

List of Tables

Table 2.1

The Number of Student of MTs.Nurul Islam Juwangi on the academic year
of 2016/2017

Grade	Gender		Total
	M	F	
VII	21	6	27
VIII	6	18	24
IX	18	11	29
Total	45	35	80

M : Male

F : Female

Table 4.1

Students' Code

No.	Students' Name	Gender	Students Code
1	Ade Irma NurFatma	F	S-1
2	AiniAnisSafaati	F	S-2
3	AnisMutmainahDhiyaul A	F	S-3
4	Anita	F	S-4
5	Ardiyansah	M	S-5
6	DuwiPutri Monika	F	S-6
7	FindiyanaCahayaSaputri	F	S-7
8	FitriYuliantini	F	S-8
9	Indri Saptari	F	S-9
10	IntenSuweno	F	S-10
11	LukmanDwiKurniawan	M	S-11
12	Mohammad FikriMunawar	M	S-12
13	Muhammad RaihanNurSekha	M	S-13
14	NikenPuspitaDewi	F	S-14
15	NovaldiDwiNurFajar	M	S-15
16	OktaDilaRahayu	F	S-16
17	Pegi	F	S-17
18	Purwati	F	S-18
19	Rohmad Ali	M	S-19
20	Rosa Linda	F	S-20
21	SerlianaSapitri	F	S-21
22	SeptianaRevitaNurcahyani	F	S-22
23	Supriyono	M	S-23
24	WahyuWidodo	F	S-24

Table 4.2
Teachers' Observation Checklist of Pre Cycle

Aspect	Score					Σ
	1	2	3	4	5	
Teacher explains the material				√		4
Interaction teacher with students			√			3
Teacher uses media		√				2
Teacher asks questions			√			3
Teacher responds students' questions		√				2
Teacher manages the class				√		4
TOTAL	0	4	6	8	0	18

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{18}{30} \times 100\%$$

$$Score = 60\%$$

Table 4.3
Students' Observation Checklist of Pre Cycle

No	Aspects	Score					Total Score
		1	2	3	4	5	
1.	Students pay attention			√			3
2.	Students respond teacher's questions			√			3
3.	Students ask questions		√				2
4.	Students comprehend the material		√				2
5.	Students do the test					√	5
6	Students interest the lesson		√				2
Total Score		0	6	6	0	5	17

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{17}{30} \times 100\%$$

$$Score = 56,67\%$$

Table 4.4
Students' Pre Cycle Score

No	Student s' code	Item Analysis					Total Score
		1	2	3	4	5	
1	S-01	20	14	14	15	3	66
2	S-02	18	15	14	15	3	65
3	S-03	17	13	15	14	4	63
4	S-04	20	17	17	14	4	72
5	S-05	18	14	15	14	3	64
6	S-06	17	10	12	12	3	54
7	S-07	17	14	14	13	3	61
8	S-08	18	10	13	12	3	56
9	S-09	16	10	12	9	3	50
10	S-10	17	13	14	16	3	63
11	S-11	16	15	14	13	3	61
12	S-12	18	14	15	14	3	64
13	S-13	23	17	15	17	3	75
14	S-14	18	13	13	13	4	61
15	S-15	17	13	13	10	3	56
16	S-16	17	10	13	13	3	56
17	S-17	16	13	13	12	3	57
18	S-18	17	14	15	13	4	63
19	S-19	17	13	14	13	4	61
20	S-20	16	13	13	15	3	60
21	S-21	18	16	14	15	3	66
22	S-22	21	18	17	17	4	77
23	S-23	16	13	14	14	3	60
24	S-24	17	13	14	12	3	59
Total Score							1490
Mean/Average							62.08

Table 4.5
Students' First Cycle Score

No	Students' code	Item Analysis					Total Score
		1	2	3	4	5	
1	S-01	20	14	14	18	4	70
2	S-02	20	13	15	15	4	67
3	S-03	21	17	17	18	5	78
4	S-04	21	18	17	18	4	78
5	S-05	20	14	15	17	4	70
6	S-06	18	13	15	15	3	64
7	S-07	-	-	-	-	-	-
8	S-08	18	14	13	14	3	62
9	S-09	17	13	13	15	3	61
10	S-10	17	13	14	16	3	63
11	S-11	18	15	14	15	3	65
12	S-12	20	15	14	17	4	70
13	S-13	20	16	14	17	3	70
14	S-14	20	15	14	16	4	69
15	S-15	-	-	-	-	-	-
16	S-16	17	15	13	15	3	63
17	S-17	17	13	13	17	3	63
18	S-18	20	17	15	17	4	73
19	S-19	17	13	14	15	4	63
20	S-20	20	15	14	15	3	67
21	S-21	17	18	13	15	3	66
22	S-22	21	18	17	18	4	78
23	S-23	17	15	13	15	4	64
24	S-24	20	17	16	15	3	71
Total Score							1499
Mean/Average							68.13

Table 4.6
Teachers' Observation Checklist of First Cycle

Aspect	Score					Σ
	1	2	3	4	5	
Teacher explains the material				√		4
Interaction teacher with students			√			3
Teacher uses media			√			3
Teacher asks questions			√			3
Teacher responds students' questions		√				2
Teacher manages the class				√		4
TOTAL	0	2	9	8	0	19

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{19}{30} \times 100\% \quad Score = 63,33\%$$

Table 4.7
Students' Observation Checklist of Cycle I

No	Aspects	Score					Total Score
		1	2	3	4	5	
1.	Students pay attention			√			3
2.	Students respond teacher's questions			√			3
3.	Students ask questions			√			3
4.	Students comprehend the material		√				2
5.	Students do the test					√	5
6	Students interest the lesson		√				2
Total Score		0	4	9	0	5	18

