THE EFFECTIVENESS OF USING WRITE PAIR SQUARE TECHNIQUE TO TEACH WRITING ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF MTsN 3 SRAGEN IN ACADEMIC YEAR 2017/2018

THESIS

Submitted as a Partial Requirements

for The Undergraduate Degree in English Education Department

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       Thank you for the attention.

Wassalamu'alaikum Wr.Wb

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I hereby sincerely state that the thesis titled " The Effectiveness Of Using Write Pair Square Techinique To Teach Writing On Descriptive Text At The Eighth Grade Of MTsN 3 Sragen In 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.

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Surakarta, 18 February 2019

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DEDICATION

I dedicate this thesis to:

My Beloved Parents (Bp. SANTOSO and Ibu. TAMSIRAH)

My Beloved Sister (SINTA S.Pd)

My Beloved brother (JHULANG KRISNA SAPUTRA)

My Beloved Brother (ANDIKA RIZKY NUGROHO S.E)

All of My Lecturers in IAIN Surakarta

All of My Beloved Friends

MOTTO

MAINKAN SAJA PERANMU TUGASMU HANYA TAAT

(The researcher's quote)

TRYING, RIDE, SOMETIMES STOPS BREATHING BRIEFLY,THEN MAKE UP
AGAIN. BUT NOT TO GET OFF.

(The researcher's quote)

KAMU HARUS MENJADI MATA AIR, KALAU KAMU BAIK PASTI DI

SEKITARMU AKAN BAIK, TAPI KALAU KAMU KOTOR PASTI

DISEKELILINGMU AKAN MATI.

(Rudy Habibie)

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The Researcher

Intan Permata Sari

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Advisor: Dr. Rochmat Budi Santoso, S.Pd., M.Pd
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The Write Pair Square is one of technique can be applied in teaching writing. Then, in presenting this thesis the researcher decided to applied picture as media and want to measure the success of using Write Pair Square in a teaching writing class. The implementation of Write Pair Square, there were strengthens advantages for students' writing. The objectives of this research are to find out the effectiveness in students' writing ability between students taught by using Write Pair Square and the students taught by using Lecturing Technique at the tenth-grade students of MTs N 3 Sragen in the academic year 2017/2018.

The research conducted whether the effectiveness of using Write Pair Square Techniques to teach writing on descriptive text. The researcher has used a quasi-experimental quantitative research design. The population of this researched all of the students at the eighth-grade of MTs N 3 Sragen. The total of 244 students from VIII A until VIII H. From the population, two classes were chosen as the samples by Cluster Random Sampling technique. There are have 31 students in VIII C class as the experimental class and there are have 30 students in VIII D class as the control class. The technique of collecting was the data writing a test focusing on the descriptive text. The test was administering during the learning process. To get the data the researcher was post-test only. Post-test there were divided become two groups, the control group, and the experimental group. The post-test was given after the treatment to known whether the treatment is effective or not. In analyzing the data was researcher used quantitative measurement to find the result. There was treatment in the experimental group that was taught by using Write Pair Square Technique and control group that was by using the Lecturing Technique.

The result of this research showed that the mean score of the experimental class was higher than the control class. The mean score of the experimental class in the post-test was 77 while the control group was 73. In the post-test of an experimental class, the maximum score that the students got was 86 and the minimum score was 68.5. In the post-test of control class, the maximum score of the students is lower, it was 83 and the minimum score was 65. The result of the hypothesis test is valued $t_{value} > t_{table}$ (3.5922 > 2.001). It means that teaching writing by using Write Pair Square Technique is more effective than using Lecturing Technique. Based on this finding, it is suggested that Write Pair Square Technique can be used by the teachers to improve students' ability in writing descriptive text. It can be applied in the English teaching-learning process as one of the methods of teaching-learning.

CHAPTER I

INTRODUCTION

A. **Background of The Research**

There are four skills that should be mastered when someone is learning language. Widdowson (1978:57) states that the aims of language teaching course are very often defined with reference to the four language skills: listening, speaking, reading and writing. Furthermore, he argues that listening and reading are known as the receptive skills while speaking and writing are known as the productive skills.

Writing is one of four skills, which has crucial case and considered as the most difficult skill in English. Hughey et al (1983:139) states that writing is often found as the most difficult skill among all of the English skills both as first and as the second language. When someone decides to write something, he or she is required to be able to communicate with the reader with face to face interaction.

According to Harris (1993:18) writing is used to communicate experiences, and to tell someone's story through words. Even everyone cannot always communicate in spoken language to communicate with the other. It means that when someone cannot show their idea or feeling by spoken language, they don't know whom they want to share their feeling so they can use written language. Moreover, in global era, there are social network media appear that almost of them using written form.

Writing is communication tool to express meanings indirectly. According to Hyland (2004:9) "Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic". It can be defined that writing is an activity of forwarding messages using written language. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Without this skill people would not be able to share their ideas through writing textbooks, novel, newspaper, magazines and others. This is also reflected in the various restrictions on the definition of writing.

Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the writing English subject, students have to know and understand those elements. Students have been learning kinds of text in writing skill. They should produce written simple functional text in the recount text, narrative text, news items, procedures, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.

Based on the syllabus, learning writing in Junior High School especially in second grade is limited on descriptive text, recount text, procedure text, and narrative text. It means writing is important to be taught. Students sometimes have difficulties in writing text, they didn't understand with the example and explanation from their teacher. Among the texts which are mentioned above, descriptive text is considered as the most interesting text.

Based on the researcher's experience as a volunteer teacher for two months from September until November, the fact shows that many students do not like to write English text. It is because of their lacks of vocabularies that they have which give obstacles for them to understand the text or to get meaning of the text. Second, students have different background knowledge that did not have connected with the unfamiliar text. Third, the students probably know the word orally but not in the written form, and the last students had difficulties in exploring and expressing their ideas. Sometimes they were confused about what they would write into the paper. These conditions are still the same when the researcher conducted the observation before doing the research. The students are still difficult to write by themselves with the same problems.

Based on the observation, the teachers still engage tradition or Lecturing Technique in teaching English. This technique of teaching makes the teachers as the center of the teaching and learning process. The teacher usually explains the material first, after that asked the students the difficult words, and then asked the students to do some assignment in the textbook or make a text by themselves, and then the text or the assignment have to submit to their teacher. These activities make students get bored and sometimes just do the assignment without knowing their own product.

The researcher conducted the research at MTs N 3 Sragen to the students of eighth grade. The researcher chose MTs N 3 Sragen as the place for conducting the research because MTs N 3 Sragen has a good

accreditation A accreditation and has a good facilities computer and LCD to support in the teaching-learning process. The researcher also has known about the situation and condition of MTs N 3 Sragen during the volunteer practice in the eighth semester and did conduct observation.

Write Pair Square technique is effective to teach writing on descriptive text. Jacob (2014:166) stated that cooperative language learning has also many benefit f the students peer acceptance, academic achievement, reducing anxiety, promoting, interaction, self-confidence, preparing students future professional life. Write Pair Square technique makes the students master the skills for working together effectively. They maintain their skills by encouraging each other.Therefore, the teacher needed to do something in order the students can learn effectively. This technique provides students with he opportunity to reflect on the question posed and then practice sharing and receiving potential solutions.

