

CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of the most important subjects nowadays to be learnt by the students over the whole world regarding to the global need as the international language. English also becomes as a compulsory foreign language to be taught in schools throughout Indonesia, from junior high school to university. The choices and decisions are very logical, strategic and prospective because English is a lingua franca of international speakers and has spread across the globe. Nations have adopted and embraced the modern development paradigm to make English a second language in their country, in addition to their national language.

Teaching English needs good system in the field in order the education is going well and reaching the target determined. The main thing to teach English is development of the curriculum in a country. Because, curriculum is like soul of education and determine the destiny of education for a country.

In Indonesia recently, has been implemented the 2013 curriculum. Although many protests and agreements from all people and teacher over the schools in Indonesia, government keep applying this curriculum since on 15 of July 2013. Many problems encountered and there also provided solutions to overcome the problems arise. This is due to follow and adapt to the changing times and technological advances. At school, education is directed through the teaching so that the purpose of the change can be achieved as desired. The curriculum in Indonesia has changed and evolved in many time. Currently, the Ministry of National Education has changed the previous curriculum - School-Based Curriculum (SBC) in 2006 - with a new one called 2013 Curriculum. Their 2013 curriculum is of great concern and a cause of controversy for most people, because some people think 2013 is not ready to implement the curriculum.¹

However, changes to the curriculum, especially in 2013 curriculum aims to achieve a better education system. Implementation of the 2013 curriculum will go well with the support of teachers. The values of 2013 curriculum will be delivered through them, the

¹E. Mulyasa, *PengembangandanImplementasiKurikulum 2013*,(Bandung: RemajaRosdakarya, 2013), p. 35.

implementation of the curriculum in 2013 is quite interesting for observers found many problems in the field one of her school MTs Al-Mubarak such as a lack of understanding of teachers about the curriculum in 2013, the lack of distribution of books and other obstacles that occur in the implementation of the curriculum in 2013 alone.

Initiated in 2004 with the attitude of competence, knowledge, and skills in an integrated curriculum development in 2013 is part of a strategy to increase educational attainment. Besides the curriculum, there are a number of factors, including: the old school student; long students stay in school: Students active learning competency-based; handbook or baboon book: and the role of the teacher as the spearhead of executive education. Orientation Curriculum 2013 is the increase and the balance between competence attitude (attitude), skills (skills) and knowledge (knowledge). In this curriculum will have an impact on changes in the design of the learning process. Lesson plan school based curriculum 2006 has turned into lesson plan 2013 curriculum.

Every educator especially English teacher in the educational unit obliged to prepare lesson plans are complete and systematic so that learning takes place in an interactive, inspiring, fun, challenging,

efficient, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with reviews their talents, interests and physical and psychological development of learners. RPP compiled by KD or subthemes held meetings or more.

In this case, the writer will focus on writing skills. Writing is a very important in language skills. The ability to write can be achieved through a process of learning and practicing. Students in junior high school MTs Al-Mubarak should be able to write. It is not something attractive and fun for them to write descriptive text. The teacher usually asks the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. This fact encourage the research to focus on helping the students developing their writing ability. Writing descriptive text requires more attention in detail. However, the writer found that it is difficult for students to generate descriptive text based on their idea especially in writing identification and description. They are confused about how they will write their idea and arrange it into good descriptive text. Therefore, it is necessary to use good lesson plan.

This paper will be focus on the influence of lesson plan based on 2013 curriculum toward students' writing descriptive text and how is the lesson plan implementation based on 2013 curriculum. Finally, based on the above writer interested to take the title of this paper is *The Influence of Lesson Plan Based On 2013 Curriculum Students toward Descriptive Writing Ability*.

B. The Limitation of Problem

From the discussion in the background of the research the writer needs to limit the problem in order to have distractive focus is this research the writer want to describe about *The Influence of Lesson Plan Based On 2013 Curriculum Toward On Students' Writing Descriptive Ability*.

C. The Statement of The Problem

To easily administer this research the writer stated the problem are as follows:

1. How is the lesson plan implementation based on 2013 curriculum at the second grade of junior high school MTs AL-Mubarak ?

2. To what extent the lesson plan based on 2013 curriculum is effective in students' writing descriptive text ability?

D. The Objective of The Problem

Based on the problem above, the writer has some the objective of the problem those are :

- 1) To know how the implementation of lesson plan based on 2013 curriculum toward students' writing descriptive ability.
- 2) To know what extent the lesson plan based on 2013 curriculum effective in students' writing descriptive text ability

E. The Important of The Research

The research has the important for us to develop our education there are :

1. Writer
 - a. writer can know that how implementation of lesson plan based on 2013 curriculum toward students' writing descriptive ability
 - b. As a partial fulfillment of the requirement ion die degree of "Sarjana education"

2. Teachers

- a. The result of research can be used lesson plan based on 2013 curriculum as an input in English teaching learning process especially in improve writing
- b. The research can be used as reference for the teachers to conduct research in teaching English
- c. It can help to develop students' writing ability
- d. It can be make teacher know how to applied lesson plan especially writing ability

3. Students

- a. The students are motivated to improve their writing ability with enjoy and interesting in the class
- b. The students can get problem solving to improve of English Writing
- c. It help students to explore their writing
- d. It can help student to increase their interpersonal and intrapersonal ability
- e. The students can be more active than teacher in the process of learning and teaching.

F. Hypothesis

According to David Nunan “ A hypothesis is a precisely worded statement about the expected outcomes of a study.”²

In experimental research there are two distinct types of hypothesis : the null hypothesis and alternative hypothesis. The alternative hypothesis is the one we want to be true. The null hypothesis is the opposite. Based on the background of study above, this writer made the hypothesis that using multimedia project technique to improve writing ability on narrative text, the hypothesis is :

1. Ha: there is significant the influence of lesson plan based on 2013 curriculum toward students' writing descriptive ability.
2. Ho: there is no significant the influence of lesson plan based on 2013 curriculum toward students writing descriptive ability.

G. Previous Study

The writer finds some previous studies of researchers about the influence of lesson plan based on 2013 curriculum in students' language ability research as follows:

1. The first previous study of research is arranged by Irma NurKhasanah Her student register number is 113411021. She was

²David Nunan, Exploring Second Language Classroom Research, (United State : Heinle, 2009), 56

studied at UIN Walisongo Semarang until 2015. Her title about research is “*The Implementation of 2013 Curriculum by The English Teacher and Its Barriers*”. According that research, the research shows that the implementation of 2013 curriculum by the English teacher on the three dimensions has the barriers. The barriers of the teaching learning planning affects the other two dimensions. The writer collected the data by using observation, interview, and documentation. The data was collected in January 2015 with the English teacher of grade X. The interview involved the English teacher, the principal, and the vice principal of curriculum. The documents are syllabus, lesson plans, and pictures. The barriers are finding the right method and the right instrument of authentic assessment. They both are important to support the success of Core and Basic Competence realization in the learning.³

The different with research, the researcher collected the data by using observation, interview, and test. The document are lesson plan 2013 curriculum and school based curriculum 2006. The interview involved the English teacher, and student.

2. The second previous of research is arranged by EsyHusnulKhotimah. Her student register number is 04432640. She

³Irma NurKhasan, *UIN Walisongo Semarang* “The Implementation of 2013 Curriculum by The English Teacher and Its Barriers”.

was studied at IAIN SMH BANTEN until 2009. Her title about research is "*The Influence of Syllabus Based On KTSP Toward Students' Writing Paragraph Achievement*". According that research, the result of correlation between syllabus based on KTSP toward students' writing paragraph, in normal distribution $r(0,58) > r(0,312)$ so the correlation both variable are significance. By looking at this fact, the writer stated that the alternative hypothesis was accepted or agreed, in order hand the null hypothesis was rejected. It means that there's correlation between syllabus based on KTSP and students' writing achievement. The result of the study, the writer recommends that this study, especially the research about English subject in writing can make students' motivation appear because writing is difficult but through practice, we can improve our ability in English. So the English teachers have to give exercise regularly especially in writing subject for students they must learn writing English and practice continually and the teacher should make a syllabus before teaching learning process. So the material which is taught can be programmed and they should always increase the quality of teaching by making good atmosphere. This way can be taken in order that the students are not bored in their

learning.⁴The different with research, the researcher collected the data by using observation, interview, and test. The document are lesson plan 2013 curriculum and school based curriculum 2006. The interview involved the English teacher, and student. This research means that there's correlation between lesson plan based on 2013 curriculum and students' writing ability.

3. The third previous of research is journal arranged by SeptiSesiorina at journal of English and Education. The title is “ The Analysis Of Teachers’ Lesson Plan In Implementing Theme-Based Instruction For Teaching English To Young Learners”. According this journal that lesson plan can be concluded that both teachers were aware of the importance of designing English lessons in which all five aspects (goals, objectives, activities, media, and assessment) were all intertwined. The results showed that the lesson plans contained the necessary aspects, and the activities resembled Theme-Based instruction. However, improvements are needed in composing Behavioral Objectives, encouraging students’ responsibility, and

⁴EsyHusnulKhotimah, *Iain SmhBanten* “The Influence of Syllabus Based On KTSP Toward Students’ Writing Paragraph Achievement”

producing learning outcomes.⁵The researcher collected the data by using observation, interview, and test. The document are lesson plan 2013 curriculum and school based curriculum 2006. The interview involved the English teacher, and student. This research means that there's correlation between lesson plan based on 2013 curriculum and students' writing ability.

