THE EFFECTIVENESS OF USING PICTURE CARD TOWARD ENGLISH WRITING ABILITY AT THE FIRST GRADE STUDENT OF MA AL-MUAYYAD SURAKARTA IN THE ACADEMIC YEAR OF 2014/2015

(An Experimental Research)

THESIS

Submitted as a Partial Requirements
for the degree of Sarjana in English Education

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DEDICATION

This thesis is dedicated to :

1. My beloved parents,
2. My beloved brothers,
3. My beloved sisters,
4. My best friends.

MOTTO

“Dan barang siapa menaati Allah dan Rasul (Nya), mereka itu akan bersama-sama dengan orang-orang yang dianugerahi nikmat oleh Allah, yaitu : para nabi, para shadiqin, orang-orang yang mati syahid, dan orang-orang sholeh.”

(QS.An-Nisa : 69)

“Janganlah berputus asa menghadapi kesusahan,

karena rintik hujan yang jernih juga berawal dari pada awan yang gelap.”

“Jika kita ingin menikmati sebuah pantai yang jernih,

maka kita harus mau mencicipi asin nya air laut itu.”

“Man Jadda Wa Jada

(Barang siapa yang bersungguh – sungguh, maka pasti akan berhasil)”

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I hereby sincerely state that the thesis titled "The Effectiveness of Using Picture Card Toward English Writing Ability at The First Grade Student of MA Al-Muayyad Surakarta in The Academic Year of 2014/2015 (An Experimental Research) is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the bibliography.

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

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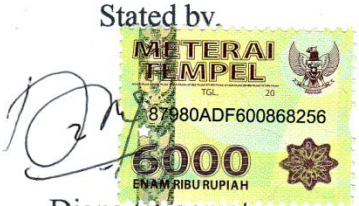

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The researcher

Diana Istiqomah

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ABSTRACT

Diana Istiqomah, January 2017. The Effectiveness of Using Picture Card Toward English Writing Ability at The First Grade of MA Al-Muayyad Surakarta in The Academic Year of 2014/2015. Thesis. Surakarta: Bachelor Program of English Education Departement of Islamic Education and Teacher Training Faculty of State Islamic Institute of Surakarta, 2017.

Advisor: Hj.Woro Retnaningsih,M.Pd
Key words : Picture Card, Writing Skill, Descriptive text , Experimental Research.

Picture card is a piece paper as representation of anything is like an object or scene, person and general idea which the produce by drawing, painting or photograph for using according to our need. Picture is helpful in motivating to get an idea of the students to accept responsibility for learning something well enough to teach it to their peers.

The objective of study is to find out the effectiveness of picture card toward English writing ability at the first grade of MA Al-Muayyad Surakarta in the academic year of 2014/2015.

To achieve the objective of study, the researcher conducted experimental research. This experimental research was held at MA Al-Muayyad Surakarta. This research will not be a true experimental, but a quasi-experimental. A quasi-experimental will be used because the researcher will not randomly assign subjects to experimental treatments for a study. The researcher will use already assembled groups such as classes. The researcher use pre test and post test design. Before conducting the research, the two groups or classes are given pre test and post test at the end of the research. Then, the result of the test make a judgment about the effect of the treatment. The population in this research is all students of first grade of MA Al-Muayyad Surakarta in the academic year of 2014/2015. The number of the entire students is 66. The researcher used cluster random sampling technique to determine class of research. The subject of the study was the grade X IIS 1 and X IIS 2. There were 22 students each class. The writer conducted research in two classes. The first class X IIS 1 was as control class and the second class X IIS 2 was as experimental class. The Experimental class was taught writing descriptive text using picture card media, whereas the control class was taught writing descriptive text using post card media. In analyzing the data, the researcher used quantitative measurement to find the result.

The finding of the study indicated that there was a significant difference of the students' achievement between experimental class and control class. Students' writing achievement with the minimum standard of score (KKM) 70. The average of the students' achievement before conducted treatnment 72.73 for experimental class and 60.86 for control class. The average of the students' achievement after conducted treatment in experimental class was 88.77 and in control class was 66.32.

Based on this finding, it is suggested that picture card media can be used by the teachers to improve students' ability in writing descriptive text. It can be applied in English teaching learning process as one of the media in teaching learning.

ASTRAK

Diana Istiqomah, Januari 2017. Keefektivan Penggunan Kartu Bergambar Terhadap Kemampuan Menulis Bahasa Inggris di Kelas Satu di MA Al-Muayyad Surakarta tahun akademik 2014/2015. Skripsi. Surakarta: Program Pendidikan Bahasa Inggris Fakultas Kguruan dan Pendidikan Islam Institut Agama Islam Negeri Surakarta,2017.

Advisor: Hj.Woro Retnaningsih,M.Pd

Kata Kunci : Kartu Bergambar, Ketrampilan menulis, Teks Deskriptif, Penelitian Eksperimental.

Kartu bergambar adalah sepotong kertas sebagai representasi dari suatu objek atau kejadian, orang dan sebagainya yang berbentuk lukisan maupun foto yang sesuai dengan kehidupan kita. Gambar sangat membantu dalam memotivasi untuk menemukan ide dari siswa dan dapat mengajarkannya terhadap teman-teman mereka.

Tujuan penelitin ini adalah untuk mengetahui keefektifan kartu bergambar terhadap kemampuan menulis bahasa Inggris di kelas satu siswa MA Al-Muayyad Surakarta pada tahun akademik 2014/2015.

Untuk mencapai tujuan penelitian, peneliti melakukan penelitian eksperimental. Penelitian Eksperimental ini diadakan di MA Al-Muayyad Surakarta. Penelitian ini bukanlah penelitian true-eksperimental, tetapi quasi-eksperimental. Quasi-eksperimental digunakan karena peneliti tidak mencari subyek penelitian secara acak. Peneliti akan menggunakan kelompok seperti kelas. Peneliti menggunakan design test awal dan test akhir pada sebuah penelitian. Kemudian, hasil test dibuat penilaian tentang dampak dari percobaan. Populasi dalam penelitian ini adalah seluruh siswa kelas 1 MA Al-Muayyad Surakarta pada tahun akademik 2014/2015. Jumlah seluruh siswa adalah 66. Peneliti menggunakan teknik cluster random sampling untuk menentukan kelas penelitian. Subyek penelitian ini adalah kelas X IIS 1 dan X IIS 2. Ada 22 siswa setiap kelas. Penulis melakukan penelitian di dua kels. Kelas pertama X IIS 1 sebagai kelas kontrol dan kelas kedua X IIS 2 sebagai kelas eksperimental. Kelas eksperimental diajarkan menulis teks deskriptif dengan menggunakan media kartu bergambar, sedangkan kelas kontrol diajarkan menulis teks deskriptif dengan menggunakan media kartu post. Dalam menganalisis data, peneliti menggunakan pengukuran kuantitatif untuk menemukan hasilnya.

Temuan penelitian menunjukkan bahwa ada perbedaan yang signifikn nilai siswa antara kelas eksperimental dan kelas kontrol. Kemampuan menulis dengan standar minimal (KKM) 70. Rata-rata dari siswa ketika tes awal atau tes pertama menggunakan media yng ditentukan adalah 72,73 untuk kelas ksperimental dan 60,86 untuk kelas kotrol. Rata-rata darisiswa setelah dilakukan uji coba adalah 88,77 untuk kelas eksperimental dan 66,32 untuk kelas kontrol.

Berdasarkan temuan ini, disarankan bahwa menggunakan media kartu bergambar dapar digunakan guru untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Hal ini dapat diterapkan dalam proses belajar mengajar bahasa Inggris sebagaisalah satu media di dalam kegiatan belajar mengajar.

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about the background of the study, the limitation of the problem, the problem statement, the objective of the study, benefit of the study and definition of key term.

A. The Background Of Study

English is the language used by most countries among languges in the world. It has many roles in our life, such as in technology, economy, education, science, information, and many others. According to (Crandall, 1989) English language consists of four skill are listening, speaking,reading,and writing. One of them is elaborate more is writing. It has occupied a place in most English language course. People need to learn writing in English actually for academic and occupational purposes. To write well, learner should know how to organize idea, construct the sentences and arrange the sentences into coherent paragraphs.

Fegerson and Mickerson (1992:7) state that writing is a skill that I acquired through study. Writing is one of language skills that should be taught to the students integrated, because it is the most difficult language skill than reading, speaking and listening. Writing is an activity of conveying or expressing thoughts and ideas into a paper. Based on the statement, writing is an activity to express idea, opinion, or feeling in the

text. Writing can be used for many purposes in life in order to communicate message to others and to provide something for the people themselves, either in informal or formal way. Written text is usually produced for the sake of the writer himself or herself, like shopping list, diary, and reminder. In formal way, the written text requires more consideration on the use of standard language and certain rules which separate it from oral language. Formal writing is mainly making essays, report, thesis, etc.

There are many causes why learning English is difficult for the students. Learning to write is a long process. Students have to improve their grammar, choice of word, and use right vocabularies which are difficult for them. The learners can be stuck and cannot elaborate their idea in writing process.

Because of its functions, writing becomes something important to learn. Writing is a fundamental skill, as important as speaking, listening, and reading. Harmer (1998:79) describes four main reasons for teaching writing. First, some students, instead of acquiring a language in oral way, benefit greatly from seeing the language that is written down. Writing reinforces the grammatical structures and vocabulary that students have learned. Second, writing process helps students to think and to select words as well as sentences to construct good written text. It is all part of learning experience that can increase the language mastery of the students. On the other hand for some students writing is the most difficult skill of foreign language as stated

by Veyye (2010:20) as follow that writing is a process that students everywhere learn at different rates and in different stages of development.

According to Otfinoski (1993:1) states that writing gives us a focused way to share our knowledge, thoughts and feelings. Writing can organize the student ideas to help them get about what kinds of information to include in their own writing. Many students were never required to learn proper spelling or grammar so that they believe they will never achieve.

Based on the current School-Based Curriculum, writing is one of the language skills that must be taught at Senior high school. The teaching of writing aims to enable students to master the functional texts and monologue text or paragraphs in the form of descriptive, narrative, recount, procedure, and report (Hidyati;2006). In addition, based on Competency Standars-*Standar Kompetensi (SK)*, and Basic Competency-*Kompetensi Dasar (KD*, the first year students are expected to be able to express meaningful ideas in terms of functional text and create simple or short essay in the form of descriptive to interact with people in their nearest environment. The form of writing which is taught in senior high school is presented in the form of text type, usually known as genre, which has clear purpose and pattern for each type. Descriptive writing is one of text types which are learned in the first Senior high school.

Descriptive text is a text which describes about person, place, or thing as if the reader can see, feel, hear, or touch it. As Langan states that a descriptive is a verbal picture of a person, place or thing. Besides,

descriptive paragraph is a set of sentences which are related to each other to reflect the writer's thought and ideas vividly in describing the object that the writer has seen.

In teaching learning process, students often find difficulties in digging their ideas and imagination in writing descriptive text. Beside lack of knowledge of vocabulary and grammar patterns, the way of teaching learning also has a significant role. In teaching learning process, the teacher merely uses a whiteboard, marker and a duster, so it might hinder the students to broaden their ideas and imagination. Meanwhile in descriptive writing, the imagination of students is badly needed in order to make colorful and vivid writing.

This research, the researcher is looking for the data at MA Al-Muayyad Surakarta. It is one of senior high school in Surakarta. It is located in Mangkuyudan, Surakarta, Jawa Tengah. It is one of Islamic modern boarding school in Surakarta. This school is divided to four classes for first grade. Based on discussion with the teacher, the material about descriptive text is taken from students' handbook. The teacher use picture card as the media. The students less motivate on learning. Therefore, many passive learners in classroom as long as process of teaching and learning.

The success of the teaching-learning process depends on several factors. The most of important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to

have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process. One way to realize it is by making the teacher know and understand the media of teaching English. The teacher should be able to choose the appropriate media of teaching English for students.

The class atmosphere must be planned so that students get the opportunity to interact each other. In this interaction students will enjoy learning process. If the class atmosphere is full of the competition, negative attitude and relationship will be formed and disturb students' support. This atmosphere will disturb the knowledge form actively. That is why, a teacher must create the class atmosphere in such a way that the students cooperate with each other. Thus, in this study the researcher chooses picture card media as an alternative way to create an active teaching lerning process.

One of learning strategies which can be used in teaching learning process in descriptive writing is using picture that is picture card. Pictures have some benefits such as giving true, concrete, and realistic concept. Furthermore, pictures can attract students' attention so they can make the students more imaginative and creative in writing class. Meanwhile, Heaton (1975:159) says that an excellent device for providing both a purpose and content for writing is the use of pictures. A picture is not only provide the test with the basic material for his composition but also stimulate his imaginative power. Picture can motivate the students, make the subjects they are dealing with clearer, and illustrate the general idea and forms of an

object or action which are particular to a culture. As a media in teaching English, the use of picture in teaching vocabulary has already been a success. Moreover, the writer would like to know how well the use of pictures it's mean picture card in learning descriptive writing has been conducted.

The reasearcher was taught by using picture card media in experimental class for X IPS 2 / X IIS 2 and using post card media in control class for X IPS 1 / X IIS 1 . Every class consists of 22 students. Total of sample are 44 students.

The result of previous research, The average of the students' achievement before conducted treatnment 47.91 for experimental class and 47.79 for control class. The average of the students' achievement after conducted treatment in experimental class was 78.14 and in control class was 74.42.The thesis shows it could be concluded that the use of Picture Card media in the teaching of writing descriptive text was effective.

Based on the above phenomena, the researcher is interested in conducting a research entitled "THE EFFECTIVENESS OF USING PICTURE CARD TOWARD ENGLISH WRITING ABILITY AT THE FIRST GRADE STUDENT OF MA AL-MUAYYAD SURAKARTA IN THE ACADEMIC YEAR OF 2014/2015".

B. Limitation of the Study

The research is focused on the teaching and learning process by involving the first grade student of MA Al-Muayyad Surakarta in Picture Card media to increase their writing in descriptive texts. The problems will be limited in the effectiveness of using picture card media in teaching descriptive text.

C. Statement of the Problem

Is Picture Card effective to teach students' writing descriptive text at the first grade student of Ma Al-Muayyad Surakarta in the academic year of 2014/2015?

D. Objective of Study

Based on the research statement, this particular study aimed at finding out the effectiveness of using picture card toward English writing ability at the first grade student of MA Al-Muayyad Surakarta in the academic year of 2014/2015.

E. Research Benefit

1. Theoretically
    a. The result of this study is excepted to be able to widen the skill of teacher in using picture card media to increase students' writing skill.

b. Increasing the enrich of writing at the first grade students of MA Al-Muayyad Surakarta.

c. The finding of this research will enrich the use of teaching media to the first grade students. It also can be the reference for further research.

2. Practically

a. To students

1) The students can understand easier in writing skill learning.

2) The students can more interactive in this teaching learning process.

3) It can improve students' writing skill, especially in descriptive text.

b. To Teachers

The result of the study might be useful for additional information in teaching English especially in writing ability.

c. To Other Researchers

1) This research can be became reference in making a thesis.

2) The researcher know about the manner to teach in the classroom directly and can develop creation for other methods.

F. Definition of the KeyTerms

There are some key words of this study, as follows:

1. Effectiveness

   Effectiveness refers to that which is able to produce a (desired) effect. Effectiveness is applied to that which has the power to, or which actually does, produce an (often lasting) effect.

2. Picture Card Media

   Picture card is a piece paper as representation of anything is like an object or scene, person and general idea which the produce by drawing, painting or photograph for using according to our need.

3. Writing

   Writing is one of the important skills in teaching English. It has always occupied place in most England language course. Meyers (2005:2) say that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them (2005:2).

   According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts into word in a meaningful form and to

mentally interact with the message. Writing is not just about conveying content but also about the representation of self. Who we are effect how we write, whatever we write (Ivanic,1998:181).

Based on definition above the research concludes that writing is a way to produce language that comes from our though. By using writing, we can share our idea, feeling or anything that exist in our mind. Another that writing also a way to communicate with the other people that we cannot see in front of me, because it is the modern era which most of the people has the other friend from the other country, so they can imply their skill English writing in here. It is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. It is also a process that we write is influenced by constraints of genre and has to be present in learning activities.

4. Descriptive text

One of the text types that should be learn by the students in senior high school level is descriptive writing. Descriptive writing is a skill that needs extra attention (Soejatmiko and Taloko, 2003:62). A descriptive writing is used to create a vivid image of a person, place, or thing. Tompkins (1994:111) states that descriptive writing is painting pictures with words, meaning that in writing a descriptive paragraph, a writer should try to visualize something or someone

using vivid words in order to show a dear picture of what he or she is describing.

