDIX 10 Pre Test Score by Teacher in Control Class	111
APPENDIX 11 The Pre Test Score in Control Class.....	112
APPENDIX 12 Post Test Score by Researcher in Experimental Class	113
APPENDIX 13 Post Test Score by Teacher in Experimental Class	114
APPENDIX 14 The Post Test Score in Experimental Class.....	115
APPENDIX 15 Post Test Score by Researcher in Control Class	116
APPENDIX 16 Post Test Score by Teacher in Control Class	117
APPENDIX 17 The Post Test Score in Control Class	118
APPENDIX 18 The Blue Print of Writing Test.....	119
APPENDIX 19 Field Notes Students Interview	120
APPENDIX 20 The Sample of Try Out Test.....	122
APPENDIX 21 The Sample of Pre Test Question.....	125
APPENDIX 22 The Sample of Post Test Question	131
APPENDIX 23 Documentation	139

ABSTRACT

Wanda Muza Raziinta. 2023. *The Effectiveness of Team Word-Webbing Technique in Teaching Writing Descriptive Text at The Eighth Grade of SMP Negeri 5 Surakarta in the Academic Year 2022/2023*. Thesis. English Language Education. Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

The students of junior high school get difficulties to make good writing. This is because writing is difficult for them because they lack vocabulary, spelling and grammar. Writing as a process of expressing ideas or thought in words. Descriptive text is a kind of text in which has the specific function to described a particular a person, place or things in detail and it has the aim that is giving descriptive of the object to the reader clearly. Team Word-Webbing Technique is collarobative version of a concept map. Lecturing Technique involves teacher dominant in classes and the students just listening as a passive listeners. The objective of this research is to find out whether is a significant difference between students who are taught by using Team Word-Webbing Technique and students who are taught by using Lecturing Technique in teaching writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in academic year 2022/2023.

The research design was quasi-experimental research with quantitative approach. The population was the eighth grade students of SMP Negeri 5 Surakarta in the academic year 2022/2023. The samples were the students of VIII H as experimental class and VIII F as control class. These classes were chosen by using cluster random sampling. The dependent variable is teaching writing descriptive text. The independent variable is using Team Word-Webbing Technique. The experimental class are taught by using Team Word-Webbing Technique, while the control class by using lecturing. The data were gathered through tests which were delivered into the pre-test and the post-test. the researcher used mean, median, mode, and standard deviation to calculate data description. Furthermore, to analysed the data the researcher used normality test, homogeneity test and t-test for hypothesis test from SPSS 25.

The data analysed were pre-test and post-test score of two groups. Based on the results of the hypothesis test, it show that the value of sig. (2-tailed) is $0.000 < 0.05$. Which means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Which means there is significant difference between the score of students who are taught by using Team Word-Webbing and Lecturing . The mean post-test score of control class is 63.19, while the mean post-test of experimental class is 72.69. It means the score of experimental class which was Team Word-Webbing is higher than the score of control class which was only taught using Lecturing. Then it can be concluded that the use of Team Word-Webbing is effective in teaching descriptive text at the eighth grade of SMP Negeri 5 Surakarta. It suggested to the teachers that they could applied Team Word-Webbing Technique in teaching writing descriptive text, and for other researchers, they could used Team Word-Webbing in other genre in teaching writing skill.

Keywords: Effectiveness, Team Word-Webbing, Lecturing

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important tools in the social communication among the people in many countries, and one of the languages which most of the people use in the world is English language. Language is written and spoken words combined to create meaning used by a particular group of people.

Learning English involves the master of four language skills. Pamela in Javed et al (2013) That they are: listening, reading, speaking and writing. The four skills are very important, because they are basic of English learning. Every skill that is taught to the students has certain ability that must be reached by the students, especially in writing skill. This research focuses on writing skill. Writing is a process to express the idea with several processes and completed by the correct grammar, punctuation, spelling and vocabulary. The writer must transfer their feeling in the written form to make the reader know what the writer's feeling. Writing is an action or a process of thinking and organizing ideas, putting them on paper, and shaping and revising them (Rijal and Arifah: 2017). It is also to produce language. The students can take more time to think and words in order to express their ideas thought and feelings, after the students finish writing they read again and make a revision if it is not clear to express what the students intend to write.

Thoreau in Dirgeyasa (2016) simply states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular

target of readers, and a specific purpose.. There are any kind of genre. One of them is descriptive text. Descriptive text is a kind of text in which has the specific function to describe about an object and it has the aim that is giving descriptive of the object to reader clearly. It is thought for the students of junior high school. There are many students get difficult to understand about descriptive text, how to make descriptive text, what its purpose involve the generic structure and language feature.

According to Barkley, et al. (2012:310) there are several techniques to teaching writing such as group grid, teams matrix, sequence chains, and word web. These techniques help students to understanding about the material that is delivered by teacher. In the fact, the students have difficult about how to make a paragraph because they have lack of vocabulary, knowledge. The students have weakness about grammar. The students of junior high school get difficulties to make good writing. This is because writing is difficult for them because they lack vocabulary, spelling, and grammar. They also must choose suitable words, pay attention when they use right punctuations, arrange a paragraph, and get the idea to write, etc.

Based on the results of the pre-research that the researcher conducted at SMP Negeri 5 Surakarta with one of the English teachers, Mrs. M, explained that there was a writing learning technique that had been used in student practice, namely the lecture technique.

The reason for the researcher to take this topic to get good students' writing descriptive text skills. There are many ways to teach descriptive text.

The teachers must have the fun technique to teach their students. It will make the students be active and not monotone of boring. One of the best ways are by using Team Word-Webbing. Team Word-Webbing builds connection of word and ideas into webs. Every web has same links to form another webs. These links connect the webs and keep the idea connect. It means that the students can add their vocabulary. Beside that is technique is to make students had to work together doing activities. By using the technique the students are hoped able to develop their writing skill, especially in making good descriptive text. Haris in Taufiq (2019) states that the concept of word webbing is that students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept. It also gives the students ideas about what to write in the next paragraph based on the keywords that they have written on the paper. Haris (2019) state that Word webbing does not only help the students to organize and generate their ideas, but also help their brains to focus on the structure and arrangement of the ideas into cohesive and coherent paragraphs. Word webbing is a technique of arranging and exploring ideas. By using word webbing in descriptive writing, the students are eased in making arrangements from their ideas.

The reason for the researcher taking research at SMP Negeri 5 Surakarta is that SMP Negeri 5 Surakarta still uses lecture techniques, especially in learning English, to find out what techniques are suitable for use by teachers when teaching writing descriptive text that has never existed before. Because in the lecturing technique the teachers just explain the materials when teaching

learning process. The important thing is the students know about the materials that are given by teachers. In the fact, their students are still confused to make a paragraph because students have less of vocabulary, grammar. The students do not know what the sentences that will be written and how to make the good paragraph. The teachers not yet find the best strategy or technique to make the students be good writer especially in making a paragraph.

Previous studies show that Haris in the title "The effectiveness of using Team Word-Webbing to increase students' reading comprehension in news item text (an experimental study at the tenth grade of MA Darul Amanah in the academic year of 2010/2011)" states that there was a significant difference in reading comprehension between students who were taught reading comprehension using Team Word-Webbing and those who were taught by lecture (without Team Word-Webbing).

Although Ashar in the title "improving student' vocabulary through Word-Webbing technique at the eighth grade of SMPN 8 Palopo" state that the word webbing technique can improve the students vocabulary.

The novelty of this study compared to other studies is that the researcher uses the Team Word-Webbing technique in teaching writing descriptive texts. whether the use of the Team Word-Webbing technique is successful or not is used to support students' competence when learning English, especially writing texts. With this technique it is hoped that students will not feel bored and understand the learning material, so that learning becomes fun. Furthermore,

the researcher used the Pre-test -Post-test Control Group experimental design in conducting the research.

Based on the explanation above, the researcher is interested in conducting research with the title "The Effectiveness of Team Word-Webbing To Teach Writing Descriptive Texts for Grade VIII SMP Negeri 5 Surakarta Academic Year 2022/2023".

B. Identification of the Problem

Based on background of the study above, researcher identified the problem of the experimental research :

1. Students have less understanding in writing
2. Students have less understanding in description text
3. Students get difficulties to make good paragraph
4. The Team Word-Webbing technique has not been applied at SMP Negeri 5 Surakarta
5. The teachers not yet finds the best technique to teach writing

C. Limitation of the Problem

Based on the background and identification of the problem, the research is limited on the using Team Word-Webbing as independent variable and teaching writing descriptive text as dependent variable. Team Word-Webbing are kind of collaborative learning. It means that the students learn in group.

The dependent variable is teaching writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in academic year of 2022/2023. Based on the school curriculum (2013 curriculum), the eighth grade students

are able mastering the writing descriptive text. The students have to know about the social function, structure of descriptive text and grammatical of descriptive text. In fact, the students are boring and get difficult when write a paragraph. The researcher wants to prove whether is there any significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing technique in writing descriptive text at the Eighth grade students of SMP Negeri 5 Surakarta in Academic Year 2022/2023.

D. Formulation of the Problem

Related to the background above, the formulation of the problem is “Is there a significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing technique in writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in Academic Year 2022/2023?”.

E. The Objective of the Study

The objective of the study is to know “Whether is a significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing technique in writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in Academic Year 2022/2023”.

F. The Benefit of the Study

1. Theoretical

The result of this research is expected to be able add concepts and differences of teaching learning English especially in teaching writing.

2. Practical

a. For Students

This study may be helpful to the students, because using Team Word-Webbing in learning writing will make their understanding clear.

b. For Teacher

The finding of this study may be helpful for the English teacher to be employed in his or her teaching practice. It can be one of choices to do in the classroom.

G. Definition of the Key- Terms

1. Writing Skill

Writing is categorized as one of the productive involve producing language (Rijal and Arifah, 2017). It is skill of writer to communicate information to a reader or group of readers.

2. Descriptive Text

Based on book “*textual reading*“, Descriptive text is used in all forms of writing to create impression of a person, place, object or event, to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal’s habitat in your report.

3. Team Word-Webbing

According to Barkley, et al. (2012: 339) states that Team Word-Webbing is collaborative version of a concept map. A central word, phrase, or question placed on a shared writing space. Students brainstorm on related ideas, organize them graphically and draw lines to explain relationships.

4. Experimental Research

According to Nunan (2013: 26) experimental research is research that compare between one or more group. That experimental is used to find out the effect of treatment.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Review

1. The Definition of Writing Skill

Skill is an ability to do something well. It is a talent or ability that comes from training or practice. There are four basic skills of learning foreign language namely: listening, speaking, reading and writing. According to Hossain (2015: 24) writing is always used to express and communicate their ideas to the readers who are actually separated by both time and space distances. The students need to know how to write letters, how to put written reports together, how to replay advertisement and increasingly.

According to Nunan (2015: 78) writing is a mental process of generating ideas and thinking about how to present them effectively in the form of a written text. (Rijal and Arifah: 2017) writing is one of the language skills. Writing is communicating in a verbal way, it is also an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. According to Javed et al (2013) Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Writing is also known as a creative process because it is the process of reaching out for one's thought and discovering them. A good piece of writing demands

standard forms of grammar, syntax and word choice, not forgetting good mechanics, organization of paragraph, content.

Writing skill is the specific ability which helps writer put their thought into words in a meaningful forms and to mentality interact with the message. Writing is defined as a reflective activity that requires enough time to think about the specific topic and to analyse and classify any background knowledge (Ahmed, 2010). Writing skill is not just the words written on the paper, it is the effective communication of complex ideas in the purest form of words (Enas, 2020). It as an act of communication suggests an interactive process which takes place between the writer and the reader via the text.

Based on the definitions above, it can be concluded that writing skill is a communicating in a verbal way, it is also an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Writing skill is the specific ability which helps writer put their thought into words in a meaningful form and to mentality interact with the message. Writing skill is not just the words written on the paper, it is the effective communication of complex ideas in the purest form of words.

a. The Process of Writing

Process is series of thing that are done in order to achieve something. According to Oshima and Hogue there are four steps in writing process. They are prewriting, organizing, writing, and polishing: revising and editing.

1) Prewriting

Prewriting is a way to get ideas. The writer choose a topic and collect ideas to explain the topic. The writer can use listing to get the idea. Listing is a prewriting technique in which the writer writes the topic at the top of a piece of paper and them quickly makes a list of the words or phrases that come into the writer's mind.

2) Organizing

The next step is to organize the ideas into a simple outline. The writer writes a sentence that named the topic and tells the main idea. Below the first sentence, the writer lists the two or more main ideas and any other words and phrases from the list that give more information about them.

3) Writing

The third step is to write a rough draft, using the outline as a guide. Write the writer's rough draft as quickly as writer can without stopping to think about grammar, spelling, or punctuation. Just get the writer's ideas down on paper. The writer will probably see many an error in rough draft. The writer will fix the errors later. In this step the writer add some ideas that are not in outline and add a concluding sentence at the end.

4) Polishing: revising and editing

In this step, the writer polish what writer has written. This step is also called revising and editing. Polishing is most successful if

the writer does it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

Based on the explanation above Process is series of thing that are done in order to achieve something. Prewriting is a way to get ideas. The next step is to organize the ideas into a simple outline. Write a rough draft, using the outline as a guide. and the last. The writer polish what writer has written. This step is also called revising and editing.

b. Micro and Macro Skill in Writing

There are some aspects that have to be considered in writing. Brown and Lee (2015: 342) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing.

1) Micro skills:

- a) Produce graphemes and orthographic patterns of English;
- b) Produce writing at an efficient rate of speed to suit the purpose;
- c) Produce an acceptable core of words and use appropriate word order patterns;
- d) Use acceptable grammatical system (tense, agreement, and pluralization), patterns and rules;
- e) Express a particular meaning in different grammatical forms;
- f) Use cohesive devices in written discourse

2) Macro skills

- a) Use the rhetorical form and conventions of written discourse;

- b) Appropriately accomplish the communicative functions of written texts according to form and purpose;
- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification;
- d) Distinguish between literal and implied meaning of writing;
- e) Correctly convey culturally specific reference in the context of the written text;
- f) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the explanation above there are some aspects that have to be considered in writing. Use acceptable grammatical system Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. The Types of Writing

According to Brown and Lee (2015: 343), there are four types of writing: imitative, intensive, responsive, and extensive.

1) Imitative

The learners must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentence to produce written language. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanic of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) Intensive

Intensive is also called controlled. Beyond the fundamentals of imitative writing skills in producing appropriate vocabulary within a context, collocation and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness with a focus on form, and are rather strictly controlled by the test design.

3) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genre of writing includes brief narratives and description, short reports, lab reports, summaries, brief response to

reading, and interpretations of charts of graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamental of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4) Extensive

Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many case, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

Based on explanation above extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many case, engaging in

the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2. Descriptive Text

a. The Definition of Descriptive Text

Genre define as a culturally specific text- type which results from using language (written or spoken) to (help) accomplish something. According to Akiko Nagao (2019) genre is defined as types of written text that help us to understand the relationship between the text's social purpose and structure, which influence writers' linguistic actions. There are many kinds of genre. They are descriptive, recount, narrative, exposition, procedure, anecdote, news item and discussion.

Descriptive text is texts that described a particular place, person or thing. Based on book “ textual reading “, descriptive text tells characteristics in detail. It is composed in details to give a real and clear picture of a person, thing, or even animal. Descriptive text tells readers about factual characteristics of a phenomenon in details.

Based on the definition above descriptive text can be concluded that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place or thing.

b. The Generic Structure and Language Features of Descriptive Text

There are two generic structure and language features of descriptive text.

- 1) There are two generic structures of descriptive text, namely:
 - a) Identification: identifies the person, place or thing and phenomenon to be described.
 - b) Description: describes part, qualities and characteristics.
- 2) The language features of descriptive text
 - a) Focus on specific participants
 - b) Use attributive and identifying processes
 - c) Frequent use of epithets and classifier in nominal groups
 - d) Use of simple present
 - e) Aims to show rather than tell the reader what something/someone like; accessed on 30 January at 9 a.m. from:

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>)

The example of descriptive text:

Natural Bridge National

Identification

Natural Bridge National park is luscious tropical rainforest. Its is located 110 kilometers south of Brisbane, and is reached by following the pacific highway to Nerang, and then by travelling through the Numimbah Valley.

Description

This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural ‘ arch’ and the cave through which a waterfall cascades is a short one kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. The picnic area offer toilets. Barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

3. Team Word-Webbing**a. The Definition of Team Word-Webbing**

Barkley, Cross and Major (2012:4) stat that collaborative learning is to work with another or others, and collaborative learning has come to mean students working in pairs or small groups to achieve shared learning goals. People use different terms instead of collaborative learning such s cooperative learning, group learning, team learning or peer-assisted learning. According to Hiep in abbas (2013) cooperative learning is part of more general instructional approach known as collaborative learning. Collaborative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom.

There are some different of collaborative and cooperative learning. The goal of cooperative learning is for students to work

together to find a solution, but the goal of collaborative learning is to develop autonomous learning and articulation among the students (Barkley, et al. 2012: 9). Cooperative learning is more suitable for children and collaborative learning is more appropriate for college students (Barkley, et al. 2012: 9).

(Barkley, et al. 2012: 339) states that team word-webbing is collaborative version of a concept map. A central word, phrase, or question placed on a shared writing space. Students brainstorm on related ideas, organize them graphically and draw lines to explain relationships. This technique helps students analyze a complex concept by breaking it down into component parts and clarifying the relationships. The members of this technique are about two or four students. Team Word-Webbing describe the relation between one idea with other ideas Barkley, et al. (2012: 167). Word-Webbing is a team or individually, open-ended or with concepts provided by the teacher, students construct a concept map within a specified domain. If done in teams, each member should have a different color of pen .

(accessed on 05 January at 9 a.m. from:

<https://srri.umass.edu/topics/collaborative-group-techniques/>)

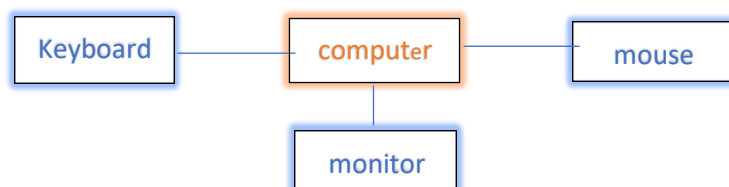
Team Word-Webbing technique helps the students who understand how ideas connect with each other and recognize how information is obtained Ozmen in abbas (2012: 40). According to Pierson in abbas (2012: 40) this technique is suitable for students who

depend more on visual and kinesthetic knowledge. Word-Webbing starts with a large piece of paper and several color markers. New knowledge or information is added to prior knowledge easily by Word-Webbing. First, the teacher writes the main topic in the center of the board or paper, then, students write the subtopics on four corners of the paper with different color markers. They add some ideas and relate them to the subtopics or the main topic. All students have a chance to add their ideas. It is like a web page on the net.

Based on the definition above, the researcher gets conclusion that Team Word-Webbing is graphic organizing techniques that build connections between ideas and comprehension and doing in group.

