

**THE USE OF *SNOWBALL THROWING* GAME TO IMPROVE
STUDENT WRITING SKILL ON DESCRIPTIVE TEXT**

**(A Classroom Action Research Conducted in Seventh Grade Student of MTs N
Gondangrejo in Academic Year of 2015/2016)**



THESIS

**Submitted as a Partial Fulfillment of the Requirements for the Degree of
Sarjana in Islamic Education and Teacher Training Faculty**

By:

TRI WAHYUNI

SRN: 123221301

**ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF SURAKARTA
2016/2017**

ADVISOR SHEET

Subject: Thesis of Tri Wahyuni
SRN:123221301

To:
The Dean of Islamic Education and
Teacher Training Faculty
IAIN Surakarta
In Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Tri Wahyuni

SRN : 123221301

Title : The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive Text. (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016)

has already fulfilled the requirements to be presented before. The Board Examiners (*munaqosyah*) to gain Bachelor Degree in English Department.

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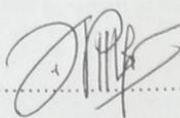
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Advisor,

Novianni Anggraini , M.Pd
NIP: 198301302011012008

RATIFICATION


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Examiner I : Hj. Suprapti, M.Pd.

(..........)

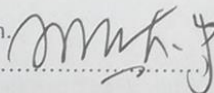
NIP. 197408072005012004

Examiner II : Novianni Anggraini, M.Pd

(..........)

NIP. 198301302011012008

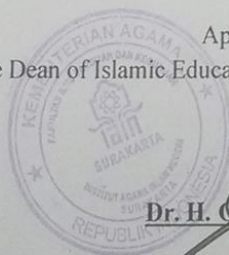
Main Examiner : SF. Luthfie Arguby Purnomo, SS., M.Hum.

(..........)

NIP. 198209062006041006

Surakarta, 27 December 2016

Approved by
The Dean of Islamic Education and Teacher Training Faculty




Dr. H. Citoto, M.Hum

NIP. 19670224 200003 1 001

DEDICATION

This thesis is dedicated to:

1. My beloved family; my beloved Mother (Ibu Umi Khasanah), my beloved Father (Bapak Makmum), my beloved Brother (Budi Ciputra) and my beloved Sister (Farida Eryani). Thank you for always support me, loves me, motivate me, pray for me. Thank you so much.
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MOTTO

COGITO ERGO SUM

**I think , therefore I exist
(Rene Descartes)**

SHAHHIH WIJ-HATAKA TAKUN KULLU HAYATIKA “IBADAH”

**Betulkan niat dan tujuanmu niscaya semua hidupmu bernilai “ibadah”
(DR. Yusuf Qardhowi)**

LA YUKALLIFULLAHU NAFSAN ILLAWUS’AHA

**Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya
(Surah Al-Baqarah 2:286)**

**COBALAH DAHULU BARU BERCERITA. PAHAMILAH DAHULU BARU
MENJAWAB. PIKIRLAH DAHULU BARU BERKATA. DENGARLAH
DAHULU BARU MEMBERI PENILAIAN .BERUSAHALAH DAHULU BARU
BERHARAP**

(Socrates)

PRONOUNCEMENT

Name : Tri Wahyuni
SRN : 12.32.2.1.301
Study Program : English Education
Faculty : Islamic Education and Teacher Training

I hereby sincerely state that the thesis titled “ The Use of *Snowball Throwing* Game to Improve Student Writing Skill on Descriptive (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016)” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, 15 September 2016

Stated by,

Tri Wahyuni.

SRN.12.32.2.1.301

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 15 September 2016

The researcher

Tri Wahyuni

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ABSTRACT

Tri Wahyuni. 123221301. The Use of *Snowball Throwing* Game to Improve Student Writing Skill on Descriptive (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016).A Thesis. English Education Program, Islamic Education and Teacher Training Faculty of State Islamic Institute of Surakarta. 2017.

Advisor : Novianni Anggraini, M.Pd

Keyword : Classroom Action Research, Writing, *Snowball Throwing* Game, Descriptive Text.

The objective of this study are: (1) To describe the implementation of *Snowball Throwing* Game in seventh grade student of MTs N Gondangrejo especially F class in academic year of 2015/2016. (2) To identify the improvement of students writing skill on descriptive text of seventh grade students in MTs N Gondangrejo especially F class in academic year of 2015/2016 by *Snowball Throwing* Game.

The method of this research was a Classroom Action Research (CAR). This research started from November until January 2016. The subjects of this research was VII F class students of MTs N Gondangrejo in academic year of 2015/2016. This research conducted in two cycles of action with three meetings in cycle I and two meeting in cycle II. In every findings of meetings consisted of identifying, planning, implementing, observing, reflecting, and revising. The reflection of the findings also happened in the end of cycle I and cycle II. The data were collected by observation, interview, and test (pre-test and post-test) .Then, the data were analyzed by qualitative (triangulation) and quantitative data analysis (rather reliability).

The researcher findings showed that there was improvement of students' writing skill and class situation of English class. The use *Snowball Throwing* Game could improve the positive writing class situation and the students writing skill on descriptive text. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimum (KKM) of English lesson is 66,75. The improvement of students' writing skill can be seen from the improvement of the mean score of pre-test, post-test one and post-test two , that is 51,6, 77,83 and 84,10. While, the implementation of *Snowball Throwing* game improves class situation and students' activity. The improvement of classroom situation and students' activity during teaching and learning process occurred includes: (1) almost all students give more attention. (2) students' practice in writing class can increase, (3) students' participation, interest, and motivation can increase. (4) writing class situation can be more fun. In conclusion, the implementation of *Snowball Throwing* Game can improve students' writing skill on descriptive text and students' positive activity in English class. The researcher hopes that it will inspire the English teachers to conduct *Snowball Throwing Game* in their English class.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. It is used in almost the whole world for some purposes as the media of communication to help people communicate and interact with others in the world. English is a tool both for spoken and written communication. It can help people to give and get information with other people, make our life easier and to face the modern world, because mastering English is important for Indonesian people especially for Indonesian's agent of change through the education program.

English is also a compulsory subject to be taught in Indonesia. In the Curriculum of 2013 for Junior High School, learning English is not only in the class but also at home and society. Teachers are not only learning source, they must make the learning process more interesting for students because students must active in exploring many sources for increasing their knowledge.

English teaching and learning consists of some language skills, it consists some important skills as speaking, reading, and writing. Among those language skills, it has been considered that writing is one of some skills that should be acquired by the students. Writing is an important medium of

communication besides speaking. Writing's function is not only in education, but also in other fields, such as career planning, job application and business, because mastering writing can help students more professional when they confront on many aspects of this world.

To make a good writing, practice is important role. According to Sokolik in Nunan (2003:92) to improve writing skills the students must always practice because practice can help students to learn about how to make a good writing that it includes some criteria of effective writing learning process as content, organization, vocabulary, language use and mechanic. The teacher should create the situation where the students can understand how to write well to realize those perfect writing skill's criteria. According to Harmer (2007:261-262) the teacher has very importance role in the development of students writing skill. Teacher should always consider if the teacher can be a motivator, resource, and feedback providing in guiding and facilitating the teaching and learning process.

From those reasons, it can be said that writing skill is very important. However, in reality it did not happen in MTs N Gondangrejo. After the researcher did pre research in VII F class students of MTs N Gondangrejo by observing the English learning process of the English teacher, giving first interview, and pre test, researcher knew that the writing learning process in this school faced some problems especially for VII F class students. It could be seen from the English learning process that teacher did and the student's performance and response towards writing.

Based on observation conducted by researcher for the English teacher in MTs N Gondangrejo, researcher had some conclusions that the English teacher of VII F class used the communicative method when she taught her students, but when she implemented this communicative method, she was more active than her students. The teacher was very active in front of the class but the students just heard the teacher's explanation and students' writing practice was very less. The English teacher could not give students funny situation which made students' motivation in writing text was low. Then the teacher role as facilitator was not effective because when students did writing process in class she could not guide them. After her students finished their writing task she did not give the students feedback although some students got miss understanding from the learning materials.

According to *Kementrian Pendidikan dan Kebudayaan* (2013), in teaching and learning process the teachers are not only learning resource , teachers must make the learning process more interesting for students because students must active in exploring many source for increasing their knowledge. According to Larsen and Diane (2008:128), the role of teacher in communicative method as an adviser, answering student's questions, and monitoring student's performance, because the students are seen as more responsible managers of their own learning. However, in MTs N Gondangrejo, the implementation of the teacher's teaching methods did not match with the conception of the curriculum 2013 and the role of teacher in communicative method that she used in VII F class, because it this problems

should be solved.

Based on the pre-research conducted in MTs N Gondangrejo especially VII F class students in academic year of 2015/2016 and from the result of the students' first interview and pre-test, the researcher found that most of the students faced some problems when they studied English. Firstly, from the result of students' first interview, researcher had information that the students' motivation in learning English was low. The students said that writing subject was very difficult because they got low score. Their writing problem was about the using of "s" in the singular and plural word formation, remembering the meaning of word, and making English sentence in better sentence pattern. They also said that they never studied English by game. However they said to researcher that they wanted to study English by game and group discussion.

Secondly, from the result of students' pre-test, researcher found that most of students faced some problems in composing sentence in to a good short text. The students' writing skill on descriptive text was very low because from 37 students, just 4 students who passed KKM and the mean score of the students' pre test score just 51,16. The students' specific problems on writing text could be classified in to five categories as follows content, organization, vocabulary, language use especially on grammar problem and writing mechanic.

The first difficulty faced by the VII F class students of MTs N Gondangrejo was the content. In terms of content, students' writing content was very short. For example when the students wrote descriptive text in their

pre-test, they could not write about the description of their self more than one paragraph. The students got difficulty when they were describing themselves because they did not know about what they wanted to write.

The second writing problem faced by VII F class students in MTs N Gondangrejo was the writing organization. The students got problems when they wanted to explore their ideas to be a good sentence and somewhat they copied some sentences which made their writing task was uninteresting. For example in every sentences students used the same “pronoun” to make a sentence as “ My name is Daris, My hobby is badminton, My favorite color is blue”. Then the students also confused to explore their idea, for example when they wanted to write “ *cita-cita saya menjadi guru* ” they wrote “ Dream teacher” and when they wanted to write “ *saya tinggal di Boyolali*” they wrote “Home Boyolali”. The students still confused to write because they did not have a writing habit. As the result, many students wasted the time only for finding what they wanted to write until the bell rang.

The vocabulary mastery was the third difficulty faced by the VII F class students in MTs N Gondangrejo. It was represented by mistyping word, for example when students wrote “Favorit and honay”. Then in the English class, only a few students brought the dictionary to find the Indonesian meaning of difficult words. If students did not know the meaning of some English words or what was the English of some Indonesian words, they asked the teacher.

Another difficulty that it was found in VII F class students in MTs N

Gondangrejo was related in the language use especially on the grammar mastery and in the sentence formation. In ability to use the correct auxiliary verb and how to use it in their sentence were two majors difficulties find in relation to grammar mastery. In writing a descriptive text , most of students did not understand how to use auxiliary verb. Moreover, they put 'to be' in the sentence that contained a full of "verb" in their tasks for example "I like play game ,I am live in Kalioso". Then in making sentence, most of students did not know the English sentence pattern for example "My name father Wawan, My favorite music is pop and song west". The basic sentence pattern was very important in writing skill because it students should understand it.

The last difficulty faced by the VII F class students of MTs N Gondangrejo was the writing mechanic. In writing a descriptive text, students made many errors in spelling, punctuation and capitalization. Students often wrongly used the capitalization and also the punctuation such as full stop and comma, for example in the end of sentence students forgot to put full stop and in some sentence students put wrong punctuation and capitalization as " I am class: VII F", "My favorite music is = music India", and "My Favorite Music is PoP".

In conclusion, the writing learning process in this school faced some problems especially for VII F class students in MTs N Gondangrejo and the English teacher . The first problem was related from the teacher's teaching method that made the student was not active , bored, uninteresting during writing activities, and lack of practices. The second problem was related from

the limited of students' skill in writing text includes content, organization, vocabulary, language use, and mechanics. Therefore, to improve the writing learning process, those problems must be solved.

Based on those problems above, the researcher wanted to improve the English learning process in VII F class students in MTs N Gondangrejo especially on writing skill in descriptive text by applying *Snowball Throwing* game .According Langran and Purcell (1994:12-14) ,games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their. According to Yusup P.Sri P,(2014:238), *Snowball Throwing* game can make the class atmosphere more life and this game can help student to revision the structure of the sentence after teacher teach in the class. According to Giyoto.Fauzi (2013: 48), *Snowball Throwing* game can make the teaching learning process more attractive, increasing the readiness of students and students can show their knowledge to each other in group discussion. Due to this fact, the researcher interest to use *Snowball Throwing* game in her research. In this research, the researcher concerns to use *Snowball Throwing* game to improve students writing skill on descriptive text for seventh grade students in MTs N Gondangrejo in academic years of 2015 until 2016.

B. Identification of The Problem

Based on the background study and after the researcher did the pre-research by observed and interviewed the English teacher, gave students first interview and pre test , the researcher could identify some problems on teaching and writing learning process that happen on seventh grade students of MTs N Gondangrejo especially F class in academic year of 2015/2016 like this :

1. English was important but students got difficulty to understand it especially on writing skill.
2. The English learning process was very bored which made students' motivation on learning process was low.
3. Students did not understand how to make a good sentence in good language use.
4. Students' writing organization was very low which made the content was short because they had difficulty to show and to get the writing idea.
5. The less of students' vocabulary mastery in writing text.
6. Students' problems on writing mechanic.
7. The less motivation when students studied writing skill.

C. Limitation of the Problems

Based on the identification of the problems above, it was possible to the researcher to solve the problems related to the students' writing skills on seventh grade student of MTs N Gondangrejo especially F class in academic year of 2015/2016. This research focused to improve students' writing skills

used *Snowball Throwing* games notably on descriptive text and to get the description of the class situation when *Snowball Throwing* game was implemented in writing class.

The lesson plan that used in this research follow the syllabus of curriculum 2013 for Junior High School especially for seventh grade student. The kind of text that to be the focus of this research was descriptive text. The writing skills that covered in this research involve the language fluency as content and organization, and the language accuracy as vocabulary, grammar, and mechanics.

In reference to those above reasons, this study was focused on the used of *Snowball Throwing* game to improve the writing skills on descriptive text in seventh grade student of MTs N Gondangrejo especially the students of F class in academic year of 2015/2016 . This was the why the researcher chooses a title: THE USE OF *SNOWBALL THROWING* GAME TO IMPROVE STUDENT WRITING SKILL ON DESCRIPTIVE TEXT (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016)

D. Problem Formulation

Based on the background of the study and limitation of the problem above, the research problem can be formulated as follows:

1. How is the implementation of *Snowball Throwing* game on seventh grade students of MTs N Gondangrejo especially F class in academic year of 2015/2016?

2. Does *Snowball Throwing* game improve students' writing skill on descriptive text in the seventh grade students of MTs N Gondangrejo especially F class in academic year of 2015/2016?

E. The Objectives of the Study

Considering the problems formulation above, the study was oriented toward the following aims:

1. To describe the implementation of *Snowball Throwing* Game in seventh grade student of MTs N Gondangrejo especially F class in academic year of 2015/2016.
2. To identify the improvement of students writing skill on descriptive text of seventh grade students in MTs N Gondangrejo especially F class in academic year of 2015/2016 by *Snowball Throwing* Game.

F. The Benefits of the Study

The result of this study was expected to bring some theoretically or practically significances and contributions as follows:

1. Theoretical Benefit

The researcher that the result of this research could enrich the theory of teaching writing skill, descriptive text and teaching aids especially using *Snowball Throwing* game.

2. Practical Benefit

a. For the researcher

By did this research, the researcher got some experiences and knowledge about her study and it was useful in the future.

b. For the students

This study motivated students who had problems in English learning, especially when mastering writing skill. They also able to produce a good English whether oral or written communication.

c. For the teacher

The result of this study helped the teachers to improve their teaching method in teaching learning process. So that problems that students and teachers faced in the teaching learning process could be minimized. In addition, teachers could apply this game in their classroom to make the English learning more interesting.

d. For the school

This study could be a starting point to develop the teaching method which applies in the school.

G. Definition of Key Term

1. Writing

Writing is the written products of thinking, drafting, and revising that require specialized skills.

(Nunan,Brown (2001:335))

2. Descriptive Text

Descriptive text is a kind of texts with a purpose to give information

(Gerot and Wignell (1994))

3. Snowball Throwing

Snowball throwing is a learning model used to get the answer which created by the students from discussion with their friends

(Zaini, et al, (2008:58))

CHAPTER II

REVIEW ON RELATED LITERATUR

A. Theoretical Description

The current literature in the related themes in this section includes the reviews of writing, teaching writing, *Snowball Throwing* game, small group discussion technique and descriptive text. This chapter also presents some relevant research studies for this research followed by rationale and action hypothesis of this research.

1. Writing

a. Definitions of Writing

Writing can also be defined as both physical and mental activity that is aimed to express and impress (Nunan, 2003:88). It is categorized as the physical activity because the writer must act of committing words or ideas like typing an e-mail into a computer. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into statements and paragraphs that enable a reader in understanding the ideas of the written work.

To complete the definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers

and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

In other words, the above theories explain that the term of writing can be defined as a process of productive skills both physical and mental activity that are aimed to express and impress from the products of thinking, drafting, and revising.

b. Micro and Macro Skills of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. They are needed to develop the effective writing.

Those skills are described as follows:

Micro skills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings of writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, it can be said that the earlier micro skills tend to describe about the writing mechanic and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skills covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc.

Therefore, based on the micro skills and macro skills that have been determined, the writing activity and process should include them as well

as employ writing strategies needed by the students. It aims to help the students constructing the idea effectively and making them easier to make various kinds of texts.

To make a teacher more focused in teaching writing, he/she must consider the micro and macro skills of writing, but he/she also should pay attention to the micro and macro skills that are needed especially for the level of his/her students. For junior high school students, the teacher can refer to the contents of National Examination of SMP/MTs 2013/2014 as a consideration in teaching writing. According to *Kementerian Pendidikan dan Kebudayaan* (2013), those macro and micro skills of writing for junior high school students are shown in this table.

Table 2.1: The Contents of National Examination of SMP/MTs 2013/2014

| No | Competence | Indicator |
|----|--|---|
| 2 | Expressing the meaning in writing of short functional text and simple essays in the form of descriptive (descriptive procedure or report) and narrative (narrative and recount) in the daily lives context | Determining the correct word to fill the incomplete sentence in the form of simple recount/narrative. Determining the correct word to fill the incomplete sentence in the form of simple descriptive /procedure Determining the correct word order to make the coherent and meaningful paragraph. Determining the correct word order to make the meaningful sentence |

c. Writing Assessment

The researcher used criterion to measure the standard writing of student. According to JB.Heaton (1990: 146) the criterion included five categories, there are:

Table. 2. 2 The Rating Scale of Scoring of Writing

| No | Categories | Score | Descriptions |
|----|--------------|-------|---|
| 1 | Content | 30-27 | EXCELENT TO VERY GOOD: Knowledgeable-Substantive-etc. |
| | | 26-22 | GOOD TO AVERAGE : some knowlege of subject-adequate range-etc. |
| | | 21-17 | FAIR TO POOR : limited knowledge of subject-little substance-etc |
| | | 16-13 | VERY POOR: does not show knowledge of subject-non-substantive etc. |
| 2 | Organization | 20-18 | EXCELENT TO VERY GOOD: Fluent expression-ideas clearly stated-etc |
| | | 17-14 | GOOD TO AVERAGE : Somewhat copy-loosely organized but main ideas stand out-etc |
| | | 13-10 | FAIR TO POOR : Non fluent -Ideas confused or disconnected-etc |
| | | 9-7 | VERY POOR: Does not communicate-no organization-etc |
| 3 | Vocabulary | 20-18 | EXCELENT TO VERY GOOD: Sophisticated range – effective word/idiom choice and usage-etc |
| | | 17-14 | GOOD TO AVERAGE : Adequate range-occasional errors of word/idiom from,choice,usage,but meaning not obscured |
| | | 13-10 | FAIR TO POOR :Limited range-frequent errors of word/idiom from,choice,usage-etc |
| | | 9-7 | VERY POOR: Essentially translation-little knowledge of English vocabularies. |
| 4 | Language use | 25-22 | EXCELENT TO VERY GOOD: Effective complex constructions-etc |
| | | 21-19 | GOOD TO AVERAGE : Effective but simple constructions-etc |
| | | 18-11 | FAIR TO POOR : Major problem in simple /complex constructions-etc |
| | | 10-5 | VERY POOR: Virtually no mastery of sentence construction rules-etc |
| 5 | Mechanic | 5 | EXCELENT TO VERY GOOD: Demonstrates mastery of conventions-etc |
| | | 4 | GOOD TO AVERAGE : Occasional errors of spelling,punctuation-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. |

2. Teaching Writing

a. Principles for Teaching Writing

By applying the right strategy in writing class, it is believed that students will have expected to give many opportunities for the students

to practice and produce the goals of teaching and learning process. In the teaching of writing, the teacher is high enthusiasm in joining the lesson. practice and produce the text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students

Sokolik in Nunan (2003:92) states that there are some principles for teaching teacher can create a lot of activities which can raise students motivation in writing. texts. It means that the teacher should create the situations where the students can understand how to write well. So, the teaching of writing is not a simple matter but writing.

They are explained as follows:

- 1) Understand students' reasons for writing
- 2) It is important to understand the students' goal when they are writing.

It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

- 3) Provide many opportunities for students to write.

To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

- 4) Make feedback helpful and meaningful

The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

- a) The teacher must clarify himself, and for his students, how their writing will be evaluated.
- b) Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.

b. The Reasons for Teaching Writing

There are many reasons why the teacher must teach writing to students of English as a foreign language. According to Harmer (1998:79), reinforcement, language development, learning style and writing as a skill are the reasons why the teacher must teach writing.

1) Reinforcement

To see how the students acquire language is not only by an oral way, but also from the language writing down. The visual demonstration of language construction is needed for students to be an aid to commute new language to memory. It is also useful for students to write sentences using new language shortly after they have studied.

2) Language Development

The mental activity in writing helps the students to learn by ongoing learning experience.

3) Learning Style

Each student has a different learning style. Writing is suitable for learners who produce language in slower way.

4) Writing as a skill

Writing is included to basic language skills. Besides speaking, the students need to know how to write advertisement, letter, etc.

c. **The Writing Learning Process**

It is important for the teacher to understand how his/her students learn, because it will be a consideration how he/she will teach them. There are many different theories of learning process.

Then, Brown (2007:8) breaks down the components of the learning definition, they are:

- 1) learning is acquisition or “getting”.
- 2) learning is retention of information or skill.
- 3) retention implies storage systems, memory, and cognitive organization.
- 4) learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) learning is relatively permanent but subject to forgetting.
- 6) learning involves some form of practice, perhaps reinforced practice.

7) learning is a change in behavior.

Because learning is a natural process, Curriculum 2013 proposes scientific approach in learning process. Scientific approach is believed as a golden bridge of the development of attitude, skill, and knowledge of students.

According to *Kementerian Pendidikan dan Kebudayaan* (2014), scientific approach in Curriculum 2013 has some steps. They are observing (*mengamati*), questioning (*menanya*), experimenting (*mengumpulkan data*), associating (*mengasosiasi*) and communicating (*mengkomunikasikan*).

1) Observing (*mengamati*)

The process of observing by senses (reading, listening, seeing, watching etc.) with or without tools.

2) Questioning (*menanya*)

In this process, the students create and ask questions, discuss about some problems, the extra information they want to know, or as a clarification.

