The Effectiveness of Using myenglishstep and sumber.belajar.kemdikbud.go.id in Composing Descriptive

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Abstract. This study investigates how effective using myenglishstep and sumber.belajar.kemdikbud.go.id 7th grade students in composing descriptive text at SMP Negeri 42 Semarang. The writer used a quantitative method. There 2 as experimental classes which is using myenglishstep and sumber.belajar.kemdikbud.go.id. The result of the study is that there is correlation between myenglishstep and sumber.belajar.kemdikbud.go.id in composing descriptive text for 7th grade students.The objective is to discover which show is more viable than the two models when connected in learning to compose descriptive writings in course 7 junior high school. Based on the calculation of the normal increment, the student's last test normal score in the test course 1 of 87.230, where's the normal esteem of the student's last test in the test course 2 of 80.50. There's a distinction in esteem of 6.73 between experimental lesson 1 and exploratory lesson 2. So, it can be concluded that class Experiment 1 is more successful than test course 2.On the other hand, It can be seen that the normal beginning test score was 79,961 and the normal last test score was 87,230.

Keywords: Myenglishstep.com, Sumber.belajar.kemdikbud.go.id, Composing descriptive text.

Introduction

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. It is related to "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior"(Communication Definition & Meaning,2022)

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 'has a master of a world in language'. It indicates that language is very vital in world people intercourse. Moreover it seems so close among people in relation to others. Then people have to master language by stressing language skills. "A systematic means of

communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings (*Merriam-Webster*,https://www.merriam-webster.com/dictionary/language,2022.) 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.

In curriculum 2013, teaching and learning based on the texts. Texts can convey the information. There are 2 texts namely, spoken and written. There are 5 genre texts in SMP; they are descriptive text, procedure text, recount 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 correctly and contextually.

The writer supports junior high school students with the evidence by using myengliahstep and sumber.belajar.kemdikbud.go.id in composing descriptive text, English is concerned in 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 descriptive text. 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 written form. Hence, it is important for the writer to know the effectiveness of using myenglishstep and sumber.belajar.kemdikbud.go.id. in composing descriptive text for seventh grade students at SMP Negeri 42 Semarang. Therefore, the focus will be on The Effectiveness of Using myenglishstep and sumber.belajar.kemdikbud.go.id in Composing Descriptive Text for Seventh Grade Students at SMP Negeri 42 Semarang.

myenglishstep

"myenglishstep has been developed by Google site and user can access using link which 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" (https://www.myenglishstep.com/)

This content 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. Especially at 7th level, there are 8 lessons and on the 5 lessons till 8 lesson students will learn about descriptive and song.

They can watch a video about description then they can do assignments and exercises on certain applications. The writer wants to know how effectiveness is using myenglishstep and sumber.belajar.kemdikbud.go.id increase 7th grade students achievement in the final English Exam.

sumber.belajar.kemdikbud.go.id

Government provides an E-material learning based web which has been filled by all Indonesian teachers. Students can register using Google accounts then they can access E-material learning as they want (Kemdikbud, 2021).

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. To put forward our messages successfully, we apply a number of writing strategies as stated by Bram:

"The results of structural equation modeling (SEM) revealed that the three components of writing self-efficacy, linguistic, self-regulatory, and performance self-efficacy, significantly predicted summary writing performance ((Afshin Khafi, 2022)".

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, Byrne (1993, p. 1) stated when we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.

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.

Tarigan (1986) 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.

Types of Writing

The followings are types of writing stated in http://library.thinkquest.org/jou1156/writing%20types/writingtypes.htm:

1 Expository

"Expository texts represent reality in a logical-scientific way. They often consist of written language and nonverbal graphic representations, such as tables and graphs, each conveying some of the text meanings (Kress & van Leeuwen, 2006)". "Expository texts are prevalent in the academic world and the educational system, and are challenging at all levels of education (Berman & Nir, 2009)".

Expository writing is a paper or paragraph 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.