There are some features in a descriptive that we must give a serious attention, they are; the feature in construction a description. A typical description has an opening paragraph introduction the subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signal the end or the description or in another hand there are an identification and description in a descriptive text. The identification of the descriptive text is usually as a main idea or supporting details to the general statement.

Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features; (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize the various aspect of the description (Anderson).

5. Experimental study

Experimental study is an act or operation for the purpose of discovering something unknown or of testing a principle, supposition, etc. An Experimental Study is type of evaluation that seeks to determine whether a program or intervention had the intended causal effect on participants program.

There are three key components of experimental study design:

(1) Pre-post test design,

(2) A treatment group and a control group, and

(3) Random assignment of study participants.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some definition writing, teaching writing, descriptive text and post card media.

A. Writing

1. The Nature of Writing

Writing is one of the four language skill that should be mastered in learning English. By writing, we can create anything. We can make a paragraph, a story, a book, a novel, and the other creation in writing. Writing is also one kind of the way of communication in human lives.

For some students, learning to write is considered as the most difficult and complicated skill. According to Harris(1993:46), to acquire writing students must master many aspects of writing such as idea, unity, paragraph, development, correct language, form, spelling, punctuation, diction, etc. For some students writing is difficult. The students are afraid when they are asked to write. They don't know what they have to do. They feel difficult to get an idea. They also don't have enough vocabularies. To acquire writing ability the students should get sufficient writing practice and experience in expressing their ideas in writing form.

On the other hand, writing is complex skill progressing from the level of copying familiar words and phrases to develop an awareness of text structure, genres, the process of drafting, editing, and writing for an

audience (Pinter,2009:74). In line with this opinion, Steve Otfinoski (1993:57) says that writing is a way to share our knowledge, thoughts and feeling.

From the explanation above, it can be concluded that writing is the complex process where the writer does exploration of ideas and thinking to make it concrete. Thinking is important to writing activity, because it is the main of study and writing is technical competence in produce written form.

2. The Aspects of Writing Skill

Teaching writing is hard and often frustrating. Part of the difficulty in teaching and learning writing is that few tasks involve so many complex and continuous. Composing a piece of written communication demands an understanding of the content, knowledge of the audience and the context, and the ability to use appropriate conventions for that audience and context.

To acquire writing, writer must master many aspects of writing such as: idea, unity, paragraph, development, correct language, form, spelling, punctuation, diction, etc.

a. Handwriting

   Handwriting is a personal, intimate thing. Handwriting is an activity that using a paper and pen to tell their feeling or the situation and etc.

b. Spelling

   Spelling is writing or stating the letters and diacritics of a word.

c. Punctuation

Punctuation is the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and correct reading, both silently and aloud, of handwritten and printed texts.

d. Sentence Construction

To make a good paragraph or letter we must can make a clear sentence first. There are any steps to make a good sentence or to construct a sentence such as: subjects and predicates, phrases, and clauses.

e. Organizing a Text and Paragraphing

Text organization refers to how a text is organized to help readers follow and understand the information presented. This text organization guide will help us logically guide our readers through our text.

f. Text Cohesion

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence.

3. The Writing Process

There are some experts that have different statement of writing process. According to Linse(2005:102) there are five stages of writing process. The processes are:

a. Prewriting

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for waiting. The following activities provide the learning experiences for students at this stage: group brainstorming, clustering, rapid free writing, wh-question.

b. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing-that is, drafting-may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience. Once a start is made, the writing task is simplified as the writers let go and disappear into the act of writing.

c. Revise

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of the ideas so that the writer's intent is made clearer to the reader.

d. Edit

Learners (with the help of their teachers, caregivers, or classmate) proofread their work to make sure that there are not any content errors and grammatical or spelling errors.

e. Publish

The writing piece is rewrite in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.

On the research the researcher was using prewriting, writing and revise.

4. The Principle of Writing

In order to make writing becomes readable and affective, there are some principles that should be known as by Newsom and Wollert, the general principle of writing are as follows.

a. Be Concise

Use the fewest possible words. It means the writer should choose the brief words that contain clear meaning. Conciseness can be gained by replacing a series of words that contain same meaning and eliminating the unnecessary information.

b. Use familiar words

Use words that easily to be recognized and be understood by the reader. Such as: ambiguous (unclear), admonition (warning), approximately (about), exhibition (show) etc.

c. Be concrete and specific

Use concrete and specific words so the readers will be able to capture the writer's mind in the text.

d. Be positive

Use statement in positive form can make the message more direct, more forceful, and more interesting.

e. Be organized

In order to make writing plainly, so it need to be well organized. N brief, arrange the statement and paragraphs come in the right order. Then, create smooth transition to the next point.

5. The Purposes of Writing

The purpose of writing is what the writer intends to express on his composition. According to Harris (1993:18) the purpose of writing are entertain, inform, instruct, persuade, explain, argue a case, present arguments, and soon. Meanwhile, the other purposes of writing are stated by McMahan et al.(1996:8):

a. To Express the Writer's Feeling

The writer wants to produce and express what he or she feels or think through the written form. It is called expressive writing.

b. To Entertain the Readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

c. To Inform the Readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

d. To Persuade the Readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It called persuasive writing.

6. Process of writing

A good writing does not appear suddenly. To produce a good writing is like cooking food. It requires some process / steps to make that readable and understandable. By following the process of writing will make the writing itself less complex and make the writer easier to produce good writing.

To know how important the process of writing is, firstly we need to know what a process involves. A process has a beginning, middle, and the end. According to Hammond (1985), there are six steps in the writing process. They are collecting and selecting, waiting, ordering, drafting, revising, and publishing.

a. Collecting and selecting

The writer needs to collect any facts to support his idea. In collecting facts, a writer should note down any ideas about those facts which come to mind. After note-taking, a writer should look over the chaos facts and ideas then select some raw materials that he can work with.

b. Incubating (waiting)

In an incubation process, the writer needs to take time for while in order to see partly how new evidence that comes across fits with the idea.

c. Ordering

In ordering process, the writer creates rough sketches-outline in order to make the writing systematic and to keep the writer's sense of proportion.

d. Drafting

Drafting this process, the writer makes some revision. Drafting is needed in order to create a good writing because one good sentence often produces better sentences after it. Then, one good paragraph often produces better paragraphs following.

e. Revising (making the work readable)

In the revising process, the writer check his draft so that it says what he meant to say and sees whether he has made his meaning clear to the readers.

f. Publishing

In publishing stage, the writer is ready to check spelling, punctuation, grammar, and neatness based on the conventions and rules, so that the written pieces can be read by the reader without the distraction of faulty punctuation, poor spelling, or other errors.

7. Types of writing forms

Based on Wilshon and Burks (1980), there are four types of writing forms. They are exposition, argumentation, description, and narration.

a. Exposition is used to give information, make explanations, and interpret meaning. It includes editorials, essay, and informative and instructional material.
b. Argumentation is used to persuade and convince in order to make a case or to prove or disprove a statement or opinion.
c. Description is the form of writing which is used to describe and create visual imagination of particular place, person, or unit of times, such as time of season, etc.
d. Narration is the form of writing that contains the story of acts or events and tells what happened based on natural time sequences. For example, short stories, novels, and new stories.

8. The scoring of writing

In scoring writing, the researcher used criterion of assessment to measure the standard writing of students. The following are the criteria for scoring writing which are used in this research:

a. Content : the arragement with the tittle chosen.
b. Organization : paragrapah unity, coherence, and cohesion.
c. Vocabulary : the precision of using vocabulary.
d. Language Use or Grammar : tenses and pattern.
e. Mechanics : spelling and punctuation.

Table 2.1: The scoring of writing (Heaton, 1998 : 146)

No	Categories	Score	Criteria
1	Content	27 – 30	Excellent to very good : Knowledgeable,substantive, development of thesis, relevant to assigned topic.
		22 – 26	Good or average : Some knowledge of subject, adequate range, etc.
		17 – 21	Fair to poor : Limited knowledge o subject, little substance, etc.
		13 – 16	Very poor : Does not show knowledge of subject, non substantive, etc.
2	Organization	18 – 20	Excellent to very good : Fluent expression, ideas clearly stated, etc.
		14 – 17	Good or average : Somewhat choppy, loosely organized but main ideas stand out, etc.
		10 – 13	Fair to poor : Not fluent, ideas confused or

			disconnected, etc.
		7 – 9	Very poor : Does not communicate, no organization, etc.
3	Vocabulary	18 – 20	Excellent to very good : Sophisticated range, effective word / idiom choice and usage, etc.
		14 – 17	Good or average : Adequate range, occasional errors of word /idiom, choice, usage but mening not obscured.
		10 – 13	Fair to poor : Limited range, frequent errors of word / idiom form, choice, usage, etc.
		7 – 9	Very poor : Escentially translation, little knowledge of English vocabulary.
4	Language use / tenses	22 – 25	Excellent to very good : Effective complex constructions, etc.
		18 – 21	Good or average : Effective but simple construction, etc.
		11 – 17	Fair to poor :

			Major problem in simple / complex construction, etc.
		6 – 10	Very poor : Virtually no mastery of sentence construction rules, etc.
5	Mechanics	5	Excellent to very good : Demonstrate mastery of conventions, etc.
		4	Good or average : Occasional errors of spelling, punctuations ,etc.
		3	Fair to poor : Frequent errors of spelling, punctuation, capitalization, etc.
		2	Very poor : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

B. Descriptive text

Pardiyono(2007:2) states that genre is text type that functions as a frame reference that a text can construct effectively: effective purpose and construction of text element also diction in other words, the genre text is

a set of text based on the function to make easier in constructing a text. On the other hand, genre is a word used in functional grammar and is also often called text type . According to Marpudin there are many types of text or genre, there are:

1. Analytical Exposition Text

   Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

2. Hortatory Exposition Text

   Hortatory exposition is a text which repressent the attempt of the writer to have addressee do something or act in certain way.

3. Discussion Text

   Discussion is a text which presents a problem discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic and social text.

4. Narrative Text

   Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertains the readers.

5. Recount Text

   Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that the differentiates from narrative.

6. News Item Text

   News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

7. Report Text

   Report is a text which presents information about something. It is as a result of systematic observation and analysis.

8. Explanation Text

   Explanation is a text which tells process relating to forming of natural, social, specific and cultural phenomena. Explanation text is to say "why" and "how" about the forming of the phenomena. It is often found in science, geography and history text books.

9. Procedure Text

   Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

10. Anecdote Text

    Anecdote is a text which retell funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

11. Descriptive Text

    Descriptive text is a text which says what a person or thing is like. Its purpose is to describe or reveal a particular person, place or thing.

One of the text types that should be learn by the students in senior high school level is descriptive writing. Descriptive writing is a skill that

needs extra attention (Soejatmiko and Taloko, 2003:62). A descriptive writing is used to create a vivid image of a person, place, or thing. Tompkins (1994:111) states that descriptive writing is painting pictures with words, meaning that in writing a descriptive paragraph, a writer should try to visualize something or someone using vivid words in order to show a dear picture of what he or she is describing.

According to Anderson and Anderson (1998) that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Besides, the word *descriptions* from two words; *scribe* meaning "to write" and *de* meaning "down" or "about'. There is a hint in the describing you will follow the outline of an object visually and then write it down or "draw" it in word.

Related to Anderson (1998) statement about the definition of description, Karim and Rachmadie point out that a description is verbal picture of a person, place, or object. Thus, a description essay is the one describes a person, place, or object. Another expert, Plooger (2000) proposed that a descriptive is used to add details about something physical; a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses, such as sight, hearing, smell, taste, and touch. From some definition above, the experts have same concepts or similar concept about descriptive itself, they said that a descriptive is to describe something like a person, place, or object.

There are some features in a descriptive that we must give a serious attention, they are; the feature in construction a description. A typical description has an opening paragraph introduction the subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signal the end or the description or in another hand there are an identification and description in a descriptive text. The identification of the descriptive text is usually as a main idea or supporting details to the general statement.

Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features; (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize the various aspect of the description (Anderson).

1. Kinds of descriptive text

As we know that descriptive is to describe something, such as a person, place, or thing. Usually when the people want to describe something, for example in describing people, they often describe each of people in terms of age, nationality, clothes, hair, face, etc. Therefore, based on that statement, it can be seen that descriptive has three types or kinds:

a. Description of a place

When we start to write anything in a description, it should be clear. As stated by Sandra McKay that the best way to describe a

place is to show someone the actual place or to take a picture of it or just give the characteristics of the place. For example, if the place is a home or a room, so it is important to give clearly picture of the size and arrangement of the space involved. Therefore, in describing a place we should be taken considerations of (a) the location of the object of the place should be clear, (b) the details should be arranged logically and systematically so that it is easy for readers to imagine the objects in their minds, and (c) controlling idea, this is the most important in writing process, because if we have a strong controlling idea it can give the paragraph focus.

The grammatical is used in describing a place is subject-verb agreement and as a notice that since the selection describes an area that now exists, all the verbs are in the present tense.

b. Description of a person

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing of a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. in describing a person, however, you are not obliges to give every single detail about a person's appearance. You can focus on one or two striking features that convey something about the person's character.

Details in descriptive paragraphs are organized spatially to give the reader a clear picture, clarifying the spatial relationship helps us to achieve coherence paragraph. These spatial expressions are called adverbs of place, and there is an expression that clarifies space relationship and its special sentences construction:

Adverb of place	Verb phrase	Subject
Under the desk	Is	A basket

The normal word order of this sentence is:

Subject	Verb phrase	Adverb of place
A basket	Is	Under the desk

(Karim and Rachmadie)

2. Function and purpose of descriptive writing

Some definition of descriptive text have been proposed by some experts with the similar concepts between each other's, after we knew about the concepts of descriptive and also e have to know the functions and purpose of descriptive, here are the writer would like to give some function and purposes of descriptive which are taken from some books, they are:

According to Hartono (2005) descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description of a particular building, specific animal,

particular place, and specific person. Its function is almost same with the concept of descriptive itself, whereas, the purpose of description as stated by Lila Fink (1983) is to present the reader with a picture of a person, subject, or setting. Therefore, as a reader of description, we should take a note of some elements of description as follows:

a. Concrete details, a concrete details is a specific description that supports, reflects, or expands a writer's attitude or purpose.
b. Images, an image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).
c. Similes, a simile is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

3. The characteristics of descriptive text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics of descriptive text such as:

a. Using of figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting.
b. Using vivid picture is to make the description clear and realistic.

c. Using variety of word. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.
d. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.
e. Using simple present tense.
f. Using adjective to describe the feature of the subject.

4. The linguistics features of descriptive

Descriptive paragraph usually include the following linguistic features (Anderson):

a. Verb in the present tense
b. Adjective to describe the features of the subject
c. Topic sentences to begin paragraph and organize the various aspect of the description.

The linguistic features play significant role to sustain in producing a good description. For instance, through specific participants, it tells the reader exactly participant. Next, the use of adjective, it is relatively necessary to describe the characteristic and the phenomenon in order to get a vivid image. Hence, all of the linguistic features are convoyed to construct vividly description.

5. The semantic structures of description

The semantic structure of descriptive paragraph consists of identification and description. Identification mention phenomenon to be described, while the description describes the parts, the qualities, and the characteristics of what has been described by Pardiyono(2007).

Moreover, Anderson and Anderson stated that to construct a description usually uses an opening paragraph introducing a subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signals the end of the description.

C. Picture Card

1. The definition of picture card

Before the researcher expound about the picture card, it is preferable to consider about picture and card. Picture according to walker is :(a). a surface representation of an object or scene, as by painting, drawing, engraving, or photograph; also a mental image, (b). a striking resemblance to another person, object or general idea, (c). a visual image or scene produced by the working of physical laws or their use, as in the lens (Allen Walker Webster's Comprehensive Dictionary,2003:956).

The other theory assumes that picture is representation of anything as a person, a landscape, a building upon canvas, paper or

other surface, produced by means of painting, drawing, etc. a representation in colors, by extension, a figure, a model. An image or resemblance; a representation, either to the eye or mind; that which by its likeness, brings vividly to mind some other things; as the man is the picture of grief (Brainy Quote, Online 2008:1).

Definition of the card is a piece of cardboard bearing, or intended to bear, written or printed words, any symbols. Or a piece of cardboard imprinted with symbols for use in certain games of change and skill. Sometime card is like a published note, containing a brief statement, explanation, request, expression of thank or the like; as to put a card in the newspaper. The other researcher stated that card is a piece of pasteboard, or thick paper, blank or prepared for various uses; as a playing card, a visiting card, a card of invitation, game play with cards (Allen Walker, op;cit:200).