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{18}{30} \times 100\% \quad Score = 60,00\%$$

Table 4.8
Students' Second Cycle Score

No	Students' code	Item Analysis					Total Score
		1	2	3	4	5	
1	S-01	21	14	14	14	3	66
2	S-02	24	16	16	15	4	75
3	S-03	24	15	16	17	4	76
4	S-04	22	14	15	16	3	70
5	S-05	24	15	15	17	3	74
6	S-06	22	14	14	15	3	68
7	S-07	24	15	16	16	4	75
8	S-08	20	13	14	14	3	64
9	S-09	22	14	14	15	3	68
10	S-10	22	16	15	16	4	73
11	S-11	22	15	16	17	3	73
12	S-12	26	16	17	18	3	80
13	S-13	24	16	17	18	3	78
14	S-14	22	15	15	16	3	71
15	S-15	24	15	14	14	3	70
16	S-16	24	15	16	17	4	76
17	S-17	22	15	14	15	3	69
18	S-18	22	14	14	17	3	70
19	S-19	20	13	14	15	4	66
20	S-20	21	16	14	15	3	69
21	S-21	23	15	15	16	4	73
22	S-22	26	16	17	18	5	82
23	S-23	24	16	15	18	5	78
24	S-24	26	14	16	17	3	76
Total Score							1740
Mean/Average							72.5

Table 4.9
Teachers' Observation Checklist of Cycle II

Aspect	Score					Σ
	1	2	3	4	5	
Teacher explains the material				√		4
Interaction teacher with students				√		4
Teacher uses media				√		4
Teacher asks questions			√			3
Teacher responds students' questions			√			3
Teacher manages the class				√		4
TOTAL	0	0	6	16	0	22

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{22}{30} \times 100\%$$

$$Score = 73,33\%$$

Table 4.10
Students' Observation Checklist of Cycle II

No	Aspects	Score					Total Score
		1	2	3	4	5	
1.	Students pay attention				√		4
2.	Students respond teacher's questions				√		4
3.	Students ask questions		√				2
4.	Students comprehend the material			√			3
5.	Students do the test					√	5
6	Students interest the lesson			√			3
Total Score		0	2	6	8	5	21

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{21}{30} \times 100\% \quad Score = 70,00\%$$

Table 4.11
Students' Third Cycle Score

No	Students' code	Item Analysis					Total Score
		1	2	3	4	5	
1	S-01	24	16	16	15	3	74
2	S-02	22	15	15	16	4	72
3	S-03	25	16	16	15	4	76
4	S-04	23	16	17	15	4	75
5	S-05	25	15	16	16	4	76
6	S-06	23	16	15	16	5	75
7	S-07	24	16	16	17	4	77
8	S-08	23	15	14	15	3	70
9	S-09	22	15	16	16	4	73
10	S-10	23	16	17	15	4	75
11	S-11	24	15	17	17	4	77
12	S-12	26	17	16	17	4	80
13	S-13	24	17	16	17	3	77
14	S-14	24	16	15	17	4	76
15	S-15	24	16	15	15	4	74
16	S-16	23	16	14	15	4	72
17	S-17	25	15	16	17	4	77
18	S-18	22	15	15	17	3	72
19	S-19	22	15	14	15	4	77
20	S-20	24	14	14	16	4	72
21	S-21	26	15	14	15	4	74
22	S-22	25	18	17	21	4	85
23	S-23	24	15	16	17	4	76
24	S-24	24	15	16	17	3	75
Total Score							1807
Mean/Average							75.29

Table 4.12
Teachers' Observation Checklist of Cycle III

Aspect	Score					Σ
	1	2	3	4	5	
Teacher explains the material					√	5
Interaction teacher with students				√		4
Teacher uses media				√		4
Teacher asks questions				√		4
Teacher responds students' questions				√		4
Teacher manages the class				√		4
TOTAL	0	0	0	16	5	25

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{25}{30} \times 100\% \quad Score = 83,33\%$$

Table 4.13
Students' Observation Checklist of Cycle III

No	Aspects	Score					Total Score
		1	2	3	4	5	
1.	Students pay attention					√	4
2.	Students respond teacher's questions				√		4
3.	Students ask questions		√				2
4.	Students comprehend the material				√		4
5.	Students do the test					√	5
6.	Students interest the lesson				√		4
Total Score		0	2	0	12	10	24

$$Score = \frac{\Sigma X}{s_{max}} \times 100\%$$

$$Score = \frac{24}{30} \times 100\%$$

$$Score = 80,00\%$$

Table 4.14
Students' Score Recapitulation

No	Students' Code	Pre Cycle	Cycle 1	Cycle 2	Cycle 3
1	S-1	66	70	66	74
2	S-2	65	67	75	72
3	S-3	63	78	76	76
4	S-4	72	78	70	75
5	S-5	64	70	74	76
6	S-6	54	64	68	75
7	S-7	61	-	75	77
8	S-8	56	62	64	70
9	S-9	50	61	68	73
10	S-10	63	63	73	75
11	S-11	61	65	73	77
12	S-12	64	70	80	80
13	S-13	75	70	78	77
14	S-14	61	69	71	76
15	S-15	56	-	70	74
16	S-16	56	63	76	72
17	S-17	57	63	69	77
18	S-18	63	73	70	72
19	S-19	61	63	66	72
20	S-20	60	67	69	72
21	S-21	66	66	73	74
22	S-22	77	78	82	85
23	S-23	60	64	78	76
24	S-24	59	71	76	75
Sum		1490	1499	1740	1807
Mean		62.08	68.13	72.50	75.29

