

**A COMPARATIVE STUDY ON GROUP-BASED LEARNING
USING STAD AND SGD TOWARD STUDENTS' WRITING
ACHIEVEMENT OF DESCRIPTIVE TEXT**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Degree of Bachelor of Education in English Education



Composed by:

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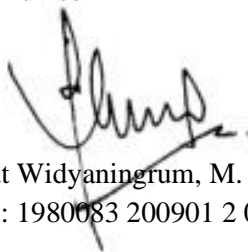
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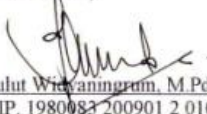
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DEDICATION

This thesis is dedicated for my beloved parents Bapak Wagimantoro and Ibu Siti Tumini, my beloved sister Endang Suciati, and also for my best friend Imam Syafi'i. They who always support me in everything I do. Thank you for always advising me to do the right thing.

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ

“Whoever strives, strives only for himself.”(Al Ankabut: 6)

ABSTRACT

Title : A Comparative Study on Group-Based Learning
Using STAD and SGD Toward Students' Writing
Achievement of Descriptive Text
Writer : Sri Wahyuni
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This study discusses a comparative study of group-based learning method between STAD and SGD toward students' writing achievement of descriptive text on the tenth grade of SMK Salafiyah Kajen in the academic year of 2017/2018. The purpose of the study was to differentiate those two methods which then found the appropriate method between STAD and SGD for learning writing skill. This study used mixed method by using comparative design. The subject of this study were the students at the tenth grade of SMK Salafiyah Kajen, students class RPL 2 and TB. The students from both of the class had different treatment which RPL 2 was treated using SGD and TB was treated using STAD. The technique of data collection were test, observation and documentation. The test consisted of two tests, they were pre test and post test. After collecting the data, it was found that the avarage score of pre test of SGD group was 50.06 and for STAD group was 47.75, meanwhile, the average score of post test of SGD group was 68.70 and for STAD group was 63.10. So, the computation of t count was 5.031 and the t table was 1.69. the t count was higher than t table, which stated that H_a was accepted. It meant that there was significant difference between students' writing achievement which was taught by using STAD and SGD. The conclusion defined that SGD was better than STAD to be applied in learning writing.

Keywords : Small Group Discussion, Students-Team Achievement Division, Students' Writing Achievement, Writing achievement.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching and learning English in the way of maximizing each effort in improving student's proficiency level takes place in its process, since all of the skills need different treatment. There are four skills in learning English, those are: listening, reading, writing and speaking. They are divided into productive skill and receptive skill. Productive skills include writing and speaking while receptive skills are listening and reading. It is said receptive because students receive a language and decode the meaning to understand the message. While productive skill means students require to produce a message whether through speech or written text that they want other to understand.

Productive skill become a difficult skill that take students' special attention and more practice to comprehend it. Writing is one of the productive skill in learning English. The difficulty of writing lies not only in generating and organizing ideas, but also in translating their ideas into readable text.¹ It also needs more concentration, as it requires

¹ Mohamed Kheider. "*The Use of Cooperative Learning Strategies to Enhance Students' Writing Skill (Case of Study: Third Year Students of Biskra University)*". University of Biskra. 2016. Page. 1

the students to apply the comprehension of the grammar structure, genre and also the kind of text itself. The aim of a genre, text and grammar approach, then, is to provide students with the ability to use the codes of writing (the genres and grammar) effectively and efficiently.²

Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning.³ The importance of the methodologies then used by teachers in their teaching activities as the act to support the students' success in learning writing. Although numerous approaches and methods of teaching have been proposed, none of these approaches can be considered an ideal, they are successful in one period or another.⁴

Every learning method basically has its strengths and weaknesses, but in the learning process teachers who have a role as a facilitator should help the students to learn and have the skills which are needed to achieve the learning

² Peter Knap & Megan Watkins, *Genre, Text, Grammar Technologies For Teaching And Assessing Writing*, (Australia, University of South Wales, 2005). Page. 17

³ Peter Knap & Megan Watkins, *Genre, Text, Grammar Technologies For Teaching And Assessing Writing*. Page. 14

⁴ Mohamed Kheider. "*The Use of Cooperative Learning Strategies to Enhance Students' Writing Skill (Case of Study: Third Year Students of Biskra University)*". University of Biskra. 2016. Page 10

objectives.⁵ In order to get the goal of learning it requires teachers to be able to apply the some various kind of learning method which represent the students' need.

Learning method which is required by the students nowadays is not only teacher based learning but student based learning. Societies in this twenty first century are having more awareness about the importance of preparing the attractive, creative and proactive generation.⁶ Many people are aware that it is not enough to only have knowledge in this situation which is more complex, therefore it requires a learning strategy that complete the pupils' skill. In this case active learning becomes such a solution in fulfil the students' learning. It seems appropriate to be applied as a learning model since it is focused on students.

Active learning is a terminology for some various kind of learning model which is focused on students who are responsible for the learning. The active learning itself is defined as teaching method that involves students to actively engage in the learning process.⁷ Basically all of the active learning method has the same purpose that is to make students

⁵ Warsono & Haryanto, *Pembelajaran Aktif Teori dan Assesment*, (Surabaya, Remaja Rosda Karya, 2012). Page. 20

⁶ Warsono & Haryanto, *Pembelajaran Aktif Teori dan Assesment*, page. 1

⁷ Warsono & Haryanto, *Pembelajaran Aktif Teori dan Assesment*, page. 12

have active interaction in learning process, learning material, environment, classmate and any other else.

Active interaction means here when students are fully aware to be actively involved in learning such participating in creating the classroom atmosphere to be more alive including creating active interaction with classmates. The interaction can be in the form of discussion, sharing and mutual help in solving the problems. The regulation related to it in the Qur'an itself is the command to help each other in the goodness which is contained in surah Al-maidah verse 2

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلتَعَاوَنُوا عَلَى الْاِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

“ And cooperate with one another in virtuous conduct and conscience, and do not cooperate with one another in sin and hostility. And fear God. God is severe in punishment.” (Al-Maidah: 2).⁸

The Arabic term “*birr*” has a vast meaning, including: having faith in: *Allah*, Resurrection, prophets, heavenly Books, and angels. The word also means: helping the deprived in the society, fulfilling the contracts properly, being patient in affairs, and helping in righteousness.

⁸ Talal A. Itani , “*The Quran*” (Dallas , Clear Quran, 2012). Page.

In this case the relation of the command above with learning can be stated for example, if the act of studying and learning is a work of righteousness, its facilities, such as: building schools, libraries, laboratories, providing books, vehicles, training teachers, encouraging both teachers and students, etc, all are the examples of 'helping in righteousness'.⁹ So that it can be stated that applying the active learning is included in helping in righteousness as well, as the point such as encouraging both teachers and students is a part that is needed in the learning itself.

Cooperative Learning is one of active learning. It refers to various kind of learning method that students work in a small group to help each other in studying.¹⁰ It is interested when students are actively engaged with another students to share their idea. So that they not only learn but also equipped by the skill of team work directly in the learning process. The example of Cooperative Learning that writer take for learning writing in order to maximize students' writing descriptive text is Student-Team Achievement Division (STAD). Student-Team Achievement Division is learning activity which support students to get used to work in

⁹ www.al-islam.org. Accessed on Wednesday, May 23, 2018, 11.15 am.

¹⁰ Robert E Slavin, *Cooperative Learning; Teori, Riset dan Praktik* (Bandung, Nusa Media, 2008). Page. 4

group and help each other in solving a problem that is followed by students' individual responsibility.¹¹ This type of Cooperative Learning is easy to be adapted. It has been used for some subjects such as Science, History, English and any other subject from elementary up to college as well.¹²

Teaching writing using STAD in this case hopefully be able to increase students' learning achievement. The complexity of learning writing seems difficult because it is different when they have to write any kind of text using Bahasa Indonesia. As the students use mother language so, they do not need to think twice about the grammatical rule and the choosing some appropriate vocabularies. When it occurs in writing English and students have to work individually, some smart students will often get good achievement, while the stupid students will always find the difficulties whether in understanding the grammatical rule and the choosing some appropriate vocabularies. That is why working in group may become such an alternative to make all students be able to learn collaboratively to reach the maximal result for their writing achievement.

¹¹ Warsono & Haryanto, *Pembelajaran Aktif Teori dan Assesment*, page. 197

¹² Rusman, *Model-Model Pembelajaran; Mengembangkan Profesionalisme Guru*, (Bandung, Rajawali press, 2010). Page. 213

Student-Team Achievement Division STAD as a group-based learning can not be considered effective since the writer has not proven yet in research. It also can not be said appropriate to be applied when another group-based learning method claim that the method they have been researched show the increasing of students' writing. One of the example is the research which has been conducted by students of Tanjungpura University Pontianak, Edy Rahmat. By the title *Improving Student's Achievement in Procedure Text Writing through Small Group Discussion Technique (A Quasi Experimental Study to the Tenth Grade students of SMAN 1 Sukadana Kayong Utara Regency, in the academic year 2011/2012)*. Edy Rahmat stated that after being taught using SGD (Small Group Discussion) method students' writing skill was improved by sharing their knowledge, ideas and experiences when they find the best words (word choice) for writing descriptive text, organizing text structure and using language features appropriately.¹³

It doesn't attempt to argue that certain strategy is more effective than other for teaching writing skill. In this case the writer can not say that one of them is better before

¹³ Edy Rahmat, "*Improving Student's Achievement in Descriptive Text Writing through Small Group Discussion Technique (A Quasi Experimental Study to the Tenth Grade students of SMAN 1 Sukadana Kayong Utara Regency, in the academic year 2011/2012)*". Tanjungpura University. 2013

research by using STAD is conducted. However, In order to know scientifically which one is better between STAD and SGD in finding the most represent learning method to the students' need and effective learning. The writer refers to conduct research by the case of those two learning method by comparing them. The research itself conducted at the tenth grade students of SMK Salafiyah Kajen in the academic year 2017/2018.

B. Research Question

1. How is the Students' Writing Achievement of Descriptive Text Taught Using STAD?
2. How is the Students' Writing Achievement of Descriptive Text Taught Using SGD?
3. What is the Differences between Students' Writing Achievement of Descriptive Text Taught Using STAD and SGD?

C. Objective of the Study

1. To Examine the STAD method on Students' Writing Achievement of Descriptive Text.
2. To Examine the SGD method on Students' Writing Achievement of Descriptive Text.
3. To Know the Differences between Students' Writing Achievement of Descriptive Text Using STAD and SGD method.

D. Significances of Research

This study is hopefully important and give significant contribution for some reasons.

1. Students

The first benefit is to motivate students. It is defined that students are not only learn for themselves but they are responsible for achieving the learning comprehensively together with their friends as well as build students' tolerance and cooperative skill.

2. Teacher

Allow teachers to teach in more satisfying way rather than just giving instructions through the text book. They also can make their students get actively engaged each other in the learning process.

3. Readers

Hopefully this research give more information and contribute knowledge to the reader and become additional reference for the next improvement research.

E. Scope of the Study

This study was finding out the appropriate group-based learning between STAD (Student-Team Achievement Division) and SGD (Small Group Discussion) in students' writing achievement of descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature review, which covers the general concept of writing, the rules of writing, model of language, teaching writing in senior high school and theoretical basic of group-based learning.

A. Literature Review

1. General Concept of Writing

a. Definition of writing

Writing sometimes become a difficult course for some learners since this kind of skill is produced. Different from the receiving skill that students do not need to produce language. Language production is seen as an active process of meaning construction and expression.¹ It means that in learning writing students require special attention or action than only receiving knowledge from the teacher. As productive skill, writing is seen not just as a standardized system of communication but also as an essential tool for learning.² Yet it does not mean that writing can not instantly comprehend. Learning to write involves

¹ J. Michael O'Malley & Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (UK. Cambridge University Press, 1990). Page. 37

² Sara Cushing Weigle, *Assessing Writing*, (UK, Cambridge University Press, 2002). Page. 5

much more than simply learning the grammar and vocabulary of language, or even the rhetorical form common to academic writing.³

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language.⁴ The essence of writing itself then become such a tool to interact each other, to other community, communication across language throughout the world. So that why writing as a widely recognized as an important skill has function whether for educational, business and personal reasons as well.

In the form of communication, writing is organized from the simple arrangement of word, but it needs more additional arrangements from word to clause then phrase, sentence, paragraph and text. Those sequence arrangements used, in order to make a good and meaningful writing language which be able to be understood by the readers. Not only that, writer should also equipped by an understanding of grammar structure in addition. It can not be denied that well understanding of grammar avoid

³ Sara Cushing Weigle, *Assessing Writing*, Page. 20

⁴ Sara Cushing Weigle, *Assessing Writing*, Page. 1

misunderstanding of reader from the message of the text delivered.

In writing, then, more time and energy can be spent on cognitive activities such as planning and information retrieval, as there is less communicative pressure to continuously produce utterances.⁵ This is mean that in learning writing students require to focus and learn another skill before starting their writing. Writing is rational activity which means that it is an exercise of mind requiring the mastery of techniques.⁶ As it seems difficult but, then, it is not impossible for the students to have a good skill at writing or even to be master of writing.

Although writing takes time, focus and carefulness in every part in its learning. It is actually lead students not only to understand and comprehend the skill of writing, but also to make them know well about the essence of the writing itself, that is the purpose of writing. The ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond school, and

⁵ Sara Cushing Weigle, *Assessing Writing*, Page. 18

⁶ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York, Oxford University Press, 2000). Page. 1

for some, to pursue career that involve extensive writing.⁷

b. Authentic Writing

Expecting students to write perfectly is not a good way to get students well-understanding in learning writing. Many aspects are should be considered in the writing process that make sometimes students need time through some activities, such as; sharing and getting feedback or response from another students or even the teacher. As the aspects of writing, grammar, spelling, and punctuation are important, but these things are not writing. Writing is having ideas, organizing ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves.⁸

Learning to write is easier if students are engaged in authentic writing activities. Authentic writing activities are those in which students are asked to express their thoughts, share their ideas, or

⁷ Sara Cushing Weigle, *Assessing Writing*, Page. 4

⁸ Andrew P Johnson, *Teaching Reading and Writing; A Guide Book for Tutoring and Remediating Students*, (US, Rowman & Littlefield Publishing Group, Inc, 2008). Page. 216

describe things from their lives or experience.⁹ Authentic writing means that the process of writing which is done within them self. In this way, students are free to express about they are going to write. For example, if you ask a student to describe what he or she likes to do on weekends, every child can do this. Some may need to use more pictures than words, but every child can use print to create meaning.

c. Process of Writing

Writing is a complex activity which requires students' knowledge which lead them in making a good English writing text. Sequence activities should also be completed in the writing process to make the writing to be extremely understood by the readers through the every correct part whether it's grammatical, mechanic, genre, text and any other else. In the writing process those part of writing process called by cognitive theory.

Cognitive is a basis problem in writing. Cognitive theory, as its name implied, is about the very process of thought, and it became important well

⁹ Andrew P Johnson, *Teaching Reading and Writing; A Guide Book for Tutoring and Remediating Students*, page. 217

beyond its application to the writing process.¹⁰ In writing process it is not always about writing but it is also about the thinking brought in writing process which takes time to be learned. So that is why, cognitive become important to be learned to support the writing process.

Further step of writing after knowing about cognitive theory which is no less important to be known by the writers is then about how to make the writing make sense rather than putting words in a paper. The step that lead writes in broaden the idea into a good paragraph and text.

According to Thomas S Kane, the steps include in writing process are thinking, drafting and revising. The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising".¹¹

¹⁰ George Otte & Rebecca William M, *Basic Writing*, (US, Parlor Press, 2010). Page. 145

¹¹ Thomas S. Kane, *The Oxford Essential Guide to Writing*, Page. 17

2. The Rules of Writing

In the writing process purpose, strategy and style are decided by the writers. Yet it can not be denied that in writing we should also consider the rules of writing as a control in order to avoid the incorrectness sentence which lead to misunderstood of text we write. Here there are some rules of writing according to Thomas S. Kane:¹²

a. Grammar

Grammar means the rules which structure our language. It doesn't made by teachers, editors or authorities. It is a simply rule which provides people to write and speak correctly in English.

b. Usage

Usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situations. It is used to differentiate sentence between the formal and informal. It doesn't mean that some sentences are wrong when it is written in informal way. Usage rules, on the other hand, stem from and change with social pressure. For example the word "ain't" is not

¹² Thomas S. Kane, *The Oxford Essential Guide to Writing*, Page. 9-16

acceptable for formal sentence but, it is acceptable in informal sentence.

c. Mechanics

In composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The rule of writing actually required by a sentence which begin with a capital letter and end with full-stop punctuation (period, question mark, or exclamation point). The rules gathered of mechanics attempt to make writing consistent and clear. In order to make a correct writing, it is better to know well about the mechanic of writing.

d. Style

Style is immediate and obvious. It exists in the writing itself; it is the sum of the actual words, sentences, paragraphs. For beginner style may not be something to be focused, since it does not affect the correct or incorrect writing. Style is such what we elect to do to work out our strategies and realize our purposes. Style designate a particular way of writing, unique to person or characteristic of a group or profession: "Hemingway's style," "an academic style." Style is flexible, capable of almost endless variation. Style is the deep essence of writing as well.