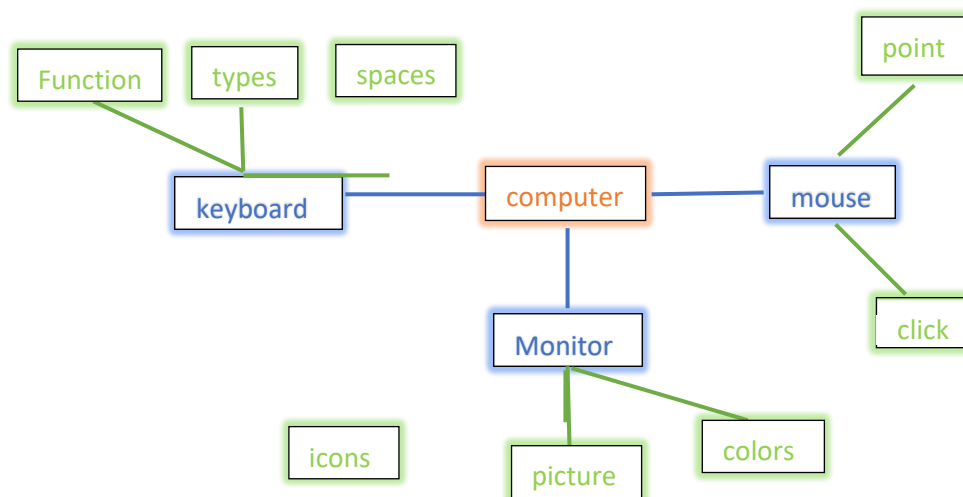
b. The Structure of Team Word-Webbing

The first step of Team Word-Webbing decides a topic and puts it in the center then circles it. and then, write other word, circle again and draw a line between them by using different color (accesses from: <https://www.youthlearn.org/learning/teaching/techniques/webbing/webbing>)



Picture 2. 1 the first step of Word-Webbing

After this step, adding the level can develop webbing. In this case, students can develop their idea or their vocabulary based on their knowledge. It can be explained that Word-Webbing shows the relationship among the words.



Picture 2. 2 the next step of Word-Webbing

c. The Procedure of Team Word-Webbing

According to Barkley, Cross, and Major (2012: 338) there are some procedures of Team Word-Webbing.

- 1) The teacher explains and shows the process to students.
- 2) The teacher asks the students to make several groups and give them colored paper and pens.
- 3) The teacher conveys the central concept which will be made in graphic form.
- 4) The teacher asks students to mention everything about the topic, write down a list of terms and phrases that express the core concepts and supporting details.

- 5) The teacher asks students to draw a diagram beginning with writing the main idea, and they add primary relations to secondary relations, especially tertiary relations.
- 6) The teacher suggests students determine how to show the relationship between one word and another, draw lines or arrows to connect words.
- 7) The teacher asks students to add new ideas and relationships while students make nets.

d. Teaching Writing by Using Team Word-Webbing

The researcher applied method, technique, media, and assessment to deliver the materials. The materials re descriptive text about people, ecotourism destination, and historical place.

1) Method

The researcher applied cooperative method to deliver the materials. In cooperative learning, group activities are the major mode of learning. Such activities are used to increase the amount of student's participation in the cooperative learning classroom. They are carefully planned to maximize student's interactions and to facilitate student's contributions to catch other's learning. They also provide comfortable environments in which students can practice giving output and negotiating meaning. This method had been applied in this experiment.

2) Technique

In this research, the researcher applied technique to deliver the materials. The researcher applied Team Word-Webbing in experimental class.

3) Media

In this research, the researcher applied media to deliver the materials. The media was used by researcher is hand out. This hand out consists about the materials of descriptive text. This hand out was applied to experimental class.

4) Assessment

The researcher applied brown's theory to assess the students' writing text in experimental class and control class. According to brown (2005: 244) the five categories in scoring writing are organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression.

Table 21 scoring of writing

Score	Categories				
	Organization : introduction, body, and conclusion	Logical development of ideas : content	Grammar	Punctuation, spelling, and mechanics	Style and quality of expression
18-20	Appropriate title, effective introductory paragraph, topic is stated, lead to body, transitional expressions used, arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete	Essay address the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Native-like fluency in English grammar; correct use of relative clauses , prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Correct use of English writing conversations; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Precise vocabulary usage; use of parallel structure concise; register good
15-17	Adequate title, introduction, and conclusion; body of easy is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Essay addresses the issues but the misses some points; ideas could be more fully developed; some extraneous material is present	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Some problems with writing conversation or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Attempt variety; good vocabulary; not wordy; register OK; style fairly concise
12-14	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization s may not be fully supported by the evidence given; problem of organization interfere	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas are getting through to the reader but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents	Uses general writing conversation but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Some vocabulary misused; lacks awareness of register; may be too wordy
6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of idea; lacks of supporting evidence; conclusion weak or illogical; in adequate effort at organization	Ideas incomplete ; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Numerous serious grammar problems interfere with communications of the writer's ideas; grammar review of some areas clearly needs; difficult to read sentences	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuations and final punctuation; unacceptable to educated reader	Poor expression of ideas; problem in vocabulary ; lack variety of structure
1=5	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)	Essay is completely inadequate and does reflect collage level work; no apparent effort to consider the topic carefully concise	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure	Complete disregard for English writing conversations; paper illegible; obvious capitals missing, no margins, severe spelling problems	Inappropriate use of vocabulary; no concept of register of sentence variety

e. The Advantages of Team Word-Webbing

According to Barkley, et al. (2012: 345) Team Word-Webbing arrange information graphically, this activity will attract students by strong visual learning skill. Graphic organizer can provide a framework for gathering and sorting ideas for discussion, writing, and research. This framework helps student to focus their ideas. Graphic organizer can be used as directive, gives structure that helps student to summarizing reading materials, sorting and remembering about facts and keywords (Barkley, et al. 2012: 310). Team Word-Webbing is very useful to decide and show the relations; like map, map can indicate an aim, place, street that through.

Team Word-Webbing can be categorized as a kind of cooperative learning activities. As part of cooperative learning, Team Word-Webbing has advantages in teaching learning. The general advantages of Team Word-Webbing is to motivates students and to make students interacting with other students because students has to work together doing activities.

4. Lecturing

a. Definition of Lecturing

The traditional lecture method is one of the oldest learning strategies. It is a useful and economic learning strategy for transferring essential information and concepts before a large group of learners. This is the reason by which the traditional lecture technique is stated as a

teacher centered learning strategy where information is transferred by the instructor and passively acknowledged by the learners Samuelson et al. (in Hafeez 2021).

According to Taat et al., (2020) Lecturing technique involves teacher dominant classes where the teacher uses maximum speaking time and students remain sitting and listening to the teacher as passive listeners. Yet, the lecture remains the dominant teaching strategy adopted for delivering course material to large classes in the subject of English.

Lectures have the benefits of providing the lecturer's personal overview of the material, integrating information from multiple sources, and clarifying complex information. The aims of lectures are different from those of small group laboratory sessions in that lectures are usually delivered to a large audience and are designed for specific purpose such as: presenting information, clarifying topics and issues, encouraging student to think about the topic, creating interest, and using the lecturer's time and expertise in an economical way.

Good and Merkel in (Kaur, 2011) suggest lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period. Lecturing Technique become a common technique in traditional method. The teacher taught

the students by explaining the form of sentences, drilling it to students and asking to do so written exercise at students' worksheet or textbook. This made the students being passive.

Based on the definition above, the researcher gets conclusion that the lecture technique is a traditional teaching style that is still commonly found in schools. Also called instructor method. The focus is centered on the teacher, so in this technique the teacher provides some material and explains it to students as guides or speakers and students as listeners. In this technique, the teacher plays an important role for the teaching and learning process.

b. The Advantages and Disadvantages of Lecturing

1) The Advantages of Lecturing

Lecturing technique has some advantages. According to material cannot. Finally the advantages and disadvantages of lecture model can be summarized as follows Sampath et al in (Kaur, 2011).

- a) The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b) Many facts can be presented in a short time in an impressive way.
- c) The lecture can stimulate very good interest in the subject.
- d) Greater attention could be secured and maintained, as interest leads to attention.
- e) Spoken word has greater weight than mute appeal by books.

- f) The language may be made suitable to all the members of the audience.
- g) Lecture can present a number of facts belonging to different subjects and also it can facilitate inter-disciplinary approach to topics.

2) Disadvantages of Lecturing

Lecturing technique has some disadvantages:

- a) It was the time to repeat the material already in the books.
- b) The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- c) If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient point made out.
- d) A lecture delivered in a style no easily understood by pupil will serve no purpose.
- e) In the process of lecturing, the learners are more passive than be active in class.
- f) There is no cooperation and interaction between the teacher and pupil in the lecture process.

c. The Roles of Lecturing

Teacher as a source information had been the criterion to make teaching and learning process can be successful. Lecturer's role is important to be facilitator in learning to make the process of teaching run well.

According to Mulyasa in (Kristanti 2019) some the roles of teacher in the learning process are as follow:

1) The lecturer as a facilitator

The lecturer does not just teach, transmit the role, and just leave the students behind the chair but they should be democratic, honest, and ready to be criticized by the students.

2) The lecturer as a motivator

The motivator is one of internal factors, which can drive students to get achievement. Therefore, the teacher must give motivation and give self-confidence.

3) The lecturer as an inspiratory

A good teacher is the one who is able to gain the good idea, and knowledge in the teaching process, so that, the students get new inspiration, raise their spirit and motivate themselves to be better in learning as well.

d. The Implementation of Lecturing

The implementation of Lecturing Technique based on Brown (2002:74):

- 1) Use an introduction that will catch the teacher's interest
- 2) Provide a brief overview of the teacher's content either verbally, with a handout, or through an outline on the whiteboard or power point presentation.
- 3) Explain the material briefly.

- 4) Allow the students to ask some question related to the materials.
- 5) Determine the key points to be developed during the class sessions.
When every nuance, detail, or instance of a topic is discussed, or when too many ideas are presented and not well developed, students often lose sight of the idea.
- 6) Ask for and answer students' questions.
- 7) Close by restating the materials.

e. The Procedures of Lecturing

According to Ornstein and Lasley in Celal Akdeniz (2016: 113) there are some procedures of Lecturing.

- 1) Direct students' attention to the lesson before starting. Cases, stories, and current issues are brought to the classroom to build a connection between students and goals.
- 2) Teachers must not read directly from their notes, must deliver the speech fluently, and must also include some informal talks, when necessary.
- 3) The teaching time must be adjusted, at least one activity must be carried out after the 10-minute presentation.
- 4) The teacher must try to hold students' attention through the use of other methods and materials.
- 5) students were asked to record the material presented by the teacher during learning.

- 6) Summarize content quickly what has been learned, ask questions to assess whether learning has been completed or not. Finally, giving homework at the end of the lesson helps connect the learning content to the next learning topic.

B. Previous Study

In making this proposal, the researcher has four relevant previous studies that support her research. The first, a thesis written by Nina Laili (210915036) entitle “the effectiveness of using Team Word-Webbing technique in teaching reading comprehension at SMPN 1 Siman Ponorogo”. she uses Team Word-Webbing to teach students reading comprehension. The results of this research are Team Word-Webbing is effective in students reading comprehension than the using of non Team Word-Webbing. The use of it makes students more comfortable in conducting lesson. It can be looked from students score in doing test. The result of t-test calculation that shows $t_{value} > t_{table}$ ($t_{value} = 4.043$ $t_{table} = 2.01$) in 5% significant level. Therefore, there is a significant difference between students who are taught by Team Word-Webbing technique.

The second is ” The Effect of Word-Webbing on Students’ Ability in Writing News Item” by Bertaria Sohnata Hutauruk. From this journal can be taken conclusion that Word-Webbing technique is significant than the effect of without Word Webbing to the students writing ability news item text.

The third is “The Use of Team Word-Webbing in Writing Skill for EFL Students” by Ari Prasetyaningrum” Based on the journal can be taken conclusion that Team Word-Webbing was significantly effective because it was

found that there was a significant difference in the mean scores between the pre-test and post-test, which was $t (df=18) = 10.550$ at $p = .000$ which lower than 0.05 as the standard significance level in SPSS at two tails.

And the four is “The Effectiveness Of Using Team Word-Webbing Toward Students’ Reading Comprehension In News Item Text At The Tenth Grade Of MA Terpadu Al-Anwar Trenggalek In The Academic Year Of 2017/2018” by Saiful Anwar . Based on the thesis can be taken conclusion that the result of significant value is 0.000 with the significant level is 0.05 and the result of tcount is 14.792. It presents that the difference value between tcount and ttable is 13.102. The above mention different mean and value indicated that Team Word-Webbing is strongly effective in teaching reading comprehension to increase reading comprehension.

There are similarity between previous studies and this thesis. The five thesis uses technique Team Word-Webbing in teaching. This technique is used to know whether Team Word-Webbing is effective in teaching. besides that, they have different. They use the different variables. The first thesis use reading comprehension at SMP Negeri 1 Siman Ponorogo. The second journal use Writing News Item. The third journal use writing skill for EFL students. The four use reading comprehension in news item text And this thesis uses writing descriptive text at eight Grade of SMPN 5 Surakarta Academic Year 2022/2023.

Table 2 2 Similarities and Differences between Previous Study and The Current research

No	Title	Similarities	Difference
1.	Nina Laili (2019) entitled “The effectiveness of Team Word-Webbing technique in teaching reading comprehension at SMPN 1 Siman Ponorogo	The thesis uses technique Team Word-Webbing in teaching English	This study use variables reading comprehension while the present study use variables writing
2.	Bertaria Sohnata Hutahuruk (2018) entitled “The Effect of Word-Webbing on Students’ Ability in Writing News Item”	The journal article uses Team Word-Webbing in teaching writing English	This study use variables writing news item while the present study use variables writing descriptive text
3.	Ari Prsetyaningrum (2018) entitled “The Use of Team Word Webbing in Writing Skill for EFL Students”	The journal article uses Team Word-Webbing in teaching writing English	in this study using variables that focus on all writing skills while in this present study focuses on writing descriptive text skills
4.	Saiful Anwar (2018) entitled “The Effectiveness Of Using Team Word-Webbing Toward Students’ Reading Comprehension In News Item Text At The Tenth Grade Of MA Terpadu Al-Anwar Trenggalek	The thesis uses technique Team Word-Webbing in teaching English	This study use reading comprehension in news item text while this present study use writing descriptive text

C. Rationale

Writing as one of the four skills has always been part of the syllabus in teaching English. Junior High school students must master writing. In fact, students find it difficult to make good paragraphs. One of the problems is that the teacher does not use teaching techniques to encourage students to be active and not bored during the lesson. They have low vocabulary, knowledge, and

use of grammar. This makes students spend a long time in writing. The learning process takes place effectively.

As a results students have a low writing class. Then, they cannot develop ideas to make good and correct paragraphs. As stated by the researcher, teaching techniques have an important role in the process of teaching and learning to write. Because the technique has the potential as a way to develop students' writing comprehension in descriptive text, it can stimulate students to develop ideas when making stories. Team Word-Webbing is a technique that helps students learn English, especially in writing.

Researcher used Team Word-Webbing as a technique to teach writing descriptive text. Team Word-Webbing encourages students to use graphics to create paragraphs. This technique can make students active and have cooperation. Because this technique is done in groups. Trying to find solutions to problems in groups also develops skills, especially in learning to write texts. This technique also has advantages, students have two forms of learning responsibility, namely students learning on their own and helping fellow group members to learn. Each member is responsible for the progress of the group.

So, the use of the Team Word-Webbing technique as a teaching technique for students in writing descriptive text is thought to be effective in improving the ability of class VIII students of SMP Negeri 5 Surakarta in Academic Year 2022/2023.

D. Hypothesis

Hypothesis is temporary answer about statement of the problem (Sugiyono, 2007: 84). Hypothesis that will be tested is named work alternative hypothesis (H_a) whereas the opposite is null hypothesis (H_0). Hypothesis is temporary accusations or assumptions that are the basis of all activities. (Yusuf, 2017:88). Therefore, in this research, the researcher would like to formulate the hypothesis as follows:

1. Null Hypothesis (H_0) There is no significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing in teaching writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in the Academic Year of 2022/2023.
2. Alternative Hypothesis (H_a) There is significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing in teaching writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in the Academic Year of 2022/2023.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research is experimental research. According to Bailey in Yusuf (2017: 77) experimental research is a highly controlled method of attempting to demonstrate the existence of casual relationship between one or more independent variable and one or more dependent variable. That experimental used to find out the effect of treatment. This research design in this research is quasi-experimental design (pre-test and post-test control group design). There are two class: an experimental class and control class with receives the different treatment. The data used in the research was pre-test and post-test. firstly, test was done in experimental class and control class. Secondly, the result of the test was scored by using analytic scale (Brown theory). Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying The design of this research can be illustrated in the table below:

Table 3. 1 Design of Research

Choose experimental class	Pre-test	Treatment	Post-test
Choose control class	Pre-test	Treatment	Post-test

B. Place and Time of the Research

1. Place

This research has been carried out at SMPN 5 Surakarta which is located in Jl. Ring Road, Mojosongo, Kec. Jebres, Kota Surakarta, Jawa Tengah 57127.

2. Time

Table 3. 2 The Research Schedule

Activity	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Pre-research									
Create Proposal									
Seminar proposal									
Doing research									
Arrange thesis									
Examination thesis									

C. Population, Sample and Sampling Technique

1. Population

The population is all objects that are the target of research or observation and have the same properties (Nuryadi, et al. 2017: 8). Meanwhile, Sugiyono (2015: 117) defines that population is the general area which contains object or subject that has certain characteristic and quality that are established by the researcher to be studied and then to be concluded. The population of this research is the eight grade students of SMP Negeri 5 Surakarta. There are 254 students. The sum of classes are 8 classes.

Derived from the explanation above, the population of this research is the eighth grade students of SMP Negeri 5 Surakarta in the Academic Year of 2022/2023.

2. Sample

Sample is part of the population taken to be used as the object of direct observation and used as a basis in drawing conclusions (Nuryadi, et al. 2017: 8). The Researcher took three classes as samples, (1 class are the experimental group, 1 class as the control group and 1 class are the try out class). The sample is 96 students. The try out class is used to determine the level of validity of the questions to be used. The experimental class was taught using Team Word-Webbing while control class was taught using lecturing technique.

Table 3. 3 The Sample of Research

Sample	The number of students
The try out class	32 students
The experimental class	32 students
The control class	32 students
Total sample	96 students

3. Sampling

According to Sugiyono (2015: 118) Sampling technique is a sampling technique to determine the sample in research. The researcher took the sample by using cluster random sampling. Sugiyono (2015: 121) state that cluster random sampling is technique used to determine the sample when the object to be studied is very broad

D. Technique Data Collection

1. Test

The researcher used instrument to get better data. The instrument of the research is a tool that is used by researcher for collecting data in order to get better result. In this study the researcher chosen test to collecting data. Test is a set of questions and exercise used to measure the achievement or capability of the individual (Sukendra, 2020). Test that used by the researcher in this this research is essay writing test. There are three activities of collecting the data.

The types of tests given in this study were in the form of pre-test and post-test. Pre-test is a test that is carried out before carrying out teaching, which is given to students in class to find out the level of student proficiency. Pre-test had been given by the researcher before giving a treatment to the experimental class and control class. Post-test has been given to the experimental class and control class. The post test was given in order to know the effectiveness Team Word-Webbing to writing descriptive text

2. Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find the problem to be studied. and know more deeply and the number of respondents is small (Sugiyono 2015:194).

E. Research Instrument

Instruments include part of the method used by researchers. The research instrument is basically a tool used to collect data in research. The research instrument is made according to the measurement objectives and the theory used as the basis. The research instrument is made for one purpose certain research that can not be used by other research, so researchers must. Design your own instrument to use (sukendra, 2020).

To collect the results of data acquisition. In this study, researcher used the test as an instrument to collect data. The test was given to the students twice namely pre-test and post-test. Before giving the pre-test and post-test the researcher gave a try out test to find out how well the students' ability to understand the descriptive text. Pre-test intended to find out the students' prior knowledge of writing descriptive text. Post-test intended to find out the students' writing descriptive text after joining treatment. The following is a blueprint for research instruments:

Table 3. 4 Blue Print of Writing Test

Competence standart / basic competence	Skill measured	Indicators	Instrument
Competence Standard: The students are able to make simple text/essay using pattern of present sentence correctly. Basic Competence: Writing short essay about descriptive text. (Person, visiting	1. Organization 2. Content 3. Grammar 4. Mechanic 5. Vocabulary	1. Organization (coherence, cohesion, and unity) 2. Students are able to arrange and express their ideas into paragraph and text using good content	1. In groups, create an essay about descriptive text (person, visiting ecotourism destination , and historical place)

ecotourism destination , and historical place)		(appropriate topic, originality, and logic) 3. Grammar(tenses, articles,pronoun, and etc), 4. Mechanics (spelling and punctuation) 5. Vocabulary (word selection, vocabulary idiom)	based on the topic that was given. 2. Write it consisting of language feature and generic structure. 3. The researcher give 60 minutes to make the essay 4. Your writing will be evaluated based on organization, content. grammar mechanic and vocabulary.
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F. Data Validation

Before giving pre-test and post-test, the researcher did try out of the test items first to get the readability of the test. try out had been given to other classes and does not involve the two groups classes (experimental class and control class) to conduct research.