Table4.15

The Aspect of Students' Observation checklist

NO	Object Observation	Indicators
1	Students pay attention	Listening, qualification, showing, evidence
2	Students respond teacher's questions	Answering, agreement, refusing, saying, submitted
3	Students ask questions	Clarifying, examine, clear, concluding, finding, solving
4	Students comprehend the material	Mention, explaining, identifying, marking out, example, concluding
5	Students do the task	Production, doing, arranging, processing, adapting
6.	Students interest the lesson	Listening, answering, saying, asking

Table4.16

Scoring Rubric Students' Observation Checklist

Grade	Percentage	Note
1	0%	None Students
2	> 20%	Few Students
3	21% - 49%	Half Students
4	50% - 69%	Many Students
5	70% - 100%	Majority Students

Table4.17

The Aspect of Teacher's observation checklist

NO	Object Observation	Indicators
1	Teacher explains the material	Explaining, making examples, saying,concluding, clarifying, distinguish, detailed, comparing
2	Interaction teacher with students	Answering, agreement, refusing, saying,submitted
3	Teacher uses media	Assign, forming the habit, training, implementing, adapting, applying
4	Teacher asks questions	Clarifying, examine, clear, concluding, finding
5	Teacher responds students' questions	Mention, explaining, identifying, marking out, example, concluding, supporting
6	Teacher manages the class	Changing, classification, defending, combining, building, managing

Table 4.18
Scoring rubric teacher's activities¹

NO	Aspect	Criteria				
		1 (Very bad)	2 (Bad)	3 (Fair)	4 (Good)	5 (Very good)
1	Teacher explains the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
2	Interaction teacher with students	Students' respond is 0%	Students' respond is more 20%	Students' respond is 26%-49%	Students' respond is 50%-69%	Students' respond is 70%-100%
3	Teacher uses media	Uses none media	Uses white board or textbook	Uses things in the class	Uses own media and suitable	Uses things in class, own media and suitable
4	Teacher asks questions	Never	Seldom	Sometimes	Often	Always
5	Teacher responds students' questions	Never	Seldom	Sometimes	Often	Always
6	Teacher manages the class	Never warning students that not pay attention	Seldom warning students that not pay attention	Sometimes warning students that not pay attention	Often warning students that not pay attention	Always, warning students that not pay attention

¹Farida Yusuf Tayibnapis, *Evaluasi Program dan Instrument Evaluasi untuk Program Pendidikan dan Penelitian*, page 198

Table 4.19
Scoring guide of writing test

Item Analysis	Score	Criteria
Content	30-27	Excellent: substantive-through development of thesis, relevant to assigned topic,etc.
	22-26	Good: Adequate-limited development of thesis, mostly relevant to the topic, but lack detail
	17-21	Fair : Little substance, inadequate development of topic
	13-16	Very Poor : Non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	Excellent : Fluent expression – ideas clearly stated, well organized.
	14-17	Good : Somewhat choppy, loosely organized but main idea stand out.
	10-13	Fair : Not fluent – ideas confused or disconnected
	7-9	Very Poor : Does not communicate, no organization
Vocabulary	18-20	Excellent : Sophisticated range – effective word / idiom, choice and usage.
	14-17	Good : Adequate range – occasional of word / idiom form, choice, usage, but meaning is not obscured
	10-13	Fair : Limited range – frequent errors of word / idiom form, choice, usage.
	7-9	Very Poor : Essentially translation – little knowledge of English vocabulary.
Grammar	22-25	Excellent : Effective complex grammar

	18-21	construction. Good : Effective but simple construction in grammar
	11-17	Fair : A major problem is simple / complex construction in grammar
	5-10	Very Poor : virtually no mastery in sentence
Mechanic	5	Excellent : Demonstrate mastery of construction
	4	Good : Occasional errors of spelling, punctuation.
	3	Fair : Frequent errors of spelling, punctuation and capitalization
	1	Very Poor : No mastery in conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
Total Score	1-100	

Figure 4.1

Increasing Students' Participation

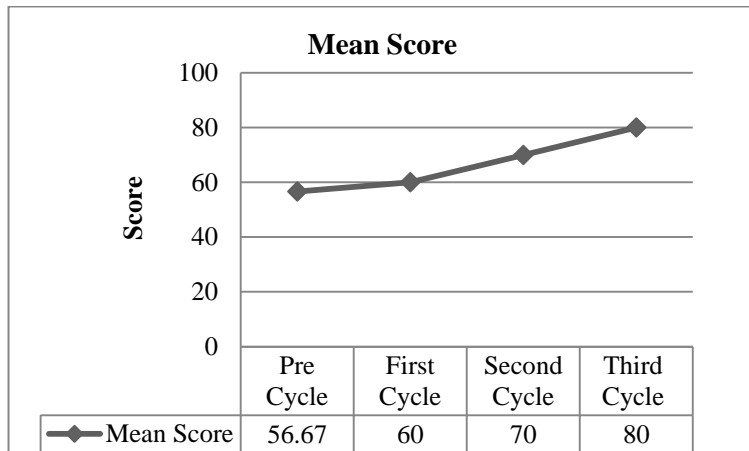
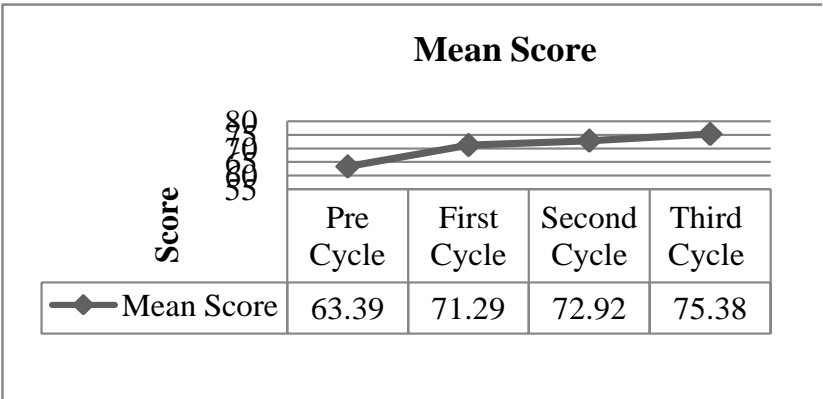