2. Descriptive

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

3 Narrative

Narrative writing is a paper or paragraph 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.

4 Persuasive

Persuasive writing is a paper or paragraph that is a more specific type than an explanatory paragraph. It attempts to persuade readers to accept the logic behind an opinion or to adopt the opinion as their own.

Objectives

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

1. describing the effectiveness myenglishstep in composing descriptive text for 7th grade students at SMP Negeri 42 Semarang.
2. describing the effectiveness sumber.belajar.kemdikbud.go.id in composing descriptive text for 7th grade students at SMP Negeri 42 Semarang.
3. comparing the effectiveness myenglishstep and sumber.belajar.kemdikbud.go.id in composing a descriptive text for 7th grade students at SMP Negeri 42 Semarang.

Method

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 seven 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.

1 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 model treatment and 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 and sumber.belajar.kemdikbud.go.id models, when they are applied to two experimental classes. The effectiveness of using myenglishstep model and 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 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 paradigm, while Experiment 2 receives treatment using sumber.belajar.kemdikbud.go.id. Below is an explanation of the chart.

Experiment Class 1   R   O1   X1   O2
Experiment Class 2   R   O3   X2   O4

R : Respondents
O1 : pre-test, test on experimental class 1 respondents (before treatment)
O2 : pre-test, test on experimental class 2 respondents (before treatment)
O3 : post-test, test on experimental class 1 respondents (after treatment)
O4 : post-test, test on experimental class 2 respondents (after treatment)
X1 : the treatment given to the respondents in the experimental class 1, namely myenglishstep model in learning to compose a descriptive text
X2 : the treatment given to the respondents in the experimental class 2, namely sumber.belajar.kemdikbud.go.id model in learning to compose descriptive text
The writer can see the treatment achievement X1 can be known from X1= O2 - O1, the treatment achievement X2 can be seen from X2 = O4 – O3
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Subjects of the Study
1. Population
The population of this research is all 7th grade students at SMP Negeri 42 Semarang.
2. Sample
According to Arikunto (1996, p. 117), 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 34 7thA grade students and 34 7th grade students. Sample research is research that is only part of the population to be investigated.
Variable in research
The capacity to produce variable descriptive text is the dependent variable in this study, whereas the independent factors are myenglishstep models and 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
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.
myenglishstep Model: (Independent Variable)
The myenglishstep paradigm is one 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. (a) At the stage of prewriting, prewriting is (b) Write your topic in the center of a blank piece of paper and draw a circle around it. (c) Write any ideas that come into your mind about the topic in circles around the main circle. (d) Connect these ideas to the center word with a line. (e) Think about each of your new ideas, and then connect them. (f) 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 ; (a) at the stage of writing, you are ready for the next step in the writing process: writing your paragraph. When you write the first draft of your paragraph, 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.(b) at the stage of revision, it is almost impossible to write a perfect paragraph 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

The following are some of the outcomes of using this model: (a) at the stage of pre-writing, The t-test can be used to determine the effectiveness of myenglishstep model variables. $X_1 = O2-O1$ shows changes in the efficacy of the myenglishstep data model treatment.

The treatment using myenglishstep strategy is regarded to be effective if the average value increases from O1-O2 Students can come up with their own ideas for what will be written in the book.

Variable that is not controlled (Independent Variable) is an acronym that stands for "sumber.belajar.kemdikbud.go.id." Model

The sumber.belajar.kemdikbud.go.id paradigm is similar to the myenglishstep 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, sweaters and so on. Finally there are tests to know students' understanding then the writer gives them google docs link so the students will compose the thing such as what is it? What color is it? What is it made of? and so on. The writer can offer feedback in google docs. sumber.belajar.kemdikbud.go.id media is also regarded as acceptable learning to construct descriptive texts in this study because it helps with problem solving (content, organization, vocabulary, syntax, and mechanics) when putting together the descriptive text.

