

**TEACHING LEARNING PROCESS OF WRITING DESCRIPTIVE TEXT
AT THE EIGHTH GRADE STUDENTS OF MTS NEGERI
GONDANGREJO IN THE ACADEMIC YEAR 2017/2018**

THESIS

Submitted as A Partial Requirements Degree of Sarjana

In English Education Department



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Here with, I state all statements, opinion, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some reference and suggestion. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

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The Researcher



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DEDICATION

This thesis is dedicated to:

My Beloved Parents

My Handsome Brother

My mentors and my seniors

All my friend in English Education 2013

MOTTO

Allah will never change the grace which He had bestowed on a people until they
change what is in their own

(Q.S Al: Anfaal : 53)

So, verily, with every difficulty, there is relief:

Verily, with every difficulty there is relief.

(QS. Al Insyirah: 5-6)

So stand (ask Allah to make) you (Muhammad SAW) firm and straight (on the
right way)

(Hud: 112)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Teaching Learning Process of Writing Descriptive Text at the Eighth Grade Students of MTs Negeri Gondangrejo in the Academic Year 2017/2018" is my real 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 sanctions in the form of repealing my thesis and academic degree.

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

Surakarta, Agustus-7-2018

The researcher

Evan's Dwi Ardyana Putri

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ABSTRACT

Evan's Dwi Ardyana Putri, 2017, *TEACHING LEARNING PROCESS OF WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE STUDENTS OF MTS NEGERI GONDANGREJO IN THE ACADEMIC YEAR 2017/2018*. English Education Department Study Program, Islamic Education and Teacher Training Faculty.

Advisor: Zaenal Muttaqien, S.S., M.Hum

Key words : Teaching Learning Process, Writing, Descriptive Text

The objectives of this research are (1) how was teaching learning on the eighth grade students of MTs Negeri Gondangrejo, (2) Material used by the teacher (3) Media used by the teacher (4) Method used by the teacher (5) What problems were faced by the teachers and the eighth grade students (6) Solution in teaching and learning of writing descriptive text.

The research was descriptive qualitative research the subject of this research were 38 students in VIII C class of MTs Negeri Gondangrejo. This research located on Jl. Solo-Purwodadi, Gondangrejo subdistrict, Karanganyar regency. The set of data was collected from field notes, observation, interview, documentation and teaching-learning process of writing descriptive text at VIII C class. The interviews conducted with two students and a English teacher. The interview was recorded. Then the data was collected to complete this research.

The result of the research showed that the material , the material of descriptive text was taken from text book *When English Ring a Bells* written by Sii Wachidah, Asep Gunawan, Diyantary and Yuli Pulani Khatimah (2017) and from the outside source from the teacher. Media, the teacher used media were whiteboard, textbook, LCD's Projector and boardmarker. Method, used by the English teacher are three phases technique and cooperative learning. The problems faced by the students in teaching-learning are lacking vocabulary, the students have made incorrect and unclear writing and the problems faced by the teacher are classroom management, the assumption by the students that English is difficult and the teacher had to be slow in explaining and repeating the material. The solution of the problems during teaching learning were the students notes and memorize vocabulary, students bring dictionary and teacher leads to translate, the teacher motivated the students to get habit in writing.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the background of the study, the Identification of the Problem, the problem of the study, limitation of the problem, the objective of the study, the benefit of the study, and the definitions of the key terms.

A. Background of the study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. In this globalization era, we are demanded to master international language. As we know that English is an international language. English is very important and has many interrelationship with various aspects of human lives. English becomes important to learn because it is the common language fundamentally used for social purposes.

English is an important means of communication which is used in many countries in the world. It plays an important role in the process of modernization as an international language to be taught at schools. Although nowadays, there are some languages that have become international languages, people tend to use English rather than those other languages. Besides, people who learn English can give the advantages from it. English can help people to communicate with other people in other countries.

In Indonesia, English becomes the first foreign language which has to be taught at schools. The Indonesian government, via Ministry of National Education decided to take English subject into its educational programs. Hence, English is one of the compulsory subject which is taught at all education levels, namely elementary schools, high schools, all departments of universities and also exceptional schools (Halahan: 1994: 35)

Language is a tool for communication because without language, people cannot communicate to each other. People use language to take a part in social interaction because language is one tool to deliver information, ideas, or feelings from someone to others. Indonesia is a country where English is positioned as a foreign language. The English teaching in Indonesia is focused on improving abilities of students' in communication (Depdiknas, 2003: 6). The communication can be in the form of spoken or written form.

In Indonesia, English is a hard lesson for many students. It happen because English is not used in their daily activities, they just used it in the classroom. The teacher has an important role in this matter. A teacher should be able to provide a teaching method that is easy and can be understood by students, as well as to provide practices in learning so that students can apply them in their daily activities.

English is a language which comprises some basic skills. The basic skills in English are listening, reading, speaking, and writing. Those skills are needed and acquired as long as the students are still learning English,

especially for young learners. One of important skills in English as a second language is writing. Ghazi (2002:1) says that writing is a complex process that allows the writers to explore their thoughts and ideas, and make them visible and concrete. Writing is one of language skills after speaking, listening and reading. We know that language is not only use in spoken form, but also in written form. Writing is different from the other skills because it needs accurate situations or contexts and the structure of every sentence must be complete to avoid misunderstanding.

Teresa (2000:1) says that teaching is an active process in which one person shares information to other to provide them with the information to make behavioral changes. Meanwhile, learning is a process of assimilating information with a resultant change in behavior.

Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just for relaxation. Through writing, the students can enlarge their points of views of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into paragraph and it can be explored to become histories. The importance of English writing is also stated in Competence-Based Curriculum 2004. It states that English is understood as a means of communication. Communication is an understanding and expressing of information, thoughts, feeling, science, and culture developing by using language.

Harmer (2004: 31) states that writing is a way to produce language to express ideas, feelings, and opinions. Writing as one of language skills occupies an equal role with the other language skills, although most people tend to focus on speaking than writing. The students usually also like speaking than writing, because they think that writing is more difficult than the other skills. The students must understand grammatical rules and lots of vocabulary to write well.

Harmer (2004: 12), states that writing is functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. We can take more times to think and choose words in order to express our ideas, thoughts, and feelings. We still can make editing or revision if it is not clear to express what we intend to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step action but it is a process that has several steps. Writing is a discovery process that involves discovering ideas how to organize them and what that you want to put over to your order.

Teaching writing for junior high school focuses on understanding texts and knowing how to write a sentence clearly. In writing, there are

some aspects that must be considered such as diction and grammar. The purpose of teaching writing is to make the students able to produce many kinds of written text.

In Indonesia, English is also one of the lessons which is learned in the classroom, and gives knowledge to the students about genres or types of texts. The genres are descriptive, narrative, recount, report, procedure, spoof, and news item. At junior high school, descriptive is one genre of text which is learned by seventh grade students. But, the students usually face difficulties in writing descriptive texts because it must use simple past tense which is complicated for them and they have less vocabulary for writing, especially for descriptive text.

According to Pardiyo (2007: 33-6) descriptive is a kind of text which functions to describe a particular person, place or thing. And the purpose of the text is to describe and reveal particular place, people or thing. The generic structure of descriptive text consists of (1) Identification of the phenomenon to be described and (2) description of the phenomenon in parts, qualities and characteristic.

Many students have difficulties in writing, such as in differentiating the tenses, remembering the vocabularies, grammar and composing words into sentences or paragraphs. So, the researcher tries to find out the students knowledge on writing.

MTs Negeri Gondangrejo as the place of this research is located on Jl. Solo-Purwodadi KM 12, Gondangrejo. Based on observation, MTs Negeri Gondangrejo is one of good categories of Islamic junior high

schools in Gondangrejo. The researcher was interested in teaching learning process of writing of eighth grade class of MTs Negeri Gondangrejo. In this research, the researcher wanted to investigate the eighth grade students, especially VIII C class, and the teacher Mr. Muhammad Rifa'i S.Pd.

In this study, the researcher chooses the object of the research in process of teaching learning in writing descriptive text at the eighth grade of MTs Negeri Gondangrejo in the academic year 2017/2018. Based on the evidence above, the researcher tries to describe on the process of teaching descriptive text produced by the teacher and identify the students' problem in writing descriptive text. The researcher wants the students to be able to write descriptive text clearly.

There are many techniques that can be applied for teaching learning process of writing. The teacher can use the techniques or media that are appropriate with the conditions and the materials. Considering the problems above, the researcher decided to conduct a research entitled

“Teaching Learning Process of Writing Descriptive Text at the Eighth Grade of MTs Negeri Gondangrejo in the Academic Year 2017/2018”

B. The identification of Problem

There are some reasons, why the researcher chose Eighth Grade of MTs Negeri Gondangrejo as the object of this research. It is considered that English writing is difficult to be learned by them. The identification of the problem of this research are :

1. Most the students are lacked of vocabulary, grammar, differentiating the tenses.
2. Most of the student were afraid to do mistakes in writing and composing words into the sentences.

C. Problem Statement

Based on this background of the study, the researcher raised for subsidiary research questions as follows :

1. How was teaching learning process on the Eighth Grade Students of MTs Negeri Gondangrejo ?
2. What are the material used by the teacher in teaching writing of descriptive text for the eight grade students of MTs Negeri Gondangrejo in academic year 2017/2018 ?
3. What is media used by the teacher in teaching writing of descriptive text for the eighth grade students of MTs Negeri Gondangrejo in academic year 2017/2018 ?
4. What is the method use by the teacher in teaching writing descriptive text at the eighth grade students of MTs Negeri Gondangrejo in academic year 2017/2018 ?
5. What problems were faced by the teachers and the Eighth Grade Students of MTs Negeri Gondangrejo ?
6. What are solution in teaching writing of descriptive text for the eighth grade students of MTs Negeri Gondangrejo in academic year 2017/2018 ?

D. Limitation of the Study

There are four skills in English learning, namely reading, speaking, listening and writing. It is impossible for the researcher to do the analysis to all of them. Therefore the researcher limited her research on teaching learning Process of Descriptive Writing Text at the Eighth Grade of MTs Negeri Gondangrejo. This study will describe about how is teaching learning process of writing descriptive text and described about the methods, materials and assesment technique do the teacher use in teaching learning. The researcher chose the Eighth Grade Junior High School of MTs Negeri Gondangrejo because most of the students in this class were not interested to learn English writing, and they also said that English writing is difficult to be learned.

E. Objectives of the Study

In conducting research, every researcher should have a certain objective of the study, the objectives of this research are :

1. To describe how the teaching learning process in the eighth grade students of MTs Negeri Gondangrejo.
2. To describe the problem faced by the students in teaching learning process in writing descriptive text of MTs Negeri Gondangrejo in academic year 2017/2018.

F. Benefit of the Study

There are two benefits of study : theoretical and practical. The benefits of this research are :

1. Theoretical Benefits

The researcher hopes that this research will give a reference for development of writing process especially in teaching English. This research is also expected to give a profitable description for any further researcher who wants to study the same case. This study becomes a helpful information and a useful reference to the next study.

2. Practical Benefits

a. For the researcher

It is hoped that she understand more about teaching process so that she can prepare to be more creative in teaching. After finishing this research, the researcher expects to get addition information about the writing process, especially in teaching English.

b. For the English teacher

The researcher also expect that this study will give more information to the teachers. The result of the study will give a contribution to the teacher in relation to the students in writing. So, that, the teachers will find a new technique for teaching.

c. For the reader

The result of this study is expected to writing become a reference for the writing process at schools especially junior high schools.

Moreover, it may become a useful input to construct a further policy dealing with the teaching English at the schools.

G. Definiton of Key Terms

There are four of key terms in this research :

1. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn also setting the conditions for learning (Brown,2000:7). Mulyono (2006: 100) explains that teaching is an interactive process done by students and the environment in order that human/students behavior changes to be better.

2. Learning

Learning is a reatively permanent changes in a behavioral tendency and it is the result of reinforced practice (Kimbe and Garmazy 1963:133)

3. Writing

According to Harmer (2004: 12) writing is a process of looking at what people do to compose written text. The formula of good writing consist of pre-writing, writing, revising, editing. Those allow their work to emerge in a series that can be arranged into manageable steps.

4. Descriptive Text

Description is a written English text in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping (Sanggam, 2007:89)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Teaching

a. Definition of Teaching

According to Brown (1987 : 7), teaching is guiding and facilitating students to learn. It means that teaching not only transferring the information to the students but the teacher also must teaching attitude fo students. This definition implicitly stated that teaching and learning process will run well if there is any interaction between the teacher and the learners. According to Cole Peter (1994 : 2) teaching is a complex phenomenon that takes into account to wide range of personal characteristic, professional skill and specialized based of knowledge.