Figure 4.2
Students' Improvement Based on the Mean Score



List of Appendices

Appendix 1

RESEARCH SCHEDULE OF CLASSROOM ACTION RESEARCH

English Teacher : Aditya Budi Sanyoto, S. Pd.
Researcher : Maslichah
Class : VIII
Place : MTs Nurul Islam Juwangi

No.	Activities	Time
1.	Asking for permission to headmaster	September 29, 2016
2.	Going to meet the English teacher and discuss about the class would be subject of research	September 30, 2016
3.	Doing Pre – Cycle	October 7, 2016
4.	Doing Cycle I	October 19, 2016
5.	Doing Cycle II	October 25, 2016
6	Doing Cycle III	November 2, 2016

APPENDICES

Appendix 2

LESSON PLAN OF CYCLE I

School	: MTs Nurul Islam Juwangi
Subject	: English
Class/Semester	: VIII/1
Text Type	: Descriptive Text
Skill	: Writing
Time Allotment	: 2x40 minutes

A. Core Competence

1. Appreciating and comprehending religion precept
2. Appreciating and comprehending behavior (honest, discipline, responsible, care, tolerance, cooperation, good manners, confident) in the effective interaction toward social environment and nature in the extent association and its existence
3. Comprehending and applying factual, conceptual, procedural knowledge in the scholarship, technology, art, and culture related to the phenomenon
4. Processing, figuring, and showing in the concrete and abstract domain related to the development of the learning process in the school and others in the same point of view

B. Basic Competence

Basic Competence	Indicators
1.1 Being grateful to God because the chance learn English as	1.1.1 Praying before doing the task 1.1.2 Greeting at the beginning and

international medium language by keeping enthusiasm in learning	end of the lesson 1.1.3 Maintain good relation with their fellow as the creation of God Almighty
2.3. Showing responsible behavior, cooperation in doing functional communication in the form of descriptive text	2.3.1 Active in group in learning descriptive text 2.3.2 Responsible with their work in learning descriptive text
3.10 Applying the generic structure and the language feature in doing social function of descriptive text by explaining and asking simple and short description about person, animal or things related to the context of its use	3.10.1 identifying the generic structure of descriptive text about person 3.10.2 use the language feature in creating descriptive text about person
4.12 Arranging a simple and short written functional text of descriptive text about person, animal or things appropriate to the real context	4.12.1 create a simple descriptive text

C. Learning Aim

By the end of the lesson, students will have been grateful to
God, create a simple descriptive text

D. Teaching Method

Scientific Approach

E. Teaching Media

Graphic Organizers sheet, real object

F. Source of Material

Kementerian Pendidikan dan Kebudayaan. *Bahasa Inggris, When English Rings a Bell*,

Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.

Muhammad luthfiyanto, *Let's Learn Learn English Easily*. [Online]

<http://www.luthfiy.edu20.org>

G. Teaching Material

Descriptive text is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, animal, or things.

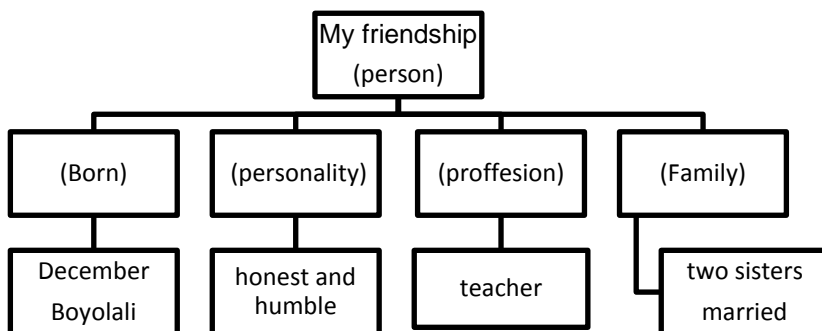
The generic structure of descriptive text are:

- Identification : introduces or identifies the phenomenon to be describe
- Description : it is part of paragraph which describe part, qualities, characteristics, etc

Language features:

- a. Focus on specific participant
- b. Use of adjective
- c. Use of simple present tense

Example of Descriptive text



My Friendship

I want to tell you about my friendship.

Sofia Ningrum is my friendship. She was born on December 18,1989 in Boyolali. She has dimple cheek when smiling. I like her because she always honest and humble to everyone.

She is a teacher in RA Assholihin.She teaches her students to sing a song and play game. She never angry when they make mistakes. They usually call her “Miss Fia”. She often uses batik uniform.Sofia has two sisters, they are Maya and Sintia. Both of them study at Gajah Mada University. She has married with a policeman two week ago.

