APPENDIX 1

Table 1
THE RESULT OF THE EXPERIMENTAL GROUP PRE-TEST

No.	Experimental Group					
	C	O	V	L	M	**X**
1.	**24.5**	**16.5**	**18**	**15**	**3.5**	77.5
2.	**27**	**17**	**17**	**17**	**2**	79.5
3.	**24**	**17.5**	**15.5**	**19.5**	**3.5**	80
4.	**26**	**19**	**16.5**	**15.5**	**3**	80
5.	**26**	**15**	**17**	**22**	**5**	85
6.	**27**	**18**	**16.5**	**19**	**3**	83.5
7.	**22**	**15.5**	**17.5**	**22**	**4**	81
8.	**26**	**19**	**17**	**23**	**3**	88
9.	**24.5**	**14**	**14.5**	**18**	**4**	75
10.	**21.5**	**14**	**13.5**	**17**	**5**	71
11.	**26**	**14.5**	**17.5**	**18**	**4**	80
12.	**20**	**14**	**14.5**	**17.5**	**5**	71
13.	**24**	**11**	**15**	**15**	**4**	69
14.	**22.5**	**17**	**14**	**18**	**3**	74.5
15.	**25.5**	**14**	**15.5**	**22**	**4.5**	81.5
16.	**22**	**13.5**	**17.5**	**18**	**4**	75
17.	**22**	**14.5**	**14.5**	**20**	**3**	74
18.	**22**	**18**	**16**	**23**	**4.5**	83.5
19.	**24.5**	**16**	**15**	**17**	**3**	75.5
20.	**22.5**	**14**	**15**	**20**	**4**	75.5
21.	**22**	**14.5**	**14.5**	**15**	**3**	69
22.	**17**	**14.5**	**13.5**	**11**	**4**	60
23.	**26**	**18**	**14**	**15**	**3.5**	76.5
24.	**22**	**14.5**	**13.5**	**18**	**4**	72
25.	**21.5**	**13**	**13.5**	**18**	**3**	69

C = **Content Score**

O = **Organization Score**

V = **Vocabulary Score**

LU = **Language Use Score**

M= **Mechanics Score**

X= **Pre-test Score**

Table 2
THE RESULT OF THE CONTROL GROUP PRE-TEST

No.	Control Group					
	C	O	V	L	M	X
1.	**27.5**	**17.5**	**16**	**18**	**2**	81
2.	**26.5**	**16.5**	**15**	**17.5**	**4**	79.5
3.	**20**	**13**	**14**	**18**	**4**	69
4.	**27**	**13**	**14**	**18**	**4**	76
5.	**27**	**18**	**17**	**18**	**4.5**	84.5
6.	**21**	**16.5**	**17.5**	**12**	**3**	71
7.	**25.5**	**18**	**16**	**15.5**	**4**	79
8.	**21**	**17.5**	**15.5**	**18**	**3**	75
9.	**22**	**14**	**14**	**10.5**	**3**	63.5
10.	**18**	**13.5**	**17**	**17.5**	**3**	69
11.	**22**	**13.5**	**14**	**11.5**	**4**	65
12.	**17.5**	**13.5**	**14.5**	**23**	**5**	73.5
13.	**24**	**16**	**14**	**14.5**	**4**	72.5
14.	**26**	**18**	**19**	**17.5**	**4**	84.5
15.	**22**	**15**	**16**	**18**	**4**	75
16.	**24.5**	**14**	**17.5**	**17**	**4**	77
17.	**25**	**14**	**14**	**17.5**	**5**	75.5
18.	**22.5**	**14**	**14**	**15**	**4**	69.5
19.	**16**	**15.5**	**15.5**	**15**	**2**	64
20.	**18**	**13**	**13**	**15**	**4**	63
21.	**23**	**18**	**15**	**21**	**5**	82
22.	**27.5**	**14.5**	**15**	**22**	**5**	84
23.	**18**	**11.5**	**14.5**	**13**	**3**	60
24.	**23**	**19**	**16**	**18**	**4**	80
25.	**21.5**	**14**	**14**	**20**	**4**	73.5
26.	**27.5**	**17.5**	**18**	**21.5**	**4**	88.5
27.	**22**	**17**	**13.5**	**19**	**5**	76.5
28.	**22**	**18**	**15.5**	**19**	**4**	79
29.	**22**	**14**	**15**	**18**	**4**	73

30.	**21.5**	**15.5**	**15**	**15.5**	**4**	71.5
31.	**22**	**15.5**	**15**	**17**	**5**	74.5
32.	**20**	**13.5**	**14.5**	**18**	**3**	69
33.	**27.5**	**17**	**18**	**17**	**4**	83.5
34.	**20.5**	**15.5**	**14.5**	**20**	**3.5**	73.5
35.	**24.5**	**14.5**	**14.5**	**17**	**4**	74.5
36.	**27**	**19**	**14.5**	**18**	**3**	81.5
37.	**20**	**16**	**15.5**	**18**	**5**	74.5

C = **Content Score** LU = **Language Use Score**
O = **Organization Score** M = **Mechanics Score**
V = **Vocabulary Score** X= **Pre-test Score**

APPENDIX 2

Table 1
THE CALCULATION OF THE PRE-TEST OF CONTENT SCORE

Students' Number	Experimental Group		Students' Number	Control Group	
	Score (x)	X2		Score (x)	X2
1.	**24.5**	**600.25**	**1.**	**27.5**	**756.25**
2.	**27**	**729**	**2.**	**26.5**	**702.25**
3.	**24**	**576**	**3.**	**20**	**400**
4.	**26**	**676**	**4.**	**27**	**729**
5.	**26**	**676**	**5.**	**27**	**729**
6.	**27**	**729**	**6.**	**21**	**441**
7.	**22**	**484**	**7.**	**25.5**	**650.25**
8.	**26**	**676**	**8.**	**21**	**441**
9.	**24.5**	**600.25**	**9.**	**22**	**484**
10.	**21.5**	**462.5**	**10.**	**18**	**324**
11.	**26**	**676**	**11.**	**22**	**484**
12.	**20**	**400**	**12.**	**17.5**	**306.25**
13.	**24**	**576**	**13.**	**24**	**576**
14.	**22.5**	**506.25**	**14.**	**26**	**676**
15.	**25.5**	**650.25**	**15.**	**22**	**484**
16.	**22**	**484**	**16.**	**24.5**	**600.25**
17.	**22**	**484**	**17.**	**25**	**625**
18.	**22**	**484**	**18.**	**22.5**	**506.25**
19.	**24.5**	**600.25**	**19.**	**16**	**256**
20.	**22.5**	**506.25**	**20.**	**18**	**324**
21.	**22**	**484**	**21.**	**23**	**529**
22.	**17**	**289**	**22.**	**27.5**	**756.25**
23.	**26**	**676**	**23.**	**18**	**324**
24.	**22**	**484**	**24.**	**23**	**529**
25.	**21.5**	**462.25**	**25.**	**21.5**	**462.25**
26.			**26.**	**27.5**	**756.25**
27.			**27.**	**22**	**484**

28.			**28.**	**22**	**484**
29.			**29.**	**22**	**484**
30.			**30.**	**21.5**	**462.25**
31.			**31.**	**22**	**484**
32.			**32.**	**20**	**400**
33.			**33.**	**27.5**	**756.25**
34.			**34.**	**20.5**	**420.25**
35.			**35.**	**24.5**	**600.25**
36.			**36.**	**27**	**729**
37.			**37.**	**20**	**400**
∑x	588	13971	∑x	842.5	19555.2
$\bar{x}$	23.5		$\bar{x}$	22.8	

Table 2
THE CALCULATION OF THE PRE-TEST OF ORGANIZATION SCORE

Students' Number	Experimental Group		Students' Number	Control Group	
	Score (x)	X2		Score (x)	X2
1.	**16.5**	**272.25**	**1.**	**17.5**	**306.25**
2.	**17**	**289**	**2.**	**16.5**	**272.25**
3.	**17.5**	**306.25**	**3.**	**13**	**169**
4.	**19**	**361**	**4.**	**13**	**169**
5.	**15**	**225**	**5.**	**18**	**324**
6.	**18**	**324**	**6.**	**16.5**	**272.25**
7.	**15.5**	**240.25**	**7.**	**18**	**324**
8.	**19**	**361**	**8.**	**17.5**	**306.25**
9.	**14**	**196**	**9.**	**14**	**196**
10.	**14**	**196**	**10.**	**13.5**	**182.25**
11.	**14.5**	**210.25**	**11.**	**13.5**	**182.25**
12.	**14**	**196**	**12.**	**13.5**	**182.25**
13.	**11**	**121**	**13.**	**16**	**256**
14.	**17**	**289**	**14.**	**18**	**324**
15.	**14**	**196**	**15.**	**15**	**225**
16.	**13.5**	**182.25**	**16.**	**14**	**196**
17.	**14.5**	**210.25**	**17.**	**14**	**196**
18.	**18**	**324**	**18.**	**14**	**196**
19.	**16**	**256**	**19.**	**15.5**	**240.25**
20.	**14**	**196**	**20.**	**13**	**169**
21.	**14.5**	**210.25**	**21.**	**18**	**324**
22.	**14.5**	**210.25**	**22.**	**14.5**	**210.25**
23.	**18**	**324**	**23.**	**11.5**	**132.25**
24.	**14.5**	**210.25**	**24.**	**19**	**361**
25.	**13**	**169**	**25.**	**14**	**196**
26.			**26.**	**17.5**	**306.25**
27.			**27.**	**17**	**289**
28.			**28.**	**18**	**324**
29.			**29.**	**14**	**196**
30.			**30.**	**15.5**	**240.25**
31.			**31.**	**15.5**	**240.25**
32.			**32.**	**13.5**	**182.25**
33.			**33.**	**17**	**289**
34.			**34.**	**15.5**	**240.25**
35.			**35.**	**14.5**	**210.25**
36.			**36.**	**19**	**361**
37.			**37.**	**16**	**256**
∑x	386.5	6075.2	∑x	574	9046
$\bar{x}$	15.5		$\bar{x}$	15.5	