3. The Model of Language

The model of language outline is a view that language is processed and understood in the form of text. The arrangements of language (texts) is not merely always about the correctness of sentence structures, but farther than it which no less important is about the codes of language they are genre, text and grammar. The genre, text and grammar model of written language proposed is primarily concerned with ‘what’s going on’ in writing.¹³ So that, this codes of writing (the genres and grammar) are need in order to provide students in writing to make the process can be effective and efficient. To know well about genre, text and grammar, Peter Knap & Megan Watkins describe as the explanation below:¹⁴

a. Genre

The term ‘genre’ has been around for a long time. It has been theorized from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English /literacy education. The use of genre in

¹³ Peter Knap & Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Page. 17

¹⁴ Peter Knap & Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Page. 21-32

writing process is to provide students in order to choose what generic structure or language features are the appropriate one for their text. Genres are classified according to their social purpose and identified according to the stages they move through to attain their purpose. So that is why genre is important to be known for writers or students. At glance we can say that genre is the social context and relations in which texts are produced.

b. Text

Language is always produced, exchanged or received as text; that is, language as a system of communication is organized as cohesive units we call texts. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Every kind of text as the act of communication has the same purpose that is to inform about something to the reader according to the purpose of the text itself.

In the learning area of English, students are expected to gain a competent understanding of how English works in all of the above categories of texts. In other words, in order to give students a technical

understanding of how texts work, it is important for the students to know that every kind of text is different and requires differentiation set of instruction. The acquisition of this knowledge would be quite difficult in many cases of writing if students do not comprehend it before starting writing.

c. Grammar

There are many different grammars developed for different purposes. Traditional-type grammars were developed to describe and analyze the way that words are put together within sentences. But in the model of language grammar has more function that is grammar to give meaning in the sentences that put together in text.

In the way of producing texts, grammar here is then considers how all parts of the text – such as sentences, tense, reference, cohesion and so on – are structured, organized and coded, so as to make the text effective as written communication and, how all the parts are then used to serve the purposes of the language users.

4. Descriptive Text

In writing many kind of text are used and learned. It is used according to its function in any situation and function. It is also learned in order to get

clear understanding and information about why the texts are established. Descriptive text is a kind of text which is selected by the researcher in conducting study about the text itself when it is learned by the students of Vocational High School. The description of descriptive texts are explained as follows:¹⁵

a. Social Function of Descriptive Text

Descriptive text is a kind of text which is used to describe a particular person, place or thing.

b. Generic Structure of Descriptive Text

1) Identification

Identifies phenomenon to be described.

2) Description

Describes part, qualities, and characteristics.

c. Language Features of Descriptive Text

1) Focus on specific participant.

2) Use of attributive and identifying processes.

3) Frequent use of epithets and classifier in nominal groups.

4) Use of simple present.

¹⁵ Entika F Prastikawati & Siti Musarokah, *Writing 3 (Handouts and assignments)*, (Semarang, IKIP PGRI Semarang, 2010). Page. 40-42

d. The Example of Descriptive Text

Jakarta

Schematic
structure

Identification

Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.

Description

As cosmopolitan city, Jakarta is the leading seaport and the center of trade and communications. During the time of a Dutch rule, Jakarta was known as Batavia. The Dutch's influence is reflected in the network of canals that cut through the city. The city's broad avenues are lined with many modern buildings with cars, and bajays (vespa driven and taxicabs)

5. Teaching Writing for Senior High School

When teaching students to write in English, it is important for the teacher and the students to have a basic understanding of how English operates and functions as writing and the ways in which writing is substantially different from speech.¹⁶ A primary aim of teaching writing, therefore, is to provide students

¹⁶ Peter Knap & Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Page. 16

with the knowledge to become effective users of written English. And also writers who will become competent, confident and articulate users of the English language.¹⁷ But then, teaching writing in Senior High School needs special strategy since teacher faces the students in teenager age whom they do not prefer to be treated such a child and have not already yet to be given a responsibility such adult. Students in this age neither be taught seriously nor relax. However, the teacher must not be anxious and keep considering the standard content of learning that will be taught so that students can achieve the graduate standard as stated in Permendikbud number 20 of 2016.

According to Permendikbud number 20 of 2016, there are several dimensions that must be considered such as in conceptual knowledge, students should able to understand the terminology or terms, classifications, theories, models, and structures used related to detailed and complex knowledge regarding science. As well as procedurally students know and understand about how to do something or activities related to technical knowledge, methods, and criteria

¹⁷ Peter Knap & Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Page. 17

to determine appropriate procedures regarding the knowledge obtained. Beside that in dimension of skill, it explains that students should also have thinking and acting skills: creative, productive, critical, independent, collaborative, and communicative.¹⁸

It is concluded that even though teaching writing in high school students is difficult, the teacher must be able to apply the appropriate learning for them while still considering the content of teaching materials, so that the learning outcomes that students get after they graduate is useful for their future. Because writing skill is one of the skill that is needed and can support students in various ways, both in continuing to a higher level or in the world of work.

6. Theoretical Basic of Group-Based Learning

It started from Vygotsky that students' mentally first develop on an interpersonal level where they learn to internalize and transform their interpersonal interactions with others, then at an intra-personal level where they begin to gain new insights

¹⁸ Regulation of the Minister of Education and Culture Number 20 of 2016 Concerning Competency Standards of Basic and Medium Education Graduates

and skills from the interaction. This theoretical foundation is the reason why students need to be invited to learn to interact with adults or friends who are more capable so they can complete the tasks that they can not solve by themselves.¹⁹ In this level, students realize that in completing a task whether in group or individual they need someone to share their thought with. In order to get interaction feedback to solve their difficulties or such suggestion which give improvement for them.

Another theoretical foundation of Piaget on socio-cognitive conflict. Appears when the students begins to redefine their understanding of a problem that goes against the understanding of the other person who is interacting with them. When this conflict occurs, the student will be required to reflect on his own understanding, seeking additional information to clarify the conflict.²⁰ Different from the Vygotsky's theoretical foundation which lead students to start learning by doing interaction to get new understanding and capability. In Piaget's

¹⁹ Miftahul Huda, *Cooperative Learning; Metode, Teknik, Struktur dan Model Terapan*, (Yogyakarta, Pustaka Belajar, 2011). Page. 24

²⁰ Miftahul Huda, *Cooperative Learning; Metode, Teknik, Struktur dan Model Terapan*, Page. 25

theoretical foundation, students are more critics in how to solve or defend opinion which against with their thought. Here we can see that both the theoretical foundation are related and support students' learning development through group-based learning.

In other words, the two approaches present a theoretical view of how students learn from others. Constructivist theory says that students will be better to be able to use cognitive language and solve problems effectively if they want to interact with a more mature and capable friend from them. On the other hand a personal constructivist perspective states when students interact with others, they will be challenged and rethink their own understanding, seeking new information to resolve the emerging conflict.²¹

7. STAD (Student-Team Achievement Division)

- a. Definition of STAD (Student-Team Achievement Division)

This model was developed by Robert Slavin and his friends at Johns Hopkin University, a variation model which the most studied of

²¹ Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan*, Page. 26

cooperative learning.²² The model has been applied in some courses such as science, social and English. It can also be applied from the level elementary until college.

In STAD, students are divided into groups of four students with different abilities, gender and tribe. The teacher delivers a lesson and the students within the group ensure that all members of the group are able to master the lesson. Eventually all the students get an interview quiz about the material, and at that time they are not allowed to help each other. The score of student quiz results are compared with the scores that they get before, and they are rewarded based on how much they are able to increase or how high they exceed their previous score. These scores are then summed for group scores, and groups that can reach certain criteria can get certificates or other prizes. The entire cycle of activities, from teacher's explanation, group work to quizzes, usually requires 3 to 5 classroom meetings.

- b. The steps of Learning of STAD (Student-Team Achievement Division)

²² Rusman, *Model-Model Pembelajaran; Mengembangkan Profesionalisme Guru*, (Bandug, Rajawali press, 2010). Page.213-214

Some steps included in learning process using STAD are:²³

- a) Delivering goals and motivation
Conveying the objective lesson will be achieved in learning and motivate students to learn.
- b) Division of groups
Students are divided into groups, which each group consisting of 4-5 students which consider the heterogeneity of class in academic achievement, gender and ethnic.
- c) Presentation from the teacher
The teacher presents the learning materials and learning purpose want to be achieved at the meeting, as well as the importance of the subject matter to be learned. In the process of learning teacher is helped by media, demonstrations, questions or real problems that occur in daily life. They also explained about the skills and abilities that are expected to be mastered, tasks to be done as well as the ways of doing it.
- d) Teaching-learning activities (teamwork)
Students learn in groups that have been formed. The teacher prepares the work sheet as a guide

²³ Rusman, *Model-Model Pembelajaran; Mengembangkan Profesionalisme Guru*, Page. 215

for group work, so that all members master and each contributes. As long as the team works, teacher do observations, provides guidance, encouragement and assistance if it is needed. This teamwork is the most characteristic of STAD.

e) Quiz (evaluation)

Teachers evaluate learning outcomes through the giving of quizzes about the material being studied and also assessing toward the result of the teamwork presentation each group. Students are given seats individually and not allowed to cooperate. This is done to ensure that individual students are responsible by themselves in understanding the material. The teacher determine the limit score for each question, for example 60, 75, 84 and so on according to the student's difficulty level.

f) Team achievement award

After the quiz, teacher checks the student's work and give a range score of 0-100. Furthermore, the award for group which success can be done by the teacher by doing some steps as follow:

1. Calculating individual scores.
2. Calculating group scores.
3. Awarding and recognition of group scores.

Team achievement award aims to motivate the students to be active during the completion of group tasks in order to obtain a compact group. The score of the quiz is accumulated from the first meeting until the last meeting. The award is given on the basis of the average score from each group.

c. The Advantages and Disadvantages of STAD (Student-Team Achievement Division)

In using the method of STAD, there are advantages and disadvantages.²⁴ The advantages are:

- 1) Provide opportunities for students to work with other students.
- 2) Students are able to master the lesson delivered.
- 3) In the teaching-learning process students have positive interdependence.
- 4) Each student can complement each other.

Then the disadvantages of STAD are mention as follow:

- 1) It takes a long time.

²⁴ Abdul Majid, *Strategi Pembelajaran*, (Bandung, Rosda Karya, 2013). Page. 188

2) Clever students tend to be reluctant to be united with students less clever and the reverse, even though the feeling will disappear by itself.

3) Students are given individual tests or quizzes. At this stage students should pay attention to their abilities and show whatever is gained from group activities.

4) Determination of score. The results of quizzes or tests corrected by teacher each score which are obtained by the students are included in the individual score.

5) Reward for groups. Based on individual scores, so the group score will be obtained. Thus, group scores are highly dependent on the contribution of individual scores.

8. SGD (Small Group Discussion)

a. Definition of SGD (Small Group Discussion)

In conducting learning by group it is usually done by structuring four to five students in a circle. Group itself is a number of people when it consists of more two people interacting each other, with or without leader who is assigned to guide the whole of group members. But then learning group is not merely defined or structured as that.

As a kind of group-based learning, cooperative learning is a tool of stimulation that has some reasons why it should be applied as learning by group, there are: to help students in increasing their learning achievement, developing relation to each group, and to build the students' awareness that students need to learn in applying their knowledge.²⁵

According to Stewart L Tubbs as cited by Umiyati, small group interaction is a process by which three or more group members exchange verbal and non-verbal messages in an attempt to influence one another.²⁶ Small Group skills do not magically appear when they are needed. Students must be taught the social skills required for high quality collaboration and be motivated to use them in cooperative groups to be productive. In cooperative learning groups students are required to learn academic subject matter (*task work*) and also learn

²⁵ Robert E Slavin, *Cooperative Learning; Teori, Riset dan Praktik*, page. 4-5

²⁶ Umiyati, *The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension; (Experimental Study at The Seventh Grade of SMP Sunan Bonang Tangerang)*, Department of English Education Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University. Jakarta. 2011.

the interpersonal and small group skills required to function as a group (*teamwork*).²⁷

b. The steps of Learning of SGD (Small Group Discussion)

The sequence of activities which is done in SGD there are:

- 1) Presentation. Presentation means here is the instruction from the teacher about the material before giving the task itself. Those are done in order to make students easier in understanding the instruction.
- 2) Process. Process refer to the teacher's job during the activity that are go from group to group, monitoring and either contribute to be more helpful.
- 3) Ending. Ending means that if the activities are done or students have finish the job. Teacher should finish the small activity as well in order to prepare on giving feedback.
- 4) Feedback. A feedback session is done in full class interaction. The activity include in this activity are; giving the solution, evaluating, giving

²⁷ David W Johnson & Roger T Johnson, *Learn Together and Alone; Cooperative, Competitive and Individualistic Learning*, (Boston, A Paramount Communication Company, 1994), 4th ed. Page. 90

suggestion and so on. The main objective here is to express appreciation from the result effort to integrate with the next learning session.²⁸

c. The Advantages and Disadvantages of SGD (Small Group Discussion)

The use of small group gives benefit in learning practice, those are:

- 1) Developing students' social skill.
- 2) Developing students' empathy in order to receive people's point of view.
- 3) Trying to fix solution in a group, and also to develop skills such as the need to accommodate people's point of view.²⁹

Although learning using small group can be strong learning method. Small group also has a number of disadvantages of small group, those are:³⁰

- 1) It doesn't naturally promote independent learning and be able to cause certain dominant members of group.

²⁸ Umiyati, *The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension; (Experimental Study at The Seventh Grade of SMP Sunan Bonang Tangerang)*, Jakarta. 2011.

²⁹ Daniel Mujis & David Reynolds, *Effective Teaching (Evidence and Practice)*, (Yogyakarta, Pustaka Pelajar, 2008). 2nd ed Page.82

³⁰ Daniel Mujis & David Reynolds, *Effective Teaching (Evidence and Practice)*, page.87.

- 2) It can also cause *free-rider effect* that certain students do not give contribution effectively but depend on the other students' result.
- 3) The complexity of small group can also make it harder to manage for the teacher.
- 4) Small group spent time in learning process.

B. Previous Research

Various researches have been conducted in which the topic related to group-based learning both STAD and SGD. Here are some studies which are related with the researcher's.

1. The research was conducted by Edy Rahmat by the title *Improving Students' Achievement in Procedure Text Writing through Small Group Discussion Technique*. Starting from students' difficulties in learning writing of procedure text. The problems concerned in word choice, organizing generic structure and the use of imperative verb. Then researcher conducted research by applying Small Group Discussion to improve students' achievement in writing procedure text. It showed from by the result of post-test which was higher than the pre-test for the experimental group. The mean score of pre-test for experimental group was 55.7, while the mean score of post-test was 68.5 which assumed that the use of SGD could be categorized high. The result of t-test also showed that the computation of t-test 11.6 which was higher than t-

table 2.045. Yet the improvement of the experimental class had been helped by the use of pictures as a teaching aid in supporting the technique in order to ease the students in gaining and developing their imagination.³¹

2. In line with the writer's research, the aim of the study was to find out how Student Teams-Achievement Divisions (STAD) could improve students' descriptive writing ability. According to researcher, STAD was applied here because of some problem happens such as first, the students have a difficulty in arranging sentence; second, they have a problem in sharing their ideas into written text; third, they lack to practice because most of the activity was focused and emphasized on speaking. The subject was the third grade students at Pirayanawin Klonghin Wittaya School, Thailand in the 2014/2015 academic year. By using classroom action research (CAR) which collecting the primary data by conducting test. It was showed that STAD improved the students descriptive writing ability in two cycles from the percentage of students scored ≥ 63 , was 56.6% in cycle 1 to 80% in cycle 2 and from $M=62.2$ in cycle 1 to $M=72$ in cycle 2. Based on the research

³¹ Edy Rahmat, *“Improving Student's Achievement in Descriptive Text Writing through Small Group Discussion Technique (A Quasi Experimental Study to the Tenth Grade students of SMAN 1 Sukadana Kayong Utara Regency, in the academic year 2011/2012)”*. Tanjungpura University. 2013

result, it could be concluded that STAD (Student Achievement Divisions) was able to improve students' descriptive writing ability by having heterogeneous teams in terms of ability and gender that made them easy in generating their ideas and able to have peer tutoring. Beside that, teams reward also help student in motivating them to achieve the target of writing. It can be seen by the percentage of students' participation that always increased in each cycle.³²

3. The research was conducted by Cuna Dwi Mella by the title *The Effect of Applying Student Teams Achievement Division (STAD) Method on Students' Achievement in Writing Descriptive Text*. The research conducted because of the students' lack of word choice skill and the lack of interest in learning writing using conventional learning. Using experimental research this study was conducted to 2012/2013 the seventh grade of SMP N.1 Sei Rampah. The instrument that was used in the study was test, those test were consisted of pre-test and post-test. The result of the t-test calculation showed that t-observed value (3,085) was higher than t-table value (2,002) at $\alpha = 0,05$, $df = 38$.