H. Teaching Activity

Activity	Time	Sample of Instruction
Pre-activity - Teacher greets the students - Teacher guides the students to	20 minutes	<i>AssalamualaikumWr. Wb.</i> <i>Let's begin our lesson by</i>

pray - Teacher checks the students attendance - Teacher gives stimulate question about the material		<i>reciting basmalah.</i> <i>Today, who is absent?</i> <i>Do you ever describe something, place, person or animal?</i>
Main Activity Observing - Teacher gives example of descriptive text that using graphic organizer model - Students observe the example of descriptive text that using graphic organizer model - Teacher explains the generic structure and the language feature of descriptive text - Teacher explains how to write descriptive text using graphic organizer Questioning - Students ask question related to the material Experimenting - Students make a group consist of four students - Students do activity 1 - Students do activity 2 based on graphic organizer sheet. - Students discuss and write word in graphic organizer Associating - Students create a simple descriptive text about person that had been generated in graphic organizers Communicating - After students create or arrange descriptive text	50 minutes	<i>I give you the example of descriptive text</i> <i>Please observe the example of descriptive text</i> <i>Descriptive text is</i> <i>The generic structures are</i> <i>And the language features are</i> <i>To write descriptive text using graphic organizer, firstly, secondly</i> <i>Any questions about this material today?</i> . <i>Please make a group of four</i> <i>Ok students, now I give you sheet of graphic organizers do the exercise</i> <i>Discuss it with your group</i> <i>Okay, please arrange the clue to make your descriptive text.</i> <i>Please write at least 5 sentences</i> <i>Come forward and read your</i>

through GO, they must present their work in front of class		<i>work</i>
Post activity - Teacher gives clarification, reflection or appreciation - Teacher reviews the material of the day - Teacher closes the class by reciting Hamdalah	10 minutes	<i>Ok, you write correctly. Good job</i> <i>Well, how about material today?</i> <i>Is it clear for you?</i> <i>let's close the lesson today by reciting hamdalah</i>

I. Assessment

Aspect of assessment

1. Affective

No	Aspect to be assessed	Assessment technique	Assessment instrument	Note
1	Show gratitude to God	observation	Observation sheet	
2	Show responsible behavior, cooperate in doing functional communication in the form of descriptive text	observation	Observation sheet	

No	Observed Aspect	Criterion				Note
		4	3	2	1	
1	Showing Gratitude to God <ul style="list-style-type: none"> - Praying before doing the task - Greeting at the beginning and end of the lesson - Maintain good relation with their fellow as the creation of God Almighty 					
2	Showing responsible behavior, cooperation in doing functional communication in the form of descriptive text <ul style="list-style-type: none"> - Active in group in learning descriptive text - Responsible with their work 					

Scoring Guidance:

4 : Always, if always do statement

3 : Often, if often do statement and sometimes do not statement

2 : Sometimes, if sometimes do statement and often do not statement

1 : Never, if never do statement

Total of score using scale 1-4

Formula :

$$Finalscore = \frac{Scoreobtained}{maximumscore} \times 4$$

2. Cognitive

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Apply the generic structure and the language feature in doing social function of descriptive text	Portfolio	Written/in dividual	Activity 1

Competence achievement indicator	Instrument
- Arrange the sentences become paragraph in the form of descriptive text	Activity 1

- identify the generic structure of descriptive text about person	
---	--

Score for every correct answer is 1 and the maximum score is 10.

Total of score using scale 1-4

Formula :

$$Finalscore = \frac{Scoreobtained}{maximumscore} \times 4$$

3. Psychomotorics

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Create a simple descriptive text	Performance	Written/individual	Activity 2

Rubric of Writing skill

Element of writing	Score
1. The content	30 %
2. The organization	20 %
3. The vocabulary	20 %
4. The grammar	25 %
5. The mechanic	5 %
Total of score	100 %

Scoringguidance:

Item Analysis	Score	Criteria
Content	27-30 22-26 17-21 13-16	Excellent: substantive-through development of thesis, relevant to assigned topic,etc. Good: Adequate-limited development of thesis, mostly relevant to the topic, but lack detail Fair : Little substance, inadequate development of topic Very Poor : Non-substantive, not

		pertinent, or not enough to evaluate
Organization	18-20 14-17 10-13 7-9	Excellent : Fluent expression – ideas clearly stated, well organized. Good : Somewhat choppy, loosely organized but main idea stand out. Fair : Not fluent – ideas confused or disconnected Very Poor : Does not communicate, no organization
Vocabulary	18-20 14-17 10-13 7-9	Excellent : Sophisticated range – effective word / idiom, choice and usage. Good : Adequate range – occasional of word / idiom form, choice, usage, but meaning is not obscured Fair : Limited range – frequent errors of word / idiom form, choice, usage. Very Poor : Essentially translation – little knowledge of English vocabulary.
Grammar	22-25 18-21 11-17 5-10	Excellent : Effective complex grammar construction. Good : Effective but simple construction in grammar Fair : A major problem is simple / complex construction in grammar Very Poor : virtually no mastery in sentence
Mechanic	5 4 3 1	Excellent : Demonstrate mastery of construction Good : Occasional errors of spelling, punctuation. Fair : Frequent errors of spelling, punctuation and capitalization Very Poor : No mastery in conventions, dominated by errors of spelling, punctuation, capitalization, and

		paragraphing.
Total Score	1-100	

Converse of Affective, Cognitive, and Psychomotor Competence

Aspect of Competences			Grade
Affective	Cognitive	Psychomotor	
SB	4	4	A
	3.66	3.66	A-
B	3.66	3.66	B+
	3	3	B
	2.66	2.66	B-
C	2.33	2.33	C+
	2	2	C
	1.66	1.66	C-
K	1.33	1.33	D+
	1	1	D-

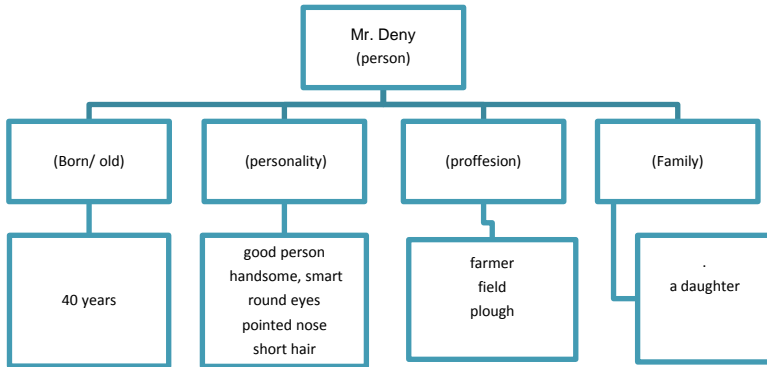
Approved by:
Headmaster of MTs Nurul Islam