Table 3
THE CALCULATION OF THE PRE-TEST OF VOCABULARY SCORE

Students' Number	Experimental Group		Students' Number	Control Group	
	Score (x)	X2		Score (x)	X2
1.	**18**	**324**	**1.**	**16**	**256**
2.	**17**	**289**	**2.**	**15**	**226**
3.	**15.5**	**240.25**	**3.**	**14**	**196**
4.	**16.5**	**272.25**	**4.**	**14**	**196**
5.	**17**	**289**	**5.**	**17**	**289**
6.	**16.5**	**272.25**	**6.**	**17.5**	**306.25**
7.	**17.5**	**306.25**	**7.**	**16**	**256**
8.	**17**	**289**	**8.**	**15.5**	**240.25**
9.	**14.5**	**210.25**	**9.**	**14**	**196**
10.	**13.5**	**182.25**	**10.**	**17**	**289**
11.	**17.5**	**306.25**	**11.**	**14**	**196**
12.	**14.5**	**210.25**	**12.**	**14.5**	**210.25**
13.	**15**	**225**	**13.**	**14**	**196**
14.	**14**	**196**	**14.**	**19**	**361**
15.	**15.5**	**240.25**	**15.**	**16**	**256**
16.	**17.5**	**306.25**	**16.**	**17.5**	**306.25**
17.	**14.5**	**210.25**	**17.**	**14**	**196**
18.	**16**	**256**	**18.**	**14**	**196**
19.	**15**	**225**	**19.**	**15.5**	**240.25**
20.	**15**	**225**	**20.**	**13**	**169**
21.	**14.5**	**210.25**	**21.**	**15**	**225**
22.	**13.5**	**182.25**	**22.**	**15**	**225**
23.	**14**	**196**	**23.**	**14.5**	**210.25**
24.	**13.5**	**182.25**	**24.**	**16**	**256**
25.	**13.5**	**182.25**	**25.**	**14**	**196**
26.			**26.**	**18**	**324**
27.			**27.**	**13.5**	**182.25**
28.			**28.**	**15.5**	**240.25**
29.			**29.**	**15**	**225**
30.			**30.**	**15**	**225**
31.			**31.**	**15**	**225**
32.			**32.**	**14.5**	**210.25**
33.			**33.**	**18**	**324**
34.			**34.**	**14.5**	**210.25**
35.			**35.**	**14.5**	**210.25**
36.			**36.**	**14.5**	**210.25**
37.			**37.**	**15.5**	**240.25**
∑x	386.5	6027.7	∑x	565.5	8715.25
$\bar{x}$	15.5		$\bar{x}$	15.28	

Table 4
THE CALCULATION OF THE PRE-TEST OF LANGUAGE USE SCORE

Students' Number	Experimental Group		Students' Number	Control Group	
	Score (x)	X2		Score (x)	X2
1.	**15**	**225**	**1.**	**18**	**324**
2.	**17**	**289**	**2.**	**17.5**	**306.25**
3.	**19.5**	**380.25**	**3.**	**18**	**324**
4.	**15.5**	**240.25**	**4.**	**18**	**324**
5.	**22**	**484**	**5.**	**18**	**324**
6.	**19**	**361**	**6.**	**12**	**144**
7.	**22**	**484**	**7.**	**15.5**	**240.25**
8.	**23**	**529**	**8.**	**18**	**324**
9.	**18**	**324**	**9.**	**10.5**	**110.25**
10.	**17**	**289**	**10.**	**17.5**	**306.25**
11.	**18**	**324**	**11.**	**11.5**	**132.25**
12.	**17.5**	**306.25**	**12.**	**23**	**529**
13.	**15**	**225**	**13.**	**14.5**	**210.25**
14.	**18**	**324**	**14.**	**17.5**	**306.25**
15.	**22**	**484**	**15.**	**18**	**324**
16.	**18**	**324**	**16.**	**17**	**289**
17.	**20**	**400**	**17.**	**17.5**	**306.25**
18.	**23**	**529**	**18.**	**15**	**225**
19.	**17**	**289**	**19.**	**15**	**225**
20.	**20**	**400**	**20.**	**15**	**225**
21.	**15**	**225**	**21.**	**21**	**441**
22.	**11**	**121**	**22.**	**22**	**484**
23.	**15**	**225**	**23.**	**13**	**169**
24.	**18**	**324**	**24.**	**18**	**324**
25.	**18**	**324**	**25.**	**20**	**400**
26.			**26.**	**21.5**	**462.25**
27.			**27.**	**19**	**361**
28.			**28.**	**19**	**361**
29.			**29.**	**18**	**324**
30.			**30.**	**15.5**	**240.25**
31.			**31.**	**17**	**289**
32.			**32.**	**18**	**324**
33.			**33.**	**17**	**289**
34.			**34.**	**20**	**400**
35.			**35.**	**17**	**289**
36.			**36.**	**18**	**324**
37.			**37.**	**18**	**324**
∑x	453.5	8429.7	∑x	639	11304.5
$\bar{x}$	18		$\bar{x}$	17.27	

Table 5
THE CALCULATION OF THE PRE-TEST OF THE WHOLE SCORE

Students' Number	Experimental Group		Students' Number	Control Group	
	Score (x)	X2		Score (x)	X2
1.	**77.5**	**6006.25**	**1.**	**81**	**6961**
2.	**79.5**	**6320.25**	**2.**	**79.5**	**6320.25**
3.	**80**	**6400**	**3.**	**69**	**4761**
4.	**80**	**6400**	**4.**	**76**	**5776**
5.	**85**	**7225**	**5.**	**84.5**	**7140.25**
6.	**83.5**	**6972.25**	**6.**	**71**	**5041**
7.	**81**	**6561**	**7.**	**79**	**6241**
8.	**88**	**7744**	**8.**	**75**	**5625**
9.	**75**	**5625**	**9.**	**63.5**	**4032.25**
10.	**71**	**5041**	**10.**	**69**	**4761**
11.	**80**	**6400**	**11.**	**65**	**4225**
12.	**71**	**5041**	**12.**	**73.5**	**5402.25**
13.	**69**	**4761**	**13.**	**72.5**	**5256.25**
14.	**74.5**	**5550.25**	**14.**	**84.5**	**7140.25**
15.	**81.5**	**6642.25**	**15.**	**75**	**5625**
16.	**75**	**5625**	**16.**	**77**	**5929**
17.	**74**	**5476**	**17.**	**75.5**	**5700.25**
18.	**83.5**	**6972.25**	**18.**	**69.5**	**4830.25**
19.	**75.5**	**5700.25**	**19.**	**64**	**4096**
20.	**75.5**	**5700.25**	**20.**	**63**	**3969**
21.	**69**	**4761**	**21.**	**82**	**6724**
22.	**60**	**3600**	**22.**	**84**	**7056**
23.	**76.5**	**5852.25**	**23.**	**60**	**3600**
24.	**72**	**5184**	**24.**	**80**	**6400**
25.	**69**	**4761**	**25.**	**73.5**	**5402.25**
26.			**26.**	**88.5**	**7832.25**
27.			**27.**	**76.5**	**5852.25**
28.			**28.**	**79**	**6241**
29.			**29.**	**73**	**5329**
30.			**30.**	**71.5**	**5112.25**
31.			**31.**	**74.5**	**5550.25**
32.			**32.**	**69**	**4761**
33.			**33.**	**83.5**	**6972.25**
34.			**34.**	**73.5**	**5402.25**
35.			**35.**	**74.5**	**5550.25**
36.			**36.**	**81.5**	**6642.25**
37.			**37.**	**74.5**	**5550.25**
∑x	1906.5	146321.2	∑x	2766	208809.5
$\bar{x}$	76.3		$\bar{x}$	74.8	

APPENDIX 3

Table 1
THE RESULT OF THE EXPERIMENTAL GROUP POST TEST

No.	Experimental Group					
	C	O	V	LU	M	X
1.	**26**	**17**	**17**	**19.5**	**4**	83.5
2.	**27**	**17.5**	**18**	**21.5**	**3.5**	87.5
3.	**27.5**	**18.5**	**17.5**	**22**	**3**	88.5
4.	**28**	**19.5**	**17.5**	**23**	**5**	93
5.	**27**	**17.5**	**18**	**21.5**	**4**	88
6.	**29**	**17.5**	**18**	**23**	**4**	91.5
7.	**26.5**	**15.5**	**17.5**	**21**	**4**	84.5
8.	**28**	**17.5**	**19**	**24**	**4.5**	93
9.	**26.5**	**15.5**	**17**	**20**	**3**	82
10.	**25**	**17**	**17.5**	**19.5**	**3.5**	82.5
11.	**28**	**17**	**17**	**20.5**	**3.5**	86
12.	**24**	**14.5**	**15**	**17.5**	**4.5**	75.5
13.	**26**	**16.5**	**19**	**20.5**	**3**	85
14.	**27**	**18**	**16.5**	**15**	**4**	80.5
15.	**26.5**	**18.5**	**17.5**	**17.5**	**3.5**	83.5
16.	**26.5**	**17.5**	**18**	**22**	**4**	88
17.	**27**	**18**	**17**	**19.5**	**4**	85.5
18.	**26**	**17**	**16.5**	**18**	**4**	81.5
19.	**28.5**	**16**	**18**	**21.5**	**4**	88
20.	**28**	**17**	**17.5**	**20**	**3.5**	86
21.	**27.5**	**17.5**	**17**	**20.5**	**4**	85.5
22.	**26.5**	**17.5**	**17**	**18**	**4.5**	83.5
23.	**27.5**	**18**	**18**	**20**	**4**	87.5
24.	**27**	**18**	**17.5**	**21.5**	**4**	88
25.	**24**	**14**	**17**	**19.5**	**3**	77.5