The t-test can be used to determine the effectiveness of sumber.belajar.kemdikbud.go.id model variables. From $X_2 = O4 – O3$, the effectiveness of sumber.belajar.kemdikbud.go.id data model treatment has changed.

The treatment with the sumber.belajar.kemdikbud.go.id strategy is regarded to be effective if the average value of O3 - O4 increases.

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.

Technique of Data Collection

In this study, the data was collected using a test and technique non-test method. To determine the product students' ability to create descriptive paragraphs, the product action test technique is applied. Non-test technique was employed to determine the process of learning to construct a descriptive text utilizing the myenglishstep.According to the grammar of each

model, experimental class 1 has myenglishstep model and experimental class 2 has sumber.belajar.kemdikbud.go.id media.

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.

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 and experimental class 2 with the model 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 tools, the efficacy of the sumber.belajar.kemdikbud.go.id model, and the efficacy of myenglishstep model versus sumber.belajar.kemdikbud.go.id.

Non Test Technique

Techniques for collecting data that are not tested, such as observation and documentation. When the treatment employs myenglishstep model and sumber.belajar.kemdikbud.go.id paradigm, photo documentation, films 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.

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 sumber.belajar.kemdikbud.go.id model, observations were made. Structured observation was utilized as the method of observation.

Findings and DIscussion

These studies became carried out in schools, particularly SMP Negeri 42 Semarang in elegance 7thA as experimental elegance 1 and 7thC because of experimental elegance 2. Experimental elegance 1 receives myenglishstep in gaining knowledge of to compose descriptive texts and experimental elegance 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.

Analytical pre-requisite testing.

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 Xperimen Class 1 and Xperimen 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.

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 class Experiment 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 explanatory text 79.961 Experimental Class 1 Average Results and Experimental Class 2 Value By 75.5. 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 1. General Test Results of the Basic Data Compilation Descriptive Text.

Data	*Significant*	Result	Information
Experimental class 1	0,200	*Sig.*>0,05	data is normally distributed
Experimental class 2	0,200	*Sig.*>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 Ho is accepted. Furthermore, Sig obtained 2 basic test data from the experimental class. = 0.200> 0.05 level, Ho is then accepted as the data is also normally distributed.

Table 2. Homogeneous test results of basic data compiling descriptive text

Data	*Levene Statistic*	*Significant*	Result	Information
Pre Test	2,026	0,130	*Sig.*>0,05	The information comes from the change that homogeneous

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 Ho.

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 Research Class 1.

Composing descriptive texts using the learning process model myenglishstep

The learning process of compiling descriptive text using myenglisgstep can be 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 understudy activities when 1) analyzing recordings of description things, record vital things from recordings of characteristic things individually, and think approximately the things that will be composed into the informative content individually (prewriting, 2) compose an informative content 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 informative content to adjust mistakes regarding content, organization, vocabulary, synthax, mechanics found after discussion (at the composing arrange).

Moreover, the dynamic perspective is obtained from understudy 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 understudy 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 understudy exercises when collecting informative content 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 7thC understudies of SMP Negeri 42 Semarang (descriptive course 1). The following presented the comes about of perceptions based on perceptions from analysts.

Table 3**.** Rate of Language structure Perception Comes about myenglishstep Show

Aspects Observed	Criteria			
	Very Good	**Good**	**Moderate**	**Less**
Seriousness	65,384%	34,61%	0%	0%
Activeness	65,384%	34,61%	0%	0%
Positive Response	100%	0%	0%	0%
Responsibility	100%	0%	0%	0%

Based on the table, it can be seen that the earnestness and student movement within the Exceptionally Great category was as numerous as 65.384% of 26 understudies and the Good category as numerous as 34.61% of 26 understudies. At that point the positive reaction perspective and responsibility appears at the rate of 100% of the 26 understudies.

