

**THE EFFECTIVENESS OF MYENGLISHSTEP.COM AND  
YENNI DWI MARIA'S ENGLISH CONTENT AT SUMBER.  
BELAJAR. KEMDIKBUD.GO.ID IN WRITING DESCRIPTIVE  
TEXTS FOR 7 GRADE STUDENTS CRITICAL THINKING AT  
SMPN 42 SEMARANG**



Presented as partial fulfillment of the requirements

for Master Degree in English Education

Submitted by:

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POSTGRADUATE PROGRAM  
UNIVERSITAS PGRI SEMARANG

2023

## RETRIFICATION

This thesis entitled " The Effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content at Sumber.Belajar.Kemdikbud.go.id in Writing Descriptive Text for 7th Grade Students' Critical Thinking at SMP Negeri 42 Semarang" written by :

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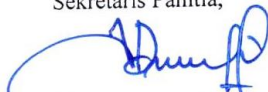
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## A THESIS

THE EFFECTIVENESS OF MYENGLISHSTEP.COM AND YENNI DWI  
 MARIA'S ENGLISH CONTENT AT SUMBER. BELAJAR.  
 KEMDIKBUD.GO.ID IN WRITING DESCRIPTIVE TEXTS FOR 7 GRADE  
 STUDENTS CRITICAL THINKING AT SMPN 42 SEMARANG

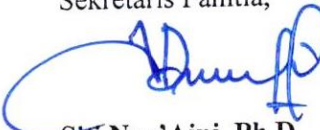
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### DECLARATION OF ORIGINALITY

I affirm that this thesis " The Effectiveness of myenglishstep.com and Yenni's English content at sumber.belajar.kemdikbud.go.id in writing descriptive texts for 7grade students with different critical thinking at SMPN 42 Semarang" is entirely my own, except the words or ideas of other writers are specifically acknowledge according to accept citation conventions. I have revised, edited, proofread, and ensured that this thesis is free plagiarism

### CERTIFICATION OF AUTHORSHIP

I certify that I am the author of this thesis and that any assistance I received in its preparation is fully acknowledged and fully disclosed in this thesis (Examination). I have also cited any sources(footnotes and endnotes) from which I used data, ideas, theories, or words, whether quoted directly or paraphrased. I further acknowledge that this thesis has been prepared by myself specially to meet the requirements for the degree of Master in English Education.

Signed

March 28, 2023



Amin Wibowo

Student Reg. No. 21540001

## **MOTTO AND DEDICATION**

### **Motto**

The intermingling of two techniques or more is better than single technique

The harder we study, the more luck seem to have

Positive and negative responses are the consequence in teaching and learning

Every problem must have a solution if we are truly in doing something.

( Syafrudin,2017)

### **This thesis is dedicated to :**

Universitas PGRI Semarang

SMP Negeri 42 Semarang

## ABSTRACT

Amin Wibowo, 2023. The Effectiveness of myenglishstep.com and Yenni's English content at sumber.belajar.kemdikbud.go.id in writing descriptive texts for 7grade students critical thinking at SMPN 42 Semarang. Thesis. English Language Education, Postgraduate program of Universitas PGRI Semarang. Advisors: Dr. Senowarsito, M.Pd, Prof. Dr. Suwandi, M.Pd

This study aimed to determine the effectiveness of myenglishstep.com and Yenni's English content towards students' descriptive writing skills of Higher Order Thinking Skills (HOTS) at SMPN 42 Semarang. In this research, a quasi-experimental study design was used. This was a quantitative study that compares Experimental Group 1 and Experimental Group 2, constructed using myenglishstep.com model treatment and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model therapy, respectively. The sample was taken through a purposive sampling technique. The test was done for both experimental classes. The pre-test was carried out before the treatment in data collection. The present researchers used a t-test of SPSS to test the hypothesis in data analysis. Based on the results of the t-test, it was found  $\text{sig. (2-tailed)} = 0.001 < \text{sig. } 0.05$ . It means there is a significant difference between the pre-test and post-test data ( $H_0$  rejected,  $H_a$  accepted). It can be concluded that myenglishstep model and Yenni's content for the seventh-grade students effectively improved students' descriptive writing skills of HOTS.

Keywords: myenglishstep; Yenni's English content; descriptive writing skill; higher order thinking skills

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Semarang, March 28, 2023



Amin Wibowo

## Table of Contents

Approval Sheet .....	i
Declaration of Originality .....	ii
Motto and Dedication.....	iii
Abstract .....	iv
Acknowledgement .....	v
Table of Contents.....	vi
List of Appendices .....	vii
List of Tables .....	viii
List of Figures.....	ix
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study.....	1
B. Reasons for Choosing the Topic .....	2
C. Statements of the Problem.....	5
D. Objectives of the Study .....	5
E. Significances of the Study .....	7
F. Definition of the Key Terms.....	7
G. Outline of the Thesis .....	8

<b>CHAPTER II. LITERATURE REVIEW .....</b>	<b>10</b>
A. Review of Previous Studies .....	10
B. Review of Literature (Theories) .....	12
1. Language Learning .....	12
2. Characteristics of Human Language.....	13
3. Kinds of Language Learning.....	16
4. English Learning .....	18
5. Learning Process .....	18
6. Learning Achievement.....	20
7. Writing .....	21
8. Writing as One of Language Skills .....	23
9. Types of Writing .....	27
10. Critical Thinking .....	28
11. Learning Management System.....	32
a. myenglishstep.com .....	33
b. Yenni's English Content .....	34
C. Theoretical Framework and Rationale .....	35
D. Reasearch Hypotheses.....	36
<b>CHAPTER III. METHODOLOGY OF THE RESEARCH .....</b>	<b>37</b>
A. Type of the Research.....	37
B. Subject the Study .....	37

1. Population .....	39
2. Sample .....	39
3. Variable in Research.....	41
C. Technicque od Data Collection.....	43
1. Test Technique .....	33
2. Non Test Technique.....	44
3. Validity Assessment .....	48
4. Test for Reliability.....	49
D. Techniques of Data Analysiss .....	50
<b>CHAPTER IV. FINDINGS AND DISCUSSION.....</b>	<b>57</b>
A. Findings .....	57
B. Discussions .....	74
<b>CHAPTER V. CONCLUSION.....</b>	<b>79</b>
A. Closing.....	79
B. Suggestions .....	79
<b>BIBLIOGRAPHY .....</b>	<b>80</b>
<b>APPENDICES.....</b>	<b>81</b>

**LIST OF APPENDICES**

## Appendix

1. Lesson Plan .....	84
2. Students' Perception .....	87

## LIST OF FIGURE

### Figure

2.1 Figures Bloom' Taxonomy.....	29
2.2 Teoretical Frame Work.....	35
4.1 Students' Perception of myenglishstep.com.....	68
4.2 Perception of Yenni's English Content .....	69
4.3 Observation of myenglishstep.com .....	70
4.5 Students are clarification of things .....	71
4.6 Results of Writing.....	72
4.7 Collecting Writing .....	73

## LIST OF TABLES

### Tables

3.1 Weighting Aspects of Assessment.....	47
3.2 Validity Assessment.....	49
3.2 Results of the Basic Data Compilation Descriptive Text.....	58
3.2 Results of the Basic Data Compilation Descriptive Text.....	58
4.1 Homogeneous test results of basic data compiling descriptive text.....	59
4.2 Average Value of Experiment Class 1 .....	60
4.3 Average Value of Experiment Class 2 .....	61
4.4 Average Value of Experimental Class Final Test 1 and Class experiment 2.....	62
4.5 T-Test Comes about of Pre-Test and Post-Test Ex. Class 2.....	62
4.6 Normal Esteem of Explore Course 2 .....	65
4.7 Normal Last Test Score Experimental class 1 and Class Experiment 2 .....	66

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Nowadays, the global era shows information as ‘king’ in which it has emerged from many dimensions of change in lives. Information is not only a need, but also a power. In other words, information technology becomes an important tool to manipulate, and as a control (Atta,2018) said ‘ Educational institutions become more dependent on information systems because of the essential functions that can benefit from these systems’. It means that the new source of power is not money in the hand of view, but information in the hand of many. In the past, few people may get power if they have a lot of money, but now information can be a new source of power. In fact, information is always hunted to get the destination. People feel completely confident when given a lot of information to do or talk about.

According to the statement that communication systems are more sophisticated and complicated in the development of information. It is probably to be some clash of ideas and thoughts among individuals, groups, and countries. These complexities make people get their evolution to be smarter in conveying information. For instance, computer technology performs many sophisticated programs in which they make it easier to do some activities. Needless to say, information is everything for people in the end. Consequently, people have to master the

development of information on the sides of life so that technology and science development can be easily achieved and followed well. The master of languages is then a necessity. Language is a tool of technology and science development, and also a center of world information in use. That is why people take time to learn a language. Because information is language and language is information, it is not a surprise if Jaya Suprana said " Have someone who is very good at speaking different languages". It shows that language is very important in the interaction of secular people. Moreover it seems so close among people in relation to others. Then people have to master language by stressing language skills. Besides that, language components should be also taken so that they are able to use it well.

English is an international language that is used as a tool to convey ideas and thoughts in global communication. In fact, English is one of the languages used by many countries in communicating messages to each other. On the other side, the media is talking about science, technology, culture, and so on. So, English is almost taught in all countries' development in which they will take part in the global environment. Indonesia is also developing which responds to the global environment so that English begins to be taught from elementary school to a higher education. It has been taught since kindergarten.

From this clear and exemplary statement, [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English content on [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) can

be considered effective in learning how to write descriptions. E-learning his post his pandemic covid-19 makes it easier to find faults in his writing so that you can correct them with more descriptive text.

The findings can also assist programs in delivering a full e-learning approach as the COVID-19 pandemic continues and also Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) supported by Government of Indonesia because it has user friendly, authentic teaching material and local culture so students can access easily.

In curriculum 2013, teaching and learning based on the texts. Texts can convey the information. For productive language skill, there are 2 skills namely, spoken and written. There are 5 genre texts in SMP; they are descriptive text, procedure text, recount text, and narrative text. The writer will focus on descriptive text; it refers to how to describe things, places, people and animals.

Written skill is on the basic competence 4.4 syllabus for 7th grade students junior high school are able to compose describing people, describing places, describing animals related to social function, generic structure and language feature textually and contextually.

The writer supports junior high school students with the evidence by using [myenglishstep.com](http://myenglishstep.com). and Yenni Dwi Maria's English content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing Descriptive Text, English is concerned with four English skills. They are listening, speaking, reading, and writing. Therefore, students should achieve four English skills. In the study,

the writer will be concerned with writing, especially critical thinking. Although writing has been taught since the first semester, in the writer's opinion the result is not satisfying. Many students have troubles when they should express their ideas and create their opinion in writing descriptive text designed critical thinking. Hence, it is important for the writer to know the effectiveness of using [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing descriptive text for seventh grade students' critical thinking at SMP Negeri 42 Semarang. Therefore, the study will focus on The Effectiveness of [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English Content at [Sumber.Belajar.Kemdikbud.go.id](http://Sumber.Belajar.Kemdikbud.go.id) in writing Descriptive Text for 7 Grade Students' Critical Thinking at SMP Negeri 42 Semarang.

## **B. Reasons for Choosing the Topic**

The other reasons why the writer chooses the topic are as follows:

### 1. The lecturers

This thesis is expected to be able to give some contribution to the English lecturers to develop teaching and e-learning in English effectively as the result of the study.

### 2. The students

After students have known the result, it is assumed that they know their problems and the way to increase their competence in writing descriptive text in critical thinking.

### 3. The readers

By reading this thesis, the readers are expected to use [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) as an alternative e-learning in English lessons post Covid-19.

#### 4. The writer

This study can develop the writer's knowledge and experience in writing descriptive text in critical thinking. It will also answer his questions of the problems, which are basic in conducting this study.

### **C. Statements of the Problem**

Based on the illustration above, the problems of the research can be stated as follows:

1. To what extent [myenglishstep.com](http://myenglishstep.com) can improve the competence of writing descriptive text for 7th grade students' HOTS at SMP Negeri 42 Semarang?
2. To what extent [myenglishstep.com](http://myenglishstep.com) can improve in writing descriptive text for 7th grade students' LOTS at SMP Negeri 42 Semarang ?
3. Is there any significant difference between [myenglishstep.com](http://myenglishstep.com) toward HOTS and LOTS ?