C = **Content Score**

O = **Organization Score**

V = **Vocabulary Score**

LU = **Language Use Score**

M= **Mechanics Score**

X= **Pre-test Score**

Table 2
THE RESULT OF THE CONTROL GROUP POST TEST

No.	Control Group					
	C	**O**	**V**	**LU**	**M**	X
1.	**25.5**	**16**	**17.5**	**17.5**	**3.5**	80
2.	**26.5**	**17**	**18**	**17.5**	**3.5**	82.5
3.	**21.5**	**16.5**	**14.5**	**18.5**	**4**	75
4.	**25**	**16.5**	**16.5**	**19**	**4.5**	81.5
5.	**27**	**17**	**17**	**17.5**	**3.5**	82
6.	**22**	**12**	**15**	**21**	**4**	74
7.	**23**	**16.5**	**15**	**17**	**4**	75.5
8.	**24**	**16**	**15.5**	**21**	**5**	81.5
9.	**25**	**15.5**	**15**	**17.5**	**2.5**	75.5
10.	**24.5**	**17**	**16**	**19**	**4.5**	81
11.	**24.5**	**16.5**	**17**	**15.5**	**3.5**	77
12.	**22.5**	**16**	**17**	**12**	**3.5**	71
13.	**27**	**17**	**16**	**13.5**	**3**	76.5
14.	**28.5**	**18.5**	**18.5**	**22**	**4.5**	92
15.	**24**	**17**	**15**	**17**	**3**	76
16.	**25.5**	**17**	**17**	**17.5**	**4**	81
17.	**25.5**	**15.5**	**13.5**	**16.5**	**3**	74
18.	**23.5**	**16.5**	**15**	**20**	**4.5**	79.5
19.	**23.5**	**15.5**	**15.5**	**16.5**	**2.5**	73.5
20.	**21.5**	**14.5**	**18.5**	**20.5**	**4**	79
21.	**25**	**16**	**15**	**21**	**4**	81
22.	**23.5**	**18**	**16**	**20.5**	**4.5**	83.5
23.	**20**	**13**	**13.5**	**14**	**2.5**	63
24.	**26.5**	**18**	**17.5**	**17.5**	**3**	82.5
25.	**22.5**	**13**	**16**	**17**	**2**	70.5
26.	**29**	**18.5**	**18**	**23.5**	**4.5**	93.5
27.	**25**	**15**	**16.5**	**16.5**	**3**	78.5
28.	**27**	**18**	**17**	**17**	**4**	83
29.	**24**	**17.5**	**17**	**16.5**	**3.5**	78.5
30.	**27**	**18**	**17.5**	**18**	**3.5**	84
31.	**26**	**15.5**	**17**	**19.5**	**3**	81
32.	**25**	**18**	**17.5**	**22.5**	**4**	87
33.	**27**	**16.5**	**17**	**20.5**	**4**	85
34.	**26.5**	**15**	**15**	**16**	**3**	75.5
35.	**23**	**16**	**16**	**17.5**	**4**	76.5
36.	**25.5**	**16**	**15.5**	**16.5**	**4**	77.5
37.	**26.5**	**17.5**	**16**	**18**	**4**	82

C = **Content Score** V = **Vocabulary Score**
O = **Organization Score** LU = **Language Use Score**

M = **Mechanics Score** X= **Pre-test Score**

APPENDIX 4

Table 1
THE CALCULATION OF THE POST TEST OF CONTENT SCORE

Students' Number	Experimental Group			x2	Students' Number	Control Group			x2
	T1	T2	x			T1	T2	x	
1.	**24.5**	**26**	**1.5**	**2.25**	**1.**	**27.5**	**25.5**	**-2**	**4**
2.	**27**	**27**	**0**	**2.25**	**2.**	**26.5**	**26.5**	**0**	**0**
3.	**24**	**27.5**	**3.5**	**12.25**	**3.**	**20**	**21.5**	**1.5**	**2.25**
4.	**26**	**28**	**2**	**4**	**4.**	**27**	**25**	**-2**	**4**
5.	**26**	**27**	**1**	**1**	**5.**	**27**	**27**	**0**	**0**
6.	**27**	**29**	**2**	**4**	**6.**	**21**	**22**	**1**	**1**
7.	**22**	**26.5**	**4.5**	**20.25**	**7.**	**25.5**	**23**	**-2.5**	**6.25**
8.	**26**	**28**	**2**	**4**	**8.**	**21**	**24**	**3**	**9**
9.	**24.5**	**26.5**	**2**	**4**	**9.**	**22**	**25**	**3**	**9**
10.	**21.5**	**25**	**3.5**	**12.25**	**10.**	**18**	**24.5**	**6.5**	**42.25**
11.	**26**	**28**	**2**	**4**	**11.**	**22**	**24.5**	**2.5**	**6.25**
12.	**20**	**24**	**4**	**16**	**12.**	**17.5**	**22.5**	**5**	**25**
13.	**24**	**26**	**2**	**4**	**13.**	**24**	**27**	**3**	**9**
14.	**22.5**	**27**	**4.5**	**20.25**	**14.**	**26**	**28.5**	**2.5**	**6.25**
15.	**25.5**	**26.5**	**1**	**1**	**15.**	**22**	**24**	**2**	**4**
16.	**22**	**26.5**	**4.5**	**20.25**	**16.**	**24.5**	**25.5**	**1**	**1**
17.	**22**	**27**	**5**	**25**	**17.**	**25**	**25.5**	**0.5**	**0.25**
18.	**22**	**26**	**4**	**16**	**18.**	**22.5**	**23.5**	**1**	**1**
19.	**24.5**	**28.5**	**4**	**16**	**19.**	**16**	**23.5**	**7.5**	**56.25**
20.	**22.5**	**28**	**5.5**	**30.25**	**20.**	**18**	**21.5**	**3.5**	**12.25**
21.	**22**	**27.5**	**4.5**	**20.25**	**21.**	**23**	**25**	**2**	**4**
22.	**17**	**26.5**	**9.5**	**90.25**	**22.**	**27.5**	**23.5**	**-4**	**16**
23.	**26**	**27.5**	**1.5**	**2.25**	**23.**	**18**	**20**	**2**	**4**
24.	**22**	**27**	**5**	**25**	**24.**	**23**	**26.5**	**3.5**	**12.25**
25.	**21.5**	**24**	**2.5**	**6.25**	**25.**	**21.5**	**22.5**	**1**	**1**
26.					**26.**	**27.5**	**29**	**1.5**	**2.25**
27.					**27.**	**22**	**25**	**3**	**9**
28.					**28.**	**22**	**27**	**5**	**25**
29.					**29.**	**22**	**24**	**2**	**4**
30.					**30.**	**21.5**	**27**	**5.5**	**30.25**
31.					**31.**	**22**	**26**	**4**	**16**
32.					**32.**	**20**	**25**	**5**	**25**
33.					**33.**	**27.5**	**27**	**-0.5**	**0.25**
34.					**34.**	**20.5**	**26.5**	**6**	**36**
35.					**35.**	**24.5**	**23**	**-1.5**	**2.25**
36.					**36.**	**27**	**25.5**	**-1.5**	**2.25**
37.					**37.**	**20**	**26.5**	**6.5**	**42.25**
∑x			81.5	363	∑x			76.5	430.75
$\bar{x}$			3.26		$\bar{x}$			2.068	

- T1= **Content Pre-Test Score**
- T2= **Content Post Test Score**

- x= **Gain Score**

Table 2
THE CALCULATION OF THE POST TEST OF ORGANIZATION SCORE

Students' Number	Experimental Group			x2	Students' Number	Control Group			x2
	T1	T2	x			T1	T2	x	
1.	**16.5**	**17**	**0.5**	**0.25**	**1.**	**17.5**	**16**	**-1.5**	**2.25**
2.	**17**	**17.5**	**0.5**	**0.25**	**2.**	**16.5**	**17**	**0.5**	**0.25**
3.	**17.5**	**18.5**	**1**	**1**	**3.**	**13**	**16.5**	**3.5**	**12.25**
4.	**19**	**19.5**	**0.5**	**0.25**	**4.**	**13**	**16.5**	**3.5**	**12.25**
5.	**15**	**17.5**	**2.5**	**6.25**	**5.**	**18**	**17**	**-1**	**1**
6.	**18**	**17.5**	**-0.5**	**0.25**	**6.**	**16.5**	**12**	**-4.5**	**20.25**
7.	**15.5**	**15.5**	**0**	**0**	**7.**	**18**	**16.5**	**-1.5**	**2.25**
8.	**19**	**17.5**	**-1.5**	**2.25**	**8.**	**17.5**	**16**	**-1.5**	**2.25**
9.	**14**	**15.5**	**1.5**	**2.25**	**9.**	**14**	**15.5**	**1.5**	**2.25**
10.	**14**	**17**	**3**	**9**	**10.**	**13.5**	**17**	**3.5**	**12.25**
11.	**14.5**	**17**	**2.5**	**6.25**	**11.**	**13.5**	**16.5**	**3**	**9**
12.	**14**	**14.5**	**0.5**	**0.25**	**12.**	**13.5**	**16**	**2.5**	**6.25**
13.	**11**	**16.5**	**5.5**	**30.25**	**13.**	**16**	**17**	**1**	**1**
14.	**17**	**18**	**1**	**1**	**14.**	**18**	**18.5**	**0.5**	**0.25**
15.	**14**	**18.5**	**4.5**	**20.25**	**15.**	**15**	**17**	**2**	**4**
16.	**13.5**	**17.5**	**4**	**16**	**16.**	**14**	**17**	**3**	**9**
17.	**14.5**	**18**	**3.5**	**12.25**	**17.**	**14**	**15.5**	**1.5**	**2.25**
18.	**18**	**17**	**-1**	**1**	**18.**	**14**	**16.5**	**2.5**	**6.25**
19.	**16**	**16**	**0**	**0**	**19.**	**15.5**	**15.5**	**0**	**0**
20.	**14**	**17**	**3**	**9**	**20.**	**13**	**14.5**	**1.5**	**2.25**
21.	**14.5**	**17.5**	**3**	**9**	**21.**	**18**	**16**	**-2**	**4**
22.	**14.5**	**17.5**	**3**	**9**	**22.**	**14.5**	**18**	**3.5**	**12.25**
23.	**18**	**18**	**0**	**0**	**23.**	**11.5**	**13**	**1.5**	**2.25**
24.	**14.5**	**18**	**3.5**	**12.25**	**24.**	**19**	**18**	**-1**	**1**
25.	**13**	**14**	**1**	**1**	**25.**	**14**	**13**	**-1**	**1**
26.					**26.**	**17.5**	**18.5**	**1**	**1**
27.					**27.**	**17**	**15**	**-2**	**4**
28.					**28.**	**18**	**18**	**0**	**0**
29.					**29.**	**14**	**17.5**	**3.5**	**12.25**
30.					**30.**	**15.5**	**18**	**2.5**	**6.25**
31.					**31.**	**15.5**	**15.5**	**0**	**0**
32.					**32.**	**13.5**	**18**	**4.5**	**20.25**
33.					**33.**	**17**	**16.5**	**-0.5**	**0.25**
34.					**34.**	**15.5**	**15**	**-0.5**	**0.25**
35.					**35.**	**14.5**	**16**	**1.5**	**2.25**
36.					**36.**	**19**	**16**	**-3**	**9**
37.					**37.**	**16**	**17.5**	**1.5**	**2.25**
∑x			41.5	149.25	∑x			29.5	185.75
$\bar{x}$			1.66		$\bar{x}$			0.8	