H. Organization of writing/paper

This paper is consisting of five chapters as follows :

The first chapter discusses about an introduction that concluded about the background of study, The Limitation of Problem ,The statement of the problem, The objective of the problem, Hypothesis, The Important of the research, Previous Study, Organization of Writing.

The second chapter is theoretical of framework it consists of Definition of writing, Kind of writing, Teaching writing, evaluating of writing, Definition of descriptive text, Kind of descriptive text, Structure of descriptive text, Definition of curriculum, The function of curriculum, Definition of 2013 curriculum, Definition of SBC 2006,

⁵SeptiSesiorina, *journal of English and Education*. "The Analysis Of Teachers' Lesson Plan In Implementing Theme-Based Instruction For Teaching English To Young Learners

The different between 2013 curriculum and School based curriculum 2006, Definition of lesson plan, The Benefit of Lesson Plan.

The third chapter is methodology of research, it is consist of method of the research, population and sample, place and time the research, data collecting and data analysis.

The fourth chapter discuss about the results of the research

The fifth chapter is closing which consist of conclusion and suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Writing

1. Definition of Writing

Christina Russell says “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words on to paper.”⁶

There is no better way for students to grasp the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their every day life. This practical writing has both a clear purpose and a specific audience. Ann Raimess says about writing that Much of this everyday writing is “writing to get things done.”⁷Therefore, the writing requires a precision.

H. Douglas Brown explained “ writing skill, at least at rudimentary levels, is a necessary condition for achieving employment

⁶ Christina Russell McDonald And Robert L. McDonald, *Teaching Writing Landmarks and Horizons*, (Canada: Southern Illinois University, 2004), 7

⁷Ann Raimess, *Techniques in English Writing*,(New York : oxford university press, 1983), 83

in many walks of life and I simply taken for granted in literate cultures.⁸Jeremy harmer says “ writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying.”⁹

From the statements above the writer conclude the writing is not simple process it is hard work. However, writing is an opportunity to convey writers’ ideas and to communicative their ideas systematically to others in a written a language. It means when the students learning writing, they must have a media to help their practice and can get the good result. Writing activities like this are designed to give reinforcement to students.

2. Kinds of Writing

After we know the definition of writing there are many kinds of writing, in here the writer will explain kinds of writing. According to George E.WishonM.Burks said, that “the form of writing used to tell or relate is called narration, that used to description that used to explain is

⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA :Longman,2004), 218

⁹Jeremy Harmer, *How to Teach English, new edition*, (England : Pearson Educational Limited, 2007), 112

called exposition (or explanation), the form of writing used to persuade or argue is called argumentation”¹⁰.

The kinds of writing there are :

a. Narration

Narration is the form of writing used to relate the story of acts or events. The narrative text type tells a story using spoken or written language. It can be communicated using radio, television, books, newspaper or computer files.¹¹

b. Description

Description is strategy for describing the person, place or thing. It is a piece of writing or speech that gives details about what someone or something.

c. Exposition or explanation

An exposition is a piece of text that presents one side of an issue. Explanation is to tell each step of the process (the how) and to give reasons (the why).¹²

¹⁰George E Wishon and Julia M Burks, *Lets Write English, revised edition*, (Canada: Litton educational publishing,inc,1980), 377

¹¹Mark Anderson, and Kathy Anderson,*Text Types English 2*, (Amsterdam : Macmillan,1997), 2

¹²Mark Anderson, and Kathy Anderson,*Text Types English 2*, (Amsterdam : Macmillan,1997), 122

d. Persuasion or argumentation

An argument is a reason, logical way or demonstrating that the writer's position, better, or conclusion is valid. Persuasion or argumentation is used in persuading and convincing, an argument writing, writing tries of purpose evidence or reason to convince and influence the reader to support the opinion, ideas, attitude as well as writer conviction.

According to H. Douglas Brown "Genre of writing include brief narratives and description, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs."¹³

According to Denise E Murray "Writing materials can vary from gap-filling exercises to essay prompts, depending on the objectives and language level of the learners. When developing writing tasks, teachers need to decide what text type (genre) they want learners to produce. The prompt should be sufficiently transparent that learners don't have to guess what the teacher wants."¹⁴ According to Jack C Richard " the genre of writing (narrative, expository or argumentative)."¹⁵

¹³H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, (USA :Longman,2004), 220

¹⁴ Denise E Murray, *What English Language Teacher to Know Volume II*, (New York : Rouldege, 2011), 57

¹⁵Jack C Richard, *Methodology in Language Teaching*, (Cambridge : University Press, 2002), 317

From kinds of writing above, in this research the writer focus in the writing descriptive text. Because the descriptive text taught in second grade at MTs Al Mubarak. In this school was explained about recount text, descriptive text and procedure text.

3. Teaching Writing

Teaching writing predominantly involves developing learners skill in producing fixed patterns and responding to write means identifying and correcting problems in the students' control of the language system. Many method and media can teacher use for teaching writing especially in teaching writing narrative text.

To make the effective writing, the students should be know process of writing. In direct opposition to the focus onthe final written product, there was a groundswell of support for "process" approaches to the teaching of writing. According to Judit A Langer that “process activities in writing areoften subdivided into stages such as prewriting, drafting, revising, andediting, usually with the caveat that the processes are recursive ratherthan linear, complex rather than simple.”¹⁶

¹⁶Judith A Langer and Arthur N applebee, *How Writing Shapes Thinking (A Study of Teaching and Learning)*, (New York : NCTE research report No.22), 6

In the teaching of writing we can focus on the product of that writing or on the writing process. According to Jeremy Harmer in the writing process there are four elements :

a. Planning

Experienced writers plan what they are going to write. Before starting write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.¹⁷ When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing. The thirdly the writer have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be

¹⁷Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), 4

amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.¹⁸

Jack C Richards says “ the process approach to teaching writing, which comprises four basic stages – planning, drafting, revising and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating, and post-writing. For each stage, suggestions are provided as to the kind of classroom activities that support the learning of specific writing skill.”¹⁹

¹⁸Jeremy Harmer, *How to Teach writing*, (England : Pearson Education Limited, 2004), 5

¹⁹Jack C Richard, *Methodology in Language Teaching*, (Cambridge : University Press, 2002), 304

From the statement above is that when someone wants to write should be no processes are known. as well as planning means that before writing must have a plan, what topics will be discussed and what good writing and according to the rules of it. then there are drafting can be called with while writing that the process was about to write teks narrative. then continued again that editing or revision tujuanya namely that the process of writing that have been done better editing dilakukanya writing and check the results in writing. and the latter having finished third traversed the writing process.

4. Evaluating of writing

The evaluation of writing, especially in a process-oriented classroom, is a thorny issue. According H. Douglas Brown that “ The six general categories that are often the basic for the evaluation of student writing.

- a. Content (thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, Use of description, cause/effect, comparison/contrast, consistet focus)
- b. Organization (effectiveness of introduction, logical sequence of ideas, conclusion, appropriate length)

- c. Discourse (topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation)
- d. Syntax
- e. Vocabulary
- f. Mechanics (spelling, punctuation, citation of references (if applicables), neatness and appearance).

Table 2.1

The Evaluating of Scale System²⁰

NO	ASPECT	SCORE
1	Content	0-24
2	Organization	0-20
3	Discourse	0-20
4	Syntax	0-12
5	Vocabulary	0-12
6	Mechanic	0-12
TOTAL		100

The sixth component is given a maximum value of each 24 for content, 20 for organization, discourse 20, syntax 12, vocabulary 12, and mechanics 12. The difference in maximum score for any aspect or

²⁰ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy second edition* (San Francisco : A Pearson Education Company, 2001), 358

component of writing depending on the weight, role and overall contribution in writing.

According to Sara Cushing Weigle in her book “assessing writing”

Table 2. 2

Criteria in assessing writing²¹

Score	Level	Criteria
Content	30-27	Excellent to Very Good : Knowledgeable. Substantive. Through development of thesis. Relevant to assigned topic
	26-22	Good to average : some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail
	21-17	Fair to poor : limited knowledge of subject. Little substance. Inadequate development of topic
	16-13	Very poor : does not show knowledge of subject. Non substantive not pertinent. Or not enough to evaluate.
Organization	20-18	Excellent to very good : fluent

²¹ Sara Cushing Weigle, *Assessing Writing* (New York : Cambridge University Press, 2002), 116

		expression. Ideas clearly stated/ supported. Succinct. Well-organized. Logical sequencing. Cohesive
	17-14	Good to average : somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to poor : non fluent. Ideas confused or disconnected. Lacks logical sequencing and development
	9-7	Very poor : does not communicate. No organization. Or not enough to evaluate
Vocabulary	20-18	Excellent to very good : sophisticated range. Effective word/ idiom choice and usage. Word form mastery. Appropriate register
	17-14	Good to average : adequate range. Occasional errors of word idiom form. Choose, usage but meaning not obscured
	13-10	Fair to poor : limited range. Frequent errors of word/ idiom form, choice, usage. Meaning confused or obscured
	9-7	Very poor : essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to

		evaluate
Language use	25-22	Excellent to very good : effective complex construction. Few errors of agreement, tense, number, word order/ function, articles, pronoun, preposition,
	21-18	Good to average : effective but simple construction. Minor problems in complex construction. Several error of agreement, tense, number word order/ function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor : major problems in simple/ complex constructions. Frequent errors of negation, agreement, tense, number, word order/ functions, articles, pronouns, prepositions and or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor : virtually no mastery of sentence constructions rules. Dominated by errors. Does not communicate. Or not enough evaluate
Mechanic	5	Excellent to very good : demonstrates mastery of conventions. Few errors spelling, fluctuation, capitalization,

		paragraphing
	4	Good to average : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting. Meaning confused or obscured
	2	Very poor : no mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough to evaluate.

