

**THE USE OF AUTHENTIC MATERIALS TO IMPROVE  
STUDENTS' WRITING ABILITY OF DESCRIPTIVE  
TEXT**

**(A Classroom Action Research at the Tenth Grade of MA  
Matholi'ul Huda Bugel Jepara in the Academic  
Year of 2015/2016**

**THESIS**

Submitted in partial fulfillment of the requirement  
for the degree of Bachelor of Education  
In English Language Education



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*Assalamu'alaikum Wr. Wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE USE OF AUTHENTIC MATERIALS  
TO IMPROVE STUDENTS' WRITING  
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## **ABSTRACT**

Title : The Use of Authentic Materials to Improve Students' Writing Ability of Descriptive Text (A Classroom Action Research at the Tenth Grade of MA Matholi'ul Huda Bugel Jepara in the Academic Year of 2015/2016

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This research is focused on the use of authentic material in teaching descriptive text to improve students' writing ability. This research is aimed to know the implementation of authentic materials to improve students' writing ability in descriptive text. This research is about the use of authentic materials to improve students' writing ability of descriptive text at tenth grade of MA Matholi'ul Huda Bugel Jepara in the academic year of 2015/2016. Authentic material is the materials which have been produced for purposes other than to teach language. The research design is classroom action research that consist of preliminary research and two cycles. There are four activities, there are planning, acting, observing and reflecting. There are also three instruments in this research, the first is observation check list, second is documentation, and the last is test. All data were analyzed using percentage descriptive quantitative which used some formula to find the interval grade of students, and finding the score of

average. The result of the research showed that there was improvement of students' ability in writing descriptive ability in writing descriptive text after being taught using authentic material. The result can be seen at the mean of score in each cycle. The average is increase from 62 in pre-cycle to 70, 5 in first cycle, and 80, 51 in second cycle. Finally the result of this study showed that the implementation of using authentic material can maximize the students' writing skill in descriptive text.

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The writer realizes that this thesis cannot be finished on its own. In order to finish it. Therefore, the writer would like to express a lot of gratitude to:

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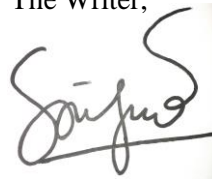
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Finally, the writer realizes that this thesis still has a lot of deficiency. Therefore, the writer hopes the criticism and suggestion for perfection of this thesis. The writer hopes that this thesis would be beneficial for everyone. Amen.

Semarang, June 6<sup>th</sup> 2016

The Writer,

A handwritten signature in black ink, appearing to read 'Saifuddin Wafa', with a stylized flourish at the end.

Saifuddin Wafa

SN: 103411066

## MOTTO

وما من ذابة في الارض الا على الله رزقها

**“Every living thing on earth surely only He  
who can hold and give the rizq” (QS. Hud: 6)**



كن رجلا رجله في الثرى وهمته في الثريا

**“Be the one who steps on the ground while the dream  
goes as high as up the tsuroya” (Imam Thobroni)**



**“Use Your Time as Good as Possible”  
(S. Wafa)**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is taught in Indonesia as foreign language. Indonesian government has chosen English because it recognizes the important role it plays in the international world. We can communicate with all countries in the world, because English is the most widely used language in politics, business, trade and the diplomatic circle.<sup>1</sup>

English has four skills, there are speaking, writing, reading and listening. Writing is a skill that people in all walks of life must perform almost daily.<sup>2</sup> As students, they are facing and will face many writing tasks in order to complete their education successfully. Then, after graduating, they will write letters to businesses when they look for a job. So, writing is so important thing in our daily life. This statement as Allah States in Surah Al ‘Alaq 3-5:

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<sup>1</sup>Ramelan, *Introduction to Linguistic Analysis*, (Semarang, IKIP Semarang Press, 1992), p. 2

<sup>2</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, (USA, Addison-Wesley Publishing Company, 1978), p. 8

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿١﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٢﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٣﴾

“Read! Your lord is the most beautiful one, who taught by the pen, taught man what he did not know.” (QS. Al Alaq: 3-5)<sup>3</sup>

From the verses above, we can get information that writing is important, one of its function is to teach man. Automatically, writing has contribution to teach man who doesn't know anything become the man knows everything.

A particular orientation to teacher's preparation in language teaching underlines this stated purpose. It means that the duty of the teacher is to develop the capacity of the students and to assess the impact of the students, in the word of Orem (1981) “to know what they do, how and why.” In the purposes of teacher to the students to achieve the goal of learning process.<sup>4</sup>

Writing is one of four skills in English. Writing is included in productive skill. Productive skill is skill produced through knowledge and vocabulary that is owned by writer. In this skill, students actually must produce language by themselves based on their knowledge and vocabulary. It means, when

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<sup>3</sup> Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of the Quran*, (Lebanon: Dar Al Chaura, 1980), p. 457

<sup>4</sup> Jack C. Richards, David Nunan, *Second Language Teacher Education*, (UK: Cambridge University Press, 1990), P. 103



students write a text, they will write based on their own language or what is in his mind. Writing skill are more complex and difficult to teach, require, and master not only grammatical and rhetorical devices but also conceptual and judgement elements.<sup>5</sup>

Before the researcher conducted the research, the researcher discussed with the English teacher about his class. The researcher found the problem in the class grade tenth of MA Matholi'ul Huda Bugel was the students were not good in writing because the students usually are tough reading, and writing has little portion in the class, so the students had lack ability in writing process, especially in descriptive text. The researcher assumed that there was problem in the class. Then, the researcher had an idea to solve the problem in teaching writing of descriptive text by using authentic material. In this school, the curriculum was used was KTSP curriculum. The teacher used "English on Sky" as the hand book to teach the students in the class.

Writing have complex things that have to be considered. Incorrectly linked ideas are one of the problems when students write. Because the students' knowledge and vocabulary are limited, they write what the words that they know. Careless punctuation is also the problem when students write. Some students forget or lack of using punctuation. Such as they forget to give the points and write the capital letter in the beginning of

---

<sup>5</sup> Jeremy Harmer, How To Teach Writing, (England: Longman, 2004)  
p. 3

sentences or after the conjunction such as *but*, *and*, *because*, and so on. Sentence errors are the problem that always happened to students. When they write sentences, the grammar is incorrect.<sup>6</sup>

Descriptive text is the material that is learned by senior high school at Tenth grade in second semester. Descriptive text is one kind of genres. It is a written English text which the writer describes the object. The object are person, animals, things and places. Descriptive text consist of two components. They are identification and description. The grammatical aspect to write Descriptive text is using attributive and identifying processes, using simple present tense and focus on specific participants.<sup>7</sup>

The use of authentic materials in the language classroom presents instructors with several challenges. One such challenge is development of effective research skills required to manage the vast amount of information available in written, spoken, or multimedia format. An additional challenge is the selection of the material most appropriate to the objectives of curriculum, a course, or even a single task. Authentic materials are very interesting and stimulating. Raise a sense of curiosity in the students and bring in the lively outer landscape into the learning situation. These materials are taken from the real life, as oppose to the material specially designed and constructed for the sake of

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<sup>6</sup>Dawn Sova, *Writing Clearly A Self-Teaching Guide*, (United State: John Wiley & Sons, Inc., 2004), p. 2

<sup>7</sup>Sanggam Siahaan and Kisno Sinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89

language teaching.<sup>8</sup> According to David Gardner and Lindsay Miller argue that authentic materials can be used teacher as materials/references. The material is to kept with the clear instructions to use them to improve/practice language skills.<sup>9</sup>

In teaching ‘writing for writing’ we need to make sure that our students have some writing aim because effective writers usually have a purpose in mind and construct their writing with a view to achieve that purpose.<sup>10</sup> The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-class life. The teacher when teaching writing Descriptive text in the class can use authentic materials in his class activity. It will simply like the real life, not only focus on the textbook. The students can also explore their vocabulary in the real life and in the end of the lesson students have enriched their vocabulary and of course they will be accustomed to write.

Finally, based on the background above, the writer awares that writing is so complicated, and to make the students easy to write Descriptive text correctly, in this research, the researcher use authentic materials in the learning process to teach Descriptive

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<sup>8</sup> Journal for the Study of English Linguistics, (Vol. 1, 2013), p. 40-41

<sup>9</sup> K. Yugandhar, *International Journal of English and Education*, (Volume:3, October 2014), p. 41

<sup>10</sup>Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004) p. 39

text to know the implementation of authentic materials to improve the students' writing ability in Descriptive text. So the researcher choose this title "THE USE OF AUTHENTIC MATERIALS TO IMPROVE STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT"

## **B. Questions of the Research**

This study is aimed to answer the following questions.

Can authentic materials improve students' writing ability in Descriptive Text?

## **C. The Objectives of the Research**

Based on the problems above, the aims of this study are as follows.

To identify the improvement of the students' writing ability in Descriptive Text after being taught using authentic materials.

## **D. Pedagogical Significances**

By conducting this study, the writer knows significance of the study. It can contribute some benefits as follows.

### **1. For the researcher**

By doing this research, the researcher can get some experiences and knowledge about his study about using authentic material in teaching descriptive text and it is useful in the future.

2. For the students

By using authentic material the students are expected to develop their ability in writing skill. So that, after the research the students can increase their ability in writing text.

3. For the teacher

The researcher expects that the result of this study shows the teacher that using authentic material can be used as a media in teaching writing and help the teachers to improve and enrich their methods in teaching learning process in the classroom.

4. For the school

This study about using authentic materials are aimed to improve the students writing ability in descriptive text, it can be used for the school as one of many ways in teaching descriptive text in the classes.

## **E. The Scope of the Study**

To limit the scope of the study, the writer will only discuss such as follows.

1. This study is done at the Ten Grade Students of MA Matholi'ul Huda Bugel Jepara in the academic year of 2015/2016.
2. This study explained about the use of authentic materials to improve students' writing ability of Descriptive text. It is done to find the effective way to teach writing.

3. This study only focused on the authentic material in the form of video and text.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Previous Research**

1. Thesis written by Khusniyah<sup>1</sup>, this research is aimed to know the implementation of Drill Technique to improve students' writing skill. The method in this research is classroom action research. It is done in three cycles. The instruments of the research are observation checklist, and test. The idea of using Drill Technique to improve students' writing skill has overcome the students' problem. It has improved their attention and also has improved their understanding and achievement. It is proved by the last test which is done in the third cycle. The result states that in the first cycle there are 33 students in the class and almost the students got score more than 60. They have the average of the score was 69.590, this average of score higher than preliminary test was 53.13. The second cycle the average of score increase became 72.06. The third cycle, showed that the result also increase became 72.03.

According to the result of each test, it shows that Drill Technique can improve the students' ability in writing descriptive text in Seventh grade of SMP N 16 Semarang and

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<sup>1</sup>Khusniyah Dwi Atmini, unpublished thesis under title The Implementation of Drill Techniques to Improve Students' Ability in Writing Descriptive Texts (An Action research at the Seventh Grade Students of SMP N 16 Semarang in the Academic Year of 2013/1014), (Semarang: UIN Walisongo, 2014)

this classroom action research success because it has gained the target.

2. Thesis written by Siti Sundari, in this research, the objectives of the study is to examine whether the use of picture as an authentic material effective for improving the writing result of student or not. To achieve the objectives of the study, the researcher uses a quantitative method to get the data. conducting the research the researcher uses pre test (without using picture as authentic material) and post test (using picture as authentic material).

Based on the statistical analysis it can be seen that the mean of the post-test score was higher than the mean of the pre-test. In order to know whether the difference between the two means was significant or not, t-test in small dependent sample was applied. The critical value for two tailed tests for 21 degrees of freedom at 0.05 level of significance is 0.4227. since the obtained t-value (1.721), the writer concludes that the test statistically significant. As the mean of the post-test was statistically higher than that of the pre-test, the writer concludes that the writing score achieved by the eight graders of MTs. Pus Raden Paku improved after they were taught using picture as authentic material. Based on the analytic scoring using Jacobs et al, pictures were effective to improve the content and



organization, but less effective to improve vocabulary, language use and mechanics.<sup>2</sup>

## **B. Theoretical Framework**

In this chapter the writer would like to review some theories that are relevant to this thesis. Some points that will be discussed by the writer are; the general concepts of writing, text, descriptive text and authentic material.