- T1= **Organization Pre-Test Score**
- T2= **Organization Post Test Score**

- x= **Gain Score**

Table 3
THE CALCULATION OF THE POST TEST OF VOCABULARY SCORE

Students' Number	Experimental Group			x2	Students' Number	Control Group			x2
	T1	T2	x			T1	T2	x	
1.	**18**	**17**	**-1**	**1**	**1.**	**16**	**17.5**	**1.5**	**2.25**
2.	**17**	**18**	**1**	**1**	**2.**	**15**	**18**	**3**	**9**
3.	**15.5**	**17.5**	**2**	**4**	**3.**	**14**	**14.5**	**0.5**	**0.25**
4.	**16.5**	**17.5**	**1**	**1**	**4.**	**14**	**16.5**	**2.5**	**6.25**
5.	**17**	**18**	**1**	**1**	**5.**	**17**	**17**	**0**	**0**
6.	**16.5**	**18**	**1.5**	**2.25**	**6.**	**17.5**	**15**	**-2.5**	**6.25**
7.	**17.5**	**17.5**	**0**	**0**	**7.**	**16**	**15**	**-1**	**1**
8.	**17**	**19**	**2**	**4**	**8.**	**15.5**	**15.5**	**0**	**0**
9.	**14.5**	**17**	**2.5**	**6.25**	**9.**	**14**	**15**	**1**	**1**
10.	**13.5**	**17.5**	**4**	**16**	**10.**	**17**	**16**	**-1**	**1**
11.	**17.5**	**17**	**-0.5**	**0.25**	**11.**	**14**	**17**	**3**	**9**
12.	**14.5**	**15**	**0.5**	**0.25**	**12.**	**14.5**	**17**	**2.5**	**6.25**
13.	**15**	**19**	**4**	**16**	**13.**	**14**	**16**	**2**	**4**
14.	**14**	**16.5**	**2.5**	**6.25**	**14.**	**19**	**18.5**	**-0.5**	**0.25**
15.	**15.5**	**17.5**	**2**	**4**	**15.**	**16**	**15**	**-1**	**1**
16.	**17.5**	**18**	**0.5**	**0.25**	**16.**	**17.5**	**17**	**-0.5**	**0.25**
17.	**14.5**	**17**	**2.5**	**6.25**	**17.**	**14**	**13.5**	**-0.5**	**0.25**
18.	**16**	**16.5**	**0.5**	**0.25**	**18.**	**14**	**15**	**1**	**1**
19.	**15**	**18**	**3**	**9**	**19.**	**15.5**	**15.5**	**0**	**0**
20.	**15**	**17.5**	**2.5**	**6.25**	**20.**	**13**	**18.5**	**5.5**	**30.25**
21.	**14.5**	**17**	**2.5**	**6.25**	**21.**	**15**	**15**	**0**	**0**
22.	**13.5**	**17**	**3.5**	**12.25**	**22.**	**15**	**16**	**1**	**1**
23.	**14**	**18**	**4**	**16**	**23.**	**14.5**	**13.5**	**-1**	**1**
24.	**13.5**	**17.5**	**4**	**16**	**24.**	**16**	**17.5**	**1.5**	**2.25**
25.	**13.5**	**17**	**3.5**	**12.25**	**25.**	**14**	**16**	**2**	**4**
26.					**26.**	**18**	**18**	**0**	**0**
27.					**27.**	**13.5**	**16.5**	**3**	**9**
28.					**28.**	**15.5**	**17**	**1.5**	**2.25**
29.					**29.**	**15**	**17**	**2**	**4**
30.					**30.**	**15**	**17.5**	**2.5**	**6.25**
31.					**31.**	**15**	**17**	**2**	**4**
32.					**32.**	**14.5**	**17.5**	**3**	**9**
33.					**33.**	**18**	**17**	**-1**	**1**
34.					**34.**	**14.5**	**15**	**0.5**	**0.25**
35.					**35.**	**14.5**	**16**	**1.5**	**2.25**
36.					**36.**	**14.5**	**15.5**	**1**	**1**
37.					**37.**	**15.5**	**16**	**0.5**	**0.25**
∑x			49	148	∑x			35.5	126.75
$\bar{x}$			1.96		$\bar{x}$			0.96	

- T1= **Vocabulary Pre-Test Score**

- T2= **Vocabulary Post Test Score**
- x= **Gain Score**

Table 4
THE CALCULATION OF THE POST TEST OF LANGUAGE USE SCORE

Students' Number	Experimental Group				Students' Number	Control Group			
	T1	T2	x	x2		T1	T2	x	x2
1.	**15**	**19.5**	**4.5**	**20.25**	**1.**	**18**	**17.5**	**-0.5**	**0.25**
2.	**17**	**21.5**	**4.5**	**20.25**	**2.**	**17.5**	**17.5**	**0**	**0**
3.	**19.5**	**22**	**2.5**	**6.25**	**3.**	**18**	**18.5**	**0.5**	**0.25**
4.	**15.5**	**23**	**7.5**	**56.25**	**4.**	**18**	**19**	**1**	**1**
5.	**22**	**21.5**	**-0.5**	**0.25**	**5.**	**18**	**17.5**	**-0.5**	**0.25**
6.	**19**	**23**	**4**	**16**	**6.**	**12**	**21**	**9**	**81**
7.	**22**	**21**	**-1**	**1**	**7.**	**15.5**	**17**	**1.5**	**2.25**
8.	**23**	**24**	**1**	**1**	**8.**	**18**	**21**	**3**	**9**
9.	**18**	**20**	**2**	**4**	**9.**	**10.5**	**17.5**	**7.5**	**56.25**
10.	**17**	**19.5**	**2.5**	**6.25**	**10.**	**17.5**	**19**	**1.5**	**2.25**
11.	**18**	**20.5**	**2.5**	**6.25**	**11.**	**11.5**	**15.5**	**4**	**16**
12.	**17.5**	**17.5**	**0**	**0**	**12.**	**23**	**12**	**-11**	**121**
13.	**15**	**20.5**	**5.5**	**30.25**	**13.**	**14.5**	**13.5**	**-1**	**1**
14.	**18**	**15**	**-3**	**9**	**14.**	**17.5**	**22**	**4.5**	**20.25**
15.	**22**	**17.5**	**-4.5**	**20.25**	**15.**	**18**	**17**	**-1**	**1**
16.	**18**	**22**	**4**	**16**	**16.**	**17**	**17.5**	**0.5**	**0.25**
17.	**20**	**19.5**	**-0.5**	**0.25**	**17.**	**17.5**	**16.5**	**-1**	**1**
18.	**23**	**18**	**-5**	**25**	**18.**	**15**	**20**	**5**	**25**
19.	**17**	**21.5**	**4.5**	**20.25**	**19.**	**15**	**16.5**	**1.5**	**2.25**
20.	**20**	**20**	**0**	**0**	**20.**	**15**	**20.5**	**5.5**	**30.35**
21.	**15**	**20.5**	**5.5**	**30.25**	**21.**	**21**	**21**	**0**	**0**
22.	**11**	**18**	**7**	**49**	**22.**	**22**	**20.5**	**-1.5**	**2.25**
23.	**15**	**20**	**5**	**25**	**23.**	**13**	**14**	**1**	**1**
24.	**18**	**21.5**	**3.5**	**12.25**	**24.**	**18**	**17.5**	**-0.5**	**0.25**
25.	**18**	**19.5**	**1.5**	**2.25**	**25.**	**20**	**17**	**-3**	**9**
26.					**26.**	**21.5**	**23.5**	**2**	**4**
27.					**27.**	**19**	**16.5**	**-2.5**	**6.25**
28.					**28.**	**19**	**17**	**-2**	**4**
29.					**29.**	**18**	**16.5**	**-1.5**	**2.25**
30.					**30.**	**15.5**	**18**	**2.5**	**6.25**
31.					**31.**	**17**	**19.5**	**2.5**	**6.25**
32.					**32.**	**18**	**22.5**	**4.5**	**20.25**
33.					**33.**	**17**	**20.5**	**3.5**	**12.25**
34.					**34.**	**20**	**16**	**4**	**16**
35.					**35.**	**17**	**17.5**	**0.5**	**0.25**
36.					**36.**	**18**	**16.5**	**-1.5**	**2.25**
37.					**37.**	**18**	**18**	**0**	**0**
∑x			53	377.5	∑x			38	463
$\bar{x}$			2.12		$\bar{x}$			1.027	

- T1= **Language Use Pre-Test Score**
- T2= **Language Use Post Test Score**
- x= **Gain Score**