Based on the above definition, the researcher can summary that picture card is a piece paper as representation of anything is like an object or scene, person and general idea which produce by drawing, painting or photograph for using according to our need.

2. The advantages of using picture card

Using picture cards will support the teacher in teaching writing, because it can be increase their vocabulary and idea.

Wright in Misriani purposes some advantages of using picture cards namely:

a. Easy to prepare
b. Easy to organize
c. Interesting
d. Meaning full
e. Sufficient amount of language
f. Effective and efficient (Misriani Parasi:27)

Besides the advantages of using picture cards, there are several possible functions of picture cards to support the advantages, as follow:

a. Attention: attaching and directing attention of the text.
b. Affective: enhancing enjoyment, effecting emotion and attitude.
c. Cognitive: facilitating comprehension and retention.
d. Compensatory function: developing span of learning time for students with poor and limited language proficiency.

Based on the picture cards usage theory above, the researcher concludes the picture cards usage as follows:

a. Easy in making and using.
b. Increasing learning spirit because of the interesting, clear, and communicative performance.
c. Giving maximal output and efficient in application time.

d. Increasing students' attention and stimulating students' cognitive.

e. Use instructional read aloud events.

f. Provide direct instruction in the meanings of cluster of words and individual words.

g. Systematically teach students the meaning of prefixes and root words.

h. Link spelling instruction to vocabulary instruction.

i. Teach the effective, efficient, realistic use of dictionaries and other reference work.

j. Teach, model and encourage the application of a word-learning strategy.

3. Using Picture Card in Teaching Writing

Marianne and Sharon(1998:73) said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skill.

Picture card is one of some cooperative learning media. It is away to teach students to be master in learning materials (Kohyama & Shimada,2005). In this study, Picture Card is used to teach English writing. Although there are many media in teaching learning English, the researcher chooses Picture Card to improve the students' writing skill because Picture Card media can help students

to get the imagination to write if they have problem in writing. Therefore the application of using picture card is usually have many problems which got by students.

From those problems, when the English teaching learning process uses Picture Card media, the students can be helped by others so the students who get the problems can getting the ideas to write the topic like the picture card.

D. Teaching Descriptive Text by Using Picture Card Media

On the teaching learning process, the researcher por the teacher using communicative language teaching (CLT) technique. The ground of this approach is structural but the general contents of the materials have been modified to cover semantics, sociolinguistics, and pragmatics. On the contrary, within the psycological or pedagogical approach, CLT focuses more on the content than on the form of language. The pedagogical approach is getting the students to totally immerse in the 'real' communicative activity of the target language.

Proponents of the weak version believe that vocabulary is essential for learner to perform any communication task as Little Wood (1998:5) said that structural practice can serve as a point of departure for other more communicatively oriented activities.

Communicative ability should be emphasied at the beginning of comprehension and production stage, since grammatical ability will be acquiredas the learners use the language (Endang:2009;131).

Before involving students in picture card media, there are any steps to teach descriptive text by using picture card media:

1. First of all the teachers introduce the concept of picture card media together with the benefits students get.
2. Then, the teachers telling more about the material that is descriptive text, there are what is descriptive text, what is the generic structure or the characteristic of descriptive text and give an example of descriptive text.
3. Then explain the basic rules in applying picture card media in descriptive writing text.

E. Teaching Descriptive Text by Using Postcard Media

1. Definition of Postcard

Siegal (2005:5) states that Postcard can be created by cutting stiff paper into the size of Postcards and drawing or pasting a picture of a famous place or etc on one side of each card and on the other side, writing a note about vacation from that place or etc. Furthermore, the students have not any postcard, it can be created by dividing stiff paper into two sides, on one side to write a note that will be described by the students.

2. Procedure of Using Post Card

Siegal (2008:52-54) mentions some steps in teaching writing by using postcard:

a. Individual or group work, for this lesson, having students work in individual or group to accomplish tasks in an important part of the learning.

b. Ask the students what kind of information was written on the postcard.

c. Writing your own postcard, remind students to look for ideas they gathered in this lesson that teaches them to create detailed descriptive writing.

3. Advantages of using postcard

According to Hayes (2007:2) states that there are several advantages of using postcard in teaching, that is support a creativity approach to teaching. Furthermore, it is easy for teachers to adjust them to the students' level in the target language, and ensure that their lasses are successful, enjoyable, and satisfying to the needs of the learners by giving them a real sense of purpose and achievement, postcards of famous paintings provide a wealth of opportunity for language learning in the communicative language classroom, particularly, those of portraits, social scenes, and the works of the surrealists, the art of postcard can serve as a useful aid in motivating students to communicate something meaningful in a practical context.

F. Review of the Previous Research

In this research, the writer summarizes the relevant previous researches to prove the originality of the research.

a. The first research has been conducted by Nurhayati (2013) in IAIN Surakarta. Nurhayati's research entitled "Improving Students' Writing Skill Through Picture Card (A Classroom Action Research of the Eight Grade Students of MTs Sudirman Jatipuro in Academic Year 2012/2013)". She found some problems in MTs Sudirman Jatipuro from students and teacher. The teacher still uses monotonous method to teach the students. The teacher just read a text, translate the text, and answer the question. It made the students feel boring in studying English and they did not give attention to the teaching and learning process. In writing, the teacher did not ask them to write a text. It can make the students have some problems in writing. The problems are they don't have enough vocabularies, difficulties in using grammar, difficulties in spelling, and difficulties in organizing their idea.

The researcher is done in two cycle. Each cycle consist of four stages, planning, action, observation, and reflecting. She uses observation, interview, document, and test to collecting data. To measure the student's improvement in writing skill, she uses test (pre test and post test).

The result of the research shows that card could improve students writing skill includes: the students could make description based on the material in simple sentences and the students could construct some sentences in to good grammatical arrangement of short description. The result of the research implies that English teachers need to choose the appropriate media in teaching speaking. The appropriate media in teaching writing is card.

b. The second is Rafiqa English Department of STAIN Parepare in *The Influence of Using Picture Cards To Develop Student's Vocabulary Mastery of SDN 63 Parepare*. She concludes that result of her study shows that the students are motivated and interested in participating actively in the group activity, because the students can teach others and learn from others. And she concluded that picture card media can improve students writing achievement which also means that picture card can improve their writing ability.

c. The third is Anggi Mutia Marsaulina, Malang University (2011). *The Effectiveness of Using Picture Cards in Teaching Vocabulary Used in Descriptive Text for seventh Grades at SMP 1 Pakishaji*. She concludes that result of his study shows that the students are motivated and interested in participating actively in the group activity, because the students can teach others and learn from others.

She could be concluded that the use of *Picture Cards* media in the teaching of writing descriptive text was effective.

The difference between this research with both of them research before is that in this research, the researcher will investigate about the effectiveness of *Picture Card* media to increase students' writing descriptive text. Whereas the previous research has done by Nurhayati, she used *Picture Card* media to improve students' descriptive writing using a classroom action research. Then Rafiqa investigated about students' vocabulary mastery. Anggi Mutia Marsaulina also investigated about vocabulary used in descriptive text. So, this research differs with previous research on the material.

The similar this research before is that in this research, the researcher will investigate about the effectiveness of Picture Card media to increase students' writing descriptive text. Similiar with the previous research has done by Nurhayati. Another researcher similar with picture card media.The difference between this research with both of them research before is that in this research, Nurhayati investigated using a classroom action research. While the researcher investigaed about an experimental research.

G. Rationale

A description text is a text that describes the features of someone, something, or a certain place. Descriptive text is introduced at the first year of junior high school then continued until senior high school. But the student fined some difficulties in learning descriptive text. For instance, in writing descriptive text the student need to broaden their ideas and imagination in order to make a vivid and clear descriptive writing. Meanwhile, stimulating their brain to produce the ideas and imagination cannot use merely a whiteboard and marker as the teaching aid.

To overcome this problem, the teacher needs to use another teaching aid to arouse the students' imagination. In this case, the writer proposes picture card in teaching descriptive writing. By using picture card in teaching description writing, the students will have fun and easier to learn it. Picture card can increase the understanding of the student about the material. Moreover, picture card can be used as ornament to make the material more appealing. Then foremost, picture card can stimulate the students to enhance their ideas and imagination so that it will help them in writing a good and vivid descriptive text.

H. Hyphothesis

Based on review of related literature and rationale, the hypothesis can be formulated as follows: Picture Card Media is more effective than Post Card media to teach writing ability in descriptive text at the first grade students of MA Al-Muayyad Surakarta in the academic year of 2014/2015.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology which consists of sources of data, subject and setting of research, research design, research variable, instruments, and procedures of experimentation, scoring, and method of data analysis.

In this research, the researcher uses the form of quantitative approach to analyze the data. Quantitative approach stresses the analysis to the numerical data that was processed by statistical method. It explains the result of pre-test and post-test.

A. Research Method

An experimental research involved two groups: experimental group and control group. The experimental and control group are consisting of first grade students of MA Al-Muayyad Surakarta. An experimental group and control group received a new treatment.

In this research, the researcher applied an experimental research with a quantitative approach. The purpose of an experiment was to manipulate treatment conditions in a way that will reveal which conditions are responsible for what occurs to objects and how many those conditions have contributed to the observed result. This research will not be a true experimental, but a quasi-experimental. A quasi-experimental will be used because the researcher will not randomly assign subjects to experimental

treatments for a study. The researcher will use already assembled groups such as classes. The researcher use pre-test and post-test design. Before conducting the research, the two groups are given pre-test and post-test at the end of the research. Then, the result of the test made a judgment about the effect of the treatment.

There are two classes in this research, experimental class and control class. In the teaching and learning process, the topics of the lesson taught to both groups classes will be the same. In the experimental class, the students was taught by using picture card media while the control class was taught by post card media. After the treatment, both classes was given a post-test to measure the improvement of the students' writing skill. The scores of the post-test became the data to be analyzed. T-Test was used to analyze the use of picture card media and post card media.

B. Setting of the Research

1. Place of the research

   This experimental research was done in MA Al-Muayyad Surakarta at the first grade students, which located in Mangkuyudan, Suakarta, Jawa Tengah.

2. Time of the research

Table 3.1 Time Scedule

No	Activities	February				March				
		1	2	3	4	1	2	3	4	5
1.	Pre-research a. Observation		■							
2.	Collecting the data: Syllabus, lesson plan			■						
3.	Pre-test and treatment 1					■				
4.	Treatment 2 and 3						■			
5.	Treatment 4 and 5							■		
6.	Post-test							■		

C. Subject of the research

MA Al-Muayyad, Mangkuyudan, Surakarta, Jawa Tengah. It is selected as the research setting because its location is reachable for researcher to conduct the research, it is one of Islamic Boarding School in Surakarta.

1. Population

Population is all of the research of subject. A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. The population in this research is all

students of first grade of MA Al-Muayyad Surakarta in the academic year of 2014/2015. The number of the entire students is 66**.** The population of the research was distributed as follow:

a. Class MIA with the number of 22 students.

b. Class IIS 1 with the number of 22 students.

c. Class IIS 2 with the number of 22 students.

2. Sampling

Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population. In determining the sample, the research took out two classes from the population. The samples of this research will be divided in two classes, one lass will be an experimental class which will be taught by using picture card media, while the other class will be as a control class which will be taught by using post card media..

The procedures that the researcher will do in cluster random sampling are:

a. Writing down the name of each class on small piece of paper.

b. Rolling the paper and putting them into a can.

c. Shaking the can well.

d. Dropping two rolled papers and determining them as sample.

e. Taking one rolled paper from the sample, then determined it as an experimental class and the other one as a control class.

3. Sample

Sample is some of chosen population using certain procedure so that can be expected to represent its population. The samples of this research will be divided in to two classes; one class is X IIP 2, there are 22 students and will be an experimental class which will be taught by using picture card media, while the other class is X IIP 1, there are 22 students, will be as a control class which will be taught by using post card media.

D. Procedure of The Research

1. The procedures of this research were as follow:

   a) Observation

      In observation, the researcher did the research in that school, and to find out whether the population and sample.

   b) Determining the population

      The Population is the students at the First Grade Students of MA Al-Muayyad Surakarta. For the research, the researcher took sample 22 students from class X IIP 1 and X IIS 2 and total of sample are 44 students.

   c) Preparing the test and conducting it.

      The reasearcher did the test using picture card media in experimental class for X IIS 2 and using post card media in control class for X IIS 1. It purposes to determine a students'

basic knowledge. The test is doing write well like the picture topic. The test was given to the two classes.

d) Arranging the material and presenting the method in the class

The material about descriptive text is taken from students' handbook. It used picture card media for experimental class (X IIS 2) and for control class (X IIS 1) using by post card media.

e) Arranging and conducting the test.

Test will be carried out to check significant difference between the two classes after the treatment given to the experimental class (X IIS 2) and for control class (X IIS 1).

f) Analyzing the data and testing the hypothesis.

At last, the writer analyzes the data. The formula is used in analyzed the data is t-Test.

2. The Activities of Experimental Class

a) Pre-test

Pre-test was given before the treatments. First, the researcher came to the class. Then, she explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

b) Activities in Experimental Class

In this research, treatment was given five meeting. There are one meeting in the weeks. Every meeting consists of two hour (2 x 45')

There were some activities in experimental group (Class X IIS 2) as follows:

1) The researcher explains about definition of descriptive text and generic structure of descriptive text, about language features of descriptive text and then gives example of descriptive text.
2) The researcher give a picture card to the students and asks students to write well like the picture in the card using descriptive text.

c) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students' achievement after they were given treatments. The result of test was analyzed statistically.

3. The Activities of Control Class

a) Pre test Activities

Pre-test was given before the treatments. First, the researcher came to the class. Then, she explained the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

b) Activities for control class

In this research, treatment was given five meeting. There are one meeting in the weeks. Every meeting consists of two hour (2 x 45')

There are some activities in control group (class X IIS 1) as follows:

1) The researcher explains about definition of descriptive text, generic structure of descriptive text, and about language features of descriptive.
2) The researcher gives some descriptive texts to students to identify the generic structure and about language features of descriptive individually and look for the difficult words.
3) The researcher use post-card media at the last of teaching learning process, the teacher asks students write well a post-card to their beloved friends, etc.

c) Post-test

The post-test was held after all treatments were conducted. The test was used to measure students' ability after they were given treatments.The result of test was analyzed statistically.

E. Technique Collecting Data

1. Source of Data

   The data of this research was gathered from the written test of students' in pre-test and post-test through Picture Card media in teaching writing descriptive text.

2. Success Indicators

   The indicators of writing teaching learning are as follow:

   a. The improvement of students' writing skill through the use of 'Picture Card media'.

b. Students' writing achievement with the minimum standard of score (KKM) 70.

3. Research Instrument

The instrument of this research is test.Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. In order to discover how students are thinking and using the target language (English). The researcher is conduct written test in Picture Card media.

The form of the test is written test which is used to measure skill, intelegent, knowledge, or ability that are owned by individually or personality. The writer will analysis the result of the test and give score. The test will be conducted to both control class and experimental class which consist of 22 students of control class and 22 students of experiment class before and after the treatment.

Test is used to measure the person's competence and to achieve the objective. The data is collected by giving written test. Written test is conducted post-test. This media is applied by researcher to know the students' achievments that have done in learning English, especially in teaching descriptive text on the writing class.

The researcher used three steps of research : pre-test, treatment, post-test. After constructing the instruments, the researcher tried the pre test and post test.

a. Validity of test

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what it purpose to be measured".

The validity of an item can be known by doing item analysis. It is counted using product–moment correlation formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}$$

Where:

r_{xy} = the coefficients of correlation between X and Y

N = the total of subject of experiment

$\sum X$ = the sum of score of X item

$\sum Y$ = the sum of score of Y item

b. Reliability of test

It means consistent. Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K - R. 20.

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1-\frac{\sum pq}{s^2}\right)$$

Where:

r_{11} =the reliability coefficient of items

n = the number of item in the test

P = the proportion of students who give the right answer

Q = the proportion of students who give the wrong answer

S^2 = the standard deviation of the test

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than r_{table} the item of question is reliable.

F. Technique of Analyzing Data

There are three kinds of data that will be tested in this research. Those three data are normality test, homogeneity test and hypothesis test.

a. Normality test

Normality test is used to know the distribution data normal or not. To find out the distribution data is used normality test with chi-square.This normality tests are calculated for both experimental and control class in both their pre-test and post-test. In this research, the researcher used Liliefors theory. There are several steps that the researcher did to calculate the normality by using Lilifors.