Table 4.Normal Score per Angle of Pre-test and Final-Class Assessment Experiment 1

No.	Assessment Aspect	Maksimum Score	Average		N-Gain
			Pre Test	Post Test	
1	Content	30	25,346	26,192	0,182
2	Organization	20	14,961	17,461	0,496
3	Vocabulary	20	16,346	18	0,452
4	Synthax	20	16,653	17,961	0,391
5	Mechanics	10	6,653	7,615	0,287

Based on the table, it can be seen that the N-Gain perspective of substance appraisal and mechanics within the category (less than 0.3). N-Gain organization, vocabulary, and use of dialect within the medium category (0.3 < N-Gain < 0.7). The taking after could be a comparison of the normal increment in scores per aspect the evaluation of compiling the descriptive text of the test course 1 within the shape of a diagram stem.
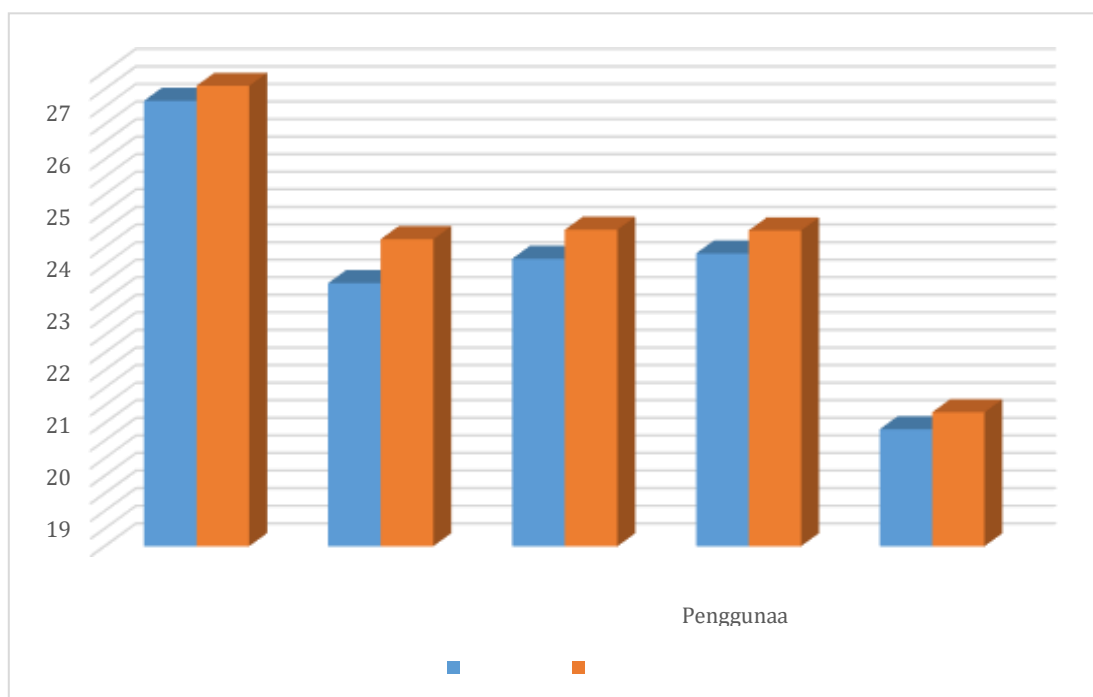
Graph 1. Comparison of Normal Scores Per Perspective Evaluation Compose Descriptive text Experiment Class 1.

The taking after could be a table of t-test comes about for each viewpoint of the test assessment initial and last test of experiment class 1.

Table 5. T-Test Final Test Results of Each Aspect of Final Test Assessment Experimental Class 1 and Experiment Class 2

Rated Aspect	Sig (2-tailed)	Result	Information
Content	0,0 00	*Sig. (2-tailed) <*	the average value of the initial test and the test

		0,05	different ending
Organization	0,000	*Sig. (2-tailed)* < 0,05	the average value of the initial test and the test different ending
Vocabulary	0,000	*Sig. (2-tailed)* < 0,05	the average value of the initial test and the test different ending
Synthax	0,020	*Sig. (2-tailed)* < 0,05	the average value of the initial test and the test different ending
Mechanics	0,021	*Sig. (2-tailed)* < 0,05	the average value of the initial test and the test different ending