³² Nurika Mustika, "*Writing Ability Improvement through Student Teams Achievement Divisions at Pirayanawin Klonghin Wittaya School*", University of Muhammadiyah Jember. *ELLITE Journal of English Language, Literature, and Teaching* Volume 01, No. 1, May 2016

Based on the result, H_0 was accepted. It means that STAD method has a significant effect on students' achievement in writing descriptive text. The success of STAD application was caused by students' spirit that highly increased because of the use of fun learning.³³

4. The research by the title "Studi Komparasi antara Demonstration dan Discussion pada Penguasaan Kemampuan Menulis Mahasiswa" was conducted based on the lack of students' capability in composing sentences to be meaningful text. To overcome this case, researcher used demonstration and discussion in teaching writing. The objective of the research was how to compare between demonstration and discussion to improve students' writing skill statistically. Using pre experimental design by conducting the one group pre-test post-test design, the data were collected by test, questionnaire and observation. The data then analyzed with some sequence steps. The first, the researcher put the data into table and continued by the second step that was comparing the result of the data by using statistical analysis by comparing students' writing using t-test formula. The result shows that there was a significant difference between using demonstration and

³³ Cuna Dwi Mella, *"The Effect of Applying Student Teams Achievement Division (STAD) Method on Students' Achievement in Writing Descriptive Text"*. 2013

discussion. From the test results found that discussion was better than demonstration with the percentage 78.6% for discussion and 21.4% for the demonstration. The result was found because when students have difficulty in arranging words into sentences which continuous each other, they increased their concentration in creating their creative ideas by forming groups in discussions. With the division of each task in the discussion group they collected the creative ideas together so that the writing be better. While the factors that caused the demonstration did not appropriate because demonstration did not encourage them to think creatively, they could only create genre writing that was merely to be demonstrated and could not focus on other aspects such as content, grammar, and the relation between one sentence and the other. Finally, the researcher encourages lecturers not only to use interactive media, method, or technique but also support students to learn how to write well writing.³⁴

5. The implementation of small group discussion to teach writing of descriptive text to the tenth graders of SMAN 1 Menganti Gresik was conducted by Him'awan in addition

³⁴ Testiana Deni Wijayatiningsih, “*Studi Komparasi antara Demonstration dan Discussion pada Penguasaan Kemampuan Menulis Mahasiswa*”, Program Studi Pendidikan Bahasa Inggris FBBA Universitas Muhammadiyah Semarang. 2014

to assessing the effectiveness of the teaching technique. The research begin with researcher's curiosity whether SGD can support the implementing of K13 or not in English learning. The research questions that he brought were; 1. How is the implementation of small group discussion which is used in K13 writing stage in the teaching learning process? 2. How are the students' responses toward small group discussion which is used in K13 writing stage in the teaching learning process?. The researcher applied descriptive qualitative research design. The data gathered from the field notes revealed that the teacher implemented small group discussion. The instruments used were questionnaire and students' compositions, which they were used to gather the students' responses towards of small group discussion to teach writing descriptive. The result showed that students viewed small group discussion as a useful teaching technique. The questionnaire revealed that small group discussion helped and enjoyable for writing skills. Moreover, the analysis of students' compositions revealed that the students wrote better after the provision of small group discussion. In conclusion, small group discussion was able to motivate students to write better.³⁵

³⁵ Him'mawan Adi Nugroho, "Developing Descriptive Writing Skill

C. Hypothesis

Comparative hypothesis is the statement that shows assumption score in one variable or more on the different sample.³⁶ In this final project, the hypothesis is stated as follow:

1. Working Hypothesis (Ha)

There is a significant difference value in the students' writing achievement of descriptive text using STAD and SGD.

The researcher in this study decided alternative hypothesis (Ha) as the hypothesis of the study.

by Using Small Group Discussion for Tenth Graders" English Education, Language and Arts Faculty, State University of Surabaya. 20

³⁶ Sugiyono, *Statistika Untuk Penelitian*, page. 88

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method. It describes research design, place and time of the research, subject of the research, population and sample of the research, research variable, steps of the research, research approach, focus of the research, data collection technique and data analysis technique.

A. Research Approach

The most common way to classify research is to categorize it either into the form of quantitative qualitative or mixed method. Quantitative approach is known as scientific research method because it fulfills the scientific rules those are empirical, objective, measured and systematic. The goal of quantitative research itself is to identify specific variables that may affect learning similarly in different environments and find ways of measuring these effects.¹ While the qualitative method is the opposite of the quantitative that is used to examine the natural condition of the object, where the researcher as the key instrument, so that the data analysis of qualitative research result is more emphasized meaning of generalization.² But in this case, in order to get the data and information completely researcher

¹ Pasty M Lightbown & Nina Spada, *How Languages are Learned*, (China, Oxford University Press, 2006), 3rd Ed. Page. 137

² Sugiyono, *Metode penelitian kombinasi (mixed methods)*, (Bandung, Alfabeta, 2013), page.13

used the combination of quantitative and qualitative. As in this research the data that can not be obtained from quantitative or qualitative only it needs the two of them to complete it in order to minimize the weaknesses. In this research, the researcher used mixed method approach by considering another reason that is researcher want to get more comprehensive results that can be searched with quantitative and qualitative methods at the same time.

B. Research Design

Research method is the activity which is done systematically by using certain method in the study in order to find out something new or prove theory.³ This research is comparative research, as this research is comparing the effect of two different methods. Comparative is the kind of research that concerning at differences, similarities about things, people, descriptive of work, criticism, idea. It is also be able to compare the similarities of point of view.

Research is conducted for a variety of reasons, including to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such

³ M Miftahul Huda, *“Improving Students’ Ability in Writing Descriptive Text through Demonstration; (A Classroom Action Resesrach with the Seventh Grade Students of Mts Al Islam Jepara in the Academic Year of 2014/2015)”*, UIN Walisongo Semarang. 2015

contexts.⁴ In this study researcher conduct research by the reason of comparing two methods of group-based learning there are: STAD and SGD. The comparison itself come from the researcher curiosity that in some researches those two methods implied that they are just as gave powerful influences in learning writing. So that, to know which is the appropriate one to be applied in learning writing the researcher then intend to conduct this comparative research. It is implemented on learning writing, especially on writing descriptive text. To find out the most appropriate method in learning writing both STAD and SGD, researcher firstly examine those two methods in each class. There are two classes which each of them researcher use STAD and SGD in students' learning writing. The result of the study was found by some data collection technique. While to examine the validity of the data, it was used some statistical techniques according to comparative design.

C. Place and Time of the Research

The researcher conducted this research at SMK Salafiyah Kajen. It was located at Kajen Margoyoso Pati Central Java. The researcher conducted the research at this school about a month in the academic year 2017/2018.

⁴ Donna M. Mertens, *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*, (SAGE Publications, Inc, 2009), 3rd edition. Page. 2

The research begin on 8 April and end on 7 May. It included giving the research letter to headmaster of school, pre-test, treatment, and post-test.

D. Subject of the Research

Subject or participant; is the person from whom you collect data. The term participant is used in recognition of the active role that human beings play in the research process as contributing participants.⁵ The subject of the research are students of tenth grade of SMK Salafiyah Kajen, where the total number are 37 students. They came from different intelligence, social background, and places. In this research, the researcher took students from two classes, they are RPL (Rekayasa Perangkat Lunak) and TB (Tata Busana).

E. Research Variable

Variable is the object of research that become the concern of the research.⁶ There are two variables in this research:

1. Independent Variable (x)

Independent Variable is a kind of variable that influences or causes change or emergence of the dependent variable.⁷ While according to Donna M.

⁵ Donna M. Mertens, (SAGE Publications, Inc, 2009), 3rd ed. Page. 3

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, page. 118

⁷ Sugiyono, *Statistika Untuk Penelitian*, (Bandung, CV Alfabeta, 2005). Page 3

Mertens, the independent and predictor variables are the variables on which the groups in your research study differ, either because you have exposed them to different treatments (independent variable) or because of some inherent characteristics of the groups (predictor variable).⁸ In this study, the independent variable were the use of STAD and SGD method to teach writing specifically descriptive text.

2. Dependent Variable (y)

This dependent variable is described as variable that is affected the result, because of the existence of the independent variable.⁹ In another definition, dependent variable is the variable that the researcher is interested in measuring to determine how it is different for groups with different experiences (dependent) or characteristics (criterion).¹⁰ The dependent variable of this research itself is students' achievement learning writing of descriptive text.

3. Schematic of indicator variable:

Table 3.1

Independent variable	Dependent variable
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⁸ Donna M. Mertens, (SAGE Publications, Inc, 2009), 3rd edition.
Page. 3

⁹ Sugiyono, Statistika Untuk Penelitian, page 4

¹⁰ Donna M. Mertens, 3rd ed. Page. 4

(Students-Team Achievement Division)	(students' achievement learning writing of descriptive text)
<ul style="list-style-type: none"> a. Division of groups b. Presentation from the teacher c. Teaching learning activities (teamwork) d. Quiz (evaluation) <p>Team achievement award</p>	<ul style="list-style-type: none"> a. Students are able to identify the Generic Structure of descriptive text in group and individually. b. Students are able to arrange the text of descriptive in group and individually. c. Students are able to make descriptive text suitable with language feature in group and individually.

Table 3.2

Independent variable (Small Group Discussion)	Dependent variable (students' achievement learning writing of descriptive text)
<ul style="list-style-type: none"> a. Division of group b. Presentation (instruction from the teacher) c. Process (teamwork) d. Ending (evaluation) <p>Feedback</p>	<ul style="list-style-type: none"> a. Students are able to identify the generic structure of descriptive text in group and individually. b. Students are able to arrange the text of descriptive in group and individually. c. Students are able to make descriptive text suitable with language feature in group and individually.

F. Steps of the Research

In conducting this research, the researcher focused on the students' achievement in writing descriptive text. This research used comparative research as a field research method. In writing this research, the researcher used quantitative design using some sequence of tests to both learning method in order to find out the students' achievement in writing descriptive text. The steps for conducting comparative research itself were mentioned as follow:¹¹

1. Identify a research problem.
2. Select a defined group and a comparison group.
3. Collect data on relevant independent and dependent variables and on relevant background characteristics.
4. Analyze and interpret the data, with special focus on competing explanations.

First, a research problem was identified. Here the researcher examine the differences of group-based learning method in learning writing by using STAD and SGD. The implications for many students were in terms of improving the cooperative skill and took advantage of learning in group in order to increase their achievement in learning writing.

The second step in conducting comparative research was selecting a defined group and a comparison group. The defined

¹¹ Donna M. Mertens, (SAGE Publications, Inc, 2009), 3rd ed. Page. 159

group in this research was STAD learning method while the comparison group was SGD learning method. Both of the two method were treated differently according to each steps of learning. This was done as well as to explain the differentiation between the groups.

The third step in a comparative study involved collecting data on the independent and dependent variables as well as on relevant background characteristics. The independent variables included the use of STAD and SGD method to teach writing specifically descriptive text while the dependent variable is students' achievement learning writing of descriptive text.

The fourth step involved analyzing and interpreting the data. For the researcher, analysis of the data include several steps: First, the researchers gained the data from the students' test result. And then, calculated correlations to examine the relationship between STAD learning method and SGD learning method data.

G. Data Collection Technique

As other research, comparative research also needs an action in getting the data named data collection technique to collect data. There are several ways that researcher use to collect data, they are; test, observation, documentation. In this research, the researcher gathered the data by choosing them. In collecting the data, the researcher employ the methods such as below;

Test

To measure the existence of the object that is researched, it requires to use test. This kind of instrument is able to be used in measuring the basis skill and accomplishment or achievement.¹² The test in this research was an essay test. In the essay students were given a picture to be described in the form of writing. To gain data in this research, the researcher used two kinds of test, they were: pre-test and post-test.

1. Pre test

The first step of data collection technique was pre-test. Before the researcher gave treatment, the researcher gave a test to both of the class in same way.

2. Post test

The difference of this test with the previous test is the test is given after treatment done. The treatment in this research was teaching writing by using STAD and SGD.

Observation

Observations which is done in this study is teacher's observation where the observation is done by the teacher herself while teaching by using checklist and some notes

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta, PT Rineka Cipta, 2006), page. 266

needed as a reflection for the next meeting. The result of observation can be seen in appendix 11 and 12

Documentation

In order to support quantitative data, documentation is also required in order to see the class situation during the lesson. In the documentation itself there are some data such as a list of names and attendance lists of students.

H. Data Analysing Technique

After collecting the data in order to get the validity the researcher analyzed the data. It used to answer the question of research or to examine the hypothesis that had been formulated.

1. Scoring Technique

To establish the validity of the data, the researcher use the scoring element of writing. The scoring technique can be seen as the table below:¹³

Table 3.3

Items Analysis	Score	Criterion of scoring
Content	27-30	Excellent: knowledgeable, substantive, complete thesis development,

¹³ Burhan Nugiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*, (Yogyakarta, BPFE Yogyakarta, 2010). Page. 481

		relevant with the set of problems and complete.
	22-26	Good: enough information, substantive enough, limited thesis development, relevant with the set of problems but not complete.
	17-21	Medium: limited information, less substantive, not enough thesis development, not enough set of problems.
	13-16	Very poor: not knowledgeable, there is no substantive, there is no thesis development, there is no set of problems.

Organization	18-20	Excellent: fluent expression, clear ideas expression, compact, well and logic arrangement, cohesive.
	14-17	Good: less fluent, unorganized but main idea stands out, limited supporter, logic arrangement but not compete.
	10-13	Medium: not fluent, bad ideas, not complete, not logic arrangement and development.
	7-9	Very poor: not communicative, unorganized and valueless.
Vocabulary	18-20	Excellent: potential sophisticated word usage, appropriate

	14-17	word choice, mastering word formation. Good: adequate sophisticated word usage, inappropriate word choice but not interfere.
	10-13	Medium: limited sophisticated word usage, wrong words usage and broke meaning.
	7-9	Very poor: perfunctorily word usage, unknowing words, valueless.
Grammar	22-25	Excellent: effective complex grammar construction.
	18-21	Good: effective but simple constructive in grammar, there are some mistakes but

	11-17	understandable. Medium: serious problem of sentence construction in grammar, confusing meaning.
	5-10	Very poor: do not comprehend the sentence construction rules, there are many mistakes, not communicative and valueless.
Mechanic	5	Excellent: comprehend the writing rules, only some mistakes found.
	4	Good: occasional errors of spelling but meaningful.
	3	Medium: frequent errors of spelling, confusing meaning.
	2	Very poor:

		comprehend the writing rules, many mistakes are found, unreadable writing and valueless.
Total of score:	Assessor:	
	Comment:	

Table 3.4
Percentage the Element of Writing

Number	Element of Writing	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanic	5
	Total	100

2. Analysis of Pre test

a. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both method have normal

distribution or not. The normality test with Chi-square was done to find out the distribution data.

Step by step Chi-square test is as follows:

1. Determine the range (R); the largest data reduced the smallest.
2. Determine many interval classes (K) with formula $K = 1 + (3,3) \log n$
3. Determine the length of the class, using formula $P = \frac{\text{range}}{\text{number of class}}$
4. Make a frequency distribution table
5. Determines the class boundaries (bc) of each class interval
6. Calculating the average \bar{X} (\bar{x}) with the formula $\bar{x} = \frac{\sum f_1 x_1}{\sum f_1}$

7. Calculate variances, with the formula:

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n - 1)}$$

8. Calculate the value of Z, with the formula: $Z = \frac{x - \bar{x}}{s}$

X = Limit class

\bar{x} = Average

S = Deviation standard

9. Define the board area of each class interval

10. Calculate the frequency expository (E_i), with the formula: $E_i = n \times \text{wide area}$ with the n number of sample.
11. Make a list of frequency of observation (O_i), with the frequency expository as follows:

Class	Bc	Z	P	L	E_i	O_i	$\frac{O_i - E_i}{E_i}$

12. Calculate the Chi-square (χ^2)

$$\chi^2 = \sum \frac{(O_i E_i)^2}{E_i}$$

Notice:

χ^2 : chi square

O_i : frequency from observation

E_i : expected frequency

13. Determine $dk = k-1$ and $\alpha = 5\%$
14. Determining the value of X^2_{table}
15. Determining the distribution normality with test criteria:

If $X^2_{\text{count}} > X^2_{\text{table}}$ so the data is not normal distribution and the other way if the $X^2_{\text{count}} < X^2_{\text{table}}$ so the data is normal distribution.¹⁴

b. Homogeneity Test

It is used to know whether STAD and SGD are taken from population have same variant or not. The formula is:

$$F = \frac{Vb}{Vk}$$

Notice:

Vb : bigger varian

Vk : smaller varian

The hypotheses in homogeneity test are:

Ho : homogeny variant:

Ha : non homogeny variant:

If calculation result of F is lower than F table by 5% degree of significance so Ho is accepted, it means both method have same variant.

c. Test of the average

The researcher used T-test to differentiate the significances between the students' writing result of descriptive text through STAD and the students' writing result of descriptive text through SGD.