1) Determining the mean score by using this formula :

$$\bar{X} = \frac{\Sigma X}{n},$$

2) Determining the standard deviation with this formula :

$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}}$$

3) Calculating Z value from each items with this formula :

$$Z = \frac{x - \mu}{\sigma}$$

4) Looking for P ≤ Z of each item in the table available

5) Calculating L_{table} of 0,05 α with this formula :

$$L_{table} = \frac{0.886}{\sqrt{n}}$$

6) Determining L for each item of questions in the test by deriving F/n with P ≤ Z.

7) Comparing the maximum result of L for each item of questions with L_{table} and the normality test will be found. If $L_{max} > L_{table}$ the distribution of the test runs normally but if $L_{max} > L_{table}$ the distribution of the test does not runs normally.

b. Homogeneity test

Is used to know whether experiment class and control class, that are taken from population have same variant or not. The researcher used Levene statistic theory. The steps as follows:

1) Determining Sp^2

$$\mathbf{Sp^2} = \frac{\sum(\boldsymbol{n-1})\boldsymbol{Sd^2}}{\boldsymbol{N-k}}$$

2) Determining $b_{2\,(\alpha;n1\,,n2)}$ by using table of $b_{(\alpha;\,n)}$

The researcher used $b_{2\,(\alpha;n1\,,n2)}$ because the total sample of each groups taken were different. This formula is as follow:

$$\boldsymbol{b\ 2(a;n)} = \frac{(\boldsymbol{n_1 * b_{n1} + n_2 * b_{n2}})}{\boldsymbol{n_{total}}}$$

3) Determining b_{count}

$$\mathbf{B\ hitung} = \frac{\{\sum(\boldsymbol{Sd^2})^{\boldsymbol{n-1}}\}^{\boldsymbol{1/(N-k)}}}{\boldsymbol{Sp^2}}$$

4) Comparing the result of b_{count} with $b_{2\,(\alpha;n1\,,n2)}$.

If $b_{count} > b_{2\,(\alpha;n1\,,n2)}$ the groups are homogenous.

c. Hypothesis Test

The researcher tested the data by using following steps in order to respond the objective of the research.

1) Doing the test in both class, experimental class and control class that has been taught by using picture card media and the contol class that has been taught by using post-card media.
2) The result of the test were scored by using analytic score.
3) Determining the mean scores of each those two class.
4) The two means of class will be compared by using t-test formula.

T-test will be used to prove that there is a significant difference on the writing descriptive by using two different media. Based on Subana (2000, 171), the steps to determine the result of t-test are as follow :

a) Calculating the compound standard deviation (s) with following formula:

$$s = \sqrt{\frac{n_1 - 1\ S_1^2 + n_2 - 1\ S_2^2}{n_1 + n_2 - 2}}$$

Where:

n_1 = the number of experiment class

n_2 = the number of control class

S_1^2 =The standard deviation of experiment class

S_2^2 = The standard deviation of both classes

b) Determining t_{count} with following formula:

$$t = \frac{x_1 - x_1}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

n_1 = the number of experiment class

n_2 = the number of control class

x_1 = The mean score of the experimental class

x_2 = The mean of the control class

c) Determining *db*

d) Determining t_{table}

e) Hypothesis testing

By comparing t_{table} and t_{count}

If the obtained score is higher than t-table score by using 5% alpha of significance, Ho is rejected. It means that Ha is accepted: "There is a significant difference in writing achievement between the experimental and control class."

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the research conducted in the first grade students of MA Al-Muayyad Surakarta. This chapter provides some findings and discussion about the use of picture card in descriptive text. This chapter consists of the research finding, data analysis, and discussions.

A. Data Descriptions

The objective of this research is to find out the effectiveness of using picture card media for the students' writing ability at the first grade students of MA Al-Muayyad Surakarta in the academic year of 2014/2015. The writer chooses two classes as sample. They are X IIS 1 as control class that consisted of 22 students and X IIS 2 as experimental class that consisted of 22 students.

The researcher gave the pre-test to both experimental and control class to know that both classes are homogenous. After that the researcher gave the treatment and then gave the post-test. The results of the post-test of both class are compared by using t-test formula. The data of two class can be seen as follow:

1. Experimental Class

The experimental class is a class that was taught by using picture card media for students' writing descriptive text. The

experimental class consists of 22 students. They have performed the test presented by the researcher. The data is obtained from the post-test score of the post test, they were given the pre-test and the treatments. The data will be presented in the table and histogram.

The students were taught by using picture card media. The table is the score of the pre-test and the post-test in the experimental class

Table 4.2. The Pre-test Score of Students in Experimental Class

NO	INITIAL NAME	PRE-TEST	POST-TEST
1	AN	84	93
2	AK	78	78
3	AZ	82	93
4	AA	81	92
5	BS	77	85
6	HA	85	95
7	IR	56	91
8	IRF	56	92
9	JS	80	79
10	KI	84	94
11	LR	61	85
12	MI	77	87
13	MM	70	79
14	MR	77	88
15	NM	83	93
16	NF	77	94
17	NR	56	86

18	SI	56	90
19	SN	66	87
20	SR	79	89
21	UM	56	93
22	YK	79	90

Table 4.3. The Descriptive Analysis of Pretest of Experimental Class

Statistics

Pretest Score of Experimental Cla:

N	Valid	22
	Missing	0
Mean		72,73
Std. Error of Mean		2,320
Median		77,00
Mode		56
Std. Deviation		10,881
Variance		118,398
Range		29
Minimum		56
Maximum		85
Sum		1600

The pretest scores of the experimental class are: 84, 78, 82, 81, 77, 85, 56, 56, 80, 84, 61, 77, 70, 77, 83, 77, 56, 56, 66, 79, 56, and 79. The data above shows the lowest score is 56, the highest score is 85, the mean of the data is 72.73, the median is 77.00, the mode is 56 and standard deviation of the data is 10.881. The frequency distribution pretest of experiment class is, as follows:

Table 4.4. The Frequency Distribution Pretest of Experiment Class

Pretest Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	5	22,7	22,7	22,7
	61	1	4,5	4,5	27,3
	66	1	4,5	4,5	31,8
	70	1	4,5	4,5	36,4
	77	4	18,2	18,2	54,5
	78	1	4,5	4,5	59,1
	79	2	9,1	9,1	68,2
	80	1	4,5	4,5	72,7
	81	1	4,5	4,5	77,3
	82	1	4,5	4,5	81,8
	83	1	4,5	4,5	86,4
	84	2	9,1	9,1	95,5
	85	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

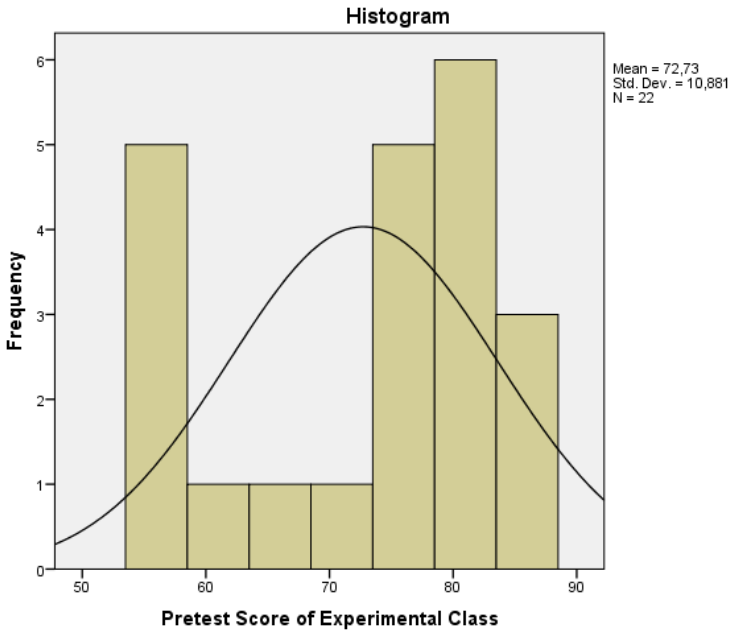

Figure 4.1.The Histogram of Pretest of Experimental Class

From the histogram, it shows that the highest frequency is 5, which got score 56 in percentage 22.7%. While the lowest frequency

is 1, which got the score 61, 66, 70, 78, 80, 81, 82, 83, and 85 in percentage 4.5%. It can be shown that the students which get the highest score is low.

Table 4.5. The Descriptive Analysis of Posttest of Experimental Class

Statistics

Posttest Score of Experimental Cl

N	Valid	22
	Missing	0
Mean		88,77
Std. Error of Mean		1,085
Median		90,00
Mode		93
Std. Deviation		5,089
Variance		25,898
Range		17
Minimum		78
Maximum		95
Sum		1953

The posttest scores of the students who were taught using Picture Card media are: 93, 78, 93, 92, 85, 95, 91, 92, 79, 94, 85, 87, 79, 88, 93, 94, 86, 90, 87, 89, 93, and 90. From the data above, it can be shown that the lowest score is 78, the highest score is 95. The mean of the data is 88.77, the median is 90, the mode is 93 and the standard deviation of the data is 5.089. The frequency distribution of posttest of experiment class as follows:

Table 4.6. The Frequency Distribution of Posttest of Experimental Class

Posttest Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78	1	4,5	4,5	4,5
	79	2	9,1	9,1	13,6
	85	2	9,1	9,1	22,7
	86	1	4,5	4,5	27,3
	87	2	9,1	9,1	36,4
	88	1	4,5	4,5	40,9
	89	1	4,5	4,5	45,5
	90	2	9,1	9,1	54,5
	91	1	4,5	4,5	59,1
	92	2	9,1	9,1	68,2
	93	4	18,2	18,2	86,4
	94	2	9,1	9,1	95,5
	95	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

Figure 4.2. The Histogram Posttest of Experimental Class

From the histogram above, the highest frequency of writing test is 4, which got the score 93 in percentage 18.2%. While the lowest frequency is 1, which got the score 78, 86, 88, 89, 91, 95 in percentage 4.5%. It can be concluded that the students which getthe highest score is low.

The previously discuss about the list of name and total number of the students taught by picture card media and provide each score of the students in the pre-test and post-test, frequency of the data. In the frequency of the data, the researcher found the mean, median, mode and standard deviation from each pre-test and post-test score of experimental class applied picture card media.

2. Control Class

The Control class is a class that was taught by using post card media for students' writing descriptive text. The control class consists of 22 students. They have performed the test presented by the researcher. The data is obtained from the post-test score of the post test, they were given the pre-test and the treatments. The data will be presented in the table and histogram.

The students were taught by using post card media. The table is the score of the pre-test and the post-test in the control class.

Table 4.7. The Pre-test and The Post-test Score of Students in Control Class

NO	INITIAL NAME	PRE-TEST	POST-TEST
1	AQ	84	93
2	AS	78	78
3	AN	82	93
4	AF	81	92
5	AP	77	85
6	APR	85	95
7	CH	56	91
8	DG	56	92
9	EP	80	79
10	EF	84	94
11	MAA	61	85
12	MMF	77	87
13	MNN	70	79
14	MR	77	88
15	MT	83	93
16	NA	77	94
17	PSW	56	86
18	RE	56	90
19	SC	66	87
20	SSF	79	89
21	TIP	56	93
22	TKP	79	90

Table 4.8. The Descriptive Analysis of Pretest of Control Class

Statistics

Pretest Score of Control Class

N	Valid	22
	Missing	0
Mean		60,86
Std. Error of Mean		2,391
Median		61,00
Mode		55
Std. Deviation		11,213
Variance		125,742
Range		38
Minimum		40
Maximum		78
Sum		1339

The pretest scores of the students of control class are: 57, 55, 55,78, 69, 47, 55, 55, 65, 69, 57, 68, 55, 40, 70, 67, 75, 48, 40, 68, 68, and 78. From the data above, it can be shown that the lowest score is 40, the highest score is 78. The mean of the data is 60.86, the median is 61, the mode is 55 and the standart deviation of the data is 11.213. The frequency distribution of pretest of control class is, as follows:

Table 4.9.The Frequency Distribution Pretest of Control Class

Pretest Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	9,1	9,1	9,1
	47	1	4,5	4,5	13,6
	48	1	4,5	4,5	18,2
	55	5	22,7	22,7	40,9
	57	2	9,1	9,1	50,0
	65	1	4,5	4,5	54,5
	67	1	4,5	4,5	59,1
	68	3	13,6	13,6	72,7
	69	2	9,1	9,1	81,8
	70	1	4,5	4,5	86,4
	75	1	4,5	4,5	90,9
	78	2	9,1	9,1	100,0
	Total	22	100,0	100,0	

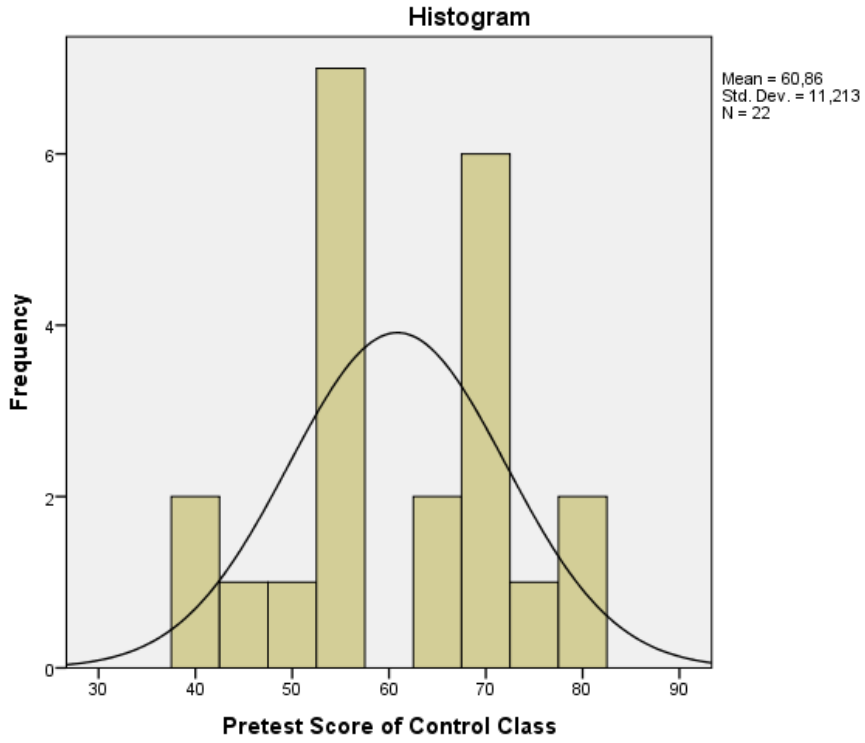

Figure 4.2. The Histogram Pretest of Control Class

From the histogram above, the highest frequency of writing test is 5, which got score 55 in percentage 22.7%. While, the lowest frequency is 1, which got the score 47, 48, 65, 67, 70, and 75 in percentage 4.5%. It can be concluded that the highest score of the students writing pretest is low.