Based on the table, the noteworthiness of the ultimate test scores for each aspect of experimental lesson 1 and test course 2 are less than the 0.05 level, at that point Ho rejected and Ha accepted. By tolerating Ha, there's a distinction within the normal value, the normal per angle of the ultimate test within the exploratory course 1 and the test course 2. The overall average esteem obtained by students is additionally tried for the distinction in average using SPSS 16. The frame of the ultimate test t-test theory within the experimental class 1 and experimental lesson 2 is Ho Ho accepted on the off chance that the centrality esteem is less than 0.05 and rejected in other regards. The taking after are the comes about of the t-test of the ultimate test information on experimental course 1 and test course 2.

Table 6. T-test Final Test Results Experimental class 1 and Experiment Class 2

Data	t	Df	*Sig. (2-tailed)*	description	result
Tes Akhir Kelas eksperimen 1 dan Kelas eksperimen 2	6,426	50	0,000	*Sig. (2-tailed)* < 0,05	terdapat perbedaan

The test gather 1 and the test course 2 have had great data homogeneously. Moreover, it can be seen that Sig. (2-tailed) = 0.000 < 5% level or 0.05 or can be known from t. table = 0.67591 (df = 50) < t. check = 6.426, then Ha acknowledged. Based on this, it implies that there's a distinction between the test scores and the conclusion of the test lesson 1 and exploratory lesson 2. The contrast can be seen from the Gather Insights table in SPSS below.

Table 7. Last Normal Exploratory Lesson 1 and Class Experiment **2 Test Score**

Code		N	Mean	Std. Deviation	Std. Error Mean
Tes Akhir	1	26	87,23	3,808	0,746
	2	26	80,5	3,744	0,734

The information appears the esteem of utilizing myenglishstep demonstration, namely 87.23 is more than the normal esteem of utilizing the think-pair-share show, which is 80.50. This appears that the utilize of myenglishstep demonstrate is considered more effective effective compared to the utilize of sumber.belajar.kemdikbud.go.id demonstrate in learning compose descriptive text.

Hypothesis Test Results
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 as taken after.

Results of the First Hypothesis Test
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 (Ha) is that there's a noteworthy distinction between before and after the treatment within the test course 1 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 exploratory course 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. Ho : There's no critical contrast between the exploratory course 1 before getting the treatment of learning to compose an descriptive text using myenglishstep demonstration with test course 1 after getting the treatment of learning to compose descriptive text using the sumber.belajar.kemdikbud.go.id show, was rejected. Ha : There's a critical contrast between the exploratory course 1 before getting the treatment of learning to compose an informative text using myenglishstep demonstration with test course 1 after getting the treatment of learning to compose an descriptive text using myenglishstep demonstration, is acknowledged.

1.5.2 Results of the Second Hypothesis Test
In this way there are two speculations, to be specific the invalid theory (Ho) and alternative theory (Ha). Within the moment speculation of this aptitude, the null theory (Ho) ie there's no significant difference between some time recently and after administration treatment within the exploratory class 2 which was treated utilizing the think- pair-share. Elective theory (Ha), that's , there's a noteworthy contrast between 133 before and after the treatment within the test lesson 2 which was given treatment utilizing the think-pair-share model. The data analysis procedure utilized to test the hypothesis using t-test examination. The estimation on the t-test was carried out within the group the same, specifically the gather that was treated with the think-pair-share demonstrated on students group 7A SMP Negeri 42 Semarang. The distinction can be

known through the t-test pre-test information and exploratory course post-test information 2. T-test calculation using Statistical

Ho : There's no critical contrast between the exploratory course 2 before get the treatment of learning to compose descriptive text using myenglishstep.com demonstrates with the exploratory course 2 after get the treatment of learning to compose descriptive text using sumber.belajar.kemdikbud.go.id shows, was rejected. Ha : There's a critical contrast between the test lesson 2 before get the treatment of learning to compose descriptive text using sumber.belajar.kemdikbud.go.id demonstrates with the exploratory lesson 2 after

Discussion

Examining the coming of investigation related to the definition of the problem described some time recently in the study.