¹⁴ Sudjana, "Metode Statistika", (Bandung: Tarsito, 2001), 6th ed page. 272.

(has same variant), the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where :

\bar{X}_1 : average of STAD group

\bar{X}_2 : average of SGD group

N1 : number of STAD group

N2 : number of SGD group

S_1^2 : Deviation standard of STAD group

S_2^2 : Deviation standard of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant), the formula is:

$$t^1 = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypotheses are:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 > \mu_2$$

μ_1 : average data of STAD group

μ_2 : average data of SGD group

if $t_{\text{count}} > t_{\text{table}}$ so H_0 is rejected and there is no difference of average value from both of groups. Moreover, the other way if if the $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is significant difference of average value from both of group.

3. Analysis of Post-test

To examine the hypothesis that had been stated, these following steps were used:

a. Normality test

Normality test of the second step is the same as the normality test on the initial data.

b. Homogeneity test

Homogeneity test of second step is the same as the homogeneity test on the initial data

c. Test of the average (Right-hand Test)

Proposed hypothetical test average similarity with the right test is as follows:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

μ_1 : Average data of STAD class

μ_2 : Average data of SGD class

The t – test formula is used

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

\bar{X}_1 : Average of STAD group

\bar{X}_2 : Average of SGD group

N1 : number of STAD group

N2 : number of SGD group

S_1^2 : Deviation standard of STAD group

S_2^2 : Deviation standard of both groups

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter discusses description of research, data analysis and hypothesis test, the result of the research and limitation of the research.

A. Description of the Research

This research was conducted by using comparative research. It described the result of learning writing especially descriptive text between using STAD and SGD at tenth grade of SMK Salafiyah Kajen Pati in the academic year of 2017/2018. The research was conducted on 8 April to 7 May 2018. The research was done by three steps, there were pre-test, two different method treatments and post-test.

In this research, the pre-test was given to both STAD and SGD class to measure students' ability in writing descriptive text before the material was given by researcher. The pre-test of STAD was conducted on class TB 1 while the pre-test of SGD was conducted on RPL 2. This pre-test was taken to both classes to know that two classes were normal and homogeneous.

After taking pre-test the students then were taught by those two different methods by the researcher. In learning processes, there were two different conditions when the two method were applied as it used different method in learning writing of descriptive text.

The next step was post-test, in this step the students who had been given different learning method in the learning process were ready for post-test itself. The post-test was used in order to measure students' ability after giving treatment. From all of the steps the data analysis was analyzed based on the value of pre-test which was done before giving material and post-test after given process of learning material.

B. Data Analysis and Hypothesis Test

1. Analysis of Pre-Test Score of STAD and SGD Classes

This discussion consisted of normality test and independent test of sample T-test.

a. Normality Test

As mentioned at the previous chapter, normality test was a kind of test which was used to measure the data that was gotten whether if it had normal distribution so that it can be used in parametric statistic (inferential statistic). In other word, normality test is a test that is used to know if the empiric data which had gotten appropriate with certain theoretic distribution.

1) Hypothesis Testing

H_0 : data from the population which has normal distribution.

H_1 : data from the population which has no normal distribution.

2) Hypothesis Testing Criteria

Data is called normal distribution normal if the significance score more than 0,05.

3) SPSS Output Result

Table 4.1

One-Sample Kolmogorov-Smirnov Test

		pre_test
N		37
Normal Parameters ^{a,b}	Mean	48.8108
	Std. Deviation	5.38948
Most Extreme Differences	Absolute	.213
	Positive	.213
	Negative	-.105
Kolmogorov-Smirnov Z		1.293
Asymp. Sig. (2-tailed)		.071

a. Test distribution is Normal.

b. Calculated from data.

4) Result Interpretation

According to *One-Sample Kolmogorov-Smirnov Test* it was gotten the score Asymp. Sig. (2-tailed) on the pre-test score 0,071 > 0,05 so H_0 is accepted. It means that the data was from the population which had normal distribution.

b. Independent Test of T-Test Sample

Comparison test of two samples between two free samples. It means that the two sample should not have the same amount of sample member. For example if we conduct a research in order to try a new learning method in a certain group or class, and to differentiate that method whether it is better from another learning method or not, so it is required to take another group or class with the same amount of member. That case is called comparison test of two samples between two free samples. The assumption for this kind of test is interval scale data or ratio, normal distribution data and variants homogen.

1) Hypothesis Testing

$H_0: \mu_1 = \mu_2$: there is no differentiation of average pre-test score between SGD group and STAD group.

$H_1: \mu_1 \neq \mu_2$: there is differentiation of average pre-test score between SGD group and STAD group.

2) Hypothesis Testing Criteria

H_0 is accepted if the score Sig. > 0,05

3) SPSS Output Result

Table 4.2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
pre_test	Equal variances assumed	2.959	.094	1.312	35	.198	2.30882	1.76039	1.26495	5.88260
	Equal variances not assumed			1.291	31.111	.206	2.30882	1.78845	1.33821	5.95586

4) Result Interpretation

- a. On column Lawene’s Test for Equality of Variance (column describes about homogeneity data), sig = 0,094 > 0,05. It means that the data is homogen (there is different variants).
- b. Because the varians from the two variables were homogen so on column T-test for Equality of Means it is seen on *Equal variance assumed* (first line), significan = 0,198 > 0,05. so H₀ is accepted, it means there is no differentiation of average pre-test score between SGD group and STAD group.

2. Independent Test of T-Test Sample of Post-Test Score of STAD and SGD Classes

a. Normality Test

1) Hypothesis Testing

H_0 : data from the population which has normal distribution.

H_1 : data from the population which has no normal distribution.

2) Hypothesis Testing Criteria

Data is called normal distribution normal if the significance score more than 0,05.

3) SPSS Output Result

Table 4.3

One-Sample Kolmogorov-Smirnov Test

		post_test
N		37
Normal Parameters ^{a,b}	Mean	65.6757
	Std. Deviation	4.37197
Most Extreme Differences	Absolute	.135
	Positive	.135
	Negative	-.109
Kolmogorov-Smirnov Z		.822
Asymp. Sig. (2-tailed)		.509

a. Test distribution is Normal.

b. Calculated from data.

4) Result Interpretation

According to table *One-Sample Kolmogorov-Smirnov Test* it was gotten the score Asymp. Sig. (2-tailed) on post-test score $0,509 > 0,05$ so H_0 is accepted. It means that the data was from the population which had normal distribution.

b. Independent Test of Sample T-Test

1) Hypothesis Testing

$H_0: \mu_1 = \mu_2$: there is no differentiation on post-test average score between SGD class and STAD class.

$H_1: \mu_1 \neq \mu_2$: there is differentiation on post-test average score between SGD class and STAD class.

2) Hypothesis Testing Criteria

H_0 is accepted if score of Sig. $> 0,05$

3) SPSS Output Result

Table 4.4

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post_test	Equal variances assumed	1.336	.255	5.031	35	.000	5.60588	1.11428	3.34378	7.86798
	Equal variances not assumed			4.934	30.281	.000	5.60588	1.13609	3.28658	7.92518

4) Result Interpretation

- a. On column Lawene's Test for Equality of Variance (the column which discuss about homogeneity of data), sig = 0,255 > 0,05. It means that the data were homogen (there is no difference on varians).
- b. Because the varians from the two variable were homogen so on column T-test for

Equality of Means seen from line of *Equal variance assumed* (first line), the significant $= 0,000 < 0,05$. So H_0 is rejected, means that there is differentiation on average score of post-test between SGD class with STAD class.

C. Discussion of Research Finding

Seeing the development of the curriculum nowadays that increasingly provides space for students to be able to play and active in learning seems make teachers to be more creative in providing the effective and fun of learning model in the classroom. There are many models that can be applied by teachers, one of them is group-based learning. This research started from the researcher's curiosity to find a suitable of group-based learning for teaching writing. This brought the researcher finally find two group-based learning method they were STAD and SGD. Those two methods were taken which was not without reason, it was because those two methods in some previous research showed that both of them had the same powerful influences in improving students' writing skill. So that is why the researcher then took those two methods to be compared in order to get the better one which is appropriate to be applied.

The result of the comparison from those two methods finally gained from statistical data analysis. The data both

from SGD group and STAD group on table shows the result of pre-test and post-test which in this part the data are discussed below:

Table 4.5

Descriptives			Statistic	Std. Error	
Class					
pre_test	SGD	Mean	50.0588	1.42321	
		95% Confidence Interval for Mean	Lower Bound	47.0418	
			Upper Bound	53.0759	
		5% Trimmed Mean	49.7876		
		Median	46.0000		
		Variance	34.434		
		Std. Deviation	5.86803		
		Minimum	45.00		
		Maximum	60.00		
		Range	15.00		
		Interquartile Range	11.00		
		Skewness	.625	.550	
		Kurtosis	-1.341	1.063	
		pre_test	STAD	Mean	47.7500
95% Confidence Interval for Mean	Lower Bound			45.4831	
	Upper Bound			50.0169	
5% Trimmed Mean	47.3889				
Median	46.5000				
Variance	23.461				
Std. Deviation	4.84361				
Minimum	42.00				
Maximum	60.00				
Range	18.00				
Interquartile Range	7.50				
Skewness	.917			.512	
Kurtosis	.628			.992	

		Mean		68.7059	.91862
		95% Confidence Interval for Mean	Lower Bound	66.7585	
			Upper Bound	70.6533	
		5% Trimmed Mean		68.7288	
		Median		70.0000	
	SGD	Variance		14.346	
		Std. Deviation		3.78756	
		Minimum		63.00	
		Maximum		74.00	
		Range		11.00	
		Interquartile Range		7.50	
		Skewness		-.305	.550
		Kurtosis		-1.223	1.063
post_test		Mean		63.1000	.66846
		95% Confidence Interval for Mean	Lower Bound	61.7009	
			Upper Bound	64.4991	
		5% Trimmed Mean		62.8889	
		Median		62.0000	
	STAD	Variance		8.937	
		Std. Deviation		2.98946	
		Minimum		60.00	
		Maximum		70.00	
		Range		10.00	
		Interquartile Range		5.00	
		Skewness		.747	.512
		Kurtosis		-.316	.992

The score of initial ability (pre-test), based on the calculations of normality, homogeneity test, both of classes were normal distribution and homogenous. The score average of SGD group was 50,06 and STAD group was 47,75.

While for the score of final ability (post-test), based on the result of this research was obtained the average score of SGD group was 68.70 which were higher than STAD group was 63.10. The computation of t count was 5.031 and the t table was 1.69, the t count was higher than t table, which stated that H_a was accepted. It answered the hypothesis that there were significant difference between STAD and SGD.

The result of the study showed that the teaching writing of descriptive text using Small Group Discussion learning method was better than using Students-Team Achievement Division learning method in encouraging the students' creativity and cooperatively learning with group. The use of learning method both SGD and STAD in teaching writing of descriptive text actually did not show much different. Students learn in group in the same way in both those two learning method when it was applied. But, some another steps of activity after the learning done in STAD method that made students felt the learning took too much activity which made them less relax. While in its application SGD felt that the learning was simpler, as actually they got their self-learn the material in group and done the task in group as well.

D. Limitation of the Research

The researcher realized that this research was not done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. Limitation of time: six meetings that had been conducted by researcher were only could be reach in once a week in each meeting, and it made some students did not much remember the material when it was being brushed up in the next meeting. So, it took additional time from 45 minutes to give the brainstorming to remember the previous material.
2. Limitation of researcher's experiences and knowledge: the lack of experiences and knowledge in mastering the learning method and also in conducting research, made the implementation process of this research got less successful, even though the researcher had done as good as possible.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research at the tenth grade of students SMK Salafiyah Kajen, Margoyoso, Small Group Discussion is better than Students-Team Achievement Division and can be applied in teaching writing especially descriptive text. The conclusion of this research can be drawn in accordance with the result of the data analysis such a below:

To find out the degree of the appropriateness' one between SGD and STAD in its application for teaching writing descriptive text at the tenth grade of SMK Salafiyah in academic year of 2016/2017, the researcher took the average of pre-test and post-test score on both class. The average score of SGD class was 50.05 for pre-test and 68.70 for the post-test. While the average of STAD class was 47.75 for pre-test and 63.10 for post-test. It can be concluded that the result of post-test for SGD class was higher than STAD class. Therefore, Small Group Discussion method was easier and the suitable one to be applied in teaching writing descriptive text than STAD.

Small Group Discussion is a simpler learning method based group which more effective to be applied to teach writing at the tenth grade of SMK Salafiyah. The test of hypothesis using t-test formula showed that the value of the t-test is higher than the

value of t-table. Based on the result of calculation of t-test, the value of t-test is 5.031 while the value of t-table on $\alpha = 5\%$ is (5.031>1.69). It can be concluded that there is a significant difference in students' achievement on students' writing of descriptive text on tenth grade students of SMK Salafiyah Kajen Margoyoso in academic year 2016/2017 between students who were taught by SGD and STAD. It means that teaching English of writing skill using Small Group Discussion more effective than using Students-Team Achievement Division. So, hypothesis is accepted.

B. Suggestion

In teaching and learning writing especially which was done by the researcher, it must be found some weaknesses that caused by the lack of mastering the lesson or the less of knowledge and experience from the researcher, so that, may some suggestions below can be useful for students, teacher and other researcher for the next research. The suggestions are:

1. Students

After given the practice using Small Group Discussion method learning, students next are able to use the method not only in learning writing but it also can be used for any other subject. The simplicity and easiness of the method also make this method is useful enough to be applied anytime in discussion session for any other topic as well.

2. Teacher

Teacher may use this strategy as one of learning method in her teaching. Although teacher have more experienced about group based learning but from the research which had done by researcher seems that SGD is potential as well to be applied. From this method teacher can take the advantage of the simplicity and easiness application from this method.

3. Other researcher

From this research, it is hopefully help the other researcher to take and use any information about the learning method to be developed in conducting the next research and may improve any lacks that are found in this research to get better research.

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3. SMK Salafiyah
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Semarang, 27 July 2018
The Researcher

Sri Wahyuni
133411095

Lesson Plan

School : SMK Salafiyah
Subject : English
Class/Semester : X/II
Theme : Descriptive Text
Skill : Writing
Time Allotment: 3 x 45 minutes

A. CORE COMPETENCE

1. Living and practicing the religious faithfully.
2. Living and practicing honest, discipline, responsible, caring (cooperative, polite, tolerant, peaceful) have a good behavior, responsive and pro-active and showing attitude as part of the solution to problems in having effective interaction with the social and natural environment also in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with humanitarian insight, nationality, and civilization related to phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
4. Trying, reasoning, and presenting the concrete and abstract domain related to the self-development toward their study in school independently, and able to use the appropriate methods according to scientific rules.

B. BASIC COMPETENCE

Number	Basic Competence	Achievement Indicator Competence
3.7	Analyze the social functions, text structures, and language feature in simple descriptive texts about things, famous people, tourism place and historical buildings, according to the context.	3.7.1. Students are able to analyze the components in the descriptive text either in the form of social functions, text structure, and language feature in simple descriptive texts both with groups and individuals.
4.9	Editing the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention to the social functions, text structures, and language feature according to the context.	4.9.1. Students are able to construct descriptive texts by paying attention to the social function, text structure, and language feature according to the context both individually and in groups.
4.10	Arranging the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention goal, text structures and language feature according to the context.	4.10.1 Students are able to create descriptive text with paying attention to the purpose, text structure, and language feature according to the context both individually and in groups.

C. LEARNING OUTCOME

The students are able to:

1. Demonstrate the seriousness of learning English related to simple descriptive text about things.
2. Demonstrate caring, confident and responsible behavior in carrying out communications related to simple descriptive text about things.
3. Identify social functions, text structures, and language feature in simple descriptive texts about things.
4. Responding to the meaning of spoken and written in simple descriptive text about things.
5. Edit descriptive text about things.

D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : STAD (Students-Team Achievement Division)

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of descriptive text
2. Source : Entika F Prastikawati & Siti Musarokah, Writing 3 (Handouts and assignments), Semarang: IKIP PGRI Semarang, 2010 and Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1, Kementrian Pendidikan dan Kebudayaan, Jakarta: Kementrian Pendidikan dan Kebudayaan. 2014.
3. Aids : board marker, white board, and LCD

F. MATERIAL

1. Regular
 - a. Social Function of Descriptive Text
Descriptive text is a kind of text which is used to describe a particular person, place or thing.
 - b. Generic Structure of Descriptive Text
 - 1) Identification
Identifies phenomenon to be described.
 - 2) Description
Describes part, qualities, and characteristics.
 - c. Language Features of Descriptive Text
 - 1) Focus on specific participant.