Readability is used to ensure the understandable instruction; that is, the instruction leads the student to write as what is expected. The readability can be measure by using some question.

1. The instruction of writing test:

a. Choose one of the following topics:

1) My Best Friend

- 2) Parangtritis Beach;
 - 3) Balaikambang Park;
 - 4) Prambanan Temple.
- b. Work individually to write descriptive text essay consisting of identification and description.
 - c. Your essay will be evaluated based on the organization, content, grammar, mechanic and vocabulary.

2. Readability of writing test

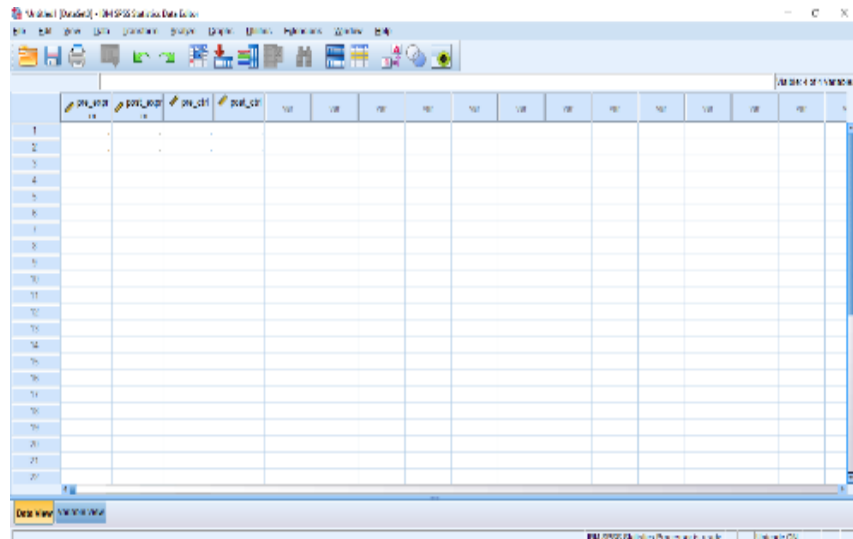
- a. Whether the instruction are understandable or not,
- b. Whether the kind of the essay is clear or not,
- c. Whether the organization of the essay is understandable or not,
- d. Whether writing indicators to be evaluated are clear or not,
- e. Whether the topic are interesting or not,

3. Readability of item test

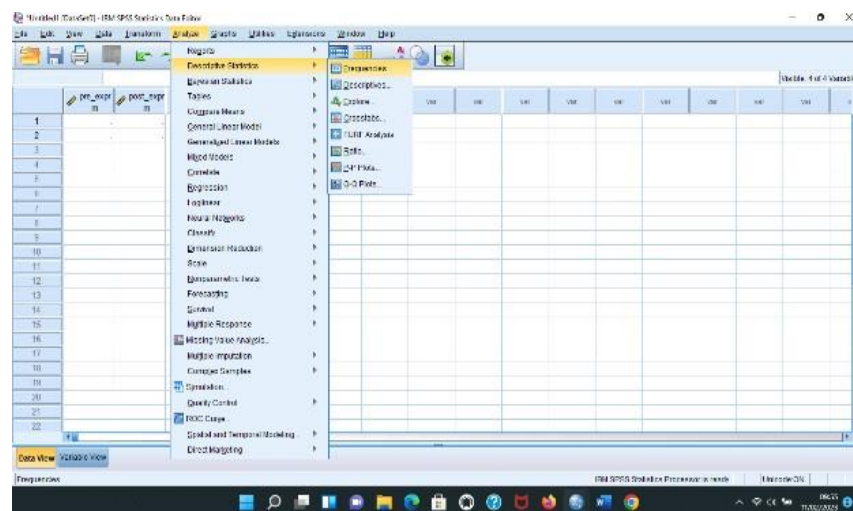
- a. Do you understand the instruction of this text?
- b. Is the kind of the essay to be written in this test stated clearly?
- c. Is the organization of the essay demanded is this test understandable?
- d. Are the writing indicators to be evaluated in this test clear?
- e. Are the topics interesting?

In this research, the researcher formulated five question. The answer “Yes” indicates that the instruction is understandable in terms of what is asked in the question.

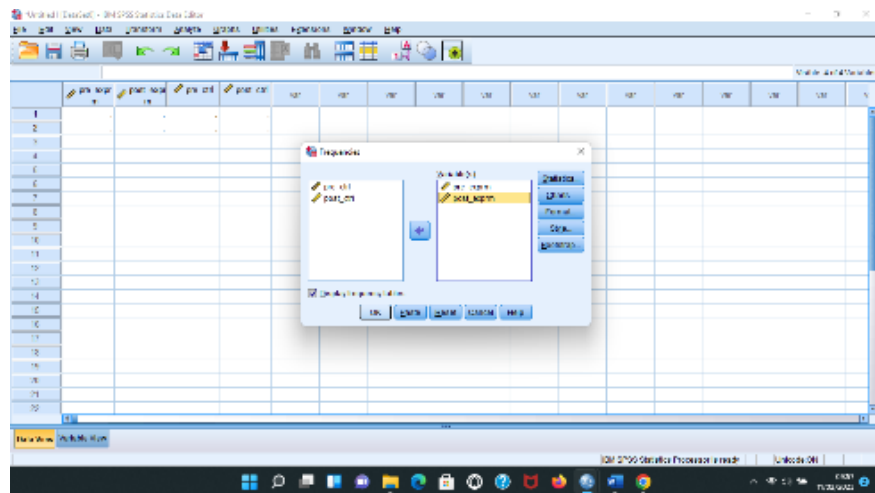
- d. After that, fill in the data for each variable that has been created, by clicking Data View and then data entry.



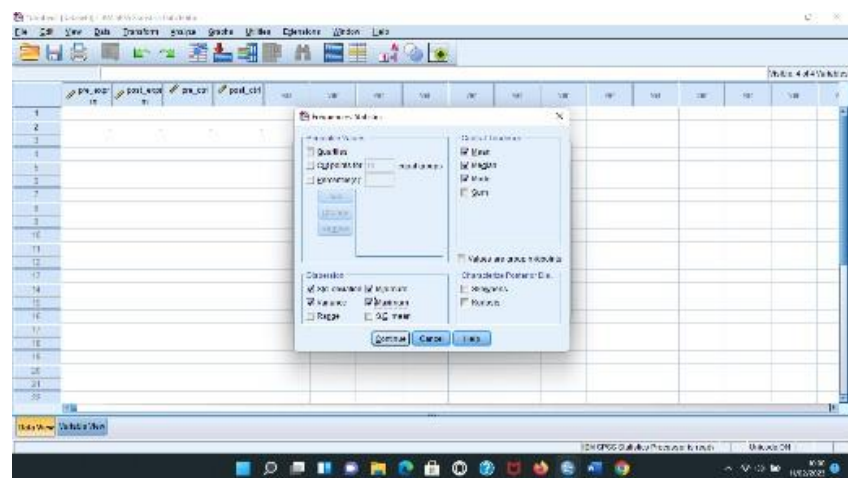
- e. Do the descriptive analysis by clicking on the menu “Descriptive Statistics” > “Frequencies”.



- f. Move the variable which will be analyzed by first clicking on the variable then move it to the right column by clicking the arrow, and tick “Display”.



- g. After that click on “Statistics” and tick “Mean”, “Median”, “Mode”, “Sum”, “Std. Deviation”, “Minimum”, “Maximum”. Then click “Continue”, and “OK”.



- h. And the output will appear

2. Pre-requisite Test

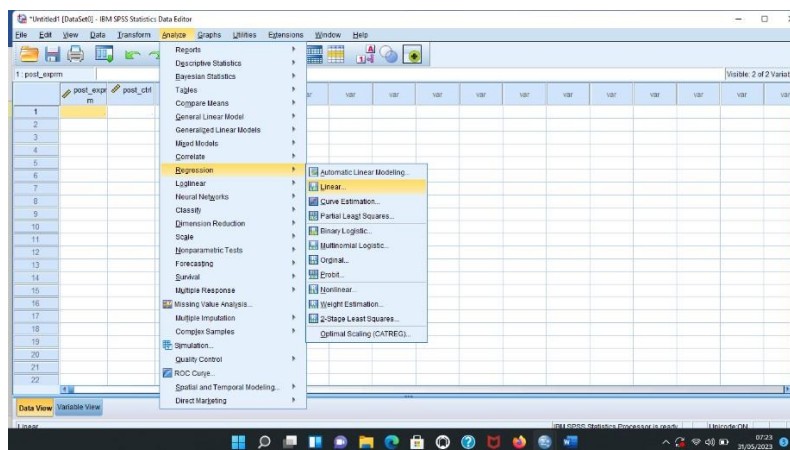
Before testing the hypothesis, normality and homogeneity should be examined in this phase. The normality test is to know the normal

distribution of experimental and control class whereas homogeneity test is to know whether the population has homogeneity or not.

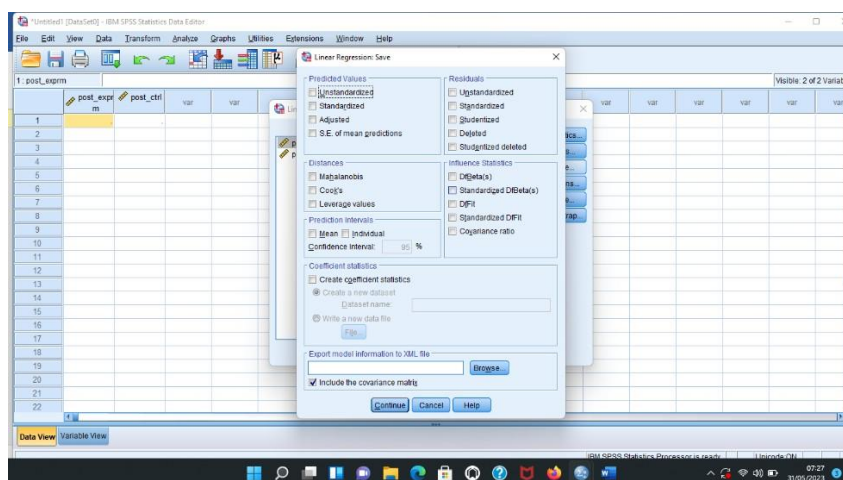
a. Normality Test

In this study, to find out the normality test researcher used IBM SPSS Statistic 25 application. The normality used Kolmogorov-Smirnov. The steps are as follows:

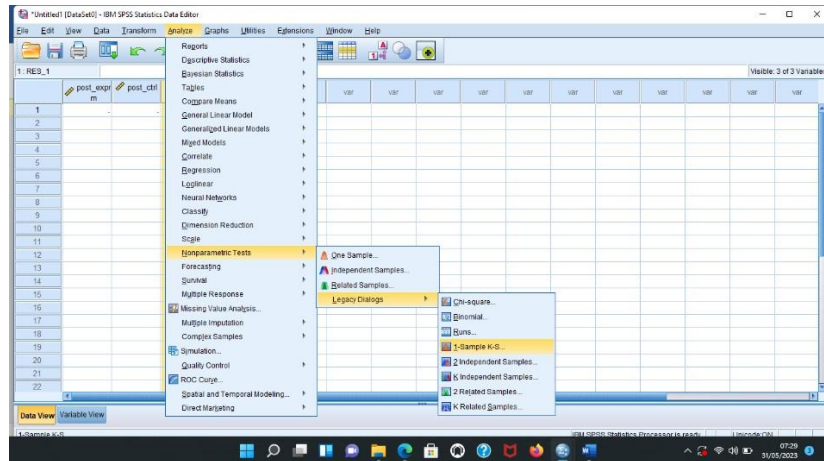
- 1) Input in the data in the “Variable View” and “Data View”
- 2) Then click Analyze and select Regression>Linear



- 3) Click save> click Click undstandarizedin residual



- 4) Click Analyze, select Nonparametric Tests>Legacy Dialogs>1-Sample K-S (Kolmogorov Smirnov)

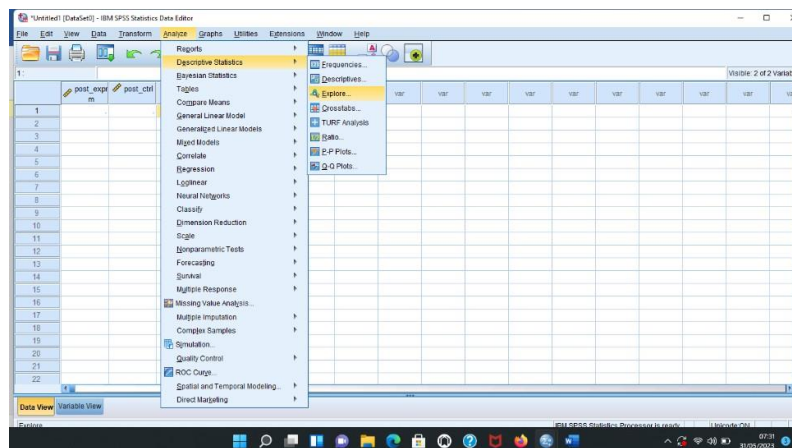


- 5) And then the normality test results will appear. If the significance value (Sig.) > 0.05, then the research data is normally distributed. On the other hand, if the significance value (Sig.) < 0,05, then the research data is not normally distributed.

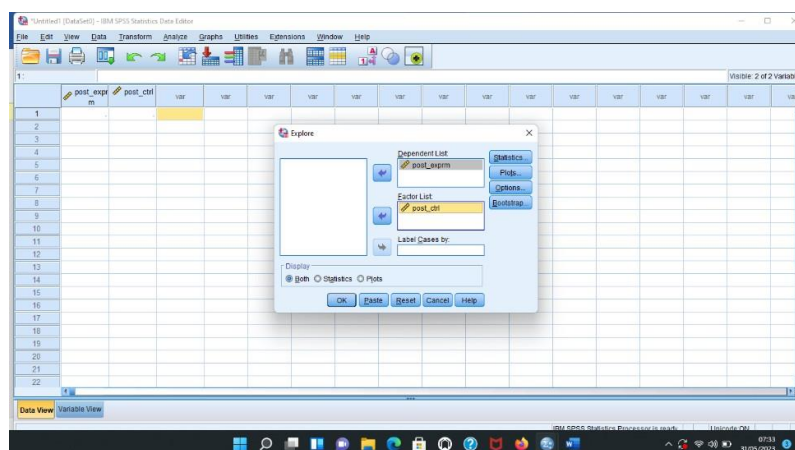
b. Homogeneity Test

Homogeneity test is used to determine whether the several population variants are homogeneous or heterogeneous. To find out the homogeneity of data, researcher used IBM SPSS Statistic 29 application. the steps are as follow:

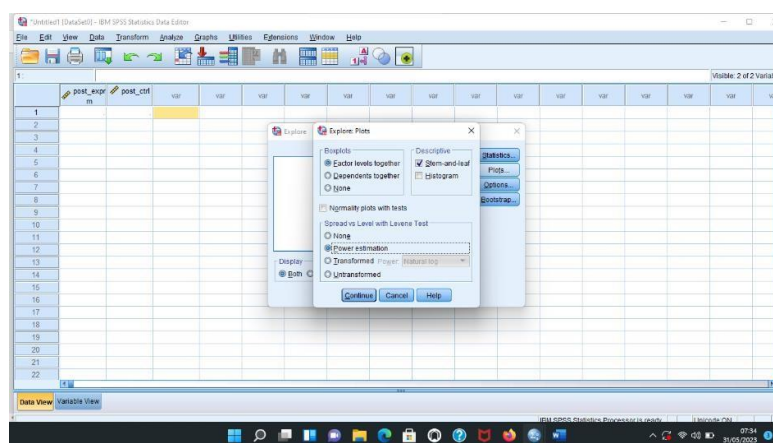
1) Click “analyze” > “descriptive statistic” > “explore”



2) Move the outcome variable into “Dependent List” box and move the grouping variable into “Factor” box, and then click “Options”.



3) Click plots > click power estimation

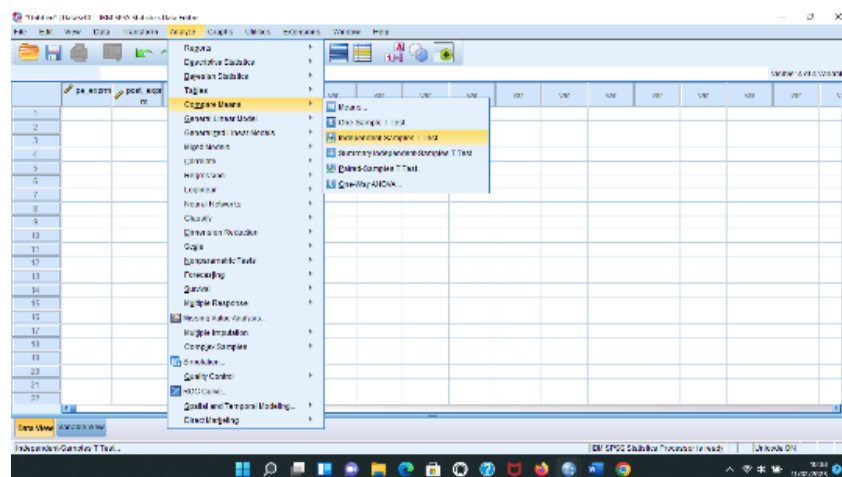


- 4) Click “Continue” and then click “OK”.
- 5) And then the homogeneity test result will appear. If the significance value (Sig.) $> 0,05$, then the data is homogeneous. But if the significance value (Sig.) $< 0,05$, then the data population group is not homogeneous.

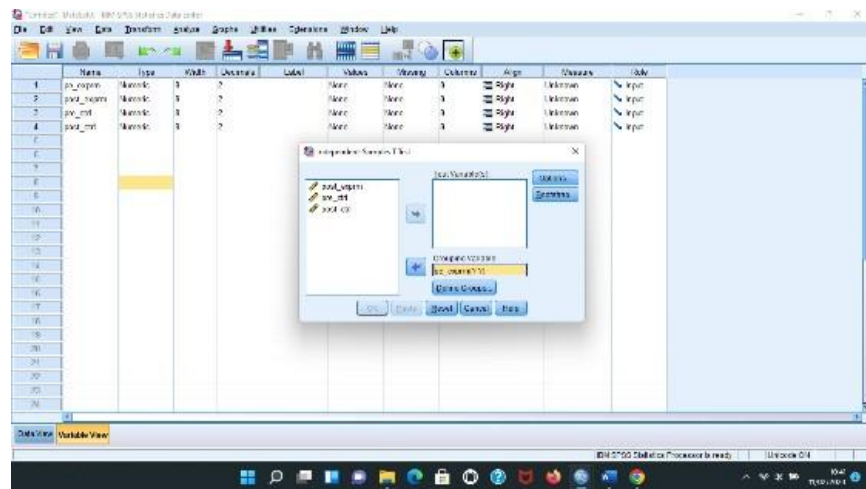
3. Hypothesis Testing (T-test)

The independent sample t-test is conducted to compare the difference between the post test result of the students from the experiment group and the post test results of the students from the control group.