### **1. General Concept of Writing**

#### **a. Definition of Writing**

Writing is a skill that people need for many aspects in their daily life. Functional writing skills provide an individual with the essential knowledge, skills and understanding that enables one to operate confidently effectively and independently in school, life and work. Through writing students can reinforce the grammatical structure, idioms, and vocabularies. They can have opportunities to be adventurous with the language. They necessarily become very involved with new language, the effort to express ideas.<sup>3</sup>

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbol

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<sup>2</sup> Siti Sundari, unpublished thesis under title *The Effectiveness of Picture as Authentic Material to Improve Students' Writing in Descriptive Text (A Case Study of 8<sup>th</sup> Grade of MTs Plus Raden Paku Trenggalek in The Academic Year of 2010/2011)*, (Surabaya: Airlangga University, 2011)

<sup>3</sup> Alice Oshima, Ann Hogue, *Writing Academic English*, p. XIII

to represent the sound of speech, and may also have symbols for such things as punctuation and numeral. All writing systems use visible signs with the exception of the raised notation systems used by blind and visually impaired people, such as braille and moon.<sup>4</sup>

Based on Oxford Dictionary, writing is produce something in written form so that people can read. It means that, writing skill is productive skill, it make or produce a text beginning from writing simple sentence, to complex, compound, complex compound sentence, paragraphs and later essays.<sup>5</sup>

#### **b. The Writing Process**

Many people have the mistaken notion that write well is a talent that one either has or doesn't have. This is not necessarily true, you can learn to write effectively if you are willing to learn some strategies and practice them. Writing is one of four skills are learned in English. Being able to write is a vital skill for 'speaker' of foreign language as much as for everyone use their own first language.<sup>6</sup>

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<sup>4</sup> Simon Ager, "The definition of Writing", [http://the\\_definition\\_of\\_writing](http://the_definition_of_writing), accessed on June, 3<sup>rd</sup> 2016.

<sup>5</sup> Oxford Learner's Pocket Dictionaries, p. 516

<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, p. 3-4

Writing is meant to develop the student's writing skill, beginning from writing simple sentence, to complex, compound, complex compound sentence, paragraphs and later essays. The actual goal of writing is the student's ability in recognizing the arrangement of sentences into paragraphs and essays together with their sentence linkers or sequence signals to show coherence in expression.<sup>7</sup> From some references, writing process has many process, but in all of these process it is suggested that the process has four main elements:<sup>8</sup>

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues. In the first place we have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, the writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of

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<sup>7</sup> Abu bakar Alaydrus, et al. *English For University Teaching Freshmen : Level One and two* (Semarang: Universitas Diponegoro, 2003) p. ix

<sup>8</sup>Jeremy Harmer, *How to Teach Writing*, p. 5-6

language. thirdly, the writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

## 2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

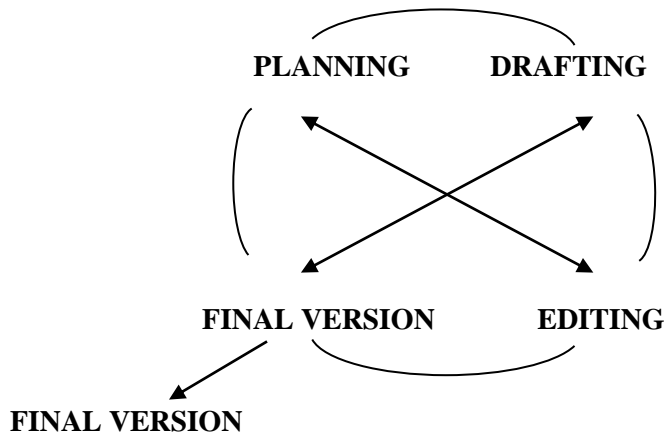
## 3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence.

## 4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from the original plan and the

first draft, because things have changed in the editing process.



**Figure. 2.1 Process of Writing**

## **2. General Concept of Text**

### **a. Definition of Text**

A text is meaning full linguistic unit in a context. Context is refers to linguistic context and non linguistic context. Linguistic context is linguistic unit before and after a text and linguistic non context is outside a text.<sup>9</sup> Text is a unit of meaning which coherent and appropriate for its context.<sup>10</sup> It means that all paragraph in the text have to connect to each other for the its content. If the text

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<sup>9</sup>Sanggam Siahaan and Kisno Sinoda, *Generic Text Structure*, p. 1

<sup>10</sup> Rudi Hartono, *Genre of Text*, (Semarang: UNNES, 2005), p. 4

there is no coherence, it may can't be understood by the reader.

One is a contribution to the understanding of the text, the linguistic analysis enables one to show how, and why, the text means what it does. In the process there are likely many meaning, alternatives, ambiguities, metaphors and so on. Understanding the meaning the text not only based on the lexical word like in the dictionary but also it is correlated by its context.<sup>11</sup>

There are two main categories of texts, literacy and factual. Literacy text include Aboriginal Dreaming stories, movie script, limericks, fairy tales, novels, song lyrics and the others. They are constructed to appeal to our emotions and imagination. Literary text can make us laugh or cry, think about our own life or consider our beliefs. The main text types in this category: narrative, poetic and dramatic. And the factual texts include advertisements, announcements, debates, report and instruction. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, report, exposition and descriptive.<sup>12</sup>

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<sup>11</sup> H. G Widdowson, *Text, Context, Pretext (Critical Issues in Discourse Analysis)*, (UK: Blackwell Publishing Ltd, 2004), p. 18

<sup>12</sup>Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: MacMillan, 2003), p. 1-3

## **b. The Kinds of Texts**

The types of text also known as genre. Genre approaches to writing instruction are based on the idea that every successful text displays the writer's awareness of its context and the readers that form part of the context. Individuals draw on their experiences of what has worked well in the past in similar contexts when they write and can be assisted to write more effectively if they are taught to recognize such similarities and differences among text.<sup>13</sup>

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.<sup>14</sup>

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<sup>13</sup>Ken Hyland, *Genre and Second Language Writing*, (London: The University of Michigan Press, 2004), p. 24

<sup>14</sup>Ken Hyland, *Genre and Second Language Writing*, p. 4

### c. **Descriptive Text**

Descriptive text is one of the kinds of factual genre that taught in writing skill. Descriptive text is a written text in which the writer describes an object such person, animal, things, or place. The social function of descriptive text is to describe a particular person, place or things.<sup>15</sup> Description is a text containing two components or can be called generic structure. They are identification and description. Identification tells about identifying phenomenon to be described and description tells about describing parts, qualities and characteristics the object.<sup>16</sup>

In many ways description is about experience how something looks, sound and taste. Descriptive provides an illustration of people, places, events, situations, thoughts, and feelings. Descriptive presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate use imagination. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person

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<sup>15</sup> Jenny Hammond, et al, *English for Social Purposes*, (Australia: Macquarie University, 1992), p. 78

<sup>16</sup> Sanggam Siahaan and Kisno Sinoda, *Generic Text Structure*, p. 89



looks like, what a place looks like, and what an object looks like.<sup>17</sup>

To write descriptive text, it is needed to know the dominant grammatical aspect that used. They are focus on specific participants, is a participant constructed by the grammar as having specific identifiable referent in the context, use of attributive and identifying process, frequent use epithet and classifiers in nominal group, use of Simple Present Tense.<sup>18</sup>

### **3. Authentic Material**

#### **a. Definition of Authentic Material**

According to Jacobson, authentic materials are print or learner-contextualised materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes.<sup>19</sup> Another book states that authentic materials are print materials used in ways that they would be used in the lives of learners outside of their adult education classes.<sup>20</sup> So in this case we can define the authentic materials are spoken or

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<sup>17</sup> Thomas S Kane, *Essential Guide to Writing*, (New York: Berkley, 2000), p. 351

<sup>18</sup> Rudi Hartono, *Genre Of Text*, p. 9

<sup>19</sup> Geoffrey M. Maroko, *The Authentic Materials Approach in the Teaching of Functional Writing in The Classroom*, (Reinelt, 2010), p. 5

<sup>20</sup> Eril Jacobson etc, *Creating Materials and Activities for the Adult Literacy Classroom*, (Michigan: LPALS, 2003) , p. 1

written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching.

Authentic materials, when appropriately selected and implemented, can be used to develop tasks that depart from formulaic language learning and provide a bridge between the linguistic skill of learners and their professional knowledge goals. This successful also considered to the teacher how can the teacher implement the materials with the students' skill in the class.<sup>21</sup>

According to the definition of authentic materials, the use of authentic materials has a positive value that make students highly motivated. Because using authentic materials in the classroom is to make students not only learn in the 'safe' area and controlled language learning environment, but also to encounter the language use in the real word. So the students can learn the varying material and using the language in the real context not only in the classroom that make the materials just for language leraning.

Authentic materials in language teaching are classified to use them as per the needs of a particular class. According to Gebhard, authentic materials can be

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<sup>21</sup> Asif Masood, "Exploiting Authentic Materials for Developing Writing Skills at Secondary Level", *Journal of Literature, Languages and Linguistics*, (Vol. 1, 2013), p. 21

classified into three categories. First, authentic Listening-Viewing Materials, like: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, etc. Second, Authentic Visual Materials: Slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, etc. Third, authentic Text Materials: Newspaper articles, movie advertisements, lyrics to songs, restaurant menus, street signs, cereal boxes, etc.<sup>22</sup>

The authentic materials are variety, it may spoken or written language data. It can be: Cartoons, Book Reviews, Feature articles, News, Reports, Letters, Editorial Comments, Recipes, Advertisements, Horoscopes, TV and Radio, programmes, Weather reports, News Reports, Sports, news, Problem Pages and many other.<sup>23</sup>

The authentic materials can be found easily since they are available in daily life. When selected and implemented appropriately as teaching materials and real example provider, authentic materials serve many

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<sup>22</sup> Geoffrey M. Maroko, *The Authentic Materials Approach in the Teaching of Functional Writing in The Classroom*, p. 45

<sup>23</sup> Asif Masood, *Exploiting Authentic Materials for Developing Writing Skills at Secondary Level*, p. 22

advantages. Dealing with the students' improvement in choice of dictions, some factors in teaching learning process was also involved. Other aspect is collaboration of visual media and demonstration performed which were equipped by picture and realia. Those factors can help the students to be familiar with new vocabularies and make them easy to remember the new vocabularies. In addition, authentic materials facilitate students to guess the meaning of the dictions that the students do not know yet since the visual aids give meaning to the text. As the old saying said 'practice make better', writing practice in every meeting and teachers feedback on the students writing help students to write the vocabularies appropriately to their spelling. As stated by Harmer (2002), teacher's feedback on students writing is one of the ways that can encourage students to write and correct their mistakes.

**b. Authentic Material in Writing**

Good writing in English requires good grammar and good organization. So, writing is not easy, it takes study and practice to develop this skill. In principle, to write means to try to produce or reproduce written messages. It is important to note that writing is a "process", not a "product". This means that a piece of writing, whether it is composition for your English class

or a short story, is never complete, it is always possible to review and revise, and review and revise again. We also consider what are we writing, we should have something to convey.<sup>24</sup>

There are four main stages in the writing process: prewriting, planning, writing and revising drafts and writing the final copy to hand in.<sup>25</sup>

According to Firth, he argues that language should be studied in actual, attested, authentic instances of use, not as intuitive, invented, isolated sentences.<sup>26</sup> He further argues that 'the placing of a text as a constituent in a context of situation contributes to the statement of meaning since situations are set up to recognise meaning.'<sup>27</sup> Similar views are echoed by Stubbs, where he argues that human intuition about language is highly specific not at all a good guide to what actually use language.<sup>28</sup>

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<sup>24</sup> Barli Bram, *Write Well, Improving Writing Skill*, (Yogyakarta: KANISIUS, 1995), p. 7

<sup>25</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, p. 3

<sup>26</sup> Firth, J.R, *A Synopsis of Linguistic Theory*, (London: Longman, 1957), p. 175

<sup>27</sup> Firth, J.R, *A Synopsis of Linguistic Theory*, p. 176

<sup>28</sup> Stubbs M, *Text and Corpus Analysis*, (Oxford: Blackwell, 1996), p.

Authentic materials can be broadly classified in audio, visual, and printed materials. Audio materials involve those that learners can listen to. These can be grouped into three. First is television programming including commercials, quiz shows, interactive talk shows, cartoon, news, and forecast reports. The second group is radio programming including interviews, interactive talk shows, and radio advertisements. The third group involves taped conversations, including one-sided telephone conversations, meetings, short stories, poem and novels. Functional writing text that may benefit from these authentic materials include advertisements, dialogues, news articles, weather forecast reports, interview schedules, agenda for meeting, minutes, short stories, plays, poem, and novels. It means that there are so many resources that can be taken for teaching materials by using authentic materials.<sup>29</sup>

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<sup>29</sup>Geoffrey M. Maroko, *The Authentic Materials Approach in The Teaching of Functional Writing in The Classroom*, p. 7

### **C. Action Hypothesis**

Hypothesis is an assumption or prediction about something that made to explain something that often demand to do investigation.<sup>30</sup> The hypothesis of this research is using authentic materials can improve students' ability in writing descriptive text. It can improve students' score and ability in writing descriptive text.