From the explanation above, the researcher concludes that teaching is an interactive process between the teaher and the learners in which the role of the teacher are helping, guiding, and facilitating students to learn and develop their knowledge. Teaching is not merely transferring knowledge to students. Teachng helps students learn and develop their knowledge.

b. Aspect of Teaching

There are some aspects of teaching is the Educational purpose of the program, syllabus, material of teaching, method of teaching process, media of teaching and the evaluation system. Such as :

1. The Educational Purpose of the Program (Goal)

As one of formal components of curriculum in language teaching, the role of goal is very central. Goal acts as a general sign post in language programs. In language programs, in language curriculum, goals are usually general statements of the intended outcomes of a language program. Goal is usually formulated by the course designer and programs planners.

Richard (1997 : 3) states that goal is directed to fulfill the social demand which always develop. Goal statements refer to elements of the program that are actually going to address by instructions. Goals can be used as a basic for developing more specific description of the intended outcome of the instructional objective. While Nunan (1998 : 48) states that goal may relate to the arrangement of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior.

2. Syllabus

Widdowson (1984 : 26) states that the syllabus is simply a framework within activities which can be carried out : a teaching devices to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearing can be taken. While Richard (1997 :8) states that syllabus design is concerned with the choice and sequencing of instructional content. In language teaching, the syllabus is traditionally the starting point

in planning a language program, rather than an activity that occurs midway in the process.

3. Material of Teaching

Most people associate the term “language learning material” with course book, because the materials are their main experience in teaching process. Teaching materials are the resources that are used by a teacher to deliver the instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making accessible knowledge to a learner and can encourage a students to engage with knowledge in different ways.

4. Method of Teaching Process

Brown (2001:14) defines method as an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specific.

Brown (2001:16) states that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles, behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and material. They are

almost always thought of as being broadly applicable to a variety of audiences in a variety contexts.

5. Media of Teaching

Media can make easy the interaction of teacher and learners, more effective in the time, and can make relation between students self more be good.

6. The Evaluation System

Richard (1986 : 159) argues that evaluation may be concerned with how teachers, learners, and the materials interact in classroom, and how teachers and students perceive the programs, goals, materials and learning experience.

c. Reason for Teaching Writing

The most important reason for teaching writing is because it is a basic of language skill. Harmer (1998 :79), states there are four reasons to teach writing to students of English as foreign language :

1. Reinforcement

Some students acquire language in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentence using new language shortly after they have studied it.

2. Language Development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to

contract proper written texts is all part of the on going learning experience.

3. Learning Style

Writing is appropriate for learners who like to spend longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as Skill

Teaching writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to reply advertisement, etc. They also need to know some of writing special conventions such as punctuation, paragraph construction.

d. Teaching writing in Junior High School

Teaching writing for junior high school students can be a little tricky at times. Junior high school students are often mature enough in writing, and they students have an unvarnished imagination that is easy to direct towards learning, but in classroom of Junior high school have to open up requires careful planning and good classroom control.

The most important factor in writing exercise is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills,

requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementations are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

Harmer (2004: 41) says 'when helping students to become better writers, teacher have a number of crucial tasks to perform'. It means that teachers have very important role in teaching writing. They have to influence their students to be a good writer. To realize that there are several tasks that must be done by the teachers. They are demonstrating, motivating and provoking, supporting, responding and evaluating.

Demonstrating is a task of teachers to remind their students on their writing in order that their students do not deviate what should they write. It means that teacher must make their students aware of their writing. Teacher must give direction to their students; they must draw about the main purpose of what their students will write during the class process. It is done in order that students write their writing in right way or they will not deviate from the layout issue that is given or decided by teacher.

Motivating and *provoking* are the tasks of teachers to give motivate and provoke their students when their students get lost of their word on the writing or they lose of their idea. It means that teachers must help students, when their students lose of words when they are writing. Teachers must provoke the students to have ideas, enthusing them to explain that writing is important, and writing is fun. When teacher want to do provoking, they must prepare first before teaching in class. It is needed when students get stuck. It will absolutely help students to get ideas immediately in order to make writing class will not be wasted.

Supporting is tasks of teacher to support their students when they get problems on their writing. It means that teacher must help their students, when the students get difficulties. The teachers must give support them to write in class, always available(except during exam writing of course), and prepare to help students overcome difficulties.

Responding is task of teachers to respond and give reaction to their students writing result. It means that if the students have finished their writing. Teacher must react to the content and construction of their students writing. Teacher are responding the writing result. Besides, teachers must give suggestion in order to improve their student's ability in writing, and write how well it is going so far.

Evaluating is a task of teachers to evaluate the students' writing results. It means that teachers must give evaluation on the writing

results of their students. Teacher must show where students write well, and where they make mistake. Of course, teachers must give the scores. It is different from responding. Teachers can use it not only to grade or to give score, but also as a learning opportunity.

2. Teaching-Learning Process

a. Definition of Teaching Learning Process

Brown (2000: 7) states that teaching means guiding and facilitating learning, enabling the learner to learn, and setting the conditions of learning. It means that teaching can make learners easy to learn because there are guides, facilitators and also learning is constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much.

Howard (1968: 18) states that teaching is an activity that tries to help and guides someone to obtain, change, or develop skills, attitudes, ideas, appreciations, and knowledge. The teacher attempts to bring about desirable behavioral changes to his students. It is apparent that there must be decisions made as to what learning is desirable and how best to perform such teaching.

On the teaching process, the teacher should have some sets of teaching. According to Nazarudin (2007:113) teaching learning equipment is a preparation which is done by a teacher in order to make the teaching-learning process run well and systematically.

Suhadi (2007: 2) states that teaching learning equipment is several sources, medias, tools, instructions and rules which will be used to guide teaching learning activities.

Richard and Roger (1998:22) state that teaching learning processed through organization and direct instruction teacher, learners, and material in the classroom. However, those could not work enough if there is no certain principal as such kind of way or instruction. Therefore, many experts issue the principal of teaching a language like a stated above which is able to apply in classroom activity. The teachers are carriers of either positive or negative behavior toward students. In learning process there are many problem still happening, because of this case the role of teacher is much needed to solving this problem.

According to Mehay (2011: 4) curriculum is considered to be a border term used in a institution to cover politics, plans, teaching, learning items; materials, equipments, logistics everything. The first view of curriculum shows a concern with objectives and content.

Harold Rugg (1947 in *Tim Pengembang MKDP*, 2012 :3) stated, the curriculum is the steam of guided activities that constitutes the life of young people and their elders. According Sukmadinata (2006 : 38), curriculum is used as education plan that have central position in all education activity, created sure the process of implementation and the result of education. It is content pupils are expected to earn. After looking for the experts' definition, the

researcher conclude that curriculum is a planning about learning and the result of learning.

Curriculum that used by MTs Negeri Gondangrejo is Curriculum 2013. Therefore all of programs and sets of equipments used the role of curriculum 2013.

Law No. 20 on 2003 in National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. Based on such understanding, there are two dimension of the curriculum; the first is plan and setting the objectives, content and learning materials, while the second is the means used for learning activities. Curriculum 2013, which enforced starting the academic year 2013/2014 meets oth these dimensions.

Meanwhile, the steps in teaching process in 2013 curriculum are planning, implementing and evaluating. They are as follows:

a. Planning

Planning is refers to the materials that would be given or lesson plan. By making a lesson plan in a teaching activity, teacher can focus on certain topics. Planning is not the same as scripting a lesson.the plan is just a suggestion of what the teacher might do in class. Everything depends upon how the students respond and related to it. According to Scrievener (in Harmer, 2003:319) planning is prepared thoroughly, but in class, teach the learners-not the plan.

b. Implementing

Implementation is the main part of teaching activity. It covers the material of teaching, the teaching learning process, and class management. Richard and Rodgers (1998:25) says that the instructional materials, in the turn, specify subject matter content (even where the syllabus may not).

c. Evaluating

Evaluation is an important part of teaching and learning process. Evaluation is concerned not only with the product of language teaching, but also the processes by which language learning is accomplished. From evaluation, teacher and students are able to know the problem or the good and bad aspects happening during the lesson.

Richard and Rodgers (1998:9) states that language teaching program that achieves its objectives can be considered succesful to the degree that these objectives are valid. In short, evaluation is the process in the end of teaching and learning in order to measure the students' progress about the material learned.

In addition, teaching is a system consisting of several components that depend on each other and organized between the competence that should be achieved by the students, and the learning materials, subject matter, methods, teaching approaches, media, learning resources, organization of class and assesment. (Suyono and Hariyanto, 2011: 17)

a. Material in Teaching Learning Process

Language instruction has five important components. They are students, a teacher, material, teaching methods, and evaluation. Allwright (1990) argues that materials should teach students to learn, that they should be resources books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. Text books are too inflexible to be used directly as instructional materials.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take a very important role in language classes, and it is important to select a good textbook.

b. English Teaching Method

Method is treated at the level of design in which the role of teacher, learner, and instructional material, are specified. Thus, method is theoretically related to a approach and is organizationally determined by a design. Anthony (1963: 95)in Fauziati (2008: 5)” Defines method as an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon the selected approach”.

There are many methods used in teaching: as follows :

1. The Grammar Translation Method

Prator and Murcia (1979:3) summarize the process of the grammar translation method :

- a. Classes are taught in the mother tongue with little active use of the target language
- b. Much vocabulary is taught in the form of list of isolated words
- c. Long, elaborate explanations of of intricacies of grammar are given
- d. Grammar provide the rules of putting words together, and instruction often focuses on the form and inflection of words
- e. Reading of difficult classical texts is begun clearly
- f. Little attention is pain to the context of contexts, which are treated as exercises in grammatical analysis
- g. Often the only drills are exercises in translating disconnected sentences from te target language into the mother tongue.
- h. Little or attention is given to pronunciation

2. The Direct Method

Richard and Roger (1986:10) summarized the principles of the direct method as follows :

- a. Classroom instruction was conected exclusively in the target language
- b. Only everyday vocabulary and sentences were taught

- c. Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
 - d. Grammar was taught inductively
 - e. New teaching points were taught through modeling and practices
 - f. Concrete vocabulary was taught through demonstration, object, and pictures
 - g. Both speech and listening comprehension were taught
 - h. Correct pronunciation and grammar were emphasized
3. The audio-Lingual Method

Prator and Murcia (1979) listed the characteristic of the audio-lingual method as follow :

- a. New material is presented in dialog form
- b. There is dependence of mimicry, memorization of set phrases, and over learning
- c. Structures are sequenced by means of constructive analysis and taught one at a time
- d. Structural patterns are taught using repetitive drills
- e. There is a little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation
- f. There is much use of tapes, language labs, and visual aids
- g. Great importance is attached to pronunciation

- h. Very little use of mother tongue by teachers is permitted
- i. Successful response are immediately reinforced
- j. There is a great effort to get students to produce errors-free utterance
- k. There is a tendency to manipulate language and disregard content.
- l. Sequencing is determined by any consideration of content function or meaning that maintains interest
- m. Teacher help learners in any way that motivates them to work with the language
- n. Language is often created by the individual through trial and error
- o. Fluency and acceptable language are the primary goals; accuracy is judged not in the abstract but in context
- p. Students are expected to interact with other people, either in the flesh, through pair and group work or on the writing.

4. Three Phase Technique

According to Anthony in Fauziati (2008 :5), three phase technique is a learning technique using three phases. The three phases are activities of introduction (pre-activities), core activities (main activities), and conclusion activities (post activities).

a. Pre Activities

- 1) Students are given fun activities to interested and motivated to learn

- 2) Students are introduced to topics that will be studied
- 3) Students answered question about the topics that will studied

b. Main Activities

- 1) Students have activities related to the core material
- 2) Students practice the skills based on learning objectives

c. Post Activities

- 1) Students conclude the learning activities
- 2) Students receive feedback and reflect on learning

b. Curriculum in Teaching Learning Process

Mehl-Mil-Douglass in Hamalik (2001) states that the curriculum is as broad and varied as the child's school environment, Broadly conceived, the curriculum embraces not only subject matter but also various aspects of the physical and social environment. The school brings the child with his impeling flow of experiences into an environment consisting of school facilities, subject matter, other children, and teacher. From the interaction between the child with the element results of learning, not only is the learner can ever change the personality resulting from a continous series of new experiences, but the constituent elements of his environment are constantly evolving and unfolding.

Romine in Hamalik (2001) stated that curriculum is interpreted to mean all of the organized course, activities and experiences which

pupils have under the direction of the school whether in the classroom or not.

3. Writing

a. Definition of Writing

Written language was thought by some to be spoken language into written form. Writing was for a long time neglected in language teaching. The assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape (Brookes & Grundy, 2000: 1). However, long ago writing really started. It has reminded for most of its history a minority occupation. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has been consciously learned. (Harmer, 2004:3)

According to Harmer (2004: 12), writing process ia a way of looking at what people do to compose written text. The formula of good writing consist of pre-writing, writing, revising,editing. Those allow their works to emerge in a series that can be arranged of manageable steps.