3) Experimenting (*mengumpulkan data*)

The third process is experimenting. It means to explore, try, discuss, demonstrate, imitate the shape or motion, experiment, read other sources beside text book, collect data from informants through questionnaire, interview, and modify/add/develop.

4) Associating (*mengasosiasi*)

Associating means processing information that has been gathered, analyzing data in the form of creating category, associating or linking phenomena/relevant information in order to find a pattern and conclude them.

5) Communicating (*mengkomunikasikan*)

It is a process of presenting a report in the form of charts diagrams, or graphics; prepare written reports, and presenting a report covering the process, results, and conclusions orally.

Besides learning process, there is also writing process. Planning, drafting, revising, and editing are the four basic stages of writing process stated by Richards and Renandya (2002: 316). In every stage, it is suggested that it provides various learning activities that can support the learning of specific writing skills.

The planned writing experiences for the students can be described as follows:

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Planning also brings the students away to have many ideas to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as clustering, brainstorming and etc.

2) Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. They must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3) Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, and accuracy of supportive textual material.

The students are not always expected to know where and how to correct every error, but editing of the best of their ability should be done as a matter of course.

d. The Teacher Roles in Writing

Teaching is not a simple activity. It is not only transferring

knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. According Brown (2000:7), learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means that the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

To measure and understand that the teacher has implemented the good performance, Harmer (2004:41) proposed some tasks which are done by the teacher before, during, and after the process of writing. They are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

Demonstrating is the first task that must be done by the teacher in the process of teaching writing. This task has aim to make the students understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract the students' attentions and

motivation.

After demonstrating, the teacher has to continue the next task, they are motivating and provoking the students. For several students, writing is a big problem because they sometimes lack in transferring the idea from their mind to their writing. This situation can be solved when the teacher help by provoking them to get ideas and then persuading them to write.

In the process of writing, sometimes the students face difficulties. In this situation, the teacher must be ready to support the students to solve them in order to make the students always feel comfortable and have motivation to write continuously.

When the students have finished their writing, the teacher perform the fourth task, it is a responding. Responding here means how the teacher reacts to the students' writing work. This task focuses to the content and construction of the writing. The respond or reaction to the student's work can be in the form of feedback or suggestions for the students' improvement in writing.

The teacher completes the task with evaluating the students' work and then grades them. This task has function to see how far the progress of students in writing. As conclusion, those tasks are main requirements of the teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

To add his previous ideas on the tasks that must be performed by

teachers, Harmer (2007:261-262) mentions some information about the teacher's roles in the teaching and learning process of writing. They will be explained as follows:

1) Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere in the English class, persuading them of the advantages of the activity and encouraging them to always practice writing to achieve the optimal result.

2) Resource

The teacher must be ready to serve every information and language needed by students when they are doing the next level of writing tasks. The teacher also should accompany his/her students to give them advices and suggestions in a constructive and smart ways.

3) Feedback Provider

After finishing their work, the teacher must respond or react positively to what the students have written. The level of feedback must be balanced with the level of students' ability in writing. The teacher has very importance roles in the development of students' writing ability. Therefore, he/she should always consider if the teacher can be a motivator, resource and feedback provider in guiding and facilitating the teaching and learning process.

e. Teaching Writing in Junior High School

According to the regulation of ministry of national education, the core competence and basic competence for junior high school students grade VII in the first semester are the students have to perform several writing competencies. In addition, there is a regulation to specify each skill of English which had been taught in each level of schools. It is expected that the students in each of those levels are able to master English skills continuously. In the end, they would be able to use spoken or written English correctly. In this research, it was specified for the students to be able to write descriptive text accurately and correctly. Therefore, there is an expected writing competence of the first grade students of junior high schools in the second semester which has been decided in the national regulation. It is displayed in the table follows:

Table 2.3: The Standard of Competence and Basic Competencies

| Standard of Competence | Basic Competencies |
|--|---|
| 12. Expressing meanings of written functional texts and short simple essays in the form of descriptive texts to interact with the closest environment. | 12.2 Expressing the meaning and rhetorical steps of short simple essays using various written language accurately, fluently and acceptable to interact with the closest environment in the form of descriptive texts. From |

From the table above, it can be seen that the first grade students in the second semester of junior high schools need to be able to write descriptive texts accurately. Thus, the teacher should give the students more exposures and more chance in practicing their skills of writing.

Related to the age of the students in junior high schools, the rules of teaching and learning for this age stage require special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. The age range of the junior high schools students is between twelve and fifteen that is also called as puberty (Brown, 2001:91). Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in junior high school.

Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. These imply some characteristics of teens which need to be considered. For teenagers, self-importance, self-image, and self admiration are crucial for them. Moreover, teens are ultrasensitive to the other perceptions toward their physical and emotional changing. However, the students of junior high school are like an adult in their ability to involve in various communication contexts. As the result, the teaching and learning writing for the grade VII junior high school students must be designed to help them develop their writing strategies so that they will able to improve their writing skill.

Brown (2000:346) mentions some principles for designing writing techniques, they are:

- 1) incorporate practices of “good” writers,
- 2) balance the process and product,

- 3) account for cultural/literacy background,
- 4) connect reading and writing,
- 5) provide as much authentic writing as possible,
- 6) frame the techniques in terms of prewriting, drafting, and revising.

The decision is based on the core and basic competence of the VII grade students . The teaching of writing must also focus on the psychological conditions of the students. The teacher has to teach them with the appropriate learning strategy and techniques. These will make the teaching of writing more effective.

f. Teaching Writing in Group

According to Cross and Geoffery (1994).Writing in group have many benefits as multiple brains are better than one, both for generating ideas and getting a job done. All writing can be considered collaborator in a sense, tough we often don't think it that way. It would be truly surprising to find an author whose writing, even if it was completed independently, had not been influenced at some point by discussions with friends. The range of possible collaboration varies from a group of co-author who go through each portion of the writing process together, writing as a group with one voice, to a group with a primary author who does the majority of the work and then receives comments or edits from the co-authors.

According to Hadfield & Hadfield(1990:5-51, writing also demands a completely different language than normally used in conversations. For students in school this must not become their experience of writing

because that can lead to their loathing of writing. Games can be a good way to prevent this because not only are games fun but they can provide writers with a reason to write and it is obvious that writing will become easier when there is a clear reason instead of just having to write because the teacher said so. Another thing that games can provide for writers is an audience. In many games other students will play the reader's part and therefore provide the writer with the necessary feedback that writing often lacks

According to Joseph.J, study writing in group has many positive effects because it can help students to gain more knowledge, help students to aware about all the aspects of that particular topic, students easy to find solutions for their problem, and students can identify their weakness and with the help of their friends they can boost their weakness. Another important benefit of studying in a group is that it can improve our memory.

g. Teaching Writing by Game

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything

unless they can get them to participate in their own learning process.

Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations. According to Langran and Purcell (1994:12-14) ,games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level.

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants Again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense

allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

Seventh, according Ingvar Sigurgeirsson (1999:80), games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school

Games can be found to give practice in all the skills .Teaching writing learning activity by game was invaluable as giving students a break and at the same time allows students to practice language skill more active and get solution with their friends. Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stage of the teaching/ learning sequences (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Purposefully selected games with carefully constructed learning experiences can be used to improve students' learning outcomes. In this research, the researcher concerns on the use of game in teaching writing. Writing is one of productive skills that must be learnt in a language classroom. But, for many students writing is difficult. Men who learn English as a foreign language often say that writing is more difficult than any other skills. According to Harmer learners engaged in a productive task can be very frustrated when they just do not have the word or the grammar they need to express themselves. Sometimes, of course, they can research language they would like to use, but this can make writing a very cumbersome process. As the fact of the matter, most native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of.

For students of foreign languages, writing lesson has an aura of difficulty and seriousness. They often see it as hard work, boring, unrewarding because writing is often given out as a homework activity, not a lot of fun.

There are hundreds of games that can be used in the language teaching. Teacher who understands games is much more likely to be able to find or create games that will help the students learn something without feeling worry. In *70 English Game*, Yusuf Priyadi, Y. Sri Purwaningsih, et.al. present many games that can be used in teaching writing; *miming game*, *whispering*, *old house new house game*, *Snowball Throwing game*,

etc. In this case, the researcher was interesting to use *Snowball Throwing* game in teaching writing.

3. *Snowball Throwing* Game

a. Definition of *Snowball Throwing* Game

According to Yusup P.Sri P,(2014:238). *Snowball Throwing* game is a game that has function to make the class atmosphere more life and this game can help student revising the structure of the sentence after teacher explain the material. This game can be implemented to pre intermediate and intermediate student.

According to Giyoto.Fauzi (2013: 48), *Snowball Throwing* game can make the teaching learning process more attractive, increasing the readiness of students and students can show their knowledge to each other in group discussion. Farrel and Jacobs (2010) described that *Snowball Throwing* is a useful cooperative learning method because each member works alone first and then presents to the group, thus students are discouraged from either doing nothing or, the opposite, attempting to dominate the group.

According to Komalasari, (2010) *Snowball Throwing* is a type of cooperative learning which make student's creativity increase when they answer the question with the funny game by throwing the paper question for their friends.

According to Isjoni, (2010: 34).*Snowball Throwing* is the learning method which it use the question ball from the paper which it is rolled as a ball and it is threw for the other group.

Widodo (2009) recommends that snowball throwing method could train students to think more to received messages from others, and gave that message to friends in one group. These questions used by paper than press it be a paper ball and throw the ball to other students. Students who get the paper ball than open it and answer the questions. *Snowball throwing* method is a method used to increase a subject topic. This method is always used by several groups and it consists of five to eight students that have ability to make question in a paper made such a ball. Then, the ball is throwing to other groups to receive by answer that question.

According to Zaini,(2008:58).*Snowball Throwing* is a learning model used to get the answer which created by the students from discussion with their friends. According to Depdiknas, (2001:5).*Snowball Throwing* game is the effective learning which it be the recommendation from UNESCO, those are: learning to know, learning to do, learning to live together, learning to be.

In writing class *Snowball Throwing* technique is one of vocabulary games which make students enjoy and can decrease worry in learning vocabulary. *Snowball throwing* encourages the students to be active in speaking and writing participation in the classroom, because this method contains a rich communication where students must be active.

Snowball Throwing techniques have positive effect on the students' memory development. In addition, the purpose of this technique is appropriate in reviewing the vocabulary for the students. In the teaching learning process, *Snowball Throwing* technique can be a good media in developing students' vocabulary.

Snowball Throwing also has capability to increase self-confidence of hesitant students, because in *Snowball Throwing* activities, the students will have different roles and have to speak and write, which means they do not have to take the same responsibilities.

Snowball Throwing method is one of the asking techniques modification that emphasizes to arrange questions skill and it is made in an interesting game, that is throwing the snowball. And the inside of snowball is question that students have to throw the snowball to other students and the other students have to answer it. This method needs students' skill that's very easy and all of students can make it where they give question based on material.

Based on above explanation, *Snowball Throwing* encourages the students' active writing participation in the classroom, because this method contains a rich communication where students must be active to write the vocabulary. *Snowball throwing* also has capability to increase self-confidence of hesitant students, because in snowball throwing activities, the students will have different roles and have to write, which means they do not have to take the same responsibilities.

Snowball throwing as a model of teaching are hoped can increase students' writing skill, because of this model is also give high motivation to the students to write through give and answer vocabulary questions by them each other.

b. The Step of *Snowball Throwing* Game

Asmani (2011: 47) gives the procedures in using *Snowball Throwing* game. They are:

- a) The teacher gives the materials based on the basic competence.
- b) The teacher makes some groups and gives the explanation about the materials to the moderator.
- c) The each moderator back to their groups, then they explain again what teacher explained before to their friends based on their each group.
- d) Then, each student has given a work paper to write one question involve the material that moderator of each group had explain it.
- e) A question paper then made it like a ball and throws it from a student to another for \pm 15 minutes.
- f) After that, each student will get a snowball paper then the student is given an opportunity to answer the question from the question paper as by turns.
- g) Teacher makes evaluation about the materials.
- h) Teacher closes the teaching and learning process.

On the book of cooperative learning Agus Suprijono (2009:128) describes the technique of *Snowball Throwing* games is one of the active learning method for the direct attention of learners to the material presented.

Step-by-step method *Snowball Throwing* game are as follows:

- a) Teacher deliver the material that will be learnt.
- b) Teacher make groups and call the chairman of each group to give an explanation about the material being taught to their students / members.
- c) The group heads back to each group and explain any material submitted by the teacher to his friends.
- d) Each student is given a sheet of paper, to write down one question concerning any matter which has been described by the group leader.
- e) The paper containing these questions was made into a ball and tossed one student to another student about 15 minutes.
- f) Then each student have one ball or one question and give the opportunity for students to answer questions that are written in ball-shaped paper in turn.
- g) Evaluation.
- h) Closing.

The *Snowballing* technique, on the other hand, is a little more task oriented. Robert Slavin (2010) wrote the highlights of the snowballing technique:

- a. Group your students in pairs and they work together for 10 minutes.
- b. After 10 minutes, have this small group join another pair to form a group of four and continue their work.
- c. After 5 minutes, have each group of four join another group of four to produce a group of eight and finish their work.
- d. Then have the groups of eight report their findings.

The steps of *Snowball Throwing* game in writing class to teach descriptive texts are as follows:

- a) The teacher deliver the material about descriptive text that will be learnt.
- b) The teacher makes some small groups
- c) Each groups are given a sheet of plastic ball, picture theme and vocabulary page list to write down the description of the picture theme but it just vocabulary description in every word classes as *noun, verb, adjective, adverb* that match with the picture theme.
- d) Teacher give instruction for every groups to take their roll of vocabulary page list and picture theme in the plastic ball.

- e) Teacher give student instruction to throw their plastic ball that containing vocabulary page list and picture theme to other group so other groups will get different them to write the descriptive text.
- f) Teacher give all students instruction to make a descriptive text by their new vocabulary list and picture theme in their group.
- g) Teacher take the sample of student task from all students group and give student instruction to present and read it in front of another group to give group assessment .
- h) The teacher give students evaluation
- i) Closing.

c. The Advantages and Disadvantages of Snowball Throwing Game

1) Advantages of *Snowball Throwing* Game

Yusup P.Sri P,(2014:238) gives the advantages in using snowball throwing. They are:

- a) *Snowball Throwing* game can make the class atmosphere more life.
- b) *Snowball Throwing* game can help student to revision the structure of the sentence after teacher teaches in the class.

Widodo (2008) gives the advantages in using *Snowball Throwing*.

They are:

- a) *Snowball Throwing* method can increase students brave to give question to others student or teacher.

- b) *Snowball Throwing* method can stimulating students to give question based on topic of the subject when subject was underway.
- c) It can least students afraid when they ask something to their friend and teaches students to practice their mental. Last, by using this method students can give information each other.
- d) This technique can make the players or in this case the students more adroit and their ability about memorizing the English vocabulary is more increased because they learn in an enjoyable way.
- e) Fun in learning with *Snowball Throwing* technique brings real word context in to the classroom and enhances students to use English in flexible communicative way.
- f) It can make students relax and fun to study.
- g) The teaching learning process more attractive
- h) The teacher more easy to teach about the vocabulary

2) **Disadvantages of *Snowball Throwing* Game**

Widodo (2008) gives the disadvantages in using *Snowball Throwing*. They are::

- a) The implementation of *Snowball Throwing* game need the long

time.

b) The naughty students lean to make noisy the class.

4. Small Group Discussion Technique

a. Definition of Small Group Discussion

According to Sultan Ayoub Meo (2013). Small group teaching and learning sessions increase student interest, retention of knowledge, enhance transfer of concepts to novel issues, students' critical skills, teamwork ability, self-directed learning, communication skills, student-faculty and peer- peer interaction. Small group discussion provides chance to the students to monitor their own learning and thus gain an experience of self-direction and independence of the instructors.

According to Ernest W. Brewer (1997:22), small group discussion allows presenters to announce a topic or ideas for group discussion among participants. A small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within to the context of a group under the direction of a presenter.

According to Giyoto.Fauzi (2013:79), small group discussion has functions to build the students' interaction in their group, students' responsibility in analyzing to get answer for their group task.

According to Crosby J (1996;19). The most important characteristics of small group teaching are the active involvement of

learners in the entire learning cycle, well defined task orientation with achievable specific aims and objectives in a given time and the reflection based on the experience and deep learning.

According to Hesketh EA. (2004:16-19), the teacher's role as facilitator must ensure that the group completes the task, achieves the stated outcomes for the session. Once the group members are clear about the expectations, the facilitator must ensure that they remain focused on the task, explain the task, question understanding, keep time, clarify and summarize progress, close the session. The facilitator may also provide appropriate stimulus material and resource so that the group can achieve the task set.

In small group teaching the size of the group plays a significant role in the mechanism of teaching and learning. The smaller the group the greater is the likelihood of close relationships, full participation, and consonance of aims and objectives. However, while designing a group size, keep in mind that, larger group may impair the flavor of small group teaching and learning. Each group may consist of 8-10 students and a faculty member must be assigned for each group.

Ruddok (1978), Luker (1989), Griffiths, Houston & Lazenbatt (1996) stated that students enjoyed and benefited from small groups. The tutorial specifically has been noted for its value in complementing knowledge in lectures, expanding on the concepts considered in lectures,

encouraging student reflection, developing students' communication skills, and encouraging active life-long learning.

b. The Steps of Small Group Discussion

- 1) The teacher makes some groups after explain the materials.
- 2) The teacher gives the students group task.
- 3) The teacher gives every groups instruction to answer the task.
- 4) The teacher gives every groups instruction to play the *snowball throwing* game.
- 5) The teacher gives students individual task.

c. The Combination Steps of *Snowball Throwing* Game and Small Group Discussion Technique.

The combination steps of snowball throwing game and small group discussion technique in writing class to teach descriptive texts are as follows:

- 1) The teacher deliver the material about descriptive text that will be learnt.
- 2) The teacher makes some small groups Each groups are given a sheet of plastic ball, picture theme and vocabulary page list to write down the description of the picture theme but it just vocabulary description in every word classes as *noun, verb, adjective, adverb* that match with the picture theme.

- 3) Teacher give instruction for every groups to take their roll of vocabulary page list and picture theme in the plastic ball.
- 4) Teacher give student instruction to throw their plastic ball that containing vocabulary page list and picture theme to other group so other groups will get different them to write the descriptive text.
- 5) Teacher give all students instruction to make a descriptive text by their new vocabulary list and picture theme in their group.
- 6) Teacher take the sample of student task from all students group and give student instruction to present and read it in front of another group to give group assessment .
- 7) The teacher give students evaluation
- 8) Closing.

d. The Advantages and Disadvantages of Small Group Discussion

According to Geraldine O'Neill (2003: 1-12) Small group teaching has many advantages to offer the learner. These includes self direction and active learning, encourages reflection upon and control of learning activities and development of self-regulatory skills conducive to lifelong learning. It develops self-motivation, investigating of issues, allows the student to test their thinking, hypothesis, deep learning and higher-order activities such as analysis, evaluation and synthesis. It facilitates an adult style of learning, acceptance of personal responsibility for own progress. It promotes transferable skills such as leadership, teamwork, organization,

prioritization, and encouragement to others, problem solving, and time management skills.

According to Ernest W. Brewer (1997:27), when using the small group discussion, we should be aware of following advantages and disadvantages of this technique as follows:

1) Advantages of Small Group Discussion

- a) All participants in the group can participate
- b) It is a good way to get participants interested in a topic
- c) Participants may more easily understand another participant's explanation than a presenter's explanation.
- d) The presenter can identify participants who need assistance.
- e) The presenter can identify individual opinion about the topic.
- f) It helps the participant see relationships among ideas or concepts related to the topic at hand.

2) Disadvantages of Small Group Discussion

- a) It is time-consuming.
- b) Some participants in the group may do all the taking.
- c) It involves less presenter involvement than other methods.
- d) The discussion can easily get off track.

5. Descriptive Text

a. Definition of Descriptive Text

According to Gerot and Wignell (1994:192), "Descriptive is a text

which describes a particular, place or thing. Its purpose to tell about the subject by describing its features without including personal opinions. It is a type of writing in which the ideas are arranged in terms of spatial relationship.

b. The Purpose of Descriptive Text

In language function, descriptive writing has some purposes. They are:

- a) Aiming to show rather than tell the reader about something/someone.
- b) Relying on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
- c) Focusing and concentrating only on the aspects that add something to the main purpose of the description.
- d) Describing about what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind
e.g. their noses were met with the acrid smell of rotting flesh.
- e) Strong development of the experience that “put the reader there” focuses on key details, powerful verbs and precise nouns.

c. The Generic Structure of Descriptive Text

According to Gerot and Wignell (1994), the generic structure of descriptive text as follow:

- a) Identification. It is about the topic that is going to describe, for example, I have many hobbies, but my favorite one is football.

(identifies the phenomenon to be described)

- b) Description. It contains the descriptions about the parts, for examples, about the physical appearances, attitudes, or characteristics (describes parts, qualities, characteristics).

d. The Language Features of Descriptive Text

- a) Using Simple Present Tense
- b) Using action verbs
- c) Using adverb.
- d) Using general and abstract noun
- e) Using conjunction of time and cause-effect.
- f) Detailed noun phrases.
- g) Many kinds of adjectives

B. Previous Study

There were some studies done by previous researchers related to the implementation of *Snowball Throwing* game in English learning process. The study related to the use of *Snowball Throwing* game in some English skill as reading and speaking. The study related to the use *Snowball Throwing* game in reading was conducted by Rahmadini Rizka (2012).

The implementation of *Snowball Throwing* model in teaching reading was so helpful to improve students' skills in generating ideas enriching their vocabularies and also varying the technique of teaching English to get students' attentions. Based on her result, it was seen from the improvement of

criteria of success of students' score, there were 15 students who got score under 70, the students who got score more than 70 only 11 students and the students which absent 1 students in cycle I up to all of the students got score more than 70 in cycle II. The questionnaire result showed that student enjoyed and become active during teaching learning process. Finally, the researcher gives suggestion that Implementation of Snowball Throwing Model was effective in teaching and learning process, in another English skill as writing skill and speaking skill.

Then the other study conducted by Tri Jayanti Rukmana Ambarwati (2013) also proved that teaching through snowball throwing was effective to improve the students' activity. The research findings show that the level of students learning activity can increase with the implementation of *Snowball Throwing* games technique in accounting learning process. Between 10 indicators that reflect accounting learning activity, until second cycle finished are attained the criteria of successful action (from all students doing the activities) such as reading the accounting material, asking questions about material that has not been understood, listening to the teacher's explanation and from group discussion, recording the accounting material, doing the tasks and exercises, enthusiasm to work together in group, expressing opinions in the discussion, answering questions and giving respond to other people's opinions, giving opinions related with accounting references, giving participate during learning process with *Snowball Throwing* games technique. It means that had attain the criteria of successful action are students doing

positive activities during learning process by total score of students activity attain to 75%.

The researcher also taken previous study from International Journal of Humanities Social Sciences and Education. Dr Lubna Almenoar the Assistant Professor of English Department of Humanities and Social Sciences College of Science and General Studies in Al Faisal University stages that *Snowballing* technique is suitable activities carried out in the classroom, each plays its own role in a teacher's successful critical reading session. They are an integral part of the whole teaching session. The same set of intended learning outcomes or objectives was achieved at the end of Critical Reading session.

C. Rationale

Writing is one of the productive skills that should be acquired by students. They should be given more opportunity to practice producing texts to make them accustomed to that activity especially writing descriptive texts in line with this study. However, according to the early observation in MTs N Gondangrejo especially in VII F class students in academic year of 2015/2016, the researcher discovered some problems in the process of teaching writing. One of the problems is related to students' low proficiency in English. They still lack vocabularies. Many students still could not find correct and appropriate words during writing descriptive texts. They also have difficulties in finding ideas and developing the topics which make their

writing organization and content are low. Furthermore, they just have a bit awareness of language use especially on grammar so that they find it hard to write a good piece of writing and most of them did wrong on writing mechanic especially on capitalization and punctuation. As a result, their work was still not good at all and there were many errors they made. Then dealing with the students' behaviors in the class, it can be seen that the student was not active, bored, uninteresting during writing activities, and lack of practices.