4. To what extent Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) can improve the competence of writing descriptive text for 7th grade students' HOTS at SMPN 42 Semarang ?
5. To what extent Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) can improve the competence of writing descriptive text for 7th grade students' LOTS at SMPN 42 Semarang ?
6. Is there any significant difference between Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) towards HOTS and LOTS ?
7. Which is more effective [myenglishstep.com](http://myenglishstep.com) or Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing descriptive text for students' critical thinking at SMP Negeri 42 Semarang?
8. What are perceptions for Students in teaching writing descriptive texts?

#### **D. Objectives of the Study**

The objectives of the study of the research are as follows:

1. Explaining the improvement of [myenglishstep.com](http://myenglishstep.com) in writing descriptive text for 7th grade students' HOTS at SMP Negeri 42 Semarang.
2. Explaining the improvement of [myenglishstep.com](http://myenglishstep.com) in writing descriptive text for 7th grade students' LOTS at SMP Negeri 42 Semarang
3. Explaining the difference of [myenglishstep.com](http://myenglishstep.com) toward HOTS and LOTS in writing descriptive text for 7th grade students critical thinking at SMP Negeri 42 Semarang

4. Explaining the improvement of Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing descriptive text for 7th grade students' HOTS at SMP Negeri 42 Semarang.
5. Explaining the improvement of Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing descriptive text for 7th grade students' LOTS at SMP Negeri 42 Semarang.
6. Explaining the difference of Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing a descriptive text for 7th grade students critical thinking at SMP Negeri 42 Semarang.
7. Explaining the effectiveness of [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in writing descriptive text for students' critical thinking at SMP Negeri 42 Semarang.
8. Explaining the students' perception in writing descriptive text using [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) at SMP Negeri 42 Semarang.

#### **E. Significances of the Study**

The main reason for choosing the topic is that English plays an important role in modern society. The need for teaching English is very urgent these days. Today, most companies and nearly all fields require applicants to be fluent in both speaking and writing. If they can hear well, the author is confident that they can speak well.

The other significance why the writer chooses the topic are as follows:

1. Theoretically, the effects of this observation are anticipated to offer know-how new knowledge within international schooling concerning the capabilities of writing descriptive textual content for students' critical thinking.
2. Practically, the effects of this follow are anticipated to offer implemented benefits concerning the effectiveness of the myenglishstep.com version and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id in getting to know to compose texts clarification and effectiveness of the Yeni Maria Dewi version in writing getting to know descriptive for students' critical thinking.
3. Pedagogically, the result of this study can be adapted and adopted other lesson as supporting system

Therefore, teaching e-learning development skills in writing descriptive text for student's critical thinking is a need and it is a crucial thing to investigate.

#### **F. Definition of the Key Terms**

1. The effectiveness

Effectiveness is the capability of producing a desired result or the ability to produce desired output. (Andy,2019).

2. myenglishstep.com.

myenglishstep.com is a Learning Management System which contains e-learning in English for junior high school from 7th grade to 9th grade.

There are many apps. like Live Worksheet, Kahoot, Quizzes that can

use referring e-learning <https://www.myenglishlab.com.comcom/>. Accessed 20 April 2022.

3. Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](https://sumber.belajar.kemdikbud.go.id)  
Government provides learning sources in digital for learners freely. All teachers and students can fill out through this Learning Management System and it is very easy to find for junior high school. (*Sumber Belajar - Dashboard*, <https://Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id> /. Accessed 20 April 2022).

#### 4. Writing

Writing is a process of sharing information, message, ideas or thoughts grammatically. Writing this research means to make up descriptive text for students' critical thinking. (Nations U, 2000).

#### 5. Descriptive text

To describe things, animals, people which relate to identity, social function, Generic Structure and Language Features (Hasanah,2021).

#### 6. Critical Thinking.

Robert Ennis defined critical thinking as “reasonable, reflective thinking focused on deciding what to believe or do ” (“An Content Analysis of the Definition of Critical Thinking,” n.d)

7. SMP Negeri 42 Semarang is a Junior High School in Semarang. It is located on Klipang Street Sendangmulyo Sub District Semarang Central Java.

### **G. Outline of the Thesis**

This thesis will consist of three chapters, in which each image has different elements.

In the first chapter, the writer starts the study by presenting an introduction, which consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, definition of the key terms, and outline of the thesis.

In the second chapter, the writer will present a review of related literature, which consists of language learning, learning process, learning achievement, writing, critical thinking, descriptive text, Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) and [myenglishstep.com](http://myenglishstep.com)

In the third chapter, the writer will present the methodology of the research. It consists of design of the research, subject of the study, instrument, techniques of data collection, and techniques of data analysis.

## **CHAPTER II**

### **LITERATURE REVIEW**

A number of subchapters will be discussed in this chapter, including:

1) a review of previous studies, 2) a review of literature, 3) a hypothesis. The following will be the explanation.

#### **A. Review of Previous Studies**

Research " The Effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content at Sumber.Belajar.Kemdikbud.go.id in writing Descriptive Text for Students' Critical Thinking at SMP Negeri 42 Semarang "Using myenglishstep.com and yenni's English content at sumber.belajar.kemdikbud.go.id to write descriptive texts for 7th graders SMP critical thinking' is a kind of quasi-experimental study. This study compares the effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content learning how to write descriptions text for students critical thinking. myenglishstep.com and Yenni Dwi Maria's English Content models have almost the same characteristics. Two models include the multimodality in pedagogy such as visual, audio, pictures, games, and other platforms. Objective Learning stage where you think about what are the outcomes for the students in improving their competency writing descriptive text critically, activities, assessment and evaluation. Also, the two models are the process of discussion: content,

structure, vocabulary, Understanding the use of language and how description text works through discussion with a friends group. In the Yenni's English model, discussions are in the conversation phase. About the model, Yenni's English Content discusses the description text having students critical thinking such as synonyms, audio, vocabulary etc.

There are several studies that study "The Effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content at Sumber.Belajar.Kemdikbud.go.id in writing Descriptive Text for Students' Critical Thinking at SMP Negeri 42 Semarang "In the form of articles, national journals and international journals. The study of shapes in the paper was carried out by Rezkyana (2022), Prasetyo Kurniawan, n.d., (2020) Li, Xin (2007). The study is also from journal international which was conducted by Nguyen (2020).

Rezkyana (2022), title research " The Use of Canva in Teaching Writing " This study aims to improve the competency of writing descriptive text for students' critical thinking on their idea, creativity and structure. Studies related to explanatory texts. Based on this study, this research was carried out for the purpose of complementing them. Then there is an action that makes up the descriptive text. For this, Find out which model is more effective at creating descriptive text.

A subsequent study was carried out by Prasetyo Kurniawan, n.d.(2020) which was titled research "The Effectiveness of Collaborative Mind Mapping to Develop Writing Skills at MTsN 4 Mojokerto. His

study was conducted to improve the student's ability in writing Descriptive text through collaborative mind mapping. Finally, it is found that the implementation of collaborative mind mapping does improve the student's competence in writing with the help of giving excessive vocabulary from reading a passage, and feedback from the researcher.

Research by Li, Xin (2007) which entitled Multiculturalism teacher identity: A critical descriptive narrative. The limit of this research is the subjectivity in the assessment of student teachers' writings on King and Kitchener's Model. The results showed King and Kitchener's Reflective Judgment Model was utilized, and sample writings followed by my analyses were provided. I summarized the evaluation quantitatively and found a significant increase in student teachers' critical reflective thinking skills.

Research Equation "The Effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content at Sumber.Belajar.Kemdikbud.go.id in writing Descriptive Text for Students' Critical Thinking at SMP Negeri 42 Semarang A study by Nguyen (2020) is reports a descriptive study that investigates the critical thinking ability of Vietnamese EFL (English as a foreign language) university students and its relationship with their writing argumentative essays. However, difference, Nguyen's study (2020) is the using myenglishstep.com and Yenni Dwi Maria's English Contents a collaboration between teacher and student, A study entitled "The Effectiveness of myenglishstep.com and Yenni Dwi Maria's

English Content at Sumber.Belajar.Kemdikbud.go.id in writing Descriptive Text for Students' Critical Thinking at SMP Negeri 42 Semarang” There is also teacher-student collaboration Multiple student collaboration within platform or with other multimodality such as audio, video, pictures etc using myenglishstep.com and Yenni's English content in improving of the competency writing descriptive text for student's critical thinking.

## **B. Review of Literature**

### **1. Language Learning**

Definition of Language means man is a social being who needs a friend in his life. Furthermore it is hardly imagined that he should live all alone without someone to accompany him. So, it is right that an old Greek scholar said that man is the words, their pronunciation, and the methods of combining them used and understood by a community (McDermott D, 2015).

Comparative research has proven to be a fruitful field of study on the ontogenetic and phylogenetic evolution of language, and on the cognitive capacities unique to humans or shared with other animals. The degree of continuity between components of human language and non-human animal communication systems, as well as the existence of a core factor of language, are polemic subjects at present (Birchen all 2016).

It means that it is impossible to live without any communication. Both human beings and animals always need community in order to facilitate their

efforts to provide their necessities of life. On the other hand, they have to cooperate with each other which can only be carried out in a community. For instance, when someone needs rice for his daily food, he does not need to grow it himself. It will be enough for farmers to do it, while he can get rice by buying it from farmers. He may have a special skill in making such tools as: a hoe or plow. He can sell it to farmers who need it to cultivate the land. So it is clear that members of the community need one another to cooperate together for their own benefits

Then a community itself needs a means of communication to create cooperation so that they will understand each other.

## **2. Characteristics of Human Language**

As the writer has explained above, language has some definitions, which are described in their characteristics. The definition may be from one to the other. Here are some characteristics of language:

### **a. Language is arbitrary.**

Language is an arbitrary system of sound used by members of a social group to cooperate, communicate, and identify one self. The paper discusses the use of language to identify personal identity, social class, ethnicity, and nationality. Language can determine the identity of an individual and a group. Language is also used to identify or to show the personal identity of a person. Furthermore, language shows the social class of a person. A person who comes from the low level class has a different language style from those of the higher level class. As ethnic identity, language can be used to denote

ethnicity or the membership of a person or group in a certain ethnic group. Language can also become the national identity as well. Thus, every country has its own national language (Budi,2021)

It means that language like other cultural items, which is handed down from generation to generation without questioning, and the reason why language is always taken for granted

b. Language is systematic.

Research over the past decade has suggested that linguistic diversity may result from differences in the social environments in which languages evolve. Specifically, recent work found that languages spoken in larger communities typically have more systematic grammatical structures (Raviv,2019).

It means that language is represented by a string of symbols. Furthermore, it can be described in terms of a limited number of units that can join or combine in a limited number of ways.

c. Language is always spoken.

All people in this world, regardless of their race or ethnic group, always speak a language. It means they have a way of communicating ideas by manipulating sound produced by their vocal organ. Besides that, there is another means of communicating ideas that is the use of written symbols often used in daily life such as: newspapers, magazines or letters. However, since communication involves the interplay of various semiotic modes such

as spoken language, gestures, facial expression, head movement or gaze (Planques, 2018).

d. Language is creative

Language can be understood as a system of patterns and constants. Next, an unlimited number of utterances can represent each pattern. Then each utterance differs from the other utterance. Basically, the ability to produce new sentences or to understand sentences heard from the first time by using phonological, grammatical and lexical systems in a creative way. That is why For the past few years, language teaching, especially for foreign learners, has become more and more creative. Creativity has been deemed paramount in the history of language use by human beings, including day-to-day language play and literary works. It is also suggested that creative language tasks are helpful for learners when it comes to writing (Araminta,2020).

e. Language of social group

To cooperate with one another to get their own benefit people use language just like in the previous explanation, language as a means of communication. Besides that, language has to be learned and used in social communities. Language is decided by where he is brought up. So, language is called social.

f. Language is a system of symbols

Dualism is implied and that is form and meaning. Form refers to the sound, while the meaning refers to the thing or idea referred to by sound or

sounds. When language is used to talk about objects found in the immediate environment of the speaker, so they can be pointed to at any time, this is called the 'sign' use of language. Conversely, when language is used to talk about objects which are not found in the immediate environment, this is called the 'symbol' use of language or displayed speech as mentioned before. The latter language distinguishes man from animal.

### **3. Kinds of Language Learning**

Language has its own characteristics. It is different in every community or country so that people must understand what is different among each other. The following is the general nature of language by its own use.

#### **a. Native Language (mother tongue)**

It has been explained that language is something that belongs to human beings. On the contrary, it is an instrument possessed by man. It means that all human beings can understand or speak although they cannot read or write because man basically has the inborn ability to manipulate or absorb everything around him. It has also happened to language that the ability to speak a language is an inborn ability or innate skill.