Byrne (1997: 1) says that on one level, writing can be said to be the act of forming symbol; making mark on a flat surface of some kind. He also states that writing involves the encoding of a message of some kind that is translating thoughts into language.

From the definitions above, it can be concluded that writing skill is a process to get knowledge about writing in language to compose written text, and the formula of good writing consists of pre-writing, drafting, revising, editing and publishing.

b. Aspect of Writing

To write something, a writer should consider the correctness of sentences and the correctness of the paragraph. Therefore, there are several aspects of writing that should be considered. Byrne (1997:40-43) mentions seven aspects of writing, as follows :

1. Handwriting

This may be a problem for students who are not familiar with Roman script : Far Eastern and Arabic-speaking students.

2. Spelling

Usually, it may be more of a problem for the speakers of non-European languages. However, speakers of languages where the spelling and pronunciation are consistent.

3. Punctuation

The conventions of English capital letters and punctuation are not universal and might have been taught.

4. Sentence Construction

The construction of sentences are grammatically correct , using the correct word order.

5. Organizing a text and paragraphing

- a. Dividing the information into paragraph
- b. Knowing when to start a new paragraph
- c. Ordering the paragraph to present a logical argument, to tell story

6. Text Cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

7. Register/syle

Using language (structures and vocabulary) is appropriate to the formality and syle of the text.

c. Process of Writing

Writing process is a way of looking at what people do when they compose written text (Harmer 2004:12). The focuses of the writing process are not what the writers do in their writing. According to Tompkins and Hokisson (1991: 211), there are five stages in a writing process.

a. Pre- writing

This is the planning phase of the writing process, when students brainstorming, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audiences and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

b. Drafting

Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

c. Revising

Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

d. Editing

In the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

e. Publishing

Last step of writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

d. Problems of Writing

Writing is a difficult activity for most students, both in the mother tongue and in a foreign language especially English. (Halliday, 1985:53-54) states that there are three writing problems as follows :

a. Psychological Problem

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both in the mother tongue and in a foreign language to having someone physically present when we use language and to getting feedback of some kinds. Writing in the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, the learners makes the act of writing difficult.

b. Linguistics Problem

Oral communication is sustained through a process of interaction. Speech is normally spontaneous, we have a little time to pay attention either to organize our sentence structure or to connect our sentence. We repeat, backtrack, expend and so on depending on how people react to what we say. Incomplete and even ungrammatical utterances usually unnoticed. In writing, we have compensation for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, and the next, we produce the oral communication can be interpreted on its own

c. Cognitive Problem

Writing on the other hands, is learn through a process of instruction. We have to master the written form of the language

and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known by us.

The problems in writing are not only in psychologically and linguistics, but in cognitive too. In this study, the researcher inclined with the linguistics problem because uses of grammar and the structure in English.

e. Purpose of Writing

McMahan, et al. (1996 : 8) mention the purposes of writing as follows:

a. To express the writer's feeling

The writer wants to express his feeling and thought in written forms, as in a diary or a love letter. It is what is so called as expressive writing.

b. To entertain the readers

The writer intends to intertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

c. To inform the readers

It is used to give information or explain something to readers. It is a kind of informative writing.

d. To persuade the readers

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

In addition, Byrne (1997: 2) in this book *Teaching Writing Skill* says about the purpose of writing. “that it is helpful to keep in mind some of the many uses we are likely to make of writing. On a personal level, people use writing to make a note of something, for example shoppinglist, and diaries, etc, and use it to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of writing are use to deliver the messages from one to others.

f. The Criteria of Good Writing

Good writing is the result of any practices and hard work. The fact should be encouraged is that to write well is not a gift that some people are born with, and not a privilege extended to only a few. Smith in Reid (1993: 247) states that good writing has some criteria including content, organization, style and correctness

a. Content

1. The paper is focused on particular subject
2. The purpose of the paper is clear to its reader
3. The thesis is well supported

b. Organization

The introduction gets the readers' attention and prepares the reader for what coming

1. The organization is easy to follow
2. There is clear transition from one idea to the text
3. Individual paragraphs are coherent
4. All details develop the purpose of the paper
5. The conclusion draw the paper to a close, summarize main points, and reemphases the paper purpose

c. Style

1. Sentences reflect a variety of syntatic structures
2. Vocabulary reflects a concern for the audience and purpose of the paper

d. Correctness

1. Mechanism are correct : accurate punctuation, capitalization, spelling and grammar.
2. Words are used accuratelly aand appropriately sentence are complete and correct.

g. The Scoring of Writing

There are many categories to score the students' composition text. They are; content, organization, vocabulary, language use, and mechanics. Then, each of the categories has a rate score. According to Jacobs on Genesee and Uphsur in Vanyye Langen Dyan (210:17),the scoring of each component is a follows:

Table 2.1 Scoring of Writing

No.	Categories	Score	Criteria
1.	Content	27-30	<i>Excellent to Very Good:</i> Knowledge-substantive-etc.
		22-26	<i>Good or Average:</i> some knowledge of subject-adequate-range-etc.
		17-21	<i>Fair to poor:</i> limited knowledge of subject-little substance-etc.
		3-16	<i>Very poor:</i> does not show knowledge of subject-non substantive-etc.
2.	Organization	18-20	<i>Excellent to Very Good:</i> Fluent expression-ideas clearly stated-etc.
		14-17	<i>Good or Average:</i> somewhat choopy-loosely organized but main ideas stand out-etc.
		10-13	<i>Fair to Poor :</i> not fluent-ideas confused or disconnected-etc.
		7-9	<i>Very Poor:</i> does not communicate-no organization-etc.
3.	Vocabulary	18-20	<i>Excellent to Very Good :</i> Sophiscated range-effevtive word/idiom chioce and usage-etc.
		14-17	<i>Good or Average:</i> adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured
		10-13	<i>Fair to Poor:</i> limited range frequent errors of word/idiom form, choice, usage-etc.
		7-9	<i>Very Poor :</i> essentially translation-little knowledge of English vocabulary
4.	Language Use/tense	22-25	<i>Excellent to Very Good:</i> effective complex construction-etc.
		18-21	<i>Good or Average:</i> effective but simple construction-etc.
		11-17	<i>Fair to Poor:</i> major problems in simple/complex construction-etc.

		6-10	<i>Very Poor</i> : virtually no mastery of sentence construction rules-etc.
5.	Mechanics	5	<i>Excellent to Very Good</i> : demonstrate mastery of conventions-etc.
		4	<i>Good or Average</i> : occasional errors of spelling, punctuations-etc.
		3	<i>Fair to Poor</i> : frequent errors of spelling, punctuation, capitalization-etc.
		2	<i>Very to Poor</i> : no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.
	Total	100	

B. The Role of Teacher

Teacher as a source information had been the criterion to make teaching learning process can be succesful. So, the teacher has a role in the teaching learning process. Teacher's role is important to be facilitator in learning to make the process of teaching and learning run well.

According to Mulyasa (2010: 56) some roles of teacher in the learning process are as follow :

1. The teacher as a facilitator

The teacher does not just teach, transmit the role, and just leave the stdents behind the chair but they should be democratic, honest, and ready to be critized by the students. The teacher has an important role to take class conductively; therefore, they should have enough ability, potential, interest, as well as good attitude and personality.

2. The teacher as a motivator

The motivation is one of internal factors, which can drive students to get achievement. Therefore, the teacher must give motivation, and give self-confidence to their students to change themselves. Because, the students will study hard when they are given high motivation. Therefore, to improve teaching quality, the teacher must raise teaching motivation to the students in order to reach the learning goal.

3. The teacher as an inspirator

A good teacher is the one who is able to gain the good idea, and knowledge in the teaching learning process, so that, the students get new inspiration, raise their spirit and motivate themselves to be better in learning as well.

From the definition, it can be concluded that the role of teacher is very important in the teaching learning process. The teacher has many roles for students. The teacher uses the role in order that the teaching and learning process run well. They have to give the best things for their students, conduct the conducive class as well as provide all the students need in the classroom as efforts to take students success.

C. The Role of Students

In language classroom, the students need to be motivated, be exposed to language, and given chance to use it. It should be done by the teacher in the classroom to help students learn effectively. The students' roles in language learning spell out as :

1. The learner is the planner of his or her own learning program and thus ultimately assume responsibility of what he or she does in the classroom.
2. The learner is the monitor and evaluator of his or her own progress.
3. The learner is a member of a group and learns by teaching with others.
4. The learner is a tutor of other learners.
5. The learner learns from the teacher, from other students, and other teaching sources.

The teacher are not completely responsible for the students motivation. The students can only be encouraged by words and deeds. Real motivation, however, comes from within each individual.

D. Descriptive Text

According Sanggam (2007:89) description is a written english text in which the writer describes an object. In the object, the object can be a concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping. It can be about any topic. The important definition of descriptive text is also underlined by Karen Blanchard and Christine Root (2003 : 69) stated that, writing a description is like creating a picture using words. The most important in description is to make it in a good description through specific detail that create appropriate with the picture.

Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. It can be concluded that descriptive writing provides an illustration of people, places, events, situations, thoughts and feeling.

From the definition above, the researcher can conclude that descriptive text is a text in which the writer describes an object with a purpose to give information. In writing, there are some paragraphs. It can be a topic object. It can be a person, or animal, or tree, or house, or camping.

1. The Function of the Descriptive text

Descriptive text has two functions, that is :

- a. To describe a particular person, place or thing
- b. Describe something is, to present an item's attributes or properties, to show what an item or place

Linda, Gerot, and Wignell, making sense of functional Grammar (1994) classifies the purposes of descriptive text as follows :

- a. Helps us visualize and understand a topic
- b. Descriptive adjectives help us visualize the topic
- c. Explain the characteristics of the subject or topic and uses details

Based on explanation above, it can be concluded that the purpose of descriptive text is to describe something accurately about person, place or thing. Descriptive text explain about characteristics the subject and to show that detail's characteristic.

2. The Structure of Descriptive Text

The generic structure of descriptive text consists of identification and description (Harmer, 2001 : 37) :

- a. Identification ; identifies phenomenon to be described

To describe person, place, animal, occupation, profession and carrier. When it describes a place identification just mention the special place.

b. Description : describe parts, qualities, characteristics

Description mentions the part, quality and characteristic of the subject being described.

c. Language features

The language features of descriptive text :

1. The use of adjectives

Adjectives modify nouns or pronouns and noun phrases. They describe or limit the words that they modify. A nouns phrase is group of words that act as a noun.

2. The use of linking verb

There are many kinds of linking verbs used is simple present tense they are : *is, am, are, appear, seem, look, become, taste, sound, feel, and so on*. A linking verb connects a noun or pronoun with words identify or describe that noun or pronoun.

3. The use of simple present tense

Simple present is tense which expresses habit or repeat action (the action that happens every day, every week) etc. This tense is also used to express facts that are always generally true.

4. Focus on specific participants

(my English Teacher, Asinta's cat, My favourite place)

5. Uses of attributive and identifying processes

(my mum is really cool, she has long black hair)

6. Frequent use of epithets and classifiers in nominal groups

(john is as white as chalk)

2.2 Description of Signal Words

Above	Across	Along	Appears to be
As in	Behind	Below	Beside
Between	Down	In back of	In front of
Looks like	Near	On top of	Onto
Outside	Over	Such as	On the right/left
Under			

(Jenny Hammond English for Special Purposes', 1992)

Based on explanation above, it can be summarized that descriptive text is kind of text to describe a particular person, place or thing. The text consists of identification and description. The purpose of descriptive text is to describe something. The language features used are simple present tense, use of descriptive adjective, and the descriptive adjectives.

3. Example of Descriptive Text

Tawangmangu Waterfall

Tawangmangu waterfall is one of the most interesting places in Karanganyar. It is located not far from solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transport. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not

poluted. The failing waters looks very fantastic and the beautiful of the nature around the lake is so asthoinishing. There is a small river nearby, to where the water then lows. Located in the middle of pinewoods, the lake is very wonderfull to admire, in addition, there are many funny and tamemonkeys climbing the trees on the left and right side of the sidewal down to the lake.

2.3 Example of Identification Descriptive Text

Identification	Tawangmangu waterfall is one of the most interesting places in Karanganyar
Description	It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not poluted. The water falls more 30 meters down into small lake, the failing waters looks very fantastic and the beautiful of the nature around the lake is so asthonishing. There is a small river nearby, to where te water then flows. Located in the middle of pinewoods, the lake is very wonderfull to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right side of the sidewal down to the lake.