Table 5
THE CALCULATION OF THE POST TEST OF THE WHOLE SCORE

Students' Number	Experimental Group			x2	Students' Number	Control Group			x2
	T1	T2	x			T1	T2	x	
1.	**77.5**	**83.5**	**6**	**36**	**1.**	**81**	**80**	**-1**	**1**
2.	**79.5**	**87.5**	**8**	**64**	**2.**	**79.5**	**82.5**	**3**	**9**
3.	**80**	**88.5**	**8.5**	**72.25**	**3.**	**69**	**75**	**6**	**36**
4.	**80**	**93**	**13**	**169**	**4.**	**76**	**81.5**	**5.5**	**30.25**
5.	**85**	**88**	**3**	**9**	**5.**	**84.5**	**82**	**-2.5**	**6.25**
6.	**83.5**	**91.5**	**8**	**64**	**6.**	**71**	**74**	**3**	**9**
7.	**81**	**84.5**	**3.5**	**12.25**	**7.**	**79**	**75.5**	**-3.5**	**12.25**
8.	**88**	**93**	**5**	**25**	**8.**	**75**	**81.5**	**6.5**	**42,25**
9.	**75**	**82**	**7**	**49**	**9.**	**63.5**	**75.5**	**12**	**144**
10.	**71**	**82.5**	**11.5**	**132.25**	**10.**	**69**	**81**	**12**	**144**
11.	**80**	**86**	**6**	**36**	**11.**	**65**	**77**	**12**	**144**
12.	**71**	**75.5**	**4.5**	**20.25**	**12.**	**73.5**	**71**	**-2.5**	**6.25**
13.	**69**	**85**	**16**	**256**	**13.**	**72.5**	**76.5**	**4**	**16**
14.	**74.5**	**80.5**	**6**	**36**	**14.**	**84.5**	**92**	**7.5**	**56.25**
15.	**81.5**	**83.5**	**2**	**4**	**15.**	**75**	**76**	**1**	**1**
16.	**75**	**88**	**13**	**169**	**16.**	**77**	**81**	**4**	**16**
17.	**74**	**85.5**	**11.5**	**132.25**	**17.**	**75.5**	**74**	**-1.5**	**2.25**
18.	**83.5**	**81.5**	**-2**	**4**	**18.**	**69.5**	**79.5**	**10**	**100**
19.	**75.5**	**88**	**12.5**	**156.25**	**19.**	**64**	**73.5**	**9.5**	**90.25**
20.	**75.5**	**86**	**10.5**	**110.25**	**20.**	**63**	**79**	**16**	**256**
21.	**69**	**85.5**	**16.5**	**272.25**	**21.**	**82**	**81**	**-1**	**1**
22.	**60**	**83.5**	**23.5**	**552.25**	**22.**	**84**	**83.5**	**-0.5**	**0.25**
23.	**76.5**	**87.5**	**11**	**121**	**23.**	**60**	**63**	**3**	**9**
24.	**72**	**88**	**16**	**256**	**24.**	**80**	**82.5**	**2.5**	**6.25**
25.	**69**	**77.5**	**8.5**	**72.25**	**25.**	**73.5**	**70.5**	**-3**	**9**
26.					**26.**	**88.5**	**93.5**	**5**	**25**
27.					**27.**	**76.5**	**78.5**	**2**	**4**
28.					**28.**	**79**	**83**	**4**	**16**
29.					**29.**	**73**	**78.5**	**5.5**	**30.25**
30.					**30.**	**71.5**	**84**	**12.5**	**156.25**
31.					**31.**	**74.5**	**81**	**6.5**	**42.25**
32.					**32.**	**69**	**87**	**18**	**324**
33.					**33.**	**83.5**	**85**	**1.5**	**2.25**
34.					**34.**	**73.5**	**75.5**	**2**	**4**
35.					**35.**	**74.5**	**76.5**	**2**	**4**
36.					**36.**	**81.5**	**77.5**	**-4**	**16**
37.					**37.**	**74.5**	**82**	**7.5**	**56.25**
∑x			229	2830.5	∑x			164.5	1827.75
$\bar{x}$			9.16		$\bar{x}$			4.45	

- T1= **Total Pre-Test Score**
- T2= **Total Post Test Score**
- x= **Gain Score**

APPENDIX 5

THE TEST OF HYPOTHESIS OF THE PRE-TEST FOR CONTENT SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the content pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the content pre-test score in experimental group and the control group.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 0.9

4. Conclusion

   Because | t-observation | is 0.9< t(5%) so Ho is accepted. It means that there is no significant difference between the content pre-test score in experimental group and the control group.

THE TEST OF HYPOTHESIS OF THE PRE-TEST FOR ORGANIZATION SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the organization pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the organization pre-test score in experimental group and the control group.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 0

4. Conclusion

   Because | t-observation | is 0< t(5%) so Ho is accepted. It means that there is no significant difference between the organization pre-test score in experimental group and the control group.

THE TEST OF HYPOTHESIS OF THE PRE-TEST FOR VOCABULARY SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the vocabulary pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the vocabulary pre-test score in experimental group and the control group.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to =

   $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 0.58

4. Conclusion

   Because | t-observation | is 0.58< t(5%) so Ho is accepted. It means that there is no significant difference between the vocabulary pre-test score in experimental group and the control group.

THE TEST OF HYPOTHESIS OF THE PRE-TEST FOR LANGUAGE USE SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the language use pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the language use pre-test score in experimental group and the control group.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to =

   $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 0.99

4. Conclusion

   Because | t-observation | is 0.99< t(5%) so Ho is accepted. It means that there is no significant difference between the language use pre-test score in experimental group and the control group.

THE TEST OF HYPOTHESIS OF THE PRE-TEST FOR THE WHOLE SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the total pre-test score in experimental group and the control group.

   Ha : μA>μB, there is a significant difference between the total pre-test score in experimental group and the control group.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to =

$$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 0.81

4. Conclusion

   Because | t-observation | is 0.81< t(5%) so Ho is accepted. It means that there is no significant difference between the total pre-test score in experimental group and the control group.

APPENDIX 6

THE TEST OF HYPOTHESIS OF THE POST TEST FOR CONTENT SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the content development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

   Ha : μA>μB, there is a significant difference between the content development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 1.88

4. Conclusion

   Because | t-observation | is 1.88> t(5%) so Ho is rejected. Therefore, there is a significant difference between the content development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

THE TEST OF HYPOTHESIS OF THE POST TEST FOR ORGANIZATION SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the organization development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

   Ha : μA>μB, there is a significant difference between the organization development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 1.7

4. Conclusion

   Because | t-observation | is 1.7> t(5%) so Ho is rejected. Therefore, there is a significant difference between the organization development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

THE TEST OF HYPOTHESIS OF THE POST TEST FOR V0CABULARY SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the vocabulary development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

   Ha : μA>μB, there is a significant difference between the vocabulary development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to = $$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 11.49

4. Conclusion

   Because | t-observation | is 11.49> t(5%) so Ho is rejected. Therefore, there is a significant difference between the vocabulary development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

THE TEST OF HYPOTHESIS OF THE POST TEST FOR LANGUAGE USE SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the language use development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

   Ha : μA>μB, there is a significant difference between the language use development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to =

$$\frac{\bar{X}A-\bar{X}B}{\sqrt{\frac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\frac{1}{nA}+\frac{1}{nB}\right)}}$$

   = 1.22

4. Conclusion

   Because | t-observation | is 1.22< t(5%) so Ho is accepted. Therefore, there is no significant difference between the language use development average scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

THE TEST OF HYPOTHESIS OF THE POST TEST FOR THE WHOLE SCORE

1. Formulating the hypothesis of analyzing the data:

   Ho : μA=μB, there is no significant difference between the total scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

   Ha : μA>μB, there is a significant difference between the total scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

2. **T-test where df= nA+nB-2= 37+25-2= 60**

   t(5%) = 1.671

3. **Calculation for t-observation (to):**

   to $= \dfrac{\bar{X}A - \bar{X}B}{\sqrt{\dfrac{(nA-1)SA^2+(nB-1)SB^2}{nA+nB-2}\left(\dfrac{1}{nA}+\dfrac{1}{nB}\right)}}$

   = 15.2

4. Conclusion

   Because | t-observation | is 15.2> t(5%) so Ho is rejected. Therefore, there is a significant difference between the total scores of the students who are taught by mind mapping and those who are taught by semi-controlled writing.

LESSON PLAN FOR EXPERIMENTAL GROUP
(First Meeting)

Subject	**: English**
Skill	**: Writing**
Topic	**: Describing People (Appearance and Personality)**
Genre	**: Descriptive**
Education Level	**: Senior High School**
Class/Semester	**: XIA2/2**
Time Allotment	**: 2x 45 minutes**
Students	**: 25**

A. COMPETENCE

1. Basic Competence

- **Students are able to comprehend how to describe people through a list of words given and apply it into two short descriptive paragraphs.**

2. Achievement Indicators

Students are able to:

- **translate new words deal with somebody's appearance.**
- **describe somebody's appearance in specific details.**
- **make their own mind mapping which describe their appearance and present it in front of the class.**
- **compose a descriptive paragraph deals with somebody's appearance.**
- **translate the new words deals with somebody's personality.**
- **categorize the new words of somebody's personality.**
- **write down the synonym of words in the exercise.**
- **describe somebody's personality in specific details.**
- **make their own mind mapping which describe their personality and present it in front of the class.**
- **compose a descriptive paragraph deals with somebody's personality.**

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: - Question and answer
- Individual work

2. Class activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond the teacher's greeting.	1'
	Gives some triggering questions about the new lesson.	Answer the questions	4'
Whilst-Instructional Activities	Explains about how to describe somebody's appearance	Listen to the teacher	2'
	Asks them to do Exercise A	Do Exercise A	3'
	Discusses the answer together	Respond to the teacher	3'
	Explains what mind mapping is, how to draw it to them and gives examples of it.	Listen to the teacher	5'
	Asks them to make their own mind mapping	Make their own mind mapping	5'
	Asks four students as class representatives to present their mapping in front of the class	Present their mapping in front of the class. Others listen to their friend's presentation	10'
	Discusses and revises their mapping together (Class discussion)	Listen to the teacher and friends	5'
	Asks them to do Exercise B	Do the Exercise B	10
	Discusses the answer together	Respond to the teacher	5'
	Asks them to do Exercise C	Do Exercise C	5'
	Gives the example of mind mapping in describing somebody's personality.	Listen to the teacher	5'

	Asks them to make their own mind mapping	**Make their own mapping**	**5'**
	Asks four students as class representatives to present their mapping in front of the class	**Present their mapping in front of the class. Others listen to their friend's presentation**	**10'**
	Discusses and revises their mapping together in front of the class	**Revise their mapping in front of the class**	**10'**
Post-Instructional	**Gives them short review about today lesson.**	**Listen and respond to the teacher**	**1'**
	Says Good bye	**Say goodbye .**	**1'**

D. MEDIA: whiteboard

E. EVALUATION: - (for this particular session, there is no specific evaluation)

F. REFERENCE

Ouyang Jing, Catherine and Huang, Keven.2004.Creative Writing. Jakarta: Erlangga.