The researcher also found that the teacher took the material only from English text in teaching writing. In assessing the students' writing skill the teacher only asks them to fill in the blank, re-arrange sentences until the class was over. The need for attractive techniques becomes the ground of the teaching process. The Write Pair Square is one of the techniques can be applied in teaching writing. Then, in presenting this thesis the researcher decides to apply picture as media and want to measure the success of using Write Pair Square in the teaching writing class. In the implementation of Write Pair Square, there are some strengths advantages for students' writing.

Fauziati (2009:166) stated that as a Cooperative Language Learning, Write Pair Square have also many benefits of the students peer acceptance, academic achievement, reducing anxiety, promoting interaction, increasing, self-confidence and self-esteem, preparing students' future professional life. Students spend more time on the task and writing teach others more when engaged in Write Pair Square activities. The students are willing to response a large in pairs.

Based on the explanation above, the title of this thesis is **"The Effectiveness of Using Write Pair Square Techinique to Teach Writing on Descriptive Text At The Eighth Grade of MTsN 3 Sragen Academic Year 2017/ 2018".**

B.   Problem Identification

1. Lack of vocabulary made students could not develop their ideas.

2.   The difficulty of a grammatical structure made students could not share their ideas.

3.   The student problem in the writing process is how to organize the idea into sentences.

4.   The technique used by the teacher did not make the students interest in the teaching-learning process, especially in teaching writing.

C.   Problem Limitation

The limitation in this study focused on teaching using Write Pair Square technique to teach writing on Descriptive Text. Researcher focused

on teaching descriptive text using Write Pair Square technique to teach writing on Descriptive Text at The eighth grade of MTsN 3 Sragen.

D. Research Problem

Based on the description of the problem, the research would be formulated is the use of the Write Pair Square Technique effective to teach writing on the descriptive text at the eighth grade of MTsN 3 Sragen?

E. The Objectives of Study

In line with the problem statement above, the objective of the research is formulated as follow: to find out the effectiveness of using Write Pair Square in English writing to eighth grade students of MTs N 3 Sragen in the academic year of 2017/2018.

F. The Benefits of Study

The researcher hopes by end of lesson, the students should be able improve their skills in writing class. By conducting this research, the researcher wants the result will reveal the followings:

1. Theoretical Benefits

    a. This research giving a description about the effectiveness of Write Pair Square technique in teaching English writing.

    b. A result of the research can be useful in teaching English, especially for teaching English in writing skill.

    c. The result of the research as the information to show the way to improve writing skill to the students.

2. Practical Benefits

    a. The teacher

    Hopefully, it can be an input for teachers in giving a technique of teaching, especially the writing class. The teachers can use Write Pair Square as an alternative in teaching writing.

    b. The students

    The result of the study will be very useful for the students who find the difficulties in writing class. By applying this technique, hopefully they can solve their problem in writing class.

    c. The other researchers

    Hopefully, this research can help the other researchers more understand about Write Pair Square and can use Write Pair Square in the future life.

    The title of the research is "The Effectiveness of Using Write Pair Square Technique To Teach Writing on Descriptive Text ". The term which is stated in the title above need to clarify, they are effectiveness, Write Pair Square, writing and descriptive text.

  1. Effectivenees

    Effectivness is comparison between degrees of goal of attainment with previous arranged planning, or the comparison of the real result with planned of the result (Mulyasa,2010:173).

2. Write Pair Square

According to M. Jacobs (3013:16) Write Pair Square is the Cooperative-Learning technique, which works as follows. The students first work alone to write their ideas on a task/problem. Next, the students' pair with a groups mate and discuss what which wrote, finally the students form a square, that is each student takes a turn to discuss with the other twosome about the dialog they had with their original partner. The foursome then further discusses. Write Pair and Square is cooperative learning that can make the students more effective than non-cooperative alternatives for developing understanding, role-taking, compassion, and empathy.

3. Writing

Brown (2001:335) states that writing is written products of thingking,dafting, and revising that require specialized skills on how to grenerate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

4. Descriptive Text

According to Dorothy (2015: 15) descriptive paragraph explain how someone or something looks or feel. A process paragraph explains how something done. It means that can be taken conclusion

that descriptive or descriptions used to describe things look, smell, taste feel, or sound and also to describe about our feeling, physical object, place, people or event. Descriptive text is a piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. **Theoretical Description**

1. **Concept of Writing**

    a. **Definition Writing**

    They are many definitions about writing. According to Brown (2001:335), writing is a written product of thinking, drafting, and revising procedures that require specialized skills. The nature of writing focuses students on how to use discourse markers and rhetorical conventions to put them cohesively in a written text, how to revise text for clearer meaning, how to edit text for corresponding grammar, and how to produce a final product.

    Based on Harris (1993:10), writing is a process over period of time; particularly if we take into account there sometimes extended periods of thinking that precede creating an initial draft. Meanwhile, based on Westwood (2004:100) defines that writing as a process that combines the brain mechanism or cognitive ability and other specific ability. A statement by Westwood further elaborates that writing needs the writer to formulate ideas, organizing and sequencing them in logical order, selecting vocabulary, checking for grammatical correctness, spelling word correctly and finally, applying correct punctuation as well as writing legibility. Ghaith (2002:1) states that

writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Writing encourages thinking and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged, and changed.

Moreover, according to Langan (2005:14) defines writing as a process of exploration and continuing discovery. As the writer, he or she may suddenly switch back or double back. He or she may be working on a topic sentence and realize that it could be his or her concluding thought. He or she may be developing a supporting idea and then, decide that it should be the main point of his or her paper.

Considering the definitions provided by some researchers above, writing can be understood as a combination between mental process and physical process of committing one's ides and thoughts and written letters, words, signs, and sentences or the combination of the four with the purposes to express one's ideas and thought expressed by the writer. Writing is a communicative act and a way of sharing observation, information, thought, or ideas and others in written form through the writing processes as generating ideas, planning, goal setting, monitoring, and evaluating.

b. **The Purpose of Writing**

According to Harris (1993:18-19), the purposes of writing are: (a) to get information to someone, (b) to solve the problem of volume,

of having to store more than the human brain can remember, (c) to filter shape our experience. Meanwhile, based on Harmer (2004:39), there are three main categories of learning which it is worth considering:

a. ESL (English as a second Language) - The describe students who are living in the target language community and who need English to function in that community on a day-to-day basis. For example: refugee or recent immigrant will have specific writing needs such as the ability to fill in a range of form or write particular kinds of letters.

b. ESP (English for Specific Purposes) - people who are going to particular work need concentrate in that profession. For example business students will concentrate on the language management and commerce.

c. EFL (English as a Foreign Language) - this is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country.

The purpose of writing is also explained by Fulwiler (2002:4). He says that the writers' explicit or stated reason for writing is their writing purpose consisting of why they are writing in the first place and what they hope their word will accomplish. The general purpose of writing is usually specified by the

assignment: to explain report, analyze, argue, interpret, reflect, and so on. Most papers will include secondary purpose as well; for example, an effective argument paper may also need explaining, defining, describing and narrating to help advance the argument.

Considering those theories above, it can be inferred that the purpose of writing give the information, to entertain, explain, argue, persuade, and narrate something to the readers and also have main categories: ESL, ESP and EFL.