E. Previous Related Study

The first previous study is done by Eka Sri Setyaningsih entitled *Teaching Learning Processon Argumentative Essay Writing at the Fourth*

Semester of English Education Department of IAIN Surakarta in the academic year 2015/2016. The source of data in this research are event, informant, and document. For getting the data, the researcher did some ways such as doing observation, employing interview with the students and lecturer, and analyzing document. The research problems faced by the students in learning process of argumentative essay writing were the students understanding about grammatical rules, limited number of vocabularies, difficulties in finding the topic about controversial issue and the students difficulties to make counter argument, concession and refutation. And the problems solutions have been done by lecturer are that lecturer always controlled the students work. The lecturer sometimes looks for a media that was empty or not being used by college, and the lecturer gives correction directly when the students make a mistake. The similarities of this research with previous research is in the research methods which were both descriptive qualitative. The differences of this research with the previous research was that the subject of this research was fourth semester of English Education.

The result of the previous study the researcher found the description of teaching learning process on argumentative essay writing which consist of (1) the methods used by the lecturer was lecturing method, discussion method and practice (2) the materials used by the lecturer was material compilation for Argumentative Essay Writing taken from internet (3) The media used were whiteboard, board maker and textbook (4) The teaching procedures was opening the class, main activity

and closing the class (5) The lecturer's role were facilitator, motivator, controller and organizer and the students was the subject of learning to received the lecturer's materials.

The second previous study is done by Hapsari Dewi Palupi entitled *A Descriptive Study in the Teaching Learning Writing Process at the Third Semester of the Islamic Institute of Surakarta in the academic year of 2015/2016*. The main data of this research was description of teaching learning process on writing in the third semester. The data were collected by using observation, interview and documentation. The data analyzed by using descriptive qualitative method. The researcher used an interactive model that consist of four steps such as collecting data, data reduction, displaying data and drawing conclusion. Based on previous study the researcher found the similarities of this research were the research of this method was descriptive qualitative. The differences of this research with the previous research is the subject of this research was third semester of English Education.

The result of this study were the method used in teaching and learning process on writing skill in the third semester would be described into several points such as : the model of teaching and learning process, teaching strategy, the syllabus and lesson plan, the teacher's role and the learner's role.

CHAPTER III

RESEARCH METHODOLOGY

Research method is a systematic investigation to answer the problem. It is also the procedure or way used in achieving a certain purpose of study (Burn, 2003: 3). Research method plays an important role in research, since it becomes the starting point where the researcher begins his work and finally arrives at the conclusion.

A. The Research Design

Research in teaching English basically can be divided into two categories; they are quantitative and qualitative research. In this research, the researcher use descriptive qualitative research, because the research described condition or state of a phenomenoen. According to Moloeng (2007:5) qualitative research is a special tradition in social science fundamentally depends on data collection from the subject of the research.

Surakhman (1997:139) gives a statement that a descriptive research is a method in which the researcher collects, classifies and then analyses the data. While Crasswell (1994) states “Qualitative study as an inquiry process of understaning a social or human problem, based on building complex, holistic picture, formed with word,reporting detailed views of informants, and conducted in a natural setting.

Based on the statement, the researcher concluded that in qualitative reseach the reseacher does not have to form conception or theories about her or his research field. The purpose of descriptive research

is to make description systematically, factual and accurate about the facts, characteristics and relations among phenomena being investigated.

B. Research Setting

1. Place of Research

This research was conducted to the eighth grade students, especially VIIIIC class students of MTs Negeri Gondangrejo in the 2016/2017 academic year. The school is located on Jl. Solo-Purwodadi, Gondangrejo subdistrict, Karanganyar regency.

2. Time of Research

This research was conducted about 5 months. This research started from July 2017 and ended in November 2017. This research is conducted from the time when the researcher did the pre-research up to the time when the researcher wrote this thesis. In this research, the researcher made collaboration with Mr. Rifa'i as the teacher of English of the eighth grade of MTs Negeri Gondangrejo. In the observation, the researcher observed the classroom activities of the teaching – learning process of English. This observation was made to find the process of teaching from teacher to students.

3.1 Research Timeline

Activities	Time of The Research				
	July	August	September	October	November
Observation	V	V			
Research			V	V	
Data Analyzing				V	V

C. The Data and Sources

Moelong (2004: 112) states that the main sources of the data in qualitative research are words and actions, and other things as the additional data like documents and many others. The research data in this study were collected in the form of information about writing process at the eighth grade of MTs Negeri Gondangrejo. There were there sources of this research :

1. Events

The event was the teaching learning process of writing in the VIIIIC classroom in MTs Negeri Gondangrejo. It included all the activities in teaching- learning process.

2. Informant

Nasution (1992: 55) states that informant in descriptive qualitative research is often called respondents, which means who give the information to the researcher as the main instrument. The informant of this research was Mr. Rifa'i as the English teacher of VIIIIC class.

3. Documents

The data in the form of documents were taken from the syllabus, lesson plans, the handbooks used. They were also taken from the recording of the students's activities during the teaching-learning process of writing in the classroom.

D. Technique of Collecting Data

As this was qualitative research, the key instrument was the researcher herself. To collect the research data, the researcher used observations,

interviews, and documentation. In collecting the data the researcher uses the following procedures :

1. Observation

Observation is a method to watch something as an object seriously and continuously done by the researcher. This technique depends on direct manner. The researcher also watched object continually, and notes the behaviors and the real events which is happening. (Moloeng, 2004:125-126)

In this research, the researcher observed the teaching writing process to the eight grade students of MTs Negeri Gondangrejo. This observation was held to know how the teaching learning process of writing in the classroom and problems faced by teacher and students in teaching learning process of writing.

2. Interview

Interview is a dialogue done by people with certain purposes Moloeng (2004:186) states that interview is done by two people, each one of them plays role as interviewer who gives questions and the other is as the person who is given the question to answer.

In this study, the interview was done by asking systematic questions to the informant related to the study. Of course, the questions had been prepared by interviewer before the implementation in the location. This preparation was by arranging the outline of questions systematically. Then, in the location, interviewer could construct the question more to get complete information himself. This technique

used by researcher to find out what facilities received by student, knowing students writing skills, the obstacles encountered in the learning process, and the methods are used in the learning process.

The researcher interviewed the teacher and some students of MTs Negeri Gondangrejo. The interviews were aimed for getting information directly about the materials used and evaluation applied in the teaching-learning process of writing.

3. Documentation

The researcher analyzed the related documents about teaching learning process at eighth grade students especially in VIII C class students of MTs Negeri Gondangrejo. The aims of the documentation is to complete information obtained through observation and interview. The function of observation is to know the conditions of the teaching learning process of writing. The informants are the English teacher and the students of VIII C class. In this research, the documents which were analyzed were teacher's syllabus, handbooks, and lesson plans. The Syllabus is to know the lesson in teaching learning process of writing. The analysis of lesson plans is to know the planning of the lesson in the class. The analysis of handbook is to know the material of the teaching-learning process of writing.

E. The Data Analysis

The data of this research were analyzed by using descriptive qualitative method. The researcher used an interactive model that consists of three steps as stated by Miles and Huberman (1994: 19-20)

1. Data Reducing

Data reduction has meaning a summary, choosing the important thing, search theme and eliminate the not important things. Data was reduced to give clear picture and to make the researcher easier to collect the next data. In this research data is reduced in form of the result of observation in teaching-learning process of writing descriptive text at the eighth grade students of MTs Negeri Gondangrejo.

The result of observation must be simplified and then be transformed into note. The analysis of the result of observation data in the class must be in the form that more simple and easy to understand. The result of the data analysis will be explained about the compability of teaching learning process of writing.

2. Data Display

The next step in analyzing the data is data display. Data display is a form of analysis that describes what happening in the natural setting, so it can help the researcher to draw a final conclusion.

The process of display the data are based on formulation of the research problem. It is about how is the teaching learning process of writing, methods, materials and assesment used by english teacher, and problems are faced by the teacher and students.

3. Conclusion of Data (Verification of data)

The last step of data analysis is drawing conclusion. Drawing conclusion involves reflecting about the words and acts of the study.

The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research.

In the last procedure of data analysis, the researcher concluded and verified the transcribed data. the conclusion was the essence of analysis that tells about teaching learning process of writing, to identify how is the teaching learning process of writing, and what methods, materials, assesment do the english teacher and to investigate the problems in teaching learning process of writing faced by the teacher and students.

F. The Trustworthiness of Data

In analyzing the data, the researcher needs to analyze the validity of the data sources to get the valid data. to prove the trustworthiness of the data, the researcher uses triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be comparer of the data. (Moelong, 2002:178)

Patton (1984) states that there are four kinds of Triangulation. The first is data triangulation or source triangulation, in which the researcher uses some sources in collecting the data to make validity. The second is investigator triangulation in which the validation of the data can be examined by some researchers. The third is methodological triangulation,

in which the researcher can validate the data by using some techniques in collecting the data. Then the theoretical triangulation that is using more than one theory to analyze the data of the research.

Triangulation methods mean that in checking the data validity a problem the researcher has to compare some methods of collecting data (observation, interview, and documentation) in order that the data collection. If there is a difference in the data validation, the researcher has to find and to look for the caudices why the data are different, then researcher have to reconfirm to the subjects and informants of the research.

Based on the definition above, the researcher used source triangulation consisting of observation, interview, and document analysis. In the observation, the researcher got the information based on the teaching learning process of writing in the classroom. In the interview the researcher interviewed teacher and 2 students. In documentation the researcher analyzed document such as : syllabus, field note, material and attendance list of students. After observing the teaching learning process of writing, the researcher crosschecked the data by comparing them to the data of the interviews and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher presents the research findings and discussions. The research findings were the answers of the problem statements in the first chapter. There are some objectives in this research, namely: to know how is the teaching learning process on the eighth grade students is what the methods the teacher use in teaching learning process, what materials the teacher use in teaching learning process and what problems in the teaching-learning process are faced by the teacher and the students on the eighth grade students of MTs Negeri Gondangrejo.

A. Research Findings

1. Teaching Learning Process

In the research, the researcher got the data about teaching learning process of writing descriptive texts at the eighth grade of MTs Negeri Gondangrejo in the academic year 2017/2018. The researcher collected the data by observations, interviews and documents. The data results of classroom observations are stated on the field note of the research, while the documents were stated in the form of lesson plan. The researcher took all of the data of the study relating the English teaching learning process in the eighth grade students of MTs Negeri Gondangrejo.

2. The steps of Teaching Learning Process

Based on the observation and interview with the English teacher in the eighth grade junior high school Writing class of MTs Negeri Gondangrejo, the researcher concluded some step of teaching-learning process.

There are steps of Teaching Learning Process in the classroom, they are:

1. Opening the class

In this part, the teacher open the class by saying greeting to the students, usually teacher said “good morning students, and good afternoon in the afternoon meeting” and the students answer “ good morning ser, and good afternoon ser in the afternoon meeting”. After that the teacher order to the students to saying “Basmallah” before starting the lesson and saying “Hamdallah” in closed the meeting. And the teacher always checked their attendance list, in checking attendance list, the teacher ask to the students “who is absent today ?”

2. Giving Material

In this part, the teacher ask a question to the students about the material in last meeting, then the teacher continue the next material by explain it slowly, and gave comprehension to the students about the material. Then mr.Rifa’i as an English teacher called the name of students one by one randomly according to the attendance list to answer the question about the material. And order to the students to speak up loudly when their answer the question.

3. Consulting

In this part, the teacher finished the explanations, he asked the students about the difficulties of it, if the students had problem about the material, the teacher would repeat for the explanation. Here, consulting help the students clearly understand about the materials. Consulting make the students more active in the class, because the teacher gave opportunity to the students to ask something which the students did not understand or repeated their explanation until the students clearly understand.

4. Evaluating

In this part, the teacher gave the students evaluation about their assignment. The purpose of evaluation is to make the students how about their mistakes in their assignment.

5. Closing

In this part, the teacher closed the meeting class in that day, it means the class was finished. In this section, the teacher said “ thanks for today”.

3. The Process of Teaching Learning of Writing Descriptive text

In the process of teaching learning of writing descriptive text the observation that had been done by the researcher in the VIIIIC class is three times. Based on observation in the VIIIIC class, the researcher describes the teaching learning process especially for writing descriptive text.

a. Material

Allwright (1990) argues that materials should teach students to learn, that they should be resources books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

The use of instructional material will help learners to get familiar with the target culture. Instructional material, beside coursebook, includes; a teacher's own photographs or posters, students' own photograph and posters, extra texts, and video extracts. The use of instructional materials will help learners to get familiar with the target culture. Instructional material, beside coursebook, includes, a teacher's own photographs or poster, students' own photographs and poster, extra text and video extract Listening to the utterances of native speakers, reading of original text, or picture of native speakers engaged in natural activities will introduce elements into the classroom.