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<sup>30</sup> Sudjana, *Metoda Statistik*, (Bandung: Tarsito, 2005), p. 219

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research design plays an important role in conducting a research. It will decide the quality of the research to a certain degree. In this research, the researcher uses the form of classroom action research. According to Suyanto (1997), classroom action research is a reflective research that conducts certain actions so that can improve or and increase learning process professionally in the classroom.<sup>1</sup> And the other definition, Sukanti (2008) states that classroom action research is a research that conducting based on the problems that teacher found in the learning process.<sup>2</sup>

In classroom action research there are four broad steps consist of planning (identify the problems), acting (collect the data), observing (analyze and interpret the data), and the last is reflecting (develop an action). All these aspects are composed in a cycle, as stated by Kemmis and Mc Taggart:<sup>3</sup>

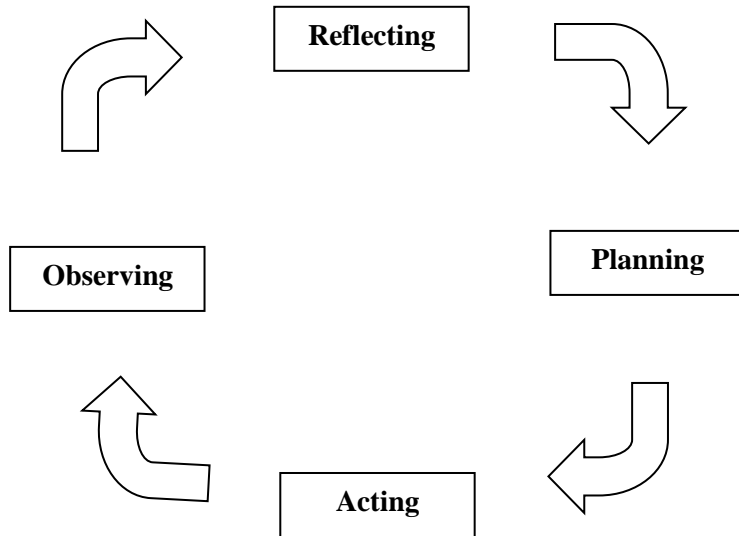
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<sup>1</sup> Masnur Muslich, *Melakukan PTK Itu Mudah*, (Jakarta: Bumi Aksara, 2009), p. 9

<sup>2</sup> Diana Rahmawati, [http://Penelitian/Tindakan/Kelas/sub1\\_pdf.html](http://Penelitian/Tindakan/Kelas/sub1_pdf.html), taken in August 20<sup>th</sup> 2015 at. 09:21

<sup>3</sup> Geoffrey E. Mills, *Action Research: A Guide for Teacher Researcher*, (Ohio: Merrill Prentice Hall, 2003), 2<sup>nd</sup> Ed, p. 9.





**Figure 3.1 Action Research Cycle**

Planning is the first step. In this step, the researcher explain ‘what, why, when, where, by whom and how’ that action done. Action research is ideal done between someone do action and someone observe the process of action. It can be called collaboration research. In collaboration research, someone do action is teacher and someone do observation in the process of action is researcher. It can be done by two teachers. They change to observation when they teach, they will be teacher and when they observe, they will be researcher. When make design planning, researcher determine the point or focus of event that need to get particular attention to observe. Then, make an instrument of observation to help researcher record the fact that

happened since action done. The teacher and the researcher must be agreed, because teacher is the most importance to increase the work.

Action is the second step. In this step, action is the implementation or application of planning. That is use action in the class. The second step, action of teacher must remember and obey what have made in planning, but must do naturally. In this step, the researcher does not report the planning but directly report the implementation. Form and content have must be completed about describe all of activity, start from preparing to completion.

The third step is observation. In this step, observation is done by observer. Observation is done when action is done, so they happened in the same time. When the teacher does action, the other teacher (researcher) does observe about what happened when the action is done. So that they get the data accurately and does the next cycle better.<sup>4</sup>

Reflection is the last step. In this step is an activity that tells more what have done. Reflection activity is very appropriate done when teacher has done action, then discuss the implementation of action planning with the researcher. When the teacher is ready to tell to the researcher about things that has been good and has not, based on the observation checklist of teacher's

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<sup>4</sup> Suharsimi Arikunto, etc. al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 17-20

performance. If the researcher does action through some cycles, in the last reflection, the researcher tells the planning that suggested by teacher. The researcher will continue or stop the action.

The research will be done by procedure below:

## 1. Preliminary Research

### a. Observing the class

The researcher will observe English language teaching and learning at the 10<sup>th</sup> grade of MA Matholi'ul Huda Bugel Jepara. The researcher will observe the teacher activity in teaching learning process in the class. The researcher will focus on teaching descriptive text. The researcher also searches for the information of students' score list.

### b. Identifying the problem

In the preliminary research, the researcher identifies the problems faced by the teacher and students towards descriptive text in teaching and learning. The researcher also discuss about the class with the teacher about students' problem in writing.

## 2. Planning in Action

There are typically four phases in a cycle of classroom action research:<sup>5</sup>

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<sup>5</sup> Masnur Muslih, *Melaksanakan PTK itu Mudah (Classroom Action Research)*, p. 15

a. Planning

In this phase, the researcher identifies the problem and develops a plan of action to bring about in teaching descriptive text using authentic materials.

b. Acting

In the action research must be careful and planned activity. And good acting have three elements, the improvement of practice, the improvement of understanding individually and collaboratively, and improvement of the situation in which the action takes place.

c. Observing

In this phase, observing has function to record the implication that given to the subject.

d. Reflecting

At this point, the researcher reflects on, evaluates and describes the effects of the implementation of using authentic materials in teaching descriptive text in order to make sense of what has happened and to understand the issue the researcher has explored more clearly. The researcher needs to reflect on practice, the research process, beliefs and values about the teaching and learning and feelings and experiences. As a result, the researcher

can decide on what she has to do next, whether she needs to conduct cycle two or not.

Cohen and Manion state that the characteristics of classroom action research are:

1. It is the first and foremost situational, being concerned with the identification and solution of problems in a specific context.
2. It also identifies collaboration as an important feature of this type of research.
3. The aim of the research is to improve the current state of affairs within the educational context in which the research is being carried out.<sup>6</sup>

According to Suhardjono, there are three aspects in the implementation of classroom action research.<sup>7</sup>

1. Classroom action research encourages the participation of both teacher and students.
2. Reflection is done based on the rational thinking and consideration to solve the problem.
3. The reparation towards the teaching and learning must be done immediately and practically.

From the explanation above, it can be concluded that classroom action research is a flexible, situationally responsive

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<sup>6</sup> David Nunan, *Research Method in Language Learning*, (United Kingdom: Cambridge University Press, 1992), p. 18.

<sup>7</sup> Suharsimi Arikunto et. al., *Penelitian Tindakan Kelas*, p. 72.

methodology that offers rigor, authenticity and voice. Complete data here are needed that the presence of collaborator is important to the success of the research.

## **B. Source of Data/Participant and Setting**

The research was conducted in MA Matholi'ul Huda Bugel Jepara in Jalan Bugel-Pecangaan KM. 6 Bugel, Jepara. The research was conducted in this school because the location is reachable for researcher to conduct the research and the researcher graduated from this school and also the researcher found some students felt difficult to describe something.

The subject of the research is the Ten<sup>th</sup> grade students of MA Matholi'ul Huda Bugel Jepara in academic year of 2015/2016. There were eight classes (A-H). Every class consist of 35-40 students. The class that was used to the research was XA and the number of students was 37. The researcher choose this class because this class was observed by the researcher and found that this class was getting low score based on the teacher's observation. All of them were males, because all students are separated based on gender. The research was conducted in the second semester on 12<sup>th</sup> March – 10<sup>th</sup> April 2016.

## **C. Variable and Indicator**

Variable is a variable is anything that can take on differing or varying values. The values can differ at various times for the same object or person, or at the same time for different

objects or persons. There are two kind of variable. They are independent and dependent variable. Independent variable is one that influences the dependent variable in either a positive or negative way. Dependent variable is the main variable that lends itself for investigation as a viable factor.<sup>8</sup>

Independent Variable in this research is the implementation of authentic materials in writing descriptive Text. The indicators are true and false in answering about descriptive text and describing how something accomplished. Dependent variable in this research is the students' improving in writing descriptive text. The indicator is the students' achievement score on test are students are able to write descriptive text with structure and grammar correctly.

#### **D. Collaborator**

Collaborator in classroom action research is person who help the researcher to collect the data. The collaborator in this research is Mr. Moh. Kasiyo, S. Pd, the English teacher who teaches the Ten<sup>th</sup> Grade students in MA Matholi'ul Huda Bugel Jepara.

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<sup>8</sup> Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, p. 88

## **E. Procedure of Collecting Data**

### **1. Preliminary Research**

Preliminary research is visiting the location that is used to research. In the preliminary research, the researcher asks the English teacher about the material and class that will be researched. The researcher also does observation in the class. The observation is to know the students' activity during the teaching learning process. In this preliminary research, the researcher explained about descriptive text including in the definition, generic structure, grammatical features and the example of descriptive text. And the end of activity, the students was asked by researcher to write description about animal.

### **2. Cycle I**

Cycle I is done in the first meeting. In this cycle, the students are given material about descriptive Text. The procedure was as follows.

#### **a. Planning**

First, arranging the lesson plan. Then preparing the teaching material. And then preparing the text of encyclopedia of Lion (authentic materials). After that preparing the observation check-list, then preparing the test. The last, preparing the students' attendance list.



b. Action

The English teacher with the researcher began the teaching and learning process in the first cycle according to the lesson plan. The researcher explain about descriptive text to the students. The researcher employed the authentic materials to teach descriptive text. In this cycle, the researcher as the teacher of English. The steps of the teaching and learning process were as follows.

First, Teacher showed the text of encyclopedia of Lion in front of the students. Then teacher explained the text of encyclopedia. Then, teacher explained to students the generic structure and language features of descriptive text, then each asked the students to analyze the grammatical features of descriptive text, after that teacher checked the students' understanding. Then teacher gave a chance to the students to ask about difficult words. After that teacher asked the students about their understanding of the descriptive text that they learned. the last teacher gave test.

c. Observation

The observation in the first cycle is to check. First, the students' activity during the teaching learning process. Second, the students' response during teaching and learning process. Then, the students' work after were gave the treatment.

d. Reflection

In the first cycle, the researcher got data from the test and observation. First, evaluating the activities that had been done. After that, analyzing the data – what to repair and what to improve. Then, making a temporarily conclusion for classroom action research in cycle. After that doing the discussion with the teacher to decide a further to do, either to do further cycles or not.

3. Cycle II

Cycle II is done in second meeting. In this cycle, teacher reviews the material about descriptive text and explain more about simple present tense. In this cycle, teacher uses video as the authentic material to teach descriptive text. These are the procedure:

a. Planning.

First, arranging the lesson plan. Then, preparing the teaching material. After that, preparing the observation checklist. Then, preparing video as the authentic material, after that preparing test. The last preparing students' attendance.

b. Action.

First, teacher opens the lesson. Second, teacher checks the students' attendance. Then, teacher explain about descriptive text. They are social function, generic

structure and tense that used in descriptive text. After that, teacher reviews the students' work in the last test. Then, teacher asks the teacher to write the example of simple present tense. Then, teacher checks the students' sentence in the whiteboard. After that, teacher shows video about Lion. Then, teacher gives students script of the video narration. Then, teacher asks the students to analyze the generic structure and language features of the text. The last, teacher gives test.

c. Observation.

First, students' activity during the teaching learning process. Second, teachers' activity during the teaching learning process. After that, the students' response during teaching and learning process. the last, the students' work after were gave the treatment.

d. Reflection.

First, evaluating the activities that have been done. Then, assessing the students' work in this cycle. After that, analyzing the data in this cycle. The last, making conclusion for classroom action research in cycle II.

The teacher can determine to conduct the next cycle or not. If the teacher has found enough data or important information to improve the way has tried, the teacher can finish the cycle. If the data doesn't enough for the teacher to

improve the way has tried, the teacher can continue the cycle until find the data are needed.<sup>9</sup>

## **F. Technique of Collecting Data**

### **1. Source of Data**

The source of data is the subject where the data can be gained in detail. Those data are field data, they are:

- a. Data from the teacher especially the English language teacher of fifth grade that are related to the teaching learning process in the previous time when she taught using conventional method. They are students' name list and students' score list.
- b. Data from the students including: students' achievement that is obtained from students' score in the end of every cycle, students' activities in the teaching learning process.