Looking at the facts faced by the students that they are not motivated to write, the researcher decide to apply *Snowball Throwing* game in the writing activities to improve students' writing performance. Chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Due to this fact, the researcher interested to use game in her research. In this study, the researcher concerns on the use of games to teach writing . Game which is introduced to the students is *Snowball Throwing* game.

Using *Snowball Throwing* game in improving writing descriptive texts has many benefits. It will help students to make them easy to generate ideas and find topics. It also helps them to enrich and master vocabularies. Using *Snowball Throwing* game also make the students improve their awareness in writing descriptive texts according to grammatical orders because student's understanding of the kinds of word classes in language use can increase.

Students will be successful in learning if they enjoy the process. *Snowball Throwing* game can make students more fun in learning English.

The unique of game media can make student more interested to study and play. Then by group learning, students get solution when they get difficulties anymore in pouring the ideas in writing descriptive text. It is assumed that using *Snowball Throwing* game on students writing class is effective for developing and promoting students' English writing skill especially on descriptive text.

D. Action Hypothesis

Based on theories underlying on writing, teaching writing, *Snowball Throwing* game, small group discussion technique and descriptive text, the researcher proposes the hypothesis that *Snowball Throwing* game can improve the student writing skills on descriptive text of seventh grade student in MTs N Gondangrejo especially F class in academic year of 2015/2016 .

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of eight sections namely research design, research procedure, research setting, research subject, technique of collecting data, technique of validity instrument, indicator of research, and technique of analyzing data. The discussion of each part is presented below.

A. Research Design

This research used classroom action research design that conducted in education sector what did in class area and had the goal to repair and to increase the learning quality. In this research researcher wanted to improve action quality through diagnosis process, planning doing, observation and learn about the influence that was affected.

Elliot in Paizaluddin and Ermalinda (2014:20) stages that action research has purpose to improve the classroom quality by doing the plan, action, monitoring, and evaluation until getting the goal.

According to Gerald (2009: 30), action research is a process of concurrently inquiring about problems and taking action to solve them. It is a sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action-purposefully and ethically in specific classroom context to improve teaching or learning.

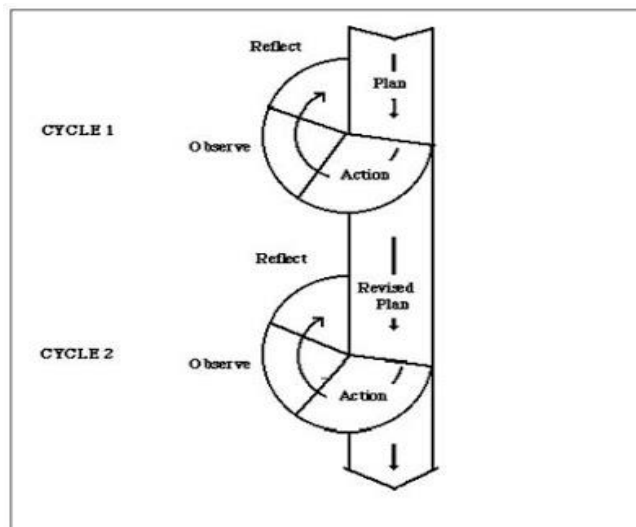
To know more about the teacher's learning problem and the students' difficulties in learning process. Researcher interviewed and observed the teacher's learning process. Researcher also collected data from students by interviewing the students, giving questionnaire and giving a pre-test. Its purposes was to know the score mean of students' writing in text before using *Snowball Throwing Game*.

B. Research Procedure

Kemmis and Taggart in Hopkins (1999:33) say that five steps in modeling method of the research namely: (1) Identifying the problem, (2) Planning the action, (3) Implementing the action, (4) Observing or monitoring the action, (5) Reflecting the result of the observation, (6) Revising the plan.

The phases can be illustrated as follow:

Figure 3.1 Action Research Spiral (Kemmis & McTaggart in Burns 1999: 33)



The procedure of each cycle are as follows;

1. Identifying the problem

The problem was identified by using techniques as follows:

- a. Interviewing students and English teacher.
- b. Identifying activity of teaching learning process at class.
- c. Classroom observation.
- d. The students were given test.

2. Planning the action

The researcher preparing everything related to the action as preparing materials, making lesson plan, observation checklist, field notes, and designing the steps in doing he action.

3. Implementing the action

The researcher conducted teaching and learning process. The teacher implemented Snowball Throwing game with the collaborator. In conducting the study, the researcher act as the teacher carrying out the lesson plan while the researcher and collaborator played role as observer observing during the instructional process.

4. Observing the action

Observation is conducted to identify the classroom phenomena happening during the teaching learning process. It is conducted when the action is being applied. Observation checklist and field notes are employed to facilitate he observer conducting the observation. The observation is to monitor whether the teacher and students did each steps

of the action well or not. The result of the observation and field notes become input for the improvement of the teacher and students performance in every meeting.

5. Reflecting the result of observation.

In reflecting step, the researcher focused on making a judgment whether the study is successful or not. Researcher as practitioner made the evaluation and investigation after finished every meeting to find out the strength and weakness of teaching activity that had been carried out.

6. Revising the plan

In revising step, the researcher made a new plan by making some solution to solve the weakness of the previous meeting. The new plan was conducted in the next meeting to solve the students' problems in teaching learning process.

The procedures of every meeting in every cycle are as follows in this table:

Table.3.1 The research procedure

| Procedure | Cycle1 | | | Reflecting the result in cycle 1 | Cycle 2 | | Procedure | Reflecting the result in cycle 2 |
|--------------|--|--|---|---|---|---|--------------|--|
| | Meeting 1 | Meeting 2 | Meeting 3 | | Meeting 4 | Meeting 5 | | |
| Identifying | Based on Pre-cycle | Identifying the problem from first meeting | Identifying the problem from the second meeting. | Researcher reflected the result of action research in Cycle one. Showing the improvement and the problem hat found in Cycle one. After that researcher made a new plan for Cycle two. | Identifying the problem from cycle-one | Identifying the problem from fourth meeting | Identifying | Researcher reflected the result of action research in Cycle two.. Showing the improvement. |
| Panning | Preparing and designing teaching and game materials for the first meeting. | Making a new plan for the second meeting to solve the problem in first meeting. | Making new plan for the teaching learning process in third meeting. | | Planning the action for the fourth meeting in cycle-two | Planning the action for the five meeting | Planning | |
| Implementing | Implementing the first meeting in cycle one based on the lesson plan | Implementing the second meeting based on the lesson plan to solve the students problem in first meeting. | Implementing the third meeting | | Implementing the fourth meeting in cycle-two | Implementing the action in the five meeting | Implementing | |
| Observing | Observing or monitoring the first meeting in cycle-one. | Observing and monitoring the second meeting. | Observing and monitoring the first meeting. | | Observing or monitoring the fourth meeting in cycle-two | Observing or monitoring the fourth meeting in cycle-two | Observing | |
| Reflecting | Reflecting the result in first meeting. | Reflecting the result in second meeting to get and to make evaluation. | Reflecting the result from third meeting. | | Reflecting the result in the fourth meeting | Reflecting the result in the fourth meeting | Reflecting | |
| Revising | Revising the plan for the second meeting. | Revising the plan for the third meeting after researcher got problem in second meeting. | | | Revising the plan for the five meeting | | Revising | |

In this research researcher conducted two cycles that included three meetings in cycle one and two meetings in cycle two, every meeting in every cycle has five steps.

C. Research Setting

This research took place in MTs N Gondangrejo which the located at Jl. Solo-Porwodadi, call. (087836382660) Gondangrejo.Karanganyar and especially did in VII F classroom. The reason why the researcher chooses VII F classroom in MTs N Gondangrejo based on the English teacher recommendation who said for researcher that the students in VII F classroom had problem with their writing skill. The research was conducted from November 2015 to January 2016 in the VII F students of MTs N Gondangrejo in academic years of 2015-2016.

Table 3.2 Research Schedule

| Stage | Activities | November | | | | December | | | | January | | | |
|-----------|--|----------|---|---|---|----------|---|---|---|---------|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Pre Cycle | 1. Giving First Interview • Identifying teacher's problems in teaching writing. • Identifying student's problems in English learning process. | | | | | | | | | | | | |
| | 2. Observation • Identifying the problems during teaching learning process | | | | | | | | | | | | |
| | 3. Pre Test • Identifying students problems when they wrote descriptive text. • Identifying students writing skill. | | | | | | | | | | | | |
| | 4. Giving First Questionnaire • Identifying students problems in writing. • Identifying students writing skill. • Identifying what was students wanted in writing class. | | | | | | | | | | | | |
| Cycle 1 | 1. 1 st meeting (6 January 2016) • Implementing the action plan | | | | | | | | | | | | |
| | 2. 2 nd meeting (9 January 2016) • Implementing the action plan • Implementing Task 1 | | | | | | | | | | | | |
| | 3. 3 rd meeting (15 January 2016) • Implementing the action plan • Measuring the students writing skill after the action • Implementing the Post Test 1 • Post-test 1 | | | | | | | | | | | | |
| Cycle 2 | 1. 4 th meeting (16 January 2016) • Implementing the action plan • Implementing Task 2 | | | | | | | | | | | | |
| | 2. 5 th meeting (22 January 2016) • Implementing the action plan • Implementing the Post Test 2 • Measuring the students writing skill after the action | | | | | | | | | | | | |
| | 3. Giving Last Questionnaires (22 January 2016) • Knowing the students opinion about the action • Knowing the successful of the research | | | | | | | | | | | | |
| | 4. Giving Last Interview (22 January 2106) • Knowing the students opinion about the action. | | | | | | | | | | | | |

D. Research Subject

The subject of this research was all students of VII F class in MTs N Gondangrejo, academic year 2015/2016. The F class consists of 39 students. The level of this class was medium . The researcher conducted in this class based on a suggestion from the teacher.

E. Technique of Collecting Data

Techniques of collecting the data were the technique that researcher used to find or collect the data that researcher analyzed in order to make researcher more understand about what happens in the students and the classroom. In this research, the researcher used some techniques to collect the data, such as; observation, interview, questionnaire, and test (pre-test and post-test) with the explanation as follow:

1. Observation

According to Donald, Lucy Chester, and Christine (2010: 213), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Observation include the opportunity to record information as it occurs in setting, to study actual behavior, and to study individuals who have difficulty verbalized their ideas. Observation was used to monitor the students' activities during the teaching learning process.

Researcher observed the situation in class during lesson, response and attitude of students when they were given explanation, did task, and to know their difficulties. To be more objective, the researcher consider of asking the collaborator to help her to observe the classroom situation when researcher had a role as a teacher in class. The researcher did research by collaboration with some people as the English teacher and friend . In this study, an observation checklist was used to observe the subject of the study in some aspect. The aspect that were observed were student' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. Interview

According to Hopkins (2008:110), interview in classroom research can take four forms: it can occur between teacher and pupil, observer and pupil, pupil and pupil and, occasionally, teacher and observer.

The type of interview in this research was One-on-One interviews. According to Donald , Lucy Chester, and Christine (2010: 218), the One-on-One interview is a data collection process in which in the researcher asks question to and records answers from only one participant in the study at time. It is ideal for interviewing participant who are not hesitant to speak, who articulate, and who can share idea comfortably.

The goal of this interview to know the teacher's problems and students' problem in teaching learning process especially in teaching writing. Interview also could help researcher to had opinions from the teacher and the students in teaching and learning process. In this research, researcher gave students two time interview, first interview and last interview. The goal of the first interview was to know the students writing opinion and problem before treatment. The goal of the last interview was to know the students' opinion after researcher finished her research. Then researcher recorded and transcribed the result into papers for interview list.

3. Test

Test is a set of question, exercise, or practical activities to measure someone's skill ability or knowledge . In this research there were two kinds of tests, pre-test and post-test. Pre-test was employed in pre-cycle and post-test in the end the implementation of cycle-one and cycle-two. The result of the test was analyzed to know the improvement of students' writing skill on descriptive text *by Snowball Throwing Game* by collated the mean score in pre test and post test.

The form of test in this research was essay test . The researcher gave students instruction to write descriptive text based on the theme from researcher. In the pre-test, researcher gave students instruction to write descriptive text with the theme "Describing yourself ". In the post test-

one, researcher gave students instruction to write descriptive text with the theme “ Describing People”. In the post test-two, researcher gave students instruction to write descriptive text with the theme “ Describing Animal”.

Researcher gave students essay test because the focus skill of this research was writing skill on descriptive text. This test could increase students’ practice on writing descriptive text. Researcher gave students pre-test and post test to know the improvement of students’ writing skill in every meeting by comparing the mean score in pre-test to post-test.

F. Technique of validity instruments.

Throughout the process of data collection and analysis, researcher needed to make sure that research finding and interpretation were accurate. Validity finding means that the researcher determines the accuracy or credibility of the findings. In order to obtain the reliability, the researcher used genuine data taken from observations, interviews, questionnaires, and tests.

To obtain the trustworthiness of quantitative data collection (test), researcher used rater reliability and to obtain the trustworthiness of qualitative data collections (observations, interviews, and questionnaires), researcher used triangulation techniques.

1. Rater Reliability

Reliability refers to the consistency of assessment scores. If the test was reliable, students would get the same score regardless of when

she/he completed the test, when the response was scored, and who scored the response. Two forms of reliability in classroom assessment and in rubric development involve rater (or scorer) reliability. According to Efi Dyah Indarwati (2009), rater reliability general refers to the consistency of scores that were assigned by two independent raters (inter-rater reliability) and that that were assigned by the same rater in different point in time (intra-rater reliability). Researcher did collaboration and consultation with the English teacher to give students' writing scores. If the two type scores from two checker scores (English teacher and researcher) did not show big discrepancies, it could be said that the evaluation of the test was reliable.

2. Triangulation

To obtain the trustworthiness of qualitative data collections (observations, interviews, and questionnaires), the researcher used triangulations techniques as proposed by Burns (1999: 164). The four forms of triangulation were time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The forms of triangulation used by the researcher are discussed as follows:

In this research, the researcher used time triangulation and investigator triangulation. In this form of triangulation the data were collected over period of time to get a sense of what factors involved in change processes. In this research study, the action was conducted

from November 2015 until January 2016. In this case, there were observers involved in the same research setting. They were the researcher, the English teacher, and the collaborator. It was done in order to avoid bias observations.

G. Technique of Analyzing Data

After collecting the data that were qualitative and quantitative data, then the researcher analyzed it. The qualitative and quantitative data were obtained from observation, interview, questionnaire and test (pre-test and post-test). In analyzing the qualitative data the researcher uses qualitative technique as suggested by Burns (1999: 156). He says that there are various techniques developed from qualitative research approaches which can be used for data analysis, such as identifying patterns, categories or themes that are repeated across the data and making connections between these categories.

The aim of this study were to find out whether the used of *Snowball Throwing* game improve student writing skills or no and to describe the class situation when this game was implemented . There were pre test and post test, these tests were used to measure the student's progress in mastering writing skill.

The steps of data analysis were:

1. Qualitative Mode

Researcher got qualitative data from observation, questionnaire, and interview. The researcher analysis the class situation by the observation

data collection. The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist and field note, in observing class condition and monitored the learning process. In the end, the data observations were analyzed by describing the result of percentage from the check list. Then the researcher analyzed the students' problem and collecting students' opinion from interview to know the successes of research. Then, the data were analysis by comparing the first interview with last interview.

2. **Quantitative Mode**

Researcher analyzed the test in pre test and post test. The data gained was numeric and analyzed by using statistical computation. This data was used to know the average of students' mark and students' mastery learning in order to know their achievement. After conducting the test, the researcher gave score to the writing test papers of the students. The researcher used two task test, two post test, and one pre test to measure the writing skill of students in wrote descriptive text covering content, organization, vocabulary, language use, and mechanics. In giving score of writing test, the researcher processes the result of the students' tests. The writer gave score for each component of writing as follows:

- a. Content : the lowest score is 13 and the highest score is 30

- b. Organization : the lowest score is 7 and the highest score is 20
- c. Vocabulary : the lowest score is 7 and the highest score is 20
- d. Language use : the lowest score is 5 and the highest score is 25
- e. Mechanic : the lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the researcher formulated the result to get the total mean score as follow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{Y} = \frac{\sum Y}{N}$$

In which:

\bar{X} : Mean of pre-test scores

\bar{Y} : Mean of post-test scores

N : Number of subject

$\sum X$: The sum of pre-test score

$\sum Y$: The sum of post-test score

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the classroom action research conducted in VII F class students of MTs N Gondangrejo, Karanganyar in academic years of 2015/2016. This chapter presents the research finding that happened before, during, and after the researcher conducted this study. Then this chapter also presents the description and the discussion of the result in every cycle. On cycle I and cycle II consists of identifying the problem, planning the action, implementing the action, observing or monitoring the action, reflecting the result of the observation, and revising the plan.

A. Research Findings

This research was conducted in collaboration with the English teacher of MTs N Gondangrejo. The researcher was the teacher who implemented the action research. Her friend and the English teacher were the collaborator. This research was conducted in seventh grade students of MTs N Gondangrejo. The researcher conducted the action research in two steps. First, she did pre research or pre cycle and then she conducted the action research. In this research, the implementation was held into two cycles.

1. Research Implementation

Table 4.1 Research Implementation.

| Stage | Activity | Participation | Description |
|-----------------------------|---|--|---|
| Pre Cycle (6 November 2015) | 1. Giving First Interview. a. Identifying teacher's problems in teaching writing. b. Identifying student's problems in English learning process | 1. Teacher answered some question from researcher. 2. Students answered some question from researcher. | Researcher interviewed the English teacher. Her name is Miss Sangadah. Researcher did it in teacher room. Researcher asked about the teacher problem in English learning process. The teacher said that students' motivation in learning English was low because it was influenced by their mood. Students participation and concentration was low. The teacher said to the researcher to do the research in VII F class because the level of students in this class was medium. The KKM of seventh grade students in MTs N Gondangrejo was 66,75 and she used curriculum 2013. |
| | 2. Observation a. Identifying the problems during teaching learning process of the teacher and students. | 1. Teacher did learning activity in VII F class. 2. Students did learning activity in VII F class. | Researcher observed the teacher activity in VII F class. Researcher saw that the teacher more active than the students. It could be seen from the teacher domination in class. She was more active and talk active than the students. |
| | 3. Pre Test a. Identifying students problems when they wrote descriptive text. b. Identifying students writing skill. | 1. Students wrote descriptive text with the theme "Describing yourself" | After the English teacher gave the class for researcher, researcher gave students instruction to write descriptive text in pre-test. The students opened their note. Many of them was very confused. They asked the researcher how to make English sentence. they could finish their pre-test until the bell rung.. |
| Cycle 1 | 1. 1 st meeting (8 January 2016) a. Implementing the action | 1. Students studied about "how to make good sentence" with researcher. 2. Students studied descriptive text about "place" with researcher. 3. Students played <i>Snowball Throwing</i> game firstly. 4. Students wrote group task. | Opening Activity: Researcher opened the classroom activity by saying 'Basmallah' together, checking the students attendance, giving motivation, and asking the goal of the learning. Main Activity: Researcher explained the teaching materials for students, introduced the <i>Snowball Throwing</i> game for students, gave students instruction to make a group. In this first meeting, the classroom situation was very busy. Students was very hyperactive. The male students played the game instrument. They kicked the plastic ball. Many students was not focus with their group task. They could finish it because the time was over. Closing Activity: Researcher closed the learning activity when the bell rung. Researcher gave students closing statement and evaluation. |
| | 2. 2 nd meeting (9 January 2016) a. Implementing the action b. Giving Task 1 | 1. Students studied about simple present tense. 2. Students studied about word classes. 3. Students studied descriptive text about "people" 4. Students played <i>Snowball Throwing</i> Game. 5. Students wrote individual task (task-one) | Opening Activity: Researcher opening the classroom by giving students instruction to pray together. Researcher checked the students' attendance. Researcher gave students motivation and evaluation for the students' group task in first meeting.. Main Activity: Researcher explain the learning materials for the students. Researcher made a new group for students. Students played <i>Snowball Throwing</i> game. Students got individual task. Closing Activity: Researcher closed the learning activity after answered some students' question. Researcher gave students information that in the third meeting they would get post-test one. |

| | | | |
|----------|---|--|--|
| | <p>3. 3rd meeting (16 January 2016)</p> <p>a. Implementing the action</p> <p>b. Giving Post-test 1</p> | <p>1. Students reviewed the previous materials in describing people.</p> <p>2. Students did post-test one.</p> | <p>Opening Activity: Researcher opened the classroom by giving students instruction to pray together. Researcher checked the students' attendance. Researcher gave students motivation. Researcher gave the students score in task one. Researcher reviewed the students answer sheet.</p> <p>Main Activity: Researcher gave students instruction to do post-test one.. She gave students test to write descriptive text with the theme "people".</p> <p>Closing activity: Researcher closed the learning activity after students finished their post- test one. Researcher sad to students that in the next meeting they would study to describe animal.</p> |
| Cycle 2: | <p>1. 4st meeting (16 January 2016)</p> <p>a. Implementing the action</p> <p>b. Giving Task 2</p> | <p>1. Students studied descriptive text about "animal".</p> <p>2. Students played <i>Snowball Throwing</i> game.</p> <p>3. Students wrote second individual task (task-two).</p> | <p>Opening Activity: Researcher opening the classroom by giving students instruction to pray together. Researcher checked the students' attendance. Researcher gave students motivation .</p> <p>Main Activity: Researcher gave the students score in post-test one and gave them the evaluation and answered some question from students. Researcher explain the learning materials about "describing animal ".Students played <i>Snowball Throwing</i> game. Students got individual task.</p> <p>Closing Activity: Researcher closed the learning activity after answered some students' question. Researcher gave students information that in the third meeting they would get post-test two .</p> |
| | <p>2. 5nd meeting (22 January 2016)</p> <p>a. Implementing the action</p> <p>b. Giving Post-test 2</p> <p>c. Giving Last Interview</p> | <p>1. Students reviewed the previous materials in describing "animal".</p> <p>2. Students did post-test two.</p> <p>3. Students answered some question from researcher.</p> | <p>Opening Activity: Researcher opened the classroom by giving students instruction to pray together. Researcher checked the students' attendance. Researcher gave students motivation. Researcher gave the students score in task two. Researcher reviewed the students answer sheet.</p> <p>Main Activity: Researcher gave students instruction to do post-test two.. She gave students test to write descriptive text with the theme "animal" . Researcher interviewed some students after they finished their post-test two,</p> <p>Closing activity: Researcher closed the learning activity and gave students reward.</p> |

The research implementation consisted of two cycles. It was done in November 2015 to January 2016. Each cycle covered of identifying, planning, implementing, observing, reflecting, and revising. Cycle one consisted of three meetings and Cycle two consisted of two meetings. Every

meeting had opening, main activity, and closing.

2. Cycle One

a. The Research Findings

Researcher continued her research by conducting the cycle- one after she did pre-cycle. In the cycle- one of this research, researcher did three meetings to give students treatment and to implement the *Snowball Throwing Game* in writing skill on descriptive text. In every meeting on cycle-one, researcher gave students tasks and post-test one to evaluate and to get the students' improvement.

1) The First Meeting

a) Planning the Action

In this first meeting, researcher focused to teach students about “how to make good sentence and simple present tense”. Researcher made a lesson plan to teach students about descriptive text with the theme “describing place”. In this first meeting, students had the introduction of *Snowball Throwing Game* from the researcher. Students played this game after researcher explained the teaching materials. Then, researcher gave students group task to write descriptive text.