Material is an important thing in teaching learning process. The goal of material can lead to an interesting process of teaching. The material used in teaching learning process of writing descriptive text is about describing someone. Descriptive text is a written English text in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, or animal, or a tree, or a house. The purpose of descriptive text is to describe something or can be a person, or animal, or a tree, or a house to present an item's attributes or properties and to show something or place.

The material of descriptive text was taken from text book entitled "When English Rings a Bell" published by "Kementrian Pendidikan dan Kebudayaan, 2017" and written by "Siti Wachidah, Asep Gunawan, Diyantary and Yuli Pulani Khatimah". The teacher uses the text book because the materials in the text book can be understood easily by the students. The teacher takes the materials from the text book such as the definition of descriptive text, the generic structure of descriptive text, the language features of descriptive text, and the example of descriptive text and also the exercise related to descriptive text.

The materials is not only from book or LKS, but also the teacher get the material from outside source to give more explanation about descriptive text. Example, the teacher take from website or movie related the subject matter.

It can be conclude that audiovisual materials are also used in teaching and learning process. The use of audiovisual material, such as the real picture from internet, makes the teaching and learning process become more interesting so that the students do not feel bored in following the lesson.

b. Media

Media education is important because it develops students creative powers for those images, words and sounds that come to the students from various media. It is one way to make the students attracted with material and they will not feel bored in teaching-learning process.

It is one way to make the students attract with material and they will not feel bored in teaching-learning process. Media such as things that can be distributed as the message from the sender to receiver to inspire the sense, mind, and attention and students interest in fabricating instructional design successfully. The researcher categorized many varieties of form of media into two, namely : 1) printed media and 2) Unprinted media

The first form is printed media, they are : a) Picture, b) Rainbow envelop and c) Colorful letter

a. Picture

Picture is description of something that enables one form a mental picture or impression of it. Picture stated by Wright (1990:23) picture is not just an aspect method. They are essential part of overall experiences through its representation of place, object and people. The objectives are namely : 1) motivate the students and make them, 2) to enable cue responses to question or cue substitution through controlled practice, and 3) to make students easily to describe and in objective or responded to subjectively.

b. Rainbow Envelop

It is the envelope which the content and the cover has color like rainbow. Inside the envelope, there is text material and question. It is delivered each group that consist of five to

six people. The goals of the media are : 1) to attract in teaching-learning engagement, 2) the process of teaching learning is interactive because each student has duty about the material inside rainbow envelope.

c. Slide

Smaldino et.al (2000:238) stated that slide refer to small format photograph transparency individually mount for one to two projection. Its standard size of slide is 2 by 2 inches (5 by 5 centimetres) measured by outer dimension of the slide mount. The goals of slide are namely : a) delivering material can be arranged many different sequenced and are flexible than fixed-sequenced, 2) can attract students in instructional design, 3) making the material easy of handling, and 4) illustrate the material briefly and clearly

In teaching English, the teacher used the media to support the teaching learning process. Based on observation the media used by the teacher in teaching learning process of writing at the eighth grade students of MTs Negeri Gondangrejo especially for VIIIIC are white board, board markers and textbooks, sometimes use LCD projector to support the teaching learning.

The function of white board and board markers as media was to facilitate the students in learning the material that was given by the teacher. Sometimes in giving the additional instructional material and

make the students understand, the teacher just wrote on the white board explained it orally. For the text book, it is very important role in teaching and learning process. Text book was used by the teacher as instructional material.

In media sometimes the teacher used LCD projector to support in teaching learning to giving the materials. The function of LCD projector is to facilitate the students more concentrate and happy to learn about the material but the teacher could not always used LCD projector in every teaching because the limited LCD in the school.

c. Method

Method is treated at the level of design in which the role of teacher, learners, and instructional material, are specified. Thus, method is theretically related to an approach and it is organizationally determined by a design.

This process is the result of the observation that three times to get the information about teaching English in MTs N Gondangrejo. This section will describe the activity of the English class during observation. Writing activity meant to increase communicative competence should be oriented and buld students confidence in their writing activity that support the students as writers through pre writing, while writing and post writing.

The teacher using three phases technique in teaching learning activities to emphasize the students become more active in English

communication, the teacher modified cooperative learning with the other method, such as GTM and cooperative learning. Three phases technique is learning techniques use three phases. Three phases are activities of introduction (pre-activities), core activities (main activities), and closing (post activities), in teaching learning process the teacher uses develop writing to support the students as writers through pre writing, while writing and post writing. Pre activities activities are uses to prepare students for writing activity. There activities of pre writing predicting the type and content of the text, reviewing the vocabulary or grammatical structure. Main activity is the activity to make a paragraph based on the picture which is focus on the learning process. Conclusion activity is an activity as closing part writing.

Based on the observation, the teacher usually asks the students to divide the class into several groups or pairs that consist of several students. It can be divided by students' attendance list, students competence, or randomly. Teacher let the students to communicate with their friends, discuss together about the materials and then, deliver their discussion result. According to the teacher opinion, working in pair is the easy way to discuss material because they can work the cases together just stay in their chair without moving to another desk. This also taking a little time. In using three phases technique, teacher usually make a group with the little members, like two until four students.

“In making group of discussion, we ask to make team consist of two until four students. It will be more effective if the group consist of two

or four students to discussing about the material. They can asks to their friends and make them more active in the class but some of students not particiate in group assignment. So, sometimes we making group discussion in teaching learning process”. (interview October 24,2017)

Based on observation, interview, it could be concluded that in teaching learning activities the teacher used cooperative learning, but sometimes the implementation was not effective because not all of students worked together in group assignment

Table 4.1

Classroom Activities

No.	Activity	Purpose
1.	Advance Organizer	To stimulate learner about prior knowledge in order can interpret teacher’s instruction
2.	Presentation	Deiver a lesson and require the target language to be learned
3.	Conversation Practice	To evaluate students’ perceptive about material and establish good relationship between teacher and student

a. Advance Organizer

It is a strategy of bringing and linking old information with something new. The purpose of this technique is to syimulate learners about prior knowledge in order can interpret teacher instruction. It is also as way to make learner easy to understand the material.

This activity is building up the students current knowledge of topic and teaching vocabulary as appropriate. This motion reveals that

teacher whipped the learner by showing the picture. Teacher recalled the students' understanding about map city. The students attempted to build up some appropriate vocabularies based on topic.

b. Presentation

It presents the introduction to a lesson and necessarily requires the creation of a realistic (or realistic-feeling)"Situation" requiring the target language to be learned. It is adapted from Fauziati (2012:83). The goals of this motion are delivering the lesson and require a target language to be learned.

It can be seen at Mr. Rifa'i class which shows the material about descriptive text. Mr. Rifa'i illustrate the grammatical pattern in descriptive text as follows :

"when you write a descriptive text, you shoul concern about the structure. It used present tense. The pattern is Subject+V1+O"

c. Conversation Practice

It is the activity when teacher asks students a number of question in the target language which students has to understand and to be able to answer correctly. The purpose of this motion is to evaluate students perceptive about material and establish good relationship between teacher and student. It is adapted from Fauziati (2010:40)

Teacher : "Assalamualaikum wr.wb.
Good morning students"

Sstudents : "Walaikumsalam wr.wb
Good morning, sir.

Teacher : “Are you ready to starts our meeting today?
(siapkah kita memulai pembelajaran hari
ini ?)

Students : “Yes, sir.”

a. First observation

Conducted on Friday, July 28th 2017 in the classroom of VIIIIC at 10.00
WIB

1. Opening the Class

The teacher tried to warm up the students concentration. The teacher
greet the students.

The following is the dialogue between the teacher and the students.

Teacher : “Assalamualaikum.Wr.Wb

Students : “Waalaikumsalam.Wr.Wb

Teacher : “Good Morning students”

Students : “Good Morning sir”

Teacher : “How are you today”

Students :” i’m fine, thank you and you ?

Teacher : “i’m fine too, thank you

Before we start our lesson today let’s saying Basmallah together”

Students :”Bismillahirrahmanirahim”

After greeting, the teacher checked the students attendance and the students also prepared the English book that is used in every meeting. The teacher explained the material that would be learned at the meeting. The following is dialogue between the teacher and the students.

Teacher :”today, we will learn about descriptive texts, Do you know about descriptive texts , students ?

Students :” No, sir “

Teacher :”Now, I will give an example of Descriptive text. Please, Bintang Hanif Abdillah in front of the class. And students, please describe about Bintang Physically, example Bintang has Black hair.

Now, try to describe about the physically of Bintang

2. Main Activity

In this section, the teacher explained the general structure of descriptive text. Then, he gave an example of descriptive text, the teacher commanded the students to describe about physically of Bintang to make description text and the teacher correctness the student’s pronunciation. There was a dialogue between the students and the teacher :

Teacher :”ok students, now we try to make descriptive text about a person, describe about Bintang to description”

Student : "yes, sir"

Student A : " Bintang have black skin"

Student B : "Bintang have curly hair sir"

Teacher : "Bintang have curly hair

Student B : " yes, sir, Bintang have curly hair"

Student C : "Bintang height is 125 cm and 40kg"

Teacher : " The weight of Bintang is 40kg

Student A : " Bintang have an ovale face

Teacher : " let's describe together, Bintang have an ovale face, Bintang have a flat nose and now describe about the characteristic of Bintang. Let's describe together, bintang is honest person, helpful, kind and friendly, and what is hobby and favourite color of Bintang ?

Bintang : " I like swimming and my favourite color is yellow.

Then, the teacher wrote the description of bintang in whiteboard

Bintang Hanif Abdillah

Physically : black skin, curly hair, ovale face, flat nose,
weight is 40kg and height is 124cm

Characteristic : honest person, helpful, kind and friendly

Hobby : swimming

Favourite color : Yellow

After that, the teacher repeated the explained about the descriptive text and asked the students to compose the description of Bintang into a paragraph.

3. Closing

The teacher closed the meeting for today . The following is the dialogue between the teacher and the students.

Teacher :”because time is up, enough for today and I have assignment for next meeting. So, do the assignment in your home as a homework. Do you understand about it ?

Students :”yes, sir “(iya, pak)

Teacher :”ok, I think enough for today, don’t forget to do the homework, and we closed this meeting let’s saying Hamdallah together “

Students :”Allhamdulillahirabilamin”

Teacher :” good afternoon and see you next meeting

Wassalamualaikum.wr.wb

Students :”Walaikumsalam.wr.wb”

b. Second observation

Conducted on Friday, August 4th 2017 the classroom of VIIIIC at 10.00

WIB.

1. Opening the Class

In this section, the teacher tried to draw the students interest. The following is the dialogue between the teacher and the students.

Teacher : “Assalamualaikum.Wr.Wb

Students : “Waalaikumsalam.Wr.Wb

Teacher : “Good Morning students”

Students : “Good Morning sir”

Teacher : “How are you today”

Students :” I’m fine, thank you and you ?

Teacher : “I’m fine too, thank you

Are you ready to start our meeting today ?

Students :”yes, sir “

Teacher :”Before we start our lesson today

Let’s saying Basmallah together”

Students :”Bismillahirrahmanirahim”

After greeting, the teacher checked the students attendance.

There was one students are not attend in that meeting.

2. Main Activities

In the main activities, the teacher and the students discussed the schema of the text. Some of them were generic structure, purpose of the text and vocabulary that used in the text. The students felt more easier to know the text discussion from the vocabulary and main idea of the text. In writing descriptive text, the stages are identification and description. In teaching writing of describing people, the step included.

1. Identification

Identification stage is the stage where the writer describe a person, identification proffesion and carrier.

2. Description

Description stage is the stage where the writer described parts, qualities, and characteristic

After showing the students how to write a descriptive text along with the text structure,the students were reinforced the use language features. Then, in the next stage, the teacher encouraged the students to write with his helpso that they were prepared well for writing cooperatively.

Then, the teacher asked the students to re-check the homework last meeting and continue to make descriptive text about Bintang Hanif Abdillah and the teacher gave information after finish must submit the result.

Although this section focused on students working, the teacher never left them. The teacher always guided them and helped the students who got difficulties. In this stage, the teacher always walked around the class to monitor the student's work. He walked and checked to the students and sometimes asked the students did they get difficulties or not.

The teacher hoped the students understand about the material that was explained. The students who did not understand could ask the teacher or their friends so, itenable to students to share their problems each other and they could teach the other students.

3. Closing

Before the teacher closed the meeting the teacher asked the students about descriptive text again as feedback. The following is the dialogue between the teacher and the students.

Teacher :”have you done your assesment?”

Students :”done, sir, we have done

Teacher :”ok, now submitted your assignment in front of theclass.

Students :” yes, sir”

Teacher :”I think enough for today, let's closing the meeting by saying Hamdallah together.