- 2) Use of attributive and identifying processes.
- 3) Frequent use of epithets and classifier in nominal groups.
- 4) Use of simple present.

d. The Example of Descriptive Text

Spring Garden Apartment

Schematic structure	
Identification	The Spring Garden Apartment Complex offers you and your family country living at its best.
Description	<p>Surrounded by beautiful woods and hill. Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway.</p> <p>Unfurnished two-bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome.</p> <p>In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.</p>

2. Enrichment

a. Schematic/Generic structure

In descriptive text there are two things in the generic structure, those are: identification and description.

Identification is the first part of descriptive text. It is used to introduce who, where or what is being described. So it is written in the first paragraph of the text. While description contains explanation about the object that is going to be described. It can be about its size, color, volume, body, attitude and any other else.

b. Language feature

Besides having the generic structure, descriptive text also has the language feature, in its application there are four language features.

- (1) Focus on specific participant, it aims to show the specific thing or object which is going to be described in order to get the reader's or listener's understanding of the explanation in the descriptive text and lead them to be able to imagine the form, shape and special characteristics of the object being described.

- (2) Use of attributive and identifying processes, it is used to make the writing easy to understand. By using attributive, something that is described can be imagined more clearly.
- (3) Frequent use of epithets and classifier in nominal groups. This language feature is not much different from the previous language feature, that in writing descriptive text the use of noun or adjective are required to describe name or title.
- (4) Use of simple present. Because the function of descriptive text is to describe something which its characteristic of the object will not change, so the appropriate tense is by using Simple Present Tense

c. Descriptive text

Jakarta

Schematic structure	
Identification	Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.
Description	As cosmopolitan city, Jakarta is the leading seaport and the center of trade and communications. During the time of a Dutch rule, Jakarta was known as Batavia. The Dutch's influence is reflected in the network of canals that cut through the city. The city's broad avenues are line with many modern building with cars, and bajays (vespa driven and taxicabs)

3. Remedial

Besides paying attention to the use of adjectives, another part in its language feature that students should know well is the use of simple present tense.

Here the pattern of simple present tense:

Verbal :	
(+) S + V-1(s/es) + O	(+) Shinta knocks at the door.
(-) S + do/does + V-1 + O	(-) Shinta does not knock at the door.
(?) Do/Does + S + V-1 + O?	(?) Does Shinta knock at the door?
Nominal :	
(+) S + is/am/are + Complement.	(+) My classmates are gorgeous.
(-) S + is/am/are + not + Complement.	(-) My classmates are not gorgeous.
(?) Is/am/are + S + Complement?	(?) Are my classmates gorgeous?

G. LEARNING ACTIVITIES

First meeting

Time Allotment	Teacher's activities	Students' activities
Pre Activity (15 minutes)	<ol style="list-style-type: none"> 1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Delivering the learning purpose. 5. Giving apperception by asking: could you please tell me something you like the most? 	Respond to every command.
Main Activities (60 minutes)	Observing (10 minutes) <ol style="list-style-type: none"> 1. Divide students into groups of 4 to 5 students. 2. Provide a descriptive text to be identified. 	Students start to discuss about the content of the text by teacher's guidance.
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	Students are able to ask for questions related to the task of identifying language structure of descriptive text.
	Exploring (15 minutes) <ol style="list-style-type: none"> 1. Teacher directs students to identify the generic structure of the descriptive text. 2. Guiding students to mention the language feature of the descriptive text. 	<ol style="list-style-type: none"> 1. The students identify the generic structure of descriptive text together with teacher. 2. The students mention the language feature of descriptive text together with teacher.
	Associating (10 minutes) Provides descriptive texts to be identified the language structure by the students. SGD	Students identify the language structure of descriptive text with their group.

	Communicating (15 minutes) Guiding students to deliver their task.	Present the task group by group followed by teacher's feedback.
	Creating (5 minutes) Directing the task for every group.	Make or looking for a picture which can be described in form of descriptive text for the next meeting.
Closing (15 minutes)	<ol style="list-style-type: none"> The teacher gives question for reflection, those are : <ul style="list-style-type: none"> - what have you learned from this chapter?? - can you do all the exercises here? - what is your plan to improve your ability? The teacher closes the class by reciting hamdallah together 	

Second meeting

Activity	Teacher's activities	Students' activities
Pre Activity (15 minutes)	<ol style="list-style-type: none"> Greet the class. Opening the teaching learning process by praying together. Checks the students' attendance. Giving review material in previous meeting Delivering the learning purpose. Giving apperception by asking: could you please tell me some things can be described? 	Respond to every command.
Main Activities (60 minutes)	Observing (10 minutes) <ol style="list-style-type: none"> Coordinating the group from the previous meeting. Provide picture to be described. Let students give simple description about the picture they get in group. 	Students start to discuss by collecting some clues together with group about the picture.
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	Students are able to ask for questions related to the task of describing picture.

	Exploring (15 minutes) Guiding students to start writing the sentences.	Every students are responsible to contribute three sentences for the text.
	Associating (10 minutes) Asking students to write down the sentences into descriptive text. SGD	Students unite the sentences from the group member into a simple description.
	Communicating (15 minutes) Teacher guides students to deliver their writing in front of class.	Present the task group by group followed by teacher's feedback.
	Creating (5 minutes) Directing to exchange the picture.	Students exchange the picture they get with another group and will be discussed for the next meeting.
Closing (15 minutes)	<ol style="list-style-type: none"> The teacher gives question for reflection, those are : <ul style="list-style-type: none"> - what have you learned from this chapter? - can you do all the exercises here? - What is your plan to improve your ability? The teacher closes the class by reciting hamdallah together 	

Third meeting

Activity	Teacher's activities	Students' activities
Pre Activity (15 minutes)	<ol style="list-style-type: none"> Greet the class. Opening the teaching learning process by praying together. Checks the students' attendance. Delivering the learning purpose. Giving apperception by asking: how to describe something? 	Respond to every command.
Main Activities (60 minutes)	Observing (10 minutes) <ol style="list-style-type: none"> Coordinating the group from the previous meeting. Remind students for the picture they 	By the picture students coordinate every group members to make a

	got from another group in the previous meeting.	paragraph related with the picture.
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	Students are able to ask for questions related to the task of describing picture.
	Exploring (15 minutes) Directing students to collect each paragraph from their group member.	Every group member make a paragraph to complete the descriptive text related with the picture.
	Associating (10 minutes) Commanding students to arrange the paragraphs into descriptive text. SGD	Students complete the text by arranging some paragraphs they have made from every group member.
	Communicating (15 minutes) Teacher chooses one group member from every group to come forward and deliver their text.	Students who are chosen should be ready to come forward and deliver their own text.
	Creating (5 minutes) -	-
Closing (15 minutes)	1. The teacher gives question for reflection, those are : - what have you learned from this chapter?? - can you do all the exercises here? - what is your plan to improve your ability? - are you enjoy learning by this kind of method (in group)? 2. The teacher closes the class by reciting hamdallah together	

➤ Enrichment

First meeting:

- a. Students comprehend the language structure together with their group member.
- b. Teacher gives questions and students and students answer the question quickly.

Second meeting:

- a. Every student in group takes turn to write one language structure in descriptive text.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right

Third meeting:

- a. Students describe thing in their classroom in group.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right.

➤ Remedial

First meeting:

- a. Teacher explains the language feature of descriptive text.
- b. After students have understood, students takes turn to explain with their friend in group.

Second meeting:

- a. Teacher writes an example of descriptive text on slide.
- b. Students should identify the language structure in group.

Third meeting:

- a. Teacher writes a title in white board.
- b. Students come forward one by one represent their group to develop the title by making sentence by sentence.

H. ASSESSMENT

1. First meeting:

Form : Written

Technique : Students explain the language structure of descriptive text

Aspect to be assessed : Writing

Scoring rubric:

Item analysis	Score	Criterion of scoring
Social function	0-2	Good: Students can explain the social function of descriptive text clearly.
	0	Very poor: Students explain the social function of descriptive text with disconnect explanation.
Generic structure	0-4	Excellent: Students can explain the generic structure of descriptive text completely.
	1-2	Good: Students are not completely explain the generic structure of descriptive text completely.
	0	Very poor: Students explain the generic structure of descriptive text with disconnect explanation.

Language feature	0-4	Excellent: Students can explain the language feature of descriptive text completely.
	1-2	Good: Students are not completely explain the language feature of descriptive text completely.
	0	Very poor: Students explain the language feature of descriptive text with disconnect explanation.
Total of score	0-10	

Number of item = 3

Each item is scored = 0-4

Total score = 10

2. Second meeting:

Form : Written

Technique : Students describe a picture together with group.

Aspect to be assessed : writing

Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.

	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.
	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

3. Third meeting:

Form : Written
 Technique : Students make a descriptive text individually
 Aspect to be assessed : Grammar
 Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.
	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar

	14-17	construction. Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.
	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

Semarang, 23 March 2018

English teacher

Researcher

Idaratus Sa'adah, S. Pd

Sri Wahyuni

Lesson Plan

School : SMK Salafiyah
Subject : English
Class/Semester : X/II
Theme : Descriptive Text
Skill : Writing
Time Allotment: 3 x 45 minutes

A. CORE COMPETENCE

1. Living and practicing the religious faithfully.
2. Living and practicing honest, discipline, responsible, caring (cooperative, polite, tolerant, peaceful) have a good behavior, responsive and pro-active and showing attitude as part of the solution to problems in having effective interaction with the social and natural environment also in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with humanitarian insight, nationality, and civilization related to phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
4. Trying, reasoning, and presenting the concrete and abstract domain related to the self-development toward their study in school independently, and able to use the appropriate methods according to scientific rules.

B. BASIC COMPETENCE

Number	Basic Competence	Achievement Indicator Competence
3.7	Analyze the social functions, text structures, and language feature in simple descriptive texts about things, famous people, tourism place and historical buildings, according to the context.	3.7.1. Students are able to analyze the components in the descriptive text either in the form of social functions, text structure, and language feature in simple descriptive texts both with groups and individuals.
4.9	Editing the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention to the social functions, text structures, and language feature according to the context.	4.9.1. Students are able to construct descriptive texts by paying attention to the social function, text structure, and language feature according to the context both individually and in groups.
4.10	Arranging the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention goal, text structures and language feature according to the context.	4.10.1 Students are able to create descriptive text with paying attention to the purpose, text structure, and language feature according to the context both individually and in groups.

C. LEARNING OUTCOME

The students are able to:

1. Demonstrate the seriousness of learning English related to simple descriptive text about things.
2. Demonstrate caring, confident and responsible behavior in carrying out communications related to simple descriptive text about things.
3. Identify social functions, text structures, and language feature in simple descriptive texts about things.
4. Responding to the meaning of spoken and written in simple descriptive text about things.
5. Edit descriptive text about things.

D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : STAD (Students-Team Achievement Division)

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of descriptive text
2. Source : Entika F Prastikawati & Siti Musarokah, Writing 3 (Handouts and assignments), Semarang: IKIP PGRI Semarang, 2010 and Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1, Kementrian Pendidikan dan Kebudayaan, Jakarta: Kementrian Pendidikan dan Kebudayaan. 2014.
3. Aids : board marker, white board, and LCD

F. MATERIAL

1. Regular
 - a. Social Function of Descriptive Text
Descriptive text is a kind of text which is used to describe a particular person, place or thing.
 - b. Generic Structure of Descriptive Text
 - 1) Identification
Identifies phenomenon to be described.
 - 2) Description
Describes part, qualities, and characteristics.
 - c. Language Features of Descriptive Text
 - 1) Focus on specific participant.

- 2) Use of attributive and identifying processes.
- 3) Frequent use of epithets and classifier in nominal groups.
- 4) Use of simple present.

d. The Example of Descriptive Text

Spring Garden Apartment

Schematic structure	
Identification	The Spring Garden Apartment Complex offers you and your family country living at its best.
Description	<p>Surrounded by beautiful woods and hill. Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway.</p> <p>Unfurnished two-bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome.</p> <p>In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.</p>

2. Enrichment

a. Schematic/Generic structure

In descriptive text there are two things in the generic structure, those are: identification and description.

Identification is the first part of descriptive text. It is used to introduce who, where or what is being described. So it is written in the first paragraph of the text. While description contains explanation about the object that is going to be described. It can be about its size, color, volume, body, attitude and any other else.

b. Language feature

Besides having the generic structure, descriptive text also has the language feature, in its application there are four language features.

- (1) Focus on specific participant, it aims to show the specific thing or object which is going to be described in order to get the reader's or listener's understanding of the explanation in the descriptive text and lead them to be able to imagine the form, shape and special characteristics of the object being described.

- (2) Use of attributive and identifying processes, it is used to make the writing easy to understand. By using attributive, something that is described can be imagined more clearly.
- (3) Frequent use of epithets and classifier in nominal groups. This language feature is not much different from the previous language feature, that in writing descriptive text the use of noun or adjective are required to describe name or title.
- (4) Use of simple present. Because the function of descriptive text is to describe something which its characteristic of the object will not change, so the appropriate tense is by using Simple Present Tense

c. Descriptive text

Jakarta

Schematic structure	
Identification	Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.
Description	As cosmopolitan city, Jakarta is the leading seaport and the center of trade and communications. During the time of a Dutch rule, Jakarta was known as Batavia. The Dutch's influence is reflected in the network of canals that cut through the city. The city's broad avenues are line with many modern building with cars, and bajays (vespa driven and taxicabs)

3. Remedial

Besides paying attention to the use of adjectives, another part in its language feature that students should know well is the use of simple present tense.

Here the pattern of simple present tense:

Verbal :	
(+) S + V-1(s/es) + O	(+) Shinta knocks at the door.
(-) S + do/does + V-1 + O	(-) Shinta does not knock at the door.
(?) Do/Does + S + V-1 + O?	(?) Does Shinta knock at the door?
Nominal :	
(+) S + is/am/are + Complement.	(+) My classmates are gorgeous.
(-) S + is/am/are + not + Complement.	(-) My classmates are not gorgeous.
(?) Is/am/are + S + Complement?	(?) Are my classmates gorgeous?

G. LEARNING ACTIVITIES

First meeting

Activity	Teacher's activities	Students' activities
Pre Activity (15 minutes)	<ol style="list-style-type: none"> 1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Delivering the learning purpose. 5. Giving apperception by asking: could you please tell me something you like the most? 	Respond to every command.
Main Activities (60 minutes)	Observing (10 minutes) <ol style="list-style-type: none"> 1. Divide students into groups of 4 to 5 students. 2. Provide a descriptive text to be identified. 	Students start to discuss about the content of the text.
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	Students are able to ask for questions related to the task of identifying language structure of descriptive text.
	Exploring (15 minutes) <ol style="list-style-type: none"> 1. Teacher directs students to identify the generic structure of descriptive text. 2. Guiding students to mention the language feature of descriptive text. 	<ol style="list-style-type: none"> 1. The students identify the generic structure of descriptive text in group. 2. The students mention the language feature of descriptive text together with group.
	Associating (10 minutes) Provide descriptive texts to be identified the language structure by the students. STAD	Students identify the language structure of the descriptive text provide by teacher individually. (in order to be ready for quiz)
	Communicating (15 minutes) Teacher guides students to prepare themselves in quiz session.	One to two students from each group will be chosen to be asked about the task. (quiz)

	Creating (5 minutes) Directing for the task for every group.	Make or looking for a picture which can be described in form of descriptive text for the next meeting.
Closing (15 minutes)	1. The teacher gives question for reflection, those are : - what have you learned from this chapter?? - can you do all the exercises here? - what is your plan to improve your ability? 2. The teacher closes the class by reciting hamdallah together	

Second meeting

Activity	Teacher's activities	Students' activities
Pre Activity (15 minutes)	1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Giving review material in previous meeting 5. Delivering the learning purpose. 6. Giving apperception by asking: could you please tell me some things can be described?	Respond to every command.
Main Activities (60 minutes)	Observing (10 minutes) 1. Coordinating the group from the previous meeting. 2. Provide picture to be described. 3. Let students to give simple description about the picture they get in group.	Students start to discuss by collecting some clues together with group about the picture.
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	Students are able to ask for questions related to the task of describing picture.
	Exploring (15 minutes)	

	Provides a picture to be described by students.	Every students are responsible to contribute three sentences for the text.
	Associating (10 minutes) Asking students to write down the clues into descriptive and enclose with the language feature. STAD	Students unite the sentences from the group member into a simple description.
	Communicating (15 minutes) Teacher guides students to prepare themselves in quiz session.	One to two students from each group will be chosen to deliver their work. (quiz)
	Creating (5 minutes) 1. Guiding students to find a picture to be described in form of text for another group. 2. Teacher announces about the quiz score from the previous meeting	1. Students exchange the picture they get with another group and will be discussed for the next meeting.
Closing (15 minutes)	1. The teacher gives question for reflection, those are : - what have you learned from this chapter?? - can you do all the exercises here? - what is your plan to improve your ability? 2. The teacher closes the class by reciting hamdallah together	

Third meeting

Activity	Teacher's activities	Students' activities
Pre Activity (15 minutes)	1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Delivering the learning purpose. 5. Giving apperception by asking: how to describe something?	Respond to every command.
Main	Observing (10 minutes)	

Activities (60 minutes)	1. Coordinating the group from the previous meeting. 2. Remind students for the picture they got from another group in the previous meeting.	By the picture students coordinate every group members to make a paragraph related with the picture.
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	Students are able to ask for questions related to the task of describing picture.
	Exploring (15 minutes) Directing students to collect each paragraph from their group member.	Every group member make a paragraph to complete the descriptive text related with the picture.
	Associating (10 minutes) Commanding students to arrange the paragraphs into descriptive text. STAD	Students complete the text by arranging some paragraphs they have made from every group member.
	Communicating (15 minutes) Teacher chooses one group member from every group to come forward and deliver their text.	One to two students from each group will be chosen to deliver their work. (quiz)
	Creating (5 minutes) Teacher announces about the quiz score since three meetings.	Students receive some presents from teacher as team-achievement present.
Closing (15 minutes)	1. The teacher gives question for reflection, those are : - what have you learned from this chapter?? - can you do all the exercises here? - what is your plan to improve your ability? - are you enjoy learning by this kind of method (in group)? 2. The teacher closes the class by reciting hamdallah together	

➤ Enrichment

First meeting:

- a. Students comprehend the language structure together with their group member.
- b. Teacher gives questions and students and students answer the question quickly.