But in these criteria the writer use one of the best known and the most widely used analytic scales in ESL, scale scripts and rated on five aspects there are content, organization, vocabulary, language use, and mechanic.

B. Descriptive Text

1. The definition of descriptive text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.²² Description in writing

²²ArtonoWardiman, et. al. *English in Focus: for Grade VII Junior High School(SMP/MTs)*, (Jakarta: PusatPerbukuan, DEPDIKNAS, 2008), p. 122

is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.²³ Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.²⁴ As Barbara Fine Clouse said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".²⁵ Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

2. Kinds of Descriptive Text

²³ Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company), p. 73

²⁴ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

²⁵ Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 142

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.²⁶

b. Description of places

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

²⁶Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (HARCOURT BRACE JOVANOVIICH, INC., 1976), p. 149

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.²⁷

c. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

Based on the explain above descriptive text have three kinds. In this research the writer use descriptive of people in students' writing ability.

3. The Structure of Descriptive Text

a. The generic structures of a description are as follows:

- 1) Identification : identifies the phenomenon to be described.
- 2) Description of features : describes features in order of importance.

²⁷Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

- b. The generic features of description are:
- 1) Verb in the present tense
 - 2) Adjective to describe the features of the subject
 - 3) Topic sentences to begin paragraphs and organize the various aspects of the description.²⁸
- c. The factual description scaffold

- 1) A general opening statement in the first paragraph

This statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what of the subject.

- 2) A series of paragraphs about the subject

Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Each paragraph should describe one feature of the subject. These paragraphs build the description of the subject.

- 3) A concluding paragraph (optional)

The concluding paragraph signals the end of the text.

C. Curriculum

²⁸ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26

1. Definition of Curriculum

According to Peter F. Oliva, “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school”.²⁹

According to Harold B. Albery in SyafrudinNurdin and BasyrudinUsman’sbook “curriculum is all of the activities that are provided for students by the school”³⁰

According to Edward A.KrugSyafrudinNurdin and BasyrudinUsman’sbook “a curriculum consist of the means used to achieve or carry our given purpose of schooling.”³¹

According to J.G. Taylor and William H. Alexander SyafrudinNurdin and BasyrudinUsman’sbook “the curriculum is the sum total of school’s efforts to playground or out of school.”³²

Based on the definitions of the expertsabove.Indicates that the curriculum is not defined by narrow or confined to subjects, but broader than it. It is what activities are done school in numbers affecting children in learning to achieve a goal. it can be called a

²⁹Peter F. Oliva, *Developing The Curriculum*, (Canada: Little, Brown & Company, 1982), p. 10

³⁰SyafrudinNurdin and BasyrudinUsman, *guru professional danimplementasikurikulum*, Jakarta, 2002. P. 33

³¹Nurdin and Usman,*guruprofessiona*, 2

³²Nurdin and Usman,*guruprofessiona*, 2

curriculum. Including teaching and learning activities, to set strategies in the learning process, teach, how to evaluate the development of teaching programs, etc.

2. The Functions in Education Curriculum

Nana s. sukma dinata in Tedjo Narsoyo Reksoatmodjo's book, state that, "Kurikulum mempunyai kedudukan yang sangat sentral dalam keseluruhan proses pendidikan".³³ It means without explanation this definition does not guarantee to provide an understanding of the function of the curriculum in education and when studied, this definition reveals their curriculum following four functions :³⁴

a. Curriculum as planned.

The curriculum as a plan learning activities (or lesson plans) are developed based on an objective to be achieved. As a written plan, the curriculum is also seen as a written document. To determine the level of achievement of that goal, the curriculum should be established evaluation criteria.

b. Curriculum as a setting.

³³TedjoNarsoyoReksoatmodjo, *pengembangankurikulumpendidikan* (Bandung 2010) p.2

³⁴TedjoNarsoyo, *pengembangan* p.2

The settings in the curriculum can be defined as the organization of materials (content) subject to the horizontal and vertical directions. Organizing the horizontal direction with regard to the scope and integration, while organizing the vertical direction with regard to the sequence and continuity. In organizing the curriculum, suggests the importance of considering the two aspects of learning, namely, what material should be controlled as well as the mental process what happened. Failure looked at the scope of the curriculum in both aspects of it will pose a dilemma with regard to broad horizontal dimension and depth (vertical dimension). If the scope of the curriculum simply put breadth of the matters, then there will be a conflict with the requirements of depth. Wider range of material, the less time available for students to master the depth of the material. Conversely, when the depth of the curriculum simply put, will result in learners are less able to see relationships and integrate a variety of subjects in the cognitive structure. Where it will limit the ability to reason and the application of science in solving problems. The next sequence of material relating to the continuity of the learning progress in the vertical direction, where each stratum is expected to occur the process of integrating

c. The curriculum as a way.

Organizing the curriculum implies the use of effective learning methods based on the context of learning. Selection of teaching methods are closely related to the nature of the subject matter or lab and mastery level to be achieved. The use of props will increase understanding, problem-solving methods to train the ability to reason, while exercise making things work with machinery or equipment and the correct work procedures that will improve psychomotor skills, understanding of the concept of productivity and quality of curriculum as a guideline.

d. The curriculum as an implementation

The curriculum as an implementation guidelines for the curriculum as a learning activity must have clarity about the ideas and goals to be achieved through the implementation of curriculum formulation of clear goals would increase the effectiveness of the curriculum.

From the function of curriculum we can know that the curriculum have many function who can use in education especially in English teaching.

3. The Definition of 2013 Curriculum

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.³⁵The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated.

4. The Definition Of School Based Curriculum 2006

School Based Curriculum 2006 is an operational curriculum that developed and implemented by each unit of education. School Based Curriculum is developed by each group or unit of education and school committee sunder the coordination and supervision of the education department. School Based Curriculum is the curriculum to 17

³⁵SalinanLampiranPermendikbud No 59 Tahun 2014, *Kurikulum 2013 SekolahMenengahAtas/Madrasah Aliyah*, Rom I, point (A).

replace Curriculum 1994 and to revise Curriculum 2004 (Competency Based Curriculum).³⁶

Preparation of SBC submitted to each level of education units in line with the principle-based curriculum that empowers regions and schools to plan, implement, manage and assess learning in accordance with the conditions and aspirations.

The writer put the definition of the school based curriculum to correlation between 2013 curriculum with SBC 2006.

5. The Differences Between School Based Curriculum 2006 and 2013 Curriculum

Table 2.3³⁷

NO	2013 Curriculum	2006 Curriculum
1	Graduates competence aspects are on the balance of soft skill sandhard skills that include competence attitudes aspects, skills and knowledge	Put more emphasis on the aspect of knowledge

³⁶Kunandar, *Guru Profesional*, (Jakarta: RajawaliPers, 2011), p 124

³⁷"perbedaankurikulum 2013 danktsp," Serang 24 maret,2017.
<https://fatkoer.wordpress.com>

2	The amount of lesson hours week are more and the amount of subjects are less than KTSP	The amount of lesson hours per are less and the amount of subjects are more than 2013 curriculum.
3	In every theme of the learning process in elementary and all subjects in SMP /SMA /SMK are conducted with a scientific approach (scientific approach), which is the standard in the learning process consists of observing, asking, reworking, presenting, summing, and creating.	The standard of process in learning consists of exploration, elaboration, and confirmation.
4	Technology, Information and communication is not a subject but as the learning media.	Technology, information and communication as subject
5	Standard assessment using authentic assessment, which measures the attitudes of all competencies, skills and	The assessment is more dominant in aspects of knowledge

	knowledge based on the process and results.	
6	Scout becomes mandatory extra curricular	Scoutis not mandatory extra curricular
7	Specialization(majors) start from grade X for SMA/MA	Major specialization start from grade IX
8	Counseling emphasizes about developing students' potential	Counseling is about solving students' problem.

From the explain above we know what the different 2013 curriculum and school based curriculum to correlation lesson plan 2013 curriculum and school based.