Applying a language vitality model into planning, developing language abilities, creating language opportunities, and increasing desires for language use can be practiced post each of the four steps of language revitalization—ideological awakening, school education, extension beyond school, and intergenerational language transmission. Bringing mother tongues

home is the key to passing down languages throughout generations. (Hak Kham,2020)

Noam Chomsky, one of the most famous linguists of the twentieth century, based his linguistic works on certain philosophical doctrines. His main contribution to linguistics is Transformational Generative Grammar, which is founded on mentalist philosophy. He opposes the behaviorist psychology in favor of innatism for explaining the acquisition of language. He claims that it becomes possible for human children to learn a language for the linguistic faculty with which the child is born, and that the use of language for an adult is mostly a mental exercise. (Binoy, 2014)

It means that the development of acquiring language depends on a process of interacting in a community. On the other hand, a child is taken away from society and is cut off from all human interactions and relations; he will not be able to learn or to speak any language. A Javanese, of course, will speak or learn Javanese language because it is his mother tongue.

#### b. Learning a second language

In learning a second language, someone will meet with all kinds of learning problems because it is not his own language. Furthermore, to learn a second or foreign language someone will find new steps of habit in learning. But it does not matter because a man has an inborn or innate skill to speak or to learn any language. In the previous explanation, it is clear that language is a habit; it means that language is used as a means of communication in the social relationship in order to create cooperation among others.

#### **4. English learning**

Basically, language exists in two forms, the spoken and the written. Besides that, language consists of components and skills. Language components consist of phonology/structure, vocabulary, rate and general fluency. In language skill there are four skills. They are listening, speaking, reading, and writing. There are two processes of skill such as:

a) An encoding process

It relates to speaking and writing skills, because it connects with ideas, thoughts, or feelings directly.

b) A decoding process

It relates to listening and reading skills, it means that it concerns understanding' either a spoken or written message.

Furthermore, there is a connection between language skills and language components. Grammatical and vocabulary, for example, relates to all four skills. Then the aspect of listening, speaking, reading, and writing is the rate and general fluency with which these skills are performed (Harris, 1969, pp. 9-10). So, a student who wants to master English must master the language skills and language components because English for the Indonesian students is a second or foreign language which is different in form, utterance, and pronunciation.

#### **5. Learning Process**

In the learning process, teacher and student should know learning theory because they have to handle it as well. At least, they need to understand the definition of theory and try to apply it in real condition. Ignacio (2021) said that from the simulations, the average increase rate in knowledge, the senses and kurtosis of knowledge distributions, and grade distributions are determined. These tools make it possible to evaluate the efficiency of teaching strategies and the performance of learning in the classroom.

Ronquillo (2020) said an analysis of theoretical understandings of communication makes it possible to identify its importance in (a) personal development, (b) communication should be studied as a curricular objective and (3) as curricular content, or as cross-disciplinary knowledge.

Therefore the learning process should create three aspects as above, especially for the English learning process in which it needs many practices done by students continuously. Because it is actually '*practice makes perfect*'. Student, the individual learner is the center of the learning process. Moreover, she/he has to express her/his language as much as possible. All the resources in the school or community are made available to serve her/his theory defined as having an insight process. It is commonly called social cognitive theory Wayne ( 1989). The Social Cognitive Theory Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986 and posits that

learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior.

But Ismail (2018) classified the learning process into two dimensions in the classroom as follows; the most important and significant factors in two different areas of learning: combined and traditional learning.

In the same time, Noh (2021) stated that some factors which influence the learning process are becoming widely used foreign languages, English becoming very important to learn and it needs to be learnt by many people from child to old people based on their needs. In formal or non-formal study, people learn English. Learning English needs some process to get successful. The process for the young learners or old learners are different. Some can learn quickly, some spend more time. Sometimes children learn more quickly than old learners, sometimes old learners learn more quickly. It has some supporting factors in the English learning process. Children are young learners who need to learn a foreign language; English. Some factors that support the process of learning English are environment, motivation, learning methods, aptitude, intelligence and ability to learn.

## **6. Learning Achievement**

A discourse of learning achievement is the next step after the learning process has happened in the classroom. It means that the result of the learning process is students' learning achievement.

The learning strategy contributes significantly to achieving learning achievements, but teachers often use many methods of learning. This fact

does not match the demands of 21st-century learning that requires creative, critical, and communicative learning. (Priawasana,2020).

Besides that, students also have to know about some factors which influence the learning process so that they understand what to do. Santoso divided some factors that influence the process of learning achievement into two:

1. Internal factors

Factors, which are coming from student's inner consisting of:

- a. Intelligence

This factor plays an important role in learning achievement because it can help to solve problems quickly.

- b. Talent

By having practices, one who has a proper talent will be more capable of doing something.

- c. Willingness

This factor is related to feelings. If students have it to learn English, they will be more cheerful in the learning process.

- d. Motivation

One who has a high motivation to learn English; he has the effort to do maximally.

- e. Attitude

This factor is concerned with doing something. One who has a real attitude in learning English, so he will get a good learning achievement.

f. Maturation

Teaching the subject matter, which is according to the student's maturation level, will influence his learning achievement. So, material should be suitable with a student's maturation level.

2. External factor

The learning model is one of the external factors that affect motivation and learning achievement. (Nurohmah,2020)

So, English learning achievement is a student's level to achieve the purpose of English teaching in a certain time. It is symbolized with the score and mark.

## **7. Writing**

1. Definition of Writing

In principle, to write means to try to produce written messages. Before we write, we need to determine what to write, we should have something meaningful to convey. Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject in school. It is because students have to produce a text by using English correctly according to the grammatical correctness. The students have to write

what they think in their mind and state it on a paper by using correct procedure, as stated by Nations (2020).

To put forward our messages successfully, we, the writers, apply a number of writing strategies that are not talent-oriented. Every (would be) writer can learn and apply them in her or his writing. Every learner is then encouraged to keep on practicing. It is sure that we improve our writing mainly through writing itself.

Writing is actually nothing when it deals with a child who concentrates on shaping individual letters. It will be quite different when we watch a college student sitting quietly in front of his table and trying hard to express his ideas, experiences, thoughts and feelings which may be purposeful in the form of written language. In this case writing does not only mean shaping letters and then composing into words, words into sentences but also concerns how to make a right sentence, so that the reader understands exactly what the writer tries to convey through his writing.

Meanwhile, Khan (2020) started from the very beginning of written scripts, contents of documents generally composed of text, images, figures, Figures and Figure symbols. A Figure recognition system involves representation of Figure symbols, description of features extracted from the symbol and classification of the unknown symbols. Due to the wide range of symbols, no generalized technique is available that can recognize the symbol for all the application domains.

Moreover, Byrne explained that the symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be “writing” if we are merely making lists of words, as an inventory of items such as shopping lists.

Colin (2017) stated that writing skill can be started with composing words into sentences so that the writer’s messages can be understood by the reader. According to Bereton in Yuni (2005, p. 14), any piece of writing is always somebody (the writer) saying something (the text/sentence) to somebody else (the reader).

Like speech, which is considered as the primary means of communication where writing is also a means of communication where written form is used to express the writer’s purpose.

Gere in Yuni (2005, p. 14) pointed out that writing is communication. Communication means to convey knowledge or information about a given subject. Actually, from the point of view of language teaching, therefore, there is often greater pressure for writing than there is for accuracy in speaking.

From the explanation about writing that the writer got in her college, writing consists of choice, writing sentence, writing image, writing essay and writing thesis proposal.

## **8. Writing as One of Language Skills**

### **a. General Meaning of Writing.**

Writing skill is very important in school or college. Writing is potentially one of the most difficult things in school. Writing basically needs mental (memory, logic, intuition, emotion, conscious reactions) and physical (movement of the hand, use of the eyes, awareness of subvocalized sound, etc). Those are processed dynamically, interconnect, recursively, and none sequentially. Therefore, writing skill becomes one of the most important things in school or college because it needs a combination between mental and physical.

b. Purpose of Writing.

In daily life, people read magazines, newspapers and tabloids. Through these media, writing has an important role especially in giving further information about what happens in the entire world. Some writers make good writing in order to attract readers to read it.

Leonard and Joanne in Yuni (2005, p. 15) stated that writing has purposes as informative writing, esthetic writing, persuasive writing and emotion expression.

c. Writing Process

It has been explained that writing is the combination of the physical and psychological aspect. A writer who wants to produce a piece of writing must think how to make those aspects work together in the writing process because of the central action of writing in it. On the other hand, it can be said that no writing without a process of writing. There are

three stages of writing, they are: *prewriting, writing, and revising*. (Blanchard and Root, 2003, pp. 41-44).

### 1) Prewriting

Prewriting is the thinking, talking, reading, and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise. There are several ways to warm up before you write:

#### a. Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as possible without worrying about how you will use them. Your list can include words, phrases, sentences, or even questions. To brainstorm, follow these steps:

- (1) Begin with a broad topic.
- (2) Write down as many ideas about the topic as you can in 5 minutes.
- (3) Add more items to your list by answering the questions of what, *how*, *when*, *where*, *why*, and *who*.
- (4) Group similar items on the list together
- (5) Cross out items that do not belong.

#### b. Clustering

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas. To cluster, follow these steps:

- (1) Write your topic in the center of a blank piece of paper and draw a circle around it.
- (2) Write any ideas that come into your mind about the topic in circles around the main circle.
- (3) Connect these ideas to the center word with a line.
- (4) Think about each of your new ideas, and then connect them.
- (5) Repeat this process until you run out of ideas.

c. Writing

After you have spent some time thinking about your topic and doing the necessary prewriting, you are ready for the next step in the writing process: writing your image. When you write the first draft of your image, use the ideas you generated from prewriting as a guide. As you write, remember to:

- 1) Begin with a topic sentence that states the main idea, including several sentences that support the main idea.
- 2) Stick to the topic-do not include information that does not directly support the main idea.
- 3) Arrange the sentences so that the order of ideas makes sense.
- 4) Use signal words to help the reader understand how the ideas in your image are connected.

d. Revising

It is almost impossible to write a perfect image on the first try. The first try is called the first draft. After you complete the first draft, you must

look for ways to improve it. This step is called revising. When you revise your image, you can do the following:

- 1) Add new ideas to support the topic.
- 2) Cross out sentences that do not support the topic.
- 3) Change the order of the sentences.
- 4) Use the following checklist to revise your image.

#### **REVISING CHECKLIST**

- 1) Make sure you have a topic sentence.
- 2) Cross out sentences that do not relate to the main idea.
- 3) Check to see if the sentences are in the right order.
- 4) Add new ideas if they support the topic sentence.
- 5) Make sure you have included signal words to help guide the reader.
- 6) Check the punctuation, spelling, and grammar.

(Blanchart and Root, 2003, p. 44)

### **9. Types of Writing**

As Colin Welch stated that the followings are types of writing stated in Expository

Expository writing is a paper or image that gives information. There are many variations, including the following: *Process* uses step-by-step organization to explain how something happens, works, or is done. *Cause and Effect* identifies the cause and/or effects of something and examines the relationship between causes and effects. *Problem to Solution* examines

aspects of a complex problem and explores or proposes possible solutions. *Compare and Contrast* examines similarities and differences to find relationships and draw conclusions. *Building a Hypothesis* uses patterns of facts to offer explanations or predictions and then tests the hypothesis.

*Definition* defines an unfamiliar term using details and examples.

Descriptive

Descriptive writing is a paper or image that creates vivid description, uses sensory details, creates mood, develops a character, and describes an event.

a. Narrative

Narrative writing is a paper or image that tells or narrates a story. It can be based on fact, on imagination, or a combination. Narrative writing is a simple, natural form of writing in which the author relates an incident.

b. Persuasive

Persuasive writing is a paper or image that is a more specific type than an explanatory image. It attempts to persuade readers to accept the logic behind an opinion or to adopt the opinion as their own.(Colin Welch, 2017)

## **10. Critical Thinking**

Robert Ennis defined critical thinking as “reasonable, reflective thinking focused on deciding what to believe or do ” (“An Content Analysis of the Definition of Critical Thinking,” n.d)

As stated Revised Bloom’s Taxonomy (*Bloom's Taxonomy: Revised Levels, Verbs for Objectives [2023]*, 2022) that to provide learners with clearer instructional goals, a group of researchers led by Bloom’s colleague David Krathwohl and one of Bloom’s students, Lorin Anderson, revised the taxonomy in 2001.