G. APPENDICES

Students' worksheet I
Answer Key I

STUDENTS' WORKSHEET I
Describing People (Senior High School, Class XI)

Appearance

A. Write down the meaning of these words!

Eyes	*Age*	*Face*	*Body*	*Nose*	*Hair*	*Lip*
Round	**Young**	**Oval**	**Slim**	**Pointed**	**Short**	**Full**
Small	**Middle Aged**	**Round**	**Thin**	**Flat**	**Long**	**Thin**
Slant	**Elderly**	**Square**	**Sexy**	**Blunt**	**Curly**	**Thick**
Squinting		**Triangular**	**Well-shaped**	**Beaked**	**Wavy**	
Crossed		**Mustache**	**Fat**		**Bald**	
		Beard			**Brown**	
		Whiskers			**Blond**	
		Freckles				
		Mole				

Personality

B. *Write down the meaning of these words and categorize them by giving positive sign (+) for good or negative sign (-) for bad personality next to the word*!

Amusing	**Happy**	**Dull**	**Talkative**
Bold	**Intelligent**	**Reliable**	**Humble**
Careful	**Lively**	**Modest**	**Aggressive**
Cheerful	**Honest**	**Stingy**	**Generous**
Clever	**Rude**	**Spoiled**	**Boast**
Courteous	**Lazy**	**Stubborn**	**Brave**
Friendly	**Cruel**	**Rough**	**Timid**

C. Write down the synonym of these following words!

1. **Brave =**
2. **Cheerful =**
3. **Clever =**
4. **Polite =**
5. **Rough =**

6. **Funny =**
7. **Rigorous =**
8. **Pleasant =**
9. **Sincere =**
10. **Offensive =**

ANSWER KEY I
Describing People (Senior High School, Class XI)

A.

Eyes	*Age*	*Face*	*Body*	*Nose*	*Hair*	*Lip*
Bulat	**Muda**	**Oval**	**Langsing**	**Mancung**	**Pendek**	**Seksi**
Kecil	**Separuh baya**	**Bundar**	**Kurus**	**Pesek**	**Panjang**	**Tipis**
Sipit	**Tua**	**Kotak**	**Seksi**	**Hidung besar**	**Kriting**	**Tebal**
Juling sebelah		**Segitiga**	**Berotot/ kekar**	**Bengkok**	**Berombak**	
Juling keduanya		**Kumis**	**Gendut**		**Botak**	
		Janggut/Brewok			**Coklat**	
		Jambang			**Pirang**	
		Bintik-bintik coklat				
		Tahi lalat				

B.

Amusing= lucu	**Happy= senang**	**Dull=membosankan**	**Talkative**
Bold= berani (+)	**Intelligent=pintar (+)**	**Reliable= dapat dipercaya (+)**	**Humble= rendah hati (+)**
Careful= berhati-hati (+)	**Lively= hidup, ceria (+)**	**Modest=rendah hati, sopan (+)**	**Aggressive= agresif (-)**
Cheerful= ceria (+)	**Honest= jujur (+)**	**Stingy= pelit (-)**	**Generous= murah hati, tulus (+)**
Clever= pintar (+)	**Rude= kasar (-)**	**Spoiled= manja (-)**	**Boast= omong kosong(-)**
Courteous=sopan	**Lazy= malas (-)**	**Stubborn= keras**	**Brave= berani**

(+)		kepala (-)	(+)
Friendly=ramah(+)	Cruel=kejam(-)	Rough= kasar (-)	Timid=pemalu(-)

C.

1. **Brave = Bold**
2. **Cheerful = Lively**
3. **Clever = Intelligent**
4. **Polite = Courteous**
5. **Rough = Rude**
6. **Funny = Amusing**
7. **Rigorous = Cruel**
8. **Pleasant = Happy**
9. **Sincere = Generous**
10. **Offensive =Aggressive**

LESSON PLAN FOR EXPERIMENTAL GROUP
(Second Meeting)

Subject : English
Skill : Writing
Topic : Describing People (Text-Modeling)
Genre : Descriptive
Education Level : Senior High School
Class/Semester : XIA2/2
Time Allotment : 2x 45 minutes
Students : 25

A. COMPETENCE

1. Basic Competence
- **Students comprehend the structure and features of a descriptive essay.**

2. Achievement Indicators

Students are able to:
- **Understand the structure of descriptive essay**
- **Understand how to compose a descriptive essay**
- **Understand the language feature of descriptive essay**
- **Understand the text-modeling given**

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: - Question and answer
- Individual work

2. Class activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond the teacher's greeting.	1'
	Gives some triggering questions about the lesson today.	Answer the questions	1'
Whilst-Instructional Activities	Distributes two pieces of descriptive text-modeling	Get their text-modeling	1'
	Asks the students to read the first text-modeling silently	Read the first text-modeling silently	10'
	Asks them to read it aloud in turns	Read it aloud	5'
		Respond to the teacher	5'
	Discusses the text together and asks them whether they have any question about the passage or not	Listen to the teacher	7'
	Explains about the generic structure and language feature of a descriptive essay.	Underline the sentence which refers to the introduction, thesis statement, topic sentence, supporting sentence, body and on the passage 1	10'
	Asks them to look for the introduction, thesis statement, topic sentence, supporting sentence, body and conclusion by underlining the answer on the passage 1	Read their answer aloud in turns	5'
	Discusses the answer together by reading it aloud in turns	Open and read it silently	10'
	Asks the students to open and read the first text-modeling silently	Read it aloud in turns	5'

	Asks them to read it aloud in turns **Discusses the second text together and asks them whether they have any question about the passage or not** **Asks them to look for the introduction, thesis statement, topic sentence, supporting sentence, body and conclusion by underlining the answer on the passage 2** **Discusses the answer together by reading it aloud in turns**	**Respond to the teacher** **Underline the sentence which refers to the introduction, thesis statement, topic sentence, supporting sentence, body and on the passage 2** **Read it aloud in turns**	**10'** **10'** **5'**
Post-Instructional	**Asks them some review about today lesson** **Says Good bye**	**Listen and respond to the teacher** **Say goodbye .**	**4'** **1'**

D. MEDIA: whiteboard

E. EVALUATION: - (for this particular session, there is no specific evaluation)

F. REFERENCE
Unpublished story (passage I) and ED-R2 LAB (passage II)

G. APPENDICE
Students' worksheet II

STUDENTS' WORKSHEET II
Describing People (Senior High School, Class XI)

I. The Black and White Side of My Best Friend

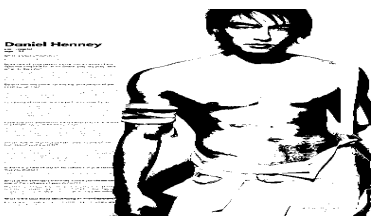
When I think about my closest friend at school, I always remember about him. He is my classmate in senior high. He is everything that a girl is longing for, but I know the darkest side of him that evil even can't imagine. His name is Jason and this is a story about his double-blade personality.

In the eyes of strangers, he is the incarnation of Apollo, the god of Sun. He has a square face with strong jaws and high cheeks. Hazel brown is the color of his magnetic eyes. He has olive complexion that beams under the light of the sun, adding more charms to his masculine figure. His hair is raven black with wavy texture. He has pointed nose that wrinkles amusingly whenever he smiles. Nobody can deny that he has the most passionate lips among those who call themselves men.

Such a man like that is, of course, enchanting every girl around him He is nice and friendly to girls, from the owner of food stalls to teachers. Strangers can talk to him like good-old-friends although they just meet in few seconds. His good humor always makes him the centre of attention. Every time a sound of laughter is heard, he is always there. Jason O'Connor is helpful and smart and gentle. He never let girls doing hard works. He will go up and down the stairs just to bring girls' bags during a camp. Chemist and English are his favorite. Not only teachers but also his friends trust and rely on him to do everything important. He can make others feel protected and safe by his soothing manner and his loyalty to his friends is not a doubt. I, myself, hardly believe that a man like that can exist.

However, every great person always has a rotten flaw inside. Behind his gentleman-like mask, he is cruel and sarcastic. He never likes when his spare time is disturbed. He can hit, and slap and even throw anything near him to anyone, even a girl. His remark is sometimes sharp and offensive when he is involved in tense arguments. His maturity is faded by his sensitive and spoiled manner. His brown eyes can turn into frozen cold when his will is rejected. He can make fun of others but he doesn't like to be the object of the fun itself. All we need is just crossing his line and the same Jason O'Conor will become nothing but rude, stubborn and arrogant.

In my whole life, I have never met someone who has a personality as complex as Jason. His double-sided characteristics can be a boomerang for him but, luckily, only few have seen it. I am always wondering whether one day, his Gabriel-like or Lucifer-like that will win the battle inside of him.



II. My Mother

When my mother was young, she used to be a drop-dead gorgeous traditional Javanese dancer. She was a tall, slim and bright young woman in grace. The eyes of astounded audience were always on her in every performance; amazed by her moves and amazed by her look. Now, she is not pretty as she used to be, and she is not able to dance anymore. These days she makes her family as the stage where she performs with her appearance of a crippled lady.

My mother just like me and any other relative in my belated grandfather's family, possesses the gene of curly hair. Her thick, gray twisty hair always falls to her shoulders, framing the warmth of her face. Everyone who knows my mother long enough would realize that she actually has never changed her hair since she got married. She has never wanted to bother any expensive long hair treatment; instead, she just combs it neat and keeps it short. Still, it looks nice indeed.