D. Lesson Plan

1. The Definition of Lesson Plan

According H. Douglas Brown “Lesson is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes”.³⁸ It means lesson plan or in the language we commonly known as RPP (lesson plan) is planning

³⁸H.douglas brown *teaching by principle an interactive approach to language pedagogy*.(longman 2001) 149

to do a teacher before teaching and learning process in the classroom. Planning is derived from the plan, the decision about what to do to achieve the goal. Thus, the process of a plan should begin with establishing goals that will be achieved through a needs analysis and decision making is complete, then set out the steps that must be done to achieve that goal, then our mindset is geared towards how that goal could be achieved effectively and efficient.

While learning can be defined as the process of cooperation between teachers and students in the use of all potential and existing sources both from within the students themselves as their interests, talents, and basic abilities possessed including learning styles as well as the potential that exists outside the student such as the environment, facilities and learning resources in an effort to achieve learning objectives.

Of the two meanings of the concept of planning and learning concepts above, it can be concluded that the learning plan is the decision-making process the result of thinking rationally about the goals and objectives of specific learning, the behavioral changes and a series of activities that must be carried out as an effort to achieve these

objectives by exploiting all potential and existing learning resources. A lesson plan at least contains of:³⁹

- a. The identity of the school, subject or theme, class/ semester, and the allocation of time;
- b. Core Competence, Basic Competence and indicators of competencies achievement;
- c. Learning materials;
- d. Learning activities that include preliminary activities, main activities, and the post activities;
- e. Assessment, remedial learning, and enrichment; and
- f. Media, tools, materials, and learning resources.

Lesson plan arrangement must be adapted to the syllabus. Syllabus design is one aspect of curriculum development but is not identical with it. According to NafanTarihoran “A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained”.⁴⁰ It means lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles.⁴¹

³⁹Permendikbud No 103 Tahun 2014, *Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 3, ayat (4).

⁴⁰NafanTarihoran, *English curriculum development*, first printing (Serang: Banten, 2013) p.2

⁴¹Permendikbud No 103 Tahun 2014, *Pembelajaran ...*, Pasal 3, ayat (2).

- a. Fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;
- b. Can be implemented in one or more than one session;
- c. Pay attention to individual differences of learners;
- d. Student-centered;
- e. Context-based;
- f. Contemporary-oriented;
- g. Develop independent learning;
- h. Provide feedback and follow-up of learning;
- i. Have relevance and coherence between competencies and between content; and
- j. Utilizing information and communication technology.

In addition to the innovation of syllabus development, innovation also occurs in the development of curriculum structure. The curriculum structure formulated after going through a process of discussion and structuring the curriculum. English entered into the two groups of subjects, so it provides more opportunities for students who have the talent and interest to improve their ability in English.

Related to the evaluation such as the aspects and the way, there are some differences between the evaluation in the School Based Curriculum 2006 and the evaluation in 2013 curriculum. The emphasis of evaluation in School Based Curriculum 2006 is on cognitive aspect

only and tests become the dominant method of assessment. While in the Curriculum 2013, the evaluation emphasizes on cognitive, affective, and psychomotor aspect proportionally, so that the assessment of tests on portfolios are complementary.

2. The Benefits Of Lesson Plan

In preparing the plan, of course we will take the decisions best alternative process to run effectively achieving goals. Thus, there are some benefits that can be learned from the preparation of the learning process:⁴²

- a. Through careful planning process and accurate, we will be able to predict how much success will be achieved. Because planning is structured to obtain success, thus the possibilities of failure can be anticipated by every teacher so that the result would be better and optimal. With careful lesson plan, a will understand what goals should be achieved by the students, as well as what is proper strategy carried out in accordance with the objectives.

⁴²“PengertiandanManfaat Lesson Plan,”Serang 24 maret,2017.
<http://www.wikipendidikan.com>

- b. As a means to sustain the problem. A good planner will be able to predict what will be the difficulties faced by the students in the study of a particular subject matter. With careful planning, the teacher will easily anticipate problems that might arise, given that the learning process is a complex process and situational where various possibilities can happen.
- c. To take advantage of a variety of learning resources appropriately. Today a lot of learning resources that contain a variety of information. Through planning, the teacher can determine the sources of which are deemed appropriate to learn a particular lesson material. So students will have no difficulty in selecting and deciding which learning resources that match the learning objectives.
- d. Planning will be able to make the learning takes place in a systematic, focused, and organized. Thus, teachers can use the time as effectively as possible to the success of the learning process. In preparing the plan, of course we will take the decisions best alternative process to run effectively achieving goals. Thus, there are some benefits that can be learned from the preparation of the learning process.

Based on explain above, the writer concluded that the lesson plan is very important to English teacher. Many benefits to teaching learning in classroom. The teacher can easily to teach students if the teacher have lesson plan before teaching in the classroom.

3. The Differences Between The RPP and RPP Curriculum 2006 Curriculum 2013

Here are some differences between the RPP and RPP curriculum 2006 curriculum 2013 :⁴³

- a. On the identity of the lesson plan (RPP), Curriculum 2013 has been not enter again the standard of competence (SK) as on the curriculum in 2006.
- b. The presence of additional items on the theme and subthemes RPP identity.

⁴³“perbedaanantarppkurikulum 2006 danrppkurikulum 2013,” Serang 24 maret,2017.<https://pojokn.pakdani.wordpress.com>

- c. In the 2006 Curriculum, basic competence (KD) and stand-alone indicator. While the curriculum in 2013, KD combined with the indicator.
- d. KD, indicator, and a modified learning objectives in the new curriculum so that all three are also linked to the achievement of learners in terms of characters.
- e. In terms of learning steps was also a modification in the curriculum of 2013. The initial activity, core, and end all included elements of character. Specifically on these activities, in 2006 the curriculum is divided into three stages, namely the exploration, elaboration, and confirmation. While the new curriculum is divided into observe, to question, to reason, to try and form a network that stems from scientific approach (scientific) and contextual as a means to get creative abilities of students.
- f. In the assessment sheet. Curriculum 2013 included a special item on the attitude observation sheet form and also observation instrument attitude as the shape is not like the old curriculum which mixes in the assessment process and results. It is the realization of a new curriculum that emphasizes moral

education (character) so that the valuation techniques and instruments form modified so as to develop and / or measuring the development of character

Table2.4

NO	LESSON PLAN BASED ON 2013 CURRICULUM	LESSONPLAN BASED ON 2006 CURRICULUM
1	On the identity of the lesson plan (RPP), the Curriculum 2013 has no longer incorporated the standard of competence (SK)	On the identity of the lesson plan (RPP), the 2006 Curriculum includes the competency standard (SK)
2	In the Curriculum 2013, basic competencies (KD) and indicators are combined	In the 2006 Curriculum, basic competence (KD) and indicators stand alone.
3	There are additional theme items and subthemes on the identity of the RPP.	There are not additional theme items and subthemes on the identity of the RPP.
4	KD, indicator, and learning	KD, indicators, and learning objectives are not modified in

	objectives are modified in the new curriculum so that all three are also related to the achievement of learners in terms of character.	the new curriculum so that they are also related to the achievement of learners in terms of character.
5	In the case of learning steps there are also modifications in the curriculum 2013. The activities early, core, and the end of all incorporated elements of the character. The 2013 curriculum is divided into observing, questioning, reasoning, trying, and forming networks that originate from scientific (contextual) and contextual approaches	In terms of learning steps in the 2006 curriculum is divided into three stages, namely exploration, elaboration, and confirmation.
6	On the assessment sheet. The 2013 curriculum includes a special item of attitude observation sheet on the instrument's form and also attitude stamp as its form.	On the assessment sheet. 2006 curriculum mixes in process and outcome assessment.

Based on explain above the writer conclude that the lesson plan several changes from year to year. The writer give theory the different lesson plan between curriculum 2013 and school based curriculum 2006 to comparing both his and to get result validity.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

The writer takes the title *The influence of lesson plan based on 2013 curriculum toward students' writing descriptive ability*. In this research, the writer using quantitative approach and applying quasi experiment of experimental research to find out a real data for statistic calculation. Experimental research in language learning is usually conducted within a language classroom. According to David Nunan "The experimental method is basically a collection of research design, guidelines for using them, principles and procedures for determining

statistical significance, and criteria for determining the quality of study.”⁴⁴

In the experimental group was given influence or specific treatment, while in the control group was not given and the type of experiments here the validity of the internal experiment is to determine whether the factors that have been modified truly influence or systematic effect on the background of the experiment.⁴⁵

David Nunan Said in other books “the types of experiments and its characteristic briefly. First is Pre-experiments may have pre- and post treatment group. Second is quasi experiment has both pre- and posttests and experimental and control groups, but no random assignment of subjects. And the third is true experiments has both pre and post-tests, experimental and control group, and random assignment of subject.⁴⁶

The writer conclude the statement above that experimental research is used to look for the influence of lesson plan based on 2013 curriculum toward students’ writing descriptive text. The writer will

⁴⁴ David nunan, *Exploring Second Language Classroom Research*, (United States : HeinleCengage Learning,2009), 83

⁴⁵YatimRiyanto, *MetodologiPenelitianPendidikan*, (Surabaya : SIC, 2010), 36-37

⁴⁶David Nunan, *Research Method in Language Learning*, (Cambridge: Univeristy Press 1991), 41

uses the quasi experiment method. Quasi experiment has both pre and post-test and it compares the result of two groups between experimental class and control class but no random assignment of subject.