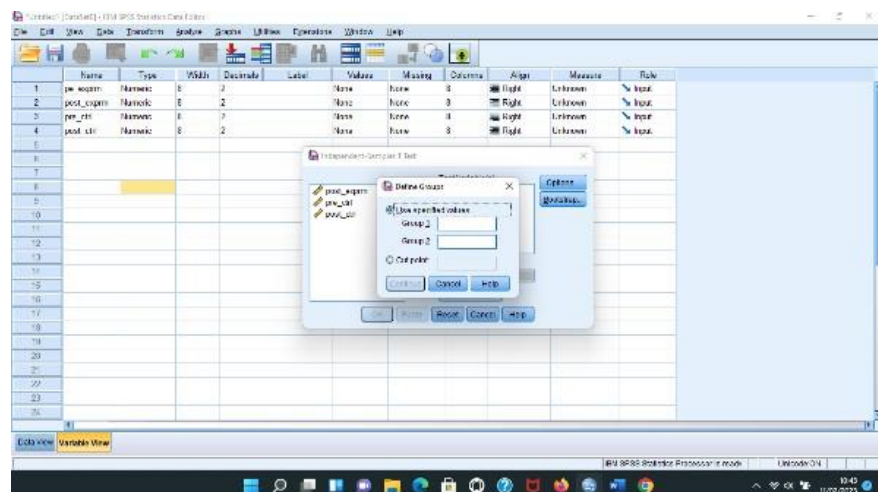
- 1) Open the worksheet with the data will be tested in the SPSS.
- 2) Input the data in the variable.
- 3) Click on the menu: “Analyze”, “Compare Means and Proportions”, then “Independent-Samples T-Test”.



- 4) Select the dependent variable from the left window.



- 5) Click “Define Groups” (for example: type 1 for experiment group and type 2 for control group), click “Continue”, and then click “OK”.



- 6) And then the hypothesis test / independent sample t-test results will appear. If the value of Sig. (2-tailed) < 0,05, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. But, if the value of Sig. (2-tailed) > 0,05, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Researchers conducted research on April 05, 2023 to April 14, 2023. Researchers use data to be analyzed in the form of test results. After giving to both groups, the researcher gave a test to the students. The purpose of this research is to know whether there is a significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing technique in writing descriptive text at the eighth grade students and to know whether is effective Team Word-Webbing in teaching writing descriptive text at the eighth grade students. This research was conducted at the eighth grade students of SMP Negeri 5 Surakarta in the academic year 2022/2023. The researcher took VIII H as a experimental class which is taught by using Team Word-Webbing and VIII F as a control class which is taught by using lecturing technique.

The technique data collection in this research was test and try out test. the data which were analysed in this research was the result of the test. the researcher did try out in other class, before did pre test in both of class. There are 32 students in try out class. The result of the test was analysed to know the readability. The researcher did treatment in experimental class and teaching in control class. The researcher did post test in both of classes to get the score of writing skill. The researcher used a kind of text that was descriptive text. After that the researcher gave them a post-test to find out the results of the treatment.

The post-test results of the two groups were compared using the t-test. The data description of the two groups can be seen as follows:

1. Data Description

a. The result of post test in experimental class

The experimental class was class VIII H which was taught using the Team Word-Webbing in teaching writing descriptive text. The experimental class consisted of 32 students. Students have taken a descriptive text writing test by the researcher. The data obtained from post-test of experimental class. It concludes the mean, mode, median, standard deviation and frequency distribution. The data will be presented in the form of table below:

Table 4. 1 Statistics Post-Test in Experimental Class

Statistics		
N	Valid	32
	Missing	0
Mean		72.34
Median		73.00
Mode		75
Std. Deviation		5.534
Minimum		61
Maximum		86

Based on the data which are taken from the result of students' post-test in experimental class show that the highest score is 86, and the lowest score is 61. The mean score is 72.34, the median is 73.00, the mode is 75, and the standard deviation is 5.534. the frequency distribution of the the data post-test experimental class is in the table 4.2 and histogram is presented in figure 4.1.

Table 4. 2 Frequency Distribution of Post Test Score in Experimental Class

EXPERIMENTAL CLASS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	1	3.1	3.1	3.1
	63	2	6.3	6.3	9.4
	64	1	3.1	3.1	12.5
	66	1	3.1	3.1	15.6
	68	2	6.3	6.3	21.9
	69	4	12.5	12.5	34.4
	71	2	6.3	6.3	40.6
	72	1	3.1	3.1	43.8
	73	4	12.5	12.5	56.3
	74	1	3.1	3.1	59.4
	75	5	15.6	15.6	75.0
	76	1	3.1	3.1	78.1
	77	2	6.3	6.3	84.4
	78	2	6.3	6.3	90.6
	79	1	3.1	3.1	93.8
	80	1	3.1	3.1	96.9
	86	1	3.1	3.1	100.0
	Total		32	100.0	100.0

The table above explain about the frequency distribution of Experimental class was using Team Word-Webbing in teaching writing descriptive text. Based on the table above, there is three student who get score 61-64. There is five student who get score 65-68. There are seven students who get score 69-72. There are eleven students who get score 73-76. There are six students who get score 77-80. There are one students who get score 86. Therefore, researchers can conclude that the scores of the Experimental class various. Then the frequency distribution data can be seen in the histogram below:.

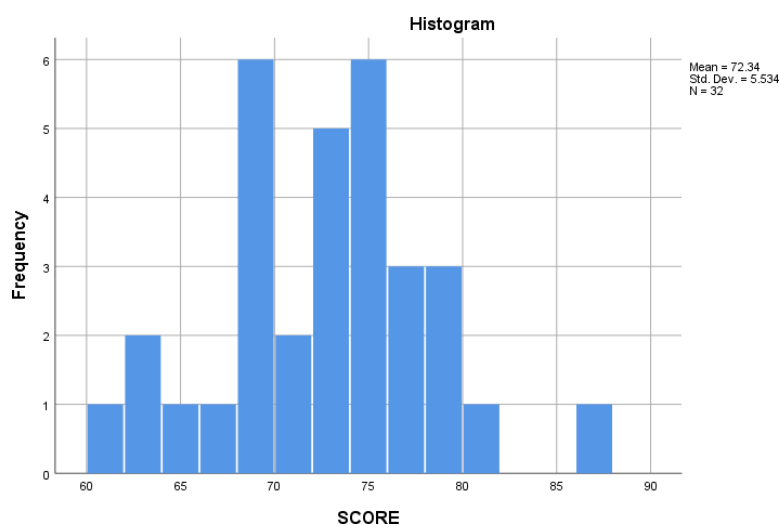


Figure 4. 1 Histogram Distribution of Post Test Score Experimental Class

b. The result of post test in control class

The control class was class VIII F which was taught using the Lecturing in teaching writing descriptive text. The control class consisted of 32 students. Students have taken a descriptive text writing

test by the researcher. The data obtained form post-test of control class. It concludes the mean, mode, median, standard deviation and frequency distribution. The data will be presented in the form of table below:

Table 4. 3 Statistics Post-Test in Control Class

Statistics		
N	Valid	32
	Missing	0
Mean		63.22
Median		64.00
Mode		62
Std. Deviation		6.298
Minimum		49
Maximum		77

Based on the data which are taken from the result of students' post-test in control class show that the highest score is 77, and the lowest score is 49. The mean score is 63.22, the median is 64.00, the mode is 62, and the standard deviation is 6.298. the frequency distribution of the the data post-test experimental class is in the table 4.4 and histogram is presented in figure 4.2.

Table 4. 4 Frequency Distribution of Post Test Score in Control Class

SCORE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	3.1	3.1	3.1
	52	1	3.1	3.1	6.3

53	1	3.1	3.1	9.4
54	2	6.3	6.3	15.6
58	1	3.1	3.1	18.8
59	1	3.1	3.1	21.9
60	1	3.1	3.1	25.0
61	2	6.3	6.3	31.3
62	4	12.5	12.5	43.8
63	1	3.1	3.1	46.9
64	3	9.4	9.4	56.3
65	3	9.4	9.4	65.6
66	2	6.3	6.3	71.9
67	2	6.3	6.3	78.1
68	2	6.3	6.3	84.4
70	2	6.3	6.3	90.6
72	1	3.1	3.1	93.8
73	1	3.1	3.1	96.9
77	1	3.1	3.1	100.0
Total	32	100.0	100.0	

The table above explain about the frequency distribution of control class was using Lecturing in teaching writing descriptive text. Based on the table above, there is three student who get score 49-53. There is three student who get score 54-58. There are nine students who get score 59-63. There are twelve students who get score 64-69. There are five students who get score 70-77. Therefore, researchers can conclude that the scores of the control class various. Then the frequency distribution data can be seen in the histogram below:

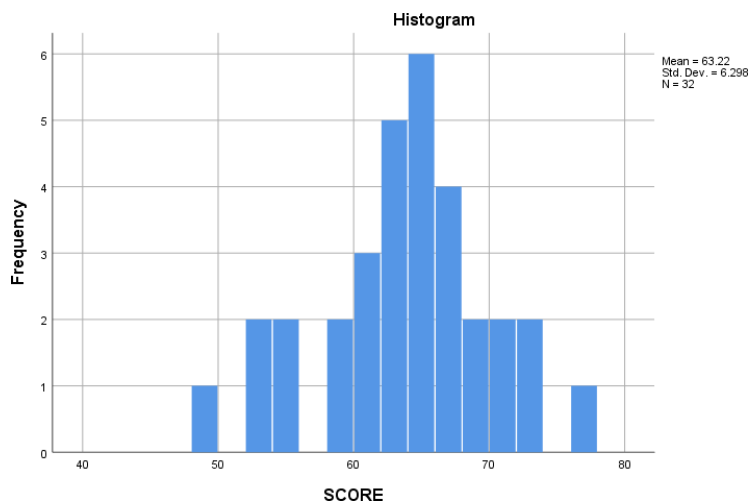


Figure 4. 2 Histogram Distribution of Post Test Score Control Class

2. Pre-requisite Test

a. Normality Test

The Kolmogorov Smirnov normality test is part of the classic assumption test. The normality test aims to determine whether the residual values are normally distributed or not. A good regression model is to have normally distributed residuals. There are two criteria for determining the normality of data:

- 1) If the significance value (sig) > 0.05 , then the data distribution is normal.
- 2) If the significance value (sig) < 0.05 , then the data distribution is not normal.

Table 4. 5 The Computation of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.88067524
Most Extreme Differences	Absolute	.091
	Positive	.067
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the post-test data normality test for the experimental class and control class above, the significance value of the normal test of using Team Word-Webbing and Lecturing in teaching writing descriptive text is 0,200. As a result, since the data has a significance value of $0,200 > 0,05$, the residual value can be normally distributed.

b. Homogeneity Test

Homogeneity test is a test conducted to find out that two or more sample data groups come from populations that have a homogeneous variance. This test is a requirement before carrying out other tests such as the T test and Anova. This test is used to ensure that the data group

does come from populations that have the same variance. Basis for decision making:

- 1) If the Sig value > 0.05 , then the data distribution is homogeneous.
- 2) If the Sig value < 0.05 , then the data distribution is not homogeneous.

Table 4. 6 The Computation of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	.193	1	62	.662
	Based on Median	.208	1	62	.650
	Based on Median and with adjusted df	.208	1	60.152	.650
	Based on trimmed mean	.185	1	62	.669

Based on the results of the post-test data homogeneity test for the experimental class and control class above, the significance value on the based on mean homogeneity test of the two research groups in learning writing skills is 0.662. Therefore, the data has a significance value of $0.662 > 0.05$, the group data is distributed homogeneously.

3. Hypothesis Testing (T-Test)

The purpose of hypothesis testing is to decide whether the hypothesis being tested rejected or accepted. In this study, the researcher used the independent sample t-test. Independent sample t-test is a test used to compare the means of two independent groups to determine whether

there is statistical evidence that the means of related data are significantly different. In this case, the data being compared are the post- test score of the experimental class and the control class, and the result of the independent sample t-test are in the table below:

Table 4. 7 The Computation of Hypothesis Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.193	.662	6.157	62	.000	9.125	1.482	6.163	12.087
	Equal variances not assumed			6.157	60.991	.000	9.125	1.482	6.162	12.088

If the value of sig. (2-tailed) $< 0,05$, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Meanwhile the value of Sig. (2-tailed) $> 0,05$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. (2-tailed) interpreted as a two-way test. (2-tailed) is used for hypotheses whose direction is unclear whether to be accepted or rejected

Based on the results of the hypothesis test in the table above, it shows that the value of Sig. (2-tailed) is $0,000 < 0,05$. Then it can be concluded

that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, it can be concluded that Using Team Word-Webbing as a technique is effective in teaching writing of descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in the Academic Year of 2022/2023.

4. Results of interview

From interviews conducted by researchers to several students, and their opinions about the use of the Team Word-Webbing technique in writing descriptive texts. As follows: Team Word-Webbing makes class enjoy able and happy, Team Word-Webbing makes easy to develop our ideas, Team Word-Webbing learn in groups and make active

The data comes from the results of interviews, such as:

“... it makes us excited, enjoy and happy in class.” (Interview with BPA-VIIIIH, Friday, 16 June 2023).

From the explanation above, it can be concluded that WOM enjoys and happy in learning to write descriptive text using the Team Word-Webbing technique.

“.. it makes it easy for us to develop our ideas.” (Interview with AS-VIIIIH, Friday, 16 June 2023).

From the explanation above, it can be concluded that the Team Word-Webbing technique makes it easier for AR to develop her ideas in writing descriptive text.

“.. because we learn in groups and make us active.” (Interview with AFW-VIIIIH, Friday, 16 June 2023)

From the explanation above, it can be concluded that according to SY, the Team Word-Webbing technique makes the class active because it is done in groups.

B. Discussion

In this study there were two class tested, namely the experimental class and the control class. Both class were given a pre-test with same question before being given treatment. Furthermore, the two classes were given different treatment, the experimental class received using Team Word-Webbing, while the control class using lecturing. After being given treatment, both experimental and control class then did a post-test to see if there was a difference in scores between the two.

Ari (2018) states that writing in the opinion of students is boring and many students are reluctant to write something when studying in class. Writing teaching techniques used by teachers in English learning activities are expected to use flexible techniques. This is believed to make the learning process fun and interesting. To solve the problems stated earlier, techniques and strategies are needed to be applied. The main purpose of the techniques and strategies is to achieve the goal of learning to write, namely expressing meaning in writing functional texts and essays. From here the researcher examines a teacher's teaching strategy to students in the classroom where this technique is believed to be able to create effectiveness in teaching and learning.

Based on all the data that has been processed by the researcher, the result is that the Experiment Class value obtained is greater than the control class value, the difference is statistically significant. Students who were taught using Team Word-Webbing had higher scores than students who were taught using Lectures in learning to write descriptive texts. With the average value of the Experiment Class posttest is 72.34 and the average value of the Control Class posttest is 63.22.

This means the use of the Team Word-Webbing is effective in teaching writing descriptive texts at the eighth grade students of SMP N 5 Surakarta in the academic year 2022/2023. This is also evidenced by the results of the t-test. The results of the t test show that the hypothesis in the table above shows the value of Sig. (2-tailed) is $0.000 < 0.05$ therefore the alternative (H_a) is accepted because students who are treated with the Team Word-Webbing technique in the experimental class have better writing skills than students who are taught with Lecturing in the control class.

In implementing the use of learning techniques, it is hoped that students can play an active role in class not only as listeners but also as listeners to speakers for two-way communication. The Team Word-Webbing technique can encourage students to think more deeply about ideas for writing in each paragraph, write grammatically correct complete sentences, eliminate unnecessary words, and build appropriate general structures based on words. encourage students to create texts. It was found that when this research was first conducted, students were still not able to arrange ideas into appropriate

paragraphs. Then, the researcher applies the Team Word-Webbing technique in the teaching and learning process as well as contextual learning to bring real life into the classroom to create a sense of relaxation for students.

In addition, Team Word-Webbing is interesting because it gives students the opportunity to be creative by putting together a general structure that fits the idea. During the initial process, some students seemed to put less effort into developing ideas and completing their writing because they tended to lack knowledge about mechanics, vocabulary, grammar. After the researcher encourages the process of making a good text by first circling the key words of each paragraph, then teaches students to arrange these parts according to the general structure, so that students who are not proficient in writing are not left behind with other friends.

The results of this study are supported by previous research by Hutahuruk (2018) which showed that Team Word-Webbing improved students' ability to write texts in English. This finding is also in line with Barkley, et al. (2012) view that " word-webbing is the relation between one ide with other ideas ". By applying it, students are motivated to be creative because they are free to come up with new ideas

The results of the study, the researcher found that teaching writing with the Team Word-Webbing could make students feel enjoy and happy in class and were very enthusiastic, as evidenced when the researcher asked one of the students in the experimental class. The students think that learning to write English is not as difficult as people say. Teaching writing descriptive text with

Team Word-Webbing keeps students motivated and develops their ideas and also makes students interact with other students because students have to work together to carry out activities.

Based on hypothesis test, there is significant difference between students who are taught by using Team Word-Webbing and the students who are taught by using Lecturing. The same result shows the effectiveness of Team Word-Webbing in teaching writing descriptive text in class. In addition, students feel happy and interested in participating in learning to write in class. So, it can be concluded that Team-Word-Webbing is more effective than Lecturing in teaching writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion, the researcher concludes that there is significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing, because students who study using Team Word-Webbing score higher than students who learn by lecturing. It means that Team Word-Webbing is effective in teaching writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in the academic year 2022/2023. The use of it make students more comfortable in conducting lesson. The effectiveness is proven that the mean score post-test of experimental class is higher than the mean score post-test of control class. The mean score of experimental class is 72.34 .while the mean score post-test of control class is 63.22.

By applying Team Word-Webbing Technique, students are motivated to be creative because they are free to come up with new ideas. The results of the study, the researcher found that teaching writing with the Team Word-Webbing could make students feel enjoy and happy in class and were very enthusiastic, as evidenced when the researcher asked one of the students in the experimental class. Teaching writing descriptive text with Team Word-Webbing keeps students motivated and develops their ideas and also makes students interact with other students because students have to work together to carry out activities.

The result of the data analysis shows that the result of t-test in post-test score that the value of Sig (2-tailed) is 0.000 which is lower than 0.05. Based on the result of the hypothesis test, it shows that the value of Sig. (2-tailed) is $0.000 < 0.05$. then it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be concluded that there is significant difference between students who are taught by using Team Word-Webbing and students who are taught by using lecturing in teaching writing descriptive text at the eighth grade students of SMP Negeri 5 Surakarta in the academic year 2022/2023.

B. Suggestion

1. For English Teachers

The English teacher is recommended to use Team Word-Webbing technique in teaching writing. The teacher can apply this technique as an effective technique in teaching English language skills, such as writing skill. So that this technique can help the students to write more effectively, comprehend the material and actively involves in the teaching and learning process.

2. For Students

The students are suggested to use Team Word-Webbing technique in their study, especially in writing skill to become effective and active writers which hopefully can also affect their writing achievement. So that, the students will gets better score in writing skill.

3. For other researcher

The result of this research is hoped can be used as a reference and information for future researchers to conduct further research dealing with the use of Team Word-Webbing technique by using different language skill and different materials such as narrative text, in different research area or research design for different level of students.