The researcher did the teaching-learning process in three phases: opening, main activities, and closing. The opening phase

covered such as greeting, checking the students attendance, telling that going to learn, and telling the competence at the learning process. In main activities, the researcher gave the students materials in composing sentence, example and explanation of descriptive text by handout. The researcher gave the group task to make descriptive text. In this phase, the researcher implemented *Snowball Throwing* Game firstly to help students easier to finish their task in group. In closing phase, the researcher concluding the lesson, doing reflection, and closing the lesson.

b) Implementing the Action

The researcher conducted the first meeting on Friday, 8th January 2016. In delivering the material, researcher used hand out and white board to explain the material about “How To Make Good Sentence” ,descriptive text about “Place” and the example of descriptive text with the title “My House”.

(1) Opening Activity

The lesson was started at 09.55 a.m. and it finished at 11.15 a.m. The researcher entered the room, greeted the students, prayed together and checked the students attendance list. From 39 students, just 38 students who follow the first meeting. Then, researcher introduced the topic and told the goal of the learning process.

(2) Main Activity

The researcher started by giving student explanation about “How to make good sentence”. She gave them knowledge about sentence pattern, word class, paragraph, and simple present tense. Researcher gave students the background knowledge of descriptive text. She explained the definition, purpose, generic structure, language feature, and the example of descriptive text. When researcher gave the explanation of the teaching materials, some students gave attention and some students did not give attention for researcher. In this first meeting, researcher gave students the example of descriptive text with the title “My House”. After that, at 10.30 a.m., researcher asked the students about their understanding of the text, but the students could not answer the question. Researcher explained the materials in 35 minutes.

Then at 10.37 a.m, students played Snowball Throwing game firstly. In this first meeting researcher gave students group. The researcher instructed students to make a group consisting of 8 to 9 students. When the students made the group, the classroom situation was very crowd. Each group got one set media of game as vocabulary list, the vocabulary list was used to describe the vocabulary description of the picture theme that match with the word classes as noun, verb, adjective, and adverb.

The picture theme could help students easy in describing the theme as “Hospital, School, Airport, Bank”. Students discussed the work in their own group .

Students played the game only 15 minutes. Then they wrote their group task, but they could not finish it until the bell rung at 11.15 a. m. The class situation was very crowded when researcher implemented *Snowball Throwing Game*. Some students did not give participation in their group. Until the time was over, students could not finish their group task in describing place. They had difficulty in writing descriptive text about place because the less vocabulary and grammar mastery. The researcher guided them and corrected their sentence.

(3) Closing

The researcher checked the students’ understanding and gave the students homework. The students looked confuse and they did not give question for researcher. Then, the researcher closed the lesson by saying good bye and “Hamdallah” together.

c. Observing and Monitoring the Action

In the first meeting, there were thirty eight students in VII F class. The students surprised when they looked the researcher entered their class. The students asked the researcher about what would they learn, then the researcher answered the students that they would study about

descriptive text. The students prayed together before started the learning process. The students interested forthe materials that they were going to learn. The researcher gave the explanation about “ How to make a good sentence” and some students participated actively during the teaching learning process. Some student answered the question from researcher for example when the researcher asked “*What is the components of sentence formation ?*”, but the students could not answer it. Then researcher asked “what is “Subject”?”, the students answered together that “*Subject is Pelaku or Predicet*”.The student did not know the English sentence formation;researcher explained it from the simple sentence formation as “S+P, S+P+O, S+P+K”. Then researcher gave the handout and the example of descriptive text for students. Students were very confused. Then, the researcher explained the definition, purpose, generic structure, and the characteristic of sentence which used in descriptive text. The students read the example of descriptive text with the title “My House”. Then one student asked the researcher.His name is Rizqi Pratama, he asked researcher about the differently between “is and are”. Then, researcher answered and gave the example for student.

Students were very enthusiastic when the researcher introduced “*Snowball throwing game*”, they looked so happy after they saw the game media as plastic ball. After the researcher disported students in four groups, they directly moved to their groups. It made the class

situation very crowd and noisy. When the researcher gave them the vocabulary list and picture theme, the students very angered because they never looked it in English learning process. The students wrote the vocabulary description of the picture theme. Some group did it and calm but some group did it and noisy. Students confused to put match vocabulary with the true word class. Every group asked the researcher about the differently of “verb, noun, adjective, and adverb” .

All groups finished in describing some vocabullary based on the picture theme and put it into plastic ball. The researcher gave them instruction to throw the ball that containing vocabulary list and picture theme.. Then, every groups had the different picture theme and vocabullary page list. Next, every groups wrote the descriptive text based on the picture theme and vocabullary list which they had in their group. Some groups were very compact. Some students followed the discussion in their group, but some students did not do it. The students had trouble when they wrote their group task. They confused in choosing writing idea, content, mechanics, language use, and vocabulary. Every group could not finish their group task because the time was over. The students looked so disappointed when they could not finish their group task, but the researcher gave them support and said them to study again in home.

d. Reflecting the Result

Table 4.2 The result of observation in first meeting

| Negative Activity | Positive Activity |
|---|--|
| <p>Researcher</p> <ul style="list-style-type: none"> • Researcher did not evaluate some students' task in group with presentation in front of class . • Researcher explained the materials very fast • Researcher could not manage the classroom situation. • Researcher's time management was low. <p>Students</p> <ul style="list-style-type: none"> • Some hyperactive student made class situation very crowded and noisy • Some students did not work their group task. • Students were very confused to put match vocabulary with the true word class in vocabulary list. • Every group could not write descriptive text seriously because some of the group member did not cooperated their group task together. • Every group could not finish their group task because the time was over. | <p>Researcher</p> <ul style="list-style-type: none"> • Researcher was doing learning process appropriate with the lesson plan. • The researcher gave the students apperception to attract their attention and motivation • The researcher stated the learning objective • Researcher was giving the learning materials completely for students (basic of making English Sentence, Descriptive text) • The researcher gave example of Descriptive text and asked some questions related to the Descriptive text. • The researcher introduced the <i>Snowball Throwing</i> Game to the students and gave the game property or realia media. • The researcher asked students then give them picture them to take some vocabulary • The researcher have students instruction to put the vocabulary list in the plastic ball and to throw the ball to the other group. <p>Students</p> <ul style="list-style-type: none"> • Some students pay attention to the researcher's explanation • Some students participated actively during the teaching learning process. • Students' motivation in writing class was increase by <i>snowball throwing</i> game. • The students were very enthusiastic when they played <i>snowball throwing</i> game. • The students did not shy to ask researcher or their friends if they find difficulties. • The students had solution by the group. |

The reflection was done in order to evaluate the teaching learning process after researcher analyzed the observation in first meeting, Students motivation and participation in class could increase because the *Snowball Throwing* game could make the classroom situation very funny. The classroom situation was very crowd and the students' participation in group was less. Every group could not finish their group task. After the researcher corrected the students' group task, the researcher gave conclusion that the students' group task score was very bad. They wrote in group but they could not write descriptive text seriously because some group member did not co-operate their group task together. Some students did not care with their group task because they played with their friends especially male students who very noisy. Students groups' task was unsuccessful. Their writing content was limit, their language use was false and their vocabulary was very poor. They got bad score because they could not finish it, so the researcher revised the plan for the next meeting.

e. Revising the Plan for the Second Meeting

Researcher did revision for the next meeting because the implementation of *Snowball Throwing* game in first- meeting was failed. Students' responsibility and participation were less in group. For the next meeting researcher gave students individual task. Researcher choosed the theme of descriptive text that match and

interest for the seventh grade students in junior high school. Researcher also made a new group formation.

To solve the problem, the researcher had revised her plan that would be conducted in the second meeting. The revised plans were: (a) guiding the students how to construct the good sentences using simple present tense, (b) introducing more new words class for students, (c) making new group (d) giving the students individual task, (e) giving interesting theme, (f) giving more time for students to do the task.

2)The Second Meeting

a) Identifying The Problem

Researcher identified some problem from first meeting as follow:

- (1) Students' responsibility and participation in group was very low.
- (2) Students could not identify the differently between noun, adverb, adjective, and verb.
- (3) Students confused to arrange sentence by the better sentence pattern.
- (4) Students felt difficult to write descriptive text with the theme "place"
- (5) The class condition was very crowded.

b) Planning the Action

In this second meeting researcher tried to solve the problem when

students wrote descriptive text in first meeting. She made a lesson plan to teach students to write descriptive text with the theme which more interesting and match with the level of students in junior high school. To increase students' responsibility, researcher gave students individual task and she reviewed the materials in last meeting and made a new group formation.

In this second meeting researcher gave students new theme of descriptive text about "describing people". Reresearcher also guided students to play *Snowball Throwing* game. Students had first-individual task to write descriptive text about people based on the picture theme in the game.

c) Implementing the Action

On Saturday, 9th January 2016, researcher did second meeting on cycle one. The students sat tidily in their new group.

(1) Opening Activity

Firstly, the researcher greeted students, checked students' attendance, told what they were going to learn, gave motivation and reviewed the previous material in the first meeting about descriptive text simple present tense, and word class.

(2) Main Activity

The researcher gave students handout of descriptive text about people with the title "Pasha Ungu". She explained for students the

characteristics of descriptive text about people based of the sentence that used, “to be, and verb”. The researcher also asked the students about the materials. Some students directly asked for the researcher, they asked about the differently of “have and has , the singular verb and plural verb and relative pronoun”. Then researcher answered it after she reviewed the last meeting materials. Researcher explained the new materials and answered the students’ question, in 20 minute from 7.50 a. m. until 8.10 a. m.

Then at 8.10 a. m. researcher implemented the *Snowball Throwing* game. Researcher gave the students individual task about “describing people”. In the second implementation of this game, researcher gave students picture theme characters as Naruto, Hinata, Sakura, Sasuke. In second meeting, the student played the game more seriously than in first meeting. They could put more vocabulary description of the picture theme in vocabulary page list. Although, sometime students asked the researcher about the word class classification. Then, researcher gave students instruction to throw their ball that containing vocabulary list page for the other groups so students did not get their own theme again. After every group got picture theme with vocabulary list page, every student wrote the descriptive text based on the vocabullary list and picture theme that they had. The researcher guided the students who wrote their task. Researcher monitored the students, but some students on the using of

“has and have, structure, and to be”.

(3) Closing Activity

At 9.10 a. m, the bell rung and the students finished their task. The researcher gave evaluation for students and said the students to study in home and reviewed the material about “describing people”. Researcher said to students that they would do exam or post test –one in the next meeting.

d) Observing and Monitoring the Action.

On second meeting, the class situation awaked more calm than in the first meeting because the students sat tidily in their group without moved from their chair. The students answered the greeting from researcher. Before researcher explained the materials about “describing people”, she reviewed the previous materials in meeting one. The researcher gave the example of descriptive text about people with the title”Pasha Ungu”. Students were very enthusiastic with its example. Some students answered the question from researcher when researcher checked the students’ understanding of the text. Then researcher told about the generic structure of descriptive text. The students with name Daris Maulana asked researcher about the definition and the differently between “title, identification” and description”. Then the researcher explained it again and students gave attention for it.

The students were very happy when they saw the picture theme with some familiar pictures characters as Naruto, Hinata, Sakura, and Sasuke which it used in *snowball throwing* game. Every group screamed that they wanted to get Naruto picture for their group. It made the class situation noisy but the researcher said them to silent and they were silent. In second meeting, students played game more enjoyable. They could list much vocabulary in their vocabulary list page. They were active to do discussion with their friends in groups. They threw the ball which contain vocabulary list page and picture theme for other group. The researcher gave students instruction to write descriptive text for individual task, while gave them page but the students screamed “yeahhh biki sendiri miss”. Every student wrote their descriptive text with the match theme in their group. They opened the dictionary, discussion, and looked the vocabulary list. Before the bell rung, researcher gave evaluation and told the students that in next meeting they would get post test. The test that they would get was about describing people as friends and family. After hear it students answered the researcher “Yes Miss”. Then the researcher closed the learning activities.

e) Reflecting the Result.

Table 4.3 the result of observation in second meeting

| Negative Activity | Positive Activity |
|-------------------|-------------------|
|-------------------|-------------------|

| | |
|--|---|
| <p>Researcher</p> <ul style="list-style-type: none"> • Researcher's time management was low. <p>Students</p> <ul style="list-style-type: none"> • Some students blamed because they got individual task. • Some students cheated their friends. | <p>Researcher</p> <ul style="list-style-type: none"> • Researcher was doing learning process appropriate with the lesson plan. • The researcher gave the students apperception to attract their attention and motivation • The researcher stated the learning objective • Researcher was giving the learning materials completely for students from the review of previous materials and the new materials. • The researcher gave example of Descriptive text about "people" and some questions related to the Descriptive text. • The researcher implemented <i>snowball throwing</i> game. • The researcher made four groups of students in VII F class. • Researcher gave students instruction to play the <i>snowball throwing</i> game • Researcher evaluated the learning materials for students <p>Students</p> <ul style="list-style-type: none"> • The students pay attention to the researcher's explanation • Students followed the learning activity seriously. • Students looked more enjoyable when played <i>snowball throwing</i> game and could list more much vocabulary in their vocabulary list page. • When students were throwing card ball they looked so funny and happy. • The students' cooperation with group was improve. • The students could finish their individual task. |
|--|---|

After analyzing the observation in second meeting, the reflection was done in order to evaluate the teaching learning process. Students were seriously in teaching learning process. Their participation in group could increase and they could finish their individual task.

In second meeting, researcher gave students first individual task. In first task, students wrote descriptive text based on the theme in *Snowball Throwing* game as Naruto, Hinata, Sakura, and Sasuke. In the second meeting, students' writing skill begun improve. Students' result of first task was passed or failed could be seen based on KKM. In this school has KKM 66,75. Their scores as follow in this table:

Table. 4.4 The Result of Task 1

| No | Name | Task 1 Score | Passed/Failed | KKM |
|-------------------------------|--------------------------|--------------|---------------|-------|
| 1 | Aafiyatul Firy Saputro | | A | 66,75 |
| 2 | Abbiyan Dzuhiril Saleh | 67 | P | |
| 3 | Ajji Muhamad | 70 | P | |
| 4 | Alfina Choirunnisa | 68 | P | |
| 5 | Alvian Fatur Rohman | 34 | F | |
| 6 | Alysha Aulia Ayu Azzahra | 89 | P | |
| 7 | Amarul Wildan Ahsani | 67 | P | |
| 8 | Ananda Hamidatur R | 73 | P | |
| 9 | Annisa Lahifatul Nabila | 82 | P | |
| 10 | Daris Maulana | 62 | F | |
| 11 | Della Ardita | 80 | P | |
| 12 | Dewi Anggraini | 74 | P | |
| 13 | Dewi Tawasil | 78 | P | |
| 14 | Diana Febi Sabila | 68 | P | |
| 15 | Fadhilah Rahmawati | 66 | F | |
| 16 | Fatma Nur Azizah | 62 | F | |
| 17 | Gotawa Wibisana | 46 | F | |
| 18 | Hafidatul Jannah | | A | |
| 19 | Isa Nufikasari | 75 | P | |
| 20 | Lutfi Ardika Ramadhan | 50 | F | |
| 21 | Masna Aulia Putri | 47 | F | |
| 22 | Mu.Alwi Ghozali | 50 | F | |
| 23 | Muh. Arfan Fatkhurohman | 60 | F | |
| 24 | Muh Hanif Ar Rifai | 55 | F | |
| 25 | NindiaKartika Irawati | 69 | P | |
| 26 | Nur Hanifah | 61 | F | |
| 27 | Putri Alfia Baroroh | 73 | P | |
| 28 | Ratna Alfiani | 74 | P | |
| 39 | Ratna Arum Kemuning | 63 | F | |
| 30 | Rizky Reza Utama | 70 | P | |
| 31 | Rizqi Pratama | 73 | P | |
| 32 | Rohmania Lailatul S | | A | |
| 33 | Suli Kusumawati | 69 | P | |
| 34 | Tria Aulia Wibowo | 53 | F | |
| 35 | Very WisnuNugroho | 65 | F | |
| 36 | Vita Arum Siwi | 61 | F | |
| 37 | Walid Setyawan | 68 | P | |
| 38 | Yasfika Nafi'a | 62 | F | |
| 39 | Zaid Inaris Ady Pahala | 59 | F | |
| Total Score | | = 20343 | | |
| Mean of Task One | | =65,08 | | |
| Number of students | | =36 | | |
| Number of students passed KKM | | | 19 | |
| Number of students failed KKM | | | 17 | |

Based on the tables, the students writing skill on descriptive text was very low because from 36 students, 19 students who passed KKM and 17 students failed in first-task. The mean score of the

students' first-task was 65,08. However, the students writing skill could improve because the mean score in first-task was more high than the mean score in pre-test.

Table. 4.5 The Mean of Students writing scoring categories in Task-1

| Writing Scoring Categories | The Number of students = 36 | |
|----------------------------|-----------------------------|-------|
| | Total | Mean |
| Content | 6285 | 17,38 |
| Organization | 555 | 15,41 |
| Vocabulary | 526 | 14,61 |
| Language Use | 529 | 14,69 |
| Mechanics | 126 | 3,5 |

Students' language use in wrote descriptive text faced some problems especially on sentence formation as " pronoun, verb", noun phrase, and the use of have and has". In "pronoun", it could be seen from the wrong formation and pronoun functions selection as "pronoun for subject, object, and possessive pronoun".For examples "him nose is pointed, he body is thin, her hobby are singing and cooking and etc". Then students had problem on used "V₁ and V_s" for people's subject. For example, "He like singing, He use weapons, Sakura have hobby". In "noun phrase", students put wrong formation for example,"Sakura has eyes color is green, eyes blue, Naruto is friend Sakura and etc. Students' writing mechanics problem on the punctuation, capitalization, and paragraphing descriptive text were very bad and poor.The students' score on task-one was very limit,

although it was better than students' score on pre-test.

f) Revising The Plan for the Third-Meeting

The researcher wanted to improve students writing skill again, because it she revised her plan. Researcher explained again the materials about "how to describe people". Before researcher gave students post-test one on third meeting, researcher reviewed students' materials in describing people.

3) The Third Meeting

a) Identifying the Problem

- (1) Students had problem in using "V₁ and V_s".
- (2) Students put wrong formation in "noun phrase".
- (3) Students' writing mechanics problem on the punctuation, capitalization, and paragraphing.
- (4) Students confused to use "have" and "has".

b) Planning the Action

In this third meeting, researcher give students post-test one. Before students got post test one, researcher gave them the reinforcement materials of "describing people" to solve their problem. Then, researcher gave students post-test one "describing people" with the free title.

c) Implementing the Action

The researcher conducted the third meeting on Friday, 15th January 2016.

(1) Opening Activity

The researcher opened the learning process by ordering the leader of VII F class lead her friends to pray together. Then the researcher checked the student attendance and she gave them motivation. Next, the researcher gave the student's first task score and the correction of it. Students looked their first- task score and saw their wrong answer. Students asked the researcher to explain and review the teaching materials. Then, researcher reviewed the materials and finished it at 10.20 a. m. Before the researcher begun the post-test one, she asked the student if students were ready or wanted to give question or not. Then, the student answered that they were ready.

(2) Main Activity (Post-Test One)

Students started their post-test one at 10. 20 a. m and finished it at until 11.20. The students did post-test one on 60 minutes duration. Students wrote descriptive text about people. The researcher gave the students clue to make description about "family and friends". Researcher impressed them to be careful with their writing mechanics as capitalization and punctuation. Then researcher said

the students to pay attention with the generic structure of descriptive text as “identification and description”. The students wrote their post-test 1 until the bell rung.

(3) Closing Activity

Researcher closed the learning process after the bell rung by saying “*Hamdallah*” together. Researcher said to the students to study and prepare their self for the next meeting.

d) **Observing or Monitoring the Action**

In third meeting, students did their post- test one. The students begun made the description about people without picture. They asked researcher about the theme that they could write. Some students asked researcher , “ *Can we write the description of our mother, brother, and friends?*”, Then the researcher answered “*Yes, you can describe your friend or your family*” and the students ready to do their post-test one. The students did post-test one in 60 minutes. When they wrote their descriptive text, they could handle it. Some students did it seriously. Some students opened the dictionary but some male students was very noisy and cheated their friends when wrote their descriptive text. All students could finish their post test one.

e) **Reflecting the Result**

Table 4.6 The result of observation in third meeting

| Negative Activity | Positive Activity |
|--|--|
| <p>Researcher</p> <p>Nothing</p> <p>Students</p> <ul style="list-style-type: none"> Some students cheated their friends. Some students made class situation crowd. | <p>Researcher</p> <ul style="list-style-type: none"> Researcher gave evaluation and reviewed the student's task one result on second meeting. Researcher gave students instruction to write descriptive text with theme describing people for post test one. Researcher was monitoring the students and guide them when they wrote descriptive text. <p>Students</p> <ul style="list-style-type: none"> Students did post test one seriously Students could finish their post test one. |

After analyzing the observation in third meeting, the reflection was done in order to evaluate the teaching learning process. In this post test one, researcher could show that the students writing skill on descriptive text could improve. Students' improvement could be seen from the improvement of students writing categories on writing text, students' post-test one score, and the improvement of the number students who passed KKM. Look this table to know more detail students' post-test one score.

Table.4.7The Result of Post Test 1

| No | Name | Post -Test1 Score | Passed/Failed | KKM |
|----|--------------------------|-------------------|---------------|-----|
| 1 | Aafiyatul Firya Saputro | 90 | P | |
| 2 | Abbiyan Dzuhiril Saleh | 72 | P | |
| 3 | Ajji Muhamad | 81 | P | |
| 4 | Alfina Choirunnisa | 83 | P | |
| 5 | Alvian Fatur Rohman | 36 | F | |
| 6 | Alysha Aulia Ayu Azzahra | 87 | P | |
| 7 | Amarul Wildan Ahsani | 92 | P | |
| 8 | Ananda Hamidatur R | 81 | P | |
| 9 | Annisa Lahifatul Nabila | 78 | P | |

| | | | | |
|-------------------------------|-------------------------|---------|----|-------|
| 10 | Daris Maulana | A | | 66,75 |
| 11 | Della Ardita | 77 | P | |
| 12 | Dewi Anggraini | 75 | P | |
| 13 | Dewi Tawasil | 85 | P | |
| 14 | Diana Febi Sabila | 81 | P | |
| 15 | Fadhilah Rahmawati | 86 | P | |
| 16 | Fatma Nur Azizah | 76 | P | |
| 17 | Gotawa Wibisana | 56 | F | |
| 18 | Hafidatul Jannah | 73 | P | |
| 19 | Isa Nufikasari | 81 | P | |
| 20 | Lutfi Ardika Ramadhan | 61 | F | |
| 21 | Masna Aulia Putri | 85 | P | |
| 22 | Mu.Alwi Ghozali | 66 | F | |
| 23 | Muh. Arfan Fatkhurohman | 72 | P | |
| 24 | Muh Hanif Ar Rifai | 59 | F | |
| 25 | NindiaKartika Irawati | 86 | P | |
| 26 | Nur Hanifah | 71 | P | |
| 27 | Putri Alfia Baroroh | 90 | P | |
| 28 | Ratna Alfiani | 90 | P | |
| 39 | Ratna Arum Kemuning | 73 | P | |
| 30 | Rizky Reza Utama | 49 | F | |
| 31 | Rizqi Pratama | 74 | P | |
| 32 | Rohmania Lailatul S | 86 | P | |
| 33 | Suli Kusumawati | 77 | P | |
| 34 | Tria Aulia Wibowo | 65 | F | |
| 35 | Very WisnuNugroho | 82 | P | |
| 36 | Vita Arum Siwi | 83 | P | |
| 37 | Walid Setyawan | 65 | F | |
| 38 | Yasfika Nafi'a | 90 | P | |
| 39 | Zaid Inaris Ady Pahala | 81 | P | |
| Total Score | | = 20892 | | |
| Mean Score | | =76,18 | | |
| Number of students | | = 38 | | |
| Number of students passed KKM | | | 30 | |
| Number of students failed KKM | | | 8 | |

The total mean score of students in post test one was 76,18. It was more high than students' mean score in pre -test and task- one. The number of students who passed KKM was increase. It was fantastic number, because from 38 students, only 8 students who failed and 30 students could pass KKM. After researcher saw the students answer sheet on post test one, researcher could see that students writing categories on writing text was improve.