### **2. Methods of Collecting Data**

Method of data collection is a conscious effort to gather data systematically using the standardized method. The methods used will affect the result of the research since the validity of data will determine the success.<sup>10</sup> The methods will be used by the researcher to get the data in this research are as follows.

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<sup>9</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 21

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), p. 225.

a. Observation for the Teacher and Students

Observation is doing observation directly to the object research to see more close the activity that done by the object.<sup>11</sup> Observation in the action reserach has function to make documentation of action implication that given to the subject.<sup>12</sup> Observation concerns the planned watching, recording, analysis and interpretation of behavior, action or event.<sup>13</sup> In this research, the researcher uses observation checklist.

b. Documentation

Documentation is to get data directly in research location.<sup>14</sup> Documentation is including to secondary data. There are several sources of secondary data, including books and periodicals, government publications of economic indicators, census data, Statistical Abstracts, data bases, the media, annual reports of companies, and other archival records.<sup>15</sup> In this research, documentation is including to attendance and assessment list of students and

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<sup>11</sup> Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula*, p.76

<sup>12</sup> Sukardi, *Metodologi Penelitian Tindakan*, (Jakarta: PT. Bumi Aksara, 2003), p. 213

<sup>13</sup> Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, p. 130

<sup>14</sup> Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Peneliti Pemula*, p. 77

<sup>15</sup> Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, p. 223

lesson schedule of class.

c. Test

Test is set of questions or tasks that use to measure knowledge, intelligence, ability or talent that had have by individual or group. There are kinds of test. They are personality, talent, achievement, intelligence and attitude test.<sup>16</sup> In this research, the researcher use achievement test, because that test is used to measure attainment's someone after learn something. So in this research, this test is used to measure students' knowledge and comprehending the material.

## **G. Instruments of Study**

Each method a researcher employs in a research needs instrument. Research instrument is a tool used by a researcher when she or he uses a certain method.<sup>17</sup> An instrument can be in form of questionnaire, observation list, interview guide-line, test, etc. In this study, the researcher uses, observation check-list and test items.

### **1. Observation Check-list**

The researcher compiles observation check-list by listing some students' observable behaviors that indicate their

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<sup>16</sup> Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Peneliti Pemula*, p. 76-77

<sup>17</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* p. 137.

understanding on the new vocabulary taught during the teaching and learning process. Besides those, the researcher also lists teacher's activity during teaching and learning process.

## 2. Test

Test is set of questions or tasks that use to measure knowledge, intelligence, ability or talent that had have by individual or group. In this research, the teacher used written test with subjective test that made by the teacher. The teacher used the test to know the improvement of students from their score. The instruction was composing a descriptive text. As for the scoring in this research used element score of writing, such as content, organization, vocabulary, grammar, and mechanics.

## H. Technique of Analyzing Data

### 1. Observation checklist

To analyse data observation checklist, the researcher uses the formula to measure the student's participant individually.

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n : the score of student

N : the number of students

% : the percentage of the expectation

The researcher gives assessment about the result of observation. The aspects of the students' participant are asking question, responding teacher's question, paying attention of teacher's explaining, comprehending the material, discipline doing task. To analyse data observation checklist, the researcher uses the formula to measure the student's participant whole of class.

$$\bar{x} = \frac{\sum x_i}{\sum f_i} \times 100\%$$

$\bar{x}$  : average of students participation

$\sum x_i$  : total of the percentage

$\sum f_i$  : the number of students

The researcher gives assessment about the result of observation. The aspects of the teacher's activity are responding the students' question, asking question, explaining the material, warning the students that are not pay attention, managing the class, giving instruction. The criteria of scoring students as follows.

4 : Students' activity is almost same the aspect

3 : Students' activity is close the aspects

2 : Students' activity is far from the aspects



1 : Students' activity is totally different from the aspects<sup>18</sup>

Level of scoring:

Little participation : activity reaches 25% (D)

Enough participation : activity reaches 50% (C)

Good participation : activity reaches 75% (B)

Excellent : activity reaches 100% (A)

## 2. Test

The researcher analyzes the data through giving test to measure the students' ability in writing. Measuring the writing test the researcher uses the analyze method. According to J. B Heaton, analytic scoring test in writing, there are major of categories; grammar, vocabulary, content, organization and mechanic.<sup>19</sup>

To analyze the students' test, the researcher focuses on the elements that formulated by J. B Heaton and getting the mean of each elements of writing by the formula.<sup>20</sup>

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<sup>18</sup>Inayatul Mardliyah, "*The Implementation of Drills Technique to Improve Students' Ability in Writing Descriptive Texts*"thesis. (Semarang: UIN Walisongo Semarang, 2014) p. 31-32

<sup>19</sup> J. B Heaton, *Writing English Language Test*, (London: Longman Group, 1975), p. 138

<sup>20</sup> Sutrisno Hadi, *Statistic second series*, (Yogyakarta: Andi Offset, 2004), p. 230

$$Mxt = \frac{\sum xt}{s \max} \times 100\%$$

where:

Mxt : the mean of total score

$\sum xt$  : the number of total

s max : maximum score for writing elements

Then the result of percentage of each component in writing description text is consulted to the following criterion.

**Table 3.1 Scoring guide<sup>21</sup>**

Score	Level	Criteria
CONTENT	30 – 27	<b>Excellent to very good:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 -22	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details
	21 – 17	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	<b>Very poor:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20 – 18	<b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well-

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<sup>21</sup>Sara Cushing Weigle, *Assessing Writing*, (United Kingdom: Cambridge University Press, 2011), p. 116

		organized, logical sequencing, cohesive
	17 – 14	<b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	<b>Fair to poor:</b> non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9 – 7	<b>Very poor:</b> does not communicate, no organization, or not enough to evaluate
VOCABULARY	20 – 18	<b>Excellent to very good:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	<b>Good to average:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	<b>Fair to poor:</b> limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9 – 7	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
LANGUAGE USE	25 – 22	<b>Excellent to good:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	<b>Good to average:</b> effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles,

		pronouns, prepositions but meaning seldom obscured
	17 - 11	<b>Fair to poor:</b> major problems in simple/complex constructions, frequents errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10 – 5	<b>Very poor:</b> virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	<b>Excellent to very good:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate
Total Score	1 – 100	

The researcher gives five levels: A, B, C, D and E to classify the average of student's result level as follows

Excellent	: 81 - 100 (A)
Good	: 61 - 80 (B)
Fair	: 41 - 60 (C)
Less	: 21 - 40 (D)
Poor	: 0 - 20 (E)

## **I. The Criteria of Success**

The success of the teaching and learning process can be reflected on the students' score of the test. The teaching and learning process is said to be doing well when more than 50% of the students pass the minimum passing criterion of 70 it means that if the students get score minimum 70, they are success or pass the test. The researcher also conduct the reflection in the last cycle and the researcher finds that students' participant in each cycle is increasing, from preliminary research is 58%, cycle I is 60% and cycle II is 82, 3%. This data indicate that the students are success.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

In this chapter the writer would like to describe and discuss the finding of the research. As mentioned in the previous chapter in this research, the researcher wanted to describe the implementation of authentic materials to improve the students' writing ability in descriptive text. In this finding, the researcher presented the result of research and the analysis of the data collected which was preliminary research and two cycles that consist of cycle I and cycle II. The research descriptions of all cycles are as follows.

##### **1. Preliminary Research**

The preliminary research was conducted on March 15-18<sup>th</sup> 2016. This research was conducted in class. In this phase, there were three students who did not come to the class, so the number of students who came were 34 students. The topic of the lesson was the description about animal.

In this activity, the researcher was doing the teaching-learning process used method before was conducted the cycles. The teacher explained the descriptive text including; the definition, social purpose, generic structure and language features and students also were gave example of descriptive text. In explaining the material, the teacher applied the

material to the example directly, so that students knew what the teacher wanted to know. After delivering the materials, the teacher asked to discuss the students to identify the text based on the general structures and language features. Then, the teacher asked the students about their discussion.

After that, the students were given a test by making a descriptive text describing an animal. While the students did the preliminary test, most of students had difficulties in finding the vocabulary that they wanted and organizing the words grammatically. Finally, they needed lot of time to think the appropriate word that they wanted. Several students were not confident with their work and cheat the others. This test was followed by 34 students as the participant of the research. The goal of the test was to measure the students' writing ability in descriptive text.

After finishing the writing, the teacher asked the students to collect their result. Most of them said that writing was difficult, they have to arrange several word into good sentence and arrange sentences into good paragraph. Besides that, they also had problem in translating Indonesia into English. To diagnose the preliminary research activity, the researcher used observation checklist to identify the students and teacher's condition during the teaching-learning process. The analyses of the observation were as follows:

**Table 4.1 Students' participation in the preliminary research**

No.	Indicators	Checklist					Total Score
		1	2	3	4	5	
1.	The students pay attention to the teacher's explanation.				√		4
2.	The students are enthusiastic in responding the teacher's question.			√			3
3.	The students ask question to the teacher to clarify their understanding.			√			3
4.	The students work independently in making a descriptive text.		√				2
5.	The students' activeness in writing their descriptive text in learning activity.		√				2
6.	The students can mention vocabularies asked by teacher.			√			3
7.	The students actively in making descriptive text when they are doing the test.			√			3
	<b>Total Score</b>		4	12	4		20

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.



2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

In the observation of preliminary research, the researcher used this formula to measure the students' participant in teaching and learning process as follow:

$$P = \frac{X}{X_i} \times 100\%$$

P = percentage of the score

X = total score

Xi = score maximum

The observation's score of preliminary research about the students' participation in teaching and learning process can be explained clearly as below:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{20}{34} \times 100\%$$

$$= 58\%$$

Based on the result of the observation, the preliminary research had percentage 58%. It can be concluded that in preliminary research only half of the students in the class were active and enthusiastic in joining the class, a half students were passive during the lesson and they needed more attention from the he teacher in the teaching-learning process. Not all of the students pay attention to the teacher explanation. The teacher only gave material of descriptive text and how to write it clearly. The teacher also asked some vocabularies to the students related to example of descriptive text, but in this activity showed passive and less. The condition could be seen during the teaching-learning process take place.

From the condition, it means that most of the students didn't understand enough about the material of descriptive text, because the students still felt difficult to answer and respond the teacher question and explanation. The students were not brave enough to ask if they didn't understand yet,

whereas the students asked and talked to other friends. So, the class looked crowded and noisy. The students did not give maximum response, especially students who sat in the backside of the class. Finally, when they were asked to do task they were confused and did not understand the teacher's instruction.

**Table 4.2 Observation of the teacher's performance in the preliminary research**

No	Indicators	Score
1	Explaining the objectives and motivation:	
	a. Introducing and explaining the material.	3
	b. Motivating and stimulating students to have an interest in writing.	2
2	Capable of managing and organizing the class.	4
3	Helping the students to do the task: Guiding the students in process of making descriptive text.	3
4	Giving instruction to the students clearly.	4
5	Giving an understanding and stimulus:	
	a. Giving students a chance to ask and answer a question.	3
	b. Giving students a chance to express their idea and opinion about descriptive text.	3
6	Guiding students in making a conclusion of descriptive text.	3
7	Giving conclusion of descriptive text material.	3
8	Doing evaluation of the material.	4

	Total	32
	Percentage	64%
	Category	Enough

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The formula of the teacher performance's observation was same as students' activeness of observation. The formula was as follow:

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ \text{Score} &= \frac{32}{50} \times 100\% \\ &= 64\% \end{aligned}$$

Based on the observation of preliminary research, it shows that the percentage of teacher's performance in teaching-learning process is 64%. It means that teacher needs more technique or method creatively in teaching-learning process, in order to make students interest with his teaching. In the preliminary research activity, the teacher directly explains the material without any variations in teaching material.

Students seen bored and didn't pay attention enough to the teacher's explanation, even they talked with other friend. It because that the teacher only explained the material by using speech method. So, the class looked very noisy in teaching-learning process and made the teacher felt difficult to manage the class. The condition made the students didn't focus and concentrate to the teacher's explanation. It can be seen when the students were not active in the class, so that it made the process teaching-learning not conducive.

The researcher had seen the problems in the activity during teaching-learning process. So the researcher intended

to use authentic material as one of method in order to help the teacher in teaching the material effectively trough next activity. After implementing the test, the researcher found the result of test can be seen in the following table.