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APPENDICES

APPENDIX 1

THE LIST NAME OF STUDENT

a. Control Class

No	Name	No	Name
1.	ADINDA DWI W.N	17.	MUHAMMAD REYKHAN
2.	AVITA SETYOWATI	18.	MUHAMMAD RIDHO G
3.	BRILIAN DENISKO W	19.	MUHAMMAD RAFIQ A
4.	EOLIA OKTAVIANI G	20.	MUTIARA
5.	FLORECITA DWI A	21.	NABILA NAJWA F
6.	KESYA JANNYVA	22.	NADA KHUMAIRA
7.	LETISHA SAVIRA P.E	23.	NAISYA NUR AFNI
8.	MARANTI EKA PUTRI	24.	NESYA AULIA PUTRI L
9.	MARITSA KHAIRUNNISA	25.	NOVAL ANDREANO
10.	MAURA MANDALEKA	26.	OKTA ADITYA K
11.	MELANI ESTININGSIH	27.	PRATAMA SANJAYA
12.	MELVIN TYAS SELVIAN	28.	RAFFI HELIANTO
13.	MUHAMMAD FACHRI A	29.	RAFI YUDHA PRATAMA
14.	MUHAMMAD FIRDAUS A.P	30.	RANGGA ADHI N
15.	MUHAMMAD IRFAN F	31.	RANGGA FEBRIAN U
16.	MUHAMMAD NUR I	32.	RANGGA TRI B

b. Experimental Class

No	Name	No	Name
1.	AJI DWI SAPARI	17.	SUKMA BHARATA A.J
2.	ALMIRA SYIFAU FUNY	18.	SURYA ARDI RAMADHAN
3.	AMELISA RAHMADANI	19.	SURYA GALEH PRAYOGI
4.	ANDIRA FITRI W	20.	TOMY ANWAR M
5.	ANISA SILFIA HANIM	21.	TRI NUR CAHYO
6.	BERNADIN PUTRI A	22.	TRISTAN DEWANTARA
7.	CINDY BONAFENTURA	23.	VARIS TOFANO A
8.	FARRADHIO PUTRI A	24.	VIANDIKA SATRIA K
9.	MELATI ERLINA SARI	25.	WISNU OKTA M
10.	NAILI ZZAITUL JANNAH	26.	YAKI HIJAU PRASONGKO
11.	NOVI FASIHAN A	27.	YANUAR ILHAM S
12.	ROZAQ SHOLEH F	28.	YOGA RIYANDA
13.	SATRIO LINGGA A	29.	YOGI PURNOMO
14.	SEPTIAN YULIANTO	30.	YUDA OCTAVIAN
15.	SHELO VINO TRIZA	31.	YULIDYA SALMAWATI
16.	SILVIA KUSUMA N	32.	WAHYU TIRTO A

APPENDIX 2

THE LESSON PLAN

Experimental class

Satuan Pendidikan	: SMP Negeri 5 Surakarta
Kelas/ Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Tema	: Describing people
Pertemuan ke	1
Alokasi Waktu	: 2x40menit

A. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Indikator

1. Menunjukkan rasa syukur atas anugerah tuhan dapat belajar Bahasa Inggris sebagai alat komunikasi internasional.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional.
3. Menentukan struktur, fungsi sosial, dan unsur kebahasaan dalam teks yang mendeskripsikan tentang orang.
4. Menangkap makna teks lisan dan tulis bentuk deskriptif tentang orang.

C. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan rasa syukur atas anugerah tuhan dengan kesungguhan belajar Bahasa Inggris terkait.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4. Merespon makna dalam teks deskriptif, lisan, dan tulis sederhana tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

D. Materi Pembelajaran

1. Materi tentang pengertian descriptive text
2. Materi teks tulis berbentuk deskripsi tentang orang
3. Struktur teks berbentuk deskriptif tentang orang
4. Cara membuat teks deskripsi tentang orang

E. Metode Pembelajaran

1. Team Word-Webbing
2. Tanya jawab

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kemudian mengecek kehadiran siswa 2. Guru menyampaikan tujuan pembelajaran dan pokok-pokok tentang materi pembelajaran 	5 menit
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1 siswa mengamati materi yang ada di handout. 2 siswa mengamati tentang contoh-contoh dari descriptive text. 3 siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Menanya</p> <ol style="list-style-type: none"> 1. siswa diberi kesempatan untuk bertanya mengenai materi tentang mendeskripsikan seseorang 	10 menit

	<p>2. siswa dapat bertanya jawab tentang gagasan pokok, informasi tertentu dari teks deskriptif tentang orang.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. guru membagi siswa menjadi beberapa kelompok 2. secara berkelompok, membaca teks deskriptif yang berjudul “ my best friend “ 3. secara berkelompok siswa menemukan gagasan pokok, informasi rinci, dan menemukan fungsi sosial, dari teks deskriptif yang dibaca. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. guru mngulas materi sambil memberikan bahan untuk siswa membuat paragraph 2. siswa dengan guru mempraktikan cara membuat teks deskriptif dengan cara Team Word-Webbing. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. setiap kelompok membuat essay tentang mendeskripsikan seseorang 2. siswa mengumpulkan hasil pekerjaan mereka. 3. Guru membenarkan pekerjaan siswa jika ada yang salah. 	<p>15 menit</p> <p>15 menit</p> <p>20 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran 2. Guru menyampaikan tema pelajaran yang akan di pelajari di pertemuan berikutnya. 	5 menit

F. Media dan sumber belajar

1. Media : Handout
2. Sumber belajar : Buku paket Bahasa Inggris untuk kelas VIII

G. penilaian

1. Teknik : tertulis
2. Bentuk : essay
3. Aspek yang dinilai :

c. Penilaian sikap

No.	Nilai sikap yang di amati	Kondisi yang di capai	
		Ya	Belum
1	Jujur		
2	Teliti		
3	Tanggung jawab		
4	Santun		
5	Menghargai		
6	Bekerjasama		

d. Penilaian pengetahuan

No.	Aspek yang dinilai	Nilai
1	Content (isi)	Maks 20
2	Organization (tata tulis)	Maks 20
3	Vocabulary (kosa kata)	Maks 20
4	Grammar (tata Bahasa)	Maks 20
5	Punctuation (tanda baca)	Maks 20
Jumlah		100

Surakarta, April 2023

Mengetahui,

Guru mapel Bahasa Inggris,

Peneliti

Mahmudiyah, S.Pd.
NIP.

Wanda Muza Raziinta
NIM. 196121165

THE LESSON PLAN

Experimental class

Satuan Pendidikan : SMP Negeri 5 Surakarta
Kelas/ Semester : VIII/2
Mata Pelajaran : Bahasa Inggris
Tema : visiting ecotourism destination
Pertemuan ke 2
Alokasi Waktu : 2x40menit

A. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Indikator

1. Menunjukkan rasa syukur atas anugerah tuhan dapat belajar Bahasa Inggris sebagai alat komunikasi internasional.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional.
3. Menentukan struktur, fungsi sosial, dan unsur kebahasaan dalam teks yang mendeskripsikan tentang tempat wisata.
4. Menangkap makna teks lisan dan tulis bentuk deskriptif tentang tempat wisata.

C. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan rasa syukur atas anugerah tuhan dengan kesungguhan belajar Bahasa Inggris terkait.
2. Menunjukkan perilaku peduli. Percaya diri. Dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan, dan tulis sederhana tentang tempat wisata.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

D. Materi Pembelajaran

1. Materi tentang pengertian descriptive text
2. Materi teks tulis berbentuk deskripsi tentang tempat wisata.
3. Struktur teks berbentuk deskriptif tentang tempat wisata.
4. Cara membuat teks deskripsi tentang tempat wisata.

E. Metode Pembelajaran

1. Team Word-Webbing
2. Tanya jawab

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kemudian mengecek kehadiran siswa 2. Guru menyampaikan tujuan pembelajaran dan pokok-pokok tentang materi pembelajaran 	5 menit
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. siswa mengamati materi yang ada di handout. 2. siswa mengamati tentang contoh-contoh dari descriptive text. 3. siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Menanya</p> <ol style="list-style-type: none"> 1. siswa diberi kesempatan untuk bertanya mengenai materi tentang mendeskripsikan tempat wisata. 	<p>10 menit</p> <p>10 menit</p>

	<p>2. siswa dapat bertanya jawab tentang gagasan pokok, informasi tertentu dari teks deskriptif tentang tempat wisata.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. guru membagi siswa menjadi beberapa kelompok 2. secara berkelompok, membaca teks deskriptif yang berjudul “ monas national monument “ 3. secara berkelompok siswa menemukan gagasan pokok, informasi rinci, dan menemukan fungsi sosial, dari teks deskriptif yang dibaca. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. guru mrngulas materi sambal memberikan bahan untuk siswa membuat paragraph 2. siswa dengan guru mempraktikan cara membuat teks deskriptif dengan cara Team Word-Webbing. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. setiap kelompok membuat essay tentang mendeskripsikan seseorang 2. siswa mengumpulkan hasil pekerjaan mereka. 3. Guru membenarkan pekerjaan siswa jika ada yang salah. 	10 menit
		20 menit
		20 menit
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran 2. Guru menyampaikan tema pelajaran yang akan di pelajari di pertemuan berikutnya. 	4 menit

F. Media dan sumber belajar

1. Media : Handout
2. Sumber belajar : Buku paket Bahasa Inggris untuk kelas VIII

G. Penilaian

1. Teknik : tertulis
2. Bentuk : essay
3. Aspek yang dinilai :

a. Penilaian sikap

No.	Nilai sikap yang di amati	Kondisi yang di capai	
		Ya	belum
1	Jujur		
2	Teliti		
3	Tanggung jawab		
4	Santun		
5	Menghargai		
6	Bekerjasama		

b. Penilaian pengetahuan

No.	Aspek yang dinilai	Nilai
1	Content (isi)	Maks 20
2	Organization (tata tulis)	Maks 20
3	Vocabulary (kosa kata)	Maks 20
4	Grammar (tata Bahasa)	Maks 20
5	Punctuation (tanda baca)	Maks 20
Jumlah		100

Surakarta, April 2023

Mengetahui,

Guru mapel Bahasa Inggris,

Peneliti

Mahmudiyah, S.Pd.

Wanda Muza Raziinta

NIP.

NIM. 196121165

THE LESSON PLAN

Experimental class

Satuan Pendidikan : SMP Negeri 5 Surakarta
Kelas/ Semester : VIII/2
Mata Pelajaran : Bahasa Inggris
Tema : Describing Historical Places
Pertemuan ke : 3
Alokasi Waktu : 2x40menit

A. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Indikator

1. Menunjukkan rasa syukur atas anugerah tuhan dapat belajar Bahasa Inggris sebagai alat komunikasi internasional.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional.
3. Menentukan struktur, fungsi sosial, dan unsur kebahasaan dalam teks yang mendeskripsikan tentang tempat bersejarah
4. Menangkap makna teks lisan dan tulis bentuk deskriptif tentang tempat bersejarah

C. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan rasa syukur atas anugerah tuhan dengan kesungguhan belajar Bahasa Inggris terkait.
2. Menunjukkan perilaku peduli. Percaya diri. Dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat bersejarah
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat bersejarah
4. Merespon makna dalam teks deskriptif, lisan, dan tulis sederhana tentang tempat bersejarah
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat bersejarah

D. Materi Pembelajaran

1. Materi teks tulis berbentuk deskripsi tentang tempat bersejarah,
2. Struktur teks berbentuk deskriptif tentang tempat bersejarah,
3. Cara membuat teks deskripsi tentang tempat bersejarah,

E. Metode Pembelajaran

1. Team Word-Webbing
2. Tanya jawab

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kemudian mengecek kehadiran siswa 2. Guru menyampaikan tujuan pembelajaran dan pokok-pokok tentang materi pembelajaran 	5 menit
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. siswa mengamati materi yang ada di handout. 2. siswa mengamati tentang contoh-contoh dari descriptive text. 3. siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	10 menit
	<p>Menanya</p> <ol style="list-style-type: none"> 1. siswa diberi kesempatan untuk bertanya mengenai materi tentang mendeskripsikan tempat bersejarah. 	10 menit

	<p>2. siswa dapat bertanya jawab tentang gagasan pokok, informasi tertentu dari teks deskriptif tentang tempat bersejarah.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. guru membagi siswa menjadi beberapa kelompok 2. secara berkelompok, membaca teks deskriptif yang berjudul “Borobudur temple“ 3. secara berkelompok siswa menemukan gagasan pokok, informasi rinci, dan menemukan fungsi sosial, dari teks deskriptif yang dibaca. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. guru mrngulas materi sambal memberikan bahan untuk siswa membuat paragraph 2. siswa dengan guru mempraktikan cara membuat teks deskriptif dengan cara Team Word-Webbing. <p>Mengkomunikasikan</p> <p>setiap kelompok membuat essay tentang mendeskripsikan tempat bersejarah.</p> <p>siswa mengumpulkan hasil pekerjaan mereka.</p> <p>Guru membenarkan pekerjaan siswa jika ada yang salah.</p>	<p>10 menit</p> <p>20 menit</p> <p>20 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran 2. Guru menyampaikan tema pelajaran yang akan di pelajari di pertemuan berikutnya. 	4 menit

F. Media dan sumber belajar

1. Media : Handout
2. Sumber belajar : Buku paket Bahasa Inggris untuk kelas VIII

G. Penilaian

1. Teknik : tertulis
2. Bentuk : essay
3. Aspek yang dinilai :

a. Penilaian sikap

No.	Nilai sikap yang di amati	Kondisi yang di capai	
		Ya	belum
1	Jujur		
2	Teliti		
3	Tanggung jawab		
4	Santun		
5	Menghargai		
6	Bekerjasama		

b. Penilaian pengetahuan

No.	Aspek yang dinilai	Nilai
1	Content (isi)	Maks 20
2	Organization (tata tulis)	Maks 20
3	Vocabulary (kosa kata)	Maks 20
4	Grammar (tata Bahasa)	Maks 20
5	Punctuation (tanda baca)	Maks 20
Jumlah		100

Surakarta, April 2023

Mengetahui,

Guru mapel Bahasa Inggris,

Peneliti

Mahmudiyah, S.Pd.
NIP.

Wanda Muza Raziinta
NIM. 196121165

THE LESSON PLAN

Control class

Satuan Pendidikan	: SMP Negeri 5 Surakarta
Kelas/ Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Tema	: Describing people
Pertemuan ke	1
Alokasi Waktu	: 2x40menit

A. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Indikator

1. Menunjukkan rasa syukur atas anugerah Tuhan dapat belajar Bahasa Inggris sebagai alat komunikasi internasional.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional.
3. Menentukan struktur, fungsi sosial, dan unsur kebahasaan dalam teks yang mendeskripsikan tentang orang.
4. Menangkap makna teks lisan dan tulis bentuk deskriptif tentang orang.

C. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan rasa syukur atas anugerah tuhan dengan kesungguhan belajar Bahasa Inggris terkait.
2. Menunjukkan perilaku peduli. Percaya diri. Dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4. Merespon makna dalam teks deskriptif, lisan, dan tulis sederhana tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

D. Materi Pembelajaran

1. Materi tentang pengertian descriptive text
2. Materi teks tulis berbentuk deskripsi tentang orang
3. Struktur teks berbentuk deskriptif tentang orang
4. Cara membuat teks deskripsi tentang orang

E. Metode Pembelajaran

1. Lecturing
2. Tanya jawab

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kemudian mengecek kehadiran siswa 2. Guru menyampaikan tujuan pembelajaran dan pokok-pokok tentang materi pembelajaran 	5 menit
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. siswa mengamati materi yang ada di handout. 2. siswa mengamati tentang contoh-contoh dari descriptive text. 3. siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Menanya</p> <ol style="list-style-type: none"> 1. siswa diberi kesempatan untuk bertanya mengenai materi tentang mendeskripsikan seseorang 2. siswa dapat bertanya jawab tentang gagasan pokok, informasi tertentu dari teks deskriptif tentang orang. 	<p>10 menit</p> <p>10 menit</p>

	<p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. guru meminta siswa untuk membaca teks deskriptif yang berjudul “ my best friend “ 2. siswa menemukan gagasan pokok, informasi rinci, dan menemukan fungsi sosial, dari teks deskriptif yang dibaca. 	10 menit
	<p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. guru mrngulas materi sambal memberikan bahan untuk siswa membuat paragraph 2. siswa dengan guru mempraktikan cara membuat teks deskriptif . 	20 menit
	<p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. setiap siswa membuat essay tentang mendeskripsikan seseorang 2. siswa mengumpulkan hasil pekerjaan mereka. 3. Guru membenarkan pekerjaan siswa jika ada yang salah. 	20 menit
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran 2. Guru menyampaikan tema pelajaran yang akan di pelajari di pertemuan ke dua. 	5 menit

F. Media dan sumber belajar

1. Media : Handout
2. Sumber belajar : Buku paket Bahasa Inggris untuk kelas VIII

G. Penilaian

1. Teknik : tertulis
2. Bentuk : essay
3. Aspek yang dinilai :

a. Penilaian sikap

No.	Nilai sikap yang di amati	Kondisi yang di capai	
		Ya	belum
1	Jujur		
2	Teliti		
3	Tanggung jawab		
4	Santun		

5	Menghargai		
6	Bekerjasama		

b. Penilaian pengetahuan

No.	Aspek yang dinilai	Nilai
1	Content (isi)	Maks 20
2	Organization (tata tulis)	Maks 20
3	Vocabulary (kosa kata)	Maks 20
4	Grammar (tata Bahasa)	Maks 20
5	Punctuation (tanda baca)	Maks 20
Jumlah		100

Surakarta, April 2023

Mengetahui,

Guru mapel Bahasa Inggris,

Peneliti

Mahmudiyah, S.Pd.

Wanda Muza Raziinta

NIP.

NIM. 196121165

THE LESSON PLAN

Control class

Satuan Pendidikan	: SMP Negeri 5 Surakarta
Kelas/ Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Tema	: visiting ecotourism destination
Pertemuan ke	2
Alokasi Waktu	: 2x40menit

A. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Indikator

1. Menunjukkan rasa syukur atas anugerah Tuhan dapat belajar Bahasa Inggris sebagai alat komunikasi internasional.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional.
3. Menentukan struktur, fungsi sosial, dan unsur kebahasaan dalam teks yang mendeskripsikan tentang tempat wisata.
4. Menangkap makna teks lisan dan tulis bentuk deskriptif tentang orang.

C. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan rasa syukur atas anugerah tuhan dengan kesungguhan belajar Bahasa Inggris terkait.
2. Menunjukkan perilaku peduli. Percaya diri. Dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan, dan tulis sederhana tentang tempat wisata.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

D. Materi Pembelajaran

1. Materi tentang pengertian descriptive text
2. Materi teks tulis berbentuk deskripsi tentang tempat wisata.
3. Struktur teks berbentuk deskriptif tentang tempat wisata.
4. Cara membuat teks deskripsi tentang tempat wisata.

E. Metode Pembelajaran

1. Lecturing
2. Tanya jawab

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kemudian mengecek kehadiran siswa 2. Guru menyampaikan tujuan pembelajaran dan pokok-pokok tentang materi pembelajaran 	5 menit
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. siswa mengamati materi yang ada di handout. 2. siswa mengamati tentang contoh-contoh dari descriptive text. 3. siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	10 menit
	<p>Menanya</p> <ol style="list-style-type: none"> 1. siswa diberi kesempatan untuk bertanya mengenai materi tentang mendeskripsikan tempat wisata. 	10 menit

	<p>2. siswa dapat bertanya jawab tentang gagasan pokok, informasi tertentu dari teks deskriptif tentang tempat wisata.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. guru meminta siswa untuk membaca teks deskriptif yang berjudul “ monas national monument”. 2. siswa menemukan gagasan pokok, informasi rinci, dan menemukan fungsi sosial, dari teks deskriptif yang dibaca. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. guru mengulas materi sambal memberikan bahan untuk siswa membuat paragraph 2. siswa dengan guru mempraktikan cara membuat teks deskriptif . <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. setiap siswa membuat essay tentang mendeskripsikan tempat wisata. 2. siswa mengumpulkan hasil pekerjaan mereka. 3. Guru membenarkan pekerjaan siswa jika ada yang salah. 	<p>10 menit</p> <p>20 menit</p> <p>20 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran 2. Guru menyampaikan tema pelajaran yang akan di pelajari di pertemuan berikutnya. 	5 menit

F. Media dan sumber belajar

1. Media : Handout
2. Sumber belajar : Buku paket Bahasa Inggris untuk kelas VIII

G. Penilaian

1. Teknik : tertulis
2. Bentuk : essay
3. Aspek yang dinilai :

a. Penilaian sikap

No.	Nilai sikap yang di amati	Kondisi yang di capai	
		Ya	belum
1	Jujur		
2	Teliti		
3	Tanggung jawab		
4	Santun		
5	Menghargai		
6	Bekerjasama		

b. Penilaian pengetahuan

No.	Aspek yang dinilai	Nilai
1	Content (isi)	Maks 20
2	Organization (tata tulis)	Maks 20
3	Vocabulary (kosa kata)	Maks 20
4	Grammar (tata Bahasa)	Maks 20
5	Punctuation (tanda baca)	Maks 20
Jumlah		100

Surakarta, April 2023

Mengetahui,

Guru mapel Bahasa Inggris,

Peneliti

Mahmudiyah, S.Pd.