Figure 2.1. Bloom's Taxonomy



In the new variant, nouns were replaced by action verbs. Also, the two highest levels of the taxonomy were swapped. The new learning stages are Remember, Understand, Apply, Analyze, Evaluate and Create. The authors also defined cognitive processes associated with these instructional goals. For example, the ability to remember requires *recognizing* and *recalling*.

Bloom's Taxonomy levels. Let's take a closer look at each learning stage, based on the book describing the revised framework *A Taxonomy For Learning, Teaching and Assessing* by Krahtwohl and Anderson. The authors recommend reading the name of each learning category as though preceded by the phrase "The student is able to..." or "The student learns to..."

a. Remember.

This stage of learning is about memorizing basic facts, dates, events, persons, places, concepts and patterns. At this level, educators might ask learners simple questions like: What are the most spoken languages of Latin America? What is the chemical formula of water? Who was the first president of the United States?

The associated cognitive processes, as already noted, are: Recognizing means locating knowledge in long-term memory related to presented material (e.g., recognizing the dates of important historical events). Recalling is retrieving knowledge from long-term memory (e.g., recalling the dates of important historical events).

b. Understand.

At this point, learners might be asked to explain a concept in their own words, describe a mathematical Figure or clarify a metaphor. The processes associated with understanding are: Interpreting implies changing from one form of representation to another. It might be transforming numerical information into verbal. Exemplifying is finding a specific illustration of a concept or principle. It may be giving several examples of Suprematist paintings. Classifying is determining a category of something. An example is the classification of mental disorders. Summarizing means retrieving a general theme of significant points (e.g., writing a short summary of a story). Inferring is drawing a logical conclusion from given information. It may be formulating grammatical principles of a foreign language from the presented examples. Comparing is finding correspondences between two ideas or objects (e.g., comparing historical events to their contemporary analogues). Explaining is constructing a cause-and-effect model of a system, for example, explaining the causes of the French Revolution.

c. Apply.

Now, it's time to use learned facts and abstractions in new contexts and particular situations. For example, students might be asked to discuss phenomena described in one scientific paper using terms and concepts of another paper. The processes of cognition corresponding to this stage are: Executing is applying a procedure to a familiar task (e.g., calculating the root of a number). Implementing is about applying a procedure to an unfamiliar task (e.g., using Newton's Second Law in a new situation).

d. Analyze.

At this level, students are supposed to break down concepts and examine their relationships. For instance, they might be asked to recognize the genre of a painting or describe the leading causes of the Great Depression. The three particular processes associated with this stage are: Differentiating means distinguishing important from unimportant parts of presented material (e.g., distinguishing between relevant and irrelevant numbers in a mathematical word problem). Organizing involves identifying how elements fit or function within a structure (e.g., finding the hypothesis, method, data and conclusion in a research report). Attributing means determining a point of view, bias, values, or intent underlying presented material. An example would be to identify the author's point of view of an essay.

e. Evaluate.

In this stage, learners are expected to use their knowledge and skills to appraise a situation, justify their stand or criticize others' opinions. They should be able to point out logical fallacies in arguments or compare a work

to the highest standards in its field. They might be asked, for example: In your opinion, is online piracy ethical? Do you consider jazz music to be high art? What are the most absurd arguments against vegetarianism? Evaluating is divided into checking and critiquing. Checking means detecting inconsistencies or fallacies in a process or product. For example, it's determining if a scientist's conclusions follow from observed data. Critiquing involves finding inconsistencies between a product and external criteria. For instance, it's judging which of two methods is the best for solving a problem.

f. Create.

This is the most complex stage of the learning process and the top of the revised Bloom's Taxonomy. At this level, learners combine known patterns, ideas and facts to create original work or formulate their solution to a problem. They might be asked to compose a song, rewrite a story in another setting or formulate a hypothesis and propose a way of testing it.

### **11. Learning Management System.**

E-learning is still very needed for students of Post Covid-19. Furthermore, it is hard to imagine that they can learn from a distance without a Learning Management System. So, it is right that A Learning Management System (LMS) is an application or software that facilitates the entry, modification and retrieval of digital content (Kinsta, 2021).

#### 1. The Overview of Learning Management System

Technology helps teachers and students to learn everything. Technology does not exchange teachers in teaching and learning. However, if

teachers don't learn and use technology they will be left with their students (Gorgeous,2021).

Media is a very important tool to help students in learning the resource. The usage of e-learning in higher education is helpful for lecturers to improve the quality of the learning process. E-learning as a Media is a web based media that provides online digital learning assets such as school and multimedia for use in online learning as media. (Sudarwati,2018).

a. myenglishstep.com

myennglishstep.com has been developed by Google and users can access using a link which is suited using bit.ly. It is one of the products of State Jakarta University's research. It has three levels : 7th grade, 8th grade and 9th grade. Each level has 8 lessons. On the other hand, each grade provides 8 basic competences. This Learning Management System integrated other applications such as live worksheet, quizzes, bamboozle, Google form, Google spreadsheet, etc. It provides four language skills: listening, speaking, reading and writing. It is very interesting because it is a friendly user.

myenglishstep.com paradigm is one that emphasizes the importance of considering and discussing a topic. myenglishstep.com method is thought to be appropriate for learning to write a descriptive text for a student's critical thinking in this study. When writing a descriptive text, this model plays a role in overcoming problems (content, organization, vocabulary, syntax, and mechanics) through critical thinking (1) At the stage of prewriting, prewriting is (1) Write your topic in the center of a blank piece of paper and draw a

circle around it. (2) Write any ideas that come into your mind about the topic in circles around the main circle. (3) Connect these ideas to the center word with a line. (4) Think about each of your new ideas, and then connect them. (5) Repeat this process until you run out of ideas than the writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise. The students can pre-write, write and revise, of the things that will be written into descriptive text based on the video that has been shown ; (2) at the stage of writing, you are ready for the next step in the writing process: writing your image. When you write the first draft of your image, use the ideas you generated from prewriting as a guide. The students can write individually of the things that will be written into descriptive text based on the video, post the writing stage, students can identify and correct flaws in the descriptive text based on the outcomes of the conversation.(3) at the stage of revision, it is almost impossible to write a perfect image on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. In a descriptive text, set down the thoughts you've gathered.

#### b. Yenni Dwi Maria's English Content

Then, alongside their classmates, students can discuss topics such as content, organization, vocabulary, syntax and mechanics of descriptive text for students' critical thinking at Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Government provides an E-learning Web based which has been uploaded by all Indonesian teachers at

sumber.belajar.kemdikbud.go.id. Students can register using Google accounts then they can access e-learning as they want. There are many features to help students in writing descriptive text for students' critical thinking.. They are Introduction, Indicators, materials, practices and tests.(Kemdikbud, 2021).

Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id

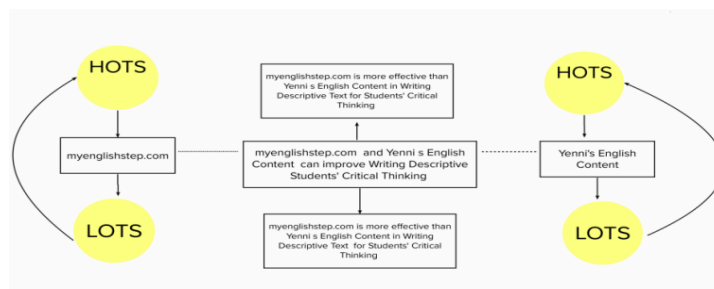
Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id paradigm is similar to the myenglishstep.com model in that it emphasizes the process of thinking alone and doing exercises on a topic. However, in this scenario, there are also many audio materials so the students listen to different kinds of things and material visual means that students can watch the video about things such as bags, back pack, the things that I have, How They Look Like/What are they for? Asking About Things ? Reading Aloud and Reading Comprehension, Describing Things. Finally there are tests to know students' understanding, then the students write on the link of blogger.com. So, the students will write things such as What does the text tell us about? What color is it? What is it made of? What shape is it? What is it for and so on. The writer and the other students can offer feedback on their blog after sending it to whatsapp group. Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id media is also regarded as acceptable learning to construct descriptive texts for students' critical thinking in this study because it helps with problem solving (content, organization, vocabulary, syntax, and mechanics) when putting together the explanatory textual content.

Especially at 7th level, in unit 5 there are 8 lessons. The students will learn about descriptive text, adjective by watching videos. They can watch a video about description then they can do assignments and exercises on it which integrate with other apps like Live Worksheet, Kahoot, Quizzes.. The writer wants to know how effective using myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id increase 7th grade students' critical thinking.

### C. Theoretical Framework and Rationale

The writer will use the teoritical framework as the guideline to cover the theories related to myenglishstep.com, Yenni's English Content. Besides, the theoretical framework must be in line with the research questions. The theretical framework of the study is illustrated in figure 2.2 below:

Figure 2.2 Theoretical Framework



Writing skills is the last language skills which is need e-learning to improve writing descriptive texts. myenglishstep and Yenni's can improve writing for students' critical thinking.

Related to the theoretical framework of this study, the research must give the rationale which is related the research questions. For more details, the rationale is clearly elaborated by explaining the effectiveness of

myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id in writing descriptive text for students' critical thinking at SMP Negeri 42 Semarang. Besides, students can also use pre-writing, writing, and revising (Blancard and Root,2003,pp.41-44) and E-learning as a Media is a web based media that provides online digital learning assets such as school and multimedia for use in online learning as media. (Sudarwati,2018).

#### **D. Research Hypotheses**

Based on the research design above, the hypothesis in this study is as follows:

1. The myenglishstep.com website is effective for teaching writing descriptive text for students having HOTS and LOTS.
2. Yenni Dwi Maria's English Content is effective the teaching writing descriptive text for students having HOTS and LOTS
3. There is a significant difference between myenglishstep.com and Yenni's English Content for teaching writing descriptive text HOTS and LOTS at SMPN 42 Semarang.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

Methodology is a set of methods used in a particular area of activities (Hornby, 1995, p. 734). Methodology of the research here means a set of methods used to investigate the objectives of the study. There are five main parts discussed in this chapter. Those are type of the research, subject of the study, instrument of the research, technique of data collection, and technique of data analysis.

#### A. Type of the Research

In this research, the writer will use a quasi-experimental method. This is a quantitative study that compares classes Experiment 1 and Experiment 2, which are constructed using myenglishstep.com model treatment and Yenni Dwi Maria's English Content at Yenni's English content at sumber.belajar.kemdikbud.go.id Model therapy, respectively. This study used a quasi-experimental approach. In research, quasi-experimental procedures are used.

This is a study approach that contrasts two models, myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id models, when they are applied to two experimental classes.

The effectiveness of using myenglishstep.com model and Yenni Dwi Maria's English Content at Yenni's English content at sumber.belajar.kemdikbud.go.id Model may be shown, as well as a comparison of the two methods' effectiveness. This study's experiment aims to

improve students' capacity to write a descriptive text for students' critical thinking by focusing on content, organization, vocabulary, syntax, and mechanics.

A non-equivalent control group design was adopted in the quasi-research (Sugiyono 2010: 116). There are three stages to a non-equivalent control group design: pre-test, treatment, and post-test. The experimental and control groups were not picked at random. Experiment class 1 serves as a control for Experiment 2, and Experiment class 2 serves as a control for Experiment 1.

Experiment 1 receives treatment using myenglishstep.com paradigm, while Experiment 2 receives treatment using Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id. Below is the research design of this study.

CT/LS	myenglishstep.com(X1))		yenni'senglishcontent(X2)	
	Pre Test (X1a)	Post Test(X1b)	Pre Test(X2a)	Post Test(X2b)
HOTS(Y1)	Y1-X1a	Y1-X1b	Y1-Y2a	Y1-X2b
LOTS(Y2)	Y2-X1a	X2-X1b	Y2-X2a	Y2-X2b

CL : Critical Thinking

LS : Learning Management System

X1 : myenglishstep.com

X2 : Yenni Dwi Maria's English Content

Y1-X1a : Pre Test of myenglishstep.com in writing descriptive text for students' HOTS

Y2-X1b : Pre Test of myenglishstep.com in writing descriptive text for students' LOTS

Y1-X1b : Post Test of myenglishstep.com in writing descriptive text for students' HOTS

Y2-X1b : Post Test of myenglishstep.com in writing descriptive text for students' LOTS

Y1-X2a : Pre Test of Yenni Dwi Maria's English Content in writing descriptive text for students' HOTS

Y1-X2b : Pre Test of Yenni Dwi Maria's in writing descriptive text for students' LOTS

Y2-X2a : Post Test of Yenni Dwi Maria's in writing descriptive text for students' HOTS

Y2-X2b : Post Test of Yenni Dwi Maria's in writing descriptive text for students' LOTS

## **B. Subject of the Study**

### 1. Population

Population is the total number of all values, as the result of counting or measuring, both quantitative and qualitative, about certain characteristics of all members of a group Arikunto (2014). According to Arikunto, populations are all subjects of the research (2014). Population is all subjects

intended to investigate. The population of this research is all 7th grade students at SMP Negeri 42 Semarang.