**Table 4.3 The result of students' score in Preliminary Research**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	S-1	60
2	S-2	55
3	S-3	65
4	S-4	60
5	S-5	60
6	S-6	60
7	S-7	60
8	S-8	60
9	S-9	65
10	S-10	60
11	S-11	75
12	S-12	60
13	S-13	-
14	S-14	60
15	S-15	70
16	S-16	60
17	S-17	65

18	S-18	60
19	S-19	60
20	S-20	65
21	S-21	70
22	S-22	
23	S-23	70
24	S-24	65
25	S-25	60
26	S-26	55
27	S-27	70
28	S-28	60
29	S-29	60
30	S-30	60
31	S-31	60
32	S-32	60
33	S-33	75
34	S-34	-
35	S-35	60
36	S-36	65
37	S-37	65
<b>Total</b>		<b>2135</b>
<b>Mean</b>		<b>62</b>

After the data had been analyzed, the researcher calculated the mean of score to know the students' score and

the achievement of study. The researcher used the formula was as follow:

$$M = \frac{\sum x}{N}$$

Note:

M = The mean of students' score

$\sum x$  = Total score

N = The number of students

From the explanation of formula in looking for the mean of students' score, it can be counted was as follow:

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of students}}$$

$$\text{Mean of students' score} = \frac{2135}{34}$$

$$= 62$$

The calculation of result showed that the average of students' score of preliminary research is 62. From the result of the students' score shows that students' mastery of descriptive text writing is bad. It means that the activity of preliminary research is not satisfactory, because the students who got minimum standard (KKM) only 6 students from 34 students. Most of students' score are still far from the minimum standard score (KKM), it is 70.



After the activity and the preliminary research was conducted, the researcher was aware that most of the students in XA class still had difficulties to write descriptive text. The problems of descriptive text writing in this meeting were the aspect of content like developing the topic, language use and the mechanic. Then, the most of students in X class were also still had difficulties to mention what suitable vocabularies to be written based on the instruction. Some of students also cheated other students work.

After analyzing the condition of students and the result of preliminary research, hence the researcher intended use authentic material in teaching descriptive text in the cycle 1.

## **2. First Cycle**

The activity of cycle 1 was conducted on March 19<sup>th</sup>-24<sup>th</sup> 2016. This classroom action research in conducting the treatment according the steps were prepared by researcher, they were planning, action, observation and reflection. So, after the researcher did the first cycle, the researcher and teacher did reflection to discuss the previous research how to improve the students' writing ability in the next cycle. The activities of the first cycle consist of steps as below.

a. Planning

- 1) Arranging the lesson plan based on the teaching material about descriptive text.
- 2) Preparing the teaching aid such as power points' slide.
- 3) Preparing the text of encyclopedia of Lion (authentic materials)
- 4) Preparing the observation check-list of students and teacher.
- 5) Preparing the written test for the students.
- 6) Preparing the students' attendance list.

b. Action

In this step, teacher would conduct activities according to the activities according to the lesson plan. As acting, teacher explained about descriptive text. The researcher employed the authentic materials to teach descriptive text. In this cycle, the researcher as the teacher of English. The steps of the teaching and learning process were as follow.

- 1) Teacher showed the text of encyclopedia of Lion in front of the students.
- 2) Teacher explain the text of encyclopedia
- 3) Teacher asked the students to analyze the generic structure of descriptive text

- 4) Teacher asked the students to analyze the grammatical features of descriptive text
- 5) Teacher checked the students' understanding.
- 6) Teacher gave a chance to the students to asked about difficult words.
- 7) Teacher asked the students about their understanding of the descriptive text that they learned.
- 8) Teacher gave test

c. Observation

The researcher observed the activity of students' descriptive writing by using observation checklist, evaluated the result, collect the data and monitored the teaching learning process. It used to find out how the extension of the action result in reaching the objective had been established. The steps were as follows.

- 1) The researcher observed the students' participation and teacher performance in teaching-learning process in order to know the improvement of students' descriptive text writing by using authentic material.
- 2) The researcher observed the students' achievement in descriptive text writing trough test to know the implementation of authentic material in teaching descriptive text.

Based on the observation in cycle 1, it could be seen that most of the students were brave enough than

previous meeting in participating in the class. Not all of students could be managed full, still there were the students was noisy and talked to another friends. In addition, there were several students still confused the teacher's explanation in the teaching-learning process. Even tough, there were many improvement in every side of the activity such as the increase of students score in writing test, students' participation, and the teacher performance. The analyses of the observation was as follows.

**Table 4.4 Students' participation in the cycle 1**

No	Indicators	Score
1	The students pay attention to the teacher's explanation of descriptive text.	4
2	The students are enthusiastic in responding teacher's question.	3
3	The students ask question to the teacher toclarify understanding.	3
4	The students work by himself to make a descriptive text.	3
5	The students concentrate in doing their group work.	3
6	The students discuss and share in process of making the descriptive text individually.	3

7	The students actively express their ideas in discussion.	3
8	Every student gives contribution to express his opinion in the class.	2
	Total	24
	Percentage	60%
	Category	Enough

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The Score on the table above was calculated based on the formula below:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

$$Score = \frac{24}{40} \times 100\%$$

$$= 60\%$$

**Table 4.5**  
**Observation of the teacher's performance in the cycle 1**

No	Indicators	Score
1	Explaining the objectives and motivation:	
	a. Introducing and explaining the material of descriptive text.	4
	b. Motivating and stimulating students to have an interest in writing.	3
2	Capable in managing and organizing the class into group of discussion.	3
3	Helping the students in doing task: Guiding the process of discussion in solving the problems of making descriptive.	3
4	Giving the material of the descriptive text using authentic material clearly.	4
5	Giving an understanding and stimulus:	
	a. Giving students chance to ask and answer a question.	4
	b. Giving students chance to express their idea and opinion about descriptive text.	4

6	Guiding students in making a conclusion of the material in the class	3
7	Teacher gives conclusion of descriptive text material.	3
8	Group and individual evaluation: a. Doing group evaluation b. Doing individual evaluation	4 4
	Total	42
	Percentage	72
	Category	Good

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The researcher used same formula as previous step to measure the teacher's performance in cycle 1.

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ \text{Score} &= \frac{42}{55} \times 100\% \\ &= 74\% \end{aligned}$$

The result of the teacher's performance in teaching descriptive text writing was 74%. It can be concluded that by using authentic material in descriptive text, teacher could manage the class well and explain the material more interesting than before. The teacher could give the material communicatively with the students and teacher felt confident in teaching descriptive text using this authentic material. Based on the result, it showed that the use of authentic material in teaching descriptive text, teacher showed good performance in teaching.

After doing the writing test, the researcher examined the test and found the result was as follows.



**Table 4.6**  
**The students' score in the cycle 1**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	S-1	75
2	S-2	70
3	S-3	80
4	S-4	70
5	S-5	70
6	S-6	85
7	S-7	70
8	S-8	70
9	S-9	75
10	S-10	60
11	S-11	75
12	S-12	70
13	S-13	75
14	S-14	70
15	S-15	80
16	S-16	70
17	S-17	75
18	S-18	70
19	S-19	75
20	S-20	70
21	S-21	75
22	S-22	-
23	S-23	75
24	S-24	65
25	S-25	60
26	S-26	60
27	S-27	70
28	S-28	70
29	S-29	60
30	S-30	70
31	S-31	75

32	S-32	60
33	S-33	70
34	S-34	65
35	S-35	65
36	S-36	70
37	S-37	75
<b>Total</b>		<b>2540</b>
<b>Mean</b>		<b>70,5</b>

$$\text{Mean} = \frac{\text{Total Score}}{\text{Number of Students}}$$

$$\text{Mean} = \frac{2540}{36}$$

$$= 70,5$$

The teacher's analysis showed that the average of students' score of the first cycle was 70,5. The higher score was 85 and the lowest score was 60. In this cycle, the teacher intended to give better explanation. The problem faced in this cycle were in language used again. There were several students were still wrong in grammar, the use of article and punctuation. Some of students also felt difficult in tense that used in descriptive text.

The analysis above that the result of the first cycle was better than previous one. According to the result, still there were students had score did not achieve the minimum standard (KKM), so the researcher did the improvement and conduct it in the next cycle.

#### d. Reflection

Based on the observation above, researcher needed to do some improvements such as follows:

- 1) Teacher explained the material and instructions clearly and louder, so that the students could hear clearly and understand and understood about the material and instruction.
- 2) Managing the class in teaching-learning process by an appropriate way.
- 3) Managing the time so that the teacher could review the material and students had many time to do the task.
- 4) Guiding the students in process of making descriptive writing individually.
- 5) Analyzing the data to repair the next cycle.
- 6) Making a temporarily conclusion for classroom action research in cycle 1.

### 3. Second Cycle

From the second cycle was done based on the result of reflection from the first cycle. The result of observation showed that the quality was still low, show it was needed another action in order the next cycle made some improvement of the quality.

Cycle II was done on Sunday, March 25<sup>th</sup>-29<sup>th</sup> 2016.

The steps that were done by researcher in the cycle II were:

a. Revised Planning

- 1) Arranging the lesson plan based on the teaching material about description text.
- 2) Evaluating the teacher's performance in teaching descriptive text based on observation of the teacher's performance.
- 3) Preparing the teaching material aid such as media, lesson plan and worksheet, slides.
- 4) Preparing the students' attendance list, worksheets and observation checklist for the students and teacher.

b. Acting

In this step, what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by the teacher.

The scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was gave improvements according to the reflection in treatment in cycle I. the activities in teaching learning process were:

- 1) Teacher explains the material, although it had been explained before.
- 2) The teacher gave review about the material before.

- 3) The teacher asked the students about their problems on the previous lesson.
  - 4) The teacher asked the students to make simple present tense.
  - 5) The teacher gave the students video of description about lion (authentic material).
  - 6) The teacher gave the students script of the video.
  - 7) The teacher asked to the students the generic structure and language features of the script.
  - 8) The teacher gave the students change to ask about the material.
  - 9) The teacher gave written test for second cycle.
- c. Observation

The researcher observed the activity by using observation checklist that had been prepared in order to evaluate the result, collect the data and monitored the teaching-learning process. The steps were as follows:

- 1) The teacher observed the teaching-learning process in order to know what the implementation of using authentic material could improve students' writing in descriptive text.
- 2) The researcher observed the achievement of students' score in reaching the minimum of standard score (KKM).

- 3) The researcher observed the improvement of students' descriptive text writing through the result of writing test.

**Table 4.7 The students' participant in cycle II**

<b>No</b>	<b>Indicators</b>	<b>Score</b>
1	The students pay attention to the teacher's explanation of descriptive text.	5
2	The students are enthusiastic in responding teacher's question.	4
3	The students ask question to the teacher to clarify understanding.	4
4	The students work by himself to make a descriptive text.	4
5	The students concentrate in doing their work.	4
6	The students discuss and share in process of making the descriptive text individually.	4
7	The students actively express their ideas in discussion.	4
8	Every student gives contribution to express his opinion in the class.	4
	<b>Total</b>	33
	<b>Percentage</b>	82,5%
	<b>Category</b>	Good

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

$$Score = \frac{33}{40} \times 100\%$$

$$= 82,5\%$$

The result of the observation showed that happened the rise from the first cycle before. It could be concluded that the majority of the students joined the class enthusiastically. Most of the students actively answered the teacher's question. All activities in the second cycle could run well. When the teacher was presenting the material, majority of the students were paying the attention to the teacher and there were no students noisy, it also happened when they did writing test.

**Table 4.8 Observation of the teacher's performance in cycle II**

No	Indicators	Score
1	Explaining the objectives and motivation:	
	a. Introducing and explaining the material of descriptive text.	4
	b. Motivating and stimulating students to have an interest in writing.	4
2	Capable in managing and organizing the class into group of discussion.	4
3	Helping the students in doing task: Guiding the process of discussion in solving the problems of making descriptive.	4
4	Giving the material of the descriptive text using authentic material clearly.	5
5	Giving an understanding and stimulus:	
	a. Giving students chance to ask and answer a question.	5
	b. Giving students chance to express their idea and opinion about descriptive text.	4



6	Guiding students in making a conclusion of the material in the class	4
7	Giving conclusion of descriptive text material.	5
8	Group and individual evaluation: a. Doing group evaluation b. Doing individual evaluation	5 4
	Total	48
	Percentage	87%
	Category	Very Good

The researcher calculated the observation result by using the same formula as previous way, which would be explained as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

$$Score = \frac{48}{55} \times 100\%$$

$$= 87\%$$

It could be seen that the result of teacher's performance in teaching descriptive text writing was 87% increased from cycle I. it could be concluded that the teacher in cycle II could manage the class well.

After doing the writing test, the researcher could found the students' score as follows.