Students :”Allhamdulillahibilalamin”

Teacher :”Wassalamualaikum.wr.wb”

Students :”Wa’alaikumsalam.wr.wb”

c. Third observation

Conducted Tuesday, August 8th 2017 in the classroom VIIIIC at 12.25

WIB

1. Opening the Class

In this section, the teacher tried to attract the students interest. The following is dialogue between the teacher and the students

Teacher :”Assalamualaikum wr.wb

Students :”waalaikumsalam wr.wb

Teacher :”Good morning, students”

Students :”Good morning, sir”

Teacher :”are you ready to starts our meeting today ?

Students :”yes, sir”

Teacher :” ok, let’s start our meeting today by saying Basmallah together

Students :” Bismillahirahmanirahim”

After greeting, the teacher checked the student's attendance and the students also prepare their English book. The teacher asked the students about the descriptive text that had been discussed in the previous meeting.

Teacher : "Ok, students today we are going to continue about last meeting is descriptive text. Do you remember what is descriptive text ?

Students : "Yes, sir" (iya pak)

Teacher : "good, now try to make descriptive text about this classroom

Students : " yes, sir"

Teacher : "now, describe your classroom into paragraph

Students : "Ok sir "

2. Main Activity

The students made descriptive text to describe their classroom. The teacher gave about twenty minutes to students do the assignment. And after that the teacher commanded one by one of students to read the text in front of the class. The teacher corrected the students pronunciation. When the students did their assignment the teacher always control and always guides them and helps who get difficulties. The guidance was done by checking the students. The teacher always

walked around the class to monitor the students work. Sometimes he asked the students whether they got difficulties or not.

Student A : “ My class have white board, my class always clean and my roommate always cleaning the class. My wall class is green.

Teacher :”the color of class is green

Students :”the color of class is green and there are some picture in the wall.

Teacher :” ok, thanks you, very good students

After that the teacher gave command to the students to submit their assignment after reading the text in front of class to get score.

3. Closing

Before the teacher closed the meeting. The teacher asked the students about descriptive text again as feedback then the teacher gave homework to the students. The following is the dialogue between the teacher and the students.

Teacher :” I think enough for today, let’s closed this meeting by saying Hamdallah together”

Students :”Alhamdulillahirabilalaimn”

Teacher :”Wassalamualaikum wr.wb”

Students :”Waalaikumsalam wr.wb”

B.The problems faced by the teacher and the students

Problem faced by the teacher and the students. Based on the observations and interviews that have been done by the researcher there were some problems that happened during the teaching learning process of writing descriptive texts at MTs Negeri Gondangrejo in the academic year 2017/2018. The problems can be classified into two :

a. The problems faced by the teacher

There were some problems that appeared during the process teaching writing. During the process of observations, the researcher could find some problems.

1. The problem of classroom management

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. According to Moskowitz and Hayman (1976) once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

The number of students in the class influenced the teacher organized them. From the observation, the class had full numbers of students and it was very noisy in the class. It made the teacher difficult to manage the class. The teacher felt difficult to control all students' activities when the teacher gave students exercises. The students were

noisy and did other activities when the teacher began, to explain the material. They did not pay attention some students were noisy talking and playing with their friend. The class became crowded. The students who wanted to listen to the teacher explanation became disturbed. The communicative language learning will go on well in a class of writing especially if the number of the class not more than 20 students.

2. The assumption of the students that English is difficult

When the teaching and learning process the teacher finds some of students considered if English language is difficult. The students feel lazy to interaction when the teacher ask them to answer the question. Some of students have not interest in English learning. And when the teacher explained about the material, the students did not pay attention.

Based on the interview on October 24th 2017, the teacher said that he had a problem in teaching English, especially in change students perception.

Researcher : “what are the problems faced on teaching English, sir?

Teacher :”the difficulties are change the perception by the students if English was difficult and they judge if English like an horror.

3. The teacher had to be slow in explaining and repeating the material, because the students had less vocabulary.

The students sometimes could not understand the meaning when the teacher used English Language. The students asked to the

teacher to repeat the explanation about the material. The students had lack vocabularies. So, they could not understand about what the teacher meant. Then, the teacher repeated the explanation about the material again.

Researcher :”what the teacher do when the students did not understand about the material?

Teacher :”generally, I re-explained about the material but more too slowly and usually I gave question to the students, what they get to the point about the material or not.

Based on the research the researcher conclude that the teacher has some problems in teaching writing descriptive text.

a. Problems faced by the students

Based on the observations and interviews on October 24th 2017 with the students of Eighth grade students in MTs Negeri Gondangrejo there were some problems faced by the students.

The students said that they had problems in learning English, especially in learning writing

1. Lacking Vocabulary

Vocabulary is important in learning English. Without vocabulary the students would be difficult to express their thought in English freely. It was shown during the observation in the class some of students were shy in answering the teacher question in English. They did not answer

because they didn't know how to answer the question in appropriate English.

Researcher : "what do you think learning English is difficult ?"

Student 1 : "the difficulties is in understanding the meaning of the words in English. Vocabulary is also difficult to say, if on the descriptive text the difficulties is about mentioning the characteristic in English"

Student 2 : "is about the meaning of the words, difficult to understand, in descriptive text when changing the sentence from Indonesian to English.

2. The students have made incorrect and unclear writing

Some students have less confident because their writing are not clear. If they write a text, the students write not clear. It happens because the students not familiar to write a text. Therefore, their writing are not clear.

Based on the observation, the researcher find the students often made mistake in managing the structure of the text. The researcher also find many mistake in the result of students exercise having incorrect and unclear writing in grammar, vocabulary and the structure of the text.

C.The Solution to Overcome the Problems Faced of Students

The students got difficulties in learning English Language especially in writing descriptive text, such as: they are can't translate and write English,

and they also get difficulties on writing descriptive text, includes write sentence in present tense and develops the content.

The researcher also present the solution to implemented by the teacher to overcome the difficulties the students in teaching writing. There are some solution used by the teacher to overcome the problems :

- a. Students memorize and notes the vocabulay

In every lesson the students have to notes the vocabulary because it can be memorize the vocabulary when they get forgetting in English. In the process of teaching at each meeting the students can open the notes. So, they can memorize the vocabulary.

- b. Bring Dictionary and the teacher leads to translete

Dictionary is very important to English lesson to know if the students unknown about the words in English. Its used to research for mean each other words in a dictionary then connected with the sentence. The teachers guide students in understanding the content of a passage or text.

- c. The teacher always motivate the students habit to write

At the time of the teaching and learning process the teacher always give motivate to the students to more learn at home. And always give attention if English is important to learn. In the end in every lesson the teacher remember to motivate his students. So, the students would not lazy to learn English.

B. Discussion

In this section, the researcher discusses five main points of research findings concerning with the teaching learning process of writing descriptive texts in English subject at the eighth grade of MTs Negeri Gondangrejo.

Teaching learning process of writing descriptive text for eighth grade had some concerns that have to be analyzed such as : (1) the material used (2) the media use (3) the method use (4) the problem faced by the students and the teacher (5) The solutions.

1. The material of teaching learning was descriptive text. Descriptive text is kind of text that used describe things, people, place and etc. The material of descriptive text is taken from text book and outside source. The text book “When English Riang a bells” written by Siti Wachidah, Asep Gunawan, Diyantary and Yuli Pulain Khatimah (2017)
2. According to Gerlach and Ely (1971) media is delivering message and is able to stimulate their thought, feeling and students’ desire so it can support them in the process of studying. So, media is something to transfer messages and is able to stimulate idea, feeling and students desire to support the learning process. Media education is important because it develops students’ creative powers for those images words and sound hat come to the students from various media. At MTs Negeri Gondangrejo, in the teaching-learning process for the eighth grade students, the teacher used LCD’s projector to support the teaching learning process. Besides, the teacher used white board, board markers and text books.

3. The method used by the teacher in teaching learning process of writing descriptive text is :

Based on the document of lesson plan, the method used by English teacher in teaching writing at MTs Negeri Gondangrejo is three phases technique. Three phases technique is learning technique use three phases. Three phases are of introduction (pre-activities), core activities (main activities), and conclusion activities (post activities). In the teaching learning process the teachers support the students to writing through pre-writing, while writing and post writing. Pre activity are used to prepare students for writing activity. There activities of pre writing predicting the type and content of the text. Main activity is to make paragraph based on the picture which focusd on the learning process. Conclusion activity is an activity as closing part in writing. Meanwhile the methods of implementing three phases technique in teaching learning are cooperative learning, advance organizer, presentation and conversation practice.

4. The problem faced by the teacher and students in teaching learning process of writing descriptive text

- a. Based on interview, October 24th 2017. The teacher said that he has problems in teaching English, especially in teaching learning process of writing descriptive text. The researcher conclude that the teacher has problems in teaching learning.

1. The problem of classroom management.

From the observation the class had full of numbers of students. It made the teacher difficult to manage the class. This problem was solved for that the students who made noisy in the class and joke with their friends the teacher gave them warning. If they did not pay attention they would get punishment to answer the question from the teacher in front of the class.

2. The assumption by the students that English is difficult

Based on interview the teacher said that he had problem in teaching English, especially in change students perception if English is very hard lesson. This problem was solved by the teacher by giving games in the learning process to make the students enjoy in English learning. In the game the teacher always explained the material, like answering questions randomly to make the students think about the material without being bored of English.

3. The teacher had to be slow in explaining and repeating the material because the students had less vocabulary.

The students sometimes could not understand the meaning when the teacher used English language. The students had lack vocabularies. So, they could not understand what the teacher meant. This problem was solved by the teacher by repeating the material and being slow in explaining the material to make the students understand about the material and the teacher mean.

b. The problems faced by the students in teaching learning process of writing descriptive text are

1. Lacking Vocabulary

Vocabulary is important in learning English. Without vocabulary the students would be difficult to express their thoughts in English freely. Many of students in class were shy in answering the teacher questions into English. And to solve the problem of lacking vocabulary, the teacher asked the students to bring their dictionaries when English class. The teacher also asked to students to write down the new vocabulary in every meeting of English learning related to the materials and to tell their difficulties to their friends.

2. The students have made incorrect and unclear writing

Based on the observation, the researcher find the students often made mistake in managing the structure of the text. The researcher also find many mistake in the result of students exercise having incorrect and unclear writing in grammar, vocabulary and the structure of the text.

Some of students have less confident because their writing are not clear. If they write a text, the students write not clear. It happens because the students not familiar to write the text. Therefore, their writing are not clear.

5. The Solution Overcome the problem Faced of Students

There are some solutions are used by the teacher to overcome the problems :

a. Students not and memorize the vocabulary

In every lesson the students have to notes the vocabulary because it can be memorize the vocabulary when they get forgetting in English. In the process of teaching at each meeting the students can open the notes. So, they can memorize the vocabulary.

b. Students bring dictionary and teacher leads to translate

Dictionary is very important to English lesson to know if the students unknown about the words in English. Its used to research for mean each other words in a dictionary then connected with the sentence. The teachers guide students in understanding the content of a passage or text.

c. The teacher always motivate the students habit to write

At the time of the teaching and learning process the teacher always give motivate to the students to more learn at home. And always give attention if English is important to learn. In the end in every lesson the teacher remember to motivate his students. So, the students would not lazy to learn English.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents the conclusion of reserarch and suggestions for developing the English teaching-learning process to the eighth grade students of MTs N Gondangrejo.

A. Conclusion

The materials used by the teacher in teaching writing of descriptive text is taken from textbook *English Ring a Bells* written by Siti Wachidah (2017). The media used by the teacher in teaching writing descriptive text are : LCD's projector, white board, textbook, Dictionaries and board marker. Method used by English teacher in the teaching writing at MTs Negeri Gondangrejo are three phases technique and cooperative learning. Three phases technique are avtivities of introduction (pre-writing), core activities (main-activity), and conclusion activities (post activities). Cooperative learning are advance organizer activities, presentation, conversation practice.

The problem faced by the teacher in teaching writing descriptive text are (1) classroom management (2) the assumption by the students that English is difficult (3) and, the teacher had to be slow in explaining and repeating the material because the students had less vocabulary.

The problems faced by the students in learning process of writing descriptive text are (1) lacking vocabulary (2) incorrect and unclear writing

The solution of the problems faced by the teacher such as (1) the teacher always gives motivation to the students in Learning English, (2) the teacher always control the class by walker around in the classroom to checked the students, (3) the teacher give a chance the students to ask the material that they do not understand.

B. Suggestion

After analysing the data and making conclusion, the researcher has some suggestions for the English teacher and the students, in order to make the used English in teaching-learning process keep going improved. The researcher also has some suggestions to the school and other researchers.