B. Population and sample

a. Population

According to David Nunan ” A population is simply a group of individuals who share a certain characteristic.”⁴⁷ The population in this research is the second grade students MTs Al Mubarak and MTs Nurul Islam. The total of population of the study is 40 students in 2 parallel classes which are considered of 20 and 20 students on each class.

b. Sample

Sampling is the process whereby a small proportion or subgroup of a population is selected for analysis.⁴⁸The sample of this study is 40 students, taken from two classes namely class VIII A from MTs Al Mubarak to lesson plan 2013 curriculum and VIII A from MTs Nurul

⁴⁷David nunan, *Exploring Second Language Classroom Research*, (United States : HeinleCengage Learning,2009), 64

⁴⁸[web. uvic.ca/~rhodes/sampling.ppt](http://web.uvic.ca/~rhodes/sampling.ppt)

Islam to lesson plan KTSP in taking the sample. Class VIII A as an experimental class consist of 20 students and VIII A as a control class consist of 20 students.

C. Place and Time of the research

For collecting data, the writer took place to the student of junior high school in MTs Al-Mubarak is *located Jl. KH Abdul Latif No. 07 serangand MTs Nurul Islam is locatedJl. Banten No. 60, Lopang, Serang*. In the activity, a place needed as a location of research in formulating the questioners about the influence of lesson plan based on 2013 curriculum toward students' writing descriptive ability. The writer chooses MTs Al-Mubarak and MTs NurulIslam because this school needs to research and suitable.

D. Instruments

Instrument for treatment

Every research uses instrument. Instrumentation is related to reliability since it involves consistency in data gathering.⁴⁹ Instrument is whole process of preparing to collect the data. It is important to take the information and the data which will be treated in this research. The instrument used in this study is essay. It can be objective to measure learning outcome. In this study, the essay consist of determining identification and description.

2. The Technique of Data collecting

In this collecting data, the writer will use several instruments as follows:

a. Observation

According to Ary et al explained that in many cases systematic direct observation is the most desirable measurement method. An investigator identifies the behavior of interest and devises a systematic procedure for identifying, categorized, and recording the behavior in either a natural or a "staged" situation.⁵⁰

It means observation is one tool that used to measure the students' behavior of interest in studying directly. It is arranged systematically based on the necessary of the information. It is also

⁴⁹ David Nunan, *Exploring Second Language Classroom Research*, (United States : HeinleCengage Learning,), 87

⁵⁰ AsgharRazavieh, *Introduction To Research In Education*, 185.

supported by Penny McKay that “Observation is a central tool for assessment of oral language in the classroom... Interaction with the teacher can occur in a group setting or on a one-to-one basis. Interactions with other children, perhaps in problem-solving tasks, can be observed by the teacher with or without intervening.”⁵¹

It means observation is very an important way to collect the data. The teacher can know the real situations that occurs in writing activity process.

In this research, according to Brown explained that checklist are a viable alternative for recording observation results. Some checklist of student classroom performance, such as the COLT observation scheme devised by Spada and Frohlich (1995), are elaborate grids referring to such variable as

- Whole-class, group, and individual participation
- Content of the topic
- Materials being used
- Skill (listening, speaking, reading, writing) with subcategories for each variable.⁵²

From explanation above, the researcher can infer that some indicators that used in this observations including to whole class, group and individual participation, content of the topic, materials being used,

⁵¹ Penny McKay, *Assessing Young Language Learners* (United Kingdom: Cambridge University Press, 2006)

⁵²H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 268.

listening activities, writing activities, reading activities, speaking / oral activities and emotional activities.

- b. Interview is a conversation where questions are asked and answers are given. In this research the writer choose interview unstructured, this interview give to English teacher. There are two interview about lesson plan based on 2013 curriculum and lesson plan based on school based curriculum 2006.
- c. Test is the sequence of question or task that used to measure students skill, intelligence knowledge, their ability or talent that have by individual or group.

A test is a method of measuring a persons' ability, knowledge, or performance in given domain. A test is first a method. It is instrument of technique, procedures, or items that requires performance on the part of test-taker.

In this research, the writer used the students writing test that is writing descriptive text. It was used to measuring the student understanding about writing descriptive text.

a. Pre-test

For writing pre test the writer uses written test through the paper before project applied. Pre-test consist of essay, the essay

consist of determining identification and description with the topic in the question. Before giving the treatment, the writer gives the pre test to the both classes as sample to know the students' ability in writing descriptive text.

b. Post-test

The test will be administrated after the students are given treatment either by using the lesson plan 2013 curriculum and using the lesson plan school based curriculum 2006 to find out the result of the different treatment used. Similar with the pre-test, in the post-test there are essay consist of determining identification and description with the topic in the question to writing by the generic structure and language feature in descriptive text.

C. The Technique of Data Analyzing

The technique on a quasi experiment is comparing the students' result from pre-test and pos-test. According to Anas Sudijono, to find out how significance the effect of multimedia project on students writing narrative text, the writer used statistic calculation of the t-test to determine the final calculation of t_0 (t observation) that done to measure the last score of the research test.

The steps for statistic analyze are :⁵³

- 1) Determining mean of variable x1 with formula

$$M1 = \frac{\sum X1}{N1}$$

- 2) Determining mean of variable x2 with formula

$$M2 = \frac{\sum X2}{N2}$$

- 3) Determining derivation score variable x1 with formula

$$x_1 = X_1 - M_1$$

- 4) Determining derivation score variable x2 with formula

$$x_2 = X_2 - M_2$$

After getting the data from the observation pre-test and post-test, they are analyzed and processed by using statistic calculation of the t-test formula with the significance degree 5% and 1% (0, 05 Or 0, 01). The formula of t-test using fisher formula is as follow

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

⁵³AnasSudijono, *pengantar statistic pendidikan* ed-1 jakarta 2015. 317

$\sum X_1^2$ = Sum of square deviation score in experiment class

$\sum X_2^2$ = Sum of square deviation in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of freedom $df=(N_1 + N_2)-2$

CHAPTER IV

RESULT AND DISCUSSION

A. Description of The Data

In this chapter, the researcher will attempt to submit the data as outcomes or research that has hold at MTs Al-mubarak and MTs Nurul Islam Serang, this research was only directed to the students of second as the subject in this chapter. The writer took all of students of second grade MTs Al-Mubarak Serang there are 20 students and MTs Nurul Islam there are 20 students. The goal of the research to find out the accurate with the research title.

To know how the implementation of 2013 curriculum the writer did observation in the class and interview. This observation and interview focus to teacher and the writer finding result in MTs Al-Mubarak.

a. The Result of The Observation 2013 Curriculum

The subject in this observation was English specialization and the topic is descriptive text with the skills emphasis was writing. The English teacher basically have implemented teaching learning procedures well, starting from pre activity, main activity, until post activity. In this meeting, the English teacher implements a logical learning sequence of scientific approach only on observing, questioning, experimenting, reasoning and communicating. The method used in this meeting is a scientific method of approach. The teacher asked the students to do the task individually, then in pairs, also in a group. Then the teacher monitored them and explained the difficult new words or corrected the wrong pronunciation of the students, etc.

The use of media by the English teacher has optimal. During the discussed or identifying a problem, the teacher gave the question, the students answered the question and made interaction with the teacher.

The teacher invites the students to make a descriptive text in whiteboard the students have understood the material and gone on writing the descriptive text in whiteboard and Presenting the results to other friends. Several times during the lesson, the teacher gave advice, motivation, and question related to the development of students'

attitude, character, and skill competencies. In the post test the teacher gave homework to students. (see appendix p.87)

b. The Result of The Observation SBC 2006

The subject in this observation was English specialization and the topic is descriptive text with the skills emphasis was writing. The learning method used by the teacher was lecture, These methods above were used simultaneously in the learning process. The measures applied learning activities teachers described in the descriptive text. Teachers entered the study room and greeted with a greeting. Then learners gave greetings to the teacher and read a prayer before starting the learning process. Preparing and Learning Supplies, Teacher and learners prepare textbooks and other learning materials. After teaching and learning equipment has been well prepared. Teachers began to motivate learners and repeat the previous subject matter.

After discussing the matter the previous lesson, the teacher began to explain the subject matter further. When the observation took place, the teacher explains the material was already approaching the end of the lesson that daily tests. So that the time required was not so long. Debriefing process between teachers and learners did when the

teacher explained and when the teacher had finished explained the subject matter. And then the teacher gave exercise.

When the students encountered exercise, that were considered difficult and need to be explained again, then teachers and learners will discuss the matter together. The end of the lesson, the teacher together learners deduce back the subject matter has been studied previously. Teachers remind the students that will be held next be met daily tests. Then together to close the lesson with prayer and greetings. (see appendix p.88)

c. The result of The interview

The interview was held on Tuesday, March 28, 2017 starting 08:00 to 08:45 during the interview, the author gave some questions to the teacher. The question was about constraints in the preparation of lesson plan, the constraints in the implementation of 2013 curriculum in English. Especially writing, a model, strategy and what method has used for the teaching of English in accordance with 2013 curriculum, facilities that supported to the successful implementation of the 2013 curriculum, and the participation of students.