## 1. 2. Sample

According to Arikunto (2014), a sample is a part of the object or population that should be researched. If the subjects are less than 100, it is better to take all the subjects of the population. However, if the subjects are large in number, a researcher can take it ranging from 10%-15% or 20%-25%. A sample that will be used in this research is 25% of the population so that the number of samples is 66 students. They are 7A consisting of 33 students and 7C. Sample research is research that is only part of the population to be investigated. The consideration not to take all subjects of research may be because of limited cost, power, and time, or maybe only by taking a part of population is able to draw the characteristic of population (Luh Sukariasih, 2019).

The word sample cannot be separated with the word 'sampling'. He also stated that sampling is a process of choosing a number of individuals for a research, so that the individuals represent a bigger group from which the entire individual is investigated. Furthermore, he stated about the aim of sampling, the aim of sampling uses the individuals which are chosen as a sample to find out information about population.

The sample of this research is the ability to write a descriptive text using [myenglishstep.com](http://myenglishstep.com) and Yenni Dwi Maria's English Content at Yenni's English content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Model taken from two

grades 7th junior high schools (SMP) in Semarang City. [myenglishstep.com](http://myenglishstep.com) is applied in class 7th A at SMP Negeri 42 Semarang (experimental class 1) and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) is applied in class 7th C of SMPN 42 Semarang (experimental class 2). The sample was taken by purposive sampling technique, meaning the sample taken with purpose. Sample selection using purposive sampling technique carried out with the following considerations:

- a. Two classes are class 7th in Semarang City;
- b. The two sample classes have never been subjected to [myenglishstep.com](http://myenglishstep.com) model and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) to write a descriptive text for students HOTS and LOTS; and
- c. Two sample classes consist of students with heterogeneous abilities

In this study, the writer will use pretest and posttest and SPSS version 16 application as the instrument to get the data. It will be in the score of the result pre and posttest and SPSS version 16 application support to compare average experimental class and control class.

### **3. Variable in Research**

The capacity to produce variable descriptive text is the dependent variable in this study, whereas the independent factors are [myenglishstep.com](http://myenglishstep.com) models and Yenni's English content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Models. The dependent variable is the observed/measured variable as a result of the independent variables' manipulation (Sudjana and Ibrahim 2007:19),

whereas the independent variable is a variable that researchers purposefully change (Sudjana and Ibrahim 2007:19).

Variable with a Bound (Dependent Variable) Composition of Textual Descriptive

a. The ability to write a descriptive text is the research's dependent variable.

One of the skills required of SMP curriculum 2013 7th grade students is the ability to compose a descriptive text. Students were able to produce a descriptive text based on the assessment criteria, which included paying attention to content, organization, vocabulary, syntax, and mechanics.

An action test in the form of a descriptive text product is used to measure this variable. If the average value per facet assessment (content, organization, vocabulary, syntax, and mechanics) and final grades increase from the pretest to the post-test, this is an indicator of achievement. The t-test then reveals that sig. (2-tailed) 0.05 or sig level is significant. A difference of 5% indicates a considerable difference.

b. myenglishstep.com and Yenni's English Model: Independent Variable (Independent Variable)

myenglishstep paradigm and Yenni's English content are that emphasizes the importance of considering and discussing a topic. myenglishstep method is thought to be appropriate for learning to write a descriptive text in this study. When writing a descriptive text, this model plays a role in overcoming problems (content, organization, vocabulary, syntax, and mechanics) through descriptive text. (1) At the stage of prewriting,

prewriting is (1) Write your topic in the center of a blank piece of paper and draw a circle around it. (2) Write any ideas that come into your mind about the topic in circles around the main circle. (3) Connect these ideas to the center word with a line. (4) Think about each of your new ideas, and then connect them. (5) Repeat this process until you run out of ideas than the writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise. The students can pre-write, write and revise, of the things that will be written into descriptive text based on the video that has been shown ; (2) at the stage of writing, you are ready for the next step in the writing process: writing your image. When you write the first draft of your image, use the ideas you generated from prewriting as a guide. The students can write individually of the things that will be written into descriptive text based on the video, during the writing stage, students can identify and correct flaws in the descriptive text based on the outcomes of the conversation.(3) at the stage of revision, it is almost impossible to write a perfect image on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. In a descriptive text, set down the thoughts you've gathered. Then, alongside their classmates, students can discuss topics such as content, organization, vocabulary, syntax and mechanics of descriptive texts

In this study, the writer will use pretest and posttest and SPSS version 16 application as the instrument to get the data. It will be in the score of the

result pre and posttest and SPSS version 16 application support to compare average experimental class and control class.

### **C. Technique of Data Collection**

According to the grammar of each model, experimental class 1 has myenglishstep.com model and experimental class 2 has Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go. id media.

#### **1. Test Technique.**

The act of creating an explanation paragraph was used as the test technique. The purpose of the test is to see if the respondent can write a descriptive text.

The act of creating a descriptive image was used as the test technique. The purpose of the test is to see if the respondent can write a descriptive text for students' critical thinking. Test in the experimental classes 1 and 2, the initial treatment was carried out before the treatment.

After treating experimental class 1 with the model myenglishstep.com and experimental class 2 with the model Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id , the final test was conducted.

The results of the experimental class 1 and experimental class 2 pre-test and post-tests were corrected according to the assessment guidelines per assessment aspect (content, organization, vocabulary, syntax, and mechanics) so that the score per aspect and the number of respondents could be calculated. The results of the pre-test and post-tests of experimental classes 1 and 2 were then subjected to a t-test using the SPSS application to determine the efficacy of myenglishstep.com tools, the efficacy of the Yenni Dwi Maria's English Content at Yenni's English content at

sumber.belajar.kemdikbud.go.id Model, and the efficacy of myenglishstep.com model versus Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id.

## 2. Non Test Technique

Techniques for collecting data that aren't tested, such as observation, questionnaire and documentation.

When the treatment employs myenglishstep model and Yenni's Dwi Maria's English content at sumber.belajar.kemdikbud.go.id paradigm, photo documentation, observation of the learning process, and Explanatory material for experimental class 1 and experimental class 2, as well as a learning implementation plan (RPP) and the results of the initial and final assessments.

### a. Questionnaire

#### 1. Students' Perception

Techniques for collecting data that aren't tested, such as questionnaires. The questionnaire of students having writing descriptive text HOTS and LOTS when the treatment employs myenglishstep.com model and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id paradigm, questionnaire of the learning process, and descriptive text material for experimental class 1 and experimental class 2, as well as a learning implementation plan (RPP) and the results of the initial and final assessments.

A Likert scale is used to know students' perception in such questionnaires. myenglishstep.com approach and Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id model were used to teach students in class seventh junior high school students how to produce descriptive

writings for students critical thinking. Questionnaires were done by 7th grade students at SMP Negeri 42 Semarang.

## 2. Observation

In the experimental classes 1 and 2, observational data collecting approaches were utilized to collect data on the learning process in producing descriptive texts. Observation data gathering procedures are data that help compile the descriptive text with quantitative data.

Giving the student's back number, then observing the learning process, and writing the outcomes of the observations on the sheet observation by checking in accordance with the observation guidelines that have been planned are all part of the observation technique. Following the collection of observational data, the results are computed using the formula that has been defined, and then categorized according to the categories that have been established.

One individual was in charge of the observations. When employing myenglishstep paradigm and Yenni Dwi Maria's English Content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Model, observations were made. Structured observation was utilized as the method of observation.

Structured observations are those that have been planned out in terms of what will be noticed, when it will be observed, and where it will be observed (Sugiyono 2010: 205). A Likert scale is used to assess process learning during observation. myenglishstep approach and Yenni's English content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Model were used to teach students

in class 7th Junior High School students how to produce descriptive writings in seriousness, responsibility, as well as activity and a good response. When employing myenglishstep paradigm and Yenni's English content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Model, observations were made. Observations were done in 7th grade students at SMP Negeri 42 Semarang.

### 3. Documentation

Documentation includes photographs of activities during delivery treatment, as well as myenglishstep model lesson plan (RPP) (experimental class 2) and Yenni's English content [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id). share (experimental class 2), as well as the findings of the respondent's descriptive text compilation.

As proof that the treatment was carried out on experimental class 1 and experimental class 2, video documentation is made. The therapy was carried out in experimental classes 1 and 2. Photo documentation is also proof that the treatment was carried out in experimental classes 1 and 2.

The distinction is that photo documentation is done to be used with the results and discussion, whereas documentation is done apart from the study reports.

Documentation includes images of activities throughout delivery therapy, as well as myenglishstep model RPP (experimental class 1) and [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id). (experimental class 2), as well as the findings of the respondent's descriptive text compilation.

As proof that the treatment was carried out on experimental class 1 and experimental class 2, documentation is made. The therapy was carried out in experimental classes 1 and 2. Photo documentation is also proof that the treatment was carried out in experimental classes 1 and 2.

### 4. Instrument

The research instrument is made up of two parts: a test instrument and a non-test instrument that are both tailored to the data gathering procedures

used. The action test questions are part of a descriptive text that includes working instructions, questions, and grading rubrics. Observation sheets and documentation are examples of non-test instruments.

#### 5. Instruments for testing

To produce a descriptive paragraph, the test instrument employs an action test. The measure is used to assess a student's capacity to write descriptive prose. The pretest and posttests are used to determine the students' ability.

It includes working instructions, questions, and a rubric for grading.

#### Working Instructions Worksheet Compiling Descriptive Text

1. Get your stationery ready!
2. Finish the assignment in 30 minutes!
3. Finish the assignment on your own!

#### Question

Make a descriptive text based on the following topics (1) My house. (2) My Mother. (3) My Cat. (4) My Backpack that considers the contents, organization, vocabulary, language use, and mechanics!

#### Rubric for evaluation. Compiling Descriptive

Table 3.1 Weighting Aspects of Assessment Compiling Descriptive Text

No	Components	Scores
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Syntax	25
5	Mechanic	5
	Total	100

(Jacob in Brown, 2004, p. 246)

To produce a descriptive image for students' critical thinking, the test instrument employs an action test. The measure is used to assess a student's capacity to write a descriptive process. The pretest and posttest are used to determine the students' ability.

Giving the student's questions, then questions about the learning process, and writing for students' critical thinking using Google Form which has been settled such as Read and Listen the text. Write True, False or Not Stated based on the following statements from activity 1.. Following the collection of questionnaire data, the results are computed using the formula that has been defined, and then categorized according to the categories that have been established using Google Form.

One individual was in charge of the questionnaire. When employing myenglishstep.com paradigm and Yenni Dwi Maria's English Content at at sumber.belajar.kemdikbud.go.id Model.

In the experimental classes 1 and 2, instruments of data collecting approaches were utilized to collect data on the learning process in producing descriptive texts for students' critical thinking. Instruments of data gathering procedures are data that help compile the descriptive text for students critical thinking with quantitative data.

## 6. Validity Assessment

To assess the data's validity, a validity test was performed. This was accomplished with the help of the Statistical Package for the Social Sciences (SPSS) application. If Sig. (1-tailed) level Sig. < 0.05, the results are legitimate; otherwise, if Sig. (1-tailed) level Sig. >= 0.05, the results are invalid.

Table 3.2 Validity Test Results

<b>N o.</b>	<b>Rated aspect</b>	<b><i>Sig. (1- tailed)</i></b>	<b><i>Sig.a = 0,0 5</i></b>	<b>Result</b>	<b>Notes</b>
1	Content	0,000	0,05	0,000<0, 05	<b>Valid</b>
2	Organization	0,000	0,05	0,000<0, 05	<b>Valid</b>
3	Vocabulary	0,000	0,05	0,000<0, 05	<b>Valid</b>
4	Syntax	0,005	0,05	0,005<0, 05	<b>Valid</b>
5	Mechanic	0,000	0,05	0,000<0, 05	<b>Valid</b>

Because the results of the validity test were sig. < 0.05 level, it can be inferred that the components of the assessment employed in the test instrument are already valid.