Table 4.10. The Descriptive Analysis of Posttest of Control Class

Statistics

Posttest Score of Control Class

N	Valid	22
	Missing	0
Mean		66,32
Std. Error of Mean		2,724
Median		65,50
Mode		50
Std. Deviation		12,778
Variance		163,275
Range		38
Minimum		45
Maximum		83
Sum		1459

The posttest scores of the students who were taught using Post-card media are: 50, 50, 50, 79, 63, 78, 50, 72, 66, 83, 64, 65, 78, 45, 62, 50, 80, 74, 60, 83, 79, and 78. From the data above, it can be shown that the lowest score is 45, the highest score is 83. The mean of the data is 66.32, the median is 65.50, the mode is 50, and standard deviation of the data is 12.778 the frequency distribution of posttest of control class is. as follows:

Table 4.11. The Frequency Distribution Posttest of Control Class

Posttest Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4,5	4,5	4,5
	50	5	22,7	22,7	27,3
	60	1	4,5	4,5	31,8
	62	1	4,5	4,5	36,4
	63	1	4,5	4,5	40,9
	64	1	4,5	4,5	45,5
	65	1	4,5	4,5	50,0
	66	1	4,5	4,5	54,5
	72	1	4,5	4,5	59,1
	74	1	4,5	4,5	63,6
	78	3	13,6	13,6	77,3
	79	2	9,1	9,1	86,4
	80	1	4,5	4,5	90,9
	83	2	9,1	9,1	100,0
	Total	22	100,0	100,0	

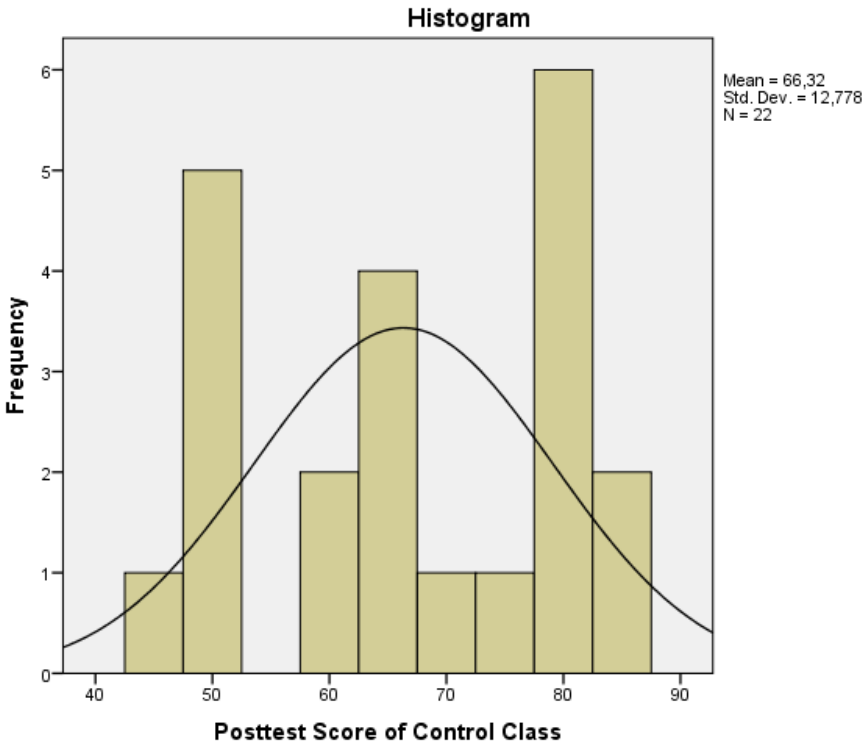

Figure 4.3. The Histogram Posttest of Control Class

From the histogram above, the highest frequency of writing test is 5, which got the score 50 in percentage 22.7%. While the lowest frequency is 1, which got the score is 45, 60, 62, 63, 64, 65, 66, 72, 74 and 80 in percentage 4.5%. It can be shown that the students which get the highest score is low.

The previously discuss about the list of name and total number of the students taught by post card media and provide each score of the students in the pre-test and post-test, the frequency of the data, the researcher found the mean, median, mode and standard deviation from each pre-test and post-test score of control class applied post card media.

B. Data Analysis

1. Normality and Homogeneity

The normality test is to reveal that the sample are is in normal distribution. The homogeneity test is to reveal that both samples of experimental class and control class are homogeneous using pre test.

a. Normality

Normality test is used to test the sample from population whether they have normal distribution or not. In this research, the researcher used Liliefors for the normality. The purpose of normality test is to see whether the data of student's achievement is in nonnal distribution or not. The result of nomiality test which is analyzed using SPSS 21.00 for windows is shown by Kolmogorov-

Smirnov (KS-Z). To see whether the data of students achievement is normal or not is by comparing the result of the data and the level of significant (a), if the score of KS-Z is higher than a (0.05) (KS-Z > a (0.05)), it can be concluded that the data is normal. The result of the data which was analyzed using Ms.Excel 2010 for windows, as follows:

Table 4.12. The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Score of Control Class	Score of Experimental Class
N		22	22
Normal Parameters[a,b]	Mean	66,32	88,77
	Std. Deviation	12,778	5,089
Most Extreme Differences	Absolute	,183	,146
	Positive	,172	,111
	Negative	-,183	-,146
Test Statistic		,183	,146
Asymp. Sig. (2-tailed)		,053[c]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

From the calculation above it show that the value of KS-Z for control class is 0.183 with the significant 0.053, and the value of KS-Z for experimental class is 0.146 with the significant 0.200. With the significant 0.05, both of significant value is greater than 0.05 (0.053 > 0.05 and 0.200 > 0.05), so it can be concluded that the value of students in the control class and experimental class is normal distribution. It also can be seen from the graph the normal curve in the previous appendix.

b. Homogeneity

The homogeneity test is used to know whether the two samples of experimental class are homogeneous. In this research, the homogeneity test is calculated using Levene statistic with the formula as follow:

Table 4.13. Test of Homogeneity of Variance

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
23,102	1	42	,000

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5546,273	1	5546,273	58,637	,000
Within Groups	3972,636	42	94,587		
Total	9518,909	43			

Based on the test of homogeneity with Levene statistics obtained significant value of 0.001.Using a significance level of 0.05, it turns significance value of 0.000 is more than 0.05. It shows that the student's in the experimental class and control class is not homogeneous. But on the curriculum 2013 all of the students must be granted so the teacher give a remedial teaching, and the finally it can shows that the students in the experimental class and control class is homogeneous. So the technique using picture card is effective.

2. The Hypothesis Testing

Hypothesis test can be done after the score of posttest of writing has been fulfilled. The highest score of experimental class is 95, while the control class is 83. The lowest score of experimental class is 78, while the control class is 45. The mean score of experimental class is 88.77, while the control class is 66.32. The standard deviation of experimental class is 5.089, while the control class is 12.778.

The calculation of the test is analyzed by using independent sample T-test in Ms.Excel 2010 for windows. Independent sample T-test is aimed to know the influence of picture card media to teach waiting.

Table 4.14. The Result of Independent Sample T - Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	22	66,32	12,778	2,724
	Experimental	22	88,77	5,089	1,085

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	23,102	,000	-7,657	42	,000	-22,455	2,932	-28,372	-16,537
	Equal variances not assumed			-7,657	27,498	,000	-22,455	2,932	-28,466	-16,443

In the t test for two independent samples, there are two basic calculations that depend on the results of homogeneity tests both

groups is by Levene test. Levene test of the calculation result, obtained significant value of 0.000. By using a significant value < 0.05, so that the value of the students in the control class and experimental class is not homogeneous (equal variances not assumed). But on the curriculum 2013 all of the students must be granted so the teacher give a remedial teaching, and the finally it can shows that the students in the experimental class and control class is homogeneous.

On the basis of student scores in the control class and experimental class is not homogenous (equal variance not assumed), then from the calculation of the t test for two independent samples (independent sample t test) of the value of students in the control class and experimental class values obtained t-calculate equal to -7.657 and significant value of 0.000. By using a significance level of 0.05, was the significance value < 0.05, so there is a difference between the value of the students in the control class and experimental class. The average value of students in the experimental class at 88.77 is higher than the average score of students in the control classes at 66.32. Thus, empirically shows that the students' in experimental class and the control class is significantly different.

The differences of the mean of experiment and control class shows that the experiment class which is taught by using picture card media is more effective than the control class which is taught by using post-card media.

C. Discussion

Based on the research findings, the researcher provides some explanation as follows:

1. The application of picture card media to teach writing at the first grade students of MA Al-Muayyad Surakarta in the academic year of 2014-2015.

The researcher did pretest in both of classes, then did three treatments in experimental class. Every meeting, the students make paragraphs based on the topic (people, animal, thing, and place) for an experimental class by using picture card media and uses post-card media for a control class. After the treatment done, the researcher did posttest to get the score of writing uses the different media.

After pretest, the researcher teachs descriptive text using picture card media in every meeting. The students make a descriptive paragraph with the media to consider them in writing. In every meeting, the researcher gives examples of descriptive text with the different topic that appropriate with the sylaby. In posstest, the students must do the test based on the topic and instructions of the test using picture card media.

2. Picture card media is more effective than post card media to teach writing at the first grade students of MA Al-Muayyad Surakarta in the academic year of 2014-2015

In experimental class, the researcher uses picture card media to teach writing while uses post-card media to teach writing in control class. Based

on the hypothesis test, picture card media is more effective to teach writing than post-card media, because there is significant difference in writing score. The value of mean on the experimental class is 88,75 is higher than control class that is 66.32. It means that there is significant difference in writing taught by using picture card media. Based on the mean of posttest of experimental and control class can show that the experimental class which is taught by using picture card media is more effective than the control class which is taught by using post-card media.

Teaching learning process using picture card media gives opportunities to the students to study writing descriptive text with fun and interactive. It is because they can discuss together to solve the problem.

CHATER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion, implication, and suggestion of the research findings. The explanation of each section can be seen as folows :

A. Conclusion

In this research, the researcher applied picture card media to teach descriptive writing in experimental class. She uses picture card media in every last meeting to develop and explore the student's ideas. They easier to write words that appropriate with the topic and they can make a good paragraph. The researcher did pretest in both of classes, then did three treatments in experimental class. Every meeting, the students make paragraphs based on the topic for an experimental class by using picture card media and uses post-card media for a control class. After the treatment done, the researcher did posttest to get the score of writing uses the different media.

There is significant differences between students who are taught using picture card media and the students who are taught using post-card media. The students that are taught using picture card media have better ability in developing their ideas in writing than the students are taught using post-card media.

The mean score both experimental and control class is difference. The mean score of writing of the experimental class that is taught using

picture card media at the first grade students of MA Al-Muayyad Surakarta is 88.77 . The mean score of writing of the control class that is taught using post-card media at the first grade students of MA Al-Muayyad is 66.32.

From the statements above, it can be concluded that picture card media is effective to teach descriptive writing. Students who are taught using picture card media can develop and explore their ideas in descriptive writing than they are taught using post-card media.

B. Implication and Suggestion

Based on the conclusion above, there are implication and suggestions for the teacher, the students and the researchers as follows:

1. For the teacher

   The teacher can adopt or apply this technique in teaching writing especially in descriptive text using media, in order to improve the students' writing skill. The teachers should encourage students to develop and explore their ideas with picture card media in teaching writing and the teacher should give motivation in or out the class to make the students fun and enjoy when the teaching learning process is begining. Beside picture card media is used to teach writing, the teacher also uses it in other skills, other genre, other levels and other majors. The teachers should manage the class effectively and maximally by using time management correctly, so there is no wasting time for

teaching learning process. The teachers need use the media or variation of technique to improve the students vocabulary and grammar.

2. For the students

To improve students' writing skill, they should not be afraid of making mistakes in writing class. They have to be confident to apply what they have learned. The students should be brave to give comment, suggestions, and critics to their friends' work because it can improve their knowledge in grammar, mechanics and other aspects. The students can improve their vocabulary and grammar with their learning style because every students has different characteristic.

3. For the other research

The research is hoped to be the experience in teaching writing. She also hoped this research can be a little contribution to teach English in other design, such as correlation, descriptive analysis, other genre such as narrative text, report text, and procedure text, other level such as junior high school, and university and the other majors. Other researcher can develop with their other material which is suitable for the teaching learning proces of English lesson. However, this research can be starting point to investigate the topict more complete.

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APPENDICES

Appendix 1. The List of Students

Appendix 2. Syllabus

Appendix 3. Lesson Plan of Experimental Class

Appendix 4. Lesson Plan of Control Class

Appendix 5. The Material of Writing Text

Appendix 6. The Example of Descriptive Text

Appendix 7. Readability of Writing Text

Appendix 8. The Scoring Rubric of Writing

Appendix 9. The Score of Posttest

Appendix 10. The Pretest Score Frequency Distribution of Control Class

Appendix 11. The Pretest Score Frequency Distribution of Experimental Class

Appendix 12. The Posttest Score Frequency Distribution of Control Class

Appendix 13. The Posttest Score Frequency Distribution of Experimental Class

Appendix 14. The Normality Test

Appendix 15. The Homogeneity Test

Appendix 16. The Result of Independent Sample t-test

Appendix 1. The List of Students

NO	EXPERIMENTAL CLASS	CONTROL CLASS
1	Agnia Norma Hafidzah	Adirani Qodri
2	Aidah Kamila	Alkanz Syifa
3	Anisa Zahrotul Mahish	Anugraheni
4	Ashlihati Aufa	Aprisca Fatiha Dewi
5	Binti Sholihah	Ardhiana Prahesthi
6	Hanief Abdul Jabbar	Aziz Pratama
7	Inayatur Rohmah	Cahya
8	Irfan Rifa'i	Dimas Gadang Tulodho
9	Jauhharatus Shufiyyah	Eka Putri Pratiwi
10	Khoirul Ikhwana	Ernah Fadmawati
11	Latipatur Rahmaniah	Mochammad Abid Atthoillah
12	Muhammad Iqbal K	Muhammad Mustajib Fuadi
13	Muhammad M. Yazid	Muhammad Nur Itsna Nurohman
14	Muhammad Rizal	Muhammad Rofi'ul Ikhsan
15	Nisa' Maulida Shifa'una	Muhammad Tahsinurridlo
16	Novia Fahris Salimi	Nurul Aima
17	Nurul Rahmah Safitri	Pekik Satrio Wibowo
18	Shania Islahi Nurlita	Rohman Efendi
19	Siti Nurkhasanah	Siti Cahyaningsih
20	Siti Rofikah	Siti Sa'adatul Fatimah
21	Ulfi Munadhiroh	Tiara Inka Pratiwi
22	Yuktiani Khasanah	Titin Kurnia Pratiwi

Appendix 1. The List of Students

NO	EXPERIMENTAL CLASS	CONTROL CLASS
1	AN	AQ
2	AK	AS
3	AZ	AN
4	AA	AF
5	BS	AP
6	HA	APR
7	IR	CH
8	IRF	DG
9	JS	EP
10	KI	EF
11	LR	MAA
12	MI	MMF
13	MM	MNN
14	MR	MR
15	NM	MT
16	NF	NA
17	NR	PSW
18	SI	RE
19	SN	SC
20	SR	SSF
21	UM	TIP
22	YK	TKP

Appendix 3. Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Identitas Mata Pelajaran

Nama Sekolah : MA AL-MUAYYAD SURAKARTA

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1

Materi Pokok : Teks Deskripsi

Alokasi Waktu : 5 x 2 JP (80 menit)

I. Tujuan Pembelajaran :

1. Siswa mengerti maksud dan ciri-ciri dari descriptive text serta dapat menerapkannya dalam kehidupan sehari-hari.
2. Siswa mampu mendeskripsikan benda dengan kosa kata yang tepat, sehingga dapat menambah kosa kata pada diri peserta didik dengan melakukan kegiatan tersebut.
3. Melatih peserta didik untuk mampu menulis paragraf deskriptif sesuai dengan generic structurenya.

II. Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan prilaku jujur, disiplin tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis, pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang

ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasa kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengelola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

III. Kompetesi Dasar :

3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

3.2. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

3.3. Menyuting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan yang benar dan sesuai konteks.

3.4. Menyuting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Indikator Pencapaian Kompetesi

1. Menunjukan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Siswa dapat memehami maksud dari descriptive text.
3. Siswa mampu mendeskripsikan sesuatu dengan tepat sesuai kenyataan dalam benda tersebut.

4. Siswa mampu menyusun dalam bentuk kalimat descriptive dengan benar.
5. Siswa mampu dalam menjelaskan segala sesuatu baik itu benar, orang maupun tempat dengan kosa kata yang baik dan benar.

V. Peningkatan Karakter / Sikap Siswa yang Diharapkan

1. Menghargai
2. Kepemimpinan
3. Sungguh-sungguh
4. Jujur
5. Disiplin
6. Tanggungjawab
7. Peduli
8. Toleransi
9. Santun
10. Percaya diri
11. Kerjasama
12. Cinta damai
13. Rasa ingin tahu

VI. Materi pembelajaran :

Present tense is used to talk about something in general. And it is also used to talk about something which is happened repeatedly or habitually activities.

Formula:

- ✓ S (I, You, We, They) + infinitive

  Examples :

  - I speak English.
  - You sing a song.
  - We go to library.
  - They play football.
- ✓ S (He, She, It) + infinitive + s/es

  Examples :

  - He passes the Physics exam well.
  - She buys a kilo of sugar.
  - It makes you to be someone different.
  - The earth goes round the sun.

The pattern :

S + Verb 1 (s/es) …….Everyday / today
S + don't / doesn't +Verb 1 ……Everyday / today
Do / does + S + Verb 1 ……...Everyday / today ?
QW + do / does + S + Verb 1 …….Everyday / today ?

We use the present simple when we say how often we do things :

e.g. How often do you the dentist ?

Mary doesn't often drink tea.

Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

Fungsi sosial

Membenggakan, mengenalkan, mengedintifikasi, memuji, mengritik, mempromosikan,dsb.