Researcher looked that students content and organization on wrote text become good. When they described their family and their friends, students could show their knowledge and their idea because they could drain their idea in to their opus without the picture theme or some media who helped them. Students could write pure from their imagination. In language use and vocabulary mastery, many students could increase it although some students still confused. Majority of students could write with the good sentence formation, although it was simple constructions. Their sentences formations were effective and they could put the match vocabulary. In minority, students could not write in better structure, because they were fault to put “to be , plural and singular, and the use of (...)’ for the possessive formation of word”. For example “My sister hobbys are cycling” it was wrong because “the plural noun of hobby was hobbies not hobbys” and “are” was for the plural adverb so “ it should not only cycling” .Next , “My best friend’s is Vita” it should be “My best friend is Vita” and etc.

However, students’ writing mechanics were increased. Students controlled on paragraph, punctuation and capitalization was very good and many students could write descriptive text with the better writing mechanics and they could put the generic structure of descriptive text better. Look this table to know the improvement of student’s writing skill on descriptive text by *Snowball Throwing* game.

Table. 4.8 The Mean of Students Writing Scoring

Categories in Post-Test 1

| Writing Scoring Categories | Number of Students =38 | |
|----------------------------|------------------------|-------|
| | Total | Mean |
| Content | 890 | 31,78 |
| Organization | 497 | 13,07 |
| Vocabulary | 583 | 15,34 |
| Language Use | 671 | 17,65 |
| Mechanics | 193 | 5,07 |

b. Reflecting Cycle One

The researcher made reflection to evaluate the teaching learning process after analyzed the observation in cycle 1. The observation result showed that there were some improvements achieved after doing the action. Firstly, the students' writing skill on descriptive text could increase. It could be seen from the students mean score, from 51.16 in pre-test became 76,18 in post-test one. After researcher corrected the students' answer sheet, she could identify as follows: (1) Students could make the good sentence in good formation, (2) Students could make descriptive text with the true general structure, (3) Students could put vocabulary with the better content.

Secondly, the classroom situation begun enjoyable for students. It could be seen that the students more active in joining the lesson taught by the researcher and students' practice in writing could increase. Students' post test one was successfully, but researcher wanted to make students writing skill on descriptive text more good again. To realize it researcher gave students new materials about descriptive text with the theme which more complicated in cycle two.

Based on the reflection above, it was decided to continue the next cycle. A new plan was needed to revise the plan before applied it in the cycle two. In the cycle two, the students were expected to overcome the weakness in cycle one and to increase students' skill in writing descriptive text with different theme.

3. Cycle Two

a. The Research Findings.

There were two meetings in this cycle, first meeting for giving the treatment and the next meeting for giving the post test two. The first meeting was carried out on January, 4th2016 and the second meeting was held on January, 5th 2016. Researcher conducted cycle-two because she wanted to make the students' writing skill on descriptive text increase with the different theme.

1) The Fourth Meeting

a) Identifying the Problem

- (1) Students fault to put "to be, plural and singular".
- (2) Students could not use(...') for the possessive formation of word.

b) Planning the Action

Researcher gave students evaluation of students' post-test. Researcher gave students some explanation to solve about the students problem on writing descriptive text in post-test one. After

finished in reviewing the previous materials, researcher gave the new materials of descriptive text about “describing animal”. In this meeting student played *Snowball Throwing* game again and wrote individual task two.

c) Implementing the Action

At 16th January 2016, the researcher did fourth meeting on cycle two.

(1) Opening Activity

The researcher opened the lesson by praying together, greeting the students and checking students’ attendance. Researcher gave students motivation before they started the learning process. Researcher said to the students that their writing skill could increase. She said to them not to cheat their friends and they should be more confident.

(2) Main Activity.

The researcher reviewed the material about the use of simple present tense in describing people and the writing mechanics as capitalization and punctuation before she continued the new materials for students. Then, researcher continued the new theme of descriptive text. In this cycle two, researcher gave students explanation about “How to describe

animal”. Reserarcher explained the characterization of making descriptive text about animal from the “subject, verb, and to be “. Researcher also gave student example of descriptive text about animal.

Researcher gave students instruction to play *Snowball Throwing* game after researcher explained the materials. In this game, students had animal theme as Elephant, Butterfly, Tiger, and Panda. The researcher guided students when they played the game. Sometime students asked researcher about their vocabulary list but, researcher said them to employ their dictionary. After the students finished in describing the vocabulary list based on the picture theme, researcher gave students instruction to throw their ball for another group. All students wrote their task two in describing animal after they played the game. Some students asked researcher, “*Miss Tewe apa perbedaan penggunaan “Have dan Has” jika pronoun hewan itu ‘it’ dalam bentuk jamak dan tunggal?*”. Researcher said to students “*Subject ‘it’ itu bisa digunakan dalam bentuk tunggal dan jamak, tapi penggunaanya juga berpengaruh pada penempatan “have dan has”*”. Then researcher gave students example. “The elephant has black skin, the elephant *itu tunggal jadi dia memakai ‘has’* ”. “Pandas have white and black furs, *pandas itu jamak jadi dia memakai ‘have’* ”. *Elephan dan*

Pandas itu bukan manusia jadi memakai 'it' jadi penggunaan have dan has disesuaikan sama jumlah hewan yang kalian *desripsikan*. The students wrote their task two until 9.00 a.m.

(3) Closing

In closing activity, researcher said the students if in last meeting or the five meeting students would get post test two about describing animal. Researcher also gave students closing statement by saying "*Hamdalah*" together.

d) Observing and Monitoring the Action

In new theme of descriptive text about animal, students asked researcher how to describe animal. They were very happy because their post-test one was very success, although some students got low score. The students who got low score were male student. He got low score because he did not care and noisy when researcher explained the materials. Researcher gave students new materials of descriptive text about animal. Researcher gave students example and the language use. Students asked researcher, "*Miss Tewe kata ganti subjek yang digunakan untuk hewan itu apa miss?*", Then the researcher answered that they could use all subject in descriptive text, but the pronoun for animal was "it".

Students did the third implementation of *Snowball Throwing* game in fourth meeting. They listed many vocabularies on the

vocabulary page list. They discussed it with their groups. The male students did not noisy, they more active with their friends to search the meaning of word in dictionary. After finished their group task, students throw their ball by the instruction from researcher. The picture theme as “Elephant, Tiger, Butterfly, and Panda” made them enthusiastic. The groups which dominated male students interested with the “Tiger and Elephant” theme and the groups which dominated female students interested with the theme’ Butterfly and Panda”.

The students wrote their individual task very seriously. Some of them asked researcher about their task two. Students wrote a good sentence by better structure and grammar without asked researcher. Their writing mechanics were improved and they could finish their task before the bell rung.

Researcher told students before she closed the learning process. She said that in last meeting students would get post-test. The students asked “*Ujianya bikin descriptive text lagi ya miss?*”. Then researcher said “*Yes, you should describing animal, so all of you must study at home and choose the idea that you will write in post-test two and you free to chose every title but it must about animal.*” Then the researcher closed the learning process by saying “*Hamdallah*” together with the students.

e) **Reflecting the Result**

Table.4.9 The result of observation in fourth meeting

| Negative Activity | Positive Activity |
|---|--|
| <p>Researcher</p> <p>NOTHING</p> | <p>Researcher</p> <ul style="list-style-type: none"> • Researcher was doing learning process appropriate with the lesson plan. • The researcher gave the students apperception to attract their attention and motivation • The researcher states the learning objective • The researcher was giving the learning materials completely for students from the review of previous materials and the new materials. • The researcher gave example of Descriptive text about “animal” and asks some questions related to the Descriptive text. • The resercher implemented <i>Snowball Throwing</i> game. • The researcher asked students to make a group. • The researcher gave students instruction to throw the ball to the other group. • The researcher ordered all students to write descriptive text about animal individually |
| <p>Students</p> <p>NOTHING</p> | <p>Students</p> <ul style="list-style-type: none"> • Students gave attention for researcher when she explained the materials. • Some students asked the researcher about the learning materials. • Students played <i>Snowball Throwing</i> game very enthusiasic. • Students’ interaction in group was improve. • Students wrote descriptive text with the theme “animal” seriously |

In this fourth meeting, the positive classroom situation was improved after the implementation of *Snowball Throwing* game. It could be seen from the students’ positive activity in class. Students’ motivation could increase in teaching learning process. Students were enthusiastic when they played the game and their interaction in group could improve. The classroom situation was calm than in the cycle one.

In fourth meeting, researcher also gave students task two to increase their writing skill on descriptive text. In task two, students wrote descriptive text with the animals theme as Elephant, Butterfly, Panda, and Tiger. Students' result of task-two was passed or failed could be seen based on the KKM in MTs N Gondangrejo. The KKM in this school was 66,75. The students' score could be seen in this table.

Table.4.10 The Result of Task 2

| No | Name | Task 2 Score | Passed/Failed | KKM |
|----|--------------------------|--------------|---------------|-------|
| 1 | Aafiyatul Firya Saputro | 66 | F | 66,75 |
| 2 | Abbiyan Dzuhri Saleh | 61 | F | |
| 3 | Ajji Muhamad | 69 | P | |
| 4 | Alfina Choirunnisa | 70 | P | |
| 5 | Alvian Fatur Rohman | 48 | F | |
| 6 | Alysha Aulia Ayu Azzahra | A | | |
| 7 | Amarul Wildan Ahsani | 83 | P | |
| 8 | Ananda Hamidatur R | 78 | P | |
| 9 | Annisa Lahifatul Nabila | 77 | P | |
| 10 | Daris Maulana | 77 | P | |
| 11 | Della Ardita | 79 | P | |
| 12 | Dewi Anggraini | 88 | P | |
| 13 | Dewi Tawasil | 87 | P | |
| 14 | Diana Febi Sabila | 83 | P | |
| 15 | Fadhilah Rahmawati | 89 | P | |
| 16 | Fatma Nur Azizah | 87 | P | |
| 17 | Gotawa Wibisana | 65 | F | |
| 18 | Hafidatul Jannah | 79 | P | |
| 19 | Isa Nufikasari | 77 | P | |
| 20 | Lutfi Ardika Ramadhan | 73 | P | |
| 21 | Masna Aulia Putri | 88 | P | |
| 22 | Mu.Alwi Ghozali | 68 | P | |
| 23 | Muh. Arfan Fatkhurohman | 51 | F | |
| 24 | Muh Hanif Ar Rifai | 67 | P | |

| | | | |
|-------------------------------|------------------------|----|----|
| 25 | NindiaKartika Irawati | A | |
| 26 | Nur Hanifah | A | |
| 27 | Putri Alfia Baroroh | 75 | P |
| 28 | Ratna Alfiani | 74 | P |
| 39 | Ratna Arum Kemuning | 66 | F |
| 30 | Rizky Reza Utama | 61 | F |
| 31 | Rizqi Pratama | 89 | P |
| 32 | Rohmania Lailatul S | 76 | P |
| 33 | Suli Kusumawati | 88 | P |
| 34 | Tria Aulia Wibowo | 81 | P |
| 35 | Very WisnuNugroho | 70 | P |
| 36 | Vita Arum Siwi | 91 | P |
| 37 | Walid Setyawan | 79 | P |
| 38 | Yasfika Nafi'a | 88 | P |
| 39 | Zaid Inaris Ady Pahala | 84 | P |
| Total Score = 20802 | | | |
| Mean Score = 77,83 | | | |
| Number of students = 36 | | | |
| Number of students passed KKM | | | 29 |
| Number of students failed KKM | | | 7 |

Based on the table, the students writing skill on descriptive text with the theme “animal” could improve. It could be seen from the improvement of students mean score in this task two. The mean score of task two was higher than the students’ mean score in post test one. In the post test one, students’ mean score was 76,18 and in task two students mean score was 77,83.

Table.4.11 The Mean of Students Writing Scoring Categories in Task 2

| Writing Scoring Categories | Number of Students =36 | |
|----------------------------|------------------------|-------|
| | Total | Mean |
| Content | 789 | 21,91 |
| Organization | 623 | 17,30 |
| Vocabulary | 576 | 16 |
| Language Use | 587 | 16,30 |
| Mechanics | 163 | 4,52 |

The improvement ratio was low. It just 1,65. Writing descriptive text with the theme animal was more difficult and complicated than the theme people. In describing animal students needed large knowledge to show their writing idea. Knowledge could influence the content and the organization of students' writing task. The students mean score of the content categories in task two was more low than in post test one, from 31,78 to 21,91. However, another writing scoring category could increase especially on vocabulary mastery, writing mechanic, and language use. Students' vocabulary mastery was improve when wrote descriptive text. Some students got simple problem on error of word form, for example when they wrote "honay", it should be "honey". Students' language use problem in task two was from the selection of "subject, plural and singular, and the noun phrase formation" for example "They are have wing colorful" it was false and it should "They have colorful wing". The writing mechanics (capitalization, punctuation, and paragraphing) were very clear.

f) Revising the Plan

Researcher made a new plan for the last meeting in cycle- two. In five meeting, researcher used the short duration for students to write their descriptive text. In the post-test two, researcher planed to give students 40 minutes to write descriptive text about animal. If it was

successfully and students had better score, researcher would end the cycle.

2) The Five Meeting

a) Identifying the Problem

Students' content on wrote descriptive text about animals was low

b) Planning the Action

In this last meeting, researcher gave students inspiration before students wrote descriptive text. Researcher gave students evaluation of students score in the fourth meeting. Researcher ordered students to do post-test two by giving instruction to write descriptive text about animal. The students could choose the free title. Researcher gave students 40 minutes time duration to finish their post-test two. The researcher gave the students post test two to know the improvement of student writing skill on descriptive text with the different theme. In the post test one, the students were success in describing people. In this post two, the researcher madestudents' skill in wrote descriptive text more increase.

c) Implementing the Action

The researcher conducted the five meeting on Friday,22nd January 2016.

(1) Opening Activity

The researcher entered the class at 09.55 a. m to do the last meeting in her research. In this five meeting, researcher gave the students instruction to pray together. Researcher checked students' attendance. Researcher said students that the students had significant improvement on descriptive text.

(2) Main Activity

Researcher gave the students evaluation on task-two. She gave the students explanation of noun phrase for example: When students wrote "*Gajah punya empat kaki*" they wrote false with "Elephant has foot four" then the researcher corrected it "Elephant has four feet" and etc.

At 10.15 a. m. researcher gave student blank page as page to write their post test two. In post test two, students wrote descriptive text about animal. The students wrote it in 40 minutes. Students finished it at 11.00 a.m.

(3) Closing

Researcher interviewed some students before she closed the learning process to collect the students' opinion after study writing skill on descriptive text with *snowball throwing* game. Then, researcher gave students motivation and reward for the best group. At 11.15 a.m, researcher closed the learning

activity by saying “*Hamdallah*” together.

d) Observing or Monitoring the Action

In this five meeting, students did post-test two. They were very happy when the researcher gave their task two score. Before did post-test two, researcher reviewed the students problem in descriptive text about animal by giving correct answer and solutions. The researcher gave students time to finish their post-test two in 40 minute. When the students know that they just had 40 minute to write, they blamed for researcher but researcher gave them motivation that they could do it. In post-test two, students very seriously did it. Nobody who noisy,they wrote descriptive text in some different titles. Researcher interviewed some students after students finished their post-test two.

e) Reflecting the Result

Table 4.12 The result of observation in The five meeting.

| | |
|--------------------------|--------------------------|
| Negative Activity | Positive Activity |
|--------------------------|--------------------------|

| | |
|-------------------|---|
| Researcher | Researcher: <ul style="list-style-type: none"> • Researcher reviewed and evaluated students' score on task-two. • Researcher gave students instruction to write descriptive text about animal for their post test two. • Researcher said to students that they should finish their post test two in 40 minutes. |
| NOTHING | |
| Students | Students: <ul style="list-style-type: none"> • Students wrote descriptive text in their posttest two seriously. • All students finished their post test two in 40 minute. • Some students opened their dictionary. |
| NOTHING | |

In the last meeting of this research, students and researcher activity could be better. Students could write their activity in post test two seriously and they could finish their test. The classroom situation was calm than in post test one and pre test.

The five meeting was the last meeting in this research. Researcher gave students post test two and last interview. In the post test two the researcher ordered students to write descriptive text with the theme animal in 40 minute. Researcher identified that the students post test two was successful. There were many students who passed KKM, from 39 of the students only 2 students who failed. Students score in wrote descriptive text were very fantastic because some students could get 99. The students' skill in wrote text could increase because every problem of their writing could be solved. The mean score of post test two was 84, 10. It was so better because in the pre test, student mean score just 5, 16 and in the post test one just 76, 18. To know more detail of students improvement in writing descriptive text by *Snowball Throwing* game in post-test

two you could see this tables.

Table. 4. 13 The Result of Post Test Two

| No | Name | Post- Test 2 Score | Passed/Failed | KKM |
|-------------------------------|--------------------------|--------------------|---------------|-------|
| 1 | Aafiyatul Firy Saputro | 92 | P | 66,75 |
| 2 | Abbiyan Dzuhiril Saleh | 89 | P | |
| 3 | Aji Muhamad | 90 | P | |
| 4 | Alfina Choirunnisa | 82 | P | |
| 5 | Alvian Fatur Rohman | 63 | F | |
| 6 | Alysha Aulia Ayu Azzahra | 87 | P | |
| 7 | Amarul Wildan Ahsani | 99 | P | |
| 8 | Ananda Hamidatur R | 84 | P | |
| 9 | Annisa Lahifatul Nabila | 79 | P | |
| 10 | Daris Maulana | 76 | P | |
| 11 | Della Ardita | 78 | P | |
| 12 | Dewi Anggraini | 80 | P | |
| 13 | Dewi Tawasil | 86 | P | |
| 14 | Diana Febi Sabila | 86 | P | |
| 15 | Fadhilah Rahmawati | 94 | P | |
| 16 | Fatma Nur Azizah | 79 | P | |
| 17 | Gotawa Wibisana | 65 | F | |
| 18 | Hafidatul Jannah | 78 | P | |
| 19 | Isa Nufikasari | 83 | P | |
| 20 | Lutfi Ardika Ramadhan | 99 | P | |
| 21 | Masna Aulia Putri | 89 | P | |
| 22 | Mu.Alwi Ghozali | 87 | P | |
| 23 | Muh. Arfan Fatkhurohman | 70 | P | |
| 24 | Muh Hanif Ar Rifai | 67 | P | |
| 25 | NindiaKartika Irawati | 97 | P | |
| 26 | Nur Hanifah | 71 | P | |
| 27 | Putri Alfia Baroroh | 94 | P | |
| 28 | Ratna Alfiani | 92 | P | |
| 39 | Ratna Arum Kemuning | 86 | P | |
| 30 | Rizky Reza Utama | 78 | P | |
| 31 | Rizqi Pratama | 92 | P | |
| 32 | Rohmania Lailatul S | 87 | P | |
| 33 | Suli Kusumawati | 87 | P | |
| 34 | Tria Aulia Wibowo | 80 | P | |
| 35 | Very WisnuNugroho | 81 | P | |
| 36 | Vita Arum Siwi | 85 | P | |
| 37 | Walid Setyawan | 78 | P | |
| 38 | Yasfika Nafi'a | 96 | P | |
| 39 | Zaid Inaris Ady Pahala | 94 | P | |
| Total Score 30280 | | | | |
| Mean Score 84,10 | | | | |
| Number of students | | | 39 | |
| Number of students passed KKM | | | 37 | |
| Number of students failed KKM | | | 2 | |

Table. 4.14. The Mean of Students Writing Scoring Categories in Post-Test Two

| Writing Scoring Categories | Post-Test-2 | |
|----------------------------|------------------------|-------|
| | Number of Students= 39 | |
| | Total | Mean |
| Content | 988 | 25,3 |
| Organization | 668 | 17,12 |
| Vocabulary | 672 | 17,23 |
| Language Use | 655 | 16,79 |
| Mechanics | 185 | 4,74 |

Students writing skill on descriptive text could improve very high. The improvement of students' writing skill could be seen from the improvement of students score on post test two. It was followed with the improvement of the mean score in scoring categories. The students writing skill categories in wrote descriptive text (content, organization, vocabulary, mechanics, and the language use) could improve. However, some students had problem in language use but it just simple problem in the use of "s and es" on plural and singular noun for example students wrote "Butterflies have colorful wing". It was false because the plural form of butterfly was butterflies not butterfly. The second example was " Elephants have one tiles" it was false because the number of elephant's tile just one so it must just used "one tile" without "s" because it was singular form of noun.

b. Reflecting Cycle Two

In this reflection, the result of observation and interview would be explained. Based on the observation above, there were several

findings that became the positive results of the cycle two. The improvement could be seen from the result of students score in post test two and the improvement of students' positive activity in every meeting. The positive reflections of the cycle two could be explained as follow:

1) Improvement of students' writing skill

Researcher found the students' progress in writing descriptive text after she analyzed the students' result in post test two. The mean score of pre-test was 51,16, the mean score of task one was 65,08, the mean score of post test one was 76,18, while the mean score of task two was 77,83, and the mean score of post test two was 84,10. So, there was improvement of students' achievement.

2) Improvement of class situation

The improvements were not only of the students' writing skill on descriptive text but also the students' activity and classroom situation. In the end of the cycle one, there were some problem which were still found. The problems were solved in cycle two when the researcher gave more control to the students' activity in order to make the students did not copy their friends' work. There were also interested and motivated to join in teaching learning process. When the researcher asked them to do individually, they did the task discipline by themselves.

3) Improvement of students activity

Researcher could get information that the implementation of *Snowball Throwing* game could increase students' positive activity that influent the classroom situation. It could be seen from this table:

Table.4.15 The students' writing positive activity in every cycle.

| | | | |
|--|---|---|--|
| <p>(PRE-CYCLE) Before the implementation of <i>Snowball throwing</i> game in VII F class.</p> | <ul style="list-style-type: none"> • Students' motivation in class was less. • Students' participation in class was less. • Students' interest and concentration during the learning process was less. • The class situation was very crowd • Students' writing activity and practice in class was less. • Students' unconfident when they wrote English text. | | |
| <p>(CYCLE-1) After the implementation of <i>Snowball throwing</i> game in VII F class.</p> | <p>(MEETING 1)</p> <ul style="list-style-type: none"> • Some students pay attention to the researcher explanation. • Some students participated actively during the teaching learning process • The students are interested and motivated by <i>snowball throwing game</i> in the teaching and learning process of writing. • The students were very enthusiastic when they played <i>snowball throwing</i> game. • The students ask the researcher or their friends if they find difficulties. | <p>(MEETING 2)</p> <ul style="list-style-type: none"> • The students pay attention to the researcher's explanation • Students more seriously followed the learning activity. • Students looked more enjoyable when played <i>snowball throwing</i> game and could list more much vocabulary in their vocabulary list page. • When students were throwing card ball they looked so funny and happy. • The student's discussion with group was improve. • The students can finish their individual task. | <p>(MEETING 3)</p> <ul style="list-style-type: none"> • Students did post test –one seriously • Students could finish their task on post test-one. |
| <p>(CYCLE-2) After the implementation of <i>Snowball throwing</i> game in VII F class</p> | <p>(MEETING 4)</p> <ul style="list-style-type: none"> • Students gave attention for teacher when explain the materials. • Some students asked the teacher about the learning materials. • All students very enthusiastic and seriously when played <i>snowball throwing</i> game. • The interaction from every student in their group was improve. • All students wrote their task to make descriptive text with the theme “animal” seriously. | | <p>(MEETING 5)</p> <ul style="list-style-type: none"> • Students seriously wrote descriptive text in their posttest two. • Allstudents finished their post test two in 45 minute. • Some students opened their |

| | | |
|--|--|-------------|
| | | dictionary. |
|--|--|-------------|

Then, based on the result of interview, researcher could get information that after study English by *snowball throwing* game in writing class students felt happy. The vocabulary list page media could help students to make a sentence because they could inflict the differently between the kind of word class as verb, noun, adjective, and adverb. They also asked that group discussion and game in teaching writing was very helpfully to solve the heir problem. Because the improvement was enough for researcher, researcher end her cycles of the research.