#### 7. Test for Reliability

A reliability test is one that is used to consistently identify the level of a test based on measurement data. The reliability test was performed using the Statistical Package for the Social Sciences (SPSS) program. If Cronbach's Alpha coefficient is more than Sig. 0.6, the data is regarded to be credible. If Cronbach's Alpha coefficient is less than Sig. 0.6, on the other hand, it says untrustworthy. The reliability test using SPSS yielded the following findings.

Table 3.3 Results of Reliability Statistics

<b><i>Cronbach's Alpha</i></b>	<b><i>N of Items</i></b>
0,687	6

Cronbach's Alpha = 0.687, according to the findings of the reliability test. Cronbach's Alpha is thus higher than 0.6. As a result, the aspect can be concluded.

The instrument's rating is trustworthy.

Table 3.4 Observation Sheet

Put a tick (√) on the appropriate aspect!

No.	Response to-	Seriousness				Activism				Positive Feedback				Responsibility			
		V	G	E	L	V	G	E	L	V	G	E	L	V	G	E	L
		G				G				G				G			

#### 8. Guidelines for Documentations

A documentation guide is the second non-test instrument. Documentation demonstrating that the research was completed. The text descriptive is made up of video and photo documentation treatment, model lesson plans for myenglishstep and sumber.belajar.kemdikbud.go.id, and pre and post test data for experimental class 1 and experimental class 2.

#### D. Techniques of Data Analysis

A T-test of SPSS was used to test the hypothesis. Treatment will be prepared before, during and after. Conduct a t-test (beginning test-final test of experimental class 1, pre-test-posttest experimental class 2, and the final test of experimental class 1-experimental class 2) to find out the effectiveness of myenglisstep model in writing descriptive text for students critical thinking and the effectiveness of the model Yenni Dwi Maria's English Content at sumber.belajar.kemdikbud.go.id in writing descriptive text for students' critical thinking.

## 1. Validity and Reliability

Validity and reliability tests were used to test the instrument, normality and homogeneity tests were used to evaluate the pre-analysis prerequisite test experimental classes 1 and 2, and a t-test was used to test the hypothesis.

## 2. Instrument Examination

A validity and reliability test were performed on the instrument. The validity of the test data is determined by the value quantity data used to compile the explanatory language on the test instrument. The following is a description of the explanation.

### a. Validity assessment

A validity test is performed on an instrument before it is used to determine the validity of its contents and structures. The application Statistical Product and Service Solution is used to conduct the validity test (SPSS). If Sig. (1-tailed) is present, the data is said to be legitimate.

Each aspect has a probability of less than 5% or 0.05 level. Double quotation marks (") denote a significant feature.

Ho (hypothesis):

Valid data = Ho is accepted at the < 5% level or 0.05.

>/= 5 percent level of significance or 0.05 = incorrect data = Ho is rejected

### b. Test for Reliability

The reliability test is used to determine the level of a test that is independent of the measurement findings. The Product and Service Solutions

Statistical program was used to conduct the reliability test (SPSS). If the table's results are accurate, the data is deemed to be reliable.

Cronbach's Alpha is greater than 60%, or 0.6, according to reliability statistics.

Ho (hypothesis):

Ho is approved if the signal is greater than 60% or 0.6.

Unreliable data = Ho is rejected. Sig.  $\geq$  level 60 percent or 0.6 = unreliable data = Ho is rejected.

c. Prerequisite Test for Analysis

To assess the final sample test data, the analytical preparatory test was performed. The value of the quantity data is utilized to generate the descriptive text. A sample test was done to compare the results of the experimental class 1's pretest with the results of the class Experiment 2's pretest. Normality and homogeneity tests were used in the sample test.

d. Test for Normally

A normality test is used to determine whether or not the data is regularly distributed. The Statistical Product and Service Solution application is used to calculate the data (SPSS). If the test of normality table Sig. Kolmogorov-Smirnov and Sig. Shapiro-Wilk is more than 5% or 0.05 level, the data is said to be normally distributed. For Significant or one of the Sig. Kolmogorov-Smirnov with Sig. Shapiro-Wilk might be utilized for discussion purposes.

Ho (hypothesis):

Data is normally distributed =  $H_0$  is accepted if the significance level is more than 5% or 0.05.

Data is not normally distributed =  $H_0$  is rejected at the 5% level or 0.05.

e. Test for Homogeneity

After the data has been normalized, the homogeneity test is performed. To determine if the samples collected originated from the same variance or not, test homogeneity was performed using the Statistical Product and Service Solution application (SPSS). The table shows the results of the homogeneity test. Sig. Levine's Test of Variances

Statistically significant at a level greater than 5% or 0.05.

$H_0$  (hypothesis):

Data from homogeneous variance =  $H_0$  is acceptable if the significance level is greater than 5% or 0.05.

Data from non-homogeneous variance =  $H_0$  is rejected at the 5% level or 0.05.

f. Testing hypotheses

Theory testing is the process of putting a hypothesis to the test. The test was carried out using the Statistical Product and Application Service Solutions to run a t test (SPSS). The Independent-Sample T test and Paired-Sample T test were used in the analysis. The independent-sample T test compares the final class test results from experiment 1 with the final class test data from experimental class 2. Test. the pretest data with the final test data of

the experimental class 1 and the test data beginning with the final test data of the experimental class 2 in a paired-sample T test.

The Two-Mean Difference Test is a method of determining the difference between two groups of (t-test)

The average difference test consisted of three tests that were used to answer three different formulations of the problem:

1. Class 1 – Class End-Test Data Experiment 1 T-Test Pre-Test Data Experiment

Ho is approved if the Paired Samples Test table's Sig. (2-tailed) is less than t. count (t. count seen from the df that was acquired) 5% or 0.05 level or using t. table (t. table seen from the df that was obtained) (t).

Ho (hypothesis):

Ho is accepted at a sig. (2-tailed) level of 5% or 0.05.

Signed (2-tailed) Ho is rejected at a 5% level, or 0.05.

2. Class 2 – Class End-Test Data Experiment 2 T-Test Pre-Test Data Experiment 2 Ho is approved if the Paired Samples Test table's Sig. (2-tailed) is less than 5% or 0.05 level, or if utilizing t. table (t. table seen from the df that was obtained) t. count (t).

Ho (hypothesis):

Ho is accepted at a sig. (2-tailed) level of < 5% or 0.05.

Ho is rejected at a Sig. (2-tailed)  $\geq$  5% level or 0.05

T-Test Final Test Data Experiment Class 1 – Class Final Test Data Experiment 2

Ho is accepted if Sig. (2-tailed) in the Independent Samples Test table more from the level of 5% or 0.05 or using t. table (t. table seen from the df that obtained) < t. count (t).

Hypothesis (Ho):

Sig. (2-tailed) < 5% level or 0.05 = Ho is accepted

Sig. (2-tailed) 5% level or 0.05 = Ho is rejected

### 1. Research procedure

The research procedure consists of three parts, namely activities before giving treatment, treatment activities, and activities after treatment.

#### a. Activities Before Giving Treatment

Activities carried out before giving treatment, among others:

1. prepare a lesson plan (RPP) for the experimental class 1 (myenglishstep RPP) and experimental class 2 (Yenni's English content at sumber.belajar.kemdikbud.go.id Model);
2. Prepare questions about knowledge of differentiating describing things and skills compiling descriptive text for the instrument test in class 7A SMP Negeri 42 Semarang;
3. perform instrument tests;
4. test the instrument (test validity and test reliability) to find out the sample is valid or not and reliability or not;
5. prepare questions about knowledge of differentiating descriptive text and skills compose a descriptive text for the pretest in class 7A SMP Negeri 42 Semarang uses the myenglishstep model and pretest in grade 7C SMP

Negeri 42 Semarang uses Yenni's English content at [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) Model;

6. perform a preliminary test;
7. assessing the results of compiling the descriptive text on the pretest based on the rubric evaluation; then
8. perform sample test (homogeneity test and normality test) pretest data to find out whether the sample is normally distributed or not, and homogeneous or not.

b. When giving treatment, there are a variety of things you can do.

During treatment, students in class 7C of SMP Negeri 42 Semarang learned to distinguish describing things from describing places (knowledge) for one meeting; 2. students in class 7C of SMP Negeri 42 Semarang learned to compose an descriptive text using a model [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) for one meeting; 3. students in class 7A of SMP Negeri 42 Semarang learned to compose a descriptive text using a model [myenglishstep](http://myenglishstep.com) for one meeting.

c. After-Treatment Activities

Activities carried out after giving treatment, among others:

1. Doing the final test for class 7A and 7C SMP Negeri 42 Semarang. The final test composes the descriptive text after The treatment was carried out to find out the final results of students after being given treatment;

2. assessing students' descriptive texts on the final test based on the assessment rubric and scoring guidelines for getting quantitative data of skills compiling descriptive text; and
3. conduct a t-test (beginning test-final test of experimental class 1, pre-test-posttest experimental class 2, and the final test of experimental class 1 - experimental class 2) to find out the effectiveness of myenglisstep model, the effectiveness of the model sumber.belajar.kemdikbud.go.id, effectiveness comparison between myenglishstep models with the Yenni's English content at sumber.belajar.kemdikbud.go.id Model.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

These studies became carried out in schools, particularly SMP Negeri 42 Semarang in elegance 7A as experimental class 1 and 7C because of experimental class 2. Experimental class 1 receives myenglishstep in gaining knowledge of to compose descriptive texts and experimental class 2 get hold of the remedy of sumber.belajar.kemdikbud.go.id version in gaining knowledge of to compose texts descriptive.

The purpose of this study was to determine the effectiveness of thought-speech. As well as learning to write and myenglishstep texts Difference in the effectiveness of the two models in the two experimental classes of learning Compile a series of descriptive using the formula for the mean difference (t-test) SPSS version 16 application support.

#### **1. Analytical Pre-requisite Test.**

Prerequisite Test Analysis Analysis to support the general or non-normal and non-homogeneous variant of data distribution through general testing and homogeneous testing. This is the most common type of homogeneity and homogeneity of basic test data for the experiment Class 1 and experiment 2 Class. Test Prerequisite Analysis For more information, please refer to the Member Pre-Terms.

General examination A general test was performed to determine if the data were normally distributed. The data analyzed are basic test data for Experimental Class 1 and Experimental Class 2. If the significance obtained from the calculations using the SPSS application is greater than the Sig level, the average test is usually distributed. 5% or 0.05. This section discusses general test results based on basic test data for descriptive class compilation skills for experimental class 1 and experimental class 2. The results can be seen from the test in the normalization table of the SPSS, Kolmogorov-Smirnov test. The general test table for basic data on descriptive text compilation skills is as follows.

## **2. Homogeneous Test**

Homogeneous testing was performed to find data from different variants Homogeneous or not. The homogeneous test was performed based on the basic test scores of the experimental class 1 and experimental Class 2. Testing for homogeneity before treatment (when tested Basic) Determining the experimental class 1 and class average balance Experiment 2. The homogeneous test comes from a homogeneous variant if significantly higher than the level obtained from the calculations using the SPSS application Sig. 5% or 0.05. Based on the basic test data, skills were acquired to compile an descriptive text 83.12 Experimental Class 1 Average Results and Experimental Class 2 Value By 80,03. This section discusses the results of the homogeneous test based on the test data Commencement of Experimental Class 1 and Class Explanation Text Compilation Skills Experiment 2. Results

can be seen from the test table on the homogeneity of the variations SPSS, Levene Statistics. Basic data homogeneity test on text writing skills Explain as follows.

**Table 4.1** General Test Results of the Basic Data Compilation Descriptive Text.

<b>Data</b>	<b>Significa nt</b>	<b>Result</b>	<b>Information</b>
Experimental class 1	0,200	<i>Sig.</i> >0, 05	data is normally distributed
Experimental class 2	0,200	<i>Sig.</i> >0, 05	data is normally distributed

Based on the table, Sig obtained basic test data for Experimental Class 1. =  $0.200 > 0.05$  level, then the data is normally distributed and  $H_0$  is accepted. Furthermore, Sig obtained 2 basic test data from the experimental class. =  $0.200 > 0.05$  level,  $H_0$  is then accepted as the data is also normally distributed.

