

# APPENDICES

## Appendix 1

### STUDENTS' NAME LIST

No.	NIS	NAME	GENDER
1.	9914	Aisyah Amalia Al-Aziz	FEMALE
2.	9916	Ananda Sesarianti	FEMALE
3.	9918	Ananda Tri Lintang Pramesya	FEMALE
4.	9920	Andre Supriyanto	MALE
5.	9922	Arya Yudhistira	MALE
6.	9924	Aulia Rahma Anisa Devianty	FEMALE
7.	9926	Catur Adi Kurniawan	MALE
8.	9928	Devania Nur Saputri	FEMALE
9.	9930	Dinda Sekar Wangi	FEMALE
10.	9932	Elsa Dwi Safitri	FEMALE
11.	9934	Farrel Setyo Risqy Ar Rasyid	MALE
12.	9936	Fathan Nur Rifqi	MALE
13.	9938	Hadad Alwi	MALE
14.	9940	Hasna Putri Cahyani	FEMALE
15.	9942	Hemas Anggita Saputri	FEMALE
16.	9944	Icha Hana Putri	FEMALE
17.	9946	Irza Ayodya	MALE
18.	9948	Laura Shanata Putri	FEMALE
19.	9950	Lia Monika Devi	FEMALE
20.	9952	Luthfiya Risma Putri	FEMALE
21.	9954	M. Dicky Saputra	MALE
22.	9956	M. Rakhul Rabbani	MALE
23.	9958	Marine Alvio Lim Ju	FEMALE
24.	9960	Much Jamhari Trimuhtar	MALE
25.	9962	Muhammad Fauzi	MALE
26.	9964	Muhammad Ridho	MALE
27.	9966	Muhammad Yusuf Ardika	MALE
28.	9968	Putra Farendra	MALE
29.	9970	Putriea Khoiriyyah	FEMALE
30.	9972	Ramanda Risky Saputra	MALE
31.	9974	Rere Restu Harta H	MALE
32.	9976	Rina Anika	FEMALE
33.	9978	Riyantama Ibnu H	MALE
34.	9980	Sekar Ajeng Andira	FEMALE
35.	9982	Tegar Andi	MALE
36.	9984	Tiara Aulia Putri Zahra	FEMALE
37.	9986	Wahyu Martiningsih	FEMALE

## Appendix 2

### BASIC COMPETENCE, INDICATORS, AND MAIN SUBJECT

#### Grade : VII

Standard of Competence: 12. Expressing the meaning of short fungsional written text very simple to interact with the closed environment

Basic Competence	Indicators	Main Subject
12.2 Expressing meaning and rhetorical stage in short essay written language accurately, fluently and acceptably to interact with the closed environment in descriptive text/procedure text.	Students are able to write short and simple text in descriptive text by rhetorical stage correctly.	<ul style="list-style-type: none"><li>• Simple present tense</li><li>• Essay text <i>descriptive/procedure</i></li><li>• Language feature of text <i>descriptive/procedure</i></li><li>• Rhetorica stage of text <i>descriptive/procedure</i></li></ul>

## Appendix 3

### LESSON PLAN

#### (Pre Cycle)

School	: SMP Muhammadiyah 1 Semarang
Subject	: English
Grade /Semester	: VII/ I
Material	: Descriptive Text
Skill Focus	: Writing
Allocated Time	: 2 x 45 minutes

#### A. Standard of Competence

Expressing meaning of written short functional text and simple essay of descriptive and procedure text to interact with their environment

#### B. Basic Competence

Expressing meaning of short functional written text by using a variety of written language accurately, fluently and acceptably to interact with their environment.

#### C. Indicators

1. Responding written descriptive text.
2. Identifying social function of descriptive text.
3. Identifying generic structure of descriptive text.
4. Identifying the language feature of descriptive text.
5. Writing descriptive text.

#### D. Learning Aim

By the end of this lesson, students will have been able to respond written descriptive text, to identify social function,

generic structure, and language feature of descriptive text, and to write descriptive text.

## **E. Teaching Material**

### Descriptive text

#### 1. Definition

Descriptive text is factual genres of text which describes of a specific subject. And the purpose of descriptive text is to describe and reveal particular things or subject specifically, such as people, place, animal etc.

#### 2. Social Purpose

- To describe a particular person, place or thing.