Boyolali, October 19th 2016
Researcher

Ahmad Ali Masngudi, S.Pd.I
NIP: -

Maslichah
NIM 103411025

Activity 1

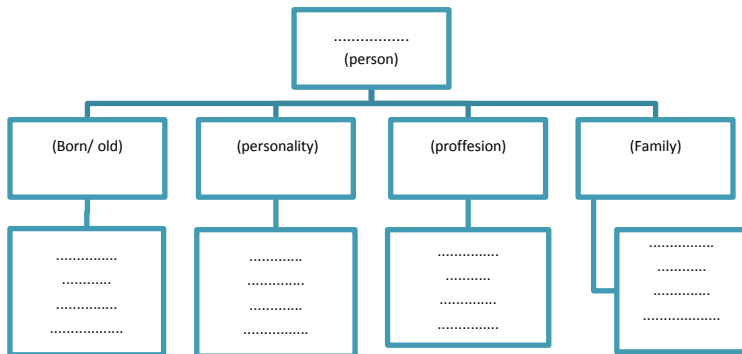


Arrange these sentences in a good paragraph of descriptive text based on the word in the graphic above!

- He ploughs the field using mattock because he has not cow or buffalo and plow.
- He is 40 years old.
- He is tall and handsome.
- He has one daughter "Lussiana".
- Mr. Deny is my uncle.
- He is also smart in planting rice.
- He has round eyes, a pointed nose and tick lips.
- He is a farmer.
- He has straight and short hair.
- He is good person and very kind.

Activity 2

1. Write appropriate word in the graphic below to describe your friend /teacher.
2. After that, arrange and organize the word to create a simple descriptive text. Please write at least 5 sentences. The time is 25 minute



Appendix 3

LESSON PLAN of CYCLE II

School	: MTs Nurul Islam Juwangi
Subject	: English
Class/Semester	: VIII/1
Text Type	: Descriptive Text
Skill	: Writing
Time Allotment	: 2x40 minutes

A. Core Competence

1. Appreciating and comprehending religion precept
2. Appreciating and comprehending behavior (honest, discipline, responsible, care, tolerance, cooperation, good manners, confident) in the effective interaction toward social environment and nature in the extent association and its existence
3. Comprehending and applying factual, conceptual, procedural knowledge in the scholarship, technology, art, and culture related to the phenomenon
4. Processing, figuring, and showing in the concrete and abstract domain related to the development of the learning process in the school and others in the same point of view

B. Basic Competence

Basic Competence	Indicators
1.2 Being grateful to God because the	1.2.1 Praying before doing the task

chance learn English as international medium language by keeping enthusiasm in learning	1.2.2 Greeting at the beginning and end of the lesson 1.2.3 Maintain good relation with their fellow as the creation of God Almighty
2.3. Showing responsible behavior, cooperation in doing functional communication in the form of descriptive text	2.3.1 Active in group in learning descriptive text 2.3.2 Responsible with their work in learning descriptive text
3.10 Applying the generic structure and the language feature in doing social function of descriptive text by explaining and asking simple and short description about person, animal or things related to the context of its use	3.10.1 use the generic structure of descriptive text about person 3.10.2 use the language feature in creating descriptive text about person
4.12 Arranging a simple and short written functional text of descriptive text about person, animal or things appropriate to the real context	4.12.1 create a simple descriptive text

C. Learning Aim

By the end of the lesson, students will have been grateful to God, create a simple descriptive text

D. Teaching Method

Scientific Approach

E. Teaching Media

Graphic Organizers sheet, picture, things around the school environment

F. Source of Material

Kementerian Pendidikan dan Kebudayaan. *Bahasa Inggris, When English Rings a Bell*, Jakarta

: Kementerian Pendidikan dan Kebudayaan, 2014.

Muhammad luthfiyanto, *Let's Learn English Easily*. [Online]

<http://www.luthfiy.edu20.org>

G. Teaching Material

Descriptive text is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, animal, or things.

The generic structure of descriptive text are:

- Identification : introduces or identifies the phenomenon to be describe
- Description : it is part of paragraph which describe part, qualities, characteristics, etc

Language features:

- d. Focus on specific participant
- e. Use of adjective

f. Use of simple present tense

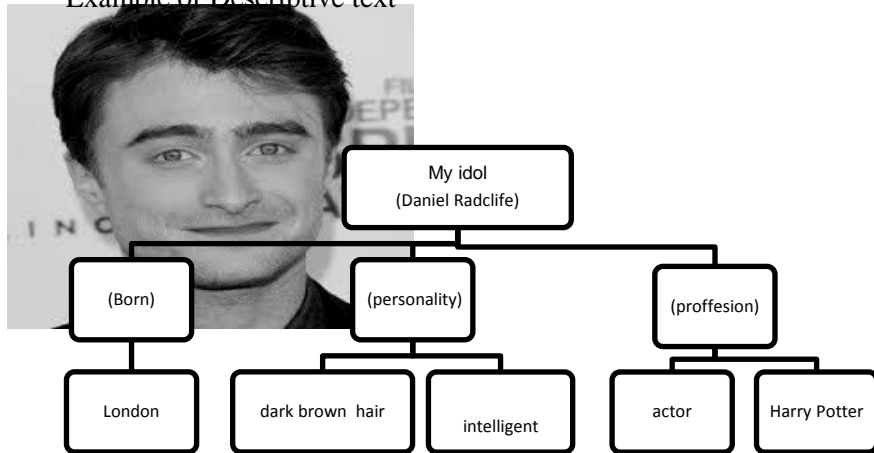
The formula is : Subject + verbs + objects

Ex.: I like an actor, he teaches student

Or : Subject + be + complement

Ex.: She is a student, Umar is from Sragen

Example of Descriptive text



My idol “Daniel Radcliffe”

My idol is Daniel Radcliffe. His full name is Daniel JacobRadcliffe. His nickname is Dan. He was born in London. Dan has dark brown hair. The colour of his eyes are blue. He is an intelligent person. He is a good actor. I like him since his first appearance in “Harry Potter” film.