**Table 4.2** Homogeneous test results of basic data compiling descriptive text

<b>Data</b>	<b>Levene Statistic</b>	<b>Significa nt</b>	<b>Result</b>	<b>Information</b>
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Pre Test	2,026	0,130	<i>Sig.</i> > 0,05	The information comes from the change that homogeneous
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Based on the table, experimental class 1 and basic test data for class Experiment 2 has a Levine statistic of 2.026, obtaining  $Zig. = 0.130 > Zig$  level. 0.05, then the data comes from a homogeneous variant which accepts  $H_0$ .

### 3. Difference myenglishstep.com toward HOTS and LOTS

**Table 4.3.** Average Value of Experiment Class 1

		<b>Mean</b>	<b>N</b>	<b>Std Deviati on</b>	<b>Std. Error Mean</b>
<b>Pair</b>	Pre Test	83,12	33	7,516	0,657
	Post Test	93,33	33	3.808	0,746

In this subsection, the learning process of compiling a descriptive text is explained using learning outcomes for myenglishstep format and text writing Description using myenglishstep model for 7 grade students' critical thinking in experiment Class 1.

Table 4.3 above shows the learning of myenglishstep.com outcomes in writing descriptive text for students' HOTS reached 93,33%.

For this, the learning process of compiling a descriptive text is explained using learning outcomes for myenglishstep.com in writing descriptive text for 7 grade students' critical thinking in experiment class 1, it can be seen that the normal beginning test score was 83,12 and the normal last test score was 93,33 This appears that the utilize of myenglishstep demonstrate is viable when connected to learning compose an descriptive text since the comes about appear an increment between some time recently and after experimental class 1 was given a treatment of 10,21.

#### 4. Difference Yenni Dwi Maria's English Content at sumber.belajar.go.id. toward HOTS and LOTS

**Table 4.4.** Average Value of Experiment Class 2

		<b>Mea n</b>	<b>N</b>	<b>Std Deviati on</b>	<b>Std. Error Mean</b>
<b>Pair</b>	Pre Test	80,0 3	33	12,953	0,487
	Post Test	89,1 2	33	3.877	0,566

Table above shows the learning of Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id). outcomes in writing descriptive text for students' HOTS reached 89,12%.

For this, the learning process of compiling a descriptive text is explained using learning outcomes for Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id). in writing descriptive text for 7 grade students' critical thinking in experiment class 2, it can be seen that the normal beginning test score was 80,03 and the normal last test score was 89,12. This appears to be the utilization of Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id). demonstrate is viable when connected to learning to compose an descriptive text since an increment between some time recently and after experimental class 2 was given a treatment of 9,09.

**5. The difference between the myenglishstep model and Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) in writing essays Descriptive text for students' critical thinking.**

**Table 4.5.** Average Value of Experimental Class Final Test 1 and Class experiment 2.

<b>Data</b>	<b>t</b>	<b>D f</b>	<b>Sig. (2- tailed)</b>	<b>Result</b>	<b>Notes</b>

Experimental Class Final Test 1 and Class experiment 2	-4,476	3 2	0,001	<i>Sig. (2- tailed)</i> < 0,05	The mean pre-test and post-test scores are different
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Based on the table over, it can be seen that  $t = -4,476$  and  $df = 32$ . (2-tailed) =  $0,001 < \text{level of } 5\% \text{ or } 0,05$ , at that point  $H_0$  is rejected and  $H_a$  is acknowledged. So, the cruelness of the beginning test scores and the last test is distinctive.

#### 6. Effectiveness of the myenglishstep model in learning writing essays Descriptive text.

In this subsection, the learning process of compiling a descriptive text is explained Using learning outcomes for myenglishstep format and text writing Description using myenglishstep model in Experimental Class 1.

#### 7. Composing descriptive texts using the learning process model myenglishstep

The learning process of compiling descriptive text using myenglisgstep can be seen from myenglishstep based observations of the research class Observational signals, which are determined through the sentence of the myenglishstep model, prewriting, writing and revised. Thus,

what is observed, including seriousness, activism and positive feedback as well as responsibility.

Within myenglishstep show, the reality viewpoint is gotten from student activities when 1) analyzing video or audio of description things, it is vital things from analyzing of characteristic things individually, and think approximately the things that will be composed into the descriptive texts individually (prewriting), 2) compose an descriptive texts based on thoughts from the video things such as purse broadcast and trade conclusions with friends groups on substance, organization, lexicon, dialect utilize, and mechanics (in talk organize), and 3) compose an descriptive texts to adjust mistakes regarding content, organization, vocabulary, syntax, mechanics found after discussion (at the composing arrange).

Moreover, the dynamic perspective is obtained from student exercises when discussing with a bunch of companions to trade thoughts or adjust mistakes related to content, organization, vocabulary, syntax, and mechanics (at the conversation stage). The positive reaction viewpoint is obtained from student exercises who reply to the teacher's questions or react to the teacher's questions fittingly, among others, appearing to agree or oppose this idea (at the conversation organization). The angle of duty is obtained from student exercises when collecting descriptive texts comes about (at the composing arrange).

The viability of learning to compose illustrative content can be seen from the results observation. This was done to discover that the sentence

structure of myenglishstep is truly tiring learning to compose illustrative content on group 7C students of SMP Negeri 42 Semarang (descriptive course 1).

Effectiveness of myenglishstep.com and Yenni Dwi Maria's English Content at sumber.belajar.go.id. Model in Composing Learning Descriptive Text for 7 Grade Students, Critical Thinking.

Based on the table, the importance of the scores for the introductory and last tests of each perspective of test lesson 2 is less than 0.05, at that point  $H_0$  is rejected and  $H_a$  received. By tolerating  $H_a$ , at that point there's a contrast within the normal value of each aspect of pre-test and post-test within the test lesson 2. The by and large normal esteem obtained by students is additionally tried for the distinction in average using SPSS 16. Theory shape of t-test pretest and posttest class Experiment 1 is  $H_0$  accepted on the off chance that the centrality esteem is more than 0.05 and  $H_0$  rejected in other regards. The taking after are the comes about of the t-test of the starting test information and test data end of test course 2

**Table 4.6** T-Test Comes about of Pre-Test and Post-Test Experiment Class

2

<b>Data</b>	<b>t</b>	<b>D f</b>	<b>Sig. (2- tailed)</b>	<b>Result</b>	<b>Notes</b>

Experimental Class Final Test 1 and Class experiment 2	- 4,4 76	3 2	0,001	<i>Sig. (2- tailed)</i> < 0,05	The mean pre-test and post-test scores are different
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Based on the table over, it can be seen that  $t = -4,47$  and  $df = 32$ . Sig. (2-tailed) = 0.001 < level of 5% or 0.05, at that point  $H_0$  is rejected and  $H_a$  is acknowledged, at that point the normal esteem of the starting test and the last test is distinctive. The distinction in normal can be seen from the Combined table Samples Insights on the following.

**Table 4.7** Normal Esteem of Explore Course 2

		<b>Mean</b>	<b>N</b>	<b>Std. Deviati on</b>	<b>Std. Error Mean</b>
<b>Pair</b>	Tes Awal	80,03	33	13,107	2,282
	Tes Akhir	89,12	33	13,776	2,398

Based on the table, it can be seen that the normal starting test score was 80,03 and the last test score was 89,12. This appears that the utilization of the Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) demonstration is compelling when connected to learning to compose explanation content since an increment between some time recently and after the test course was given a treatment of 9,09.

Differences in Effectiveness of myenglishstep Model and the Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) Model in Learning Compile Text Descriptive for 7 Grade Students' Critical Thinking.

Appraisal of learning results for experimental class 1 and test lesson 2 is carried out at the pre-test and post-test stages. To discover the contrast within the adequacy of the model myenglishstep and Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) models in learning to compose texts explanation, a t-test was carried out from the ultimate test information for the exploratory gather 1 and class experiment 2. When seen from the aspects of the appraisal utilizing the average per-aspect of the ultimate test appraisal of experimental class 1 and test course 2, as follows.

Experimental class 1 and the experimental class 2 have had great data homogeneously. Moreover, it can be seen that  $\text{Sig. (2-tailed)} = 0.001 < 5\%$  level or 0.05, then  $H_a$  acknowledged. Based on this, it implies that there's a distinction between the test scores and the conclusion of the test lesson 1 and experimental class 2. The contrast can be seen from the Gather Insights table in SPSS below.

**Table 4.8** Normal Last Test Score Experimental class 1 and Class  
Experiment 2

<b>Kode</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Tes Akhir	1	33	93,33	8,720
	2	33	89,12	8,377

The information appears the esteem of utilizing myenglishstep demonstration, namely 93,33 is more than the normal esteem of utilizing the Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) show, which is 89,12. This appears that the utilize of myenglishstep demonstrate is considered more effective effective compared to the utilize of [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) demonstrate in learning compose descriptive text for 7 Grade Students' critical thinking.

After the t-test investigation was carried out, the speculation was tried. Based on the comes about of the t-test, it can be seen that the comes about of speculation testing are taken after.

In this ponder there are two speculations, to be specific the invalid theory (Ho) and alternative theory (Ha). To begin with the hypothesis of this expertise, the invalid theory (Ho) , i.e. there's no critical distinction between some time recently and after administration treatment within the

experimental class 1 which was treated utilizing myenglishstep. The alternative hypothesis ( $H_a$ ) is that there's a noteworthy distinction between before and after the treatment within the experimental class 2 which was given treatment utilizing myenglishstep model. The data examination procedure utilized to test the hypothesis using t-test investigation. The results of the estimation on the t-test were carried out within the group the same, specifically the gathering that was treated with myenglishstep show on students group 7A SMP Negeri 42 Semarang. The distinction can be known through the t-test pre-test information and post-test information for the experimental class 1. T-test calculation using Statistic critical. Based on the t-test examination, it can be concluded that theory testing first abilities is as follows.  $H_0$  : There's no critical contrast between the experimental class 1 before getting the treatment of learning to compose an descriptive text using myenglishstep demonstration with experimental class 2 after getting the treatment of learning to write descriptive text using the Yenni Dwi Maria's English Content.sumber.belajar.kemdikbud.go.id show, was rejected.  $H_a$  : There's a critical contrast between the experimental class 1 before getting the treatment of learning to write descriptive text using myenglishstep demonstration with experimental class 2 after getting the treatment of learning to compose an descriptive text using myenglishstep demonstration, is acknowledged.

## **6. Students' perception in writing descriptive text using myenglish step and Yenni's English Content**

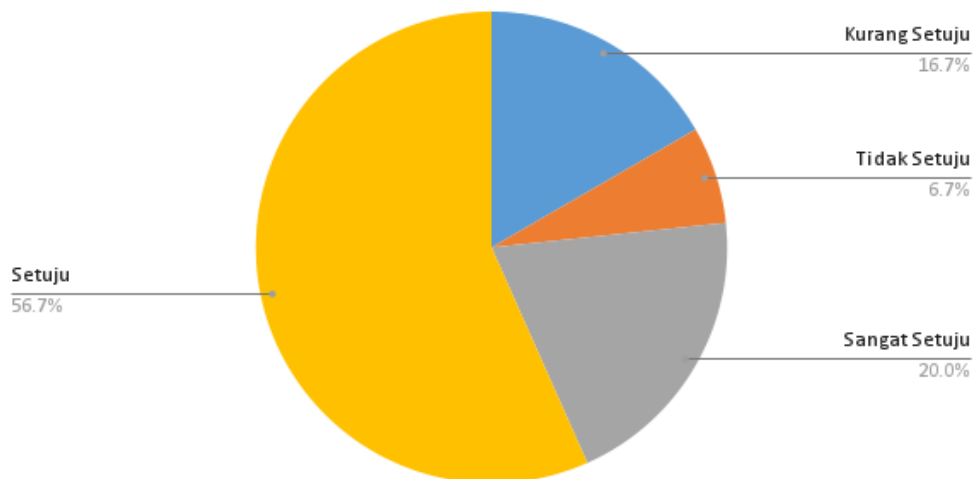
The following presented the comes about of perceptions based on perceptions from analysts.

### 1. Student's Perception

To know students' perception of myenglishstep.com improve in writing descriptive text for 7A grade students' HOTS and LOTS at SMP Negeri 42 the writer uses questionnaire. The following result of students' perception.