As I said before, my mother's thick hair frames her warm face. This is the face I've always missed to see when I'm away from her. Her bright-brown eyes lie behind a pair of clear eyeglasses, projecting her never-ending spirit. The brown-plastic eyeglasses frame hung on her small-pointed nose; the frame's color really suits her tanned old skin. My mother's skin has been changing from her youth's bright fair skin into this brownish skin because of her continuous outdoor activity everyday on the motorcycle. Yet, among the darken skin and those wrinkles of age there is one thing never gets old; it is the enlightening smile on her face. That is the thing I always long for when I'm down on my knees and feel tired of everything.

My mom has a small body with narrow shoulders. That's what everyone may think when they give her a quick glance. Actually, if they look at her attentively, she weighs more. My mother always loves to have snacks in her spare times. This habit gives her a little additional fat beneath the surface of her skin, and also gives her more kilograms that she used to have when she was young. This is what I always feel sorry about; the growing weight of her body just burdens her crippled legs.

My mother's legs are small and crippled. The size of them does not suit the size of her body. They actually suit more if they belonged to a slim lady. The cancer disease she had twenty years ago has ruined the muscles and bones of her leg. Sometimes she feels a lot of pain when the nerves go wrong and she will just silently bite her lower lip trying to hide her feeling from anyone. Still my mother never gives up on her pain. Everyday, she lets her legs bring her to anywhere she wants, to my sister's school, to the market, to the church, to my girlfriend's house, and anywhere within this town. The footstep pads of her motorcycle never miss her feet any single day, except when she is out of town.

I always adore my mother. She has got distinctive spirit among all people I know including myself. Although she has such a condition, she never

gives up. She still serves really great super mother. In other words, she still performs really beautifully on her very own 'stage'. Love you Mom.

(Third Meeting)

Subject : English
Skill : Writing
Topic : Describing People (Writing)
Genre : Descriptive
Education Level : Senior High School
Class/Semester : XIA2/2
Time Allotment : 2x 45 minutes
Students : 25

A. COMPETENCE

1. Basic Competence
- **Students comprehend how to compose and develop a descriptive essay.**

2. Achievement Indicators
Students are able to:
- **Draw a specific mind mapping to compose a descriptive essay**
- **Understand the components of a descriptive essay and develop their essay.**
- **Understand how to compose a descriptive essay based on their mapping.**

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TEACHING AND LEARNING ACTIVITIES
1. Techniques: - Question and answer
- Individual work

2. Class activities:

Stages	Activities		Time Allocation
	Teacher	Students	

Pre-Instructional Activities	**Greets the students**	**Respond the teacher's greeting.**	**1'**
Whilst-Instructional Activities	**Explains how to draw mapping in a whole descriptive essay.** **Reviews their understanding about the structure and components of a descriptive essay** **Asks them to draw mind mapping for a whole essay. The theme is their describing they, themselves** **Asks them to compose a descriptive essay based on their mapping** **Ask them to submit their work**	**Listen to the teacher** **Respond to the teacher** **Draw their own mind mapping** **Compose their descriptive essay** **Submit their work**	**10'** **10'** **24'** **44'**
Post-Instructional	**Says Good bye**	**Say goodbye .**	**1'**

D. MEDIA: whiteboard

E. EVALUATION: - (for this particular session, there is no specific evaluation)

F. REFERENCE
Unpublished story (passage I) and ED-R2 LAB (passage II)

G. APPENDICE
Students' worksheet II

STUDENTS' WORKSHEET II
Describing People (Senior High School, Class XI)

A. Write an essay that consists of four/five paragraphs at least about you, yourself! (Draw your mapping first before make your composition!) At the end of the lesson, submit your mapping and your essay in front of the class!

LESSON PLAN FOR CONTROL GROUP
(First Meeting)

Subject	**: English**
Skill	**: Writing**
Topic	**: Describing People (Appearance and Personality)**
Genre	**: Descriptive**
Education Level	**: Senior High School**
Class/Semester	**: XIS4/2**
Time Allotment	**: 2x 45 minutes**
Students	**: 25**

A. COMPETENCE

1. Basic Competence

- **Students are able to comprehend how to describe people through a list of words given and apply it into two short descriptive paragraphs.**

2. Achievement Indicators

Students are able to:

- **translate new words deal with somebody's appearance.**
- **describe somebody's appearance in specific details.**
- **compose a descriptive paragraph deals with somebody's appearance.**
- **translate the new words deals with somebody's personality.**
- **categorize the new words of somebody's personality.**
- **write down the synonym of words in the exercise.**
- **describe somebody's personality in specific details.**
- **compose a descriptive paragraph deals with somebody's personality.**

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: - Question and answer
- Individual work

2. Class activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond the teacher's greeting.	1'
	Gives some triggering questions about the new lesson.	Answer the questions	4'
Whilst-Instructional Activities	Explains about how to describe somebody's appearance	Listen to the teacher	2'
	Asks them to do Exercise A	Do Exercise A	5'
	Discusses the answer together	Respond to the teacher	5'
	Asks them to make a short descriptive paragraph deals with somebody's appearance	Make their descriptive paragraph	10'
	Asks four students as class representatives to present their descriptive paragraph in front of the class	Present their descriptive paragraph in front of the class. Others listen to their friend's presentation	10'
	Discusses and revises their paragraph together (Class discussion)	Listen to the teacher and friends	5'
	Asks them to do Exercise B	Do the Exercise B	10'
	Discusses the answer together	Respond to the teacher	5'
	Asks them to do Exercise C	Do Exercise C	10'
	Asks them to make their own descriptive paragraph relates to somebody's personality	Make their own descriptive paragraph	7'
	Asks four students as class representatives to present their descriptive paragraph in front of the class	Present their descriptive paragraph in front of the class. Others listen to their friend's presentation	10'

	Discusses and revises their paragraph together in front of the class (Class discussion)	**Revise their descriptive paragraph in front of the class**	**5'**
Post-Instructional	**Gives them short review about today lesson.** **Says Good bye**	**Listen and respond to the teacher** **Say goodbye .**	**1'** **1'**

D. MEDIA: whiteboard

E. EVALUATION: - (for this particular session, there is no specific evaluation)

F. REFERENCE

Ouyang Jing, Catherine and Huang, Keven.2004.Creative Writing. Jakarta: Erlangga.

G. APPENDICES

Students' worksheet I

Answer Key I

STUDENTS' WORKSHEET I

Describing People (Senior High School, Class XI)

Appearance

A. Write down the meaning of these words!

Eyes	*Age*	*Face*	*Body*	*Nose*	*Hair*	*Lip*
Round	**Young**	**Oval**	**Slim**	**Pointed**	**Short**	**Full**
Small	**Middle Aged**	**Round**	**Thin**	**Flat**	**Long**	**Thin**
Slant	**Elderly**	**Square**	**Sexy**	**Blunt**	**Curly**	**Thick**

Squinting		**Triangular**	**Well-shaped**	**Beaked**	**Wavy**	
Crossed		**Mustache**	**Fat**		**Bald**	
		Beard			**Brown**	
		Whiskers			**Blond**	
		Freckles				
		Mole				

Personality

B. *Write down the meaning of these words and categorize them by giving positive sign (+) for good or negative sign (-) for bad personality next to the word*!

Amusing	**Happy**	**Dull**	**Talkative**
Bold	**Intelligent**	**Reliable**	**Humble**
Careful	**Lively**	**Modest**	**Aggressive**
Cheerful	**Honest**	**Stingy**	**Generous**
Clever	**Rude**	**Spoiled**	**Boast**
Courteous	**Lazy**	**Stubborn**	**Brave**
Friendly	**Cruel**	**Rough**	**Timid**

C. Write down the synonym of these following words!

1. **Brave =**
2. **Cheerful =**
3. **Clever =**
4. **Polite =**
5. **Rough =**
6. **Funny =**
7. **Rigorous =**
8. **Pleasant =**
9. **Sincere =**
10. **Offensive =**

ANSWER KEY I
Describing People (Senior High School, Class XI)

A.

Eyes	*Age*	*Face*	*Body*	*Nose*	*Hair*	*Lip*
Bulat	**Muda**	**Oval**	**Langsing**	**Mancung**	**Pendek**	**Seksi**
Kecil	**Separuh baya**	**Bundar**	**Kurus**	**Pesek**	**Panjang**	**Tipis**
Sipit	**Tua**	**Kotak**	**Seksi**	**Hidung besar**	**Kriting**	**Tebal**
Juling sebelah		**Segitiga**	**Berotot/ kekar**	**Bengkok**	**Berombak**	

Juling keduanya		**Kumis**	**Gendut**		**Botak**	
		Janggut/Brewok			**Coklat**	
		Jambang			**Pirang**	
		Bintik-bintik coklat				
		Tahi lalat				

B.

Amusing= lucu	**Happy= senang**	**Dull=membosankan**	**Talkative**
Bold= berani (+)	**Intelligent=pintar (+)**	**Reliable= dapat dipercaya (+)**	**Humble= rendah hati (+)**
Careful= berhati-hati (+)	**Lively= hidup, ceria (+)**	**Modest=rendah hati, sopan (+)**	**Aggressive= agresif (-)**
Cheerful= ceria (+)	**Honest= jujur (+)**	**Stingy= pelit (-)**	**Generous= murah hati, tulus (+)**
Clever= pintar (+)	**Rude= kasar (-)**	**Spoiled= manja (-)**	**Boast= omong kosong(-)**
Courteous=sopan (+)	**Lazy= malas (-)**	**Stubborn= keras kepala (-)**	**Brave= berani (+)**
Friendly=ramah(+)	**Cruel=kejam(-)**	**Rough= kasar (-)**	**Timid=pemalu(-)**

C.