**Table 4.9**

**The Students' Score**

No	Students' code	Score
1	S-1	81
2	S-2	76

3	S-3	80
4	S-4	78
5	S-5	75
6	S-6	86
7	S-7	80
8	S-8	87
9	S-9	79
10	S-10	78
11	S-11	88
12	S-12	82
13	S-13	80
14	S-14	80
15	S-15	86
16	S-16	86
17	S-17	85
18	S-18	80
19	S-19	80
20	S-20	70
21	S-21	82
22	S-22	-
23	S-23	-
24	S-24	75
25	S-25	76
26	S-26	77
27	S-27	80
28	S-28	78
29	S-29	80
30	S-30	78
31	S-31	80
32	S-32	80
33	S-33	80
34	S-34	82
35	S-35	78
36	S-36	87
37	S-37	88
<b>Total</b>		<b>2818</b>

<b>Mean</b>	<b>80, 51</b>
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From the table, the researcher classified the percentage of students' comprehending on descriptive text writing by using authentic material like the first cycle. The purpose was to know the improvement of students after doing the treatment in the study.

The result of the students score increase significantly. All of the students passed the minimum of standard score (KKM), it means that all of the students understood about the descriptive text writing. The students were mastery on descriptive text were increase from the previous cycle. It can be concluded that the authentic material is appropriate for students in learning descriptive text writing. The researcher calculates the average of score is as follow:

$$\begin{aligned}
 \text{Average Score} &= \frac{\text{TotalScore}}{\text{TotalStudents}} \\
 \text{Average Score} &= \frac{2825}{35} \\
 &= 80, 71
 \end{aligned}$$

#### d. Reflection

Generally, based on activity during cycle II, the result was significant enough. This involved teaching learning process, students' participation, teacher's

performance and students' score achievement in descriptive text writing. The reflection were as follow:

- 1) The class was more conducive, since the students were focus and serious when writing.
- 2) The students' score in descriptive text writing had reached the minimum standard score (KKM), it was 70. The students' score showed that the lowest score was 70, it means that the students reached the target of minimum score.
- 3) The teacher explained the material clearer than previous explanation, because the teacher clarified the material after the explanation.
- 4) The teacher could manage the class well during the lesson.
- 5) The students were seen more active when writing.

## **B. Grand Analysis and Discussion**

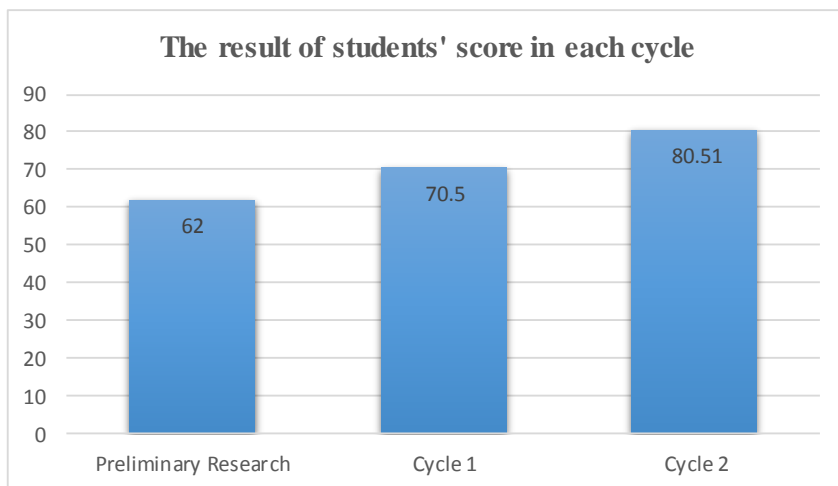
After the researcher implemented the use of authentic material in teaching descriptive text, the researcher got the data from each cycle. It was analyzed in each cycle and researcher got the result of the classroom action research. The result of research showed that there was improvement of students' ability in writing descriptive text after taught using authentic material. It could be seen from the result of the test from the first cycle up to second cycle.

**Table 4. 10 The Result of Students' Score  
in Every Cycle**

	<b>Preliminary Research</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
<b>Total</b>	2135	2540	2818
<b>Mean</b>	62	70, 5	80, 51

From the table, it could be seen showed in each cycle that the use of authentic material in teaching descriptive text was successful.

The improvement of students' achievement in writing descriptive text could be seen through diagram was as follow:



**Chart 4.1 The Result of Students' Score in Each Cycle**

From the diagram above, the research concludes that there was an improvement of students' understanding on descriptive text writing by using authentic material in descriptive text writing. In Pre-cycle showed that average of students' score was 62, while the percentage of students who master descriptive text writing

only 6 students. It means that students' comprehensive on descriptive text writing is low because the minimum of standard score (KKM) is 70.

In cycle I showed that there was an improvement up to and its percentage increased. Then, in the cycle II the average of students' score increased to became 80, 51 with percentage reached 100%. From the result, the researcher concluded that by using draw the authentic material was an effective way to improve students' writing ability on descriptive text writing.

Thus, the researcher thinks that the implementation of using authentic material to improve students' descriptive text writing is successful and effective. The students could get many ideas and vocabularies. They could also make good writing in descriptive text well. It can be seen in their result of descriptive text writing such as in the content, organization, vocabulary, language use and mechanic. So, by using the method is helpful in the process of teaching-learning text writing.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From the all the data analysis about implementation of authentic material for teaching writing descriptive text (a classroom action research at the tenth grade of MA Matholi'ul Huda Bugel in the academic year of 2015/2016), it can be concluded that:

According to the data from the result of tests and observation checklist which had been done and analyzed in the previous chapter, it showed that the implementation of using authentic material to teach writing descriptive text. It could be seen that students was more interesting in this material. Using authentic material in teaching writing descriptive text could make students to express their ideas and opinion about the material. Besides students' participation in teaching learning process was increasing, using authentic material also improved their ability in writing descriptive text. It showed an improvement on students' score from the first cycle to the second cycle. The mean in pre cycle was 62, cycle one was 70, 5, and cycle two was 80, 51.

## **B. Suggestion**

Based on the result of the classroom action research, the research is useful for English teachers to improve their students' descriptive text writing. After finishing the classroom action research, the researcher considers some useful suggestions for the teacher, the students, and the next researchers about what method which is appropriate to improve students' writing skill in descriptive text. The researcher's suggestion are as follow:

### **1. Teacher**

The teacher can apply the use of authentic material to be variety in teaching and learning to solve students' problem in learning process. Authentic material is recommended for English teacher to teach writing because it can make students easily to write a text.

### **2. Students**

The implementation of using authentic material could improve students' ability in writing descriptive text. Authentic material could help the students to explore many themes in writing text.

### **3. School**

Using authentic material could help and give reference in improving teaching-learning process.



#### 4. Researcher

This study could be references to other researcher that would research with the same subject.

Finally, the writer realizes that this thesis is far from being perfect. Because of that, constructive critics and device are really expected for the perfection of the thesis. Hopefully, this thesis is useful for all of us. Amin.

## Silabus Bahasa Inggris SMA/MA

### KELAS X

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan	<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>

KOMPETENSI INTI	KOMPETENSI DASAR
<p>lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</p>	
<p>3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta</p>	<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (<i>extended</i>),</p>

KOMPETENSI INTI	KOMPETENSI DASAR
<p>menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.</p>

KOMPETENSI INTI	KOMPETENSI DASAR
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>4.1 Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12 Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menangkap makna teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14 Menyusun teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.</p> <p>4.16 Menangkap makna lagu sederhana.</p>

**Lesson Plan  
(Preliminary Research)**

School : MA Matholi'ul Huda Bugel

Subject : English

Class/semester : X/II

Theme : Descriptive Text

Skill : Writing

Time Allotment: 2 x 45 Minutes

**I. Standard of Competence**

Expressing the meaning in the short functional text and very simple short monolog in form of descriptive and procedure to interact with the closest environment.

**II. Basic Competence**

Expressing the meaning and rethorical steps in the simple short essay by using written language accurately, fluently, and acceptable to interact in daily life context in form of descriptive and procedure.

**III. Indicators**

- A. Identifying the social function of descriptive text
- B. Identifying the generic structure of descriptive text
- C. Identifying the language features of descriptive text
- D. Producing text in form of descriptive text



#### **IV. Learning Aims**

By the end of the lesson, students will have been able to:

- A. Identify the social function of descriptive text
- B. Identify the generic structure of descriptive text
- C. Identify the language features of descriptive text
- D. Produce text in form of descriptive text

#### **V. Teaching Material**

- A. The definition of description text

A written text in which the writer describes an object such person, animal, things, or place.

- B. Social function of descriptive text

To describe particular person, place or things.

- C. Generic structure

1. **Identification** : Identifying phenomenon of the subject that will be described
2. **Description** : Describing the parts, qualities, features, behavior and the character of the subject

- D. Language features

1. Focus on specific participant
2. Use of attributive and identifying processes
3. Use of simple present

E. The example of descriptive text

**What is a Butterfly**

Butterflies are beautiful, flying insects with large scaly wings.

Like all insects, they are six legs, 3 body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and the abdomen (the tail end).

Butterflies are very good fliers. They have two pairs of large wings covered with colorful scales. As the butterflies get older, the color of the wings fades and the wings become ragged.

The speed varies among butterflies species. (The poisonous varieties are slower than non-poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour or faster. Slow flying butterflies fly about 8 kph.

**F. Teaching Method**

Method: Discussion

## G. Learning Activities

No	Activities	Organization		
		Class	Time	Instruction
1.	<b>Pre-activities:</b> <ul style="list-style-type: none"> <li>Teacher greets the students</li> <li>Teacher checks students' attendance</li> </ul>	C	5 Minutes	<ul style="list-style-type: none"> <li>Assalamu'alaikum wr. wb</li> <li>Good morning students, how are you today? Who doesn't attend today?</li> </ul>
2.	<b>Main Activities:</b> <p>a. Exploration</p> <ul style="list-style-type: none"> <li>Teacher gives a prologue and some stimulating questions to the students related to the material to stimulate them in learning the material.</li> <li>Teacher shows the example of descriptive text</li> <li>Teacher explain and analyze the material about generic structure and language</li> </ul>	C	30 Minutes	<ul style="list-style-type: none"> <li>do you know, what is this picture?</li> <li>Do you ever see it?</li> <li>Okay, today we will learn about descriptive text.</li> <li>Look at this text!</li> <li>There are some points there; identification and description.</li> <li>Is there any difficult word?</li> </ul>

	<p>features of descriptive text.</p> <ul style="list-style-type: none"> <li>Teacher asks the students about difficult vocabularies about the text.</li> <li>Teacher asks the students to analyze the text in pair.</li> </ul> <p>b. Elaboration</p> <ul style="list-style-type: none"> <li>Teacher organize the evalaution/test</li> <li>Teacher gives worksheet to the students. And teacher asks the students to make the description about Lion.</li> </ul> <p>c. Confirmation</p> <ul style="list-style-type: none"> <li>Teacher gives the students change to ask.</li> </ul>		45 Minutes	<ul style="list-style-type: none"> <li>Please analyze the text!</li> <li>I think, you have understood about the material.</li> <li>Here, I give you worksheet, then, make the descriptive text well!</li> <li>Is there any question about our material today?</li> </ul>
3.	<p><b>Post-activities</b></p> <ul style="list-style-type: none"> <li>Teacher gives opportunity to the students to</li> </ul>		10 Minutes	<ul style="list-style-type: none"> <li>Do you have any questions from the material?</li> </ul>

	<p>ask about the material.</p> <ul style="list-style-type: none"> <li>• Teacher reviews the material about the descriptive text.</li> <li>• Teacher gives motivation to the students.</li> <li>• Teacher closes the class</li> </ul>			<ul style="list-style-type: none"> <li>• So, what is the function of a descriptive text?, what are the generic structure and language features of descriptive text?</li> <li>• Please improve your English.</li> <li>• I think enough for today, thank you so much. The last I say.. Wassalamu'alaikum wr. wb</li> </ul>
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## H. Media and Sources

### 1. Media

- a. LC
- b. Pictures
  - b. Encyclopedia
- c. Worksheet

### 2. Source of material

- a. Mukarto, *Et al. English on Sky*. (Jakarta: Penerbit Erlangga, 2007)
- b. Macken, Mary, *A genre-Based Approach to Teaching Writing*, (Australia, Common Ground, 1998)

### 3. Assessment

1. Form : written test
2. Technique : writing a descriptive text
3. Aspects : content, organization, vocabulary, language use, mechanic.

4. Scoring guidance :

Content	: 30%
Organization	: 20%
Vocabulary	: 20%
Language use	: 25%
Mechanic	: 5%

### 5. Instrument

Please make a descriptive text about Animal!.