Second meeting:

- a. Every student in group takes turn to write one language structure in descriptive text.

- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right

Third meeting:

- a. Students describe thing in their classroom in group.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right.

➤ Remedial

First meeting:

- a. Teacher explains the language feature of descriptive text.
- b. After students have understood, students takes turn to explain with their friend in group.

Second meeting:

- a. Teacher writes an example of descriptive text on slide.
- b. Students should identify the language structure in group.

Third meeting:

- a. Teacher writes a title in white board.
- b. Students come forward one by one represent their group to develop the title by making sentence by sentence.

H. ASSESSMENT

1. First meeting:

Form : Written

Technique : Students explain the language structure of descriptive text

Aspect to be assessed : Writing

Scoring rubric:

Item analysis	Score	Criterion of scoring
Social function	0-2	Good: Students can explain the social function of descriptive text clearly.
	0	Very poor: Students explain the social function of descriptive text with disconnect explanation.
Generic structure	0-4	Excellent: Students can explain the generic structure of descriptive text completely.
	1-2	Good: Students are not completely explain the generic structure of descriptive text completely.
	0	Very poor: Students explain the generic structure of descriptive text with

		disconnect explanation.
Language feature	0-4 1-2 0	Excellent: Students can explain the language feature of descriptive text completely. Good: Students are not completely explain the language feature of descriptive text completely. Very poor: Students explain the language feature of descriptive text with disconnect explanation.
Total of score	0-10	

Number of item = 3

Each item is scored = 0-4

Total score = 10

2. Second meeting:

Form : Written

Technique : Students describe a picture together with group.

Aspect to be assessed : writing

Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.

	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.
	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

3. Third meeting:

Form : Written
 Technique : Students make a descriptive text individually
 Aspect to be assessed : Grammar
 Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.
	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.

	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.
	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

Semarang, 23 March, 2018

English teacher

Researcher

Idaratus Sa'adah, S. Pd

Sri Wahyuni

INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



INSTRUMENT

Post-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Member of Small Group Discussion Class

Number	Name
1	Alifia Ashima Buldani
2	Ananda Febrianti Elvira
3	Aprilia Nur Azizah
4	Ayu Dyah Nur Annisa
5	Erna Nur Rohmah
6	Evi Yulvianingsih
7	Febrianti Eka Saputri
8	Fitrotin Faiqoh Amalina
9	Juwita Ayyu Lestari
10	Mismi Mulyaning Tiyas
11	Nurul Hidayah
12	Putri Wulandari
13	Shofiatun Ni'mah
14	Ulfatun Ni'mah
15	Umbarwati
16	Yulikah Dwi Anti
17	Alimatus Sholihah

Member of Students-Team Achievement Division Class

NO	NAMA
1	Alda Izatun Nida
2	Amaliatuz Zahro'
3	Amelia Veronica M J
4	Dina Faridatul Nikmah
5	Erna Meliana
6	Hanik Rosyidah
7	Iik Linda Ti yana
8	Khotimatus Sa'adah
9	Lina Nuramaliatun Nisa
10	Martina Anggraini wahyu
11	Nur Azizah
12	Nur Laela Fitrotul M
13	Nur Warsiatun
14	Putri Rahmawati
15	Roudlotul Rohmah
16	Ruhul Aini
17	Siti Ruhayatun N
18	Sugiarti
19	Thoriqotin Nurul Ulya
20	Wulan Syafaatus S

Nama : Ananda f.e

No abs : 02 .

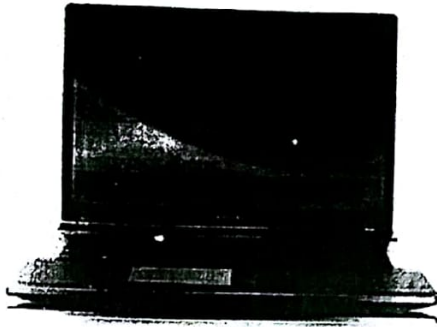
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Computer it is a instruments communication that ~~use~~ for use to
Simplify communication same ~~with~~ with.
Computer to consist of a ~~key~~ software and hardware. software is a engineering
that for use, manner application street. while, Hardware is a engineering that
helped ~~software~~ ~~eng~~ street software engineering.
Software engineering consist of same application that insides. Hardware engineering
consist of keyboard, mouse, RAM, ROM, VGA card and other's.
Computer function to works tasks, to easy communication, to bussines people.
Computer usually can meet in school, office, at home and other.
~~Computer~~ and there is merk computer ar LG, Samsung, Acer, ~~Fest~~ Toshiba,
usually computer purchase price, ~~4~~ ~~unit~~ four untij Seven billion.
Computer facilitate we to share ~~ing~~, castor oil plant dirtant we can
Communication with frinds we dirtant.

Nama: Umbarwati

No Abs: 15

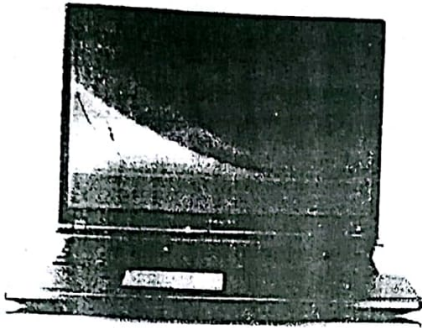
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



computer or

~~Laptope is a instrument ~~the~~ electronic a sophisticated and many in the use people for help ~~at~~ they ^{work} component is: Mouse, keyboard, Monitor, CPU, Mother board, Memory, RAM, ROM, Hardisk. a have the form of compartment and posses Application as: Microsoft word, Microsoft excel, Power poin, Adhope photo Shope, game, Can usefull For a make and a saved document. Lap tope or computer ready many use people and ready Foreign Countries. Computer or laptop just have since Formerly until now only. type, a ~~different~~ computer or laptope use many in ~~see~~ school's~~

Yang Benar.

Computer or laptop is a instrument electronic a sophisticated and many in the use people for help they worked component is; Mouse, keyboard, Monitor, CPU, Mother board, Memory, RAM, ROM, Hardisk, flashdisk, a have the form of compartment and prosses Application as: Microsoft word, Microsoft excel, Power poin, game, microsof office, Coreldraw, adhope photo Shope, Can usefull for a make and a saved document. laptope .or computer ready many use people and ready foreign countries. Computer or laptop past have since Formerly until now only type or merk as: Asus, lenovo, Accer, hp, thosiba, soni, LG, Samsung,

Computer or laptope use many in school's. laptope or computer is technology that usefull time ago until now.

Laptop it is a instrument communication that for use to simplify communication same with . laptop to consist of a software and hardware . software is a engineering that for use manner application street. while. hardware is a engineering that helped street software engineering. software engineering consist of some application that insides. usually laptop purchase price, four until seven billion & laptop is a device usefull communication. laptop more ease human to make activity seek a certain ~~error~~ enough internet.

Nama: Ulfatur

No Abs: 14

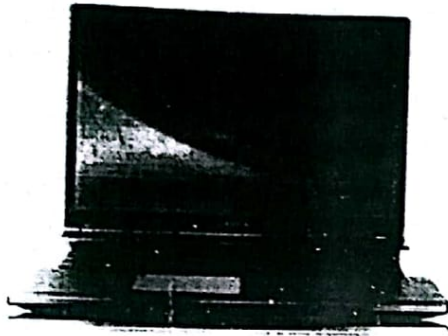
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



- > ~~computer is the picture~~
- > Computer usually the found shop
- > priced near two billion more.

Laptop is technology that useful time ago until now, laptop long time ago not yet so sophisticated as that now. Component that is in laptop as: processor, hardisk, RAM, ROM, VGA card, sound card, mother board. and there is merk laptop as: ASUS, lenovo, Acer, hp, Toshiba, sony, LG, Samsung, machbook.

Laptop it is a instruments communication that for use to simplify communication same with laptop to consist of a software and hardware. Software is a engineering that for use manner application street. while, Hardware is a engineering that helped street software engineering. Software engineering consist of same application that insides. usually laptop purchase price, four until seven billion. Laptop is a device useful communication. Laptop more ease human to make activity seek a certain enough internet.

laptop have several function and aplication in other writing letter enough microsoft office word, Arithmetik enough microsoft office excel and others.

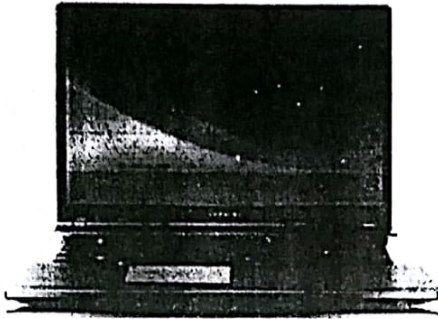
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Computer is a instrument communication already know and use entire world. Usually use to examination school. Computer consist from some ~~engines~~ componen arrange: memory, VGA card, RAM, ROM, an others. ~~computer~~ inside Computer can more application.

Computer more use by society entire ~~with world~~ carry out activity to search no matter what in internet. computer there is in school, house, office, an others. price her sample there is 3 million - ¹⁷ millions.

Computer facilitate we to sharing, ~~costor~~ oil plant distant we can communication with frinds we distant. computer is instrument very sophisticated in use. computer function to works tasks, to easy communication, to bussines people, ~~and~~ and there is merk computer as LG, Samsung, Acer, Toshiba, an others.

Nama : Aprillia Nur Azizah
Kelas : X RPL 2
No Absen : 03

INSTRUMENT

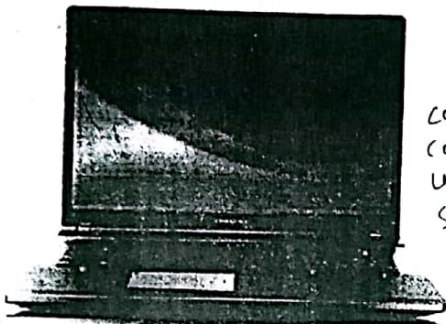
Pre-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!

Computer



Computer is tool that at tower for tool communication
computer have two ware software and hardware.
Component computer is monitor, mouse, keyboard, CPU, VGA, USB, RAM, ROM, hardisk, processor and others.
Sample software, Mozilla Firefox, Microsoft Word, Microsoft Excel, Microsoft Power Point, Google, Corel Draw, Microsoft Office, Windows Explorer, Paint, 50M player and other
Sample label computer Acer, LG, Toshiba, Asus, Lenovo, SAMSUNG, and others.
Computer it is a instruments communication that for use to simplify communication same with computer to consist of a software is a engineering.
Software engineering consist of same application that insides. usually computer purchase price, four until seven billion. because facilitate to student to study. computer usually can meet in school at home, office and others.

Mur Azizah
X/TB

10/05/11

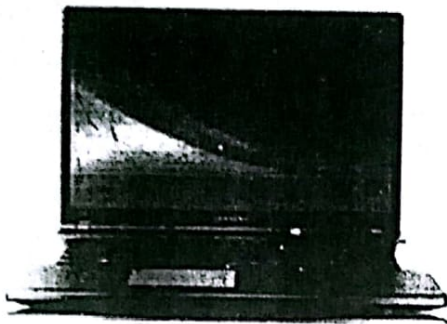
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



"Laptop"

It is Laptop. Laptop is instrument Communication and Information for use many people. Laptop have many information, Laptop can use people for Communication with ~~the~~ his friends. It is have many using as video call, save file, and text chat. Laptop give me information all earth. Laptop can ~~help~~ use help ~~in~~ in the programme study and work. Merk Laptop as Samsung, Lenovo, acer and another. Laptop a have type Square, black/white colour, crosses sail and keyboard. We are ~~usually~~ usually used Laptop in the office and school. In the school we are usually ~~use~~ use ~~task~~ for task and in the office we are usually use for job.

Nama : THORLEON WURUL LINA

No. Absen : 20

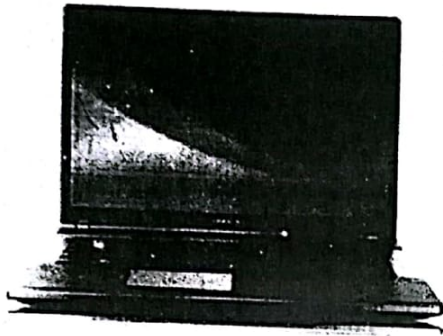
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Laptop a instrument communication in era time now.
Laptop have a lot of application.
example - microsoft word (ms word), microsoft office,
microsoft office excel, google chrome, etc.

Laptop use people for work, communication, edukasi.
in the laptop there is application daring/online.

Laptop have use merk as Asus, Samsung, Hp. I phone.
Acer, Thosiba, lenovo, etc.

Laptop consist keyboard, mouse, Cpu, motherboard, hardisk, etc.
Laptop can colours black, white, silver.

Nama: Rukhul Aini
No. : 16

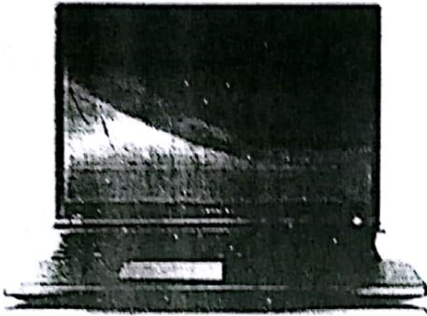
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Laptop is a object communication and to information. In the shape of laptop is Rectang (e) to have keyboard and screen. Use the laptop to learning, Virtual education, digital collaboration, do online, video call, text chat, the application laptop is a microsoft word and excel, google, Mozilla, games, Power point. label the laptop consis Asus, hp, Samsung, Toshiba, lenovo, acer, etc. Value the laptop round about about Rp. 1000.000,-. the laptop have colour Variation consis black, white, red, green, silver, gold. Device need the laptop consis flashdisk, mouse, modem, Projector ect.

Wanita Dina Faridati U.
no : 04

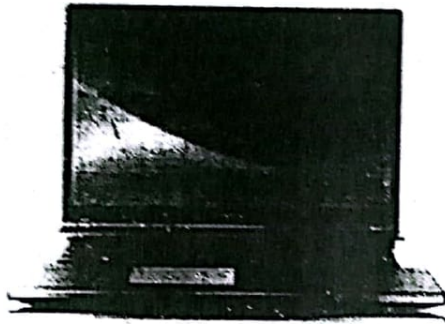
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



A laptop the use for communication. Laptop used to working duty. used to sought subject in internet. laptop used to save video, picture, file. Laptop many use to take many report. laptop very to help work in the office or in the campus.

Laptop to for various lenovo, Hp, acer, toshiba. in laptop there is split up various as keyboard, mouse, sail. Laptop to many various price. Laptop can use help in program study and word. Laptop can brought where's.

Nama : Hanik Rosyidah
class : X tata busana

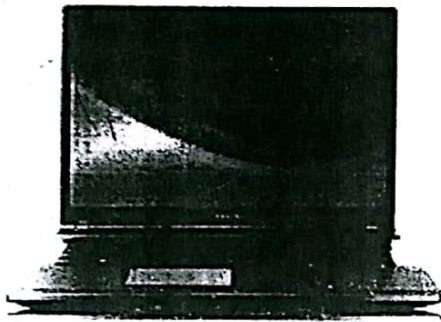
INSTRUMENT

Pre-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



it is computer, black colour, it is use for comunication many people. and use for work. and have many ... using, as video call, save a documen, ... save a file and another. the computer have keyboard use clicking.

and a computer have a sail use for put pictures. Computer can conect internet when use modem or wifi, computer too Used mouse and can fold. and computer have many merk as Polytron, hp, samcung and iphone, Computer ~~can~~ Very help to many people deep working task in house, example to faible task.