Wanda Muza Raziinta

NIP.

NIM. 196121165

THE LESSON PLAN

Control class

Satuan Pendidikan : SMP Negeri 5 Surakarta
 Kelas/ Semester : VIII/2
 Mata Pelajaran : Bahasa Inggris
 Tema : Describing people
 Pertemuan ke : 3
 Alokasi Waktu : 2x40menit

A. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Indikator

1. Menunjukkan rasa syukur atas anugerah Tuhan dapat belajar Bahasa Inggris sebagai alat komunikasi internasional.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional.
3. Menentukan struktur, fungsi sosial, dan unsur kebahasaan dalam teks yang mendeskripsikan tentang tempat bersejarah.
4. Menangkap makna teks lisan dan tulis bentuk deskriptif tentang tempat bersejarah.

C. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan rasa syukur atas anugerah Tuhan dengan kesungguhan belajar Bahasa Inggris terkait.

2. Menunjukkan perilaku peduli. Percaya diri. Dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat bersejarah.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat bersejarah.
4. Merespon makna dalam teks deskriptif, lisan, dan tulis sederhana tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat bersejarah.

D. Materi Pembelajaran

1. Materi tentang pengertian descriptive text
2. Materi teks tulis berbentuk deskripsi tentang tempat bersejarah.
3. Struktur teks berbentuk deskriptif tentang tempat bersejarah.
4. Cara membuat teks deskripsi tentang tempat bersejarah.

E. Metode Pembelajaran

1. Lecturing
2. Tanya jawab

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kemudian mengecek kehadiran siswa 2. Guru menyampaikan tujuan pembelajaran dan pokok-pokok tentang materi pembelajaran 	5 menit
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. siswa mengamati materi yang ada di handout. 2. siswa mengamati tentang contoh-contoh dari descriptive text. 3. siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Menanya</p> <ol style="list-style-type: none"> 1. siswa diberi kesempatan untuk bertanya mengenai materi tentang mendeskripsikan tempat bersejarah. 2. siswa dapat bertanya jawab tentang gagasan pokok, informasi tertentu dari teks deskriptif tentang tempat bersejarah. <p>Mengeksplorasi</p>	<p>10 menit</p> <p>10 menit</p> <p>10 menit</p>

	<ol style="list-style-type: none"> 1. guru meminta siswa untuk membaca teks deskriptif yang berjudul “ Borobudur temple“. 2. siswa menemukan gagasan pokok, informasi rinci, dan menemukan fungsi sosial, dari teks deskriptif yang dibaca. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. guru mrngulas materi sambal memberikan bahan untuk siswa membuat paragraph. 2. siswa dengan guru mempraktikan cara membuat teks deskriptif . <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. setiap siswa membuat essay tentang mendeskripsikan tempat bersejarah. 2. siswa mengumpulkan hasil pekerjaan mereka. 3. Guru membenarkan pekerjaan siswa jika ada yang salah. 	20 menit
	<ol style="list-style-type: none"> 1. setiap siswa membuat essay tentang mendeskripsikan tempat bersejarah. 2. siswa mengumpulkan hasil pekerjaan mereka. 3. Guru membenarkan pekerjaan siswa jika ada yang salah. 	20 menit
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran 2. Guru menyampaikan tema pelajaran yang akan di pelajari di pertemuan berikutnya.. 	5 menit

F. Media dan sumber belajar

1. Media : Handout
2. Sumber belajar : Buku paket Bahasa Inggris untuk kelas VIII

G. Penilaian

1. Teknik tertulis
2. Bentuk : essay
3. Aspek yang dinilai :

a. Penilaian sikap

No.	Nilai sikap yang di amati	Kondisi yang di capai	
		Ya	belum
1	Jujur		
2	Teliti		
3	Tanggung jawab		

4	Santun		
5	Menghargai		
6	Bekerjasama		

b. Penilaian pengetahuan

No.	Aspek yang dinilai	Nilai
1	Content (isi)	Maks 20
2	Organization (tata tulis)	Maks 20
3	Vocabulary (kosa kata)	Maks 20
4	Grammar (tata Bahasa)	Maks 20
5	Punctuation (tanda baca)	Maks 20
Jumlah		100

Surakarta, April 2023

Mengetahui,

Guru mapel Bahasa Inggris,

Peneliti

Mahmudiyah, S.Pd.
NIP.

Wanda Muza Raziinta
NIM. 196121165

APPENDIX 3

HANDOUT

DESCRIPTIVE TEXT

Descriptive text is a text which says what a person, a place or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. It could also be said that the descriptive text is a text that describes such as whether the person or object described. Sometimes, we need to describe a physical appearance of a person. When you ask your brother or sister to pick your friend up at the train station, for example, you will have to describe your friend's appearance, that is how she or he looks like.

The generic structure of descriptive text

- a. Identification: identifies phenomenon to be described;
- b. Description: describes part, qualities, and characteristics.

Language features of descriptive text

- a. Focus on specific participants;
- b. Using attributive and identifying process;
- c. Frequent use of epithets (adjective or adjective phrase) and classifier in nominal groups;
- d. Use of simple present tense
- e. Aims to show rather than tell the reader what something/ someone like.

Simple present tense

Simple present tense express daily habits or usual activities such as “ ani takes a shower every day “ and “ I usually eats lunch at the cafeteria. Simple present express general statements of fact such as “babies cry” and “ the earth revolves around the sun “. The simple present is used for events or situations that exist always, usually or habitually in the past, present, and future. Formula:

Subject	To be
He (Dia laki-laki) She (Dia perempuan)It (kata benda)	Is

I	Am
You	Are
We	
They	

* Nominal (Kata Sifat) = subject + to be (is, am, are)+....

For example: Yogi is handsome boy, Syifa is a smartgirl, Her heir is curly.

* Verb (Kata Kerja) = subject + verb 1 (s/es) +.....

For example: Intan wears the red dress

Generally descriptive text use the word “ Have “ or “ Has “ are used to dscribe about people orthings.

Example

Subject	Has / Have	It (Kata Benda)	
		I	Have
He (Dia laki-laki)	Has	You	Have
She (Dia Perempuan)		Wey	
		They	

- I have some money.
- They still have time to go.
- I am happy to have you here.
- He has some ideas to say
- She has a few bags.

The example of descriptive text:

Natural Bridge National

Identification

Natural Bridge National park is luscious tropical rainforest. Its is located 110 kilometers south of Brisbane, and is reached by following the pacific highway to Nerang, and then bytravelling through the Numimbah Valley.

Description

This scenic roadway lies in the shadow of the LamingtonNational Park. The phenomenon of the rock formed into a natural ‘ arch’ and the cave through which a waterfall cascades is a short one kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. The picnic area offer toilets. Barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

Describing people

My best friend

I have a lot of friends in my school, but Dinda has been my best friend since junior highschool. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school arientation and we've been friends ever since.

Dinda is good- looking. She is not too tall, with fair skin and wavy black hairs that she often puts in a ponytail. At school, she years the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light greenand orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thought and feelingto her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda love drawing, especially the manga characters. She always has a sketchbook wither everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda

Visiting ecotourism destination

Monas National Monument

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

Kuta Beach

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which

they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Historical place

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

APPENDIX 4

SCHEDULE OF LESSON

Meeting	Date	Time	Material
1.	5 April 2023	07.00-07.40 08.20-09.40 10.00-11.20	Try out in VIII E Pre-test in experimental class Pre test in control class
2.	6 April 2023	11.20-12.40 10.00-11.20	Descriptive of place in experimental class Descriptive of place in control class
3.	7 April 2023	07.00-08.20	Descriptive of ecotourism destination in control class
5.	12 April 2023	08.20-9.40	Descriptive of ecotourism destination in experimental class
6.	13 April 2023	11.20-12.40 10.00-11.20	Descriptive of historic place in experimental class Descriptive of historic place in control class
7.	14 April 2023	07.00-08.20 08.20-09.40	Post-test in control class Post-test in experimental class

APPENDIX 5

RESULTS OF TRY OUT TEST

No	Name	Questions				
		1	2	3	4	5
1.	ABIMANYU PUTRA A	Yes	Yes	Yes	Yes	Yes
2.	ALFRENO GIRI PUTRA	Yes	Yes	Yes	Yes	Yes
3.	ANITA DWIS	Yes	Yes	Yes	Yes	Yes
4.	ANITA YUNI P	Yes	Yes	Yes	Yes	Yes
5.	DIMAS MEY P	Yes	Yes	Yes	Yes	Yes
6.	FENI RAHMAWATI	Yes	Yes	Yes	Yes	Yes
7.	GHAEZAN M.F	Yes	Yes	Yes	Yes	Yes
8.	GRESIFA AFFAN A	Yes	Yes	Yes	Yes	Yes
9.	HANIF DIO NUR S	No	No	No	Yes	Yes
10.	HANIF KAYSAN S	Yes	Yes	Yes	Yes	Yes
11.	HANIFA AYUDIRA E	Yes	Yes	Yes	Yes	Yes
12.	ILHAM KHOIRUL A	Yes	Yes	Yes	Yes	Yes
13.	IQBAL FAIZ ROBANI	Yes	Yes	Yes	Yes	Yes
14.	JANUAR FAUZI S	Yes	Yes	Yes	Yes	Yes
15.	KAIROS ABINAYA H	Yes	Yes	Yes	Yes	Yes
16.	KEISYA ALMAIRA	Yes	Yes	Yes	Yes	Yes
17.	KENZO MALYKA	Yes	Yes	Yes	Yes	Yes
18.	KHANZA ELVALINA A.V	Yes	Yes	Yes	Yes	Yes
19.	KRUSDIATMA MAVZKIS R.I	Yes	Yes	Yes	Yes	No
20.	LUTHFAN ADITYA R	Yes	Yes	Yes	Yes	Yes
21.	M.JAUHARI MURSID	Yes	Yes	Yes	No	Yes
22.	MARIA JOFANYA M	Yes	Yes	Yes	Yes	Yes
23.	MUH. LUKMAN HAKIM	Yes	Yes	Yes	Yes	Yes
24.	MUHAMMAD AKBAR	Yes	Yes	Yes	No	Yes

25.	NASYIAH AZALIA A.P	Yes	Yes	Yes	Yes	Yes
26.	RAVINSHKA DIANA H	Yes	Yes	Yes	Yes	Yes
27.	REZHA AL KHOIRUL	Yes	Yes	Yes	Yes	Yes
28.	RIZKA ANANDYA F	Yes	Yes	Yes	Yes	Yes
29.	SOFIA EKA W	Yes	Yes	Yes	Yes	Yes
30.	SYAFIA NUR F	Yes	Yes	Yes	Yes	Yes
31.	VITA TETES S	Yes	Yes	Yes	Yes	Yes
32.	ZAINAP NUR A	Yes	Yes	Yes	Yes	Yes

APPENDIX 6

PRE-TEST SCORE BY RESEARCHER IN EXPERIMENTAL CLASS

No.	Name	Indicators of writing					Score
		organization	Content	Grammar	vocabulary	Mechanics	
1.	AJI DWI SAPARI	12	12	8	11	15	58
2.	ALMIRA SYIFAUL FUNY	14	17	17	17	16	81
3.	AMELISA RAHMADANI	12	13	11	12	9	57
4.	ANDIRA FITRI W	13	10	9	11	8	51
5.	ANISA SILFIA HANIM	15	14	11	15	14	69
6.	BERNADIN PUTRI A	12	15	13	17	16	73
7.	CINDY BONAFENTURA	15	18	10	12	16	71
8.	FARRADHIO PUTRI A	12	12	11	11	14	60
9.	MELATI ERLINA SARI	13	13	11	11	4	52
10.	NAILI ZZAITUL JANNAH	5	7	15	14	10	51
11.	NOVI FASIAH A	12	13	16	12	11	64
12.	ROZAQ SHOLEH F	5	7	9	9	13	43
13.	SATRIO LINGGA ARGANA	15	13	12	10	16	66
14.	SEPTIAN YULIANTO	12	14	13	14	18	71
15.	SHELO VINO TRIZA	11	12	11	13	12	59
16.	SILVIA KUSUMA N	15	12	14	14	9	64
17.	SUKMA BHARATA A.J	16	11	14	14	10	65
18.	SURYA ARDI RAMADHAN	14	15	19	18	18	84
10.	SURYA GALEH PRAYOGI	5	6	7	5	7	30
20.	TOMY ANWAR M	12	12	10	9	5	48
21.	TRI NUR CAHYO	13	11	12	13	17	66
22.	TRISTAN DEWANTARA	17	16	13	11	11	68
23.	VARIS TOFANO A	12	14	13	11	12	62
24.	VIANDIKA SATRIA K	12	14	11	9	6	52
25.	WISNU OKTA M	11	12	14	9	11	57
26.	YAKI HIJAU PRASONGKO	8	11	11	7	6	43
27.	YANUAR ILHAM S	13	14	12	11	13	63
28.	YOGA RIYANDA	14	14	10	10	12	60
29.	YOGI PURNOMO	11	16	12	13	6	58
30.	YUDA OCTAVIAN	12	11	11	11	8	53
31.	YULIDYA SALMAWATI	13	13	11	11	16	64
32.	WAHYU TIRTO A	12	16	16	14	10	68

APPENDIX 7

PRE-TEST SCORE BY TEACHER IN EXPERIMENTAL CLASS

No.	Name	Indicators of writing					Score
		organization	Content	Grammar	vocabulary	mechanics	
1.	AJI DWI SAPARI	11	14	11	11	17	64
2.	ALMIRA SYIFAUL FUNY	15	15	16	18	18	92
3	AMELISA RAHMADANI	13	12	10	14	11	60
4.	ANDIRA FITRI W	10	13	9	11	7	50
5.	ANISA SILFIA HANIM	13	13	14	15	13	68
6.	BERNADIN PUTRI A	14	17	15	15	17	78
7.	CINDY BONAFENTURA	16	17	11	14	18	76
8.	FARRADHIO PUTRI A	13	12	10	14	13	62
9.	MELATI ERLINA SARI	14	12	10	12	7	55
10.	NAILI ZZAITUL JANNAH	7	5	14	16	9	51
11.	NOVI FASIAH A	11	13	15	13	9	61
12.	ROZAQ SHOLEH F	6	6	11	11	12	46
13.	SATRIO LINGGA ARGANA	14	14	10	10	14	62
14.	SEPTIAN YULIANTO	13	15	13	13	19	73
15.	SHELO VINO TRIZA	13	12	11	12	13	61
16.	SILVIA KUSUMA N	14	11	15	14	8	62
17.	SUKMA BHARATA A.J	15	12	15	13	11	66
18.	SURYA ARDI RAMADHAN	13	16	17	19	19	84
10	SURYA GALEH PRAYOGI	6	7	6	6	6	31
20.	TOMY ANWAR M	14	13	11	11	7	56
21.	TRI NUR CAHYO	12	12	13	14	18	69
22.	TRISTAN DEWANTARA	16	16	12	10	10	64
23.	VARIS TOFANO A	14	16	12	10	14	66
24.	VIANDIKA SATRIA K	13	15	10	11	9	58
25.	WISNU OKTA M	11	14	12	11	14	62
26.	YAKI HIJAU PRASONGKO	8	10	10	10	7	45
27.	YANUAR ILHAM S	15	13	11	12	12	63
28.	YOGA RIYANDA	13	12	11	10	13	59
29.	YOGI SETYAWAN	13	16	13	15	7	64
30.	YUMNA QORI ATSILA	10	12	11	13	9	55
31.	YULIDYA SALMAWATI	12	13	10	11	15	61
32.	WAHYU TIRTO A	12	16	16	14	10	68

APPENDIX 8

THE PRE TEST SCORE OF EXPERIMENTAL CLASS

No	Name	Scored by researcher	Scored by teacher	Score
1.	AJI DWI SAPARI	58	64	61
2.	ALMIRA SYIFAUL FUNY	81	92	86
3.	AMELISA RAHMADANI	57	60	58
4.	ANDIRA FITRI W	51	50	50
5.	ANISA SILFIA HANIM	69	68	68
6.	BERNADIN PUTRI A	73	78	75
7.	CINDY BONAFENTURA	71	76	73
8.	FARRADHIO PUTRI A	60	62	61
9.	MELATI ERLINA SARI	52	55	53
10.	NAILI ZZAITUL JANNAH	51	51	51
11.	NOVI FASIHAH A	64	61	62
12.	ROZAQ SHOLEH F	43	46	44
13.	SATRIO LINGGA ARGANA	66	62	64
14.	SEPTIAN YULIANTO	71	73	72
15.	SHELO VINO TRIZA	59	61	60
16.	SILVIA KUSUMA N	64	62	63
17.	SUKMA BHARATA A.J	65	66	65
18.	SURYA ARDI RAMADHAN	84	84	84
19.	SURYA GALEH PRAYOGI	30	31	30
20.	TOMY ANWAR M	48	56	52
21.	TRI NUR CAHYO	66	69	67
22.	TRISTAN DEWANTARA	68	64	66
23.	VARIS TOFANO A	62	66	64
24.	VIANDIKA SATRIA K	52	58	55
25.	WISNU OKTA M	57	62	59
26.	YAKI HIJAU PRASONGKO	43	45	44
27.	YANUAR ILHAM S	63	63	63
28.	YOGA RIYANDA	60	59	59
29.	YOGI PURNOMO	58	64	61
30.	YUDA OCTAVIAN	53	55	54
31.	YULIDYA SALMAWATI	64	61	62
32.	WAHYU TIRTO A	68	68	68

APPENDIX 9

THE PRE TEST SCORE BY RESEARCHER IN CONTROL CLASS

No.	Name	Indicators of writing					Score
		organization	content	Grammar	vocabulary	mechanics	
1.	ADINDA DWI W.N	16	17	15	12	9	69
2.	AVITA SETYOWATI	20	19	18	18	18	93
3	BRILIAN DENISKO W	11	10	15	17	7	60
.4.	EOLIA OKTAVIANI G	15	17	10	8	7	57
5.	FLORECITA DWI A	11	16	13	13	7	60
6.	KESYA JANNYVA	17	18	17	17	18	87
7.	LETISHA SAVIRA P.E	13	10	12	11	11	57
8.	MARANTI EKA PUTRI	14	13	12	10	12	61
9.	MARITSA KHAIRUNNISA	12	18	18	17	16	81
10.	MAURA MANDALEKA	15	17	19	12	12	75
11.	MELANI ESTININGSIH	11	13	10	11	9	54
12.	MELVIN TYAS SELVIAN	14	18	17	18	11	78
13.	MUHAMMAD FACHRI A	6	11	12	11	10	50
14.	MUHAMMAD FIRDAUS A.P	11	13	4	6	3	37
15.	MUHAMMAD IRFAN F	11	12	13	12	13	61
16.	MUHAMMAD NUR I	12	14	14	17	7	64
17.	MUHAMMAD REYKHAN	21	18	14	16	18	87
18.	MUHAMMAD RIDHO G	15	14	14	11	7	61
19.	MUHAMMAD RAFIQ A	11	12	13	11	7	54
20.	MUTIARA	4	13	7	6	7	37
21.	NABILA NAJWA F	16	14	18	14	17	79
22.	NADA KHUMAIRA	15	12	15	14	7	63
23.	NAISYA NUR AFNI	13	17	11	10	9	60
24.	NESYA AULIA PUTRI L	16	16	16	15	8	71
25.	NOVAL ANDREANO	15	17	12	12	5	61
26.	OKTA ADITYA K	5	10	7	13	12	47
27.	PRATAMA SANJAYA	13	14	15	14	9	65
28.	RAFFI HELIANTO	13	12	14	11	8	58
29.	RAFI YUDHA PRATAMA	15	19	17	17	16	84
30.	RANGGA ADHI N	12	15	7	11	5	50
31.	RANGGA FEBRIAN U	5	7	7	8	8	35
32.	RANGGA TRI B	7	11	14	13	10	55