### 6. Scoring rubric:

Content : 13-30

Organization : 7-20

Vocabulary : 7-20

Language use : 5-25

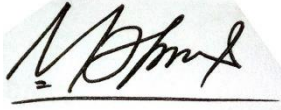
Mechanic : 2-5

Score : content\_\_\_+ organization\_\_\_+  
vocabulary\_\_\_+ language use\_\_\_+ mechanic  
=\_\_\_\_\_ (total)

Approved by

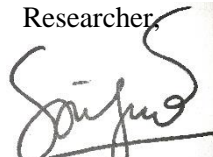
Semarang, 4<sup>th</sup> March 2016

The teacher of 10<sup>th</sup> class,



**Moh. Kasiyo, S. Pd**

Researcher,



**Saifuddin Wafa**  
NIM. 103411066

Mengetahui,  
Kepala MA Matholi'ul Huda Bugel



**H. Sarwadi, S. Pd**  
NIP. 19690309 200501 1 001

## **Lesson Plan (Cycle I)**

School : MA Matholi'ul Huda Bugel

Subject : English

Class/semester : X/II

Theme : Descriptive Text

Skill : Writing

Time Allotment: 2 x 45 Minutes

### **I. Standard of Competence**

Expressing the meaning in the short functional text and very simple short monolog in form of descriptive and procedure to interact with the closest environment.

### **II. Basic Competence**

Expressing the meaning and rethorical steps in the simple short essay by using written language accurately, fluently, and acceptable to interact in daily life context in form of descriptive and procedure.

### **III. Indicators**

- A. Identifying the social function of descriptive text
- B. Identifying the generic structure of descriptive text
- C. Identifying the language features of descriptive text
- D. Producing text in form of descriptive text



#### **IV. Learning Aims**

By the end of the lesson, students will have been able to:

- A. Identify the social function of descriptive text
- B. Identify the generic structure of descriptive text
- C. Identify the language features of descriptive text
- D. Produce text in form of descriptive text

#### **V. Teaching Material**

- A. The definition of description text

A written text in which the writer describes an object such person, animal, things, or place.

- B. Social function of descriptive text

To describe particular person, place or things.

- C. Generic structure

- 1. **Identification** : Identifying phenomenon of the subject that will be described
- 2. **Description** : Describing the parts, qualities, features, behavior and the character of the subject

- D. Language features

- 1. Focus on specific participant
- 2. Use of attributive and identifying processes
- 3. Use of simple present

- E. The example of descriptive text

## VI. Teaching Method

Method: Discussion

## VII. Learning Activities

No.	Activities	Organization		
		Class	Time	Instruction
1.	<b>Pre-activities:</b> <ul style="list-style-type: none"><li>Teacher greets the students</li><li>Teacher checks students' attendance</li></ul>	C	5 Minutes	<ul style="list-style-type: none"><li>Assalamu'alaikum wr. wb Good morning students, how are you today? Who doesn't attend today?</li></ul>
2.	<b>Main Activities:</b> <p>a. Exploration</p> <ul style="list-style-type: none"><li>Teacher gives a prologue and some stimulating questions to the students related to the material to stimulate them in learning the material.</li></ul> <ul style="list-style-type: none"><li>Teacher shows the</li></ul>	C	30 Minutes	<ul style="list-style-type: none"><li>do you know, what is this picture?</li><li>Do you ever see it?</li><li>Okay, today we will learn about descriptive text.</li><li>Look at this text!</li><li>There are some points there;</li></ul>

	<p>example of descriptive text from the encyclopedia.</p> <ul style="list-style-type: none"> <li>• Teacher explain and analyze the material about generic structure and language features of descriptive text.</li> <li>• Teacher asks the students about difficult vocabularies about the text.</li> <li>• Teacher asks the students to analyze the text in pair.</li> </ul> <p>b. Elaboration</p> <ul style="list-style-type: none"> <li>• Teacher organize the evalaution/test</li> <li>• Teacher gives worksheet to the students. And teacher asks the students to</li> </ul>		<p>45 Minutes</p>	<p>identification and description.</p> <ul style="list-style-type: none"> <li>• Is there any difficult word?</li> <li>• Please analyze the text!</li> <li>• I think, you have understood about the material.</li> <li>• Here, I give you worksheet, then, make the descriptive text well!</li> <li>• Is there any question about our material today?</li> </ul>
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	<p>make the description about Lion.</p> <p>c. Confirmation</p> <ul style="list-style-type: none"> <li>Teacher gives the students change to ask.</li> </ul>			
3.	<p><b>Post-activities</b></p> <ul style="list-style-type: none"> <li>Teacher gives opportunity to the students to ask about the material.</li> <li>Teacher reviews the material about the descriptive text.</li> <li>Teacher gives motivation to the students.</li> <li>Teacher closes the class</li> </ul>		10 Minutes	<ul style="list-style-type: none"> <li>Do you have any questions from the material?</li> <li>So, what is the function of a descriptive text?, what are the generic structure and language features of descriptive text?</li> <li>Please improve your English.</li> <li>I think enough for today, thank you so much. The last I say..</li> </ul> <p>Wassalamu'alai kum wr. wb</p>

## VIII. Media and Sources

### 1. Media

- a. LCD
  - b. Pictures
  - c. Encyclopedia
  - d. Worksheet
2. Source of material
- a. Mukarto, *Et al.* *English on Sky*. (Jakarta: Penerbit Erlangga, 2007)
  - b. Macken, Mary, *A genre-Based Approach to Teaching Writing*, (Australia, Common Ground, 1998)

## IX. Assessment

Form	: written test
Technique	: writing a descriptive text
Aspects	: content, organization, vocabulary, language use, mechanic.
Scoring guidance	:
	Content : 30%
	Organization : 20%
	Vocabulary : 20%
	Language use :25%
	Mechanic : 5%

## 7. Instrument

Please make a descriptive text about Lion.

8. Scoring rubric:

Content : 13-30

Organization : 7-20

Vocabulary : 7-20

Language use : 5-25

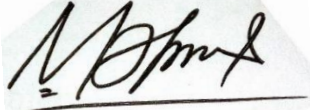
Mechanic : 2-5

Score : content\_\_\_+ organization\_\_\_+  
vocabulary\_\_\_+ language use\_\_\_+ mechanic  
=\_\_\_\_\_ (total)

Approved by

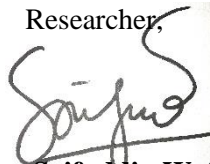
Semarang, 4<sup>th</sup> March 2016

The teacher of 10<sup>th</sup> class,



**Moh. Kasiyo, S. Pd**

Researcher,



**Saifuddin Wafa**  
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**H. Sarwadi, S. Pd**  
NIP. 19690309 200501 1 001

## **Lesson Plan (Cycle II)**

School : MA Matholi'ul Huda Bugel

Subject : English

Class/semester : X/II

Theme : Descriptive Text

Skill : Writing

Time Allotment : 2 x 45 Minutes

### **A. Standard of Competence**

Expressing the meaning in the short functional text and very simple short monologue in form of descriptive and procedure to interact with the closest environment.

### **B. Basic Competence**

Expressing the meaning and rethorical steps in the simple short essay by using written language accurately, fluently, and acceptable to interact in daily life context in form of descriptive and procedure.

### **C. Indicators**

- A. Identifying the social function of descriptive text
- B. Identifying the generic structure of descriptive text
- C. Identifying the language features of descriptive text

D. Producing text in form of descriptive text

#### **D. Learning Aims**

By the end of the lesson, students will have been able to:

- A. Identify the social function of descriptive text
- B. Identify the generic structure of descriptive text
- C. Identify the language features of descriptive text
- D. Produce text in form of descriptive text

#### **E. Teaching Material**

A. The definition of description text

A written text in which the writer describes an object such person, animal, things, or place.

B. Social function of descriptive text

To describe particular person, place or things.

C. Generic structure

- 1. **Identification** : Identifying phenomenon of the subject that will be described
- 2. **Description** : Describing the parts, qualities, features, behavior and the character of the subject

D. Language features

- 1. Focus on specific participant
- 2. Use of attributive and identifying processes
- 3. Use of simple present



E. The example of descriptive text

## F. Teaching Method

Method: Discussion

## G. Learning Activities

No.	Activities	Organization		
		Class	Time	Instruction
1.	<b>Pre-activities:</b> <ul style="list-style-type: none"><li>Teacher greets the students</li><li>Teacher checks students' attendance</li></ul>	C	5 Minutes	<ul style="list-style-type: none"><li>Assalamu'alaikum wr. wb</li><li>Good morning students, how are you today? Who doesn't attend today?</li></ul>
2.	<b>Main Activities:</b> <p>a. Exploration</p> <ul style="list-style-type: none"><li>Teacher gives review about descriptive text</li><li>Teacher gives review about tense that used in Descriptive text.</li></ul> <p>b. Elaboration</p> <ul style="list-style-type: none"><li>Teacher asks the students to make simple present tense</li></ul>	C	30 Minutes	<ul style="list-style-type: none"><li>Today, we will review about our last material.</li><li>Please make example of simple present tense and adjective word!</li><li>Let's check this out!</li></ul>

	<ul style="list-style-type: none"> <li>• Teacher asks students to mention adjective word, etc</li> <li>• Teacher gives the students video description about Lion</li> <li>• The teacher gives the script the video and asks the students to analyze the generic structures and language features.</li> </ul> <p>c. Confirmation</p> <ul style="list-style-type: none"> <li>• Teacher gives the students change to ask.</li> </ul>			<ul style="list-style-type: none"> <li>• Please analyze this script!</li> <li>• Any question?</li> </ul>
3.	<p><b>Post-activities</b></p> <ul style="list-style-type: none"> <li>• Teacher gives opportunity to the students to ask about the material.</li> <li>• Teacher gives motivation to the students.</li> </ul>		10 Minutes	<ul style="list-style-type: none"> <li>• Do you have any questions from the material?</li> <li>• Please improve your English.</li> <li>• I think enough for today, thank you so much. The last I say,</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher closes the class</li> </ul>			Wassalamu'alaikum wr. Wb
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## H. Media and Sources

1. Media
  - a. LCD
  - b. Video
  - c. worksheet
2. Source of material
  1. Dr. Mukarto, M.Sc. and friends. *English on Sky*. Jakarta: Penerbit Erlangga, 2007.
  2. Mary Macken, *A genre-Based Approach to Teaching Writing*, (Australia, Common Ground, 1998)

## I. Assessment

1. Form : Written test
2. Technique : write a descriptive text
3. Aspects : content, organization, vocabulary, language use, mechanic.
4. Scoring guidance :

Content	: 30%
Organization	: 20%
Vocabulary	: 20%
Language use	:25%

Mechanic : 5%

5. Instrument

Please make a descriptive text about Lion!

6. Scoring rubric:

Content : 13-30

Organization : 7-20

Vocabulary : 7-20

Language use : 5-25

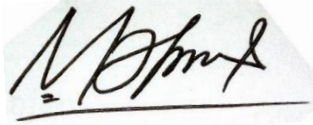
Mechanic : 2-5

Score : content\_\_\_+ organization\_\_\_+

vocabulary\_\_\_+ language use\_\_\_+ mechanic

=\_\_\_\_\_ (total)

Approved by  
The teacher of 10<sup>th</sup> class,



**Moh. Kasiyo, S. Pd**

Semarang, 4<sup>th</sup> March 2016

Researcher,



**Saifuddin Wafa**  
103411066

Mengetahui,  
Kepala MA Matholi'ul Huda Bugel



**H. Sarwadi, S. Pd**

NIP. 19690309 200501 1 001



Table 4.1

Students' participation in the preliminary research

No.	Indicators	Checklist					Total Score
		1	2	3	4	5	
1.	The students pay attention to the teacher's explanation.				√		4
2.	The students are enthusiastic in responding teacher's question.			√			3
3.	The students ask question to the teacher to clarify the understanding.			√			3
4.	The students work independently in making a descriptive text.		√				2
5.	The students' activeness in writing their descriptive text.		√				2
6.	The students can mention vocabularies that is ordered by teacher.			√			3
7.	The students actively in making descriptive text.			√			3
	<b>Total Score</b>		4	12	4		20

Table 4.2

Observation of the teacher's performance in the  
preliminary research

No	Indicators	Score
1	Explaining the objectives and motivation:	
	a. Introducing and explaining the material.	3
	b. Motivating and stimulating students to have an interest in writing.	2
2	Capable of managing and organizing the class.	4
3	Helping the students to do the task: Guiding the students in process of making descriptive text.	3
4	Giving instruction to the students clearly.	4
5	Giving an understanding and stimulus:	
	a. Giving students a chance to ask and answer a question.	3
	b. Giving students a chance to express their idea and opinion about descriptive text.	3
6	Guiding students in making a conclusion of descriptive text.	3
7	Giving conclusion of descriptive text material.	3
8	Doing evaluation of the material.	4
	Total	32
	Percentage	64%
	Category	Enough