1. For the English teacher
 - a. The teacher must control the class. To made the teaching-learning process more conductive until the end of teaching-learning process
 - b. The teacher should improve their communication with the students during the teaching learning process.
 - c. The teacher should improve the students' motivaton in the classroom because motivation is great solution for the students in learning.
2. For the students
 - a. The students must pay attention in teaching learning process
 - b. The students must participate actively in the class

- c. The students should learn and study hard in learning English especially Vocabulary and Pronunciation. It is very important to their own future dealing with English language
 - d. Students should realize the importance of learning English. They did'nt afraid of making mistakes while writing English in the class
 - e. The students have to study more in writing by write a text to improve their ability in writing skill
3. For the school
- a. The school should facilitate the teaching learning process
 - b. The school library should provide the collection of English book to the students
4. For the other researchers

The researcher hopes that there is future researcher who will complete or criticize this study.

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APPENDICES

FIELD NOTE

Date : Monday, July 17th 2017
Topic : Asking for permission
Informant :Mr. Rifa'i S.Pd.
Place : Teacher Office
Time : 08.00

July 17th was my first day to do my research in MTs Negeri Gondangrejo, I arrived at school at 08.00 a.m. I planned to ask permission to do the research in this school. Finally, I meet Mr. Rifa'i as the "English Teacher" but before meet Mr. Rifa'i I meet Mrs. Supiyati as a "Tata Usaha" on May 15th to asking permission and she suggested me to meet Mr. Rifa'i on July Month when new academic year was begin . On July 17th, I told my purpose why I came to this school. I explained about the research that I wanted to do in this school. Finally Mr. Rifa'i gave me the permission. Mr. Rifa'i is teacher who teaches eighth grade students.

FIELD NOTE

Date : Friday, August 4th 2017
Topic : Second Observation
Informant : Mr. Muhammad Rifa'i S.Pd
Place : VIII C Class
Times : 10.00 WIB

In this day will continue my research. Today is my first observation in MTs Negeri Gondangrejo especially in VIII C class. Mr.Rifa'i teach at 10.15 a.m. I go to school at 09.50 a.m. and arrive at school 10.00 a.m. the teacher and I entered the class. Then, the teacher asked the students to sit down on their chairs and be silent.

Today , Mr.Rifa'i teach about writing, especially in descriptive text. The teacher opened the class by 'Assalamualaikum wr.wb' , greeting and checking the attendance. Today Bintang Hanif Abdillah is not arrived at school cause he was ill. After that Mr. Rifa'i give explanation about descriptive text with describe his phone and person in VIII C class. Mr.Rifa'i explain about the definition of descriptive text, generic structure of descriptive text, purpose of descriptive text, features language of descriptive text and the example about descriptive text. Students hearing to Mr. Rifa'i and try to understand about what Mr. Rifa'i say. Some students asking to Mr.Rifa'i to repeat about what their not understand. After that Mr.Rifa'i ask to students to write down the note from whiteboard. After the students finish write in their book, Mr.Rifa'i give example to describe his phone and the students mention and describing the Mr.Rifa'i's phone. And then, the teacher check the students assignment one by one and give another assignment to make a descriptive text and then submitted to Mr. Rifa'i Next week.

Finally the bell rang. The teacher gave conclusion about meeting that descriptive text. After that, the teacher closing the meeting by praying together and 'Assalamualaikum wr.wb'.

FIELD NOTE

Date : Friday, July 28th 2017

Topic : First Observation

Informant : Mr. Muhammad Rifa'i S.Pd

Place : VIIIIC Class

Times : 10.00 WIB

On August 4th 2017 I arrived at the MTs Negeri Gondangrejoto do the second observation. At the 10.00 p.m. the bell rang and the teacher entered the class and already to teaching VIIIIC about the material today is Descriptive text. First time, the teacher opening the teaching learning with greeting and checked the attendance and ask for their students about homework from last week but no homework today. After that the teacher raise one of the students to standing in front of the class, the name is Bintang Hanif Abdillah and the teacher ask to all students to described bintang by the physic, characteristic and about what bintang likes. Many sudents answer the teacher question, echa anwer if bintang has brown skin, straight hair and flat nose, another students answer if bintang has tall is 125 cm, weight 40 kg and about the characteristic of bintang, he is honest person, helpfull, kind and his hobby is swimming, and his favorite color is yellow. When the teaching learning is running, several of the students is not looking at the teacher. After that the teacher ask to his students to make a Descriptive text about the physic, characteristic and about what bintang like. But some of students asking about what the teacher means, and the teacher help to the students who is confuse about what his asking to them. Teacher giving 15 minutes to do their assignment. After 15 minutes the teacher ask the students to submitted their assignment to correct the answer and give scoring. And the bell rang, the teacher ask to students to prepare and praying, the close the teaching with saying Hamdallah and salam.

FIELD NOTE

Date : Tuesday, August 8th 2017

Topic : Third Observation

Informant : Mr. Rifa'i S.Pd.

Place : Class VIII C

Time : 12.25 WIB

On Tuesday August 8th 2017, Mr.Rifa'i taught the English subject in the class VIII C at 12.25 Bell rang at 12.20 a.m. After bell rang, the teacher entered in the classroom. The students was ready on their sit but some of students still in outside of class, the teacher waiting some their students to entered in the classroom and ask two of students to call them to back in their class because the lesson have to began. After one minute the students was completely in the classroom. The teacher began the lesson by greeting and the students replied.

After greeting, the teacher checked the attendance list of class VIII C. The teacher ask to his students ' who is absent today. In that day, there was a students that was absent. His name is Arsyad. He did not attend because he was ill. Then, the teacher continue the teaching learning about Descriptive Text

Today, mr. Rifa'i order to the students to describe VIII C class. Firstly, the students have to identify the classroom in some words and then the teacher order to the students to describe the classroom into paragraph. The teacher give 20 minutes to students doing the exercise. After that, the students done the exercise and the teacher commanded one by one of student to read the text in front of the class. The teacher corrected the students pronunciation. When the students did their exercise the teacher always control and always guides them and helps who get difficulties. The guidance was done by checking students. The teacher always walks around the class to monitor the students works. Sometimes he asked the students whether got difficulties or not. Unfortunately, the bell is rank and the teacher closed the class with saying Hamdallah together.

LIST OF INTERVIEW

A. Interview for Teacher

1. How are responents students in learning English ?
2. What are the problems face the teacher in teaching English ?
3. What are the ways to overcome the problems face the teacher in teaching English?
4. How are student's skill about descriptive text ?
5. How are teaching learning process writing in descriptive text ?
6. What are method used the teacher in teaching writing descriptive text ?
7. What are strategies used the teacher in teaching writing descriptive text ?
8. What are students habit in writing descriptive text ?
9. What are the problems faced the teacher in teaching writing descriptive text ?
10. How are the ways to overcome different student's capability?

B. Interview for students

1. What are your opinion about English ?
2. What are your difficulties in learning English ?
3. What are your opinion about descriptive text ?
4. What are your difficulties in learning descriptive text ?
5. What are your difficulties in writing descriptive text ?

INTERVIEW WITH ENGLISH TEACHER

CATATAN LAPANGAN HASIL WAWANCARA

Hari/Tanggal : Selasa / 24 Oktober 2017

Waktu : 10.00 WIB

Kegiatan : Wawancara dengan guru Bahasa Inggris

Objek Wawancara : Muhammad Rifa'i S.Pd

Lokasi : MTs Negeri Gondangrejo

Pewawancara : Evan's Dwi Ardyana Putri

1. Peneliti : Selamat pagi pak, maaf mengganggu waktunya. Disini saya akan mewawancarai tentang pembelajaran bahasa inggris di kelas 8.
2. Guru : iya mbak silahkan
3. Peneliti : bagaimana ketertarikan siswa pada saat pembelajaran bahasa inggris ?
4. Guru : untuk kelas VIIIC. Jadi, kelas 8C itu backgroundnya kalo diurutkan dari kelas A,B,C,D sampe PK, kelas 8C itu urutannya memang nomor tiga, maksudnya ketiga dari bawah gitu ya karna kalo kita ,itu memang kita urutkan dari kelas yang bawah atau kurang. Dari Pk karna dengan backgroun seperti itu otomatis anak anak tingkat kecerdasannya itu middle atau menengah. Nah, dari situ sebenarnya mereka tertarik dengan bahasa inggris, antusiasme mereka tinggi sebenarnya. Cuma kan kalo antusiasme itu tinggi tapi tidak diikuti dengan kompetensi kan kurang, tapi sebenarnya mereka tertarik gitu. Jadi, pinter-pinternya kita, untuk mengajar. Untuk mengajarkan Deskriptive sebenarnya kita mengajarkannya itu kita sudah kemas sebai mungkin nggeh mbak, kita coba deskripsi dulu kita coba apresiasikan dulu dengan sesuatu yang bisa di deskripsikan yang dekat dengan mereka.

5. Peneliti : masalah apa yang biasanya bapak hadapi dalam proses pembelajaran bahasa inggris secara umum ?
6. Guru : dalam pembelajaran bahasa inggris kesuitan saya adalah mengubah persepsi anak bahwa bahasa inggris itu sulit, sebenarnya semua guru bahasa inggris itu kadang kalo lagi kumpul dan guyonan mereka juga membahas tentang cara mengemas bahasa inggris itu menjadi lebih bisa untuk di pahami para siswa agar bisa merubah persepsi anak bahwa mereka menganggap bahasa inggris itu sulit, sukar dan sebagainya. Sebenarnya kalo kita mgmp nggeh, pendekatannya kalo ngajar kita gunakan game agar anak anak itu seneng mbak, nggak bosen gitu. Sebab, kalau anak tidak senang proses belajar akan sulit, jadi kita buat anak senang dulu. Cara mengatasinya kalau saya mengajar itu banyak menggunakan game, kadang kalau mgmp ada bukunya walaupun yang buat bukan teman teman tapi dari luar juga mbak. Biar mereka itu ibratnya belajar sambil tersenyum gitu mbak, jadi santai. Dan anggapan anak-anak itu bahasa inggris bukan mapel horor gitu dan Alhamdulillah persepsi mereka ini sudai mulai kita biasakan, kebiasaan bahasa inggris kalo dimadrasah itu kan banyak sekali sebenarnya, bahkan kalo yang dikelas khusus itu ada hari pembahasannya kalo untuk kelas reguler kadang sama guru nggeh sharing atau menyapa sederhana gitu.
7. Peneliti : lalu bagaimana pemahaman siswa dengan writing descriptive text pak ?
8. Guru : descriptive text itu kan masuknya genre nggeh, ya anak-anak relatif bisa, karna itu kan hanya mendeskripsikan sesuatu yang dekat dengan mereka, menggambarkan Cuma kesulitannya itu kalau di ingris vocabnya nggak tau, soalnya anak anak itu masih sangat lemah vocabnya, jadi kendalanya seperti itu
9. Peneliti : lalu apa strategi apa yang bapak gunakan dalam mengajar ?
10. Guru : strategi saya yang pertama itu pada saat saya mengajar bahasa inggris, biasanya saya memberi contoh yang mudah,

maksudnya benda atau hal yang ada disekitar kita itu adalah strategi dalam mengajar deskriptif teks, misalnya idola mereka, yang mereka sukailah mbak artis siapa gitu. Kalau secara umum ya kita buat yang dekat dg anak contohnya yang real gitu mbak tidak jauh.

11. Peneliti : bagaimana dengan tugas yang diberikan kepada anak-anak pak ?
12. Guru : untuk tugas, kita mungkin tentang figur dulu untuk memperkenalkan kemudian kalau sudah selesai kita tindak lanjuti anak-anak untuk membuat teks tersebut, misalnya dengan tokoh kesukaan mereka gitu. Jadi, biar lebih asik untuk mereka dalam berlatih membuat teks khususnya teks deskriptif.
13. Peneliti : masalah saat mengajar teks deskriptif apa aja pak ?
14. Guru : masalahnya anak itu kan masih sangat lemah di writing. Jadi, ngajar paling sulit itu di writing ya kita ajar dengan guidelines, jadi ada petunjuknya dalam membuat kalimat, jd kalau ngajar writing itu memang pelan pelan sekali.
15. Peneliti : bagaimana cara bapak mengatasi masalah dengan kemampuan siswa yang berbeda-beda ?
16. Guru : itu problem nggeh, tidak hanya pada mapel bahasa inggris. Yang namanya kita ngajar kelas kan heterogen kompetensi kan berbeda-beda. Kita mengatasinya nggeh membuat anak mampu dengan kemampuan standar yang harus dicapai. Jadi, mereka harus mencapai standar minimal untuk bahasa inggris kan kita ada KKM jadi target minimalnya itu KKM kalo dibawah itu kan berarti kita harus ada pendekatan khusus pada anak.
17. Peneliti : untuk kriteria penilaian dalam membaca teks descriptive, kriteria apa yang bapak nilai dalam hasil siswa ?
18. Guru : untuk penulisan otomatis grammar harus jelas, kemudian pilihan kata juga harus jelas, dan kebertrimaan misalnya dalam satu kata mempunyai dua arti. Dalam kalimat seperti itu kadang, karna ini bahasa asing, anak itu memasukkan kata itu pakai

persepsi bahasa indonesia gitu. Padahal itu tidak valid dan juga ada padanan yang lain gitu kan. Itu juga termasuk dalam penilaian

19. Peneliti : misal dalam menartikan kata biasanya apa yang dilakukan siswa apabila tidak mengerti arti dari bacaan tersebut ?
20. Guru : yang dilakukan guru otomatis ya kita kasih clue dulu misal kalau anak tidak mengerti kita kasih clue dulu dalam bahasa indonesia dan kalau masih belum mengerti juga, saya suruh cari di kamus. Saya jarang nggeh mbak memberitahu langsung kecuali kalau waktu sudah terbatas dan sebagainya kita kasih tau secara langsung pada saat pembelajaran. Tapi kalau misal waktunya longgar kita kasih clue dan kalau gak ketemu saya suruh buka kamus, karna kamus itu manfaatnya sangat besar sekali jadi anak kan tau kalau makna kata tidak hanya satu kemudian pronounciationnya juga bisa tau.