In general, teaching and learning with the 2013 curriculum went smoothly, but there are some obstacles such as his lack of learning

media. The Teacher used lesson plan SBC used direct method as usual in the classroom while the teacher with used lesson plan based on 2013 curriculum using the discuss method and presentation to the class and also good student participation in the learning process in the classroom, especially in the descriptive text.

The teacher said the facility has less support due to lack of learning media such as infocus, but in the school provided the book, internet as a replacement. The next question was about the assessment of affective and psychomotor cognitive and the difficulties faced by the students in the learning process of descriptive text. The teacher gave the argument a cognitive assessment is given in accordance with his knowledge and affective assessed from the attitude in everyday.

The teacher explained that writing is a difficult skill among other skills to be learned by the students. The students usually found it difficult to generate their ideas into paragraphs. This might be due to a lack of vocabulary, grammar comprehension, and choose the matching words in a sentence.

The following question has about competence and character formation of attitudes in accordance with the 2013 curriculum.

Teachers found to form a good attitude competence and character of teachers provides a good example or role model,

The next question is implementation of 2013 curriculum. Teachers found so far still find it easier to apply the SBC 2006 than 2013 curriculum because the students is still not independent and also still constrained by its facilities. In fact the curriculum of 2013 is good for the students but many obstacles such as his lack of learning media such as infokus because not all schools have full facilities in addition, most teachers still wear of lesson plan based on SBC 2006.

The conclusion of this interview is the 2013 curriculum is a good curriculum for student learning, especially in the English learning. The changes SBC to the 2013 curriculum aims to enhance the previous curriculum but there are still obstacles of various elements, such as there are many teachers who lack an understanding of the 2013 curriculum, a complete lack of facilities for schools. (see appendix p.84)

To know the effect of lesson plan based on 2013 curriculum in students writing descriptive text, the writer using 40 students as sample that divided two classes. 20 students of experimental class and 20 students of control class. The writer held observation by taking students

score of test (pre-test and post-test). The pre-test has given before the lessons begin and the post-test has given after the lesson finished.

Having finished the research, writer got the score as follow :

1. The score pre-test and post test of experimental class

The students score of class VIII A as the experimental class obtained for mean 56,5of pre-test and 73,05for mean of post-test. The score of pre-test and post-test will be describes in the following table :

Table 4.1

Pre-test Result of Experimental Class

NO	Respondent	Items					Score
		C	O	V	LU	M	
1	AHK	20	10	12	10	3	55
2	AL	20	10	10	10	2	52
3	AN	20	11	12	11	3	57
4	AR	20	10	11	11	3	55
5	ARN	20	10	12	10	3	55
6	AZB	20	13	10	10	3	56
7	BR	20	10	11	9	3	53
8	FD	20	10	12	10	3	55
9	FT	20	10	12	10	3	55
10	GF	20	12	12	11	3	58
11	LT	20	15	15	12	3	65

12	NH	20	10	10	10	3	62
13	NR	20	10	11	10	2	53
14	RN	20	10	10	10	3	53
15	RKA	20	10	10	9	3	52
16	RP	20	13	16	10	3	62
17	SBS	20	12	13	13	3	61
18	SLK	20	10	12	10	3	55
19	STD	20	10	11	10	3	54
20	SS	20	12	14	13	3	62
TOTAL							$\sum X$ = 1130
AVERAGE							M=56,5

Note

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanic

Mean of Pre-tes

$$X = \frac{\sum X}{N} = \frac{1130}{20} = 56,5 \text{ (It means the mean of pre-test in}$$

experimental class is 56,5

Based on the explanation above, it seen from average score of pre-test is 56,5. The lowest score in pre-test is 52 and the highest score in pre test is 65. The pre-test held before treatment with lesson plan based on 2013 curriculum in students' writing descriptive text.

Table 4.2
Post-test Result of Experimental Class

NO	Respondent	Items					Score
		C	O	V	LU	M	
1	AHK	21	13	15	18	3	70
2	AL	21	14	18	14	3	70
3	AN	21	14	19	15	3	72
4	AR	23	18	20	17	3	80
5	ARN	21	13	15	18	3	70
6	AZB	21	14	14	17	3	69
7	BR	22	16	18	18	4	78
8	FD	21	15	17	13	3	69
9	FT	22	17	19	18	4	78
10	GF	21	15	15	18	3	72
11	LT	23	18	19	18	4	80

12	NH	22	18	18	18	4	78
13	NR	21	16	18	10	3	70
14	RN	21	16	14	12	3	68
15	RKA	21	15	15	18	3	72
16	RP	23	19	19	17	4	80
17	SBS	23	19	18	18	4	80
18	SLK	21	19	17	15	3	70
19	STD	21	17	18	16	3	75
20	SS	21	13	18	14	3	69
	TOTAL						$\sum X = 1461$
	AVERAGE						M=73,05

Note

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanic

Mean of Pre-tes

$$X = \frac{\sum X}{N} = \frac{1461}{20} = 73,05$$
 (It means the mean of post-test in experimental class is 73,05

Based on the explanation above, it show that the result of experiment class got the significant improvement after giving treatment, it seen from average score of post-test is better than the

average score pre-test, that is $73,05 > 56,5$. The students' improvement score caused by the writer used lesson plan 2013 curriculum in teaching learning process. If seen from the students improvement score it means that the lesson plan used is success in improving students' writing descriptive text.

The writer describes the students' improvement score of pre-test and post-test at the experimental class by table and graphic as follow :

Table 4.3

Pre-test and post-test result experiment class

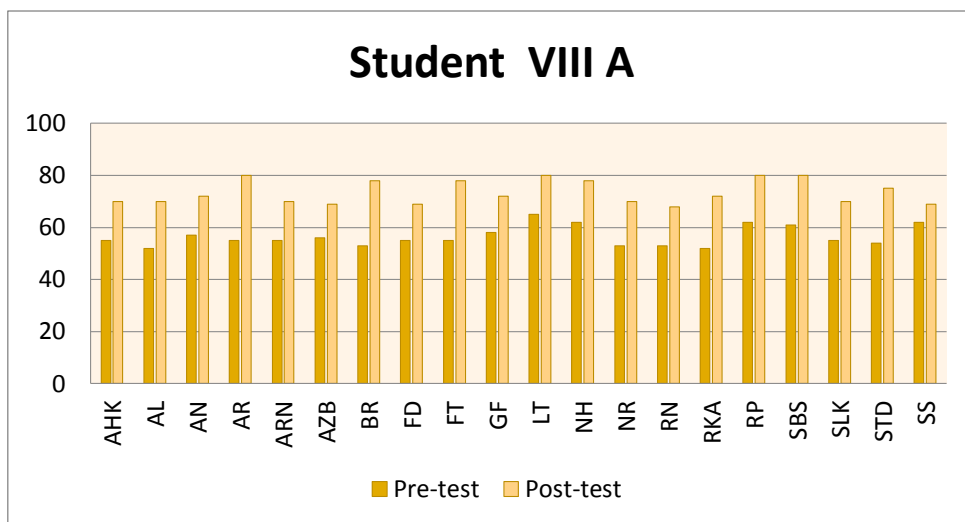
NO	Respondent	Pre-test	Post-test
1	AHK	55	70
2	AL	52	70
3	AN	57	72
4	AR	55	80
5	ARN	55	70
6	AZB	56	69
7	BR	53	78
8	FD	55	69
9	FT	55	78
10	GF	58	72
11	LT	65	80
12	NH	62	78

13	NR	53	70
14	RN	53	68
15	RKA	52	72
16	RH	62	80
17	SBS	61	80
18	SLK	55	70
19	STD	54	75
20	SS	62	69
TOTAL		$\sum X = 1130$	$\sum X = 1461$
AVERAGE		M=56.5	M=73,05

Based on the explanation above, it seen from average score of pre-test in experimental class (MTs Al-mubarok) is 56,5 and from average score of post-test in experimental class is 73,05. The lowest score in pre-test is 52 and the highest score in pre test is 65. The lowest score in post-test is 68 and the highest score in post test is 80. There are many improvement before treatment and after treatment with lesson plan based on 2013 curriculum in students' writing descriptive text.