C.   The Writing Process

Langan (2005:13) stated that writing is seldom an easy. Writing is a process of discovery involving a series of steps. It takes study and practice continually to develop this skill. According to Oshima and Hogue (1991) as cited in Karnedi (2014:1.3), Writing is actually a process, and not a "product". Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing.

a. Prewriting

Prewriting is anything we do before we write a draft of the document. According to Oshima and Hogue (1991) as cited in Karnedi (2014:1.3), there are two steps in prewriting. The first step is choosing and narrowing a topic. In this step, if we have free choice of subject and write about topic something that we are interested in, then we

must narrow the subject to a particular aspect that general subject, and we have to make specific one. The second step of prewriting is brainstorming. Brainstorming is step to generate the idea. Although these brainstorming activities may seem unnecessary at first, after doing them a few times, we will realize their usefulness. Brainstorming for ideas can get we started writing more quickly and save our time in the later steps of the writing process.

Three useful brainstorming techniques are listing, free writing, and clustering. Listing is a brainstorming technique in which we think about our topic and quickly make a list of whatever words or phrase come into your head. The purpose is to produce as many ideas as possible in a short time and to find a specific focus for our topic. The procedures are written down the general topic at the top of paper. Then, make a list of every word or phrase that comes into your mind about the topic. Use words, phrases, or sentences.

Then, free writing is a practice writing process to generate ideas. The aims are to generate as many ideas as possible, to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. The last technique is clustering. Clustering is activity to generate ideas that draw in balloon. The center of balloon is the core and balloon around them is richest idea.

b. Drafting

Drafting occurs when we put the ideas into sentences and paragraphs with our own words. We have to write the sentences and paragraphs even if they are not perfect. Here the concentration is explaining and supporting the ideas fully. Besides that, begin to connect the ideas. Regardless of how much thinking and planning we do, the process of putting the ideas in to the words; often the very words we select evoke additional ideas and implication. Don't pay attention to such things as spelling at this stage. This draft tends to be writer-centered: it is we telling our self what we know and think about the topic. Then, read what we have written and judge if it says what we mean. Finally, show the draft to others and ask for suggestion.

According to Oshima and Hogue (1991) as cited in Karnedi (2014:1.3), there are 4 steps in the outlining/ drafting stages to generated ideas by brainstorming: brainstorming by listing, grouping, writing the topic sentence and simple outlining.

c. Revising

After brainstorming and outlining, is to write and revise a couple of drafts (Oshima and Hogue, 1991) as cited in Karnedi (2014:1.3). Revision is the key to effective document. We might remove whole sections, rewrite entire paragraphs, and add in information which we've realized the reader will need. At this stage we also refine we

prose, making each sentence as concise and accurate as possible between ideas explicit and clear.

d. Editing

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after we've made revisions on a big scale: or else we could repair over a perfect sentence, only to end up cutting that whole paragraph from piece. Check for such things as grammar, mechanics, and spelling. The last thing we should do before printing our document is to spell checks it.

e.   Final Draf

Once the writers have edited their draf, making the changes they consider to be necessary, they produce their final revision. This may look considerably different from both the original plan and the first draf, because things have changed in editing process. But the writing is now ready to send the write text to its intended audience.

c. **Teaching Writing**

Writing is an important part in language which has some important roles in human life both in academic purposes and in other aspects of life. Harmer (2007:73) states that there are four reasons for teaching writing to students of English as a foreign language:

a. Reinforcement: Some students acquire languages in oral way, but most of them benefit greatly from seeing the language written

down. Students often find it useful to write sentences using new language shortly after they have studied it.

b. Language Development: The actual process of language helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience.

c. Learning Style: Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

d. Writing Skill: Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write easy, how to reply letter, etc.

From explanation above, the teacher should teach writing skills as part of an integrated skill approach of language learning. Students can become better writers if they can apply an appropriate teaching media in the teaching learning process.

e. Types of Writing Text

Learning English as a foreign language can be hard matter to some students. Sometimes, the teacher also find difficulties to deliver the material in the process of teaching and learning. There are many argumentations about types of writing. According to George E.

Wishon and Julia M. Burks (1980 : 377) the types of writing are narration, description, exposition, argumentation and persuasive.

a. Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurences in time and tells what happened according to natural time sequence. It can be concluded that narration is a kind of writing that tell us about story or something that happened.

b. Description

Description is used to create visual image of people, places, event of units of time days, times of day or seasons. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

c. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays, informative, and instructional material. The researcher can conclude that the exposition is kind of writing information like newspaper, magazine, article and journal.

d. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a

statement or preposition. The researcher concludes argumentation is the process forming a reason.

e. Persuasive

Persuasive writing the type of writing that is meant to convince the reader to think or act a certain way. The researcher conclude that persuasive text is the writer invites the reader to agree with something that the writer write and then the reader do the suggestion from the writer.

Based on the explanation above, the researcher conclude process of writing is not easy because writing is process not procedures. Its means that piece of writing is never complete or perfect. It's always possible to review and revise, to get a good writing. Therefore, in stages of writing need to give pay attention to make writing well. The writing well will be quite a good writing, the writing done with the process of writing is good and right.

2. Concept of Descriptive Text

a. Definition of Descriptive Text

Bachtiar and Cicik in Hami (2011:16) states that descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or a thing.Oshima and Hogue in Yulia (2014:30) states that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. In addition, a

good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.

According to purwanti (2013: 44-48) decriptive text is text that contains of description a person, animal, place, or object physically. The goal of this text is to provide an over or description of something or someone. In the descriptive text, object or people can be described physiscally (physical description), or intangible (nonphysical description).

a. Physical description of the physical characteristic of someone or something.

Example :

Hair color   : Black, blonde, gray, brown

Color skin   : brown, black, white

Face shapes   : oval, square round

Haight   : high, medium, short

Weight   : skinny, medium, fat

b. Non-physical description of the nature, character or character object or person.

Example :

Character : soft, unstable, rude, loud, kind-hearted, evil.

In short, descriptive text is text gives decription about something living (person, animals, and plants) and non-living

(thing and place) that can be described physically (physical decription) or intangible (nonphysical description).

b. Generic Structure of Descriptive Text

Descriptive text consists of two main parts, namely the identification and description.

1). Indentification : indentify the phenomenon to be described. It is explained about the object that will be described.

2). Description : indentify detailed information about physical appearances of the object.

c. The Language Feature

Features of a descriptive text are:

a. The use of present tense

The present tense is predominantly use for example: has, eats, sings, etc.

b. The use of past tense

That tense to dominate, for example: had, was, etc.

b. Adjective

Adjective are used to add extra information to mound and may be technical, every day or literary.

c. Adverb

Adverbs are used to add extra information to verbs to provide

d. Adverbial phrases.