INTERVIEW WITH STUDENT A

CATATAN LAPANGAN HASIL WAWANCARA

- Hari/Tanggal : Selasa, 24 Oktober 2017
- Waktu : 11.00 WIB
- Kegiatan : Wawancara dengan siswa kelas VIIC
- Objek Wawancara : Zahwa Minhatusani
- Lokasi : MTs Negeri Gondangrejo
- Pewawancara : Evan's Dwi Ardyana Putri
1. Peneliti : selamat siang dek, maaf sebelumnya mengganggu waktunya.
Adek namanya siapa ?
 2. Siswa A : siang mbak, nama saya Zahwa Minhatusani
 3. Peneliti : mbak mau bertanya tentang bahasa inggris ya, yang pertama
Bagaimana pendapat kamu tentang bahasa inggris ?
 4. Siswa A : cukup menarik, karena bahasa inggris mengajarkan tentang
Wawasan luar tentang budaya dan bahasa asing
 5. Peneliti : apa kesulitan adek saat belajar bahasa inggris ?
 6. Siswa A : kesulitannya ya untuk memahami arti kata-kata, kosakata-
Kosakata dan susah ngucapinnya kedalam bahasa inggris itu.
 7. Peneliti : kalo tentang descriptive teks apa pendapat kamu tentang teks
tersebut

8. Siswa A : menjabarkan tentang ciri-ciri suatu objek misalnya
men-
Deskripsikan seseorang, tempat atau benda-benda
9. Peneliti : kesulitan adek dalam teks descriptive ?
10. Siswa A : cara menyebutkan sifat-sifatnya dalam bahasa
inggris
11. Peneliti : terus bagaimana cara adek mengatasi kesulitan
saat adek gak
Paham dengan apa yang ingin adek tulis
12. Siswa A : menanyakan sama mencari di kamus mbak
13. Peneliti : terus kesulitan adek saat membaca teks ?
14. Siswa A : ya masih belum tau cara mengucapkannya, soalnya
kata-kata
dalam bahasa inggris itu susah mbak bacanya.

INTERVIEW WITH STUDENT B

CATATAN LAPANGAN HASIL WAWANCARA

- Hari/Tanggal : Selasa, 24 Oktober 2017
- Waktu : 11.15 WIB
- Kegiatan : Wawancara dengan siswa kelas VIIC
- Objek Wawancara : Tegar Esmeralda Ahmad
- Lokasi : MTs Negeri Gondangrejo
- Pewawancara : Evan's Dwi Ardyana Putri
1. Peneliti : selamat siang adek, maaf mengganggu waktunya sebentar.
Namanya siapa ya dek ?
 2. Students B : saya Tegar Esmeralda Ahmad mbak
 3. Peneliti : mbak mau bertanya tentang bahasa inggris. Yang pertama apa
Pendapat kamu tentang bahasa inggris itu ?
 4. Student B : lumayan sulit mbak bahasa inggri itu, mengenai kosakatanya
dan pengucapannya susah
 5. Peneliti : yang nggak kamu sukai dari bahasa inggris apa ?
 6. Student B : ya karna artinya nggak tau
 7. Peneiti : kalau tentang descriptive text. Apa pendapat kamu ?
 8. Student B : menceritakan atau menggambarkan suatu objek atau sesuatu
Misalnya benda, hewan atau orang
 9. Peneliti : terus kesulitan dalam descriptive text itu apa saja ?
 10. Student B : kesulitannya ya saat mengubah kalimat dari bahasa indonesia

Ke dalam bahasa inggris mbak

11. Peneliti : untuk mengatasinya gimana dek ?
12. Student B : nggeh cari dikamus mbak, terus kadang minta bantuan temen
13. Peneliti : kesulitan dalam membaca text descriptive apa ?
14. Student B : cara membacanya gak tahu, kurang paham mbak tapi ya bisa

Baca sedikit-sedikit

DAFTAR HADIR SISWA MTsN GONDANGREJO

KELAS : VIII C

TAHUN : 2017 / 2018

No	NIS	Nama Siswa	Tanggal																																Jml																				
			32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	S	I	A																			
1	13991	Ade Aprilia Eka W																																																					
2	13992	Adinda Aulia Nissa																																																					
3	13993	Agus Miftakhul Ulum																																																					
4	13994	Ahmad Miftahul Qulub																																																					
5	13995	Ahmad Yavi Firdaus																																																					
6	13996	Angga Regina Pramudya																																																					
7	13920	Anggi Aulia Azzahra																																																					
8	13997	Awallu Zahra Chairunisa																																																					
9	13998	Bintang Hanif Abdillah																																																					
10	13999	Cindy Oktaviani																																																					
11	14000	Echa Margareta																																																					
12	14001	Elfina Sholikhah																																																					
13	14002	Fadilah Iman Firman																																																					
14	14147	Fathihah Mahabbatul K																																																					
15	14003	Fathurohmah Putri D																																																					
16	14004	Fitri Kurnia																																																					
17	14005	Gilang Ivan Andrea																																																					
18	14006	Henny Rahayu																																																					
19	14007	Isnaini Nur Hidayati																																																					
20	14008	Lutvia Fajar Nuraini																																																					
21	14009	M. Rafli Al Munawar																																																					
22	14010	Mazidatul Fikriyah																																																					
23	14011	M Arya Yoga Pratama																																																					
24	14012	M Dyaka Faiz Yahendra																																																					
25	14013	Muharomatul Khoiriyah																																																					
26	14014	Nabila																																																					
27	14015	Nandita Oktavianti																																																					
28	14016	Panggih Nugroho																																																					
29	14017	Pratama Tegar Aury																																																					
30	14018	Rizky Dwi Saputra																																																					
31	14019	Rosihan Arsyad																																																					
32	14020	Salsa Miftakhul Magfiroh																																																					
33	14021	Sarah Auditya Rahmah																																																					
34	14022	Shabiya Hasna Prastiya																																																					
35	14023	Tegar Esmeralda Ahmad																																																					
36	14025	Triya Rohmatul W																																																					
37	14026	Wafiq Nur Waqid																																																					
38	14027	Zahwa Minhatussani																																																					
39																																																							
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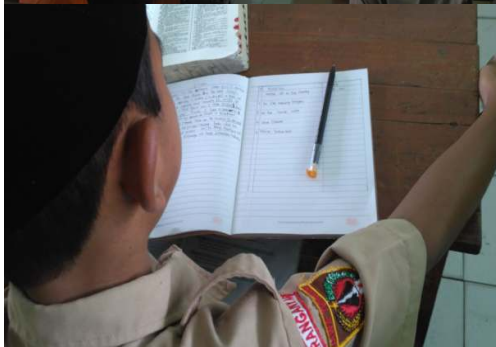
Mengetahui
Kepala

Gondangrejo,
Guru Mapel

.....

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Documents of Observation





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : info@iain-surakarta.ac.id

Nomor : B-7065 /In.10/DC/PP.00.9/10/2017
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala MTs Negeri Gondangrejo
Di
Tempat

Yang bertandatangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan
IAIN Surakarta memohon ijin atas:

Nama : EVANS DWI ARDYANA PUTRI
NIM : 133221036
Jurusan / Prodi : Pendidikan Bahasa Inggris
Semester : 9
Judul Skripsi : TEACHING LEARNING PROCESS OF WRITING
DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF MTs
NEGERI GONDANGREJO IN THE ACADEMIC YEAR
2017/2018

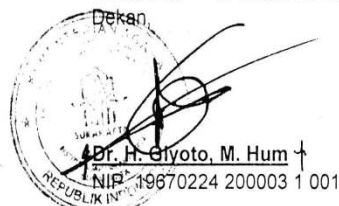
Waktu Penelitian : 23 Oktober 2017 - Selesai
Tempat : MTs Negeri Gondangrejo

Untuk mengadakan penelitian di Lembaga yang Bapak/Ibu pimpin, dalam rangka
memenuhi penulisan skripsi untuk mendapatkan gelar sebagai sarjana.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami
ucapkan terima kasih.

Surakarta, 17 Oktober 2017

Dekan,



Dr. H. Giyoto, M. Hum
NIP. 19670224 200003 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KARANGANYAR
MADRASAH TSANAWIYAH NEGERI GONDANGREJO

Jalan Solo-Purwodadi Km.12 Gondangrejo Kode Pos 57773 Telepon/Faksimili (0271)6812550
Email : mtsngondangrejo@kemenag.go.id ; mtsn_gondangrejo@yahoo.com

SURAT KETERANGAN

Nomor : *B. 864* /Mts.11.13.63/PP.00.5/11/2017

Yang bertanda tangan dibawah ini :

nama : Drs. Sutoyo, M.Pd
NIP : 196508081993031004
pangkat/gol : Pembina Tk.I/IVb
jabatan : Guru Madya/Plt. Kepala MTsN Gondangrejo

menerangkan dengan sebenarnya bahwa :

nama : Evans Dwi Ardyana Putri
NIM : 133221036
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta
Semester : 9
keterangan : yang bersangkutan benar-benar telah mengadakan penelitian di MTsN Gondangrejo Kabupaten Karanganyar, untuk menyusun skripsi yang berjudul : **“Teaching Learning Process Of Writing Descriptive Text At The Eight Grade Of MTs Negeri Gondangrejo In The Academic Year 2017/2018”**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Gondangrejo, 2 Nopember 2017
Plt. Kepala

[Signature]
Drs. Sutoyo, M.Pd
NIP. 196508081993031004

Ade Aprilia
(01)
VIIIC

No.:

Date:

Bintang H.A.

Bintang my friend. He Has Like swimming. He Has
Like colour is yellow. He Has Oval face. He has Short, black
Straight hair. He has little bit brown. He is 125 centimeter.
And He has slim body. He is 40 kg. And has thin lips.
Was born 28th May 2001. he thirteen years old.
Bintang honest Person, Helpfull, And kind.

KIKY

Anything good, nothing bad

B. Inggris

No. _____

Date : _____

Nama : Aisinda Aulia Nissa

No. Absen : 02

Kelas : VIII C

Bintang Harif . A

He is my classmate, He has oval face, he has thin lips, he has flat nose, he has short ~~his~~ black hair he has tall body is 125 centimeter tall, he has slim body he is 40 kg.

Bintang was born 78th my no. 17. characteristic, Bintang is honest person, kind person, seneaky. Bintang's hobby is swimming, his favorite colour is yellow.





NABILA KLS : VIII C

No. _____

Date : _____

monday

BAHASA INGGRIS

thursday

friday

saturday

Bintang Hanif Abdilah

He is my friend's classmate, He has oval face. He has flat nose.

He has straight hair. He has one hundred twenty five centimeter tall.

He has slim body is fourteen kg. He has little bit brown. He has thin lips. He has characteristic helpfull. He has was born

28-5-2004. He thirteen years old. He has my hobby

swimming and my feeling atlet swimming



PARIS EIFFEL TOWER

Icha Margareta
" VIII C

No.:

Date:

Bintang Hanif Abdillah

Bintang is my best friend. Bintang short, black, straight hair. He has little bit brown. He is 133 centimeter. He is 28 may 2004, he thirteen years old.

Bintang is small and slim body. Bintang's hobby is swimming his favorite colour is yellow.

Bintang little stupid. He is very naughty. He is very smart little English.



No.:

Date:

BINTANG HANIF A.

He is my classmate, he has oval face and he has flat nose, he has straight hair, and he has short body, he is 125 centimeter tall, he has slim body he is 40kg and he has little bit brown, he is thin lips and bintang has characteristic honest person, Naughty and kind person, he born is 28 may 2004 and he come from Selokaton, he is hoby swimming and he has favorit color is yellow

NAMA : ISNAINI MUR H.

KIS : VIII C

IVO : 29.