H. Teaching Activity

No	Activity	Time	Sample of Instruction
----	----------	------	-----------------------

1	<p>Pre-activity</p> <ul style="list-style-type: none"> - Teacher greets the students - Teacher guides the students to pray - Teacher checks the students attendance - Teacher gives review of the previous meeting. 	10 minutes	<p><i>AssalamualaikumWr. Wb.</i></p> <p><i>Let's begin our lesson by reciting basmalah.</i></p> <p><i>Today, who is absent?</i></p> <p><i>Based on your work in the previous meeting, some of you must be careful in making present sentences. For example.....</i></p>
2	<p>Main Activity</p> <p>Observing</p> <ul style="list-style-type: none"> - Teacher show the picture and graphic organizer model - Teacher asks student to write keyword related to the picture on the graphic - Other student describes the picture with the keyword orally. - Teacher explain that has been spoken by the one of students is kind of descriptive text - Teacherexplains the material today about descriptive text - Teacher explains what graphic organizers is and how to write text using the graphic <p>Questioning</p> <ul style="list-style-type: none"> - Students ask question related to the material <p>Experimenting</p>	60 minutes	<p><i>Look at the picture and this graphic.</i></p> <p><i>Please write keyword which related to this picture on the graphic</i></p> <p><i>Describe the picture use these words orally</i></p> <p><i>Those are kind of descriptive</i></p> <p><i>Today we learn descriptive text. It isThe generic structures are and.....Graphic organizer isTo writedescriptive text using graphicOrganizer, firstly, secondly</i></p> <p><i>Any questions about this material today?</i></p> <p><i>Please make a group of four</i></p>

	<ul style="list-style-type: none"> - Students make a group consist of four students - Students write other keywordbased on the picture on graphic organizer sheet. - Students discuss with their group - Teacher checks the word which has been written by the students <p>Associating</p> <ul style="list-style-type: none"> - Studentscreate a simple descriptive text about person that had been generated in graphic organizers individually. <p>Communicating</p> <ul style="list-style-type: none"> - After students create simple descriptive text through GO, teacher asks one of studentto present hiswork in front of class 		<p><i>Ok students, now I give you sheet of graphic organizers Discuss it with your group Ok, that's right Okay, please arrange the clue to make your descriptive text.</i></p> <p><i>Please write at least 5 sentences</i></p> <p><i>Come forward and read your work</i></p>
3	<p>Post activity</p> <ul style="list-style-type: none"> - Teacher gives clarification, reflection or appreciation - Teacher reviews the material of the day - Teacher gives homework - Teacher closes the class by reciting Hamdalah 	10 minutes	<p><i>Ok, you write correctly. Good job Well, how about material today? Is it clear for you?</i></p> <p><i>Please write your member of your family for next week let's close the lesson today by reciting hamdalah</i></p>

J. Assessment

Aspect of assessment

1. Affective

No	Aspect to be assessed	Assessment technique	Assessment instrument	Note
1	Show gratitude to God	observation	Observation sheet	
2	Show responsible behavior, cooperate in doing functional communication in the form of descriptive text	observation	Observation sheet	

No	Observed Aspect	Criterion				Note
		4	3	2	1	
1	Showing Gratitude to God <ul style="list-style-type: none"> - Praying before doing the task - Greeting at the beginning and end of the lesson - Maintain good relation with their fellow as the creation of God Almighty 					
2	Showing responsible behavior, cooperation in doing functional communication in the form of descriptive text <ul style="list-style-type: none"> - Active in group in learning descriptive text - Responsible with their work in learning descriptive text 					

Scoring Guidance:

- 4 : Always, if always do statement
- 3 : Often, if often do statement and sometimes do not statement
- 2 : Sometimes, if sometimes do statement and often do not statement
- 1 : Never, if never do statement

Total of score using scale 1-4

Formula :

$$Finalscore = \frac{Scoreobtained}{maximumscore} \times 4$$

4. Cognitive

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Apply the generic structure and the language feature in doing social function of descriptive text	Test	orally/individual	1

Competence achievement indicator	Instrument
- Describe person about physical appearance correctly - identify the generic structure of descriptive text about person	1

Score for every correct answer is 1 and the maximum score is 5.