B. Discussions

In this research, researcher had purpose to describe the implementation of *Snowball Throwing* game in seventh grade students of MTs N Gondangrejoin academic years of 2015 until 2016 and to identify the improvement of students' writing skill on descriptive text by *Snowball Throwing* game.

1. The implementation of *Snowball Throwing* game in seventh grade students of MTs N Gondangrejo especially F class in academic years of 2015 until 2016 .

Snowball Throwing game could increase students' positive activity and participation during the teaching learning process. The positive effect from *Snowball throwing* game in influent the classroom situation could be seen

from the improvement of students 'positive activity in every meetings .In every meeting students participation was increase because this game could make students more seriously and funny in teaching learning process.

Based on the result observation in pre cycle, researcher found that the classroom situation in VII F class was boring. The students' interest and motivation in teaching learning process was low because their English teacher could not give the funny situation in class. The low students' motivation made the students' participation and students' seriousness in understanding the teaching became low.

After researcher implemented *Snowball Throwing* game in VII F class, the classroom situation could be more fun. Sometimes this game made the classroom noisy. Students were very happy when they played the game. They were very enthusiast to throw the ball that containing vocabulary list for another group. Students' participation in group was increase. It could be seen when they discussed and listed the vocabulary description of the picture theme with their group.

The implementation of *Snowball Throwing* game in VII F class could increase the students' interest and motivation. This game could make the classroom situation more fun, so the students' enjoyment in learning process could increase. This situation could fade the perception that study writing skill was boring. The implementation of *Snowball Throwing* game in writing class also could make the students motivation increase although study productive task could make frustration. It same with the theory from As Charles and Jill

Hardfield, they stated that by incorporating game into learning process it can help students to find the writing process easier (that is not to say they will necessarily write better, but they will find it easier to get the word on paper) and they will then commence to find it more enjoyable.

When the students were enjoy and interest in learning process, the students' seriousness in understanding the materials could increase to. It could be seen when they focused with the teacher's explanation and when they discussed with their group game. According to Giyoto.Fauzi (2013: 48), *Snowball throwing* game can make the teaching learning process more attractive, increasing the readiness of students and students can show their knowledge to each other in group discussion.

2. Snowball Throwing game improve students' writing skill on descriptive text.

The implementation of *Snowball throwing* game could improve the writing skill on descriptive text of VII F class students in MTs N Gondangrejo. This game could increase students practice in writing. Practice in writing skill was very important. According to Virginia (1983:1), games can be found to give practice in all the skills (reading, writing, listening and speaking). The improvement could be seen from the improvement in students' scoring categories on writing descriptive text and the improvement of students' mean score from pre-test until post-test two. Look at this table of the improvement students writing score from pre-test until post-test two.

Table. 4.15 The improvement students writing score from pre-test until post-test two.

| Explanation | Pre-Test | Task 1 | Post-Test 1 | Task 2 | Post-Test 2 |
|------------------------|----------|--------|-------------|--------|-------------|
| The number of students | 37 | 36 | 38 | 36 | 39 |
| Students passed KKM | 4 | 19 | 30 | 29 | 37 |
| Students failed KKM | 33 | 17 | 8 | 7 | 2 |
| Sum | 10893 | 20343 | 20892 | 20802 | 30280 |
| Mean | 51,16 | 65,08 | 76,18 | 77,83 | 84,10 |

From this table it could be seen that the implementation of *Snowball Throwing* game could improve students writing skill on descriptive text. The mean score of students in writing descriptive text could improve. The mean score of students pre-test was very low, 51,16. The improvement of students' mean score on writing descriptive text happen in the second meeting of the research after the researcher gave the students first task. In the first task, students mean score was 65,08. Next the second improvement happened when researcher gave students post-test one, 76,18. From the pre-test until post-test one, researcher got the fantastic improvement of students men score in cycle- one from 51,16 in pre test to 76,18 in post test one. Not only that after conducted the cycle-two, the students writing skill on descriptive text also increase because in task-two they had mean score 77,83 and their post –test- two was 84,10. The ratio of students' mean score from pre-test until post test two was very amazing from 51,16 to 84,10.

The Improvement of students means' score on writing scoring categories could be the reason why the students mean score could improve very high. In every task students' skill on wrote descriptive text always improve because their content, organization, vocabulary mastery, language use and mechanics always improve to.

Table 4.16. The Improvement of students means' score on writing scoring categories from pre-test to post-test two.

| Writing Scoring Categories | Pre-Test | | Task-1 | | Post-Test-I | | Task-2 | | Post-Test-2 | |
|----------------------------|-------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|------------------------|-------|
| | Number of Students = 37 | | Number of Students =36 | | Number of Students =38 | | Number of Students =36 | | Number of Students= 39 | |
| | Total | Mean | Total | Mean | Total | Mean | Total | Mean | Total | Mean |
| Content | 627 | 16,94 | 6285 | 17,38 | 890 | 31,78 | 789 | 21,91 | 988 | 25,3 |
| Organization | 403 | 10,89 | 555 | 15,41 | 497 | 13,07 | 623 | 17,30 | 668 | 17,12 |
| Vocabulary | 381 | 10,29 | 526 | 14,61 | 583 | 15,34 | 576 | 16 | 672 | 17,23 |
| Language Use | 411 | 11,10 | 529 | 14,69 | 671 | 17,65 | 587 | 16,30 | 655 | 16,79 |
| Mechanics | 75 | 1,97 | 126 | 3,5 | 193 | 5,07 | 163 | 4,52 | 185 | 4,74 |

Firstly, students' vocabulary mastery could increase because the implementation of *Snowball Throwing* game could give students some new vocabulary from the *Snowball Throwing* game instrument. The vocabulary page list helped students to identify the word classes as adjective, noun, verb, and adverb. The vocabulary page list also could help students easy to find the meaning of the word.

Secondly, the students' language use in wrote descriptive text also could improve because they could arrange words to be a sentence in good structure because they could inflict the use of "Subject, to be, verb, and the word classes" when they made a sentence.

Thirdly, the students' writing organization also could increase because the picture theme and the vocabulary list instrument of *Snowball Throwing* game could help students easy to choose their writing idea. When students explore their opinion to describe the picture theme in to vocabulary description, their imagination in wrote descriptive text could increase so they could express their idea.

Fourthly, students' writing content could increase because students could show their idea and their knowledge easier. Students got many source and reference when they wrote descriptive text because when they throw the snowball to another group they could get much vocabulary.

Sixty, students' writing mechanic also could increase because students could correct each other by the group corporation in *Snowball Throwing* game. It is same with the theory from Joseph.J that study writing in group has many positive effects because it can help students to gain more knowledge, help students to aware about all the aspects of that particular topic, students easy to find solutions for their problem, and students can identify their weakness and with the help of their friends they can boost their weakness.

In fact, the real *Snowball* would get bigger as it rolls. But in this game strategy, *Snowball* means a paper kneads into ball and because the color was white, that's why we call it snowball. *Snowball throwing* game was one kinds of cooperative learning model. According to Jhonson et al (1991) Cooperative learning was an approach to group work that

minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team.. Those unpleasant situations means that the condition when students can not be focus in the class, when the students difficult to understand English lesson, when the students talk each other in teaching and learning process and many other troubles in the class.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusion and suggestion of the study conducted by researcher about the use of *Snowball Throwing* game to improve students' writing skill on descriptive text of seventh grade student in MTs N Gondangrejo especially VII F class in academic year of 2015/2016.

A. Conclusion

Based on the discussion in the previous chapter, the researcher draws three conclusions of this research, they are as follows:

1. The writing class situation can be more fun during the implementation of *Snowball Throwing* game in VII F class students of MTs N Gondangrejo in academic years of 2015-2016 . Students were very happy when they played the game. They were very enthusiast to throw the ball that containing vocabulary list for another group. Students' participation in group was increase. It could be seen when they discussed and listed the vocabulary description of the picture theme with their group. The students' activity, participation, interest, and motivation can increase. It can be seen from the improvement of students' positive activity in every meeting. The classroom condition become positive after researcher implemented this game. It can be seen in every meeting that students give more attention for the English teaching materials, students are not

frustration during the learning process , and students' corporation in game and group discussion make students participation in class increase.

2. The *Snowball Throwing* game can improve the student writing skills on descriptive text of seventh grade student in MTs N Gondangrejo especially VII F class in academic year of 2015/2016 . The improvement is achieved by the students as follow:
 - a. The *Snowball Throwing* game can improve students' vocabulary mastery. The vocabulary page list instrument of this game give students some new vocabulary. The vocabulary page list can help students to identify the word classes as adjective, noun, verb, and adverb. The vocabulary page list also can help students easy to find the meaning of the word.
 - b. The *Snowball Throwing* game can improve students' language use in write descriptive text because they can arrange words to be a sentence in good structure after they can inflict the use of "Subject, tobe, verb, and the word classes" .
 - c. The *Snowball Throwing* game can improve students' writing organization. The picture theme and the vocabulary list page instrument of game can help students easy to choose their writing idea. When students explore their opinion to describe the picture theme in to vocabulary description, their imagination in writing descriptive text can increase so they can express their idea.

- d. The *Snowball Throwing* game can improve students' writing content because students can show their idea and their knowledge easier. Students have many source and reference in writing descriptive text because when they throw the snowball to another group they get much vocabulary so they can explain many word into sentence.
- e. The *Snowball Throwing* game can improve students' writing mechanic because students can correct each other by the group corporation.

B. Suggestions

In the end of this chapter, researcher give some suggestions related to this research, which hopefully will be useful for the other teacher , students and other researcher.

1. For the teachers

The teacher should choose the appropriate technique in conducting classroom activities. The activities should involve the students' activeness, especially in writing. They are demanded to have a reference of funny teaching technique. One of the techniques that can be chosen is teaching by *Snowball Throwing* game with group discussion technique.

2. For the students

Writing is complex activity. So, the students have to practice writing as much as possible. In writing the students should do the writing stages

systematically in order to get a good writing. They should pay attention on planning, editing, and revising stages. Students should increase their vocabulary mastery, content, language use, organization and writing mechanics to make their writing quality better By implementing *snowball throwing* game. , the researcher hopes that the students are able to write better.

3. For the other researchers

The researcher hopes that this research can be beneficial as the reference for further research conducted in the future in order to create a better teaching learning process.

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APPENDICES

Appendix 01

INTERVIEW SCRIPT

BEFORE- RESEARCH

No : 1 (Teacher)

Narasumber : Sa'adah Al Muslimah S.Pd

Profesi : Guru Bahasa Inggris

Hari/Tanggal : Jumat , 6 November 2015

Tempat : MTs Negri Gondangrejo

Pewawancara : Tri Wahyuni

Researcher :Assalamuallaikum bu ini saya Tri Wahyuni yang kemarin janji dan sudah menyerahkan surat Observasi. Kemarin saya sudah mendapat sms dari ibuk untuk kembali ke Madrasah hari Jumat ini guna untuk melaksanakan pre research?

Teacher :Wa'alaikum salam wr wb . oh iya mbk wah ini saya agak tidak enak badan mbk tri biasa saya punya sakit fertigo.

Researcher :Oh ya buk nanti saya bisa masuk di kelas VII F kira-kira berapa jam ya buk, soalnya saya nanti juga perlu interview beberapa siswa dan memberikan questionare ?

Teacher : Hmm nanti mbk tri bisa langsung masuk di kelas VII F jam 09.55 , itu kelasnya yang dekat dengan kantor guru itu lho mbk tri.

Researcher : Geh bu , jd sebelum sayamasuk nanti misalnya saya interview jenengan rien saget geh bu?

Teacher : Halah mau nanyak apa to mbk,, geh monggo mbk tri .

Researcher : Bu, menurut ibuk bagaimana minat siswa-siswi MTs N Gondangrejo ketika belajar Bahasa Inggris?

Teacher : Ya namane anak anak paling ya sesuai mood mbk tri.

Researcher : Di kelas apakah siswa aktif dan semangat buk?

Teacher : Kalo disini siswa-siswinya merata mbk, ada yang aktif dan ada yang perlu dipancing juga mbk.

Researcher : Skill apa yang paling menonjol /pelajaran Bahasa Inggris yang paling diminati siswa?

Teacher : Ya paling biasanya siswa sukane Reading seperti menjawab text. kalo Speaking paling kendalanya menjawab, kalo Listening mungkin karna medianya terlalu terbatas paling Cuma mendengarkan saya saja baca naskah mbk. Terus kalo Writing paling ya masih pada bingung grammere misalnya mau nulis I came from malah jadi I am come from gt mbk terus vocabularynya juga kurang sebenere ya sudah bisa mulai menulis hanya saja masih kebolak-balik maksute.

Researcher :Teknik pengajaran Bahasa Inggris yang bagaimanakah biasanya ibuk implementasikan di kelas VII F ini buk ?

Teacher : Ya tergantung materinya mbk kurikulum 2013 tp saaya terkadang tidak terlalu memfokuskan seperti Melihat,Membaca dll seperti itu jd sya sesuaikan saja dengan materi. Kadang juga memakai ceramah,Tanya jawabLatihan soal,Mencatat dan praktek langsung.

Researcher :Bagaimanakah pendapat ibuk tentang kemampuan Writing siswa kelas VIIIF ini buk?

Teacher : Writing paling ya masih pada bingung grammere misalnya mau nulis I came from malah jadi I am come from gt mbk terus vocabularynya juga kurang sebenere ya sudah bisa mulai menulis hanya saja masih kebolak-balik maksute.

Researcher : Kira-kira kesuliatan apakah yang biasanya ibuk temui ketika mengajarkan Bahasa Inggris kepada siswa-siswi kelas VII F ini buk khususnya?

Teacher : Paling ya itu mbak kalo anak anak itu susah konsentrasi mereka kalo sudah jam siang itu sudah mulai mengantuk dan bosan jadi terkadang ya ramai sendiri dan susah di kendalikan.

Researcher : Bagaimanakah nilai pelajaran Bahas Inggris siswa buk?

Teacher : Rumayan mbkper kelas dari kelas B-F kelas VII meratatapi ya kalo bagus beum sampai 100 paling ya 95,tapi nilai 2 bahkan 0 juga pernah ada siswa yang dapat segitu. Biasane ka;o setelah di jelaskan mereka bilang paham tapi setelah ditanya lagi dan disuruh mengerjakan ya belum paham banget karna memamng kemampuannya rata-rata.

Researcher : Untuk standar KKM Bahasa Inggris di sekolah ini berapa ya buk?

Teacher : Kalo sini kelas VII 2,67 mbk atau sekitar 66,75

Researcher : Biasanya media apa yang sering ibuk gunakan untuk mengajar Bahas Inggris?

Teacher : Ya biasanya saya sering menggunakan media realia seperti kemarin saya memakai label obat,gambar hewan,dan LCD tapi terbatas mbk.

Researcher : Untuk semester ini , teks apa yang harus di ajarkan buk ?

Teacher : Kalo semester ini soalnya masih kelas VII paling ya masih pada diskriptif text sederhana mbk yang vocabnya sederhana , seperti

mendiskripsikan teman ,hewan,pengenalan diri ya paling yang kosa katane sederhana mbk.

Researcher : Bagaimana menurut ibuk kemampuan Bahasa Inggris kelas VIIF ?

Teacher : ya kalo kelas F itu anak anaknya asik kok mbk mereka masuk rata – rata mbak jadi ada yang karakternya anak anak masih tapi ya asik anaknya mbk.

Researcher : Begitu ya buk, baiklah kalau begitu saya ucapkan terimakasih sekali dan mohon ijin untuk mesuk kelas VIIF untuk melakukan beberapa interview dengan anak kelas VII F dan membagikan Questionare kepada siswa guna melengkapi penelitian saya ...

Teacher : Oh iya mbk Tri silahkan mari saya antar ke kelasnya sekalian saya perkenalkan ke anak-anak.

Nomor : 2 (Student)
Narasumber : Daris Maulana
Profesi : Siswa kelas VII F
Hari/Tanggal : Jumat , 6 November 2015
Tempat : MTs Negri Gondangrejo(Kelas VII F)
Pewawancara : Tri Wahyuni

Assalamu'alaikum hai dik perkenalkan nama saya Tri Wahyuni . dulu saya alumni dari MTs juga tapi angkatan 2012. Ini kelas VII F ya kelasnya di ajar Bahasa Inggris sama Ibu Sa'adah kan,,, hari ini kelsnya mbk Tri msukin jadi ini kita shering-shering santai aja ya tentang Belajar Bahasa Inggris.

Researcher : Kira kira menurut kalian suka gak belajar bahasa inggris?

Student : Netral mbk

Researcher : Susahnya belajar bahasa inggris itu apa to?

Student: Menulis mbk

Researcher : Biasanya dapet nilai berapa?

Student: Wahah piro yo 7 mbk

Researcher : Kalian pernah nulis makek Bahas Inggris?

Student: Pernah mbk

Researcher : Kira kira kesulitan apa yang biasanya kalian dapat kalo pas belajar bahasa inggris ?

Student: raisoh corone ngartekne seng nganggo S S kae lho mbk

Researcher : Kealo kesulitn kalin ketika membuat tulisan Bahasa Inggris itu apa aja?

Student : susah ngapalne artine mbk

Researcher : Kalian tau gak to gimana caranya menulis kalimat Bahas Inggris dengan baik dan benar?

Student:Rodok mbk

Researcher : Kira-kira pengene belajar Bahasa Inggris yang gimana caranya dik?

Student :haha yo sama game online mbk

Researcher : Suka gak kalo belajar Bahasa Inggris pakek Game?

Student :Suka mbk

Researcher :Biasanya kalo diajar bu guru sering di bentuk game apa gak?

Student : Belum bak

Nomor : 3 (Student)
Narasumber : Zaki
Profesi : Siswa kelas VII F
Hari/Tanggal : Jumat , 6 November 2015
Tempat : MTs Negri Gondangrejo(Kelas VII F)
Pewawancara : Tri Wahyuni

Assalamu'alaikum hai dik perkenalkan nama saya Tri Wahyuni . dulu saya alumni dari MTs juga tapi angkatan 2012. Ini kelas VII F ya kelasnya di ajar Bahasa Inggris sama Ibu Sa'adah kan,,, hari ini kelsnya mbk Tri msukin jadi ini kita shering-shering santai aja ya tentang Belajar Bahasa Inggris.

Researcher : Kira kira menurut kalian suka gak belajar bahasa inggris?

Student : Netral mbk

Researcher : Susahnya belajar bahasa inggris itu apa to?

Student: Merangkai kalimat dan membaca mbk

Researcher : Biasanya dapet nilai berapa?

Student: Wah apik mbk ahah 7, 5 mbk

Researcher: Kalian pernah nulis makek Bahas Inggris?

Student: Sering mbk

Researcher : Kira kira kesulitan apa yang biasanya kalian dapat kalo pas belajar bahasa inggris ?

Student: ya susah mbuate mbk nulise sook sook salah karo mbacane salah artine

Researcher : Kealo kesulitn kalin ketika membuat tulisan Bahasa Inggris itu apa aja?

Student : artine mbk

Researcher : Kalian tau gak to gimana caranya menulis kalimat Bahas Inggris dengan baik dan benar?

Student: Belum tau mbk

Researcher : Kira-kira pengene belajar Bahasa Inggris yang gimana caranya dik?

Student:ya belajare membaca sama menulis mbk.

Researcher : Suka gak kalo belajar Bahasa Inggris pakek Game?

Student:Suka mbk

Researcher :Biasanya kalo diajar bu guru sering di bentuk game apa gak?

Student: Kadang-kadang mbk.

**INTERVIEW SCRIPT
DURING- AFTER RESEARCH**

- Nomer : 1
- Narasumber : Fatma Nur Azizah
- Profesi : Siswa kelas VII F
- Hari/Tanggal : Jumat , 22 Januari 2016
- Tempat : MTs Negri Gondangrejo(Kelas VII F)
- Pewawancara : Tri Wahyuni
- Researcher : Gimana dik pendapatnya setelah belajar Bahasa Inggris dengan bermain Snowball Throwing game?
- Student : Kelasnya jadi nggak mboseni mbak.
- Researcher : Kok bisa ?
- Student : Ya, kan complit mbk ada pelajaranya dan ada main mainya juga heheh.
- Researcher : Ada perbedaan atau tidak belajar nulis B.Inggris pakek game ?
- Student : Ada mbak, pas mau nulis lebih mudah mbk .
- Researcher : Apakah vocabulary list page dan picture theme memudahkan process kalian ketika menulis descriptive text?
- Student : Iya mbk memudahkan kerena bisa pilih kosa kata yang sesuai lebih mudah jadi nggak kelmaan buka kamus gitu..
- Researcher : Kalo dilihat kurangnya gimana pas belajar dan bermain game?

Student : Rame kelasnya mbk.

Researcher :Pas belajar kelompok gimana menurut kalian?

Student : Kemarin aku diskusi mbk, tugasku d koreksi temen jadi kalo ada yang salah langsung tak ganti mbk.

Researcher : Suka gak belajar bahasa Inggris pake Snow ball Throwing game?

Student : Suka mbk .

No : 2

Narasumber : Ananda Hamidatur R.

Profesi : Siswa kelas VII F

Hari/Tanggal : Jumat , 22 Januari 2016

Tempat : MTs Negri Gondangrejo(Kelas VII F)

Pewawancara : Tri Wahyuni

Researcher : Gimana dik pendapatnya setelah belajar Bahasa Inggris dengan bermain Snowball Throwing game?

Student : Seneng, Jelas

Researcher : Kok seneng emangnya kemarin gimana?

Student : Kemarin penjelasane jelas miss.

Researcher : Ada perbedaan atau tidak belajar nulis B.Inggris pakek game ?

Student : Ada miss hehe lebih mudah sma lebih semangat.

Researcher : Apakah vocabulary list page dan picture theme memudahkan process kalian ketika menulis descriptive text?

Student : Iya miss memudahkan membuat kalimat karena ada jenis kosa katanya dari karta kerja, kata benda, kata sifat, dan kata keterangan.

Researcher : Kalo dilihat kurangnya gimana pas belajar dan bermain game?

Student : Rame kelasnya miss sama game nya kurang banyak hahaha.

Researcher : Kemarin miss gimana to langkahnya watu mengajar di kelas kalian?

Student : Pertama dijelasin abis itu dikasih game abis game ulangan abis ulangan maju perkelompok satu-satu miss.

Researcher :Pas belajar kelompok gimana menurut kalian?

Student : Lebih mudah, yang gak tahu bisa tahu hehe.

Researcher : Suka gak belajar bahasa Inggris pake Snow ball Throwing game?

Student : Suka miss, saya suka belajar sambil main game Snowball Throwing game

FIELD-NOTE

Pre-Cycle

- Number** : 1
- Day, Date** : Friday, 6th November 2015
- Place** : VII F Classroom (MTs N Gondangrejo)
- Collaborator:** English Teacher (Sa'adah Al Muslimah, S.Pd.)
- Activity** : Pre-Observation, Give Firs-Interview, and Pre-Test.