Struktur text

Generic Structure pada Descriptive Text :

1. Identification : berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
2. Descriptive : berisi tentang penjelasan/pengambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Write a Descriptive paragraph based on the picture!

a. Monas Monument	g. Oki Setiana Devi	m. Ellepant
b. Borobudur Temple	h. Cristiano Ronaldo	n. Cat
c. Waterfall	i. Waine Rooney	o. Tiger
d. Kraton	j. David Silva	p. Butterfly
e. Agnes Monica	k. Bambang Pamungkas	q. Rabbit
f. Arumi Bachin	l. Valentino Rossi	

Unsur kebahasaan

1) Kosa kata
2) Tata bahasa
3) Ucapan
4) Tekanan kata
5) Dan intonasi

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran di dalam maupun diluar kelas.

VII. Pendekatan / media pembelajaran

- Picture Card
- Aktifitas Belajar (AB): Observing / Mengamati (O/M1), Questioning / Menanya (Q/M2), Associating / Mencoba (A/M3) Experimenting / Mencoba (E/M4), Communicating / Mengkomunikasikan (C/M5)

VIII. Media Pembelajaran

Gambar dan Teks Tertulis

IX. Sumber Belajar

Buku Bahasa Inggris Kelas X:

- Intrelanguage: English for Senior High School Students X
- Developing english competencies for Senior High School (SMA/MA) Grade X

AB	X. LANGKAH-LANGKAH PEMBELAJARAN Pertemuan Pertama
	1. PENDAHULUAN a. Memberi salam

	b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O/M1	• Mendengarkan penjelasan mengenai simple present tense. • Siswa mengikuti dan memahami maksud dari penggunaan simple present tense. • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi kalimat-kalimat yang menggunakan simple present tense.	• Menjelaskan maksud tentang simple present tense. • Guru memberi model/ contoh berupa kalimat present tense. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q/M2	• Dengan bimbingan dan arahan guru, siswa diminta untuk membuat kalimat present tense.	• Memberikan pertanyaan pengarah terkait dengan simple present tense. • Memberikan kesempatan/ mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat / menilai aspek sikap dan kesungguhan/ keaktifan siswa.

A/M3	• Siswa dapat membandingkan antara simple present tense dan simple past tense. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara simple present tense dan simple past tense. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/M4	• Siswa menberikan contoh mengenai kalimat simple present tense. • Siswa mempunyai tugas untuk mendiskripsikan tentang gambar atau topik yang telah ditentukan. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu,komunikatif, menghargai prestasi, tanggungjawab)	• Guru memberikan ceramah mengenai maksud dari simple present tense dan kemudian membagikan picture card kepada siswa untuk mendeskripsikan sesuai dengan gambar yang di terima. • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan dan menulis siswa. • Mengamati dan menilai aktifitas siswa.
C/M5	• Siswa bertanya mengenai simple present tense yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.

	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya.

AB	Pertemuan kedua	
	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O/M1	• Mendengarkan penjelasan mengenai descriptive • Siswa mengikuti dan memahami maksud descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif dengan menggunakan picture card. • Mencatat/menilai aspek sikap dan kesungguhan/

	teks, dan unsur kebahasaan).	keaktifan siswa
Q/M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mengamati dan menilai aktivitas siswa.
A/M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktifitas siswa.
E/M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk mendiskripsikan tentang gambar atau topik mengenai keluarga atau seseorang yang telah ditentukan di dalam picture card yang sudah dibagikan kepada setiap siswa (nilai yang ditanamkan: Jujur,	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh dalam mendiskripsikan sesuatu yang sudah ada di dalam picture card.

	kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	• Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktifitas siswa.
C/M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
3.	4. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya	

AB	Pertemuan ketiga
	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran

	2. KEGIATAN INTI	
	SISWA	GURU
O/M1	• Mendengarkan penjelasan mengenai descriptive • Siswa mengikuti dan memahami maksud descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif sesuai dengan picture card. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q/M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan keaktifan siswa.
A/M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa.

		• Mengamati dan menilai aktivitas siswa.
E/M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk mendiskripsikan tentang gambar atau topik (benda-benda sekitar atau benda yang disukai) yang telah ditentukan di dalam picture card yang sudah di bagikan kepada setiap siswa. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh dalam mendiskripsikan tentang gambar yang ada di picture card. • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C/M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik.	

	e. Menyampaikan rencana pembelajaran pada temuan berikutnya

	Pertemuan keempat	
AB	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O /M1	• Mendengarkan kembali penjelasan mengenai descriptive • Siswa mengikuti dan lebih memahami maksud dari descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif dengan menggunakan clustering technique. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q/ M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk

		menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan keaktifan siswa.
A/ M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk mendiskripsikan tentang gambar atau topik (hewan) yang telah ditentukan di dalam picture card. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh dalam mendiskripsikan tentang topik (hewan) yang terdapat di dalam picture card. • Mengamati dan menilai kesungguhan, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C/ M5	• Siswa bertanya tentang materi descriptive text yang belum	• Mengarahkan dan membantu siswa.

	dipahami dan dimengerti.	• Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya	

AB	Pertemuan kelima	
	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O /M1	• Mendengarkan kembali penjelasan mengenai descriptive • Siswa mengikuti dan lebih memahami maksud dari descriptive • Siswa dengan bimbingan	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif yang lebih jelas. • Mencatat/menilai aspek sikap dan kesungguhan/

	dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	keaktifan siswa
Q/ M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan keaktifan siswa.
A/ M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk mendiskripsikan tentang gambar atau topik	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh dalam

	(cerita rakyat) yang telah ditentukan dengan menggunakan picture card. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	mendiskripsikan tentang cerita rakyat yang terdapat dalam picture card. • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C/ M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya	

XI. Rubrik Penilaian

Berdasarkan lampiran

Nilai Maksimal = 100

Surakarta,

Guru Bahasa Inggris	Peneliti
Sarjana,S.Pd.	Diana Istiqomah

Appendix 4. Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Identitas Mata Pelajaran
Nama Sekolah : MA AL-MUAYYAD SURAKARTA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi Pokok : Teks Deskripsi
Alokasi Waktu : 5 x 2 JP (80 menit)

I. Tujuan Pembelajaran :

1. Siswa mengerti maksud dan ciri-ciri dari descriptive text serta dapat menerapkannya dalam kehidupan sehari-hari.
2. Siswa mampu mendeskripsikan benda dengan kosa kata yang tepat, sehingga dapat menambah kosa kata pada diri peserta didik dengan melakukan kegiatan tersebut.
3. Melatih peserta didik untuk mampu menulis paragraf deskriptif sesuai dengan generic structurenya.

II. Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2 :Menghayati dan mengamalkan prilaku jujur, disiplin tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalisis, pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasa kemanusiaan, kebangsaan, kenegaraan, dan peradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengelola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

III. Kompetesi Dasar :

3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

3.2. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

3.3. Menyuting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan yang benar dan sesuai konteks.

3.4. Menyuting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Indikator Pencapaian Kompetesi

1. Menunjukan motivasi untuk mengembangkan kemampuan berbahasa inggris.
2. Siswa dapat memehami maksud dari descriptive text.

3. Siswa mampu mendeskripsikan sesuatu dengan tepat sesuai kenyataan dalam benda tersebut.
4. Siswa mampu menyusun dalam bentuk kalimat descriptive dengan benar.
5. Siswa mampu dalam menjelaskan segala sesuatu baik itu benar, orang maupun tempat dengan kosa katayang baik dan benar.

V. Peningkatan Karakter/Sikap Siswa yang Diharapkan

1. Menghargai	5. Disiplin	9. Santun
2. Kepemimpinan	6. Tanggungjawab	10. Percaya diri
3. Sungguh-sungguh	7. Peduli	11. Kerjasama
4. Jujur	8. Toleransi	12. Cinta damai
		13. Rasa ingin tahu

VI. Materi pembelajaran :

Present tense is used to talk about something in general. And it is also used to talk about something which is happened repeatedly or habitually activities.

Formula:

- ✓ S (I, You, We, They) + infinitive

  Examples :

  - I speak English.
  - You sing a song.
  - We go to library.
  - They play football.

- ✓ S (He, She, It) + infinitive + s/es

  Examples :

  - He passes the Physics exam well.
  - She buys a kilo of sugar.
  - It makes you to be someone different.
  - The earth goes round the sun.

The pattern :

S + Verb 1 (s/es) …….Everyday / today
S + don't / doesn't +Verb 1 ……Everyday / today
Do / does + S + Verb 1 ……...Everyday / today ?
QW + do / does + S + Verb 1 …….Everyday / today ?

We use the present simple when we say how often we do things :

e.g. How often do you the dentist ?

Mary doesn't often drink tea.

Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

Fungsi sosial

Membenggakan, mengenalkan, mengedintifikasi, memuji, mengritik, mempromosikan,dsb.

Struktur text

Generic Structure pada Descriptive Text :

1. Identification : berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
2. Descriptive : berisi tentang penjelasan/pengambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Write a Descriptive paragraph based on the picture!

g. Monas Monument	g. Oki Setiana Devi	m. Ellepant
h. Borobudur Temple	h. Cristiano Ronaldo	n. Cat
i. Waterfall	ii. Waine Rooney	o. Tiger
j. Kraton	j. David Silva	p. Butterfly
k. Agnes Monica	k. Bambang Pamungkas	q. Rabbit
l. Arumi Bachin	l. Valentino Rossi	

Unsur kebahasaan

1. Kosa kata
2. Tata bahasa
3. Ucapan
4. Tekanan kata
5. Dan intonasi

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran di dalam maupun diluar kelas.

VII. Pendekatan/ Media Pembelajaran

- Post Card
- Aktifitas Belajar (AB): Observing / Mengamati (O/M1), Questioning / Menanya (Q/M2), Associating / Mencoba (A/M3) Experimenting / Mencoba (E/M4), Communicating / Mengkomunikasikan (C/M5)

VIII. Media Pembelajaran

Gambar dan Teks tertulis

IX. Sumber Belajar

Buku Bahasa Inggris Kelas X:

- Intrelanguage: English for Senior High School Students X
- Developing English Competencies For Senior High School (SMA/MA) Grade X

AB	X. LANGKAH-LANGKAH PEMBELAJARAN Pertemuan Pertama
	1. PENDAHULUAN a. Memberi salam

	b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O/ M1	• Mendengarkan penjelasan mengenai simple present tense. • Siswa mengikuti dan memahami maksud dari penggunaan simple present tense. • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi kalimat-kalimat yang menggunakan simple present tense.	• Menjelaskan maksud tentang simple present tense. • Guru memberi model/ contoh berupa kalimat present tense. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q/ M2	• Dengan bimbingan dan arahan guru, siswa diminta untuk membuat kalimat present tense.	• Memberikan pertanyaan pengarah terkait dengan simple present tense. • Memberikan kesempatan/ mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan/

		keaktifan siswa.
A/ M3	• Siswa dapat membandingkan antar simple present tense dan simple past tense. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara simple present tense dan simple past tense. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa menberikan contoh mengenai kalimat simple present tense. • Siswa mempunyai tugas untuk mendiskripsikan tentang gambar atau topik yang telah ditentukan. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu,komunikatif, menghargai prestasi, tanggungjawab)	• Guru memberikan ceramah mengenai maksud dari simple present tense dan menyuruh siswa untuk mencoba membuat post-card untuk teman sebangku nya di akhir jam pelajaran, untuk mengaplikasikan materi simple present tense • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktifitas siswa.
C/ M5	• Siswa bertanya mengenai simple present tense yang belum dipahami dan	• Mengarahkan dan membantu siswa. • Mengamati serta menilai,

	dimengerti.	memotivasi, mengarahkan siswa.

	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya.

AB	Pertemuan kedua	
	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O/ M1	• Mendengarkan penjelasan mengenai descriptive • Siswa mengikuti dan memahami maksud	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif

	descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	• Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q /M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa.
A/ M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa memberikan contoh mengenai	• Guru memberikan ceramah mengenai maksud dari

	description text. • Siswa mempunyai tugas untuk membuat post-card tentang gambar atau topik yang telah ditentukan. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	description text dan meminta siswa untuk memberikan contoh dalam membuat post - card kepada seseorang. • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C /M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya	

AB	Pertemuan ketiga
	1. PENDAHULUAN a. Memberi salam

	b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O/ M1	• Mendengarkan penjelasan mengenai descriptive • Siswa mengikuti dan memahami maksud descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q/ M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa.

A/ M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk membuat post – card wisata. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh dalam membuat post-card kepada seseorang tentang berwisata. • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C/ M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran	

	b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya

AB	Pertemuan keempat	
	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran	
	2. KEGIATAN INTI	
	SISWA	GURU
O/ M1	• Mendengarkan kembali penjelasan mengenai descriptive • Siswa mengikuti dan lebih memahami maksud dari descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa

	benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	
Q/ M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa.
A/ M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain mengomentari.	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk membuat post – card dengan topik yang telah ditentukan. (nilai yang ditanamkan: Jujur, kerja	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh membuat post - card.

	keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	• Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C/ M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik. e. Menyampaikan rencana pembelajaran pada temuan berikutnya	

AB	Pertemuan kelima
	1. PENDAHULUAN a. Memberi salam b. Berdoa c. Mengecek kehadiran siswa d. Menjelaskan topic pelajaran e. Menjelaskan tujuan pelajaran f. Menjelaskan manfaat pelajaran
	2. KEGIATAN INTI

	SISWA	GURU
O/ M1	• Mendengarkan kembali penjelasan mengenai descriptive • Siswa mengikuti dan lebih memahami maksud dari descriptive • Siswa dengan bimbingan dan arahan guru, siswa mengidetifikasi makna dari descriptive dengan baik dan benar (fungsi sosial, struktur teks, dan unsur kebahasaan).	• Menjelaskan maksud tentang descriptive • Guru memberi model/ contoh berupa teks deskriptif yang lebih jelas. • Mencatat/menilai aspek sikap dan kesungguhan/ keaktifan siswa
Q/ M2	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain maksud dan ciri-ciri dari descriptive.	• Memberikan pertanyaan pengarahan terkait dengan descriptive. • Memberikan kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan kesungguhan keaktifan siswa.
A/ M3	• Siswa dapat membandingkan antara identification dan description. • Guru dan teman lain	• Meminta kepada siswa untuk membandingkan antara identification dan description. • Mengamati dan menilai

	mengomentari.	kesungguhan sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
E/ M4	• Siswa memberikan contoh mengenai descriptive text. • Siswa mempunyai tugas untuk membuat post – card untuk seseorang yang dicintainya. (nilai yang ditanamkan: Jujur, kerja keras, rasa ingin tahu, komunikatif, menghargai prestasi, tanggungjawab).	• Guru memberikan ceramah mengenai maksud dari descriptive text dan meminta siswa untuk memberikan contoh membuat post-card untuk orang yang dicintainya. • Mengamati dan menilai kesungguhan, sikap, dan ketepatan ucapan siswa. • Mengamati dan menilai aktivitas siswa.
C/ M5	• Siswa bertanya tentang materi descriptive text yang belum dipahami dan dimengerti.	• Mengarahkan dan membantu siswa. • Mengamati serta menilai, memotivasi, mengarahkan siswa.
	3. PENUTUP a. Guru dan siswa membuat rangkuman/simpulan pelajaran b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Memberikan tugas, baik tugas induvidual maupun kelompok sesuai dengan hasil belajar peserta didik.	

	e. Menyampaikan rencana pembelajaran pada temuan berikutnya

XI. Rubrik Penilaian

Berdasarkan lampiran

Nilai Maksimal = 100

Surakarta,

Guru Bahasa Inggris — Peneliti

Sarjana,S.Pd — Diana Istiqomah

Appendix 5.The Material of Writing Descriptive Text for Experimental and Control Class

Descriptive Text

Definition of descriptive text :

- Descriptive text is a text which says what a person or a thing is like.

The purpose of descriptive text :

- The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

The generic structure of descriptive text :

- Identification : mention the special participant like name, occupation, profession, and career, etc.
- Description : mention the part, quality, and characteristic of the subject being described.

The language features of descriptive text:

- The use of *linking verbs*
  Example : Nemo *is* a cute fish.
  They *are* compact football club.
- The use of attribute *has* and *have*
  Example : She *has* curly hair.
  They *have* four TV Station.
- The use of *present tense*
  Present tense is used to talk about something in general. And it is also used to talk about something which is happened repeatedly or habitually activities.

Formula:

- ✓ S (I, You, We, They) + infinitive

  Examples :

  - I speak English.
  - You sing a song.
  - We go to library.
  - They play football.

- ✓ S (He, She, It) + infinitive + s/es

  Examples :

  - He passes the Physics exam well.
  - She buys a kilo of sugar.
  - It makes you to be someone different.
  - The earth goes round the sun.