Ghrapic 4.1

Scores Pre-test and Post test at experimental Class



The graphic above shows us about the comparison between score of pre-test and score of post-test at the experimental class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

2. The scores of pre-test and post-test of control class

The students score of class VIII A as the control class obtained for mean of pre-test and for mean of post-test. The scores of pre-test and post-test will be described in the following table :

Table 4.4

Pre-test result of control class

NO	Respondent	Items					Score
		C	O	V	LU	M	
1	AK	20	9	10	10	3	52
2	DR	20	10	12	11	3	56
3	FTL	19	7	8	8	2	46
4	FTN	20	10	11	10	3	54
5	FTY	20	10	15	10	3	59
6	HH	20	10	10	10	2	52
7	HO	20	10	14	10	3	58
8	IAF	20	10	11	11	3	55
9	IS	20	10	10	12	3	55
10	LI	20	10	10	10	2	52
11	MAF	20	10	14	14	3	62
12	MBM	20	10	15	10	3	59
13	MR	20	10	14	10	3	57
14	NF	20	10	14	12	3	60
15	NH	20	10	10	11	3	54
16	NR	20	12	14	12	3	62
17	RH	20	10	11	11	3	55
18	RPW	20	10	11	10	3	54
19	SS	20	14	15	15	3	68
20	SK	20	10	10	10	2	52
	TOTAL						$\sum X$ = 1122
	AVERAGE						M=56,1

Note

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanic

Mean of Pre-test

$$X = \frac{\sum X}{N} = \frac{1122}{20} = 56,1$$

(It means the mean of pre-test in control class is 56,1)

Based on the explanation above, it seen from average score of pre-test is 56,1. The lowest score in pre-test is 46 and the highest score in pre test is 68. The pre-test held before treatment with lesson plan based on school based curriculum in students' writing descriptive text.

Table 4.5

Post-test Result of control class

NO	Respondent	Items					Score
		C	O	V	LU	M	
1	AK	21	18	15	18	3	70
2	DR	21	11	15	10	3	60
3	FTL	21	18	15	18	3	75
4	FTN	21	18	15	17	3	74
5	FTY	21	17	19	10	3	70

6	HH	21	17	18	10	3	69
7	HO	21	18	18	10	3	70
8	IAF	21	17	16	10	3	67
9	IS	21	14	14	18	3	70
10	LI	21	14	15	17	3	70
11	MAF	22	17	18	18	3	78
12	MBM	21	15	15	16	3	70
13	MR	21	17	18	16	3	75
14	NF	21	10	16	10	3	60
15	NH	21	12	14	10	3	60
16	NR	21	15	15	16	3	70
17	RH	21	16	16	14	3	70
18	RPW	21	10	14	12	3	60
19	SS	21	16	19	16	3	75
20	SK	21	11	15	10	3	60
	TOTAL						$\sum X = 1373$
	AVERAGE						M=68,65

Note

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanic

Mean of Pre-test

$$X = \frac{\sum X}{N} = \frac{1373}{20} = 68,65$$
 (It means the mean of post-test in control class is 68,65

Based on the explanation above, it shows that the result of control class less have the significant improvement. It seen from the average score of pre-test and post-test, that are 56,1 and 68.65 It caused the control class did use lesson plan SBC in learning teaching process on writing descriptive text.

The writer describes the scores of pre-test and post-test at the control class by the table as follow :

Table 4.6
Pre-test and post-test result control class

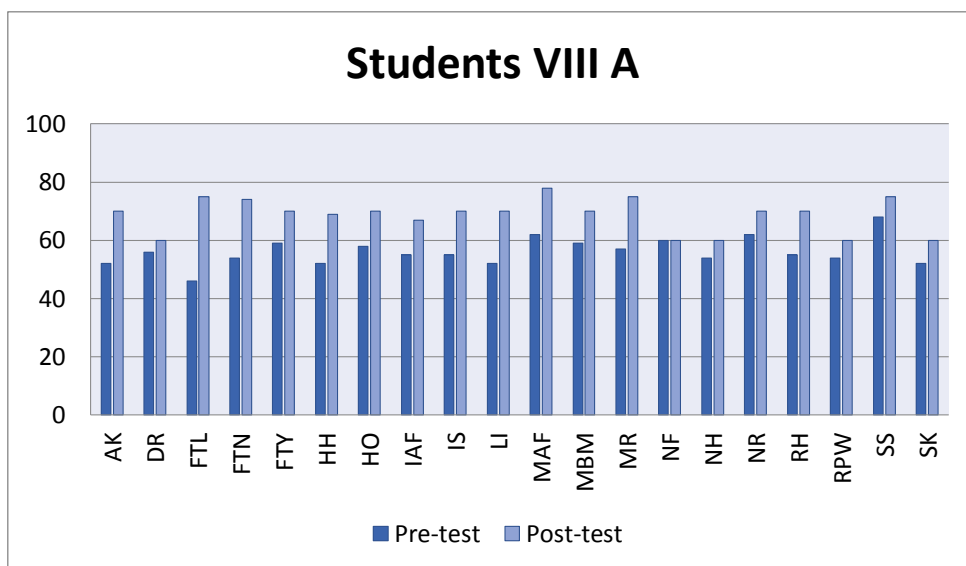
NO	Respondent	Pre-test	Post-test
1	AK	52	70
2	DR	56	60
3	FTL	46	75
4	FTN	54	74
5	FTY	59	70
6	HH	52	69
7	HO	58	70
8	IAF	55	67
9	IS	55	70
10	LI	52	70
11	MAF	62	78

12	MBM	59	70
13	MR	57	75
14	NF	60	60
15	NH	54	60
16	NR	62	70
17	RH	55	70
18	RPW	54	60
19	SS	68	75
20	SK	52	60
TOTAL		$\sum X = 1122$	$\sum X = 1373$
AVERAGE		M=56,1	M=68,65

Based on explanation above, it seen from average score of pre-test in control class (MTs Al-mubarak) is 56,1 and from average score of post-test in control class is 68,65. The lowest score in pre-test is 46 and the highest score in pre test is 68. The lowest score in post-test is 60 and the highest score in post test is 78. There are many improvement before treatment and after treatment with lesson plan based on school based curriculum in students' writing descriptive text.

Graphic 4.2

Scores pre-test and post-test at control class



The graphic above shows us about the comparison between score of pre-test and scores of post-test at the control class. According to the graphic above the score of post-test is not significant with the score of pre-test commonly

The writer describes the scores of post-test at experimental and post-test at the control class by the table and graphic as follow :

Table 4.7

Post-test result experimental and post-test result control class

NO	Post-test	Post-test
1	70	70
2	70	60
3	72	75

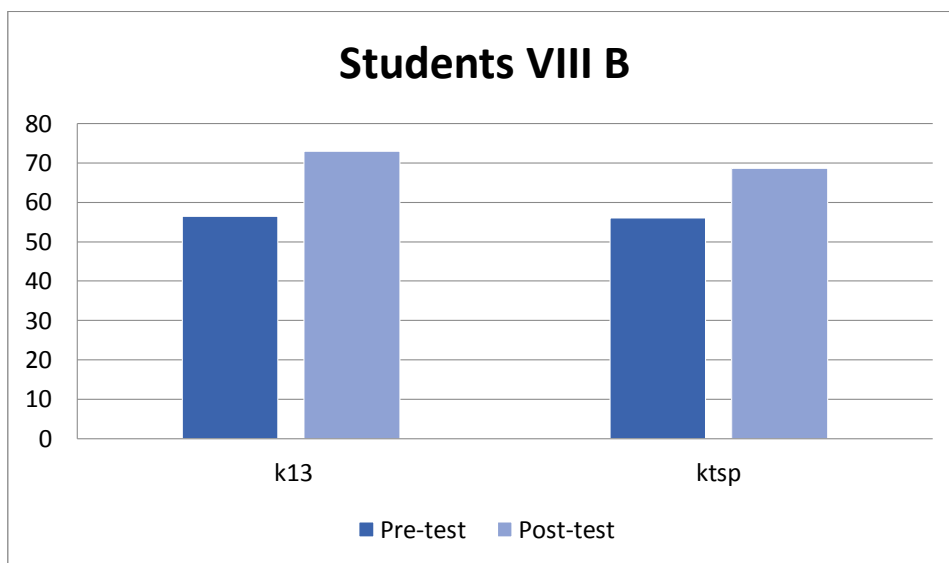
4	80	74
5	70	70
6	69	69
7	78	70
8	69	67
9	78	70
10	72	70
11	80	78
12	78	70
13	70	75
14	68	60
15	72	60
16	80	70
17	80	70
18	70	60
19	75	75
20	69	60
TOTAL	$\sum X = 1461$	$\sum X = 1373$
AVERAGE	M=73,05	M=68,65

Based on the explanation above, it seen from average score of post-test in experimental class (MTs Al-mubarok) is 73,05 and from average score of post-test in control class (MTs Nurul Islam) is 68,65. The lowest score in post-test in experimental class is 68 and the highest

score in pre test is 80. The lowest score in post-test control class is 60 and the highest score in post test is 78. There are many improvement between experimental class using lesson plan based on 2013 curriculum and control class using lesson plan based on School Based Curriculum in students' writing descriptive text.