APPENDIX 10

PRE-TEST SCORE BY TEACHER IN CONTROL CLASS

No.	Name	Indicators of writing					Score
		Organizational	content	Grammar	vocabulary	mechanics	
1.	ADINDA DWI W.N	16	17	15	12	9	69
2.	AVITA SETYOWATI	20	19	18	18	18	93
3	BRILIAN DENISKO W	11	10	15	17	7	60
4.	EOLIA OKTAVIANI G	15	17	10	8	7	57
5.	FLORECITA DWI A	11	16	13	13	7	60
6.	KESYA JANNYVA	17	18	17	17	18	87
7.	LETISHA SAVIRA P.E	13	10	12	11	11	57
8.	MARANTI EKA PUTRI	14	13	12	10	12	61
9.	MARITSA KHAIRUNNISA	12	18	18	17	16	81
10.	MAURA MANDALEKA	15	17	19	12	12	75
11.	MELANI ESTININGSIH	11	13	10	11	9	54
12.	MELVIN TYAS SELVIAN	14	18	17	18	11	78
13.	MUHAMMAD FACHRI A	6	11	12	11	10	50
14.	MUHAMMAD FIRDAUS A.P	11	13	4	6	3	37
15.	MUHAMMAD IRFAN F	11	12	13	12	13	61
16.	MUHAMMAD NUR I	12	14	14	17	7	64
17.	MUHAMMAD REYKHAN	21	18	14	16	18	87
18.	MUHAMMAD RIDHO G	15	14	14	11	7	61
19,	MUHAMMAD RAFIQ A	11	12	13	11	7	54
20.	MUTIARA	4	13	7	6	7	37
21.	NABILA NAJWA F	16	14	18	14	17	79
22.	NADA KHUMAIRA	15	12	15	14	7	63
23.	NAISYA NUR AFNI	13	17	11	10	9	60
24.	NESYA AULIA PUTRI L	16	16	16	15	8	71
25.	NOVAL ANDREANO	15	17	12	12	5	61
26.	OKTA ADITYA K	5	10	7	13	12	47
27.	PRATAMA SANJAYA	13	14	15	14	9	65
28.	RAFFI HELIANTO	13	12	14	11	8	58
29.	RAFI YUDHA PRATAMA	15	19	17	17	16	84
30.	RANGGA ADHI N	12	15	7	11	5	50
31.	RANGGA FEBRIAN U	5	7	7	8	8	35
32.	RANGGA TRI B	7	11	14	13	10	55

APPENDIX 11

THE PRE TEST SCORE OF CONTROL CLASS

No	Name	Scored by researcher	Scored by Teacher	Score
1.	ADINDA DWI W.P	65	69	67
2.	AVITA SETYOWATI	89	93	91
3.	BRILIAN P.W	60	60	60
4.	EOLIA OKTAVIANI	57	57	57
5.	FLORECITA DWI A	54	60	57
6.	KESYA JANNYVA	56	87	71
7.	LETISHA SAVIRA P.E	71	57	64
8.	MARANTI EKA P	64	61	62
9.	MARITSA KHAIRUNNISA	78	81	79
10.	MAURA MANDALEKA	73	75	74
11.	MELANI ESTININGSIH	65	54	59
12.	MELVIN TYAS S	75	78	76
13.	MUH AMMAD FACHRI A	53	50	51
14.	MUHAMMAD FIRDAUS A	57	37	47
15.	MUHAMMAD IRFAN F	59	61	60
16.	MUHAMMAD NUR I	69	64	66
17.	MUHAMMAD REYKHAN A.P	83	87	85
18.	MUHAMMAD RIDHO G	61	61	61
19.	MUHAMMAD ROFIQ	55	54	54
20.	MUTIARA	34	37	35
21.	NABILA NAJWA F.P	79	79	79
22.	NADA KHUMAIRA	60	63	61
23.	NAISYA NUR AFNI	58	60	59
24.	NESYA AULIA P.L	68	71	69
25.	NOVAL ANDREANO	63	61	62
26.	OKTA ADITYA K	47	47	47
27.	PRATAMA SANJAYA	58	65	61
28.	RAFFI HELIANTO	55	58	56
29.	RAFFI YUDHA P	82	84	83
30.	RANGGA ADHI N	49	50	49
31.	RANGGA FEBRIAN V	37	35	36
32.	RANGGA TRI B	53	55	54

APPENDIX 12

POST-TEST SCORE BY RESEARCHER IN EXPERIMENTAL CLASS

No.	Name	Indicators of writing					Score
		Organization	Content	Grammar	Vocabulary	mechanics	
1.	Aji Dwi Sapari	12	14	11	12	17	66
2.	Almira Syafaul Funy	17	17	17	17	17	85
3	Amelisa Fahmadani	13	11	12	11	18	65
4.	Andira Fitri Rahmadani	15	14	12	12	17	70
5.	Anisa Silfia Hanim	17	16	12	13	19	77
6.	Bernadin Putri A	14	13	12	13	16	68
7.	Cindy Bonafentura	16	15	13	14	18	76
8.	Farradhio Putri A	15	14	12	12	17	70
9.	Melati Erlina Sari	15	13	15	13	16	72
10.	Naili Zzaitul Jannah	14	12	12	12	18	68
11.	Novi Fasihah Almaduri	17	16	15	14	17	79
12.	Rozaq Sholeh Farisqi	17	14	14	13	17	75
13.	Satrio Lingga Argana	17	15	13	14	17	76
14.	Septian Yulianto	16	15	14	15	18	78
15.	Shelo Vino Triza	17	15	13	14	18	77
16.	Silvia Kusuma NIngsih	17	14	14	13	18	76
17.	Sukma Baratha Aji	15	13	15	13	15	71
18.	Surya Ardi Ramadhani	15	15	15	17	19	81
19,	Surya Galeh Prayogi	12	11	11	12	13	59
20.	Tomy Anwar Saputra	15	13	14	13	17	72
21.	Tri Nur Cahya	16	14	12	13	16	71
22.	Tristan Dewantara	17	14	13	12	17	73
23.	Varis Tofano Antariksa	15	14	13	14	18	74
24.	Viandika Satria Kusuma	16	15	14	15	17	77
25.	Wisnu Okta Mulyawan	15	13	12	13	17	70
26.	Yaki Hijau Prasongko	14	12	11	12	14	63
27.	Yanuar Ilham Saputra	15	15	14	13	18	75
28.	Yoga riyanda	18	14	13	14	18	77
29.	Yogi Purnomo	15	14	13	14	17	73
30.	Yuda Octavian	14	13	12	12	14	65
31.	Yulidya salmawati	13	13	12	15	17	70
32.	Wahyu tirta A	14	16	15	14	18	77

APPENDIX 13

POST-TEST SCORE BY TEACHER IN EXPERIMENTAL CLASS

No.	Name	Indicators of writing					Score
		Organization	content	Grammar	vocabulary	mechanics	
1.	Aji Dwi Sapari	14	14	13	12	18	71
2.	Almira Syafaul Funy	18	17	18	16	18	87
3	Amelisa Fahmadani	12	12	12	11	16	63
4.	Andira Fitri Rahmadani	14	13	13	12	16	68
5.	Anisa Silfia Hanim	17	16	13	14	19	79
6.	Bernadin Putri A	15	13	12	13	17	70
7.	Cindy Bonafentura	16	14	13	13	18	74
8.	Farradhio Putri A	14	13	11	13	16	67
9.	Melati Erlina Sari	16	14	12	13	17	72
10.	Naili Zzaitul Jannah	13	13	12	11	16	65
11.	Novi Fasihah Almaduri	16	16	16	13	17	78
12.	Rozaq Sholeh Farisqi	16	14	13	14	18	75
13.	Satrio Lingga Argana	15	16	14	12	17	74
14.	Septian Yulianto	15	16	16	16	17	80
15.	Shelo Vino Triza	16	15	12	15	19	77
16.	Silvia Kusuma NIngsih	16	14	13	13	16	72
17.	Sukma Baratha Aji	16	13	14	12	16	71
18.	Surya Ardi Ramadhani	16	14	15	17	18	80
19,	Surya Galeh Prayogi	14	12	13	12	16	67
20.	Tomy Anwar Saputra	15	14	12	13	17	71
21.	Tri Nur Cahya	16	14	13	15	17	75
22.	Tristan Dewantara	16	13	14	13	17	73
23.	Varis Tofano Antariksa	17	14	12	13	16	72
24.	Viandika Satria Kusuma	16	14	14	13	17	74
25.	Wisnu Okta Mulyawan	15	12	11	12	18	68
26.	Yaki Hijau Prasongko	13	11	10	12	14	60
27.	Yanuar Ilham Saputra	16	16	12	14	19	77
28.	Yoga riyanda	18	15	14	12	18	77
29.	Yogi setyawan	15	14	14	13	18	74
30.	Yumna qori A	12	13	12	12	13	62
31.	Yuldyia salmawati	15	12	12	14	16	69
32.	Wahyu tirta A	15	13	15	15	16	74

APPENDIX 14

THE POST TEST SCORE OF EXPERIMENTAL CLASS

No	Name	Scored by researcher	Scored by teacher	Score
1.	AJI DWI SAPARI	66	71	68
2.	ALMIRA SYIFAUL FUNY	85	87	86
3.	AMELISA RAHMADANI	65	63	64
4.	ANDIRA FITRI W	70	68	69
5.	ANISA SILFIA HANIM	77	79	78
6.	BERNADIN PUTRI A	68	70	69
7.	CINDY BONAFENTURA	76	74	75
8.	FARRADHIO PUTRI A	70	67	68
9.	MELATI ERLINA SARI	72	72	72
10.	NAILI ZZAITUL JANNAH	68	65	66
11.	NOVI FASIAH A	79	78	78
12.	ROZAQ SHOLEH F	75	75	75
13.	SATRIO LINGGA ARGANA	76	74	75
14.	SEPTIAN YULIANTO	78	80	79
15.	SHELO VINO TRIZA	77	77	77
16.	SILVIA KUSUMA N	76	72	74
17.	SUKMA BHARATA A.J	71	71	71
18.	SURYA ARDI RAMADHAN	81	80	80
19.	SURYA GALEH PRAYOGI	59	67	63
20.	TOMY ANWAR M	72	71	71
21.	TRI NUR CAHYO	71	75	73
22.	TRISTAN DEWANTARA	73	73	73
23.	VARIS TOFANO A	74	72	73
24.	VIANDIKA SATRIA K	77	74	75
25.	WISNU OKTA M	70	68	69
26.	YAKI HIJAU PRASONGKO	63	60	61
27.	YANUAR ILHAM S	75	77	76
28.	YOGA RIYANDA	77	77	77
29.	YOGI PURNOMO	73	74	73
30.	YUDA OCTAVIAN	65	62	63
31.	YULIDYA SALMAWATI	70	69	69
32.	WAHYU TIRTO A	77	74	75

APPENDIX 15

POST-TEST SCORE BY RESEARCHER IN CONTROL CLASS

No.	Name	Indicators of writing					Score
		organization	content	Grammar	vocabulary	Mechanics	
1.	ADINDA DWI W.P	13	12	12	11	11	59
2.	AVITA SETYOWATI	18	14	14	13	17	76
3	BRILIAN P.W	14	12	12	12	14	64
4.	EOLIA OKTAVIANI	12	12	11	11	8	54
5.	FLORECITA DWI A	15	11	9	12	11	58
6.	KESYA JANNYVA	18	14	13	13	17	75
7.	LETISHA SAVIRA P.E	15	12	8	17	6	48
8.	MARANTI EKA P	13	11	10	11	8	53
9.	MARITSA KHAIRUNNISA	14	13	11	11	13	62
10.	MAURA MANDALEKA	15	13	12	13	16	69
11.	MELANI ESTININGSIH	13	14	11	10	7	55
12.	MELVIN TYAS S	14	12	13	13	15	67
13.	MUH AMMAD FACHRI A	14	12	11	11	10	58
14.	MUHAMMAD FIRDAUS A	15	13	9	12	6	55
15.	MUHAMMAD IRFAN F	15	13	13	12	15	68
16.	MUHAMMAD NUR I	13	13	11	12	9	58
17.	MUHAMMAD REYKHAN A.P	13	13	13	12	14	65
18.	MUHAMMAD RIDHO G	16	14	12	12	9	63
19.	MUHAMMAD ROFIQ	15	13	14	13	10	65
20.	MUTIARA	13	11	12	11	13	60
21.	NABILA NAJWA F.P	16	14	14	13	16	73
22.	NADA KHUMAIRA	16	12	15	14	15	72
23.	NAISYA NUR AFNI	15	15	12	12	12	66
24.	NESYA AULIA P.L	15	13	13	13	13	67
25.	NOVAL ANDREANO	15	15	11	11	10	62
26.	OKTA ADITYA K	14	13	11	11	14	63
27.	PRATAMA SANJAYA	14	12	11	11	13	61
28.	RAFFI HELIANTO	13	13	14	10	17	67
29.	RAFFI YUDHA P	14	13	12	11	16	66
30.	RANGGA ADHIN	14	13	12	12	14	65
31.	RANGGA FEBRIAN V	14	13	13	12	15	67
32.	RANGGA TRI B	13	12	12	11	13	61

APPENDIX 16

POST-TEST SCORE BY TEACHER IN CONTROL CLASS

No.	Name	Indicators of writing					Score
		Organization	content	Grammar	vocabulary	mechanics	
1.	ADINDA DWI W.P	15	12	11	11	14	63
2.	AVITA SETYOWATI	19	15	14	14	17	79
3	BRILIAN P.W	14	12	12	10	14	62
4.	EOLIA OKTAVIANI	10	11	10	11	9	51
5.	FLORECITA DWI A	14	12	11	12	10	59
6.	KESYA JANNYVA	16	13	13	13	17	72
7.	LETISHA SAVIRA P.E	14	11	11	8	7	51
8.	MARANTI EKA P	14	12	11	10	9	56
9.	MARITSA KHAIRUNNISA	13	13	12	11	14	63
10.	MAURA MANDALEKA	14	14	13	13	14	68
11.	MELANI ESTININGSIH	15	13	10	9	6	53
12.	MELVIN TYAS S	15	13	13	13	15	69
13.	MUH AMMAD FACHRI A	13	12	11	11	13	60
14.	MUHAMMAD FIRDAUS A	13	11	10	11	7	52
15.	MUHAMMAD IRFAN F	16	14	13	13	16	72
16.	MUHAMMAD NUR I	14	14	12	12	10	62
17.	MUHAMMAD REYKHAN A.P	14	13	12	12	14	65
18.	MUHAMMAD RIDHO G	17	13	12	11	9	62
19,	MUHAMMAD ROFIQ	14	14	13	13	11	65
20.	MUTIARA	14	13	12	12	13	64
21.	NABILA NAJWA F.P	15	14	13	13	17	72
22.	NADA KHUMAIRA	15	13	14	13	13	68
23.	NAISYA NUR AFNI	14	13	13	12	13	65
24.	NESYA AULIA P.L	14	13	12	13	13	65
25.	NOVAL ANDREANO	16	17	12	11	11	67
26.	OKTA ADITYA K	13	14	12	11	15	65
27.	PRATAMA SANJAYA	14	12	12	12	12	62
28.	RAFFI HELIANTO	14	12	13	11	16	66
29.	RAFFI YUDHA P	14	13	13	13	16	69
30.	RANGGA ADHI N	13	13	13	10	14	63
31.	RANGGA FEBRIAN V	15	13	13	12	15	68
32.	RANGGA TRI B	13	12	12	11	15	63

APPENDIX 17

THE POST TEST SCORE OF CONTROL CLASS

No	Name	Scored by researcher	Scored by teacher	Score
1.	ADINDA DWI W.P	59	63	61
2.	AVITA SETYOWATI	76	79	77
3	BRILIAN P.W	64	62	63
4.	EOLIA OKTAVIANI	54	51	52
5.	FLORECITA DWI A	58	59	58
6.	KESYA JANNYVA	75	72	73
7.	LETISHA SAVIRA P.E	48	51	49
8.	MARANTI EKA P	53	56	54
9.	MARITSA KHAIRUNNISA	62	63	62
10.	MAURA MANDALEKA	69	68	68
11.	MELANI ESTININGSIH	55	53	54
12.	MELVIN TYAS S	67	69	68
13.	MUH AMMAD FACHRI A	58	60	59
14.	MUHAMMAD FIRDAUS A	55	52	53
15.	MUHAMMAD IRFAN F	68	72	70
16.	MUHAMMAD NUR I	58	62	60
17.	MUHAMMAD REYKHAN A.P	65	65	65
18.	MUHAMMAD RIDHO G	63	62	62
19,	MUHAMMAD ROFIQ	65	65	65
20.	MUTIARA	60	64	62
21.	NABILA NAJWA F.P	73	72	72
22.	NADA KHUMAIRA	72	68	70
23.	NAISYA NUR AFNI	66	65	65
24.	NESYA AULIA P.L	67	65	66
25.	NOVAL ANDREANO	62	67	64
26.	OKTA ADITYA K	63	65	64
27.	PRATAMA SANJAYA	61	62	61
28.	RAFFI HELIANTO	67	66	66
29.	RAFFI YUDHA P	66	69	67
30.	RANGGA ADHI N	65	63	64
31.	RANGGA FEBRIAN V	67	68	67
32.	RANGGA TRI B	61	63	62

APPENDIX 18

THE BLUE PRINT OF WRITING TEST

Competence standart / basic competence	Skill measured	Indicators	Instrument
<p>Competence Standard: The students are able to make simple text/essay using pattern of present sentence correctly.</p> <p>Basic Competence: Writing short essay about descriptive text. (Person, visiting ecotourism destination , and historical place)</p>	<ol style="list-style-type: none"> 1. Organization 2. Content 3. Grammar 4. Mechanic 5. Vocabulary 	<ol style="list-style-type: none"> 1. Organization (coherence, cohesion, and unity) 2. Students are able to arrange and express their ideas into paragraph and text using good content (appropriate topic, originality, and logic) 3. Grammar (tenses, articles, pronoun, and etc), 4. Mechanics (spelling and punctuation) 5. Vocabulary (word selection, vocabulary idiom) 	<ol style="list-style-type: none"> 1. In groups, create an essay about descriptive text a. (person, visiting ecotourism destination , and historical place) based on the topic that was given. 2. Write it consisting of language feature and generic structure. 3. The researcher give 60 minutes to make the essay a. 4. Your writing will be evaluated based on organization, content. grammar mechanic and vocabulary.

APPENDIX 19

FIELD NOTES STUDENT'S INTERVIEW

Time: Friday, June 16 2023, at 09.00-11.20 WIB

Informant : BPA-VIIIIH

Researcher : In your opinion, is the material for writing descriptive text difficult? Why?

BPA : Yes, because writing is very difficult we have to arrange words especially using English

Researcher : How do you teach your teacher when learning descriptive text material in class? Do you understand the material?

BPA : The teacher only gives and explains the material after that we are given time to study it and then we do questions and answers.

Researcher : What kind of learning do you think is fun and not boring?

BPA : Relaxing learning and increasing our learning motivation

Researcher : Do you think the Team Word-Webbing Technique that I applied yesterday in learning to write descriptive text was interesting and helped you? Why

BPA : Yes, because it makes us enjoy and happy in class

Informant : AS-VIII H

Researcher : In your opinion, is the material for writing descriptive text difficult? Why?