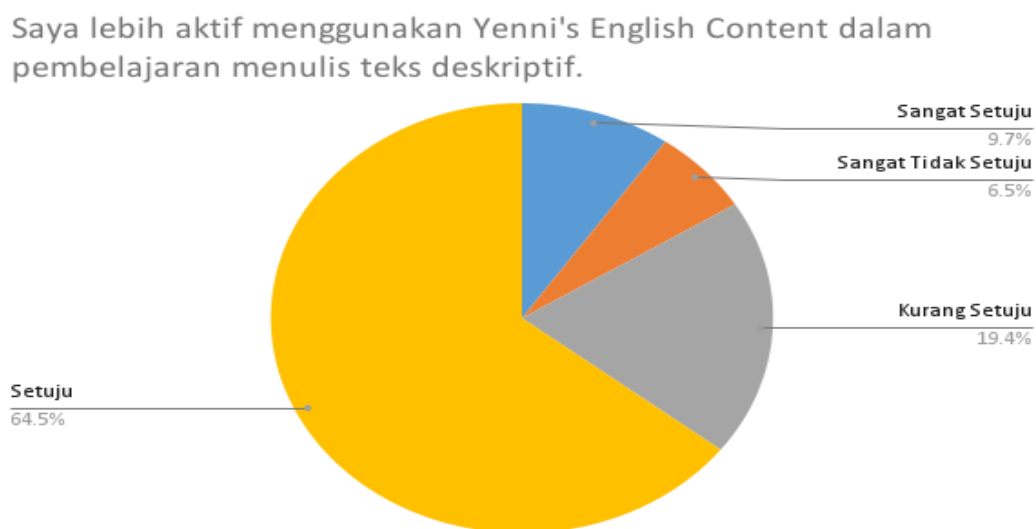
Figureic 4.1. The average value of students's perception using myenglishstep.com improve in writing descriptive text for 7A grade students' HOTS and LOTS at SMP Negeri 42

Saya lebih aktif menggunakan myenglishstep.com dalam pembelajaran materi menulis teks deskripsi.



It can be shown from the Figure above that the result of students' perception found 56,7,4%, or a number of 18 students out of 33 students that students have agreed in writing descriptive text using myenglishstep.com

Figure 4.2. The average value of Students' Perception using Yenni Dwi Maria's English Content improve in writing descriptive text for 7C grade students' HOTS and LOTS at SMP Negeri 42



It can be shown from the Figure above that the result of students' perception found 64,5%, or 21 a number of students out of 33 students that most students have agreed with in the questionnaire.

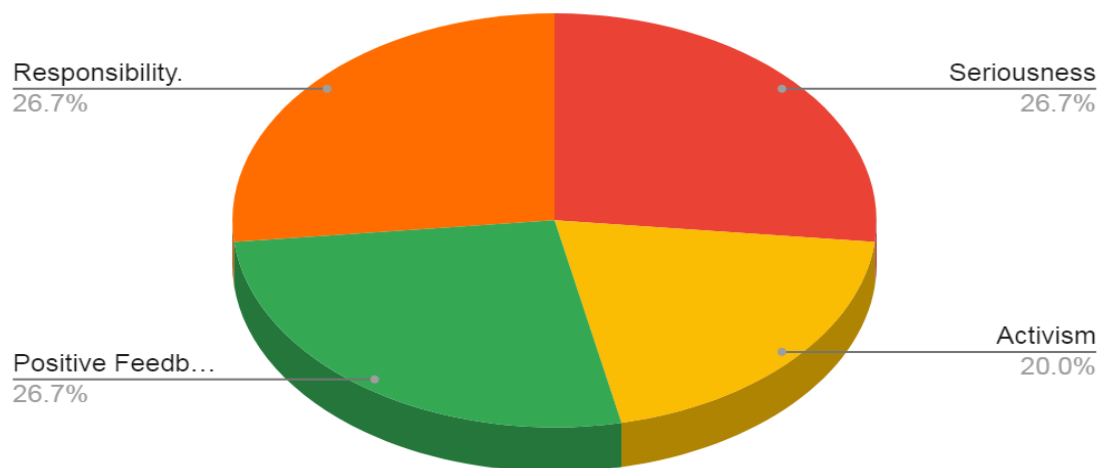
Based on the figure 1 and 2 stated that students' perception in writing descriptive using Yenni's English content is higher than students' perception in writing descriptive using myenglish step.com

### **7. Writing descriptive texts using the learning process model myenglishstep for students' observation.**

The learning process of compiling descriptive text using myenglisgstep in writing essays Descriptive text for students' observation can be seen from myenglishstep based observations of the research class Observational signals, which are determined through the sentence of the

myenglishstep model, prewriting, writing and revised. Thus, what is observed, including seriousness, activism and positive feedback as well as responsibility.

Figure. 4.3 The Figure of Students' Observation Comes about myenglishstep



Based on the Figure above, it can be seen that the responsibility great category was as numerous as 26,7% of, seriousness 26,7%, positive feedback 26,7 of and activism 20,0% 33 students' observation of writing descriptive texts using myenglishstep.com. The clarification is taken after.

a. Introduction

Students are being shown the vocabulary of the things.

b. Indicator

At the indicator students are reading objective learning.

c. Material

Students are learning kinds of material related to the descriptive text such as things, places, animals and people.

d. Exercises

Students can exercise that they want which suitable their willingness

e. Test

Students do the test making a short descriptive text using Google docs and test knowledge of descriptive text.

f. Writing descriptive texts using the learning process model myenglishstep for students' observation.

**Figure 4.4.** Students are given a clarification of things which are done amid and after being given impressions of characteristics of the things



Figure above appears that students are given a clarification of things which are done amid and after being given impressions of characteristics of the things. Another, As in Figure 4.4, the taking after.

Observation comes about appear great category was as numerous as 26,7% of 33 students are responsibility when observe, analyze, note the critical things from characteristic of the bag, and thought of the things that would be composed into writing descriptive texts and 20 % of 33 students are active when they composed as descriptive text.

**Figure 4.5** Results of Descriptive Texts Made by Students.



**Figure 4.6** shows the results of compiling the descriptive text of students who have collected and counted.



Based on this clarification, it can be seen that the stages in myenglishstep.com show have been carried out totally and within the arrangement in learning usage arrange lesson plan (RPP).

3. Writing descriptive texts using the learning process model Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) for students' critical thinking.

The learning process of compiling descriptive text using myenglishstep and Yenni's English Content in writing essays Descriptive text for students' critical thinking can be seen from myenglishstep based observations of the research class Observational signals, which are determined through the sentence of the myenglishstep model, prewriting, writing and revised. Thus, what is observed, including seriousness, activism and positive feedback as well as responsibility.

Within myenglishstep in writing essays Descriptive text for students' critical thinking show, the reality viewpoint is gotten from student activities

when 1) analyzing an descriptive text to adjust mistakes regarding content, organization, vocabulary, syntax, mechanics found after discussion (at the composing arrange).

The following presented the comes about of students' observation based on observation from analysts.

**Figure. 4.6** The Figure of Observation Comes about and Yenni's English Content Show



Based on the Figure 4, it can be seen that the activism great category was as numerous as 29,4% of, seriousness 23,5%, positive feedback 23,5 of and responsibility 23,5% 33 students observation of having written descriptive texts using Yenni's English Content.

#### **D. Discussion**

The taking after will examine the coming of investigation related to the definition of the problem described some time recently in the study.

##### 4. Adequacy of myenglishstep Demonstrate

In Composing Learning Descriptive Content for Gather 7 Grade Students' critical thinking the adequacy of learning to compose descriptive content can be seen through: the contrast within the normal score of the

beginning test some time recently being given treatment and the normal of the ultimate test after being treated utilizing myenglishstep show. Normal introductory test scores 136 experimental class 1 is 83,12 and the normal last test score for experimental class is 1 of 93,33. Based on the distinction between the two cruel (t-test) scores of the pre-test and post-test on experimental lesson 1, gotten the esteem of Sig. (2-tailed) = 0.001 < 0.05 so  $H_0$  is rejected and  $H_a$  is acknowledged meaning that there's a noteworthy distinction. The t-test shows that the application of myenglishstep show in learning compiling descriptive text for 7 grade students' critical thinking.

The adequacy of myenglishstep demonstrates in learning to compose texts In clarification, there's a preparation of talk or trading suppositions between one student and another other students. Within the discourse prepared, one student educates another student. It fits with the supposition of McKeachie, et al. who said as that cited by Johnson, et al. (2010:59) as follows. The finest reply to the address, "What is the foremost effective teaching method? " is that it depends on the goal, the student, the substance, and the educator. But the most excellent reply after that was "Students educating students." There's overpowering proof that peer educating is exceptionally, exceptionally effective for so numerous purposes, substance and students of all levels and personality.

5. Differences in Effectiveness of myenglishstep Model and the Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) Model in Learning to Compose Descriptive Writings for 7 grade Students' critical thinking.

After knowing the viability of myenglishstep demonstrate and Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) in learning to write descriptive content, at that point elaborated the distinction in adequacy between the myenglishstep demonstrate and [summbelajar.kemdikbud.go.id](http://summbelajar.kemdikbud.go.id) model.

The objective is to discover which show is more viable than the two models when connected in learning to write descriptive writings in course 7 grade junior high school. Based on the calculation of the normal increment, the student's last test normal score in the experimental class 2 of 93,33, where's the normal esteem of the student's last test in the test course 2 of 89,12 There's a distinction in esteem of 4,21 between experimental lesson 1 and experimental class 2. So, it can be concluded that class Experiment 1 is more successful than test course 2.

The calculation of the viability of the show is additionally carried out by utilizing the two- distinction test the mean (t-test) of the ultimate test. The test criteria, specifically in case  $H_0$  accepted, at that point made no significant distinction between the test lesson 1 utilizing the model myenglishstep and experimental class 2 which employed [summbelajar.kemdikbud.go.id](http://summbelajar.kemdikbud.go.id) model. On the other hand, if  $H_0$  is rejected ( $H_a$  is acknowledged), at that point there's a noteworthy difference between test lesson 1 which employs myenglishstep show and class Experiment 2 utilizing [summbelajar.kemdikbud.go.id](http://summbelajar.kemdikbud.go.id) model. The calculation comes about gotten from the t-test examination on the ultimate

lesson data experiment 1 which employments myenglishstep demonstrate and experimental class 2 which using Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) show gotten the esteem of Sig. (2-tailed) = 0.001 < 0.05, so  $H_0$  is rejected and  $H_a$  is acknowledge.

Scores portray students' authority in compiling descriptive texts. Based on the normal esteem, experimental class 1 which employments myenglishstep in descriptive writing is way better than experimental class 2 which employments Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id). Observational information were gotten from the perception of myenglishstep show treatment and Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) demonstrate. Based on the perceptions, the sentence structure of myenglishstep model and [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id). demonstrate has been actualized well.

## CHAPTER V

### CONCLUSION

#### A. Closing

Based on the results of data analysis and discussion in the previous chapter, it will be it can be concluded that:

1. Application of the myenglishstep model in learning to compose descriptive texts for the seventh grade students of junior high school is effective. Based on the results of the t test sig. (2 tailed) = 0.001 < sig. 0.05. It means that there is a mean difference between the test data initial and final test data for experimental class 1 in learning to compose descriptive text for seventh grade junior high school students (Ho rejected, Ha accepted).
2. The application of the sumber.belajar.kemdikbud.go.id percentage version in gaining knowledge of composing texts is the reason behind the 7th grade college students of SMP being effective. Based on the effects of the t-take a look at sig. (2-tailed) = 0.001 < sig. 0.05. There may be a median distinction among the preliminary take a look at statistics and the very last take a look at statistics for experimental class 2 in gaining knowledge of composing descriptive texts for 7th grade junior excessive college students (Ho rejected, Ha accepted).

3. The myenglishstep model is applied more effectively when learning composition A descriptive text for 7th grade students in a real school compared to the Yenni Dwi Maria's English Content at [sumber.belajar.go.id](http://sumber.belajar.go.id) model. Based on the results of testing. (Both sides)  $= 0.00 < 0.05$ . Meaning that there is Mean difference between final experimental class 1 and class test data Experiment 2 to learn how to write descriptive text for class students 7 Junior High School (Ho rejected, Ha accepted).

## **B. Suggestions**

Based on these conclusions, the following suggestions are put forward.

1. Teachers should apply the myenglishstep model and the Yenni Dwi Maria's English Content. [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) in learning, especially in learning to compose texts descriptive to make it easier for teachers and students.
2. Indonesian language teachers should apply the myenglishstep model in learning to compose descriptive text rather than applying the Yenni Dwi Maria's English Content. [sumber.belajar.kemdikbud.go.id](http://sumber.belajar.kemdikbud.go.id) so that learning to compose descriptive text for students' critical thinking becomes more effective.
3. Linguists must be able to continue or complete this study. The world of education, especially Language learning, writes descriptive text.

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