Table 4.4  
Students' participation in the cycle 1

No	Indicators	Score
1	The students pay attention to the teacher's explanation of descriptive text.	4
2	The students are enthusiastic in responding teacher's question.	3
3	The students ask question to the teacher to clarify understanding.	3
4	The students work by himself to make a descriptive text.	3
5	The students concentrate in doing their group work.	3
6	The students discuss and share in process of making the descriptive text individually.	3
7	The students actively express their ideas in discussion.	3
8	Every student gives contribution to express his opinion in the class.	2
	Total	24
	Percentage	60%
	Category	Enough

Table 4.5

Observation of the teacher's performance in the cycle 1

No	Indicators	Score
1	Explaining the objectives and motivation:	
	a. Introducing and explaining the material of descriptive text.	4
	b. Motivating and stimulating students to have an interest in writing.	3
2	Capable in managing and organizing the class into group of discussion.	3
3	Helping the students in doing task: Guiding the process of discussion in solving the problems of making descriptive.	3
4	Giving the material of the descriptive text using authentic material clearly.	4
5	Giving an understanding and stimulus:	
	a. Giving students chance to ask and answer a question.	4
	b. Giving students chance to express their idea and opinion about descriptive text.	4
6	Guiding students in making a conclusion of the material in the class	3
7	Giving conclusion of descriptive text material.	3
8	Group and individual evaluation:	
	a. Doing group evaluation	4
	b. Doing individual evaluation	4
	Total	42
	Percentage	72
	Category	Good

Table 4. 7

The students' participant in cycle II

<b>No</b>	<b>Indicators</b>	<b>Score</b>
1	The students pay attention to the teacher's explanation of descriptive text.	5
2	The students are enthusiastic in responding teacher's question.	4
3	The students ask question to the teacher to clarify understanding.	4
4	The students work by himself to make a descriptive text.	4
5	The students concentrate in doing their work.	4
6	The students discuss and share in process of making the descriptive text individually.	4
7	The students actively express their ideas in discussion.	4
8	Every student gives contribution to express his opinion in the class.	4
	<b>Total</b>	33
	<b>Percentage</b>	82,5%
	<b>Category</b>	Good

Table 4.8  
Observation of the teacher's performance in cycle II

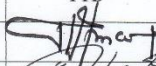
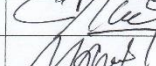
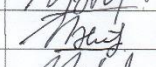
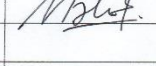

No	Indicators	Score
1	Explaining the objectives and motivation: a. Introducing and explaining the material of descriptive text.	4
	b. Motivating and stimulating students to have an interest in writing.	4
2	Capable in managing and organizing the class into group of discussion.	4
3	Helping the students in doing task: Guiding the process of discussion in solving the problems of making descriptive.	4
4	Giving the material of the descriptive text using authentic material clearly.	5
5	Giving an understanding and stimulus: a. Giving students chance to ask and answer a question.	5
	b. Giving students chance to express their idea and opinion about descriptive text.	4
6	Guiding students in making a conclusion of the material in the class	4
7	Giving conclusion of descriptive text material.	5
8	Group and individual evaluation: a. Doing group evaluation	5
	b. Doing individual evaluation	4
	Total	48
	Percentage	87%
	Category	Very Good

**AFRICAN LION**

African lions are the biggest of the African carnivores. They are including in family cat. The big population of these animal are in Africa. They live together with their pride, they usually live in open plains, woodlands, thick bush and semi desert except in forest.

African Lions have tawny to sandy brown color. The long tail has a distinctive black tuft at the tip. The adult males have manes which vary in color from tawny to black. They provide food for the pride. Lions hunting in groups are capable of taking down most animals, even healthy adults, but in most parts of their range they rarely attack very large prey such as rodent, baboon, water buffalo, wildebeests, zebras, etc. they readily eat any meat they can find, including carrion and fresh kills that scavenge or forcefully steal from hyenas, cheetahs, or wild dog. If a small group of males stay together they are able to drive out the resident males of a pride and will so take over the females.

Journal of Observation

No	Tanggal	Guru	Keterangan	TTD
1.	12/3 16		121n Riset	
2.	12/3 16		Penempatan kelas	
3.	16/3 16		Bimbingan pre-cycle	
4.	16/3 16		Evaluasi - cycle 1	
5.	24/3 16		Evaluasi Cycle 2	
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Jepara, 10 April 2016

Mengetahui,

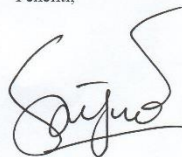
Kepala madrasah

MA Matholi'ul Huda Bugel



103411066 200511001

Peneliti,



Saifuddin Wafa  
NIM. 103411066

**RESEARCH SCHEDULE OF A CLASSROOM ACTION  
RESEARCH  
IN THE ACADEMIC YEAR OF 2015/2016**

Teacher : Moh. Kasiyo, S.Pd  
 Researcher : Saifuddin Wafa  
 Class : X B of MA Matholi'ul Huda Bugel

No	Activities	Date
1	Preliminary visit	2 <sup>nd</sup> March 2016
2	Meeting the Headmaster to ask the permission to conduct the research in the school	12 <sup>th</sup> March 2016
3	Meeting the vice of Headmaster to determine the class of research	16 <sup>th</sup> March 2016
4	Contact the English Teacher to discuss the research	16 <sup>th</sup> March 2016
5	Doing the Preliminary research	15 <sup>th</sup> -18 <sup>th</sup> March 2016
6	Doing cycle I	19 <sup>th</sup> -24 <sup>th</sup> March 2016
7	Doing cycle II	25 <sup>th</sup> -27 <sup>th</sup> March 2016

**The List of students' Name on Class XB**

<b>No</b>	<b>Name</b>	<b>Class</b>	<b>Gender</b>
1	Abdullah Salam	XB	Male
2	Agus Lukman Hakim	XB	Male
3	Ahmad Alfin Tsani Ramadhan	XB	Male
4	Ahmad Faiz	XB	Male
5	Ahmad Khoirul Ma`mun	XB	Male
6	Ahmad Yudi Saputra	XB	Male
7	Ahmad Yunus Adi Pratama	XB	Male
8	Ahmad Zainal Arifin	XB	Male
9	Akhmad Hermansyah	XB	Male
10	Akhmat Sofiyan	XB	Male
11	Choirul Anam	XB	Male
12	Dani Setiawan Saputra	XB	Male
13	Deix`s Yasfin Sening Saga	XB	Male
14	Ikhwan Fauzi	XB	Male
15	Joko Purnomo	XB	Male
16	Lutfi Habib Rohman	XB	Male
17	M. Husni Mubarak	XB	Male
18	M. Ali Shodiqin	XB	Male
19	Muhamad Irkham Yofi Maulana	XB	Male
20	Miftakhul Kharis	XB	Male
21	Mohamad Saiful Ma`arif	XB	Male
22	Mohammad Arif Rohman	XB	Male
23	Muhamad Ainul Bisri	XB	Male
24	Muhammad Alfin Nizar	XB	Male
25	Muhammad Ali	XB	Male
26	Muhammad Ali Ridho	XB	Male
27	M. Asrofi In`am	XB	Male
28	Muhammad Fatih Abdissalam	XB	Male
29	Muhammad Habib Syaifudin	XB	Male
30	Muhammad Sun Haji	XB	Male
31	Muhammad Ulil Albab	XB	Male
32	Muhammad Wahyu Efendi	XB	Male



33	Nizar Nazarudin	XB	Male
34	Reza Pradana	XB	Male
35	Saifullah	XB	Male
36	Sulis Gunawan	XB	Male
37	Wafiq Tsaniyal Anfa`	XB	Male

**Students' Attendance List**

No	Name	17/03	20/03	27/03
1	Abdullah Salam	√	√	√
2	Agus Lukman Hakim	√	√	√
3	Ahmad Alfin Tsani Ramadlan	√	√	√
4	Ahmad Faiz	√	√	√
5	Ahmad Khoiril Ma`mun	√	√	√
6	Ahmad Yudi Saputra	√	√	√
7	Ahmad Yunus Adi Pratama	√	√	√
8	Ahmad Zainal Arifin	√	√	√
9	Akhmad Hermansyah	√	√	√
10	Akhmat Sofiyana	√	√	√
11	Choirul Anam	√	√	√
12	Dani Setiawan Saputra	√	√	√
13	Deix`s Yasfin Sening Saga	-	√	√
14	Ikhwan Fauzi	√	√	√
15	Joko Purnomo	√	√	√
16	Lutfi Habib Rohman	√	√	√
17	M. Husni Mubarak	√	√	√
18	M. Ali Shodiqin	√	√	√
19	Muhamad Irkham Yofi Maulana	√	√	√
20	Miftakhul Kharis	√	√	√
21	Mohamad Saiful Ma`arif	√	√	√
22	Mohammad Arif Rohman	-	-	-
23	Muhamad Ainul Bisri	√	√	-
24	Muhammad Alfin Nizar	√	√	√
25	Muhammad Ali	√	√	√
26	Muhammad Ali Ridho	√	√	√
27	M. Asrofi In`am	√	√	√
28	Muhammad Fatih Abdissalam	√	√	√
29	Muhammad Habib Syaifudin	√	√	√

30	Muhammad Sun Haji	√	√	√
31	Muhammad Ulil Albab	√	√	√
32	Muhammad Wahyu Efendi	√	√	√
33	Nizar Nazarudin	√	√	√
34	Reza Pradana	-	√	√
35	Saifullah	√	√	√
36	Sulis Gunawan	√	√	√
37	Wafiq Tsaniyal Anfa`	√	√	√

## DESCRIPTIVE OF LION THE WILD

The lion is an Old World Mammals of the Felidae family and one of the four species of "big cats" in the *Panthera* genus, along with the tiger, the leopard and the jaguar. The lion is the second-largest living cat after the tiger, with some males exceeding 250 kilograms (550 pounds). It is the only felid with a tufted tail and the male is uniquely characterized by a mane.

The lion is the tallest (at the shoulder) of the felines and also is the second-heaviest feline after the tiger. With powerful legs, a strong jaw and 8 centimeter (3.1 inch) long canine teeth, the lion can bring down and kill large prey.

Lion ~~color~~ coloration varies from light buff to yellowish, reddish, or ochraceous brown. The underparts are generally lighter and the tail tuft is black. Lion cubs are born with brown rosettes (spots) on their body, and rather like those of a leopard. Although these fade as lions reach adulthood, faint spots often may still be seen on the legs and underparts particularly, on lionesses.

Weights for adult lions generally lie between 150 to 250 kilograms for male and 120 to 182 kilograms for ~~ma~~ female.

Today, lions are largely limited to Africa, with a smaller population in India. In relatively recent times, the distribution of lions spanned the southern parts of Eurasia, ranging from Greece to India, and most of Africa except the central rainforest zone and the Sahara desert.

Lions prey consists mainly of large mammals

Nama : Lutfi Habibur Rahman  
Absen : 16  
kelar : XA

C : 28  
D : 17  
V : 19  
L : 18  
M : 4

86

## I Like elephants

I like elephants. elephants are the biggest land animals in the world. the african elephant is found on the continent of africa and the indian elephant is found in asia. elephants are mammals as well as herbivores meaning they only eat plants rather than meat.

I know that there are two main types of elephants. the african elephant and the indian elephant. the african elephant is bigger than the indian elephant. it has larger ears ~~than~~ too ~~but~~ both the males and females have tusks. the african elephant has wrinkly gray skin, a swayed back and two tips at the end of its trunk that it can use like fingers to pick stuff up. the tusk make elephant look really cool.

C : 25

O : 15

V : 17

L : 15

M : 3

75

name: RIZAR NAZARUDIN

No. 33

School: MA MH BUGEL

### Activities in Preliminary Research



The teacher teaches in preliminary research



The students do the test in preliminary research

## The activities in Cycle 1



Teacher explained the material in cycle I



The students are doing the test in cycle I



## The activities in the cycle 2



The teacher are teaching the material in cycle II



The students are doing the test in cycle II



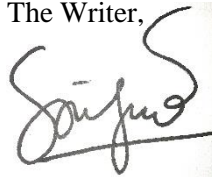
## **CURRICULUM VITAE**

Name : Saifuddin Wafa  
Student Number : 103411066  
Place and Date of Birth : Jepara, April 12<sup>th</sup> 1992  
Address : Bugel RT. 14/RW. 04 Kec. Kedung  
Kab. Jepara  
Phone : 085641581659  
E-mail : saifuddinwafa@gmail.com  
Education :

- MI Matholi'ul Huda Bugel
- MTs. Matholi'ul Huda Bugel
- MA. Matholi'ul Huda Bugel
- Islamic Education and Teacher Training  
Faculty of Walisongo Islamic State  
University

Semarang, June 6<sup>th</sup> 2016

The Writer,



**Saifuddin Wafa**

NIM. 103411066