Adverbial phrase is a group of two or more words operating adverbially, meaning that their syntactic function is to modify a verb, an adjective or an adverb.

d. The Example of Descriptive Text

Title	Pussy
Identification	My cat is a male cat named Pussy.
Description	It has big body with soft white fur. Its eyes are round and big. It has long thick fury tail. Its face is oval with long whiskers. Pussy is a lazy cat but it is very funny It sleeps during the day. It awakes at eating time only. It doesn't like playing but it likes laying dwon on the sofa. Anyway pussy alwasys males me smile. Its sound is funny, and always accompanies me doing my homework. I really love my cat, Pussy.

e. Writing Assessment

According to Brown (2004: 241-246), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

In primary trait scoring, the type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of an essay is to persuade the reader to do something, the score for the writing would be on the accomplishment of that function. If the purpose is to exploit imagination by expressing personal feelings, so the response would be evaluated on that feature alone. In this scoring method, there are four point scale ranging from zero (no response or fragmented response) to 4 (the purpose is accomplished). In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing. However, Brown and Bailey in Brown (2004:243-246) offer into five major categories and five different levels in each category ranging from "very poor" to "excellent". In summary, the categories and levels are as follows.

Table 2.1 Analytic Scoring for Students' Writing

by Hunghes (2002) 104:

Item Analysis		Score	Criterion of Scoring
Content		30-27 26-22 21-17 16-13	**Excellent** knowledgeable, substantive etc. **Good** some knowledge of subject-adequate range **Fair** limited knowledge of subject-little substance **Very poor** does not show knowledge of subject-non substantive
Organization		20-18 17-14 13-10 9-7	**Excellent** fluent expression-ideas clearly stated. **Good** somewhat choppy-loosely organized but main ideas stand out. **Fair** not fluent-ideas confused or disconnected. **Very poor** does not communicate-no organization
Vocabulary		20-18 17-14 13-10 9-7	**Excellent** sophisticated range-effective word/idiom choice and usage **Good** adequate range-occasional errors of word/idiom form, choice, usage, but meaning ascured **Fair** limited range-frequent errors of word/idiom form, choice, usage **Very poor** little knowledge of English vocabulary, idioms, word form
Grammar/ Language use		25-22 21-18 17-11 10-5	**Excellent** effective complex construction, few errors of agreement, tense, etc **Good** effective but simple constructive in grammar. **Fair** major problem is simple/complex construction in grammar. **Very poor** virtually no mastery of sentence construction rules.
Mechanic		5 4 3 2	**Excellent** demonstrates mastery of conventions **Good** occasional errors of spelling, punctuation, capitalization, etc. **Fair** frequent errors of spelling, punctuation, capitalization etc. **Very poor** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc
Total of Score		100	

f. **Concept of Cooperative Learning**

a. **The Definition of Cooperative Leaning**

Richards (2001: 195) states Cooperative is working together to accomplish shared goal. Within Cooperative situation, individuals seek outcomes beneficial to themselves and all other group members. Cooperative Learning is the instructional use small groups

through which students work together to maximal their own and each other's learning.

Leo (2013: 98), Burffe suggest that Cooperative Learning is a systematic teaching and learning strategy that encourages small group of students to work together for the achievement of group interaction such as developing learning communities, simulating student discussions, and encouraging electronic exchanges cooperative language learning is part of a more general instructional approach know as collaborative learning. It is "an approach to teaching that make maximum use Cooperative activities involving pairs and small groups learners in the classroom" (Fauziati (2009:164).

In Cooperative Language Learning group activities are the major learning mode learning such activities are used to increase the amount of the students' participation in the Cooperative Language Learning Classrooms. They are carefully planned to maximize students' interactions and to facilitate students' contribution to catch other's learning. They also provide comfortable environment in which students can practice giving output and negotiating meaning.

b. **The Benefit of Cooperative Language Learning**

Fauziati (2009:166), Cooperative Language Learning have many benefit there as fllows:

a. Academic Achievement

Achievement –related studies have been reported in olsen and kagan(1997:6) indicated that Cooperative Language Learning promotes higher achievement that competitive learning across all age levels, subject areas, and all tasks.

b. Reducing Anxiety

Generally students do not want to take risk in the classroom of being humiliated by other, they do not want to appear foolish, for example, when teacher ask question which only a few student can answer. Such debilitating anxiety will be reduce when students have the opportunity to students. When people are anxious, but allowed to affiliate, their anxiety level is reduced

c. Promoting Interaction

Cooperative Language Learning permits students to take active roles and classroom. Teacher function as facilitator, this condition support students who are take risks suffer the frustration of not having good language competence to express this ideas, feeling and emotions. In cooperative classrooms they can learning together, rely on each other so that they will feel secured enough to express themselves. They have opportunities to practice or rehearse their task before they are asked to share it with lager group.

g. The Type of Cooperative Language Learning

Summarize from Olson and Kagan (1997) in Fauziati (2009: 173) there are as follows:

a. There-step-interview

This consist of there structure.the simple prosedure is as fllows:

Step 1 : Students form pair within their group of four and conduct a one-way interview; one is interviewer and the other is interview.

Step 2: Students reserve the roles-the interviewers become interviewers.

Step 3: Each student share with the team member what was learned during the interviews.

b. Numbered Hands

Numbered Hands mees the criteria of being a structure since it permits students have students social interaction in classroom, so that each students in group knows share thir answer addressed by the teacher.

c. Roundtable

In roundteble group has one answer sheet and uses only onepen or pencil. They must all agree on the answers before writing the answers .

d.   Write Pair Square

Write Pair Square is the Cooperative Learning Technique, which works as follows. The students first work alone to write their ideas on a task/problem. Next, the students pair with a groups mate and discuss what which wrote, finally the students form a square, that is each students takes a turn to discuss with the other twosome about the dialog they had with their original partner.

e.   Solve Pair Square

The procedure of this structure as follows :

1). The teacher poses a problem

2). Students work out solution individually

 3). Students explain how they solved the problem in there step

interview or round robin structures.

f.   STAD (Students Team Achievement Devision)

This structure comprises of major components class presentation, teams, quizzes, induvidual improvement scoring, and term recognition.

g.   Jigsaw

Jigsaw is a widely practiced teaching that similar to group-to group exchange with one importat difference.

Besed on the explanation, the researcher concludes that the types of cooperative language learning are seven. In this

research, the researcher chooses Write Pair Square as technique

in teaching learning.

3. **Concept of Write Pair and Square (WPS)**

   a. **Definition of Write Pair Square**

According to M. Jacobs (2014:16) that Write Pair Square is the Cooperative Learning Technique, which works as follows. The student first worked alone to write their ideas on a task/problem. Next, the students pair with a groups mate and discuss what which wrote, finally the students form a square, that is each students takes a turn to discuss with the other twosome about the dialog they had with their original partner. The foursome then further discusses.

Write Pair Square is Cooperative Learning that can make the students more effective than non-cooperative alternatives for developing understanding, role-taking, compassion, and empathy.

George (1995: 7) stated that, planning could be added to this activity by using the Cooperative Learning technique Write Pair Square. In this technique groups of four form two pairs. Each person first writes individually, in this case the story of their memorable event. Then, they tell the story to their partner, who listens and takes notes. After each person has told their story to their partner, the two pairs come together, and each person tells their partner's story to the other pair.

Based on the explanation above, the writer can conclude that the technique of Write Pair Square not only the students devided into several groups, but also the first one is the students write individually Then they tell the material to their partner, after each person has told their story to their partner, the two pairs come together, and each person tells their partner's story to the other pair.

According to M. Jacobs and McCaferty (2006:22) each student first writes alone, then compares what he or she has written with a partner before sharing with the two other members of the foursome.