#### 3. Generic Structure

- Identification : part of paragraph which introduces or identifies the phenomenon to be described
- Description : part of paragraph which describes parts, qualities and the characteristics..

#### 4. Language Features

- Focus on specific participant.
- Use of simple present.
- Use of adjective
- Use of Action verb

## 5. Example

### My family

My family has four members: those are I, my sister, and my beloved parents. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant. My father is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

### **F. Teaching Method/Technique**

- method : Direct Method

### **G. Learning Activities**

- Pre-Activities
  - Teacher enters the class and greets the students.
  - Teacher checks students' attendance.
  - Teacher asks students to pray together
- Main Activities
  - Exploration

- Teacher explains what descriptive text is, the generic structure and the language feature.
- Teacher decides a topic to be given to the students
- The teacher gives an example of descriptive text
- Teacher gives students chance to ask question about the material.
- Elaboration
  - Teacher asks students to write a descriptive text
  - Teacher monitors the students when doing the assignment.
- Confirmation
  - Teacher checks students' work.
  - Teacher gives confirmation about the students' work.
  - Teacher gives reinforcement to students.
- Post-Activities
  - Teacher reviews the material.
  - Teacher gives motivation to students.
  - Teacher ends the class by greeting.

## **H. Media and Sources of Learning**

- Media : - Slide
- Sources :

Wardiman, Artono dkk. 2008. *English in focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Entika Fani Prastikawati and Siti Musarokah. 2010. *Writing 3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang.

## I. Assessment

1. Form : Written test
2. Technique : The students are assigned to write a descriptive about their idol.
3. Aspects :
  - Content = 30%
  - Organization = 20%
  - Vocabulary = 20%
  - Language use = 25%
  - Mechanics = 5%
4. Instruments :
  - ✓ Write a description of your idol using true generic structure and language features of descriptive text.
  - ✓ You may open your dictionaryscoring rubric.

No.	Aspect	Score	Criteria
1.	Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.
		16-13	VERY POOR: does not show knowledge of subject, non-



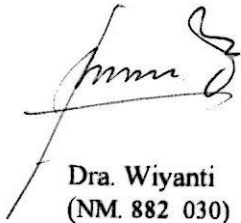
			substantive, not pertinent, or not enough to evaluate.
2.	Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
		17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	FAIR TO POOR: non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
		9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
3.	Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
		17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
		13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
		9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to

			evaluate.
4.	Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
		21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured.
		10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	GOOD TO AVERAGE:

			occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Mengetahui,

Guru mata pelajaran



Dra. Wiyanti  
(NM. 882 030)

Semarang, 21 Oktober 2015

Peneliti



Faiz Maulida



## Appendix 4

### LESSON PLAN

#### (Cycle 1)

School	: SMP Muhammadiyah 1 Semarang
Subject	: English
Grade /Semester	: VII/ I
Material	: Descriptive Text
Skill Focus	: Writing
Allocated Time	: 2 x 45 minutes

#### A. Standard of Competence

Expressing meaning of written short functional text and simple essay of descriptive and procedure text to interact with their environment

#### B. Basic Competence

Expressing meaning of short functional written text by using a variety of written language accurately, fluently and acceptably to interact with their environment.

#### C. Indicators

1. Responding written descriptive text.
2. Identifying social function of descriptive text.
3. Identifying generic structure of descriptive text.
4. Identifying the language feature of descriptive text.
5. Writing descriptive text.

#### D. Learning Aim

By the end of this lesson, students will have been able to respond written descriptive text, to identify social function,

generic structure, and language feature of descriptive text, and to write descriptive text.

## **E. Teaching Material**

### Descriptive text

#### 1. Definition

Descriptive text is factual genres of text which describes of a specific subject. And the purpose of descriptive text is to describe and reveal particular things or subject specifically, such as people, place, animal etc.

#### 2. Social Purpose

- To describe a particular person, place or thing.

#### 3. Generic Structure

- Identification : part of paragraph which introduces or identifies phenomenon to be described.
- Description : part of paragraph which describes parts, qualities and the characteristics.

#### 4. Language Features

- Focus on specific participant.
- Use of simple present.
- Use of adjective
- Use of Action verb

## 5. Example

### My Home

My home is big. There are 3 bedrooms. My bed room is near the living room. Next to my room is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room.

The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweeps the floor every day. (Source : *English on Sky*. Jakarta: Erlangga.)