Adequacy of myenglishstep Demonstrate

In Composing Learning Descriptive Content for Gather VII Students 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 course 1 is 79,961 and the normal last test score for the exploratory lesson is 1 of 87,230. 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) = 0.000 < 0.05 so Ho is rejected and Ha is acknowledged meaning that there's a noteworthy distinction. The t-test shows that the application of myenglishstep show in learning compiling descriptive text.

The adequacy of myenglishstep demonstrates in learning to compose texts In clarification, there's a preparation of talk or trading suppositions between one understudy and another other understudies. Within the discourse prepared, one understudy educates another understudy. 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? effective?" is that it depends on the goal, the understudy, 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 understudies of all levels and personality.

Differences in Effectiveness of myenglishstep Model and the sumber.belajar.kemdikbud.go.id Model

in Learning to Compose Descriptive Writings for Bunch Students 7 After knowing the viability of myenglishstep.com demonstrate and summber.belajar.kemdikbud.go.id in learning to compose descriptive content, at that point elaborated the distinction in adequacy between the myenglishstep.com demonstrate and summber.belajar.kemdikbud.go.id model. The objective is to discover which show is more viable than the two models when connected in learning to compose descriptive writings in course VII junior high school. Based on the calculation of the normal increment, the student's last test normal score in the test course 1 of 87.230, where's the normal esteem of the student's last test in the test course 2 of 80.50. There's a distinction in esteem of 6.73 between experimental lesson 1 and exploratory lesson 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 Ho accepted, at that point made no significant distinction between the test

lesson 1 utilizing the model myenglishstep and exploratory lesson 2 which employed summber.belajar.kemdikbud.go.id model. On the other hand, if Ho is rejected (Ha is acknowledged), at that point there's a noteworthy difference between test lesson 1 which employs myenglishstep show and class Experiment 2 utilizing summber.belajar.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 exploratory course 2 which using summber.belajar.kemdikbud.go.id show gotten the esteem of Sig. (2-tailed) = 0.000 < 0.05, so Ho is rejected and Ha is acknowledge.

Scores portray students' authority in compiling descriptive texts. Based on the normal esteem, exploratory lesson 1 which employments myenglishstep in descriptive writing is way better than exploratory lesson 2 which employments sumber.belajar.kemdikbud.go.id. Observational information were gotten from the perception of myenglishstep show treatment and sumber.belajar.kemdikbud.go.id demonstrate. Based on the perceptions, the sentence structure of myenglishstep. model and sumber.belajar.kemdikbud.go.id. demonstrate has been actualized well. Within myenglishstep and sumber.belajar.kemdikbud.go.id. models, the result of watching the sentence structure of the two models in the criteria of Exceptionally Great and Great. Instructors and understudies can work together well. Based on the t-test information the normal contrast and the comes about of perceptions between classes experiment 1 and test course 2, it can be concluded that learning compiling descriptive writings for bunch 7 junior high school understudies is more effective using myenglishstep show rather than utilizing the sumber.belajar.kemdikbud.go.id. mode.

Conclusion

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

Application of the myenglishstep model in learning to compose descriptive texts for the seventh grade students of SMP is effective. Based on the results of the t test sig. (2 tailed) = 0.000 < 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).

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) = 0.000 < 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 elegance 2 in gaining knowledge of to compose descriptive texts for 7th grade junior excessive college students (Ho rejected, Ha accepted).

The myenglishstep model is applied more effectively when learning composition A descriptive text for 7th grade students in a real school compared to the sumber.belajar.kemdikbud.go.id model. Based on the results of testing. (Both sides) = 0.000 & lt; Signature 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 Schoo (Ho rejected, Ha accepted).

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