According to Kagan (2009: 65) in the Cooperative Learning, students working mixed-race teams. Team building activities help teammates get to know and like each other. They debate issues. They discuss each other's ideas. They come to understand and empathize with their teammates regardless of race. Teammates break down the superficial stereotypes and get to know each other as individuals. Racial tension gives way to teamwork and friendship.

Based on the explanation above, can be concluded that the cooperative learning, can be helped the students to review, interaction with other students and can be facilitate learning because they can exchange thoughts, ideas with each other. Cooperative Learning provides some techniques for teaching learning English to encourage students and promote higher – level thinking. One of the techniques is Write Pair Square (share) adapted from think pair share.

Based on the definition above, the writer conclude write pair and square is a technique in writing class, the students become more active and enthusiast, as long as learning process. They also feel interest in writing skill material, especially descriptive text, because they found information from the text with pairs. Write Pair Square will help students in teaching learning because write pair square technique help students more easy in learning groups.

b. Steps of Write Pair Square Technique

According to Jacob Write Pair Square has three steps, they are:

a. The Write Step

The teacher asks question on the certain issue related to the learning material. After that, the students are required to think about the issues individually. In this step students should work individually. They write pair opinion about the given issue by the theacher.

b. The Pair Step

The students are grouped in pair to discuss what they have been thiking on the first step. In the step, students share their answer on the proposed question, or share the idea on the identified problem. Teacher usually give time 4 or 5 minutes to work in pair. The discussion is needed after sharing. They complete their opinion each other. They take good idea and construct a pair work.

c. The Square Step

To share what they have learnt, in this step, teacher asks one student of the pairs to form a bigger group. In this way, all the students within the group are expected to be able to share the idea. They share their idea and finally make a group work. They have to compose the final draft after sharing and discussing the topic. Each pair presents its pair work and by discussing they will find which idea is good and complete with another good idea.

Based on the explanation above, the steps of Write Pair Square technique support students to improve their achieve in English such as form groups students can share though while make the descriptive text, their idea and brainstorm their knowledge with the other and then, discuss their result.

c. **The Benefits of Write Pair Square**

Jacob (2004:166) stated that as Cooperative Language Learning Write Pair Square have also many benefit of the students peer acceptance, academic achievement, reducing anxiety, promoting interaction, increasing, self confidence and self esteem, preparing students' future professional life. Students spend more time on task and writing teach other more when engaged in write pair square activities. The students are willing to response a large in pairs.

B.   The Previous Related Study

There are some previous researches which are similar with the present research. The first pervious research is from Desi Arisandi (2013) The Effectiveness of Write Pair Square Technique in Improving Students' Writing Skill in Narrative Text of the Eleventh Grade Students of SMAN 4 Malang. The objective of the research was the implementation of dialogue journal in improving students' skill in writing narrative text was effective.   The instruments used in the research were writing prompt for pre-test and post-test and a questionnaire. The mean score of the experimental group was 80.18 and the mean score of the control group was 73.57. From the comparison, it was clear that the difference of the two groups was 7.24. The result from Independent Sample t-test showed that the result of t value for Equal Variance Assumed was 3.345 with the degree of freedom of 57 and the level of significance coefficient of 0.001. In other words, there was enough evidence to reject H_0 because the level of significance coefficient was lower than 0.05 (one-tailed). It meant that the control group was difference significantly to the experimental group.

The second previous research is from Siti Sulaehah (2014) conducted the research "Improving Students' Writing Skill on Narrative Text through Write-Pair-Share Model ". This research there are some problems, such found a problem in the writing skill, it can be seen for the result of students' writing skill is low and the students don't know how to

apply their writing, so this research used write pair share model to improve students' writing skill especially on narrative text and finally got the result. The result of this research, in the first cycle, the highest score was 74, the lowest score was 65, and the average score was 70. In the second cycle, the highest score was 82, the lowest score was 74 and the average score was 79. After knowing the value of description above, it can be concluded that the assessment result of the test is significant. It means that applying write-pair-share model technique in improving writing narrative text for the tenth grade is effective.

The third previous research is from Dwi Arni siti (2010) conducted the research "The Use of Write Pair Square Techinque to Improve the students active participation in Wrting Descriptive text". While the reseacher focuses on the effectiveness of write pair square technique to teach writing on descriptive text, used an experimental research at eight grade of MTsN 3 Sragen.

From the previous researches above, the differences between the present research and them are; the first previous study focuses on narrative text at eleven grades students of SMAN 4 Malang; the second previous study focuses on narrative text ; the third previous research focuses on students creativity at the third grade science students of SMA N 1 Karanganom Klaten. Then, the present's research focuses on recount text at eight grades of MTsN 3 Sragen .

The similar variable is on Write Pair Square. Then, the present's research focuses on recount text at eight grades of MTsN 3 Sragen .The similar variable is on Write Pair Square.

C. RATIONALE

Writing is one of the difficult subjects for the student at eighth grades. Writing needs processes or steps in arranging a text. Vocabulary, punctuation, and structure are the aspects that make the students get difficulties. The student also felt bored during the teaching writing process. The teacher uses guided writing and only focused on the textbook. When the students bored it will make difficult to understand the meaning. The students need a better method or technique. The researcher would like to do an experiment using write pair square technique writing to teach the students.

To make students more interest and more motivated to follow the writing class, the teacher has to conduct an interesting method. The researcher used Write Pair Square to focus on teacher guidance in the process of writing. Write Pair Square helps the students more interested and feel enjoyed in writing class, so they also the confidence to make their own written product. Jacob (2006:315) says that participants in Write Pair Square learn better and are more actively acting in their learning. Besides, the instructors work backstage as students work. This technique turns participants into action to solve their problems on the group rather than passive receivers of knowledge.

The Write Pair Square of effective and successful techniques to develop students' writing skill. The uses of Write Pair Square writing in the classroom

can make good communication between teachers and students. The value of the communication is in the open exchange and warm acceptance teacher of the student 's writings. Teaching writing by used Write Pair Square could change the classroom atmosphere from passive to active, so the materials can be received by the students easily and clearly too. In this case, the use of Write Pair Square in teaching learning process had the expectation to known the effectiveness of it in students' writing ability.

D. **Action Hypothesis**

Related to the theoretical review and the rationale the hypothesis of the conducted research is Write pair Square is more effective than Lecturing Technique to teach writing skill. H_o is rejected and H_a is accepted, if obtained score is higher than T_{table} score by using 0.5 alpha of significance. H_o is rejected, it reasons that H_a is accepted: Write Pair Square (WPS) is effective to teaching writing at the eighth grade students of MTs N 3 Sragen in the academic year of 2017/2018.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

In this research, the researcher applied Write Pair Square Technique to teach descriptive text in experimental class. She uses Write Pair Square in every last meeting to develop and explore the student's ideas. They were easier to construct their mind to the written form that is appropriate with the topic and they can make a good paragraph. The researcher did not conduct pretest, but the researcher has seen from the teacher's score at observation to understand the ability of the students.

There is a difference between students who are taught using Write Pair Square and the students who are taught using lecturing technique. The students that are taught using Write Pair Square have better ability in developing their ideas in writing that the students are taught using lecturing technique.