The pattern :

S + Verb 1 (s/es) …….Everyday / today
S + don't / doesn't +Verb 1 ……Everyday / today
Do / does + S + Verb 1 ……...Everyday / today ?
QW + do / does + S + Verb 1 …….Everyday / today ?

Appendix 6. The Example of Descriptive Text

Macquarie University	
Identification	Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary.
Description	The university is located at the North Ride Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964, Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ride District has grown into a district of intensive occupation anchored by a vibrant and growing university. Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university's most attractive natural features. A pleasing balance between building and plating is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleasurably recollect. One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass amphitheater, and artificial lake surrounding by rocks and pebbles, native plants and eucalypts. Today, a railway station is under construction. In three years 1 time, Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was built in the 9th century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Grupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by al large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and star ways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Appendix 7. Readability of Writing Test

a. Readability of Writing Test

Readability of writing test contains:

1. Whether the instruction are understandable or not,
2. Whether the kind of the essay is clear or not,
3. Whether the organization of the essay is understandable or not,
4. Whether writing indicators to be evaluated are clear or not,
5. Whether the topics are interesting or not.

b. Readability of test items

1. Do you understand the instruction of this text?
2. Is the kind of the essay to be written in this test stated clearly?
3. Is the organization of the essay demanded in this test understandable?
4. Are the writing indicators to be evaluated in this test clear?
5. Are the topics interesting?

Appendix 8. The scoring Rubric Of Writing

No	Categories	Score	Criteria
1	Content	27 – 30	Excellent to very good : Knowledgeable, substantive, development of thesis, relevant to assigned topic.
		22 – 26	Good or average : Some knowledge of subject, adequate range, etc.
		17 – 21	Fair to poor : Limited knowledge o subject, little substance, etc.
		13 – 16	Very poor : Does not show knowledge of subject, non-substantive, etc.
2	Organization	18 – 20	Excellent to very good : Fluent expression, ideas clearly stated, etc.
		14 – 17	Good or average : Somewhat choppy, loosely organized but main ideas stand out, etc.
		10 – 13	Fair to poor : Not fluent, ideas confused or disconnected, etc.
		7 – 9	Very poor : Does not communicate, no organization, etc.
3	Vocabulary	18 – 20	Excellent to very good : Sophisticated range, effective word / idiom choice and usage, etc.
		14 – 17	Good or average : Adequate range, occasional errors of word /idiom, choice, usage but meaning not obscured.
		10 – 13	Fair to poor : Limited range, frequent errors of word / idiom form, choice, usage, etc.
		7 – 9	Very poor : Essentially translation, little knowledge of English vocabulary.
4	Language use / tenses	22 – 25	Excellent to very good : Effective complex constructions, etc.
		18 – 21	Good or average : Effective but simple construction, etc.
		11 – 17	Fair to poor : Major problem in simple / complex construction, etc.
		6 – 10	Very poor : Virtually no mastery of sentence construction rules, etc.
5	Mechanics	5	Excellent to very good : Demonstrate mastery of conventions, etc.
		4	Good or average : Occasional errors of spelling, punctuations ,etc.
		3	Fair to poor : Frequent errors of spelling, punctuation, capitalization, etc.
		2	Very poor : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Appendix 9. The Score of Post Test

NO	NAMA SISWA	SCORE EXPERIMENTAL	NAMA SISWA	SCORE CONTROL
1	AN	93	AQ	50
2	AK	78	AS	50
3	AZ	93	AN	50
4	AA	92	AF	79
5	BS	85	AP	63
6	HA	95	APR	78
7	IR	91	CH	50
8	IRF	92	DG	72
9	JS	79	EP	66
10	KI	94	EF	83
11	LR	85	MAA	64
12	MI	87	MMF	65
13	MM	79	MNN	78
14	MR	88	MR	45
15	NM	93	MT	62
16	NF	94	NA	50
17	NR	86	PSW	80
18	SI	90	RE	74
19	SN	87	SC	60
20	SR	89	SSF	83
21	UM	93	TIP	79
22	YK	90	TKP	78

Appendix 10. The Pretest Score Frequency Distribution of Control Class

Frequencies

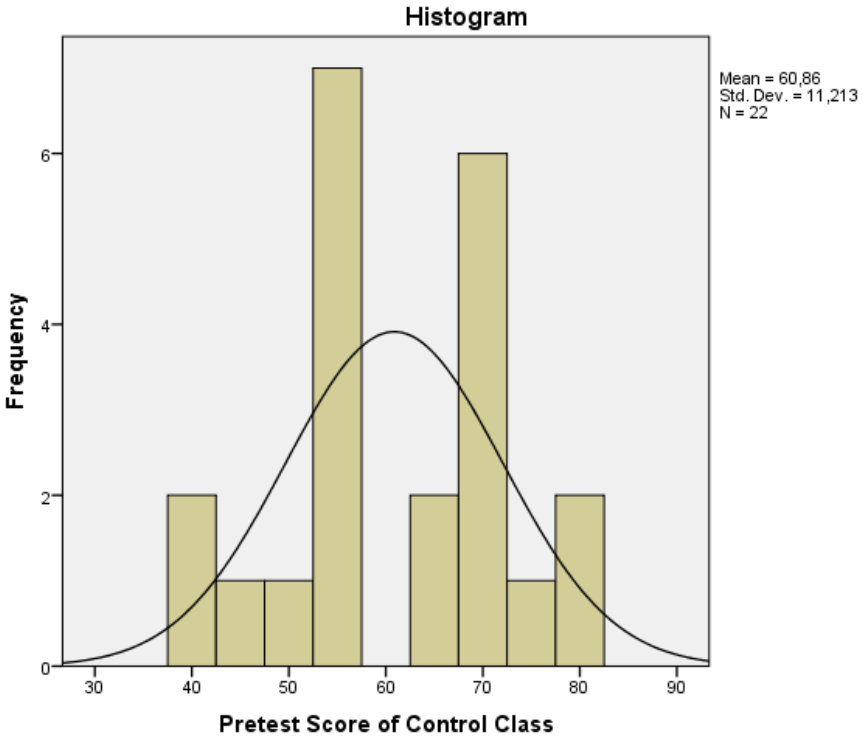
Statistics

Pretest Score of Control Class

N	Valid	22
	Missing	0
Mean		60,86
Std. Error of Mean		2,391
Median		61,00
Mode		55
Std. Deviation		11,213
Variance		125,742
Range		38
Minimum		40
Maximum		78
Sum		1339

Pretest Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	9,1	9,1	9,1
	47	1	4,5	4,5	13,6
	48	1	4,5	4,5	18,2
	55	5	22,7	22,7	40,9
	57	2	9,1	9,1	50,0
	65	1	4,5	4,5	54,5
	67	1	4,5	4,5	59,1
	68	3	13,6	13,6	72,7
	69	2	9,1	9,1	81,8
	70	1	4,5	4,5	86,4
	75	1	4,5	4,5	90,9
	78	2	9,1	9,1	100,0
	Total	22	100,0	100,0	


Histogram
Mean = 60,86
Std. Dev. = 11,213
N = 22
Frequency
0
2
4
6
30
40
50
60
70
80
90
Pretest Score of Control Class

Appendix 11. The Pretest Score Frequency Distribution of Experimental Class

Frequencies

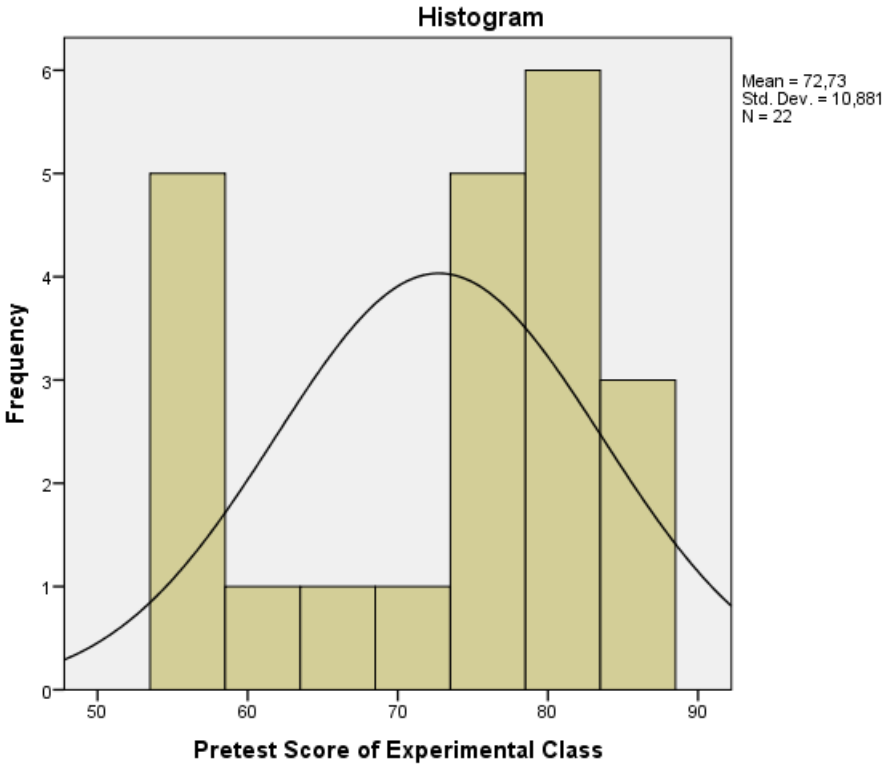
Statistics

Pretest Score of Experimental Cla:

N	Valid	22
	Missing	0
Mean		72,73
Std. Error of Mean		2,320
Median		77,00
Mode		56
Std. Deviation		10,881
Variance		118,398
Range		29
Minimum		56
Maximum		85
Sum		1600

Pretest Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	5	22,7	22,7	22,7
	61	1	4,5	4,5	27,3
	66	1	4,5	4,5	31,8
	70	1	4,5	4,5	36,4
	77	4	18,2	18,2	54,5
	78	1	4,5	4,5	59,1
	79	2	9,1	9,1	68,2
	80	1	4,5	4,5	72,7
	81	1	4,5	4,5	77,3
	82	1	4,5	4,5	81,8
	83	1	4,5	4,5	86,4
	84	2	9,1	9,1	95,5
	85	1	4,5	4,5	100,0
	Total	22	100,0	100,0	


Histogram
Mean = 72,73
Std. Dev. = 10,881
N = 22
Frequency
0
1
2
3
4
5
6
50
60
70
80
90
Pretest Score of Experimental Class

Appendix 12. The Posttest Score Frequency Distribution of Control Class

Frequencies

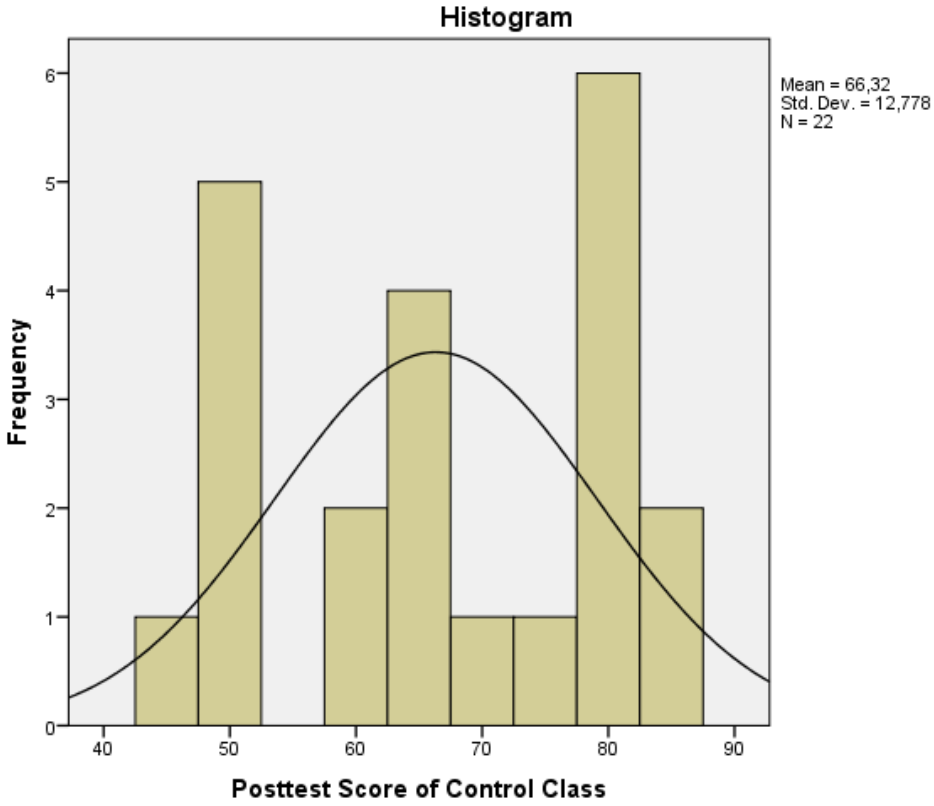
Statistics

Posttest Score of Control Class

N	Valid	22
	Missing	0
Mean		66,32
Std. Error of Mean		2,724
Median		65,50
Mode		50
Std. Deviation		12,778
Variance		163,275
Range		38
Minimum		45
Maximum		83
Sum		1459

Posttest Score of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4,5	4,5	4,5
	50	5	22,7	22,7	27,3
	60	1	4,5	4,5	31,8
	62	1	4,5	4,5	36,4
	63	1	4,5	4,5	40,9
	64	1	4,5	4,5	45,5
	65	1	4,5	4,5	50,0
	66	1	4,5	4,5	54,5
	72	1	4,5	4,5	59,1
	74	1	4,5	4,5	63,6
	78	3	13,6	13,6	77,3
	79	2	9,1	9,1	86,4
	80	1	4,5	4,5	90,9
	83	2	9,1	9,1	100,0
	Total	22	100,0	100,0	


Histogram
Mean = 66,32
Std. Dev. = 12,778
N = 22
Frequency
0
1
2
3
4
5
6
40
50
60
70
80
90
Posttest Score of Control Class

Appendix 13. The Posttest Score Frequency Distribution of Experimental Class

Frequencies

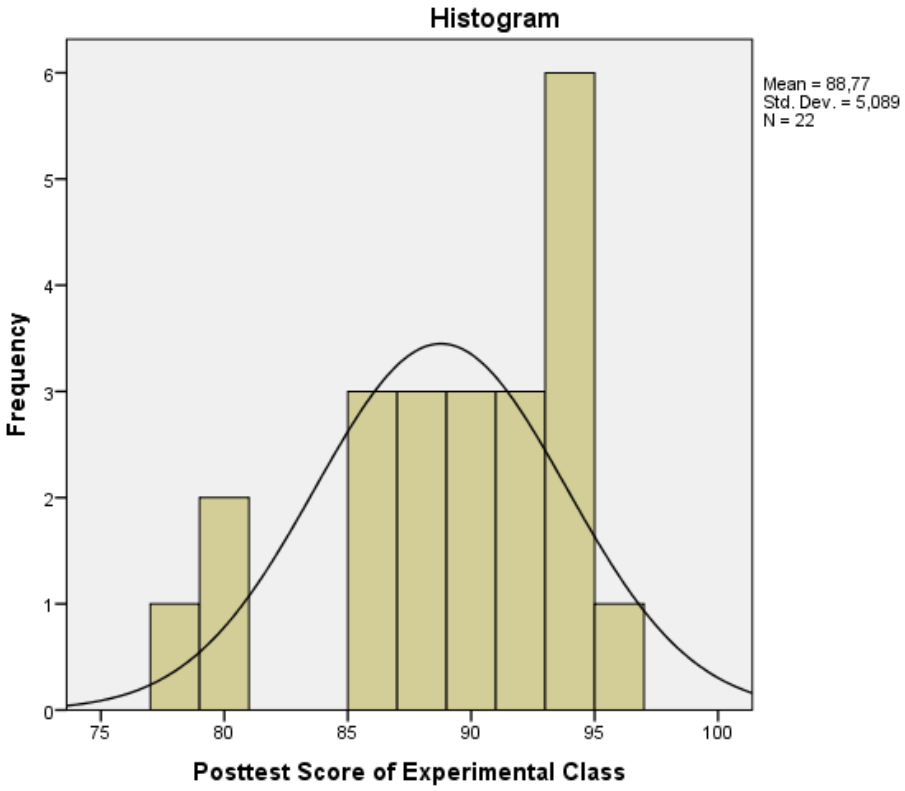
Statistics

Posttest Score of Experimental Cl

N	Valid	22
	Missing	0
Mean		88,77
Std. Error of Mean		1,085
Median		90,00
Mode		93
Std. Deviation		5,089
Variance		25,898
Range		17
Minimum		78
Maximum		95
Sum		1953