## **F. Teaching Method/Technique**

- Method: Direct Method

## **G. Learning Activities**

- Pre-Activities
  - Teacher enters the class and greets the students.
  - Teacher checks students' attendance.
  - Teacher asks students to pray together
- Main Activities
  - Exploration
    - Teacher decides a topic to be given to the students
    - Teacher stimulates students' by asking some questions related to the topic

- The teacher gives an example of descriptive text based on the questions as the model for students
- Teacher stimulates students to analyse the definition, social purpose, generic structure, and language feature.
- Teacher gives students chance to ask question about the material.
- Elaboration
  - Teacher introduces and explains about guiding question technique.
  - Teacher gives students a picture and some questions related to the picture.
  - Teacher asks students to arrange descriptive text the by answering the questions which is given (in group).
  - Teacher monitors the students when doing the assignment.
  - Teacher asks representation of the group to present their work.
- Confirmation
  - Teacher stimulates students to give comment and correction.
  - Teacher gives feedback and confirmation toward students work.
- Post-Activities
  - Teacher reviews the material.

- Teacher gives motivation to students.
- Teacher ends the class by greeting.

## H. Media and Sources of Learning

- Media : - Slide
- Sources :

Wardiman, Artono dkk. 2008. *English in focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Entika Fani Prastikawati and Siti Musarokah. 2010. *Writing 3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang.

## I. Assessment

1. Form : Written test
2. Technique : The students are assigned to write a descriptive text about their school.
3. Aspects : - Content = 30%
  - Organization = 20%
  - Vocabulary = 20%
  - Language use = 25%
  - Mechanics = 5%
4. Instruments :
  - Write a description of your school by answering the questions.
  - Write the answer use complete sentence.



- Arrange the sentences into a good descriptive text with true generic structure and language features.
- The text is written in present tense.

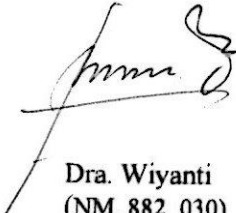
Scoring Rubric

No.	Aspect	Score	Criteria
1.	Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.
		16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
		17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	FAIR TO POOR: non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
		9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
3.	Vocabular	20-18	EXCELLENT TO VERY GOOD:

	y		sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
		17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
		13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
		9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
		21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured.
		10-5	VERY POOR: virtually no mastery of sentence construction rules,

			dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Mengetahui,  
Guru mata pelajaran

  
Dra. Wiyanti  
(NM. 882 030)



Semarang, 21 Oktober 2015

Peneliti



Faiz Maulida

Kepala SMP Muhammadiyah 1 Semarang

   
Des. Moh. Damiri  
(NM. 812 844)

## Appendix 5

### LESSON PLAN

#### (Cycle 2)

School	: SMP Muhammadiyah 1 Semarang
Subject	: English
Grade /Semester	: VII/ I
Material	: Descriptive Text
Skill Focus	: Writing
Allocated Time	: 2 x 45 minutes

#### A. Standard of Competence

Expressing meaning of written short functional text and simple essay of descriptive and procedure text to interact with their environment

#### B. Basic Competence

Expressing meaning of short functional written text by using a variety of written language accurately, fluently and acceptably to interact with their environment.

#### C. Indicators

6. Responding written descriptive text.
7. Identifying social function of descriptive text.
8. Identifying generic structure of descriptive text.
9. Identifying the language feature of descriptive text.
10. Writing descriptive text.

#### D. Learning Aim

By the end of this lesson, students will have been able to respond written descriptive text, to identify social function,

generic structure, and language feature of descriptive text, and to write descriptive text.

## **E. Teaching Material**

### Descriptive text

#### 1. Definition

Descriptive text is factual genres of text which describes of a specific subject. And the purpose of descriptive text is to describe and reveal particular things or subject specifically, such as people, place, animal etc.

#### 2. Social Purpose

- To describe a particular person, place or thing.

#### 3. Generic Structure

- Identification : part of paragraph which introduces or identifies the phenomenon to be described.
- Description : part of paragraph which describes parts, qualities and the characteristics.

#### 4. Language Features

- Focus on specific participant.
- Use of simple present.
- Use of adjective
- Use of action verb

#### 5. Example

##### My father

My father is a postman, every day he deliverers letters to many people, he works at the central post office,

he usually starts his job at 8 a. m, first, he goes to the addresses near his office, then he continues to the addresses far from his office, he stops working at 2 p. m, and he is very happy to be a post man. (source: *English in focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional).