The mean score both experimental and control class is the difference. The mean score of the writing of the experimental class that is taught using Write Pair Square at the eighth-grade students of MTsN 3 Sragen is 77. The mean score of the writing of the control class that is taught using Lecturing Technique at the eighth-grade students of MTsN 3 Sragen is 73.

From the statements above, it can be concluded that Write Pair Square is effective to teach the descriptive text. Students who are taught using Write

Pair Square can develop and explore their ideas in descriptive text than they are taught using lecturing technique.

B. Implication And Recommendation

a. Implication

The result of the research shows that Write Pair Square is better than Lecturing Technique in teaching creative writing. It implies that write pair square gives a good effect and appropriate media in teaching creative writing on descriptive. It is appropriate techniques to be applied in writing ability for students in MTsN 3 Sragen, especially in the eighth-grade students. It can be seen that the average score of students in the experimental class is better than the control class. Using Write Pair Square makes the students able to write publishable work easily to teach creative writing for the eighth grade of MtsN 3 Sragen.The use of Write Pair Square is able to make the students achievement in creative writing test higher than individual work.

The application of Write Pair Square is more effective since it makes the students learn creative writing fun and the student more creative. The researcher has the conclusion has some implication as follow:

1. Write Pair Square is an attractive and engaging teaching medium to lure students' interest. Consequently, students will be motivated to write more creative.

2. Write Pair Square makes the students more active, expressive, enjoyable, pleasant, enthusiastic and enhance the students' creative writing.

Students can explore their ideas by making the product through their own creativity.

3. Write Pair Square makes the students in the class have the same opportunity to show up their feeling, emotion, and creativity and show their teamwork.

4. Write Pair Square is beneficial to the students to comprehend their vocabulary, grammatical and communicative competence.

a. Recommendation

Related to the result of the study that writes pair square is significant difference creative writing ability achievement between the students who are taught by using write pair that has higher achievement than the students who are taught by using individual work, the researcher gives some recommendation as follows:

1. The Teacher

   a. It is important for the teacher to use enjoyable and effective media to teach creative writing. Write Pair Square can be applied as one of the alternative technique to teach creative writing since it gives the students benefit and interesting activities

   b. The teacher should always encourage students to be more active in the teaching-learning process, mainly in the English lesson by using write pair square as a technique.

    c. The teacher should give motivation in or out class, to make students the fun and enjoy when the teaching-learning process is beginning.

    d. The teacher should manage the class effectively and maximally by using time management correctly, so there is no wasting time for the teaching-learning process.

2. For The Students

    a. The students have to stay to focus on teacher's direction in order to be able to practice and apply the media from the teacher.

    b. The students must have high motivation to follow the English lesson, especially in creative writing.

    c. The students are suggested to have many vocabulary or words in English in order to they can write easily.

3. For Other Researcher

    a. Other researchers are expected to use of the research findings as the foothold to conduct the next research on similar issues of teaching creative writing.

    b. Another researcher can conduct further research with other skills such as in speaking, reading, vocabulary, grammar and many others.

    c. Another researcher can conduct further research on another subject.

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APPENDICES

APPENDIX 1
Syllable

SILABUS

Satuan Pendidikan   : SMP/MTs

Mata Pelajaran   : Bahasa Inggris (wajib)

Kelas /Semester   : VIII/Ganjil

Kompetensi Inti:

 Menghayati dan mengamalkan ajaran agama yang dianutnya

 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

 Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

     Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi peserta didik.Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my*, *your*, *his*, dsb. - Kata tanya *Who*? *Which*? *How*? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*),	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan

serta menanggapinya, sesuai dengan konteks penggunaannya
 	
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
	• Unsur Kebahasaan
	  - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya
	  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI
		menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya
		- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
		- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.
		- Melakukan refleksi tentang proses dan hasil belajar

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to*, *would like to*)
 	
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan,
	• Fungsi Sosial
	Menyatakan rencana, menyarankan, dsb.
	
	• Struktur Teks
	  - Memulai
	  - Menanggapi (diharapkan atau di luar dugaan)
	
	• Unsur Kebahasaan
	  - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to*, *would like to*
	  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang
		- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)
		- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya
		- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan
		- Bermain game terkait dengan niat mengatasi masalah
		- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.

dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar.
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite*, *very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (*announcement*) 4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya

kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam s*imple past tense, present perfect tense*. - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks *recount* – peristiwa bersejarah	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam *simple past tense, past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan

	dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar.

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMP/MTs
	• Fungsi sosial
	  Mengembangkan nilai-nilai kehidupan dan karakter yang positif
	
	• Unsur kebahasaan
	  - Kosa kata dan tata bahasa dalam lirik lagu
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	  Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI
		- Membaca, menyimak, dan menirukan lirik lagu secara lisan
		- Menanyakan hal-hal yang tidak diketahui atau berbeda
		- Mengambil teladan dari pesan-pesan dalam lagu
		- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu
		- Melakukan refleksi tentang proses dan hasil belajarnya

APPENDIX 2
Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Experimental class

A. IDENTITAS

Satuan Pendidikan	:	MTsN 3 Sragen
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Teks Deskriptif
Keterampilan	:	writing
Alokasi Waktu	:	2 x 40 menit

B. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakamengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. KOMPETENSI DASAR DAN INDIKATOR

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Menyebutkan fungsi sosial dan struktur teks teks deskriptif.
Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	Mengidentifikaksi informasi rinci dalam teks lisan berbentuk deskriptif.
Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa inggris yang berterima.

D.   TUJUAN PEMBELAJARAN

1. Disajikan teks lisan berbentuk deskriptif tentang seseorang, peserta didik dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari teks naratif

2. Disajikan teks lisan berbentuk deskriptif tentang seseorang, peserta didik dapat mengidentifikasi informasi rinci yang terdapat di dalam teks secara tertulis dengan melengkapi teks rumpang.

3. Peserta didik membacakan teks lisan tentang seseorang dengan percaya diri dan bertanggungjawab.

E.   MATERI PEMBELAJARAN

1. Fungsi sosial : Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur ,mengambil teladan.

2. Struktur teks : identifikasi dan deskripsi

3. Unsur kebahasaan :

   a. Kata sifat terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

   b. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

   c. Ucapan,intonasi,tekana kata, ketika mempresentasikan secara lisan.

4. **Definition of narrative text**

a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." [teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah mengambarkan atau mengungkapkan orang, tempat atau benda tertentu]

5. **The purpose of narrative text**

   a. *To describe person, thing or place in specific*

   b. *To describe a particular person, thing or place.*

6. **Generic Structures of Narrative Text**

   1. *Identification:(contains about the introduction of a person, place, animal or object will be described.*

   2. *Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.*

7. *Language Feature of Descriptive Text*

   1. *Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim*

   2. *The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.*

   3. *The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.*

   4. *Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....*

F. **METODE DAN TEKNIK PEMBELAJARAN**

Pendekatan ilmiah dengan *Write Pair Square Techinique*

G. **MEDIA, ALAT DAN SUMBER BELAJAR**

Media   : Gambar bertema

Alat   : *Gambar*

Sumber pembeljaran : Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

H. Prosedur Pembelajaran

1. Kegiatan Awal

Kegiatan Guru	Kegiatan Siswa	Waktu
Guru mengawali kelas dengan mengucapkan salam.	Siswa merespon salam dari guru.	
Guru mengajak siswa untuk berdoa bersama-sama.	Siswa berdoa bersama-sama dengan guru.	
Guru mengecek kehadiran siswa.	Siswa merespon dengan menjawab "i am here", "yes miss", or "present".	
Guru mengenalkan topik pembelajaran dengan menunjukkan gambar sederhana kepada siswa, dan menghubungkan dengan pengalaman siswa.	Siswa memperhatikan dan merespon penjelasan dari guru.	15 menit
Guru menjelaskan tujuan pembelajaran kepada siswa.	Siswa memperhatikan penjelasan dari guru.	
Guru menjelaskan tujuan dari pembelajaran kepada siswa.	Siswa memperhatikan penjelasan guru.	