Researcher went to MTs N Gondangrejo at 08.00 a.m to do pre-cycle activity. Firstly, researcher met the English teacher to get some information for her study. She interviewed the English teacher to identify and got the problem in English learning in MTs N Gondangrejo. The English teacher gave researcher suggestion to conduct her research in VII F class. After that at 08.30 the English teacher guided the researcher to go to VII F classroom.

Then researcher observed the English learning process until 09.00. Next, researcher introduced her name and asked to the students that she would do research in their class. After that she finished it, researcher gave all students pre-test and interview some students. In implementing the action research on pre-cycle in VII F classroom, the researcher played a role as a teacher and observer. In this pre cycle researcher did not use *Snowball Throwing* game because she wanted to know the students pre-test score without the implementation of this game. The researcher gave

students the explanation of descriptive text, then she ordered the students to write descriptive text with the theme “introducing yourself”. Researcher finished her pre-cycle at 12.00 a.m. Then researcher got schedule from the English teacher to conduct her research.

FIELD-NOTE

Cycle-One

MEETING 1

Number : 2
Day, Date : Friday, 8th January 2016
Place : VII F Classroom (MTs N Gondangrejo)
Collaborator : Ikania Danik Setiamardani
Activity : Conducting Meeting 1

The researcher conducted the first meeting on Friday, 8th January 2016. In delivering the material, researcher used hand out and used white board to explain the material about “How To Make Good Sentence” ,descriptive text about “Place” and the example of descriptive text with the title “My House”. The lesson was started at 09.55 a.m. and it finished at 11.15 a.m. The researcher entered the room, greeted the students, and checked the students attendance list. From 39 students, just 38 students who follow the first meeting. Then, researcher introduced the topic and told the goal of the learning process.

The researcher started by giving student explanation about “How to make good sentence”. She gave them knowledge about sentence pattern, word class, paragraph, and simple present tense. The class situation was balance, some students gave attention and some of them did not give attention. After researcher had students background knowledge of descriptive text as the definition of descriptive text, the purpose of descriptive text, the generic structure of descriptive text, the

characteristics of descriptive text, the language feature, and the example of descriptive text with the title “My House” , researcher asked students but they answered the questions noisily until at 10.30 a. m and totally the researcher explain the materials in 35 minute.

Then at 10.37 a. m, researcher gave students group task in *Snowball Throwing* game. Researcher asked the students to make a group consisting of 8 to 9 students. Each group got one set media of game as vocabulary list and picture page, blank page, plastic ball, and scoring poster with bamboo hand grip. The vocabulary list and picture media were used to write the list of vocabulary from many word class as noun, verb, adjective, and adverb. The picture theme could help students easy in describing the theme as “Hospital, School, Airport, Bank”. Students discussed the work in their own group .Students played the game only 15 minute. Then they wrote their group task, but they could not finish it until the bell rung at 11.15 a. m. The class situation was very crowded when researcher implemented *Snowball Throwing* game and some students did not give response. Until the time was over, students could not finish their group task in describing place. They faced difficulty in writing descriptive text about place because the less vocabulary and grammar mastery. The researcher guided them and corrected their sentence. Before closing the lesson, the researcher asked the students’ understanding and gave the students homework. Students did not give question for researcher. Then, the researcher closed the lesson by saying good bye.

FIELD-NOTE

Cycle -One

MEETING 2

Number : 3

Day, Date : Saturday, 9th January 2016

Place : VII F Classroom (MTs N Gondangrejo)

Collaborator : Ikania Danik Setiamardani

On Saturday, 9th January 2016, researcher did second meeting on cycle one. The students sat tidily in their own previous group. Firstly, the researcher greeted students, check students' attendance, told what they were going to learn, gave motivation and reviewed the previous material in the first meeting about descriptive text simple present tense, and word class. The researcher gave students handout of descriptive text about people with the title "Pasha Ungu". She explained for students the characteristics of descriptive text about people based of the sentence that used, "to be, and verb". The researcher also asked the students about the materials. Some students directly asked for the researcher, they asked about the differently of "have and has , the singular verb and plural verb and relative pronoun". The researcher reviewed the last meeting materials, explained the next materials and answered the students question, in 20 minute from 7.50 a. m. until 8.10 a. m.

Then at 8.10 a. m. researcher implemented the *Snowball Throwing* game and gave the students individual task about "describing people" based on the picture with different theme in every groups (Naruto, Hinata, Sakura, Sasuke). In second

meeting, the student played the game more seriously than in first meeting. They could put more vocabulary description of the picture theme in vocabulary page list. Although, sometime they asked the researcher about the word class of those word. Then, researcher gave students instruction to throw their ball that containing vocabulary list page for the other groups so they did not get their own theme again. After every group got picture theme with vocabulary list page, every student wrote the descriptive text based on the vocabulary list and picture theme that they had. The researcher guided the students who wrote their task and monitored them. They still confused on the using of “has and have, structure, and to be”. At 9.10 a. m, the bell rung and the students finished their task. The researcher gave evaluation for students and said the students to study in home and reviewed the material about “describing people” because in the next meeting they would do exam or post test –one.

FIELD-NOTE

MEETING 3

Cycle-One

Number : 4
Day, Date : Friday, 15rd January 2016
Place : VII F Classroom (MTs N Gondangrejo)
Collaborator :Ikania Danik Setiamardani, Insan Bara Rosada
Activity : Conducting Meeting 3, giving post-test one

The researcher conducted the third meeting on Friday, 15th January 2016. The researcher opened the learning process by ordering the leader of class to lead her friends to pray together. Then the researcher checked the student attendance and she gave them motivation. Next, the researcher gave the student's first task which it was corrected by researcher and. Students looked their first- task score and saw their wrong answer. Students asked the researcher to explain and review the teaching materials. Then, researcher reviewed the materials and finished it at 10.20 a. m. Before the researcher begun the post-test one, she asked the student if they were ready or wanted to give question or not then the student answered that they were ready.

At 10. 20 a. m until 11.15, the students did post-test one on 60 minutes duration. Students wrote descriptive text about people. The researcher gave the students clue to make description about "family and friends". Researcher impressed them to be careful with their writing mechanics as capitalization and punctuation and

said the students to pay attention the generic structure of descriptive text as “identification and description”. The students wrote their post-test 1 until the bell rung. After the bell rung researcher closed the learning process and said to the students to study and prepare their self for the next meeting.

FIELD-NOTE

Cycle-Two

MEETING 4

Number : 5
Day, Date : Saturday, 16th January 2016
Place : VII F Classroom (MTs N Gondangrejo)
Collaborator : Ikania DaniKk Setiamardani
Activity : Conducting Meeting 4, Giving task 2

At 16th January 2016, the researcher did fourth meeting on cycle two. Soon, the researcher opened the lesson by greeting the students, checking students' attendance list, and explained the new descriptive text theme. The researcher reviewed the material about the use of simple present tense in describing people and the writing mechanics as capitalization and punctuation. Researcher continued the next materials to make student writing skill in descriptive text more rise and they could describe many object not only describing people but also describing animal to. Then reserarcher explained the characterization of making descriptive text about animal from the "subject, verb, and to be ". Researcher also gave student example of descriptive text about animal. After researcher finished to explain the materials, she gave students instruction to play *Snowball Throwing* game with animal theme as Elephant, Butterfly, Tiger, and Panda.

The students wrote the description of those pictures animal theme in their vocabulary list table with their group. The researcher guided them when did their

work and some time students asked researcher about their vocabulary but researcher said them to employ their dictionary. After the students finished to describe the vocabulary based on the picture, she gave one students in every group instruction to walk in front of class and threw their vocabulary page by plastic ball cover to the different group then after every group had different theme the researcher gave every students in group to write descriptive text about those theme by their self and without cheated their friends. The students wrote descriptive text about animal, some of them asked researcher about the differently when used “ have and has” and the use of “it” in plural and singular subject then the researcher gave them answered by gave example if “it” singular , researcher gave advice for students to use “ has “ for example: The elephant has black skin. But if “it” plural, researcher gave advice for students to use “ have” for example : “Pandas have white and black furs”. The students wrote their task until 9.00 a.m. Before close the learning process the researcher asked student again if they wanted to give question or not. The students did not asked the researcher. Then researcher said the students if in last meeting or the five meeting they would get post test two about describing animal.

FIELD-NOTE

Cycle-Two MEETING 5 (Post-Test Two)

Number : 6

Day, Date : Friday, 22rd January 2016

Place : VII F Classroom (MTs N Gondangrejo)

Collaborator : Ikania Danik Setiamardani

Activity : Conducting the last meeting, , giving post-test 2 and last interview.

On Friday, 22nd January 2016, the researcher did the last meeting on her research. The researcher entered the class at 09.55 a. m. In this five meeting the researcher gave the students post test two to know the improvement of student writing skill on descriptive text with the different theme. In the post test one, the students were success in describing people. In this post two, the researcher made students' skill in wrote descriptive text more increase. The researcher gave the students instruction to pray together. Researcher checked students' attendance. Then , researcher gave the students evaluation on task-two and review it. Researcher said students that the students had significant improvement on descriptive text but some of them still got problem on the sentence pattern and noun phrase formation. The researcher gave the students explanation of noun phrase for example: When students wrote "Gajah punya empat kaki" they wrote false with "Elephant has foot four" then the researcher corrected it "Elephant has four foots" and etc.

At 10.15 a. m. researcher gave student blank page as page to write their post test two. In post test two, students wrote the descriptive text about with the free title.

The students wrote it in 40 minutes, then they finished at 11.00 a.m. Before the researcher closed the learning process, she gave students interview to collected the students opinion after study writing skill on descriptive text with *Snowball Throwing* game. At 11.15 until 12.00 a.m, the researcher interviewed some students to know their opinion after played *Snowball Throwing* game .

Appendix 03

OBSERVATION CHECK LIST

Observation Check List

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students did it while "No" if the researcher or the students did not do it.

No : 1
 Cycle : 1
 Meeting : 1
 Day, Date : Friday, 8th January 2016

| N O | Teaching and Learning Activities | Yes | No | Note |
|-----------|--|-----|----|---|
| A. | Researcher's Activities | | | |
| | 1. Opening activities | | | |
| | a. The researcher opens the class by greeting and checking students' attendance. | V | | <ul style="list-style-type: none"> • The researcher said "Assalamu'alaikum". How are you guys? • Researcher checked students' attendance one by one. • Students and researcher prayed together • The number of students in first meeting was 37 |
| | b. The researcher prepares the class condition. | V | | Researcher asked the students' condition. |
| | c. The researcher gives the students apperception to attract their attention and motivation | V | | Researcher motivated students by giving support. |
| | d. The researcher states the learning objective. | V | | Researcher said the learning objective for students. Researcher said to students that they would study about descriptive text and the basic of making English sentence. |
| | Main Activities | | | |
| | a. The teacher explain the learning material (basic of making English Sentence, Descriptive text) | V | | Researcher explained about how to make good sentence. Very fast |
| | b. The teacher give example of Descriptive text and asks some questions related to the Descriptive | V | | Researcher explained the descriptive text about "place" with the title "My House" Researcher checked students' understanding of the text. |

| | | | | |
|-----------|---|---|---|--|
| | text. | | | |
| | c. The teacher give students question and feedback. | V | | Researcher asked students and gave them feedback |
| | d. The teacher introduce the <i>Snowball Throwing Game</i> to the students and give the game property and media. | V | | The classroom situation begun crowd ed |
| | e. The teacher asks them to make a group of four then give them picture them to take some vocabulary | V | | Crowded situation |
| | f. The teacher give students instruction to put the vocabulary list in the plastic ball and give them instruction to throw the ball to the other group. | V | | Students were very enthusiast |
| | g. Students are required to write a descriptive text based on their picture them or vocabulary list with their groups but they do it individual . | V | | Students played the game |
| | h. The teacher evaluate some students task of group with presentation in front of class and another group give feat back and comment. | | V | Limited of time. |
| | 2. Closing activities | | | |
| | a. The researcher and the students summarize the lesson. | V | | Researcher gave students last explanation based on the teaching materials. |
| | b. The researcher gives an opportunity for the students to ask about what they do not understand. | V | | Researcher did not get question from students |
| | c. The researcher and the students do a reflection | V | | Researcher gave conclusion |
| | d. The researcher closes the lesson. | V | | Researcher and students prayed together Researcher said “Wasalamu’allaikum” |
| B. | Students’ Activities | | | |
| | | | | Some students looked in front of class. |

| | | | | |
|----|---|---|---|---|
| 1. | The students pay attention to the researcher's explanation | V | | |
| 2. | The students are active in the class. | V | | Some students asked researcher for the learning materials |
| 3. | The students concentrate to the researcher's explanation. | | V | Some hyperactive students make noisy. |
| 4. | The students understand the story of the descriptive text and basic of English sentence. | | V | Just some students. |
| 5. | The students can get solution by the group | | V | Some students did not do it. |
| 6. | The students understand how to play <i>Snowball Throwing Game</i> | V | | Students played the game fluently |
| 7. | The students are interested and motivated by <i>Snowball Throwing Game</i> in the teaching and learning process of writing. | V | | Students were very happy |
| 8. | The students ask the researcher or their friends if they find difficulties. | V | | Students discussed with their friend |
| 9. | The students are able to write a descriptive text in group. | | V | Students got difficulty to write their group task |

Observer

Ikania Dani Setyamardani

Observation Check List

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students did it while "No" if the researcher or the students did not do it.

No : 2

Cycle : 1

Meeting : 2

Day, Date : Saturday, 9th January 2016

| NO | Teaching and Learning Activities | Yes | No | Note |
|------------------------------|--|-----|---|--|
| A. | Researcher's Activities | | | |
| | 1. Opening activities | | | |
| | e. The researcher opens the class by greeting and checking students' attendance. | V | | <ul style="list-style-type: none"> • Researcher greeted the students. • The number of students in second meeting was 36 • In second meeting , two students were absent. They are Hafidatul Janah and Rohmania Lailatul S. |
| | f. The researcher prepares the class condition. | V | | Researcher asked students condition |
| | g. The researcher gives the students apperception to attract their attention and motivation | V | | Researcher motivated students with short life story motivation. |
| | h. The researcher states the learning objective. | V | | Researcher asked students that they would study descriptive text about people. |
| | 4. Main Activities | | | |
| | i. The teacher explain the learning material (basic of making English Sentence, Descriptive text) | V | | Researcher explained the materials about simple present tense, word classes, and etc |
| | j. The teacher give example of Descriptive text and asks some questions related to the Descriptive text. | V | | Researcher gave the example of descriptive text with the title "Pasha Ungu" |
| | k. The teacher give students question and feedback. | V | | Researcher asked students' understanding of the teaching materials. |
| l. The teacher introduce the | | | Researcher explained the Snowball Throwing Technique. | |

| | | | | |
|-----------|---|---|--|---|
| | <i>Snowball Throwing Game</i> to the students and give the game property and media. | V | | |
| | m. The teacher asks them to make a group of four then give them picture them to take some vocabulary | V | | Researcher made the new group in second meeting. 4groups and every groups consist of 9 and 10 students. |
| | n. The teacher give them instruction to put the vocabulary list in the plastic ball and give them instruction to throw the ball to the other group. | V | | Researcher guided the students when students played the game. |
| | o. Students are required to write a descriptive text based on their picture them or vocabulary list with their groups but they do it individual . | V | | The theme of picture theme in second meeting : 1. Naruto character 2. Sakura character 3. Sasuke character 4. Hinata character. |
| | p. The teacher evaluate some students task of group with presentation in front of class and another group give feat back and comment. | V | | Researcher gave students instruction |
| | 5. Closing activities | | | |
| | e. The researcher and the students summarize the lesson. | V | | Researcher explained the specific characteristic of descriptive about people. |
| | f. The researcher gives an opportunity for the students to ask about what they do not understand. | V | | |
| | g. The researcher and the students do a reflection | V | | |
| | h. The researcher closes the lesson. | V | | Researcher said “Wasallamu’alaikum” after she prayed together with the students. |
| B. | Students’ Activities | | | |
| | 10. The students pay attention to the researcher’s explanation | V | | |
| | 11. The students are active in the class. | V | | Some students asked researcher about the use of “pronoun” and “tobe” |

| | | | | |
|--|---|---|--|--|
| | 12. The students concentrate to the researcher's explanation. | V | | Some hyperactive students make noisy. |
| | 13. The students understand the story of the descriptive text and basic of English sentence. | V | | Some students cheat their friends. |
| | 14. The students can get solution by the group | V | | All students did group discussion |
| | 15. The students understand how to play <i>Snowball Throwing Game</i> | V | | Students were very funny |
| | 16. The students are interested and motivated by <i>Snowball Throwing Game</i> in the teaching and learning process of writing. | V | | Students wrote their individual task by discussion with their group. |
| | 17. The students ask the researcher or their friends if they find difficulties. | V | | Some students asked the meaning of vocabulary if they did not understand |
| | 18. The students are able to write a descriptive text in individually. | V | | The students could finish their individual task or first task |

Observer

Ikania Danik Setyamardani

Observation Check List

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students did it while "No" if the researcher or the students did not do it.

No : 3
 Cycle : 1
 Meeting : 3
 Day, Date : Friday, 15rd January 2016

| NO | Teaching and Learning Activities | Yes | No | Note | |
|-----------|---|--|----|------|--|
| A. | Researcher's Activities | | | | |
| | 1. Opening activities | | | | |
| | i. | The researcher opens the class by greeting and checking students' attendance. | V | | The number of students in third meeting was 38 |
| | j. | The researcher prepares the class condition. | V | | |
| | k. | The researcher gives the students apperception to attract their attention and motivation | V | | Researcher gave students score in task one. |
| | l. | The researcher states the learning objective. | V | | Researcher said students that she would review students' task one before students got post-test one. |
| | 7. Main Activities | | | | |
| | q. | The teacher explain the learning material (the use of Vs and V1, noun phrase, the use of Have and Has) | V | | Researcher explained the materials in 10 minutes. |
| | r. | The teacher give students question and feedback. | V | | Researcher answered students' question. |
| | POST-TEST ONE Students did post test one in 60 minutes. | | | | |
| | 8. Closing activities | | | | |
| | i. | The researcher and the students summarize the lesson. | V | | |
| | j. | The researcher gives an opportunity for the students to ask about what they do not understand. | V | | |
| | k. | The researcher and the students do a reflection | V | | |

| | | | | |
|-----------|--|---|--|---|
| | 1. The researcher closes the lesson. | V | | |
| B. | Students' Activities | | | |
| | 19. The students pay attention to the researcher's explanation | V | | |
| | 20. The students are active in the class. | V | | |
| | 21. The students concentrate to the researcher's explanation. | V | | Some students cheat, crowd, and ask their friends |
| | POST- TEST ONE | | | |
| | 22. The students are able to write a descriptive text in individually in Post-Test One | V | | Students finished it in 60 minute. |

Observer

Ikania Danik Setyamardani

Observation Sheet

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students did it while "No" if the researcher or the students did not do it.

No : 4
 Cycle : 2
 Meeting : 4
 Day, Date : Saturday, 16th January 2016

| NO | Teaching and Learning Activities | Yes | No | Note |
|---|--|-----|---|--|
| A. | Researcher's Activities | | | |
| | 1. Opening activities | | | |
| | m. The researcher opens the class by greeting and checking students' attendance. | V | | The number of students in fourth meeting was 36. |
| | n. The researcher prepares the class condition. | V | | Researcher asked to students" are you ready students?" |
| | o. The researcher gives the students apperception to attract their attention and motivation | V | | Researcher gave students score in post test one. Researcher said that students skill in writing descriptive text could increase. |
| | p. The researcher states the learning objective. | V | | Researcher said to students that they would study to describe animal. |
| | 10. Main Activities | | | |
| | s. The teacher explain the learning material (basic of making English Sentence, Descriptive text) | V | | Researcher evaluated students post test one especially in the use of "tobe, possessive formation of word, plural and singular in Simple present tense" |
| | t. The teacher give example of Descriptive text and asks some questions related to the Descriptive text. | V | | Researcher gave students the example of descriptive text about animal with the title "Dolphins" |
| | u. The teacher give students question and feedback. | V | | |
| Play Snowball Throwing Game | | | | |
| v. The teacher give them instruction to put the vocabulary list in the plastic ball and give them instruction to throw the ball to the other group. | V | | Researcher gave students instruction to discuss in their group. | |

| | | | | |
|-----------|---|---|--|--|
| | w. Students are required to write a descriptive text based on their picture them or vocabulary list with their groups but they do it individual . | V | | After students played the game by throwing the ball, students did their individual task two in describing animal based on their picture theme. |
| | 11. Closing activities | | | |
| | m. The researcher gives an opportunity for the students to ask about what they do not understand. | V | | Some students asked researcher about the use of “have and has”. |
| | n. The researcher and the students do a reflection | V | | Researcher and students made a conclusion |
| | | | | |
| | o. The researcher closes the lesson. | V | | Praying and saying “Hamdallah” together. |
| B. | Students’ Activities | | | |
| | 23. The students pay attention to the researcher’s explanation | V | | |
| | 24. The students are active in the class. | V | | Some students asked the researcher about the use of have and has. |
| | 25. The students concentrate to the researcher’s explanation. | V | | . |
| | 26. The students can get solution by the group | V | | In small group discussion |
| | 27. The students understand how to play <i>Snowball Throwing Game</i> | V | | |
| | 28. The students are interested and motivated by <i>Snowball Throwing Game</i> in the teaching and learning process of writing. | V | | Students were very funny |
| | 29. The students ask the researcher or their friends if they find difficulties. | V | | |
| | 30. The students are able to write a descriptive text in individually. | V | | All students could finish their task 2 |

Observer

Ikania Danik Setyamardani

Observation Sheet

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students did it while "No" if the researcher or the students did not do it.

No : 5
 Cycle : 2
 Meeting : 5
 Day, Date : Friday, 22rd January 2016

| NO | Teaching and Learning Activities | Yes | No | Note |
|----------------------|---|-----|----|---|
| A. | Researcher's Activities | | | |
| | 1. Opening activities | | | |
| | q. The researcher opens the class by greeting and checking students' attendance. | V | | The number of student in the last meeting was 39 |
| | r. The researcher prepares the class condition. | V | | Researcher ordered students to sit in their own chair. |
| | s. The researcher gives the students apperception to attract their attention and motivation | V | | Researcher gave students motivation to confident in their post test two. |
| | t. The researcher states the learning objective. | V | | Researcher said students that they would get the post test two and the evaluation of their score in task two. |
| | 13. Main Activities | | | |
| | x. The teacher explain the learning material (basic of making English Sentence, Descriptive text) | V | | Researcher said to students to increase their writing content in describing animal. |
| POST-TEST TWO | | | | |

| | | | |
|-----------|--|---|---|
| | Closing activities | | |
| | Researcher interviewed some students after students finished their post test two | | |
| | p. The researcher closes the lesson. | V | Praying together |
| B. | Students' Activities | | |
| | 31. The students pay attention to the researcher's explanation | V | Students corrected their task two with researcher. |
| | 32. The students are active in the class. | V | Students gave researcher some questions about "noun phrase" |
| | 33. The students concentrate to the researcher's explanation. | V | Seriously |
| | POST- TEST TWO | | |
| | 34. The students are able to write a descriptive text in individually in Post-Test Two | V | Finished the test in 45 minute. |

Observer

Ikania Danik Setyamardani

Appendix 04

STUDENTS' WORKSHEET

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : MTs N Gondangrejo
Tema : Discriptive Text (Place)
Kelas : VII F
Pertemuan ke : 1
Waktu : 2 × 40 menit

- I. Kompetensi Inti
 - KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya
 - KI.2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 - KI.3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 - KI.4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
- II. Kompetensi Dasar dan Indikator
 - 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
 - 1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.
 - 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
 - 2.3.1 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks deskriptif dengan benar.
 - 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
 - 3.10.1 Siswa mampu menyebutkan masing-masing part yang ada di dalam struktur deskriptif teks .
 - 3.10.2 Siswa mampu membedakan dan mengidentifikasi masing-masing part yang ada di dalam struktur deskriptif teks.
 - 4.12 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
 - 4.12.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
 - 4.12.2 Siswa mampu menyampaikan hasil analisisnya pada masing-masing teman kelompok.
- III. Materi Pembelajaran
 1. **How to make good sentence**
 - Sentence (kalimat) adalah sekumpulan kata yang terdiri dari paling sedikit satu subject dan satu predikat .
. Struktur Kalimat Dasar

| | |
|---|-----------------------|
| Hello my name is Naruto and I like to stay in my house because it is lovely house. I live with my parents there. Now I want to tell you about my house. | Identification |
| My house color is red and there are six rooms. The first is my bedroom which I always spend a lot of time there. The second is the kitchen room. My mother cooks everyday in this room. The third is the hall. My father usually puts clothes and shoes there. The fourth is the lounge which we usually watch Television. The fifth is the bathroom which my parents and I usually use to take a bath. The sixth is the attic. In this room my father stores things. | Description |

Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

Using simple present tense is an important thing in describing something, e.g. is, make, have, and tell.