AS : Yes, because I find it difficult to find ideas especially using English

Researcher : How do you teach your teacher when learning descriptive text material in class? Do you understand the material?

AS : The teacher only gives an explanation and then we are asked to record the material

Researcher : What kind of learning do you think is fun and not boring?

AS : Fun, is not just listening and taking notes

Researcher : Do you think the Team Word-Webbing Technique that I applied yesterday in learning to write descriptive text was interesting and helped you? Why?

AS : Yes, because it makes it easy for us to develop our ideas

Informant : AFW-VIII H

Researcher : In your opinion, is the material for writing descriptive text difficult? Why?

AFW : Yes, because writing is boring.

Researcher : How do you teach your teacher when learning descriptive text material in class? Do you understand the material?.

AFW : The teacher only explains the material in front of the class.

Researcher : What kind of learning do you think is fun and not boring?.

AFW : Learning that is not monotonous.

Researcher : Do you think the Team Word-Webbing Technique that i applied yesterday in learning to write descriptive text was interesting and helped you? Why?.

AFW : Yes, because we study in groups and make us active in class.

APPENDIX 20**THE SAMPLE OF TRY OUT TEST**

Name :

Class :

The instruction :

Choose one of these topics and then write descriptive text essay in four paragraphs consisting of identification and description. Your essay will be evaluated based on the organization, content, grammar, vocabulary, and mechanic.

- (1) My best friend
- (2) Parangtritis beach
- (3) Balaikambang park
- (4) Prambanan temple

Please answer the question!

- (1) Do you understand the instruction of this text?

Answer :

- (2) Is the kind of the essay to be written in this test stated clearly ?

Answer :

- (3) Is the organization of the essay demanded in this test understandable

Answer:

- (4) Are the writing indicators to be evaluated in this test clear ?

Answer:

- (5) Are topics interesting ?

Answer:

TRY OUT QUESTION

Name : Khusdiatma Markis Ridho Ibrahim

Class : 8E

The instruction :

Choose one of these topics and then write descriptive text essay in four paragraphs consisting of identification and description. Your essay will be evaluated based on the organization, content, grammar, vocabulary, and mechanic.

- (1) My best friend
- (2) Parangtritis beach
- (3) Balaikambang park
- (4) Prambanan temple

Please answer the question!

- (1) Do you understand the instruction of this text?

Answer: Yes

- (2) Is the kind of the essay to be written in this test stated clearly ?

Answer : Yes

- (3) Is the organization of the essay demanded in this test understandable

Answer: Yes

- (4) Are the writing indicators to be evaluated in this test clear ?

Answer: Yes

- (5) Are the topics interesting ?

Answer: Nope

TRY OUT QUESTION

Name : Maria Jofanya mourent

Class : 8E

The instruction :

Choose one of these topics and then write descriptive text essay in four paragraphs consisting of identification and description. Your essay will be evaluated based on the organization, content, grammar, vocabulary, and mechanic.

- (1) My best friend
- (2) Parangtritis beach
- (3) Balaikambang park
- (4) Prambanan temple

Please answer the question!

- (1) Do you understand the instruction of this text?

Answer: yes

- (2) Is the kind of the essay to be written in this test stated clearly ?

Answer : yes

- (3) Is the organization of the essay demanded in this test understandable

Answer: yes

- (4) Are the writing indicators to be evaluated in this test clear ?

Answer: yes

- (5) Are the topics interesting ?

Answer: yes

APPENDIX 21**THE SAMPLE OF PRE-TEST QUESTION**

The instruction:

Choose one of these topics and then write descriptive text essay in four paragraphs consisting of identification and description. Your essay will be evaluated based on the organization, content, grammar, mechanic and vocabulary.

1. My best friend
2. Parangtritis Beach

No.: _____ Date: _____

Nama = Surya galeh

kelas = 8h

MY BEST FRIEND

I have 32 Friends in my class

And I have 3 Best Friend in the same class, we Always meet at school.

Tri is good. He is tall, with white skin and black hair (At school) he is tallest in the class and Wisnu he is Big and tall he have Brown skin and curly hair

Wisnu is good he usually buy some ice for friend And ~~with~~ Naili he is good and have black skin and wavy hair

IF go home he Always with me Naili usually go home in grand father his home in beside way. We All students of SMPN 5.

<input type="checkbox"/> O = 5	<input type="checkbox"/> O = 6
<input type="checkbox"/> C = 6	<input type="checkbox"/> C = 7
<input type="checkbox"/> O = 7	<input type="checkbox"/> G = 6
<input type="checkbox"/> U = 8	<input type="checkbox"/> V = 6
<input type="checkbox"/> M = 7	<input type="checkbox"/> M = 6

Andira Fitri W 8H

No.

Date:

My Best friend

I have 32 friend in my class, And I have 3 Best friend in the same class. We Always meet at school.

Cindy is good. She is tall. With white skin and Black hair. At school she is tallest in the class and Novi. She is Big and tall. She have brown skin and curly hair.

Novi is good she usually buy some ice for friend. And Shelo she is good and have black skin and wavy hair. It go home she Always with me.

Shelo usually go home in grand father his home in beside way. We All student of SMP Negeri 5.

O = 13	O = 10
C = 10	C = 13
G = 9	G = 9
V = 11	V = 11
M = 8	M = 7



2 : Yanuar Ilham

No.:

Date:

My Best friend

I well To tell you a loot my best friend. I have best Friend in my school. Name is Sarira Chairunisa. Shers Good. She is not to all

She is one brother and two sister. she went to school by motor cycle. she from 3 Surakarta High school. She is short and fat

other than that, she likes to went jeans. color t-shirt and sneakers. Her favorite t-shirt are those in bright color like blue, light yellow and purple

Sarira loves drawing and singing, I'm really glad to best friend like Sarira.

O = 13

O = 15

C = 14

O = 13

B = 12

O = 11

V = 11

V = 12

M = 13

M = 12

No.

Date:

Nama : Muhammad Ridho G

Kelas : 8F

O = 15

G = 14

V = 14

M = 11

M = 7

Parangtritis Beach

One of the nationally famous destinations ⁽ⁱⁿ⁾

Indonesia is Parangtritis Beach ⁽ⁱⁿ⁾ the Yogyakarta.

Parangtritis beach offers viewing beautiful and carriage ⁽ⁱⁿ⁾ the beach. ^(What) will you do when you meet ^(them)?

To ride carriage ^(rs) we should rent carriage ⁽ⁱⁿ⁾ the beach area. ^(and) then we can walk around Parangtritis beach with carriage and enjoy the view beach.

We can enjoy the ^(Sunset) every evening ⁽ⁱⁿ⁾ the Parangtritis beach and we can drink coconut ⁽ⁱⁿ⁾ the beach.

The travelling in the Parangtritis beach is a unforgettable experience. You ride the carriage, You can enjoy the sunset, and You can drink Coconut with cheap price. At night, You can enjoy the clear sky and the amazingly bright stars.

Rangga Febrian OF

No.

Date :

My Best Friend

My Name is Rangga, I have a good friend name is Oka. He loved playing the motorcycle. Her favorite food is meat balls. He lived lives in a residential artists.

Oka has many motorcycle, he loved all the bike her face is not handsome but he was a lot of girlfriend.

Oka was very confident he was the handsome in the classroom many friends who approached him because he has a lot of money.

In one day met a girl Oka really like to see it named Anisa.

O : 11

O : 5

C : 10

C : 7

G : 8

G : ~~8~~

V : 7

V : 8

M : 5

M : 8

APPENDIX 22**THE SAMPLE OF POST TEST QUESTION**

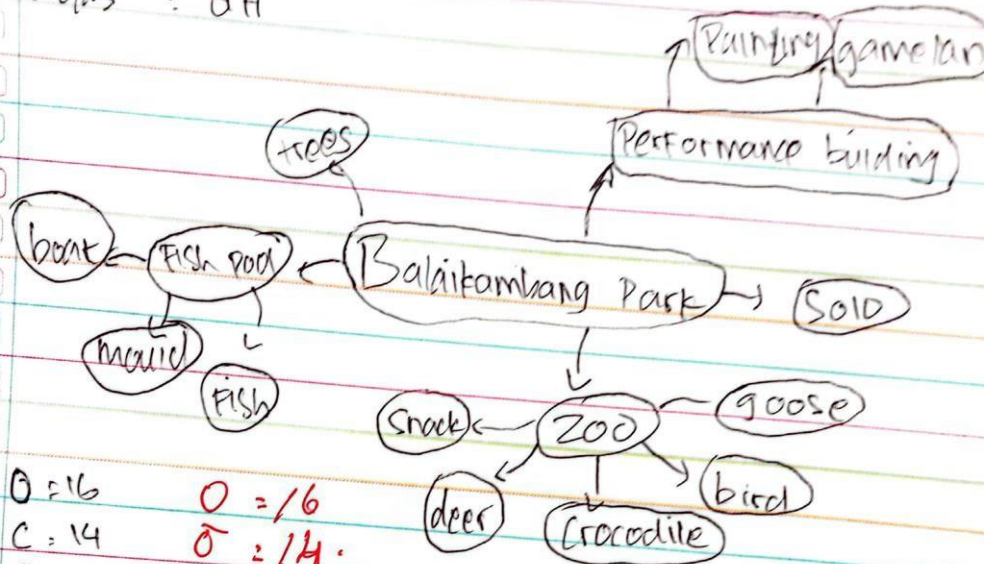
The instruction:

Choose one of these topics and then write descriptive text essay in four paragraphs consisting of identification and description. Your essay will be evaluated based on the organization, content, grammar, mechanic and vocabulary.

1. Prambanan temple
2. Balaikambang park

Nama : Tri Nur Cahyo
 kelas : BH

Date



- O = 16
- C = 14
- G = 12
- V = 13
- M = 16

- O = 16
- σ = 14
- σ = 13
- V = 15
- M = 17

Balaitambang Park *Nite*

Balaitambang Park is located in the Solo. In the Balaitambang Park there are zoo, fish pool, trees, and Performance building. From four of them are described here. The first in the zoo there are snack, deer, crocodile, bird, and goose. The people visit Balaitambang Park to enjoy the view of Balaitambang.

The second in the fish pool there are fish maulid and beat in the pool. There are people fishing.

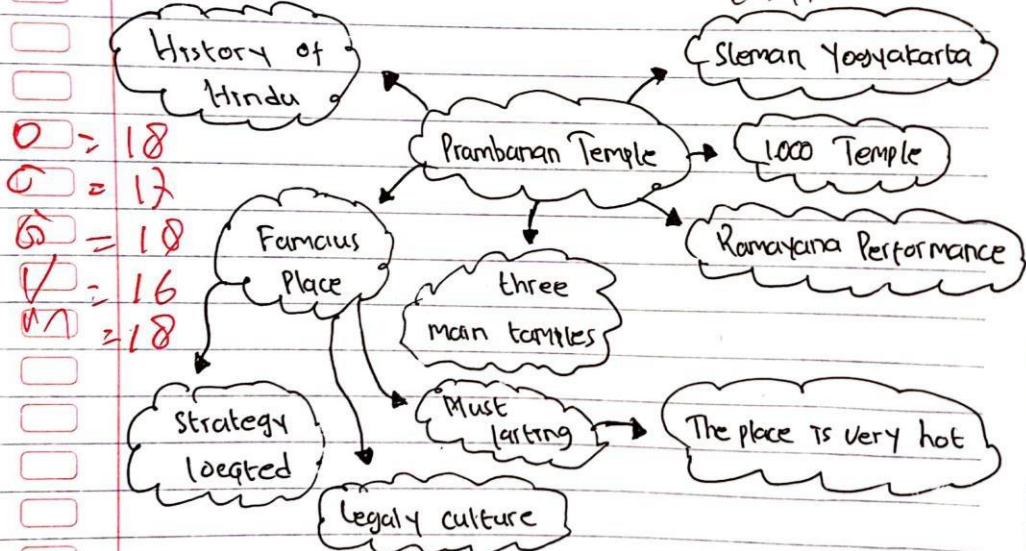
Next, Performance building there are gamelan and painting. The visiting look Pertunjukan Gamelan. People enjoy in Performance building. the Balaitambang Park are renewed both for their Park.



No. _____

Date: _____

Nama : Almira Syafaul U = 17 V = 17
 Kelas : 8h C = 17 XI = 17
 G = 17

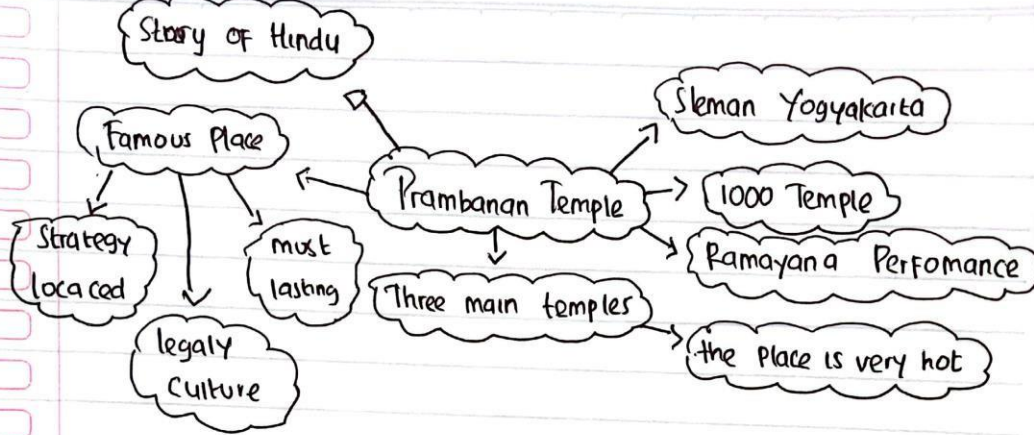


= 18
 = 17
 = 18
 = 16
 = 18

Prambanan Temple is located in the Sleman, Yogyakarta. Jawa Tengah
 Prambanan is history of Hindu, Prambanan Temple have 1000 temples
 Prambanan Temple is Famous in Indonesia. The located of Prambanan
 Temple is very strategy. Because at the road rem.
 Prambanan have three main temples in central of all temples.
 Atmaster of Prambanan is very hot. Because three are few of trees.
 We have to keep the culture in Indonesia. The visitors will be
 happy when they see Prambanan Temple. The visitors can get the
 knowledge of Prambanan History.

arradhio P./BH

No. _____
Date: _____



Prambanan Temple

Prambanan temple (it) is situated in Sleman Yogyakarta. In Prambanan temple there is 1000 temple. Prambanan Temple is history of Hindu.

Prambanan temple Famous in Indonesia. The located Prambanan temple is very Strategy, Because in ring road.

Prambanan temple have three main temple in all of central temples Prambanan atmosfer is very hot. Because have a little tree.

They must lasting legacy culture in Indonesia. Visitor will happy when see prambanan temple. Visitor have Knowledge about history prambanan.

- O : 15
- C : 14
- G : 12
- V : 12
- M : 17

- O = 14
- G = 13
- G = 11
- V = 13
- M = 16

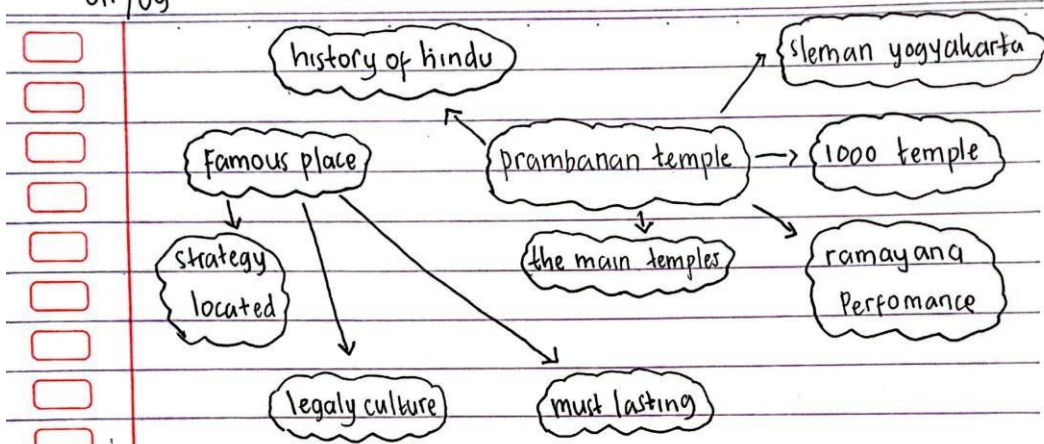
gain no gain

Melati Erlina S

BH/09

No. _____

Date: _____



Prambanan temple

Prambanan temple is history of hindu. Prambanan temple located in Sleman yogyakarta. Prambanan temple have a 1000 temple. Prambanan temple is famous place in Indonesia. Prambanan temple have a strategy located. Because prambanan temple in ringrodd. Prambanan temple have a three main temple is very hot. Because prambanan temple have a little tree. They must lasting legaly culture in indonesia. Visitor will happy when see prambanan temple. Visitor get knowledge about history prambanan.

O = 15	O = 16
C = 13	C = 14
G = 15	G = 12
V = 13	V = 13
M = 16	M = 17

No.

Date

Eolia O.

Balai Kambang Park

Balai Kambang park is located in Solo.
 Balai Kambang including the place recreation.
 Balai Kambang park it is well known in
 region Solo.

they are pond, animals deer, game of
 cluck, and leafy tree. if there is ~~an~~ event,
 only pay costs parking above Rp 2000,
 only to motorcycle.

Balai Kambang park open from 7 a.m - 5 p.m.
 But if there is event, open until finish.

You must be from here. when come
 there certainly not disappointed because
 I ever visit they are now turn you visit
 to here.

O = 17	O = 10
C = 12	C = 11
B = 11	B = 10
V = 11	V = 11
M = 8	M = 9

OXFORD CAMPUS

Date:

Name : Nabila Najwa

Kelas : 8F

Balaikambang Park

Balaikambang is a park is located in Manahan Solo. In Balaikambang Park there are reptile park, deer, a pond for playing ducks, swan, a beautiful park.

In reptile park there are long snake, iguana, and turtle. Price to come in Balaikambang Park is only 7000-rupiah spring people. You can play with your family.

You can enjoy in here with your family.

A beautiful view and games passionate. You must to be trying to here.

O = 16

C = 14

B = 14

V = 13

M = 16

O = 15

C = 14

B = 13

V = 13

M = 17





**PEMERINTAH KOTA SURAKARTA
DINAS PENDIDIKAN
SMP NEGERI 5 SURAKARTA**

Jalan Ring Road Nomor 4 Mojosongo, Telp. -, E-mail: smp5soio@gmail.com
SURAKARTA
57127

SURAT-KETERANGAN

Nomor : 070/113/IV/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Surakarta, berdasarkan Surat dari Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta, Nomor : B-1449/Un.20/F.V/PP.00.9/04/2023, tanggal 3 April 2023, perihal mohon ijin Penelitian

Dengan ini menerangkan, bahwa Mahasiswa :

Nama : **WANDA MUZA RAZIINTA**
NPM : 196121165
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Adab dan Bahasa

yang bersangkutan tersebut benar-benar telah selesai mengadakan Penelitian di SMP Negeri 5 Surakarta, dari **tanggal 5 s.d. 14 April 2023** dengan judul **"THE EFFECTIVENESS OF TEAM WORD-WEBBING IN TEACHING WRITING DESCRIPTIVE TEXT."**

Demikian Surat Keterangan ini kami buat, mohon dapat dipergunakan sebagaimana mestinya.

Surakarta, 14 April 2023
Kepala SMP Negeri 5 Surakarta


ADI PURNAWAN, S.Pd
 NIP.19720309 199802 1 003

APPENDIX 23**THE DOCUMENTATION DURING THE RESEARCH**

The students do the pre-test



The students worked on the task of writing a descriptive text by using Team

Word-Webbing





The students worked on the task of writing a descriptive text by using Lecturing





The researcher explain the material