#### **F. Teaching Method/Technique**

- Method: Direct Method

#### **G. Learning Activities**

- Pre-Activities
  - Teacher enters the class and greets the students.
  - Teacher checks students' attendance.
  - Teacher asks students to pray together
- Main Activities
  - Exploration
    - Teacher decides a topic to be given to the students
    - Teacher stimulates students' by asking some questions related to the topic
    - The teacher gives an example of descriptive text based on the questions as the model for students
    - Teacher stimulates students to analyse the definition, social purpose, generic structure, and language feature.
    - Teacher gives students chance to ask question about the material.

- Elaboration
  - Teacher introduces and explains about guiding question technique.
  - Teacher divides students in pair.
  - Teacher gives students picture and some questions related to the picture (in pair).
  - Teacher asks students to arrange a descriptive text by answering the questions which is given.
  - Teacher monitors the students when doing the assignment.
  - Teacher asks some students to present their work.
- Confirmation
  - Teacher stimulates students to give comment and correction.
  - Teacher gives feedback and confirmation toward students work.
- Post-Activities
  - Teacher reviews the material.
  - Teacher gives motivation to students.
  - Teacher ends the class by greeting.

## **H. Media and Sources of Learning**

- Media : - Slide  
- Worksheet
- Sources :

Wardiman, Artono dkk. 2008. *English in focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Entika Fani Prastikawati and Siti Musarokah. 2010. *Writing 3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang.

## I. Assessment

1. Form : Written test
2. Technique : The students are assigned to write a descriptive text about their classmate.
3. Aspects :
  - Content = 30%
  - Organization = 20%
  - Vocabulary = 20%
  - Language use = 25%
  - Mechanics = 5%
4. Instruments :
  - ✓ Write a description of your classmate by answering the questions.
  - ✓ Write the answer use complete sentence.
  - ✓ Arrange the sentences into a good descriptive text with true generic structure and language features.
  - ✓ The text is written in present tense.

### Scoring Rubric

No.	Aspect	Score	Criteria
1.	Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	GOOD TO AVERAGE: some



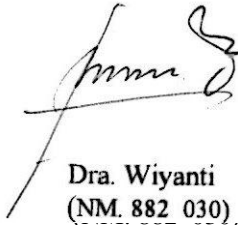
			knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.
		16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
		17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	FAIR TO POOR: non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
		9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
3.	Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
		17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
		13-10	FAIR TO POOR: limited range,

			frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
		9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
		21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured.
		10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Mengetahui,

Guru mata pelajaran



Dra. Wiyanti  
(NM. 882 030)

Semarang, 28 Oktober 2015

Peneliti



Faiz Maulida



## Appendix 6

### OBSERVATION CHECKLIST

Indicators		poor (0%-20%)	Fair (21%-40%)	average (41%-60%)	Good (61%-80%)	Excellent (81%- 100)
		1	2	3	4	5
1	Students are enthusiastic in listening teacher's Explanation					
2	Students are enthusiastic in asking questions About the material					
3	Students are enthusiastic in giving opinion about the material					
4	Students do the assignment with full of responsibility					
5	Students being active in doing the assignment					
Total Score						

Note:

5 = (81%- 100%)      31- 37 students

4 = (61%- 80%)      23- 30 students

3 = (41%- 60%)      16- 22 students

2 = (21%-40%)      8-15 students

1 = (0%-20%)      0-7 students

Explanation:

a. Poor

The aspect of activity that was observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that was observed above, reaches about 21%-40% from overall percentage 100%

c. Average

The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%

d. Good

The aspect of activity that was observed above, reaches about 61% - 80% from overall percentage 100%

e. Excellent

The aspect of activity that was observed above, reaches about 81% - 100%.