1. **Brave = Bold**
2. **Cheerful = Lively**
3. **Clever = Intelligent**
4. **Polite = Courteous**
5. **Rough = Rude**

6. **Funny = Amusing**
7. **Rigorous = Cruel**
8. **Pleasant = Happy**
9. **Sincere = Generous**
10. **Offensive =Aggressive**

LESSON PLAN FOR CONTROL GROUP
(Second Meeting)

Subject	**: English**
Skill	**: Writing**
Topic	**: Describing People (Text-Modeling)**
Genre	**: Descriptive**
Education Level	**: Senior High School**
Class/Semester	**: XIS4/2**
Time Allotment	**: 2x 45 minutes**
Students	**: 25**

A. COMPETENCE

1. Basic Competence

- **Students comprehend the structure and features of a descriptive essay.**

2. Achievement Indicators

Students are able to:

- **Understand the structure of descriptive essay**
- **Understand how to compose a descriptive essay**
- **Understand the language feature of descriptive essay**
- **Understand the text-modeling given**

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TEACHING AND LEARNING ACTIVITIES

1. Techniques: - Question and answer
- Individual work

2. Class activities:

Stages	Activities		Time Allocation
	Teacher	**Students**	
Pre-Instructional Activities	**Greets the students** **Gives some triggering questions about the lesson today.**	**Respond the teacher's greeting.** **Answer the questions**	**1'** **1'**

Whilst-Instructional Activities	**Distributes two pieces of descriptive text-modeling** **Asks the students to read the first text-modeling silently** **Asks them to read it aloud in turns** **Discusses the text together and asks them whether they have any question about the passage or not** **Explains about the generic structure and language feature of a descriptive essay.** **Asks them to look for the introduction, thesis statement, topic sentence, supporting sentence, body and conclusion by underlining the answer on the passage 1** **Discusses the answer together by reading it aloud in turns** **Asks the students to open and read the first text-modeling silently** **Asks them to read it aloud in turns** **Discusses the second text together and asks them whether they have any question about the passage or not** **Asks them to look for the introduction, thesis statement, topic sentence, supporting sentence, body and conclusion**	**Get their text-modeling** **Read the first text-modeling silently** **Read it aloud** **Respond to the teacher** **Listen to the teacher** **Underline the sentence which refers to the introduction, thesis statement, topic sentence, supporting sentence, body and on the passage 1** **Read their answer aloud in turns** **Open and read it silently** **Read it aloud in turns** **Respond to the teacher** **Underline the sentence which refers to the introduction, thesis statement, topic sentence, supporting sentence, body and on the passage 2**	**1’** **10’** **5’** **5’** **7’** **10’** **5’** **10’** **5’** **10’** **10’** **5’**

	by underlining the answer on the passage 2 **Discusses the answer together by reading it aloud in turns**	**Read it aloud in turns**	
Post-Instructi	**Asks them some review about today lesson**	**Listen and respond to the teacher**	**4’**

onal	**Says Good bye**	**Say goodbye .**	**1’**

D. MEDIA: whiteboard

E. EVALUATION: - (for this particular session, there is no specific evaluation)

F. REFERENCE
Unpublished story (passage I) and ED-R2 LAB (passage II)

G. APPENDICE
Students’ worksheet II

STUDENTS' WORKSHEET II
Describing People (Senior High School, Class XI)

III. The Black and White Side of My Best Friend

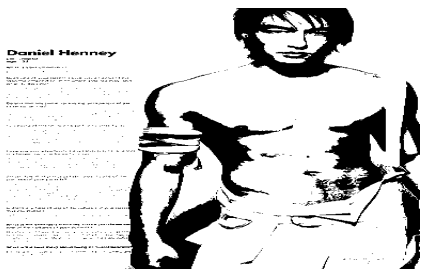
When I think about my closest friend at school, I always remember about him. He is my classmate in senior high. He is everything that a girl is longing for, but I know the darkest side of him that evil even can't imagine. His name is Jason and this is a story about his double-blade personality.

In the eyes of strangers, he is the incarnation of Apollo, the god of Sun. He has a square face with strong jaws and high cheeks. Hazel brown is the color of his magnetic eyes. He has olive complexion that beams under the light of the sun, adding more charms to his masculine figure. His hair is raven black with wavy texture. He has pointed nose that wrinkles amusingly whenever he smiles. Nobody can deny that he has the most passionate lips among those who call themselves men.

Such a man like that is, of course, enchanting every girl around him He is nice and friendly to girls, from the owner of food stalls to teachers. Strangers can talk to him like good-old-friends although they just meet in few seconds. His good humor always makes him the centre of attention. Every time a sound of laughter is heard, he is always there. Jason O'Connor is helpful and smart and gentle. He never let girls doing hard works. He will go up and down the stairs just to bring girls' bags during a camp. Chemist and English are his favorite. Not only teachers but also his friends trust and rely on him to do everything important. He can make others feel protected and safe by his soothing manner and his loyalty to his friends is not a doubt. I, myself, hardly believe that a man like that can exist.

However, every great person always has a rotten flaw inside. Behind his gentleman-like mask, he is cruel and sarcastic. He never likes when his spare time is disturbed. He can hit, and slap and even throw anything near him to anyone, even a girl. His remark is sometimes sharp and offensive when he is involved in tense arguments. His maturity is faded by his sensitive and spoiled manner. His brown eyes can turn into frozen cold when his will is rejected. He can make fun of others but he doesn't like to be the object of the fun itself. All we need is just crossing his line and the same Jason O'Conor will become nothing but rude, stubborn and arrogant.

In my whole life, I have never met someone who has a personality as complex as Jason. His double-sided characteristics can be a boomerang for him but, luckily, only few have seen it. I am always wondering whether one day, his Gabriel-like or Lucifer-like that will win the battle inside of him.



IV. My Mother

When my mother was young, she used to be a drop-dead gorgeous traditional Javanese dancer. She was a tall, slim and bright young woman in grace. The eyes of astounded audience were always on her in every performance; amazed by her moves and amazed by her look. Now, she is not pretty as she used to be, and she is not able to dance anymore. These days she makes her family as the stage where she performs with her appearance of a crippled lady.

My mother just like me and any other relative in my belated grandfather's family, possesses the gene of curly hair. Her thick, gray twisty hair always falls to her shoulders, framing the warmth of her face. Everyone who knows my mother long enough would realize that she actually has never changed her hair since she got married. She has never wanted to bother any expensive long hair treatment; instead, she just combs it neat and keeps it short. Still, it looks nice indeed.

As I said before, my mother's thick hair frames her warm face. This is the face I've always missed to see when I'm away from her. Her bright-brown eyes lie behind a pair of clear eyeglasses, projecting her never-ending spirit. The brown-plastic eyeglasses frame hung on her small-pointed nose; the frame's color really suits her tanned old skin. My mother's skin has been changing from her youth's bright fair skin into this brownish skin because of her continuous outdoor activity everyday on the motorcycle. Yet, among the darken skin and those wrinkles of age there is one thing never gets old; it is the enlightening smile on her face. That is the thing I always long for when I'm down on my knees and feel tired of everything.

My mom has a small body with narrow shoulders. That's what everyone may think when they give her a quick glance. Actually, if they look at her attentively, she weighs more. My mother always loves to have snacks in her spare times. This habit gives her a little additional fat beneath the surface of her skin, and also gives her more kilograms that she used to have when she was young. This is what I always feel sorry about; the growing weight of her body just burdens her crippled legs.

My mother's legs are small and crippled. The size of them does not suit the size of her body. They actually suit more if they belonged to a slim lady. The cancer disease she had twenty years ago has ruined the muscles and bones of her leg. Sometimes she feels a lot of pain when the nerves go wrong and she will just silently bite her lower lip trying to hide her feeling from anyone. Still my mother never gives up on her pain. Everyday, she lets her legs bring her to anywhere she wants, to my sister's school, to the market, to the church, to my girlfriend's house, and anywhere within this town. The footstep pads of her motorcycle never miss her feet any single day, except when she is out of town.

I always adore my mother. She has got distinctive spirit among all people I know including myself. Although she has such a condition, she never

gives up. She still serves really great super mother. In other words, she still performs really beautifully on her very own 'stage'. Love you Mom.

LESSON PLAN FOR CONTROL GROUP
(Third Meeting)

Subject : English
Skill : Writing
Topic : Describing People (Writing)
Genre : Descriptive
Education Level : Senior High School
Class/Semester : XIS4/2
Time Allotment : 2x 45 minutes
Students : 25

A. COMPETENCE

1. Basic Competence
- **Students comprehend how to compose and develop a descriptive essay.**

2. Achievement Indicators
Students are able to:
- **Understand the components of a descriptive essay and develop their essay.**
- **Understand how to compose a descriptive essay based on the guidelines.**

B. LEARNING MATERIALS: (See Students' Worksheet)

C. TEACHING AND LEARNING ACTIVITIES
1. Techniques: - Question and answer
- Individual work

2. Class activities:

Stages	Activities		Time Allocation
	Teacher	Students	
Pre-Instructional Activities	Greets the students	Respond the teacher's greeting.	1'
Whilst-	Reviews their understanding	Respond to the teacher	10'

Instructional Activities	**about the structure and components of a descriptive essay** **Provides guidelines for students. The theme is about they, themselves** **Asks them to compose a descriptive essay based on the guidelines** **Ask them to submit their work**	 **Write down the guidelines** **Compose their descriptive essay** **Submit their work**	 **10'** **65'** **3'**
Post-Instructional	**Says Good bye**	**Say goodbye .**	**1'**

D. MEDIA: whiteboard

E. EVALUATION: - (for this particular session, there is no specific evaluation)

F. REFERENCE
Unpublished story (passage I) and ED-R2 LAB (passage II)

G. APPENDICE
Students' worksheet II

STUDENTS' WORKSHEET II

Describing People (Senior High School, Class XI)

A. Write an essay that consists of four/five paragraphs at least about you, yourself!

Questions to guide you:

- **What do you look like?**
- **How do you usually behave toward others?**
- **Which part of yourself that make you are special/ different from others?**

At the end of the lesson, submit your mapping and your essay in front of the class!

Pre-Test

1. Experimental Group & Control Group

Theme: The closest friend

Make a composition based on the theme, at least 4 paragraphs!

Post Test

1. Experimental Group

Draw a mind mapping about your inspiring person!

After that, write an Essay about your favorite artist/ inspiring person at least in four paragraphs!

2. Control Group

Write an Essay about your favorite artist/ inspiring person at least in four paragraphs!

Questions to guide you:

- What does she/he look like?
- Why do you feel interested /inspired to him/her?

- As you stated before, which sides of him/her can be applied to yourself? Explain it!
- Summarize what you think of her/him!