And a computer many various price. more kind computer more expensive. computer not together with handpone. but, Computer use video call and use calling my friend.

Computer dead because

Nama : Mismi Mulyaning Tyas

Kelas : XR 2

Absen. : 10

INSTRUMENT

Post-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



GLASSES

Glasses is accessories that use man or woman. usually glasses use at the time go at beach and others. glasses have some use one of it to protect from sun light. glasses many type. it helps people for minw. it have in the shape round, ~~and~~ square, love and others.

Glasses Glasses many sell at shop. it have many colour like ~~white black~~, ~~red~~ most of white and black. price start 25.000 until 300.000.

Nama: Shufiatun Ni'mah.
Kelas: X Rpl 2
No Absen: 013

INSTRUMENT

Post-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses

Glasses is a thing useful anyone to style, accessories everyday. ~~it~~ normally use by boy or girl. ~~it~~ has shape ~~circle~~ and have two glass. ~~it~~ can protect eyes from ray the sun. ~~it~~ has kind color, color of it white, black, blue, green, and others. it also useful to people have eyes sick. It a frequently experience in the shop. the glasses price Rp. 20.000 to Rp. 100.000

Nama : Nurul Hidayah

Kelas : X R-2

Absen : 11 (sebetas)

INSTRUMENT

Post-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses

Glasses is accessories use everyone man or women. usually use when go ⁱⁿ order that no stuck ray the sun. Glasses many use to people sick eye, to stylish, go to beach, and others. many kind glases and color, ~~size~~ ~~the~~ ~~big~~ ~~is~~ Now, ~~the~~ many shop glasses and that facilitate we to buy. Many kinds price 15.000 - 100.000.

Umbarwati
X Rpl-2.

INSTRUMENT

Post-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses
Glasses is thing like useful for cover eye.
and posses much various colours and shape
suspend brand of it like that is just
another name for eye mines, for go to
beach, Interruption, Adventure, and relax.

and posses various value. from 25.000 to 5.000.000.
Appropriate. brand. It is posses two mirror, long and bon

Nama : Ananda Febrianti Elvira
Kelas : X R2
No Abs : 02
Mapel : Bahasa Inggris

INSTRUMENT

Post-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses

Glasses is a accessories thing. Usually use to person who have ~~eye~~ intrude on eye. Glasses can use woman and man. ~~Glasses~~ it is have kind of color and kind of the fashion. it is can meet at the shop, optic and others. usually price of it 20.000.00 until 100.000.00 and then to more expensive.

Nama: Rahul Anil
Kelas: X IIS
No: 16

INSTRUMENT

Post-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



It is glasses. the glasses use to make beauty and to help considering for eyes min. the colour glasses is red, black, gold, etc. its price \pm 50000. the glasses use some kind. its glasses use some shape, like square, oval, and circle. its use some size, like small, large, medium, and extra large. the glasses made from glass, fiberglass, wood, iron, etc. the glasses have to wear is male and female.

INSTRUMENT

Post-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses

Glasses use to protect eye from sunlight and can to make beauty. Glasses have two hole its colour black and white. Glasses have colour different like red, yellow, black, white, orange etc. and have size its different there size to female and there size to male and have price fifty thousands etc.

Name : Iik Linda Tiyana (x B1)

INSTRUMENT

Post-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses

Glasses is a accessory use someone ~~use~~ to make beauty self, protect eyes from sun light. Glasses have a many shape like: square and round. and also have a many color like: Green, Black, white, Pink, etc. The Price from one hundred rupiahs until one million rupiahs. And we can buy it's in the market:

Nur Azizah
X / Takon lousary
11

INSTRUMENT

Post-Test

Theme	: Descriptive text
Task	: Making a description in form of writing
Type	: Guided essay
Time allotment	: 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses

It is Glasses. Glasses help me protect ~~of~~ ^{from} Sunlight. Glasses are of its accessories. The colour Glasses black help eye protect from sunlight. Glasses make to beauty her of journey. There Glasses have ~~type~~ some type. Some Glasses made from glass and wood. In the store sell Glasses from various price.

~~Some Glasses~~ In the store we can buy Glasses from various made from glass and wood.

Nama : Hanik Karyadiah
Kelas : X 7B

INSTRUMENT

Post-Test

Theme : Descriptive text
Task : Making a description in form of writing
Type : Guided essay
Time allotment : 15 minutes

INSTRUCTIONS:

Make a descriptive text contains for about 50 words by the picture below!



Glasses is one of its accessories use for protect sunlight and electronic ~~light~~ light. glasses have shape and size a different. Glasses made from glass and wood.

Usually glasses sale in store with colour different and price different begin price ~~to~~ to thousands to million and size different begin small, large, medium, extra large and make eyes health

Lesson Plan

School : SMK Salafiyah
Subject : English
Class/Semester : X/II
Theme : Descriptive Text
Skill : Writing
Time Allotment: 3 x 45 minutes

A. CORE COMPETENCE

1. Living and practicing the religious faithfully.
2. Living and practicing honest, discipline, responsible, caring (cooperative, polite, tolerant, peaceful) have a good behavior, responsive and pro-active and showing attitude as part of the solution to problems in having effective interaction with the social and natural environment also in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with humanitarian insight, nationality, and civilization related to phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
4. Trying, reasoning, and presenting the concrete and abstract domain related to the self-development toward their study in school independently, and able to use the appropriate methods according to scientific rules.

B. BASIC COMPETENCE

Number	Basic Competence	Achievement Indicator Competence
3.7	Analyze the social functions, text structures, and language feature in simple descriptive texts about things, famous people, tourism place and historical buildings, according to the context.	3.7.1. Students are able to analyze the components in the descriptive text either in the form of social functions, text structure, and language feature in simple descriptive texts both with groups and individuals.
4.9	Editing the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention to the social functions, text structures, and language feature according to the context.	4.9.1. Students are able to construct descriptive texts by paying attention to the social function, text structure, and language feature according to the context both individually and in groups.
4.10	Arranging the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention goal, text structures and language feature according to the context.	4.10.1 Students are able to create descriptive text with paying attention to the purpose, text structure, and language feature according to the context both individually and in groups.

C. LEARNING OUTCOME

The students are able to:

1. Demonstrate the seriousness of learning English related to simple descriptive text about things.
2. Demonstrate caring, confident and responsible behavior in carrying out communications related to simple descriptive text about things.
3. Identify social functions, text structures, and language feature in simple descriptive texts about things.
4. Responding to the meaning of spoken and written in simple descriptive text about things.
5. Edit descriptive text about things.

D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : STAD (Students-Team Achievement Division)

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of descriptive text
2. Source : Entika F Prastikawati & Siti Musarokah, Writing 3 (Handouts and assignments), Semarang: IKIP PGRI Semarang, 2010 and Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1, Kementrian Pendidikan dan Kebudayaan, Jakarta: Kementrian Pendidikan dan Kebudayaan. 2014.
3. Aids : board marker, white board, and LCD

F. MATERIAL

1. Regular
 - a. Social Function of Descriptive Text
Descriptive text is a kind of text which is used to describe a particular person, place or thing.
 - b. Generic Structure of Descriptive Text
 - 1) Identification
Identifies phenomenon to be described.
 - 2) Description
Describes part, qualities, and characteristics.
 - c. Language Features of Descriptive Text
 - 1) Focus on specific participant.

- 2) Use of attributive and identifying processes.
- 3) Frequent use of epithets and classifier in nominal groups.
- 4) Use of simple present.

d. The Example of Descriptive Text

Spring Garden Apartment

Schematic structure	
Identification	The Spring Garden Apartment Complex offers you and your family country living at its best.
Description	<p>Surrounded by beautiful woods and hill. Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway.</p> <p>Unfurnished two-bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome.</p> <p>In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.</p>

2. Enrichment

a. Schematic/Generic structure

In descriptive text there are two things in the generic structure, those are: identification and description.

Identification is the first part of descriptive text. It is used to introduce who, where or what is being described. So it is written in the first paragraph of the text. While description contains explanation about the object that is going to be described. It can be about its size, color, volume, body, attitude and any other else.

b. Language feature

Besides having the generic structure, descriptive text also has the language feature, in its application there are four language features.

- (1) Focus on specific participant, it aims to show the specific thing or object which is going to be described in order to get the reader's or listener's understanding of the explanation in the descriptive text and lead them to be able to imagine the form, shape and special characteristics of the object being described.

- (2) Use of attributive and identifying processes, it is used to make the writing easy to understand. By using attributive, something that is described can be imagined more clearly.
- (3) Frequent use of epithets and classifier in nominal groups. This language feature is not much different from the previous language feature, that in writing descriptive text the use of noun or adjective are required to describe name or title.
- (4) Use of simple present. Because the function of descriptive text is to describe something which its characteristic of the object will not change, so the appropriate tense is by using Simple Present Tense

c. Descriptive text

Jakarta

Schematic structure	
Identification	Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.
Description	As cosmopolitan city, Jakarta is the leading seaport and the center of trade and communications. During the time of a Dutch rule, Jakarta was known as Batavia. The Dutch's influence is reflected in the network of canals that cut through the city. The city's broad avenues are line with many modern building with cars, and bajays (vespa driven and taxicabs)

3. Remedial

Besides paying attention to the use of adjectives, another part in its language feature that students should know well is the use of simple present tense.

Here the pattern of simple present tense:

Verbal : (+) S + V-1(s/es) + O (-) S + do/does + V-1 + O (?) Do/Does + S + V-1 + O?	(+) Shinta knocks at the door. (-) Shinta does not knock at the door. (?) Does Shinta knock at the door?
Nominal : (+) S + is/am/are + Complement. (-) S + is/am/are + not + Complement. (?) Is/am/are + S + Complement?	(+) My classmates are gorgeous. (-) My classmates are not gorgeous. (?) Are my classmates gorgeous?

G. LEARNING ACTIVITIES

First meeting

Time Allotment	Teacher's activities	Teacher's checklist	Students' checklist	Students' activities	Observation notes
Pre Activity (15 minutes)	1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Delivering the learning purpose. 5. Giving apperception by asking: could you please tell me something you like the most?	√ √ √ √ √	√ √ √ √	Respond to every command.	- The students still did not have any confident to speak up.
Main Activities (60 minutes)	Observing (10 minutes) 1. Divide students into groups of 4 to 5 students. 2. Provide a descriptive text to be identified.	√ √	√ √	Students start to discuss about the content of the text by teacher's guidance.	
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	√	√	Students are able to ask for questions related to the task of identifying language structure of descriptive text.	- Students' question were mostly about the meaning of some vocabularies.

	<p>Exploring (15 minutes)</p> <p>1. Teacher directs students to identify the generic structure of the descriptive text.</p> <p>2. Guiding students to mention the language feature of the descriptive text.</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>1. The students identify the generic structure of descriptive text together with teacher.</p> <p>2. The students mention the language feature of descriptive text together with teacher.</p>	
	<p>Associating (10 minutes)</p> <p>Provides descriptive texts to be identified the language structure by the students.</p> <p>SGD</p>	<p>√</p>	<p>√</p>	<p>Students identify the language structure of descriptive text with their group.</p>	
	<p>Communicating (15 minutes)</p> <p>Guiding students to deliver their task.</p>	<p>√</p>	<p>√</p>	<p>Present the task group by group followed by teacher's feedback.</p>	
	<p>Creating (5 minutes)</p> <p>Directing the task for every group.</p>	<p>√</p>	<p>√</p>	<p>Make or looking for a picture which can be described in form of descriptive text for the next meeting.</p>	
<p>Closing (15 minutes)</p>	<p>1. The teacher gives question for reflection, those are :</p> <p>- what have you learned from this chapter??</p> <p>- can you do all the exercises here?</p>	<p>√</p> <p>√</p> <p>-</p>	<p>√</p> <p>√</p> <p>-</p>		<p>-Time limit made the researcher skipped the question.</p>

	- what is your plan to improve your ability?	-	-		-Time limit made the researcher skipped the question.
	2. The teacher closes the class by reciting hamdallah together	√	√		

Second meeting

Activity	Teacher's activities	Teacher's checklist	Students' checklist	Students' activities	Notes
Pre Activity (15 minutes)	<ol style="list-style-type: none"> 1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Giving review material in previous meeting 5. Delivering the learning purpose. 6. Giving apperception by asking: could you please tell me some things can be described? 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>-</p> <p>-</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>-</p> <p>-</p>	Respond to every command.	<p>-This session was skipped to give additional explanation about simple present.</p> <p>-This session was skipped to give additional explanation about simple present.</p>
Main Activities (60 minutes)	<p>Observing (10 minutes)</p> <ol style="list-style-type: none"> 1. Coordinating the group from the previous meeting. 2. Provide picture to be described. 3. Let students give simple description about the picture they get in group. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	Students start to discuss by collecting some clues together with group about	

				the picture.	
	<p>Questioning (5 minutes)</p> <p>While monitoring students' activity, teacher let students ask question that they find in work.</p>	√	√	Students are able to ask for questions related to the task of describing picture.	- Some students asked about some vocabularies and the use of grammar to the teacher.
	<p>Exploring (15 minutes)</p> <p>Guiding students to start writing the sentences.</p>	√	√	Every students are responsible to contribute three sentences for the text.	
	<p>Associating (10 minutes)</p> <p>Asking students to write down the sentences into descriptive text.</p> <p>SGD</p>	√	√	Students unite the sentences from the group member into a simple description.	
	<p>Communicating (15 minutes)</p> <p>Teacher guides students to deliver their writing in front of class.</p>	√	√	Present the task group by group followed by teacher's feedback.	
	<p>Creating (5 minutes)</p> <p>Directing to exchange the picture.</p>	√	√	Students exchange the picture they get with another group and will be discussed for the next meeting.	
Closing (15 minutes)	<p>1. The teacher gives question for reflection, those are :</p> <p>- what have you learned from this chapter??</p> <p>- can you do all the exercises here?</p>	√	√		
		√	√		
		-	-		-Time limit made the researcher skipped the

	- what is your plan to improve your ability? 2. The teacher closes the class by reciting hamdallah together	- √	- √		question. -Time limit made the researcher skipped the question.
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Third meeting

Activity	Teacher's activities	Teacher's checklist	Students' checklist	Students' activities	Notes
Pre Activity (15 minutes)	1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Delivering the learning purpose. 5. Giving apperception by asking: how to describe something?	√ √ √ √ -	√ √ √ -	Respond to every command.	-This session was skipped to give additional explanation about simple present and remind the language structure.
Main Activities (60 minutes)	Observing (10 minutes) 1. Coordinating the group from the previous meeting. 2. Remind students for the picture they got from another group in the previous meeting.	√ √	√ √	By the picture students coordinate every group members to make a paragraph related with the picture.	
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	√	√	Students are able to ask for questions related to the task of describing	- Students helped each other in finding some vocabularies in group and with

				picture.	another group.
	Exploring (15 minutes) Directing students to collect each paragraph from their group member.	√	√	Every group member make a paragraph to complete the descriptive text related with the picture.	
	Associating (10 minutes) Commanding students to arrange the paragraphs into descriptive text. SGD	√	√	Students complete the text by arranging some paragraphs they have made from every group member.	
	Communicating (15 minutes) Teacher chooses one group member from every group to come forward and deliver their text.	√	√	Students who are chosen should be ready to come forward and deliver their own text.	
	Creating (5 minutes) -	-	-	-	-
Closing (15 minutes)	1. The teacher gives question for reflection, those are : - what have you learned from this chapter?? - can you do all the exercises here? - what is your plan to improve your ability? - are you enjoy learning by this kind of method (in group)? 2. The teacher closes the class by reciting hamdallah together	√ √ √ √ √	√ √ √ √		

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➤ Enrichment

First meeting:

- a. Students comprehend the language structure together with their group member.
- b. Teacher gives questions and students and students answer the question quickly.

Second meeting:

- a. Every student in group takes turn to write one language structure in descriptive text.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right

Third meeting:

- a. Students describe thing in their classroom in group.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right.

➤ Remedial

First meeting:

- a. Teacher explains the language feature of descriptive text.
- b. After students have understood, students takes turn to explain with their friend in group.

Second meeting:

- a. Teacher writes an example of descriptive text on slide.
- b. Students should identify the language structure in group.

Third meeting:

- a. Teacher writes a title in white board.
- b. Students come forward one by one represent their group to develop the title by making sentence by sentence.

H. ASSESSMENT

1. First meeting:

Form : Written

Technique : Students explain the language structure of descriptive text

Aspect to be assessed : Writing

Scoring rubric:

Item analysis	Score	Criterion of scoring
Social function	0-2	Good: Students can explain the social function of descriptive text clearly.