We also have to be able to differ between nouns and adjectives. Look at the example below;

| Adjectives | | | Noun |
|------------|-------|--------|------------|
| Age | Size | Color | |
| Old | Small | White | House |
| New | Big | Orange | Clothes |
| | Short | Black | Door |
| | Tall | Blue | Television |
| | | Pink | Bedroom |

IV. Metode Pembelajaran

1. Pendekatan : scientific (student centered approach)
2. Teknik : small group discussion and facebook card ball throwing game

V. Sumber : English Map Concept Book

VI. Langkah Pembelajaran

| FASE | KEGIATAN PEMBELAJARAN | WAKTU |
|---------------|--|----------|
| Pendahuluan | <ol style="list-style-type: none"> a. Memulai pelajaran dengan berdoa kepada Allah SWT b. Cek kehadiran siswa. c. Menjelaskan tujuan pembelajaran d. Memberikan motivasi belajar e. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan | 5 menit |
| Kegiatan Inti | <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa melihat, mendengar dan memahami cara membuat kalimat Bahasa Inggris dengan benar dari guru. • Siswa melihat, mendengar, membaca, mengamati dan memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks diskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text) • Siswa melihat, membaca, dan mendengar contoh teks diskriptif dari guru. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Siswa mempertanyakan fungsi sosial, struktur dan unsur kebahasaan dari teks diskriptif. • Siswa mempertanyakan cara membuat diskriptif teks. <p>Mengasosiasi/ menganalisis</p> <ul style="list-style-type: none"> • Siswa membahas dan menganalisis struktur kalimat dasar dalam Bahasa Inggris • Siswa membahas dan menganalisis tentang ciri-ciri dari diskriptif teks. • Siswa menganalisis penggunaan <i>to be</i> dan kata kerja pada <i>simple present</i> pada | 65 menit |

| | | |
|---------|---|---------|
| | <p>contoh teks diskriptif. Komunikasi (<i>Snowball Throwing game</i>)</p> <ul style="list-style-type: none"> • Siswa mendiskusikan tugas dari guru dalam kelompok. Sistematika game dan kerja kelompok sebagai berikut : <ol style="list-style-type: none"> 1. Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 9 siswa dan membentuk lingkaran per kelompok. 2. Guru memberikan satu gambar bertema dan satu vocabulary list page pada masing-masing kelompok dan memberi intruksi pada tiap kelompok untuk membuat daftar kosa kata yang sesuai dengan tema gambar (5 menit). 3. Setelah kelompok selesai mengerjaknya ,tiap kelompok menempatkan vocabulary list page pada plastic ball dan memberikan perintah pada tiap kelompok untuk melempar ball ke kelompok lain secara bersamaan. <ul style="list-style-type: none"> • Setelah tiap kelompok mendapatkan kosakata dari kelompok lain, masing masing siswa membuat teks diskriptif. • Setelah selesai membuat perwakilan kelompok membacakan tulisanya • Siswa memperoleh balikan (feedback) dari teman kelompok dan guru dari diskriptif teks yang di buat . • Instrument game :Gambar bertema “place” <ol style="list-style-type: none"> 1. Gambar sekolahan 2. Gambar rumah sakit 3. Gambar bank 4. Gambar bandara | |
| Penutup | <ol style="list-style-type: none"> a. Peserta didik menjawab pertanyaan yang diberikan oleh guru melalui guru sebagai evaluasi melalui kuis tetapi teman lain tidak boleh saling membantu. b. Guru memberikan umpan balik jawaban c. Peserta didik bersama guru menyimpulkan pembelajaran. d. Siswa mengumpulkan tugas untuk dinilai oleh guru. e. Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. | 10menit |

VII. Media Pembelajaran

1. Laptop
2. Vocabulary page list,picture thema
3. Plastic ball
4. Hand out (Teks Diskriptif)

VIII. Penilaian

1. Sikap (*attitude*)

- Ingin tahu
- Percaya diri
- Jujur

2. Perilaku (*action*)

- Kerja sama
- Melakukan tindak komunikasi yang tepat

3. Pengetahuan (*knowledge*)

Rubrik penilaian

- f. Content : the lowest score is 13 and the highest score is 30
- g. Organization : the lowest score is 7 and the highest score is 20
- h. Vocabulary : the lowest score is 7 and the highest score is 20
- i. Language use : the lowest score is 5 and the highest score is 25
- j. Mechanic : the lowest score is 2 and the highest score is 5

Total : 100

The writer categories

1. The percentage 81%-100% is a (Excellent)

2. The percentage 61%-80% is b (Good)
3. The percentage 41%-60% is c (Fair)
4. The percentage 21%-40% is d (Less)
5. The percentage 0%-20% is e (Poor)

Gondangrejo , 28
November 2015

Mengetahui

English teacher

Researcher

Sa'adah Al Muslimah S.Pd

Tri wahyuni

Lampiran

Soal dan Instrment Game

1. Practice

Complete this descriptive text by chose the mach word in the box word (5 minute).

My Classroom

My classroom (1) next to the library. So, every morning, before the class started I (2) book at the library.(3) classroom is painted in white. All the wall is (4). And it (5) alot of glasses window.In my classroom, there is a white board. My teacher (6) the white board to (7) and (8) explanation to us. There is also an Indonesian flag in the corner.There (9) a lot of tables and (10) in my classroom. My friend and I use them when we are learning.

Key Answer:

1. Is (b)
- k. Use (i)

2. Read (h)
7. Write(j)

| | | | |
|--------|-------|-----------|---------|
| a. Are | c. My | e. Chairs | g. Read |
| i. Use | | | |

4. White (f)
5. Are (a)
6. Explain (d)
8. Give (t)
9. Are (a)
10. Chairs (e)

2. Practice on Game

Group 1 : Airport



Group 2 : Bank



Group 3: Hospital

Group 4 : Schoo



- A. Group task : Please find out a match vocabulary of this picture with your group (5 minute)

| NO | VERB | NOUN | ADVERB | ADJECTIVE |
|----|------|------|--------|-----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

- ❖ Take this vocabulary list in plastic ball and then throw to the another group by the instruction of your teacher.
 - ❖ After your group get the new picture theme with the vocabulary, please make a deskriptive text by your own idea.
- B. Individual task: Please make a deskriptive text by this picture and make a good santence by this vocabulary list .You can choose another vocabulary to make your descriptive text more good (25 minute)

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : MTs N Gondangrejo
 Tema : Discriptive Text(People)
 Kelas : VII F
 Pertemuan ke : 2 dan 3
 Waktu : 2 × 40 menit

IX. Kompetensi Inti

- KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

X. Kompetensi Dasar dan Indikator

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 2.3.2 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks diskriptif dengan benar. .
- 3.11 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.11.1 Siswa mampu menyebutkan masing-masing part yang ada di dalam struktur diskriptif teks .

- 3.11.2 Siswa mampu membedakan dan mengidentifikasi masing-masing part yang ada di dalam struktur diskriptif teks.
- 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
- 4.13.1 Siswa mampu membuat teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
- 4.13.2 Siswa mampu menyampaikan hasil analisisnya pada masing-masing teman kelompok.

XI. Materi Pembelajaran

1. **Pronoun** adalah kata ganti kata benda atau *Noun*
I,you,they,she ,he,it (S).
Me,you,us,them,her,him,it (O).
My,your,our,their,her,his,its (Possessive noun)
2. **Verb** adalah kata kerja
3. **Adverb** adalah kata keterangan
4. **Adjective** adalah kata sifat
5. **Deskriptive teks “People”**

Pasha “Ungu”

I am a fan of Indonesian music especially Ungu. I like it because Ungu has a handsome vocalist named Pasha. I am a big fan of him. I always watch when he performs not only in television but I often buy ticket to go to his concert. He is not only handsome but kindhearted. He has very good voice and has many awards. He has white skin and tall. He is from Makasar and the second in his family. He has one brother and one sister. In the future I want to be like him. I want to be famous singer.

| | |
|---|-----------------------|
| am a fan of Indonesian music especially Ungu. I like it because Ungu has a handsome vocalist named Pasha. I am a big fan of him | Identification |
| . I always watch when he performs not only in television but I often buy ticket to go to his concert. He is not only handsome but kindhearted. He has very good voice and has many awards. He has white skin and tall. He is from Makasar and the second in his family. He has one brother and one sister. In the future I want to be like him. I want to be famous singer. | Description |

Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places or things.

There are two main parts of descriptive text:

- *Identification*: It identifies things or objects that is going to be described. It is the part of the paragraph that introduces the character.
- *Description*: It describes the parts, qualities, and characteristics of the objects

Using simple present tense is an important thing in describing something, e.g. is, make, have, and go.

We use the simple present tense when:

- The action is general
- The action happens all the time and habitually.
- The action is not happening now

The positive form formula of simple present tense:

| The Formula | Example | |
|----------------|---------|------|
| (+) S + V1 | S | V1 |
| Not Using S/es | I | Go |
| | You | Go |
| | They | Go |
| | We | Go |
| Using S/es | She | Goes |
| | He | Goes |
| | It | Goes |

The negative form formula of simple present tense:

| The Formula | Example | | | |
|----------------------|---------|---------|-----|----|
| (-)S+do/does+not +V1 | S | Do/does | Not | V1 |
| | I | do | not | go |
| | You | do | not | go |
| | They | do | not | go |
| | We | do | not | go |
| | She | does | not | go |
| | He | does | not | go |
| | It | does | not | go |

- XII. Metode Pembelajaran
3. Pendekatan : scientific (student centered approach)
4. Teknik : small group discussion and facebook card ball throwing game
- XIII. Sumber : A Practical English Grammar Book
- XIV. Langkah Pembelajaran

| FASE | KEGIATAN PEMBELAJARAN | WAKTU |
|---------------|---|----------|
| Pendahuluan | <ul style="list-style-type: none"> Memulai pelajaran dengan berdoa kepada Allah SWT Cek kehadiran siswa. Menjelaskan tujuan pembelajaran Memberikan motivasi belajar. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan | 5 menit |
| Kegiatan Inti | <p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengarkan dan memahami unsur-unsur kalimat dasar adv, noun, adj, verb, pronoun, Siswa melihat, mendengarkan, membaca, mengamati dan memahami fungsi sosial, struktur, dan unsur kebahasaan dari teks deskriptif secara terbimbing tentang "people" Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif dari guru. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Siswa mempertanyakan fungsi sosial, struktur dan unsur kebahasaan dari teks deskriptif. Siswa mempertanyakan cara membuat deskriptif teks. <p>Mengasosiasi/ menganalisis</p> <ul style="list-style-type: none"> Siswa membahas dan menganalisis tentang ciri-ciri dari deskriptif teks tentang orang. Siswa menganalisis penggunaan <i>simple present, noun, adv, adj, verb, pronoun</i> pada contoh teks deskriptif. <p>Komunikasi (<i>Snowball Throwing game</i>) Sistematika game dan kerja kelompok sebagai berikut :</p> <ol style="list-style-type: none"> Guru membagi siswa menjadi 4 kelompok masing-masing kelompok terdiri dari 9 siswa dan membentuk lingkaran per kelompok. Guru memberikan satu gambar bertema dan satu vocabulary list page pada masing-masing kelompok dan memberi intruksi pada tiap kelompok untuk membuat daftar kosakata yang sesuai dengan tema gambar (5 menit). Setelah kelompok selesai mengerjakannya, tiap kelompok menempatkan vocabulary list page pada plastic ball dan memberikan perintah pada tiap kelompok untuk melempar ball ke kelompok lain secara bersamaan. Setelah tiap kelompok mendapatkan kosakata dari kelompok lain, masing-masing siswa membuat teks deskriptif. Setelah selesai membuat perwakilan kelompok membacakan tulisannya Siswa memperoleh balikan (feedback) dari teman kelompok dan guru dari deskriptif teks yang di buat. <ul style="list-style-type: none"> Instrument game : Gambar bertema "People". <ol style="list-style-type: none"> Gambar Naruto | 65 menit |

| | | |
|---------|--|---------|
| | <ol style="list-style-type: none"> 2. Gambar Sakura 3. Gambar Sasuke 4. Gambar Hinata | |
| Penutup | <ul style="list-style-type: none"> • Peserta didik menjawab pertanyaan yang diberikan oleh guru melalui guru sebagai evaluasi melalui kuis tetapi teman lain tidak boleh saling membantu. • Guru memberikan umpan balik jawaban • Peserta didik bersama guru menyimpulkan pembelajaran. • Siswa mengumpulkan tugas untuk dinilai oleh guru. • Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. | 10menit |

XV. Media Pembelajaran

1. Laptop
2. Vocabulary list page,picture thema
3. Plastic ball
4. Hand out (Teks Diskriptif)

X. Penilaian

1. Sikap (*attitude*)
 - Ingin tahu
 - Percaya diri
 - Jujur
2. Perilaku (*action*)
 - Kerja sama
 - Melakukan tindak komunikasi yang tepat
3. Pengetahuan (*knowledge*)

Rubrik penilaian

- l. Content : the lowest score is 13 and the highest score is 30
m. Organization : the lowest score is 7 and the highest score is 20
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p. Mechanic : the lowest score is 2 and the highest score is 5

Total : 100 +

The writer categories

1. The percentage 81%-100% is a (Excellent)
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Gondangrejo , 28
November 2015

Mengetahui

English teacher

Researcher

Sa'adah Al Muslimah S.Pd

Tri wahyuni

Lampiran

Soal dan Instrument Game

1. Practice
Match Column A and B with correct answer (3 minute)

| A | B |
|--------------------|----------------------------|
| a. Jokowi | a. He has a kingdom |
| b. Pasha (ungu) | b. He is a football player |
| c. Iko uwais | c. She is a comedian |
| d. Cak lontong | d. He is a singer |
| e. Dewi Persik | e. He is a racer |
| f. Dedi Korbuser | f. She is a singer |
| g. HB ke X | g. He is a magician |
| h. Omas | h. He is president |
| i. C.Ronaldo | i. He is comedian |
| j. Valentino Rossi | j. He is an actor |

Key answer :

1.H 2. D 3. J 4. I 5. F 6. G 7.A 8.C 9. B 10.E

2. Practice

Make a positive and negative form of simple present tense based on these Pronouns and verbs. (5 minute)

| NO | Pronoun | Verb | Example |
|----|---------|----------|---------|
| 1 | I | Go | |
| 2 | You | Give | |
| 3 | They | Has/Have | |
| 4 | We | Wear | |
| 5 | He | Use | |
| 6 | It | Want | |

3. Practice on Game

Group 1 : Sakura Haruno Group 2 : Uciha Sasuke Group 3 : Hinata Group 4 : Uzumaki Naruto



A. Group task : Please find out a match vocabulary of this picture with your group (5 minute)

| NO | VERB | NOUN | ADVERB | ADJECTIVE |
|----|------|------|--------|-----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

- ❖ Take this vocabulary list in plastic ball and then throw to the another group by the instruction of your teacher.
 - ❖ After your group get the new picture theme with the vocabulary, please make a deskriptive text by your own idea
- B. Individual task: Please make a deskriptive text by this picture and make a good sentence by this vocabulary list .You can choose another vocabulary to make your descriptive text more good.

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : MTs N Gondangrejo
 Tema : Discriptive Text (Animal)
 Kelas : VII F
 Pertemuan ke : 4 dan 5
 Waktu : 2 × 40 menit

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- KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya
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- KI.3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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- II. Kompetensi Dasar dan Indikator
- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 1.3.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 2.3.3 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks deskriptif dengan benar. .
- 3.12 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.12.1 Siswa mampu menyebutkan masing-masing part yang ada di dalam struktur deskriptif teks .
- 3.12.2 Siswa mampu membedakan dan mengidentifikasi masing-masing part yang ada di dalam struktur deskriptif teks.
- 4.14 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
- 4.14.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
- 4.14.2 Siswa mampu menyampaikan hasil analisisnya pada masing-masing teman kelompok.
- III. Materi Pembelajaran
Adjective, Adverb, Descriptive Texts **Dolphins**

I really interested in the dolphins. They are one of the most playful and intelligent animals on our planet. Even though dolphins spend their lives in the water, they are not fish, but are mammals. Dolphins can't breathe water like fish, but need to come to the surface to breathe air. **(Identification)**

Dolphins eat other smaller fish, but they eat squid, too, and some dolphins, like Killer Whales, will often eat small sea mammals like seals and penguins. Dolphins often hunt together, herding fish into packed groups or into inlets where they can be easily caught. Some dolphins will share their food with the young or let the young catch injured prey as practice. They don't chew their food, they swallow it whole. Dolphins get the water they need from the animals they eat, rather than drinking ocean water. Dolphins have excellent eyesight and hearing. Underwater they use echolocation. Echolocation is kind of like sonar where dolphins make a sound and then listen to the echo. Dolphin is also tame animal that people can play with. **(Description)**

IV. Metode Pembelajaran

1. Pendekatan : scientific (student centered approach)
 2. Teknik : small group discussion and facebook card ball throwing game
- V. Sumber : <http://bahasainggrismudah.com/5-contoh-descriptive-text-animal-yang-simpel-dan-mudah/>

VI. Langkah Pembelajaran

| FASE | KEGIATAN PEMBELAJARAN | WAKTU |
|---------------|--|----------|
| Pendahuluan | f. Memulai pelajaran dengan berdoa kepada Allah SWT g. Cek kehadiran siswa. h. Menjelaskan tujuan pembelajaran i. Memberikan motivasi belajar j. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan | 5 menit |
| Kegiatan Inti | Mengamati <ul style="list-style-type: none"> • Siswa melihat, mendengarkan dan memahami cara membuat kalimat Bahasa Inggris dengan benar dari guru. • Siswa melihat, mendengarkan, membaca, mengamati dan memahami fungsi sosial, struktur, dan unsur kebahasaan dari teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text) • Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif dari guru. Mempertanyakan (questioning) | 65 menit |

| | | |
|---------|--|---------|
| | <ul style="list-style-type: none"> Siswa mempertanyakan fungsi sosial, struktur dan unsur kebahasaan dari teks diskriptif . Siswa mempertanyakan cara membuat diskriptif teks. <p>Mengasosiasi/ menganalisis</p> <ul style="list-style-type: none"> Siswa membahas dan menganalisis tentang ciri-ciri dari diskriptif teks. Siswa menganalisis penggunaan <i>tobe</i> dan kata kerja pada <i>simple present</i> pada contoh teks diskriptif. <p>Komunikasi (<i>Snowball Throwing game</i>)</p> <ul style="list-style-type: none"> Siswa mendiskusikan tugas dari guru dalam kelompok. Sistematika game dan kerja kelompok sebagai berikut : <ol style="list-style-type: none"> Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 9 siswa dan membentuk lingkaran per kelompok. Guru memberikan satu gambar bertema dan satu vocabullary list page pada masing-masing kelompok dan memberi intruksi pada tiap kelompok untuk membuat daftar kosa kata yang sesua dengan tema gambar (5 menit). Setelah kelompok selesai mengerjaknya ,tiap kelompok menempatkan vocabullary list page pada plastic ball dan memberikanperintah pada tiap kelompok untuk melempar ball ke kelompok lain secara bersamaan. Setelah tiap kelompok mendapatkan kosakata dari kelompok lain, masing masing siswa membuat teks diskriptif. Setelah selesai membuat perwakilan kelompok membacakan tulisanya Siswa memperoleh balikan (feadback) dari teman kelompok dan guru dari diskriptif teks yang di buat . Instrument game :Gambar bertema “Animal” <ol style="list-style-type: none"> Gambar Gajah Gambar Kupu-kupu Gambar Panda Gambar Harimau | |
| Penutup | <ol style="list-style-type: none"> Peserta didik menjawab pertanyaan yang diberikan oleh guru melalui guru sebagai evaluasi melalui kuis tetapi teman lain tidak boleh saling membantu. Guru memberikan umpun balik jawaban Peserta didik bersama guru menyimpulkan pembelajaran. Siswa mengumpulkan tuggas untuk dinilai oleh guru. Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. | 10menit |

VII. Media Pembelajaran

- Laptop
- Vocabulary list page,picture thema.
- Hand out (Teks Diskriptif)
- Plastic ball

VIII. Penilaian

- Sikap (*attitude*)
Ingin tahu , Percaya diri ,Jujur
- Perilaku (*action*)
Kerja sama, Melakukan tindak komunikasi yang tepat
- Pengetahuan (*knowledge*)

Rubrik penilaian

- Content : the lowest score is 13 and the highest score is 30
- Organization : the lowest score is 7 and the highest score is 20
- Vocabulary : the lowest score is 7 and the highest score is 20
- Language use : the lowest score is 5 and the highest score is 25
- Mechanic : the lowest score is 2 and the highest score is 5

Total : 100

The writer categories

1. The percentage 81%-100% is a (Excellent)
2. The percentage 61%-80% is b (Good)
3. The percentage 41%-60% is c (Fair)
4. The percentage 21%-40% is d (Less)
5. The percentage 0%-20% is e (Poor)

Gondangrejo , 28
November 2015

Mengetahui

English teacher

Researcher

Sa'adah Al Musslimah M.Pd

Tri wahyuni

Lampiran

1. Practice 1

Arrange the following words into good sentences!

1. is -animal- my -Kangaroo-favourite
2. Elephants- the biggest-are- land animals-the world-in
3. The-has- elephant-African-wrinkly-skin-gray
4. I- to -want- to go - a kangaroo -Australia -to meet.
5. travel quickly-They-their- can - jumping ability- use- to

Key answer : 1. Kangaroo is my favourite animal
2. Elephants are the biggest land animals in the world
3. The African elephant has wrinkly gray skin
4. I want to go to Australia to meet a kangaroo.
5. They can use their jumping ability to travel quickly.

2. Practice 2 on game

Group 1 : Elephant

Group 2 : Tiger

Group 3 : Butterfly

Group 4 : Panda



A. Group task : Please find out a match vocabulary of this picture with your group (5 minute)

| NO | VERB | NOUN | ADVERB | ADJECTIVE |
|----|------|------|--------|-----------|
| 1 | | | | |
| 2 | | | | |
| 15 | | | | |

- ❖ Take this vocabulary list in plastic ball and then throw to the another group by the instruction of your teacher.
 - ❖ After your group get the new picture theme with the vocabulary, please make a deskriptive text by your own idea.
- B. Individual task: Please make a deskriptive text by this picture and make a good sentence by this vocabulary list. You can choose another vocabulary to make your descriptive text more good.

Appendix 06

PHOTOGRAPH

LEGALIZATION