## Appendix 7

### KUESIONER UNTUK SISWA

Nama :

Kelas :

No. Absen :

Petunjuk Pengisian Kuesioner:

1. Bacalah pertanyaan-pertanyaan di bawah ini dengan cermat dan teliti.
2. Pilihlah jawaban yang paling sesuai menurut Anda dengan memberikan tanda *checklist* ( $\checkmark$ ) pada kolom yang tersedia.
3. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda

No.	PERNYATAAN	JAWABAN	
		YA	TIDAK
1.	Apakah Anda menyukai pembelajaran Bahasa Inggris dengan menggunakan teknik <i>guiding question</i> ?		
2.	Apakah Anda merasa semangat mempelajari descriptive text melalui teknik <i>guiding question</i> ?		
3.	Apakah Anda merasa ingin selalu berperan aktif dalam pembelajaran descriptive text dengan menggunakan teknik <i>guiding questions</i> ?		
4.	Apakah Anda merasa lebih mudah memahami materi descriptive text melalui teknik <i>guiding question</i> ?		
5.	Apakah Anda merasa bahwa menulis descriptive text itu mudah setelah belajar menulis descriptive text dengan menggunakan teknik <i>guiding question</i> ?		

## Appendix 8

### CYCLE 1

Material : Descriptive text

Theme : My School

Skill : Writing

#### INSTRUCTION

- Write your name and class on the left top of the paper.
- Answer the questions below, write the answer use complete sentence.
- Arrange the sentences into a good descriptive text.
- The text is written in present tense.

1. Is SMP Muhammadiyah 1 one of junior high school in Semarang?
2. How many rooms does it have?
3. Does it have laboratory room?
4. Does it have library?
5. Where is the location of library?
6. Does it have canteen?
7. Do you like study over there?
8. Do the teachers very kind?
9. Is SMP Muhammadiyah 1 Semarang a good school?
10. What do you think about it?

## Appendix 9

### CYCLE 2

Material : Descriptive text

Theme : My classmate

Skill : Writing

#### INSTRUCTION

- Write your name and class on the left top of the paper.
- Answer the questions below. Write the answer use complete sentence.
- Arrange the sentences into a good descriptive text.
- The text is written in present tense.

1. What is his/her name?
2. Where does she/he live?
3. Does she/he come to class early?
4. What time does she/he come to the class every day?
5. Does she/he clean his/her house daily?
6. What is his/her favorite subject?
7. Does she/he study every night?
8. Does she/he have a favorite teacher?
9. Does she/he wear a watch?
10. What is his/her hobby?



## Appendix 10

Name : M. Ridho

Class : 7B

Make a descriptive text by using the topic below!

Topic : Describing my idol

MY Idol is = SYnyster Gates / Brian Elwin Hanner jr. He,  
<sup>he is</sup> ~~this~~ <sup>of</sup> Guitars Avenged Sevenfold band. they handsome.  
~~they~~ <sup>are</sup> skin is white, body big, ~~hair~~ <sup>are</sup> hair colour black.

c = 14

o = 12

v = 12

l = 1

m = 3

46

Name : Laura Shanita.

Class : VII<sup>B</sup>

Make a descriptive text by using the topic below!

Topic : Describing my idol

### Aliando

Aliando <sup>is</sup> cute, handsome, what, and he also <sup>has</sup> talent.

I Love Aliando because he <sup>is</sup> cool and he <sup>has</sup> talent.

c = 16  
n = 12  
k = 12  
l = 9  
a = 3

48

Name : Hadad Arwi

Class : VII B

Make a descriptive text by using the topic below!

Topic : Describing my idol

My idol is Endang Soekamti

Endang Soekamti is someone singer from Yogyakarta.

~~Endang Soekamti~~

c = 13

o = 7

v = 7

l = 9

m = 3

39

# Appendix 11

No. \_\_\_\_\_

Date \_\_\_\_\_

Name : M. Yusuf Andika  
Class : VII B

### My school

SMP Muhammadiyah is one of junior high school in Semarang. It is my school. It has 1 floor. I love to study here because the teachers very kind. SMP Muhammadiyah is very good. My school is the best.

- c = 17
- o = 14
- v = 10
- l = 13
- m = 11

60

No. \_\_\_\_\_

Date: \_\_\_\_\_

Name: Gisyaah amalia al aziz  
class : VII B

SMP Muhammadiyah 1 is my school. It is one of junior high school in Semarang. It is a big school. It has 12 class rooms. It has a library. Sometimes i reads book. There it has 2 canteens. The location is next to library.

I Like breakfast in canteen because the food is delicious.

I Think SMP Muhammadiyah is a good school. I Like to study over there.

c : 22

o : 17

✓ : 14

l : 8

m : 4

75

No. \_\_\_\_\_

Date: \_\_\_\_\_

Name : Farel Setyo Rizqy Arrasyid

Class : VII B

### MY School

I study in SMP Muhammadiyah 1 Semarang.