2. Kegiatan Inti

Kegiatan Guru	Kegiatan Siswa	Waktu
Mengamati (observing)		
Guru memberikan contoh mengenai *descriptive text* melalui gambar / mempraktekkan langsung di depan kelas dengan memperhatikan fungsi sosial, struktur ungkapan/ teks, unsur	Siswa menirukan pengucapkapan perkenalan dan menuliskan / membuat catatan tentang decriptive text yang digunakan.	

kebahasaan, maupun format penyampaiannya.		
Menanya (Questioning)		
Guru mengarahkan siswa untuk bertanya tentang pengucapan / isi ungkapan yang belum dipahami.	Siswa menanyakan tentang pengucapan dan isi ungkapan / teks yang belum jelas berkaitan dengan *descriptive text*	
Mengeksplorasi (Exploring)		
Guru meminta siswa untuk mencari contoh *tentang descriptive text dari* berbagai sumber dan meminta mereka untuk mendiskusikan dengan teman sebangkunya.	Siswa mencari contoh text descriptive dari berbagai sumber dan berlatih memaparkannya dengan teman sebangkunya .	60 menit
Menalar (Associating)		
1. Write guru memberikan sebuah gambar kemudian sisswa menulis ide-ide tentang apa saja yang bisa dideskripsikan tentang objek . 2. Pair Guru meminta siswa untuk mendiskusikan tentang apa saja yang akan deskripsikan dengan teman sebangkunya.	1. Write Siswa menuliskan ide atau gagasan tentang objek yang akan dideskripsikan menurut pendapatnya sendiri . 2. Pair Siswa harus mendiskusikan dengan teman sebangkunya tentang objek kemudian membuat descriptive text	
Mengkomunikasikan (Cummunicating)		
3. Square Guru meminta siswa membuat grup yang beranggotka 4 siswa kemudian siswa mebagikan	4. square Siswa mendiskusikan meminta dan pendapat tentang perkerjaannya dengan teman	

| teks deskriptif yang sudah dibuat . | sekelompoknya . siswa saling memberikan masukan dan mengecek apakah sususan teksnya sudah benar sesuai yang dicontohkan guru atau tidak. | |

3. Kegiatan Akhir

Kegiatan Guru	Kegiatan Siswa	Waktu
Guru meminta siswa untuk mengupulkan perkerjaan siswa	Siswa mengumpulkan perkerjaanya secara individual.	
Guru melakukan review / pengulangan pembelajaran terhadap siswa dengan cara bertanya tentang materi yang sudah diajarkan.	Siswa merespon guru dengan menjawab pertanyaan dari guru.	
Guru mengakhiri kelas dengan mengucapkan salam (wasslamualaikum wr.wb, good afternoon, or see you.	Siswa menjawab salam dari guru.	15 menit

I. Penilaian

NO	ASPEK	NILAI
1	Mechanic	2-5
2	Grammar	7-25
3	Vocablary	7-20
4	Organization	7-20
5	Content	13-30

RENCANA PELAKSANAAN PEMBELAJARAN

Control Class

A. **IDENTITAS**

Satuan Pendidikan   : MTsN 3 Sragen

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Teks Deskriptif

Keterampilan   : writing

Alokasi Waktu   : 2 x 40 menit

B. **KOMPETENSI INTI**

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakamengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. **KOMPETENSI DASAR DAN INDIKATOR**

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat	Menyebutkan fungsi sosial dan struktur teks teks deskriptif.

pendek dan sederhana, sesuai dengan konteks penggunaannya.	
. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	Mengidentifikaksi informasi rinci dalam teks lisan berbentuk deskriptif.
Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa inggris yang berterima.

D. TUJUAN PEMBELAJARAN

1. Disajikan teks lisan berbentuk deskriptif tentang seseorang, peserta didik dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari teks naratif

2. Disajikan teks lisan berbentuk deskriptif tentang seseorang, peserta didik dapat mengidentifikasi informasi rinci yang terdapat di dalam teks secara tertulis dengan melengkapi teks rumpang.

3. Peserta didik membacakan teks lisan tentang seseorang dengan percaya diri dan bertanggungjawab.

E. MATERI PEMBELAJARAN

8. Fungsi sosial : Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur ,mengambil teladan.

9. Struktur teks : identifikasi dan deskripsi

10. Unsur kebahasaan :

   d. Kata sifat terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

   e. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

   f. Ucapan,intonasi,tekana kata, ketika mempresentasikan secara lisan.

11. **Definition of narrative text**

a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." [teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah mengambarkan atau mengungkapkan orang, tempat atau benda tertentu]

12. The purpose of narrative text

    c.   *To describe person, thing or place in specific*

    d.   *To describe a particular person, thing or place.*

13. **Generic Structures of Narrative Text**

    3.   *Identification:(contains about the introduction of a person, place, animal or object will be described.*

    4.   *Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.*

14. Language Feature of Descriptive Text

    5.   *Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim*

    6.   *The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.*

    7.   *The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.*

    8.   *Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.…*

F.   METODE DAN TEKNIK PEMBELAJARAN

Pendekatan ilmiah dengan *lecturing Technique*

G.   MEDIA, ALAT DAN SUMBER BELAJAR

Media   :   Gambar

Alat   : Lcd

Sumber pembeljaran   :   Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

H. Prosedur Pembelajaran

1. Kegiatan Awal

Kegiatan Guru	Kegiatan Siswa	Waktu
Guru mengawali kelas dengan mengucapkan salam.	Siswa merespon salam dari guru.	
Guru mengajak siswa untuk berdoa bersama-sama.	Siswa berdoa bersama-sama dengan guru.	
Guru mengecek kehadiran siswa.	Siswa merespon dengan menjawab "i am here", "yes miss", or "present".	
Guru mengenalkan topik pembelajaran dengan menunjukkan gambar sederhana kepada siswa, dan menghubungkan dengan pengalaman siswa.	Siswa memperhatikan dan merespon penjelasan dari guru.	15 menit
Guru menjelaskan tujuan pembelajaran kepada siswa.	Siswa memperhatikan penjelasan dari guru.	
Guru menjelaskan tujuan dari pembelajaran kepada siswa.	Siswa memperhatikan penjelasan guru.	

2. Kegiatan Inti

Guru melakukan review / pengulangan pembelajaran terhadap siswa dengan cara bertanya tentang materi yang sudah diajarkan.	Siswa merespon guru dengan menjawab pertanyaan dari guru.	
Guru mengakhiri kelas dengan mengucapkan salam (wasslamualaikum wr.wb, good afternoon, or see you.	Siswa menjawab salam dari guru.	