Graphic 4.3

Scores pre-test and post-test at experimental and control class



The graphic above shows us about the comparison between score of pre-test and scores of post-test at the experimental class and control class. According to the graphic above the score of post-test at experimental class is significant with the score of post-test control class commonly

B. Analysis of the data

After getting the data from the post test score of two classes, then the writer analyzed it by using t-test. The formula as follow :

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

t_o = t observation

M_1 = The average score of experimental class (mean X_1)

M_2 = The average score of control class (mean X_2)

$\sum X_1^2$ = Sum of the squared deviation score experimental class

$\sum X_2^2$ = Sum of the squared deviation score control class

N_1 = Samples of students of experimental class

N_2 = Samples of students of control class

df = degree of freedom

$df = N_1 + N_2 - 2$

$$M_1 = \frac{\sum X_1}{N_1} \quad M_2 = \frac{\sum X_2}{N_2}$$

$x_1 = \omega_1 - M_1$

$x_2 = X_2 - M_2$

Table 4.8

The result calculation of post-test at the experimental class (X_1^2) and the control class (X_2^2)

NO	X_1	X_2	x_1	x_2	x_1^2	x_2^2
1	70	70	-3.05	1.35	9.3025	1.8225
2	70	60	-3.05	-8.65	9.3025	74.8225
3	72	75	-1.05	6.35	1.1025	40.3225
4	68	74	-5.05	5.35	25.5025	28.6225
5	70	70	-3.05	1.35	9.3025	1.8225
6	69	69	-4.05	0.35	16.4025	0.1225
7	78	70	4.95	1.35	24.5025	1.8225
8	69	67	-4.05	-1.65	16.4025	2.7225
9	70	70	-3.05	1.35	9.3025	1.8225
10	72	70	-1.05	1.35	1.1025	1.8225
11	80	60	6.95	-8.65	48.3025	74.8225
12	70	70	-3.05	1.35	9.3025	1.8225
13	78	60	4.95	-8.65	24.5025	74.8225
14	78	60	4.95	-8.65	24.5025	74.8225
15	72	60	-1.05	-8.65	1.1025	74.8225
16	70	70	-3.05	-1.35	9.3025	1.8225
17	80	70	6.95	-1.35	48.3025	1.8225
18	75	78	1.95	9.35	3.8025	87.4225
19	80	75	6.95	6.35	48.3025	40.3225
20	69	75	-4.05	6.35	16.4025	40.3225
Σ	1461	1373			356.05	628.55

Note :

X_1 = Score Post-test (Experimental Class)

X_2 = Score Post-test (Control Class)

x_1 = $X_1 - M_1$ (Mean X_1)

x_2 = $X_2 - M_2$ (Mean X_2)

x_1^2 = The Squared Value of x_1

x_2^2 = The Squared Value of x_2

From the table above, the writer got the data $\sum x_1 = 1461$, $\sum x_2 = 1373$, $\sum x_1^2 = 356,05$, $\sum x_2^2 = 628.55$ where as $N_1 = 20$ and $N_2 = 20$. After that the writer calculated them based the t-test formula :

1. Determine mean of variable X_1 and X_2

$$\text{Variable } X_1 M_1 = \frac{\sum x_1}{N_1} = \frac{1461}{20} = 73,05$$

$$\text{Variable } X_2 M_2 = \frac{\sum x_2}{N_2} = \frac{1373}{20} = 68,65$$

2. Determine t-test

$$\sum x_1^2 = 356.05$$

$$\sum x_2^2 = 628.55$$

$$df = N_1 + N_2 - 2 = 20 + 20 - 2 = 38$$

$$\begin{aligned} t_o &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}} \\ &= \frac{73,05 - 68,65}{\sqrt{\left(\frac{356.05 + 628.55}{20 + 20 - 2}\right) \left(\frac{20 + 20}{20 \cdot 20}\right)}} = \frac{4.4}{\sqrt{\left(\frac{984.6}{38}\right) X \left(\frac{40}{400}\right)}} \\ &= \frac{4.4}{\sqrt{25,91 \times 0,1}} = \frac{4.4}{\sqrt{2,591}} = \frac{4.4}{1,60} = 2.75 \end{aligned}$$

So after the writer calculates this data based on the formula t-test, the obtained t_o or $t_{observation}$ was 2,75

C. Hypothesis Testing

To prove it, the data obtained from experiment class and control class are calculated with the assumption as follow :

If $t_0 > t_t$: the alternative hypothesis is accepted. It means that there is significant effect of teaching writing descriptive text using lesson plan 2013 curriculum than using lesson plan school based curriculum.

If $t_0 < t_t$: null hypothesis is rejected. It means that there is no significant effect of teaching writing descriptive text using lesson plan 2013 curriculum than using lesson plan school based curriculum.

From the result calculation above, it is obtained that the value of t_0 ($t_{observation}$) is 2,75, degree freedom (df) is 38. There is no degree of freedom for 38, so the writer uses the closer df from 40. In degree significance 5% from 40 (t table) = 1,68, in degree of significance 1% from 40 (t table)=2,42

After that the data, the writer compared it with t_t (t table) both in degree significance 5% and 1%. Therefore, $t_o : t_t = 2,75 > 1,68$, in

degree of significance 5% and $t_o:t_t = 2,75 > 2,42$ in degree of significance 1%.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is effect of teaching writing descriptive text using lesson plan 2013 curriculum than using lesson plan school based curriculum

D. Interpretation

Based on the finding of the research, in implementation 2013 curriculum was found that the students who taught by using lesson plan 2013 curriculum have been improved in parts of writing than the students who were taught by using lesson plan school based curriculum. The students who were taught by using lesson plan 2013 curriculum can make a writing easily and students can make a writing with creative in writing descriptive text than the students taught by using lesson plan based on SBC 2006. Because in lesson plan 2013 curriculum the students has gone through the learning process from observing, questioning, experimenting, reasoning and communicating.

From the result of research that the mean of pre-test score obtained by students in MTs Al-Mubarakclass VIII A (experimental

class) 56,5 was greater than class VIII (control class) 56,1. The highest score of pre-test in class VIII A (experimental class) was 65 and in MTs Nurul Islam class VIII A (control class) was 68. The lowest score of pre-test in class VIII A (experimental class) was 52 and class VIII A (control class) was 46. It means that the distribution of score in experiment class was greater than control class.

The mean of post-test score in experimental class was 73,05 was greater than in control class was 68,65. The highest score of post-test in MTs Al-Mubarak class VIII A (experimental class) was 80 and in MTs Nurul Islam class VIII A (control class) was 78. The lowest score of post-test in class VIII A (experimental class) was 68 and class VIII A (control class) was 60. It means that the distribution of score in experiment class was greater than control class. It can be seen in teaching learning process, they are as follow :

1. In the experimental class

When the teacher taught using lesson plan based on 2013 curriculum, it make the students more interested in learn. In teaching and learning process the students more enjoy and relax, because the students can exploration the material, the students can discuss with friend and present in the class so they

can free express their idea in the classroom. When the teacher gave them assignment, the students did it with fun.

2. In the control class

When the teacher using lesson plan based on school based curriculum, if the teacher just explain the material and gave the assignment, the students attention not focused on the lesson. Students get bored, it makes the difficult to absorb the material. So, the students fell confused when teacher gave them some assignment.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of writers' research about "*TheInfluence of lesson plan based on 2013 curriculum toward students' writing*

descriptive ability. An Experimental Research at Second Grade of MTs Kota Serang”, the students have difficulty to make descriptive text and the students need the good lesson plan to make is easier. And then the writer did experiment on the class.

Based on the description of chapter four, the writer conclude that :

1. The implementation of 2013 curriculum is that the students who taught by using lesson plan 2013 curriculum have been improved in parts of writing than the students who were taught by using lesson plan school based curriculum. The students who were taught by using lesson plan 2013 curriculum can make a writing easily and students can make a writing with creative in writing descriptive text than the students taught by using lesson plan based on SBC 2006. Because in lesson plan 2013 curriculum the students has gone through the learning process from observing, questioning, experimenting, reasoning and communicating
2. Using lesson plan based on 2013 curriculum is effective in improving students' ability in writing descriptive text. It can be seen from the result of post-test was higher than students pre-

test. The average score of experiment class in pre-test is 56,5 and post-test was 73,05. Whether the average scores of control class are 56,5 in pre-test and 68,05 in post-test. From the result of the calculation above, it is obtained that the value of t -observation is 2,75 , the degree of freedom is 38 and the writer uses the closer degree of freedom for 40, with level significance 5% = 1,68 and with level significance 1% = 2,42. So, $t_o > t_t = (2,75 > 1,68)$ or $t_o > t_t = (2,75 > 2,42)$. It means the writer reject $H_o : t_o < t_t$ that there is no significant of using lesson plan based on school based curriculum in teaching writing descriptive text and accept $H_o : t_o > t_t$ that there is significant of using lesson plan based on 2013 curriculum in teaching writing descriptive text. That means there is influence significant more lesson plan based on 2013 curriculum than lesson plan based on school based curriculum in teaching writing descriptive text.

B. Suggestion

Dealing with the conclusion above, the writer would like to offer some suggestions which may be useful in improving

students' English ability, especially to develop writing descriptive text.

1. For the teacher
 - a. The teacher must good lesson plan based on 2013 curriculum and must apply an attractive method for the learning process so that students' interest in English learning process increases.
 - b. The teacher should give best effort in teaching English as control the students in order to the students concern on teacher's explanation.
 - c. The teacher should give explanation of the material clearly
 - d. The teacher may use creative and interesting in the process of teaching, especially in writing activity in order to encourage motivate students to have more practice in writing

2. For the writer

For the next writer, the writer hopes they would conduct to investigation of other teaching method or technique in writing ability and can create the suitable activity in writing ability by using lesson plan based on 2013 curriculum.

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APPENDIXES