The location is on Indraprasta Street. It has 15 rooms.

There are 12 classrooms, 1 library, 1 laboratory room

and 2 canteens. The location of canteen is near

library. I love to study here because the teacher

is very kind.

are  
c = 17  
o = 10  
u = 16  
l = 9  
o = 6

68

Appendix 12

No. \_\_\_\_\_

Date: \_\_\_\_\_

]	name: Ramadana
]	class: VII B
]	My classmate
]	Arya yudhistira is my classmate, he sits in front of me, he is very kind, he always helps me do home work, his house is in Ngalian, he goes to school with bus. usually he comes to class at 06.25 am. usually he helps her mother clean the house before go to school.
]	Arya likes sek lesson, he always get good score, her favorite teacher is mr Dimas.
]	Arya has a special talent, he has good voice, his skin is brown his tall, is 160 cm.
]	his favorite food is fried rice. his favorite drink is coffe.
]	C = 25
]	D = 16
]	V = 16
]	C = 19
]	M = 4
]	80

No. \_\_\_\_\_

Date \_\_\_\_\_

Name : Rere Restu Harta

class : VII B

my class mate

I have a best friend. Her name is Hermas Anggeta Saputri. She lives in JL. Indraprasta No. 24. She is a diligent student. She always comes to class at 06.20<sup>a.m</sup>. Hermas is a smart student because she studies every night. She has a sister who helps her to do homework.

Her favorite lesson is English. She has a favorite teacher, that is Mrs. Wiyanti. She loves Mrs. Wiyanti because she is a kind teacher.

Hermas is beautiful. She has a pointed nose. Her skin is <sup>white</sup> white. She wears glasses. Hermas has a hobby. Her hobby is dancing. She has a dance group. The name is Cibi group. Hermas's favorite food is Sate and her favorite drink is ice tea.

$$c = 27$$

$$o = 17$$

$$v = 15$$

$$l = 20$$

$$m = 4$$

83



No.:

Date.:

Name = M. Yusuf Ardika

Class = VII-b

### My friend

I have a friend. his name is Tegar andi saputra. She is diligent student. he always comes to class early. before he goes to school, he always reads a newspaper. he is very smart student because he always studies every night. his favorite subject is Mathematics. his favorite teacher is Mr. Isdianto. her hobby is playing football. he likes football so much. his favorite player is Cristiano Ronaldo. his favorite food is burger. his favorite drink is coca-cola

$$C = 23$$

$$O = 17$$

$$V = 16$$

$$L = 18$$

$$M = 4$$

78

## Appendix 13



Students are enthusiastic in asking question and giving opinion



The students are enthusiastic in listening teacher's explanation.



Researcher are stimulating students to explore the topic



The students are doing the test.



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
SMP MUHAMMADIYAH 1**  
Terakreditasi "A"

Jl. Indraprasta 37 Telp. (024) 3511901 Semarang 50131

NDS : C. 30042008

NSS : 203 036 307 031

**SURAT KETERANGAN**

Nomor : 082/III.4/F/SMPM1/2015

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan dibawah ini, Kepala SMP Muhammadiyah 1 Semarang menerangkan dengan sebenarnya bahwa :

Nama : Faiz Maulida

NIM : 113411059

Yang namanya tersebut di atas benar-benar telah mengadakan penelitian dengan judul "*The Use of Guiding Question Technique to Improve Students' Descriptive Text Writing*" selama 20 hari di SMP Muhammadiyah 1 Semarang, mulai tanggal 19 Oktober – 7 Nopember 2015

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

14 Muharram 1437 H

Semarang, .....

27 Oktober 2015 M

Kepala SMP Muhammadiyah 1 Semarang



## CURRICULUM VITAE

### A. Personal Data

Name : Faiz Maulida  
Place and date of birth : Demak, October 19<sup>th</sup>, 1993  
Address : Ds. Sokokidul , RT 06 RW 02  
Kebonangung Demak  
E-mail : [faizmaulida10@gmail.com](mailto:faizmaulida10@gmail.com)

### B. Educational Background

1. TK Mekar Budi graduated in 1999
2. SD N Sokokidul graduated in 2005
3. SMP Futuhiyyah Mranggen Demak graduated in 2008
4. MAN DEMAK graduated in 2011
5. UIN Walisongo Semarang in 2016