	0	Very poor: Students explain the social function of descriptive text with disconnect explanation.
Generic structure	0-4	Excellent: Students can explain the generic structure of descriptive text completely.
	1-2	Good: Students are not completely explain the generic structure of descriptive text completely.
	0	Very poor: Students explain the generic structure of descriptive text with disconnect explanation.
Language feature	0-4	Excellent: Students can explain the language feature of descriptive text completely.
	1-2	Good: Students are not completely explain the language feature of descriptive text completely.
	0	Very poor: Students explain the language feature of descriptive text with disconnect explanation.
Total of score	0-10	

Number of item = 3

Each item is scored = 0-4

Total score = 10

2. Second meeting:

Form : Written

Technique : Students describe a picture together with group.

Aspect to be assessed : writing

Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-

	10-13	adequate range. Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.
	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.

	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

3. Third meeting:

Form : Written

Technique : Students make a descriptive text individually

Aspect to be assessed : Grammar

Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
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Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

Semarang, 23 March 2018

English teacher

Researcher

Idaratus Sa'adah, S. Pd

Sri Wahyuni

Lesson Plan

School : SMK Salafiyah
Subject : English
Class/Semester : X/II
Theme : Descriptive Text
Skill : Writing
Time Allotment: 3 x 45 minutes

A. CORE COMPETENCE

1. Living and practicing the religious faithfully.
2. Living and practicing honest, discipline, responsible, caring (cooperative, polite, tolerant, peaceful) have a good behavior, responsive and pro-active and showing attitude as part of the solution to problems in having effective interaction with the social and natural environment also in placing ourselves as a reflection of the nation in the association of the world.
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B. BASIC COMPETENCE

Number	Basic Competence	Achievement Indicator Competence
3.7	Analyze the social functions, text structures, and language feature in simple descriptive texts about things, famous people, tourism place and historical buildings, according to the context.	3.7.1. Students are able to analyze the components in the descriptive text either in the form of social functions, text structure, and language feature in simple descriptive texts both with groups and individuals.
4.9	Editing the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention to the social functions, text structures, and language feature according to the context.	4.9.1. Students are able to construct descriptive texts by paying attention to the social function, text structure, and language feature according to the context both individually and in groups.
4.10	Arranging the spoken and written of simple descriptive text about things, famous people, tourism place and historical buildings with paying attention goal, text structures and language feature according to the context.	4.10.1 Students are able to create descriptive text with paying attention to the purpose, text structure, and language feature according to the context both individually and in groups.

C. LEARNING OUTCOME

The students are able to:

1. Demonstrate the seriousness of learning English related to simple descriptive text about things.
2. Demonstrate caring, confident and responsible behavior in carrying out communications related to simple descriptive text about things.
3. Identify social functions, text structures, and language feature in simple descriptive texts about things.
4. Responding to the meaning of spoken and written in simple descriptive text about things.
5. Edit descriptive text about things.

D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : STAD (Students-Team Achievement Division)

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of descriptive text
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Identifies phenomenon to be described.
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Describes part, qualities, and characteristics.
 - c. Language Features of Descriptive Text
 - 1) Focus on specific participant.

- 2) Use of attributive and identifying processes.
- 3) Frequent use of epithets and classifier in nominal groups.
- 4) Use of simple present.

d. The Example of Descriptive Text

Spring Garden Apartment

Schematic structure	
Identification	The Spring Garden Apartment Complex offers you and your family country living at its best.
Description	<p>Surrounded by beautiful woods and hill. Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway.</p> <p>Unfurnished two-bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome.</p> <p>In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.</p>

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In descriptive text there are two things in the generic structure, those are: identification and description.

Identification is the first part of descriptive text. It is used to introduce who, where or what is being described. So it is written in the first paragraph of the text. While description contains explanation about the object that is going to be described. It can be about its size, color, volume, body, attitude and any other else.

b. Language feature

Besides having the generic structure, descriptive text also has the language feature, in its application there are four language features.

- (1) Focus on specific participant, it aims to show the specific thing or object which is going to be described in order to get the reader's or listener's understanding of the explanation in the descriptive text and lead them to be able to imagine the form, shape and special characteristics of the object being described.

- (2) Use of attributive and identifying processes, it is used to make the writing easy to understand. By using attributive, something that is described can be imagined more clearly.
- (3) Frequent use of epithets and classifier in nominal groups. This language feature is not much different from the previous language feature, that in writing descriptive text the use of noun or adjective are required to describe name or title.
- (4) Use of simple present. Because the function of descriptive text is to describe something which its characteristic of the object will not change, so the appropriate tense is by using Simple Present Tense

c. Descriptive text

Jakarta

Schematic structure	
Identification	Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.
Description	As cosmopolitan city, Jakarta is the leading seaport and the center of trade and communications. During the time of a Dutch rule, Jakarta was known as Batavia. The Dutch's influence is reflected in the network of canals that cut through the city. The city's broad avenues are line with many modern building with cars, and bajays (vespa driven and taxicabs)

3. Remedial

Besides paying attention to the use of adjectives, another part in its language feature that students should know well is the use of simple present tense.

Here the pattern of simple present tense:

Verbal :	
(+) S + V-1(s/es) + O	(+) Shinta knocks at the door.
(-) S + do/does + V-1 + O	(-) Shinta does not knock at the door.
(?) Do/Does + S + V-1 + O?	(?) Does Shinta knock at the door?
Nominal :	
(+) S + is/am/are + Complement.	(+) My classmates are gorgeous.
(-) S + is/am/are + not + Complement.	(-) My classmates are not gorgeous.
(?) Is/am/are + S + Complement?	(?) Are my classmates gorgeous?

G. LEARNING ACTIVITIES

First meeting

Activity	Teacher's activities	Teacher's checklist	Students' checklist	Students' activities	Notes
Pre Activity (15 minutes)	<ol style="list-style-type: none"> 1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Delivering the learning purpose. 5. Giving apperception by asking: could you please tell me something you like the most? 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	Respond to every command.	- Some students were enthusiastic to give ideas
Main Activities (60 minutes)	Observing (10 minutes) <ol style="list-style-type: none"> 1. Divide students into groups of 4 to 5 students. 2. Provide a descriptive text to be identified. 	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	Students start to discuss about the content of the text.	
	Questioning (5 minutes) <p>While monitoring students' activity, teacher let students ask question that they find in work.</p>	<p>√</p>	<p>√</p>	Students are able to ask for questions related to the task of identifying language structure of descriptive text.	- Students' question were mostly about the meaning of some vocabularies.

	<p>Exploring (15 minutes)</p> <p>1. Teacher directs students to identify the generic structure of descriptive text.</p> <p>2. Guiding students to mention the language feature of descriptive text.</p>	√	√	<p>1. The students identify the generic structure of descriptive text in group.</p> <p>2. The students mention the language feature of descriptive text together with group.</p>	
	<p>Associating (10 minutes)</p> <p>Provide descriptive texts to be identified the language structure by the students.</p> <p>STAD</p>	√	√	<p>Students identify the language structure of the descriptive text provide by teacher individually. (in order to be ready for quiz)</p>	
	<p>Communicating (15 minutes)</p> <p>Teacher guides students to prepare themselves in quiz session.</p>	√	√	<p>One to two students from each group will be chosen to be asked about the task. (quiz)</p>	<p>- The students who were chosen took turn to answer the questions.</p>
	<p>Creating (5 minutes)</p> <p>Directing for the task for every group.</p>	√	√	<p>Make or looking for a picture which can be described in form of descriptive text for the next meeting.</p>	
<p>Closing (15 minutes)</p>	<p>1. The teacher gives question for reflection, those are :</p> <p>- what have you learned from this chapter??</p>	√	√		
		√	√		

	- can you do all the exercises here?	-	-		
	- what is your plan to improve your ability?	-	-		
	2. The teacher closes the class by reciting hamdallah together	√	√		

Second meeting

Activity	Teacher's activities	Teacher's checklist	Students' checklist	Students' activities	Notes
Pre Activity (15 minutes)	<ol style="list-style-type: none"> 1. Greet the class. 2. Opening the teaching learning process by praying together. 3. Checks the students' attendance. 4. Giving review material in previous meeting 5. Delivering the learning purpose. 6. Giving apperception by asking: could you please tell me some things can be described? 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>-</p> <p>-</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>-</p> <p>-</p>	Respond to every command.	<p>This session was skipped to give additional explanation about simple present.</p> <p>This session was skipped to give additional explanation about simple present.</p>
Main Activities (60 minutes)	<p>Observing (10 minutes)</p> <ol style="list-style-type: none"> 1. Coordinating the group from the previous meeting. 2. Provide picture to be described. 3. Let students to give simple 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	Students start to discuss by	

	description about the picture they get in group.			collecting some clues together with group about the picture.	
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	√	√	Students are able to ask for questions related to the task of describing picture.	- Some students asked about some vocabularies and the use of grammar.
	Exploring (15 minutes) Provides a picture to be described by students.	√	√	Every students are responsible to contribute three sentences for the text.	
	Associating (10 minutes) Asking students to write down the clues into descriptive and enclose with the language feature. STAD	√	√	Students unite the sentences from the group member into a simple description.	
	Communicating (15 minutes) Teacher guides students to prepare themselves in quiz session.	√	√	One to two students from each group will be chosen to deliver their work. (quiz)	
	Creating (5 minutes) 1. Guiding students to find a picture to be described in form of text for another group. 2. Teacher announces about the quiz score from the previous meeting	√ √	√ √	1. Students exchange the picture they get with another group and will be discussed for the next meeting.	

Closing (15 minutes)	1. The teacher gives question for reflection, those are :	√	√		
	- what have you learned from this chapter??	√	√		
	- can you do all the exercises here?	-	-		
	- what is your plan to improve your ability?	-	-		
	2. The teacher closes the class by reciting hamdallah together	√			
					-Time limit made the researcher skipped the question. -Time limit made the researcher skipped the question.

Third meeting

Activity	Teacher's activities	Teacher's checklist	Students' checklist	Students' activities	Notes
Pre Activity (15 minutes)	1. Greet the class.	√	√	Respond to every command.	- This session was skipped to give additional explanation about simple present and remind the language structure.
	2. Opening the teaching learning process by praying together.	√	√		
	3. Checks the students' attendance.	√	√		
	4. Delivering the learning purpose.	-	-		
	5. Giving apperception by asking: how to describe something?	-	-		
Main Activities (60 minutes)	Observing (10 minutes)				
	1. Coordinating the group from the previous meeting.	√	√	By the picture students coordinate every group members	
2. Remind students for the picture they got from another group in the previous	√	√			

	meeting.			to make a paragraph related with the picture.	
	Questioning (5 minutes) While monitoring students' activity, teacher let students ask question that they find in work.	√	√	Students are able to ask for questions related to the task of describing picture.	- Students helped each other in finding some vocabularies in group and with another group.
	Exploring (15 minutes) Directing students to collect each paragraph from their group member.	√	√	Every group member make a paragraph to complete the descriptive text related with the picture.	
	Associating (10 minutes) Commanding students to arrange the paragraphs into descriptive text. STAD	√	√	Students complete the text by arranging some paragraphs they have made from every group member.	
	Communicating (15 minutes) Teacher chooses one group member from every group to come forward and deliver their text.	√	√	One to two students from each group will be chosen to deliver their work. (quiz)	
	Creating (5 minutes) Teacher announces about the quiz score since three meetings.	√	√	Students receive some presents from teacher as team-achievement present.	
Closing (15 minutes)	1. The teacher gives question for reflection, those are : - what have you learned from this chapter?? - can you do all the	√	√		

	exercises here?	√			
	- what is your plan to improve your ability?	-			
	- are you enjoy learning by this kind of method (in group)?	-			
	2. The teacher closes the class by reciting hamdallah together	√			

➤ Enrichment

First meeting:

- a. Students comprehend the language structure together with their group member.
- b. Teacher gives questions and students and students answer the question quickly.

Second meeting:

- a. Every student in group takes turn to write one language structure in descriptive text.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right

Third meeting:

- a. Students describe thing in their classroom in group.
- b. Teacher gives signal to stop and at that time students should stop writing, after that students give the paper to their friend on their right.

➤ Remedial

First meeting:

- a. Teacher explains the language feature of descriptive text.
- b. After students have understood, students takes turn to explain with their friend in group.

Second meeting:

- a. Teacher writes an example of descriptive text on slide.
- b. Students should identify the language structure in group.

Third meeting:

- a. Teacher writes a title in white board.
- b. Students come forward one by one represent their group to develop the title by making sentence by sentence.

H. ASSESSMENT

1. First meeting:

Form : Written

Technique : Students explain the language structure of descriptive text

Aspect to be assessed : Writing

Scoring rubric:

Item analysis	Score	Criterion of scoring
Social function	0-2	Good: Students can explain the social function of descriptive text clearly.
	0	Very poor: Students explain the social function of descriptive text with disconnect explanation.
Generic structure	0-4	Excellent: Students can explain the generic structure of descriptive text completely.
	1-2	Good: Students are not completely explain the generic structure of descriptive text completely.
	0	Very poor: Students explain the generic structure of descriptive text with disconnect explanation.
Language feature	0-4	Excellent: Students can explain the language feature of descriptive text completely.
	1-2	Good: Students are not completely explain the language feature of descriptive text completely.
	0	Very poor: Students explain the language feature of descriptive text with disconnect explanation.
Total of score	0-10	

Number of item = 3

Each item is scored = 0-4

Total score = 10

2. Second meeting:

Form : Written

Technique : Students describe a picture together with group.

Aspect to be assessed : writing

Scoring rubric :



Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely organized but main ideas stand out.
	10-13	Fair: not fluent-ideas confused or disconnect.
	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of

		sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.
	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

3. Third meeting:

Form : Written

Technique : Students make a descriptive text individually

Aspect to be assessed : Grammar

Scoring rubric :

Items Analysis	Score	Criterion of scoring
Content	18-20	Excellent: knowledgeable, substantive and etc.
	14-17	Good: some knowledgeable of subject-adequate range.
	10-13	Fair: limited knowledgeable of subject-little substance.
	7-9	Very poor: does not show knowledgeable of subject-non substantive.
Organization	18-20	Excellent: fluent expression ideas clearly stated.
	14-17	Good: somewhat choppy-loosely

	10-13	organized but main ideas stand out. Fair: not fluent-ideas confused or disconnect.
	7-9	Very poor: does not communicate-no organization.
Vocabulary	18-20	Excellent: sophisticated range-effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional of word/idiom form, choice, usage but meaning is not obscured.
	10-13	Fair: limited range-frequent errors of word/idiom form, choice and usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple constructive in grammar.
	10-13	Fair: a major problem is simple/complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
	18-20	Excellent: demonstrate mastery of construction
	14-17	Good: occasional errors of spelling, punctuation and capitalization.
	10-13	Fair: frequent errors of spelling, punctuation and capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Number of item = 1

Each item is scored = 20

Total score = 100

Semarang, 23 March, 2018

English teacher

Researcher

Idaratus Sa'adah, S. Pd

Sri Wahyuni

Score Pre-Test and Post-Test of SGD Class

NUMBER	NAME	SCORE	
		PRE-TEST	POST-TEST
1	Alifia Ashima Buldani	46	68
2	Ananda Febrianti Elvira	55	73
3	Aprilia Nur Azizah	60	70
4	Ayu Dyah Nur Annisa	49	63
5	Erna Nur Rohmah	45	63
6	Evi Yulvianingsih	45	65
7	Febrianti Eka Saputri	45	69
8	Fitrotin Faiqoh Amalina	45	70
9	Juwita Ayyu Lestari	46	65
10	Mismi Mulyaning Tiyas	52	72
11	Nurul Hidayah	57	74
12	Putri Wulandari	45	70
13	Shofiatun Ni'mah	54	73
14	Ulfatun Ni'mah	60	70
15	Umbarwati	57	73
16	Yulikah Dwi Anti	45	67
17	Alimatus Sholihah	45	63

Score Pre-Test and Post-Test of SGD Class

NUMBER	NAME	SCORE	
		PRE-TEST	POST-TEST
1	Alda Izatun Nida	42	60
2	Amaliatuz Zahro'	48	67
3	Amelia Veronica M J	42	60
4	Dina Faridatul Nikmah	51	62
5	Erna Meliana	48	62
6	Hanik Rosyidah	54	65
7	Iik Linda Tiyana	51	67
8	Khotimatus Sa'adah	42	62
9	Lina Nuramaliatun Nisa	46	62
10	Martina Angraini W	47	60
11	Nur Azizah	60	70
12	Nur Laela Fitrotul M	46	62
13	Nur Warsiatun	46	60
14	Putri Rahmawati	48	65
15	Roudlotul Rohmah	43	64
16	Ruhul Aini	55	67
17	Siti Ruhayatun N	46	62
18	Sugiarti	43	60
19	Thoriqotin Nurul Ulya	52	65
20	Wulan Syafaatus S	45	60