Posttest Score of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78	1	4,5	4,5	4,5
	79	2	9,1	9,1	13,6
	85	2	9,1	9,1	22,7
	86	1	4,5	4,5	27,3
	87	2	9,1	9,1	36,4
	88	1	4,5	4,5	40,9
	89	1	4,5	4,5	45,5
	90	2	9,1	9,1	54,5
	91	1	4,5	4,5	59,1
	92	2	9,1	9,1	68,2
	93	4	18,2	18,2	86,4
	94	2	9,1	9,1	95,5
	95	1	4,5	4,5	100,0
	Total	22	100,0	100,0	


Histogram
Mean = 88,77
Std. Dev. = 5,089
N = 22
Frequency
0
1
2
3
4
5
6
75
80
85
90
95
100
Posttest Score of Experimental Class

Appendix 14. The Normality Test

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Score of Control Class	Score of Experimental Class
N		22	22
Normal Parameters[a,b]	Mean	66,32	88,77
	Std. Deviation	12,778	5,089
Most Extreme Differences	Absolute	,183	,146
	Positive	,172	,111
	Negative	-,183	-,146
Test Statistic		,183	,146
Asymp. Sig. (2-tailed)		,053[c]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Appendix 15. The Homogeneity Test

Oneway

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
23,102	1	42	,000

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5546,273	1	5546,273	58,637	,000
Within Groups	3972,636	42	94,587		
Total	9518,909	43			

Appendix 16. The Result of Independent Sample t-Test

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	22	66,32	12,778	2,724
	Experimental	22	88,77	5,089	1,085

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	23,102	,000	-7,657	42	,000	-22,455	2,932	-28,372	-16,537
	Equal variances not assumed			-7,657	27,498	,000	-22,455	2,932	-28,466	-16,443

Appendix 2.Syllabus

SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMA
Kelas : X
Kompetensi Inti :
KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong-royong, kerjasama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan presedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam					

semangat belajar					
2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 2.3.Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional					
3.1.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri,	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan**	**Mengamati** • Siswa mendengarkan / membaca pemaparan jati diri	**Kriteria penilaian:** • Pencapaian fungsi sosial.		• Audio CD / VCD / DVD

sesuai dengan konteks penggunaannya. 4.1.Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	**merespons pemaparan jati diri.** *Fungsi Sosial* Menjalin hubungan dengan guru, teman dan orang lain. *Ungkapan* *My name is……* *I'm …… I live in….I have….I like…..*dan semacamnya. *Unsur kebahasaan :* (1). Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2). Kata kerja dalam simple present tense : be, have dalam simple present tense. (3). Kata Tanya	dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian / penulisannya. ● Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. **Menanya** ● Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. ● Siswa mempertanyakan pengucapan da nisi teks yang memaparkan jati diri. **Mengeksplorasi** ● Siswa mencari beberapa teks	● Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri. ● Ketetapan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. ● Kesesuaian format penulisan / penyampaian. **KINERJA (praktik)** ● Melakukan menolong yang menyebutkan jati diri di depan kelas. ● Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri.		● SUARA GURU ● Koran/ majalah berbahasa Inggris ● www.dailyenglish.com ● http://americanenglish.state.gov/files/ae/resource files ● http://learnenglish.britishcouncil.org/en/

	What? Who? Which? (4). Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi. (5). Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru. • Siswa memperoleh balikan (feedback) dari guru dan	**Observasi :** Penilaian untuk tujuan memberi balikan. Sasaran penilaian : • Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan Komunikasi. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan. **Portofolio :** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan. • Kumpulan hasil tes		

		teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemostrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (learning journal).	dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat** Bentuk : diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai	**Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya**	**Mengamati** • Siswa mendengarkan / menonton interaksi memuj bersayap.	**KRITERIA PENILAIAN :** • Pencpaian fungsi sosial. • Kelengkapan dan	2 JP	• Audio CD / VCD / DVD • SUARA GURU

dengan konteks penggunaannya. 4.2.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* *"Excellent! You really did it well, Tina." "That's nice, Anisa.I really like it." "It was great. I like it, thank you."* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	• Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan	keruntutan struktur teks memuji bersayap. • Ketepatan unsur kebahasaan : tata bahasa,kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan / penyampaian **CARA PENILAIAN: KINERJA (praktik)** • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya. • Ketepatan dan kesesuaian menggunkan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya.		• Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files • http://learnenglish.britishcouncil.org/en/

		bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa Indonesia. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam bahasa Inggris untuk memuj dalam jurnal belajar (learning journal).	**Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran penilaian : • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan resonnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi.		

3.3.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	**Teks lisan dan tulis untuk menunjukkan perhatian (care)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale.* *Are you OK?* *Not, really. I've got a headache.* *Unsur kebahasaan :* Ucapan, tekanan kata, intonasi.	**Mengamati** • Siswa mendengarkan/ menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris,	**Kriteria Penilaian :** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian. • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan / penyampaian. **Cara Penilaian :** **KINERJA (praktik)** • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian	2 JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files • http://learnenglish.britishcouncil.org/en/

		perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa Indonesia. **Mengkomunikasikan** • Siswa menunjukkan	• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian. **Observasi :** Penilaian untuk tujuan memberi balikan. Sasaran penilaian : • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran disetiap tahapan. • Kesantunan dan kepedulian dalam		

		perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (learning journal).	melaksanakan Komunikasi.		
3.4.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya. 4.4.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, stuktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	**Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu** *Fungsi sosial* Menyatakan rencana *Struktur teks* 'I'd like totell my name,'I will tell him about my job, I'm going to introduce my friend. *Unsur kebahasaan* Kata kerja *I'd like*	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan mennyakan tentang niat melakukan sesuatu dalam berbagai konteks. • Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menanyakan dan menyatakan tentang niat melakukan sesuatu dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menyanyakan	**KRITERIA PENILAIAN :** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu. • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan. • Kesesuaian format penulisan /	4JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com

	to…,I will…,I'm going to….; tata bahasa, ucapan, tekanan kata intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	tentang niat melakukan sesuatu. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb. **Mengeksplorasi** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur.	penyampaian. **Cara Penilaian:** **Observasi:** Penilaian untuk tujaun memberi balikan. Sasaran penilaian : • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan. • Berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi.		• http://americanenglish.state.gov/files/ae/resource files • http://learnenglish.britishcouncil.org/en/

		• Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu. **Mengasosiasi** • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam jurnal belajar (learning journal).			

3.5.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya. 4.5.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan knteks.	**Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Struktur text* Ungkapan baku dari sumber-sumber outentik. *Unsur kebahasaan* (1) Kata dan tata bahasa baku. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika	**Mengamati** • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l.film, tape, surat kabar, majalah). • Siswa membacakan contoh – contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonsi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengindefikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang	**KRITERIA PENILAIAN :** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap. • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format peulisan / penyampaian. **CARA PENILAIAN: KINERJA (praktik)** • Melakukan role-play (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam	4JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files • http://learnenglish.britishcouncil.org/en/

	mempresentasikan secara lisan. *Topik* Keteladanan tentang perilaku peduli dan cinta damai.	ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber. • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat. • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa mempperoleh balikan (feedback) dari guru dan teman tentang hasil analisis	situasi nyata. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya. **Observasi :** Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat. • Kesungguhan siswa dalam proses		

		yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikan di depan guru dan teman untuk mendpat feedback. • Siswa membuat kartu ucapan selamat. • Siswa memperoleh feedback dari guru dan teman sejawat.	pembelajaran di setiap tahapan. **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman menolong. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi. • Kumpulan hasil tes dan latihan.		
3.6.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang	**Tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present**	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat Past Simple, dan Present Perfect Tense, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat Past	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial. • Keteatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,	4JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa

merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya. *Struktur teks* *I hollored farewells to my friends and poured my self into the car.* *My friend has prepared everything before we left.* *Unsur kebahasaan* (1) Past Simple, Present Perfect	Simple dan Present Perfect Tense selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh – contoh kalimat Past Simple dan Present Perfect Tense. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat Past Simple dan Present Perfect Tense, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai past simple dan present perfect yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa menyatakan dan	intonasi, ejaan, dan tulisan tangan. • Kelengkapan dan keruntutan struktur teks. • Kesesuaian format penulisan / penyampaian. **CARA PENILAIAN:** **Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku jujur, disiplin, percaya diri, dan betanggungjawab dalam melaksanakan komunikasi. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.		Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files. • http://learnenglish.britishcouncil.org/en/

	(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetakyang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	menanyakan tindakan /kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam kontekssimulasi, role-play, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat Past Simple dan Present Perfect Tense yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat Past Simple dan	**Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar. • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		

		Present Perfect Tense dalam bahasa Inggris dengan kalimat tentang tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan dalam jurnal belajarnya permsalahan dalam mengunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan / kejadian yang dilakukan / terjadi di waktu lampau yang			

		merujuk waktu.			
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks, deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb. *Struktur teks* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian – bagiannya yang dipilih untuk di deskripsikan. (2) Penyebutan sifat orang, tempat	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks / film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan pokok, informasi rinci	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks deskriptif. • Ketepatan unsur kebahasaan: kata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan / penyampaian. **KINERJA (praktik)** • Melakukan monolog tentang deskripsi orang, tempat wisata, banunan bersejarah terkenal di depan kelas / berpasangan. • Ketepatan dan	18 JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files. • http://learnenglish.britishcouncil.org/en/

deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	wisata, dan bangunan bersejarah terkenal dan bagiannya. (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. Yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. (2) Kata sifat yang terkait dengan orang, tempat	dan informasi tertentu dari teks deskriptif. **Mengeksplorasikan** • Siswa secara kelompok membacakan teks desriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasiyang tepat. • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca / di dengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan. • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.	kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif. **Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi. • Ketepatan dan kesesuaian dalam menyamaikan dan menulis teks deskriptif. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan. • Ketepatan dan		

	wisata, dan bangunan bersejarah terkenal. (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata. *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	**Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan focus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia smpaikan dalam kerja kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang / tempat wisata / bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya.	kesesuaian menggunakan strategi dalam membaca. **Portofolio:** • Kumpulan catatan kemajan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasikan. • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat**		

		• Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya di depan guru dan teman dan mempublikasikannya di madding. • Siswa membuat kliping deskripsi tentang orang, temat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan learning journal.	• Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		
3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement), sesuai dengan konteks penggunaannya.	**Teks tulis berbentuk announcement (pemberitahuan).** *Fungsi sosial* Memberikan	**Mengamati** • Siswa mendengarkan / membaca teks announcement dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks announcement.	4 JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/

4.11.Menangkap makna pemberitahuan (announcement). 4.12.Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah dan staf administrasi. *Struktur teks* Ungkapan yang lazim digunakan dalam teks announcement di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan* Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan	penyampaian / penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks mealui proses skimming dan scanning untuk mendapatkan informasi khusus. **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedan berbagai teks pemberitahuan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan / membaca teks announcement dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks	• Ketepatan unsur kebahasaan: kata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan / penyampaian. **CARA PENILAIAN KINERJA (praktik)** • Melakukan monolog dalam bentuk pemberitahuan (announcement) di depan kelas. • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (announcement). **Observasi:** Penilaian untuk tujuan		majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files. • http://learnenglish.britishcouncil.org/en/

	atau cetak yang jelas dan rapi. *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik.	announcement dengan strategi yang digunakan bersama teman. • Siswa berlatih membuat teks announcement dalam kerja kelompok. **Mengasosiasi** • Siswa menganalisis teks announcement dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks announcement yang di dengar / dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelomppok siswa mendiskusikan teks announcement yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.	memberi balikan. Sasaran penilaian: • Kesantunan saat melakukan tindakan komunikasi. • Perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketetapan dan kesesuaian menggunakan strategi dalam membaca. **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan. • Kumpulan karya siswa yang		

		Mengkomunikasikan • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. • Membuat jurnal belajar (learning journal).	mendukung proses pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk di publikasikan. • Kumpulan hasil tes dan latihan. **Penilaian Diri** Bentuk: jurnal belajar.		
3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman / kejadian / peristiwa, sesuai dengan konteks penggunaannya. 4.13.Menangkap makna dalam teks recount lisan dan tulis sederhana. 4.14.Menyusun teks recount lisan dan tulis sederhana tentang pengalaman / kegiatan / kejadian /	**Teks recount lisan dan tulis, sederhana, tentang pengalaman/ kegiatan / kejadian / peristiwa.** *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan /	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman / kejadian / kegiatan / peristiwa yang diberikan / diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. • Siswa belajar menentukan gagasan pokok, informasirinci dan informasi tertentu dari teks recount. **Menanya** • Dengan bimbingan dan arahan	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks recount. • Ketepatan unsur kebahasan: kata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan/ penyampaian.	14 JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/re

peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	peristiwa / kejadian secara umum. b. Menyebutkan urutan tindakan / kejadian / peristiwa secara kronologis dan runtut. c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian / peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda. (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (4) Ucapan, tekanan kata, intonasi,	guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman / kejadian / peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan mengenai gagasan pokok informasi tertentu dalam recount. **Mengeksplorasikan** • Siswa mencari beberapa teks recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaanyang tepat. • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi teks recount.	**CARA PENILAIAN KINERJA (praktik)** • Melakukan monolog dalam bentuk recount dalam kelompok/ berpasangan/ di depan kelas. • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount. **Observasi:** Penilaian untuk tujuan memberi balikan.Sasaran penilaian: • Kesantunan saat melakukan tindakan. • Perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi. • Kesungguhan siswa dalam proses		source files. • http://learnenglish.britishcouncil.org/en/

	ketika mempresentasikan secara lisan. (5) Rujukan kata. *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggungjawab, disiplin.	• Siswa secara berkelompok menuliskan / menyalin teks recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/ peristiwa dengan memperhatikan funsi sosial, struktur, dan unsur kebahasaan dengan runtut. **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks recount tulis dengan focus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks recount sederhana tentang keteladanan	pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian menggunakan strategi dalam membaca. **Portofolio:** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks rcount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasikan. • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian		

		dengan memperhatikan fngsi sosial, struktur dan unsur kebahasaan. • Siswa mempresentasikan di kelas. • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (learning journal).	lainnya. **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk lain. • Siswa diberikan pelatihan sebelum dituntut untuk melaksnakannya.		
3.10.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15.Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi Sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting. b. Komplikasi terhadap tokoh	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan / diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mengamati keteladanan dari cerita legenda. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda.	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks naratif. • Ketepatan unsur kebahasaaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan / penyampaian.	12 JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.

	utama. c. Solusi dan akhir cerita. *Unsur kebahasaan* (1) Kata – kata terkait karakter, watak, dan setting dalam legenda. (2) Modal auxiliary verbs. (3) Ejaan dan tulisan tangan cetak yang jelas dan rapi. (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata. *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	**Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu. **Mengeksplorasi** • Siswa membaca beberapa teks legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. • Siswa melengkapi rumpang dari beberapa teks legenda sederhana. • Siswa secara berkelompok menuliskan / menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.	**KINERJA (praktik)** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan / di depan kelas. • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif. **Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melakukan komunikasi. • Ketepatan dan kesesuaian menggunakan strategi dalam membaca. • Kesungguhan siswa dalam proses		gov/files/ae/resource files. • http://learnenglish.britishcouncil.org/en/

		• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat. **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan focus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian menggunakan strategi dalam membaca. **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif. • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk di publikasikan. • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		

		• Siswa membuat kliping teks legenda dengan menyalin dari beberapa sumber. • Siswa membuat learning journal.	**Penilaian Diri dan Penilaian Sejawat** Bentk: diary, jurna, format khusus, komentar, atau bentuk penilaian lain.		
3.11.Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16.Menangkap makna lagu sederhana.	**Lagu Sederhana** *Fungsi Sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral. *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan	**Mengamati** • Siswa mendengarkan / membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya. • Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang di dengar. **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku.	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial. • Kelengkapan dan keruntutan struktur teks naratif. • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan/ penyampaian. **Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku	4 JP	• Audio CD / VCD / DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource files. • http://learnenglish.britishcouncil.org/en/

	secara lisan. *Topik* Keteladanan tentang perilaku yang menginspirasi.	• Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat. • Siswa berdiskusi tentang pesan lagu yang di dengar. **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca / didengar. • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin. **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut. • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	tanggungjawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi. • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu. • Kesungguhan siswa dalam dalam proses pembelajaran dalam setiap tahapan. **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu. • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		