Kegiatan Inti

Kegiatan Guru	Kegiatan Siswa	Waktu
Mengamati (observing)		
Guru memberikan contoh mengenai teks deskriptif dengan gambar yang ditampilkan di lcd	Siswa mengamati contoh yang diberikan guru	
Menanya (Questioning)		
Guru mengarahkan siswa untuk bertanya tentang teks deskriptif yang belum dipahami.	Siswa menanyakan tentang apa yang siswa tidak mengerti tentang materi teks deskriptif.	
Mengeksplorasi (Exploring)		
Guru meminta siswa untuk mencari beberapa materi tentang teks deskriptif dari berbagai sumber dan meminta mereka untuk mempraktekkannya.	Siswa mencari materi tentang teks deskriptif dari berbagai sumber dan berlatih memaparkannya dengan teman.	
Menalar (Associating)		
Guru meminta siswa untuk membuat teks deskriptif sesuai dengan tema yang sudah diberikan	Siswa membuat teks deskriptif sesuai dengan tema yang sudh diberikan dan dikerjakan secara individu	
Mengkomunikasikan (Cummunicating)		
Guru menyuruh siswa untuk mendemonstrasikan teks deskripsi yang telah dibuat secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar sesuai dengan konteks.	Siswa mendemonstrasikan hasil perkerjaannya .	60 menit

3. **Kegiatan Akhir**

Kegiatan Guru	Kegiatan Siswa	Waktu
Guru melakukan review / pengulangan pembelajaran terhadap siswa dengan cara bertanya tentang materi yang sudah diajarkan.	Siswa merespon guru dengan menjawab pertanyaan dari guru.	
Guru memaparkan topik pembelajaran selanjutnya kepada siswa.	Siswa memperhatikan penjelasan dari guru.	
Guru mengakhiri kelas dengan mengucapkan salam (wasslamualaikum wr.wb, good afternoon, or see you.	Siswa menjawab salam dari guru.	15 menit

II. Penilaian

NO	ASPEK	NILAI
1	Mechanic	2-5
2	Grammar	7-25
3	Vocablary	7-20
4	Organization	7-20
5	Content	13-30

APPENDIX 4
List of Students' Name

THE NAME LIST OF STUDENTS

CONTROL CLASS		EXPERIMENTAL CLASS	
NO	NAMA	NO	NAMA
1	AF	1	ATR
2	AAN	2	AS
3	AFL	3	AOW
4	AHT	4	AY
5	BAC	5	AS
6	EAD	6	ADF
7	FBS	7	AS
8	FANIA	8	CK
9	I	9	DS
10	**YPP**	10	DR
11	LRH	11	DS
12	LC	12	DRS
13	LS	13	FA
14	LR	14	ITI
15	LH	15	IPP
16	**MWY**	16	**IB**
17	MAS	17	IDA
18	M	18	**JD**
19	MANH	19	**LN**
20	MRE	20	LAM
21	MNUT	21	MNH
22	**NAK**	22	**NAM**
23	OA	23	**NA**
24	PSK	24	NIAM
25	PJA	25	PNS
26	PZU	26	R
27	RVA	27	SNS
28	RF	28	WR
29	SDNA	29	ZSJ
30	SNI	30	ZSRR
		31	ARD

APPENDIX 5
Post Test

POST TEST

Experimental Class

➢ Write your name and class above!

➢ Choose one of topics about the famous place in Indonesia!

➢ Work individually to write down at least 2 paragraphs descriptive text in typing form essay consists of Identification and Description !

➢ After that, Your essay will be evaluated based on the organization, content, grammar mechanics, and vocabulary.

POST TEST

Experimental Class

- ➢ Write your name and class above!
- ➢ Choose one of topics about the famous place in Indonesia!
- ➢ Work individually to write down at least 2 paragraphs descriptive text in typing form essay consists of Identification and Description !
- ➢ After that, Your essay will be evaluated based on the organization, content, grammar mechanics, and vocabulary.

APPENDIX 6
The Post Test Scores

THE POST-TEST SCORES

N O	EXPERIMENTAL CLASS					CONTROL CLASS			
	NAME	X	Y	Final Score		NAME	X	Y	Final Score
1.	ATR	74	76	75		AF	70	72	71
2.	AS	79	78	78.5		AAN	65	65	65
3.	AOW	81	84	82.5		AFL	76	74	75
4.	AY	74	72	73		AHT	70	69	69.5
5.	AS	83	85	84		BAC	72	72	72
6.	ADF	70	76	77		EAD	73	75	74
7.	AS	72	72	72		FBS	70	70	70
8.	CK	78	77	77.5		FANIA	72	71	71.5
9.	DS	77	79	78		I	71	73	72
10.	DR	75	75	75		**JD**	73	70	73
11.	DS	75	76	75.5		LRH	70	71	70.5
12.	DRS	74	76	75		LC	72	74	73
13.	FA	78	78	78		LS	70	73	71.5
14.	ITI	75	76	75.5		LR	75	76	75.5
15.	IPP	78	77	77.5		LH	82	82	82
16.	IB	71	71	71		MDD	70	70	70
17.	IDA	75	77	76		MAS	80	83	82
18.	LWS	73	74	73.5		**MWY**	67	65	65
19.	**LN**	75	73	74		MANH	73	70	72
20.	LAM	80	82	81		MRE	72	74	73
21.	**NA**	76	79	77.5		MNUT	70	70	70
22.	**NAM**	76	70	70		**NAK**	65	65	65
23.	**NF**	79	79	79		OA	64	66	65
24.	NIAM	80	80	80		PSK	75	76	75.5
25.	PNS	80	78	79		PJA	73	70	71.5
26.	R	85	87	86		PZU	70	72	71
27.	SNS	82	82	82		RVA	76	74	74
28.	WR	70	67	68.5		RF	82	84	83
29.	ZSJ	70	68	69		SDNA	74	76	75
30.	ZSRR	79	81	80		**YPP**	67	65	65
31.	ARD	77	75	76					

Note ᛕ
X = Teacher's Score
Y = Researcher Score

APPENDIX 7
Sample of Post Test of Experimental
Class (Rater 1)

APPENDIX 8
Sample of Post Test of Experimental Class (Rater 2)

APPENDIX 9
Sample of Post Test of Control Class
(Rater 1)

APPENDIX 10
Sample of Post Test of Control Class
(Rater 2)

APPENDIX 11
Curriculum Vitae

CURRICULUM VITAE

I. Personal Details

Name : Intan Permatasari

Address : Sangiran, Krikilan, Kalijambe, Sragen

Place & Date of Birth : Sragen, 6 Agust, 1996

Gender : Female

Marital Status : Single

Religion : Islam

Nationality : Indonesia

II. Education Details

1. 2001 – 2002 Kindergarten / TK Drama Wanita Krikilan
2. 2002 – 2008 Elementary School / SD N 1 Krikilan
3. 2008 – 2011 Junior High School / SMP N 1 Kalijambe
4. 2011 – 2014 Senior High School / SMA N Godangrejo
5. 2014 – 2019 The State Islamic Institute of Surakarta

III. Organization Experience

1. DISTA FM IAIN SURAKARTA   2014/2015
2. LSM PANDAWA IAIN SURAKARTA   2014/2017