Total of score using scale 1-4

Formula :

$$Finalscore = \frac{Scoreobtained}{maximumscore} \times 4$$

5. Psychomotorics

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Create a simple descriptive text	Performance	Written/individual	2

Rubric of Writing skill

Element of writing	Score
6. The content	30 %
7. The organization	20 %

8. The vocabulary	20 %
9. The grammar	25 %
10. The mechanic	5 %
Total of score	100 %

Scoring guidance :

Item Analysis	Score	Criteria
Content	30-27 22-26 17-21 13-16	Excellent: substantive-through development of thesis, relevant to assigned topic,etc. Good: Adequate-limited development of thesis, mostly relevant to the topic, but lack detail Fair : Little substance, inadequate development of topic Very Poor : Non-substantive, not pertinent, or not enough to evaluate
Organization	18-20 14-17 10-13 7-9	Excellent : Fluent expression – ideas clearly stated, well organized. Good : Somewhat choppy, loosely organized but main idea stand out. Fair : Not fluent – ideas confused or disconnected Very Poor : Does not communicate, no organization
Vocabulary	18-20 14-17 10-13	Excellent : Sophisticated range – effective word / idiom, choice and usage. Good : Adequate range – occasional of word / idiom form,

	7-9	choice, usage, but meaning is not obscured Fair : Limited range – frequent errors of word / idiom form, choice, usage. Very Poor : Essentially translation – little knowledge of English vocabulary.
Grammar	22-25 18-21 11-17 5-10	Excellent : Effective complex grammar construction. Good : Effective but simple construction in grammar Fair : A major problem is simple / complex construction in grammar Very Poor : virtually no mastery in sentence
Mechanic	5 4 3 1	Excellent : Demonstrate mastery of construction Good : Occasional errors of spelling, punctuation. Fair : Frequent errors of spelling, punctuation and capitalization Very Poor : No mastery in conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
Total Score	1-100	


Converse of Affective, Cognitive, and Psychomotor Competence

Aspect of Competences			Grade
Affective	Cognitive	Psychomotor	
SB	4	4	A

	3.66	3.66	A-
B	3.66	3.66	B+
	3	3	B
	2.66	2.66	B-
C	2.33	2.33	C+
	2	2	C
	1.66	1.66	C-
K	1.33	1.33	D+
	1	1	D-

Instrument 1

1.



Sherina Munaf

2.




Tobey Maguire

3.




Hillary Duff

4.



David Beckham



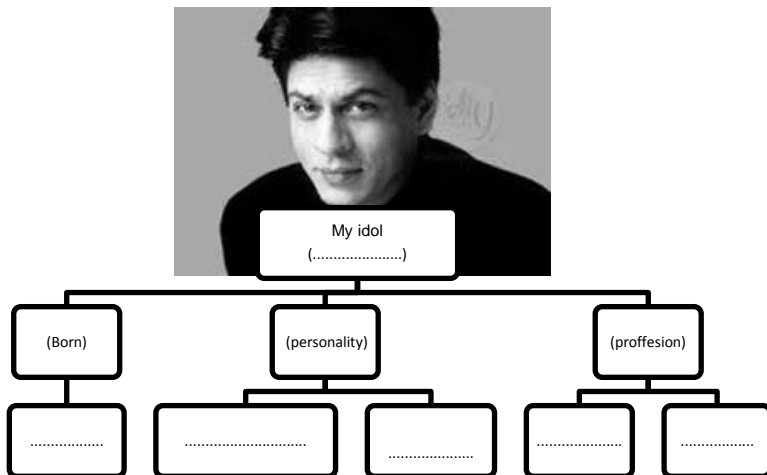
mike

Answer the question below orally based on the picture above!

1. What does Sherina look like?
2. Who has fat body?
3. She has white long hair. She is beautiful. She is slim. Who is she?
4. Is David Beckham has black short hair?
5. What does Tobey Maguire look like?

Instrument 2

1. Complete the blank on this graphic with your keyword related to the picture!
2. Write a descriptive text consisting of 5 sentences by organizing your keyword which have been written. Time is 25 minutes



Write your text below :

.....

.....

.....

.....

.....

Approved by:
Headmaster of MTs Nurul Islam

Boyolali, October 25th 2016
Researcher

Ahmad Ali Masngudi, S.Pd.I
NIP: -

Maslichah
NIM 103411025

Appendix 4

LESSON PLAN OF CYCLE III

School	: MTs Nurul Islam Juwangi
Subject	: English
Class/Semester	: VIII/1
Text Type	: Descriptive Text
Skill	: Writing
Time Allotment	: 2x40 minutes

A. Core Competence

1. Appreciating and comprehending religion precept
2. Appreciating and comprehending behavior (honest, discipline, responsible, care, tolerance, cooperation, good manners, confident) in the effective interaction toward social environment and nature in the extent association and its existence
3. Comprehending and applying factual, conceptual, procedural knowledge in the scholarship, technology, art, and culture related to the phenomenon
4. Processing, figuring, and showing in the concrete and abstract domain related to the development of the learning process in the school and others in the same point of view

B. Basic Competence

Basic Competence	Indicators
1.3 Being grateful to God because the chance learn English as	1.3.1 Praying before doing the task 1.3.2 Greeting at the beginning and

international medium language by keeping enthusiasm in learning	end of the lesson 1.3.3 Maintain good relation with their fellow as the creation of God Almighty
2.3. Showing responsible behavior, cooperation in doing functional communication in the form of descriptive text	2.3.1 Active in group in learning descriptive text 2.3.2 Responsible with their work in learning descriptive text
3.10 Applying the generic structure and the language feature in doing social function of descriptive text by explaining and asking simple and short description about person, animal or things related to the context of its use	3.10.1 identifying the generic structure of descriptive text about person 3.10.2 use the language feature in creating descriptive text about person
4.12 Arranging a simple and short written functional text of descriptive text about person, animal or things appropriate to the real context	4.12.1 create a simple descriptive text

C. Learning Aim

By the end of the lesson, students will have been grateful to
God, create a simple descriptive text

D. Teaching Method

Scientific Approach

E. Teaching Media

Graphic Organizers sheet, picture

F. Source of Material

Kementerian Pendidikan dan Kebudayaan. *Bahasa Inggris, When English Rings a Bell*, Jakarta

:Kementerian Pendidikan dan Kebudayaan, 2014.

Muhammad luthfiyanto, *Let's Learn Learn English Easily*. [Online]

<http://www.luthfiy.edu20.org>

G. Teaching Material

Descriptive text is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, animal, or things.

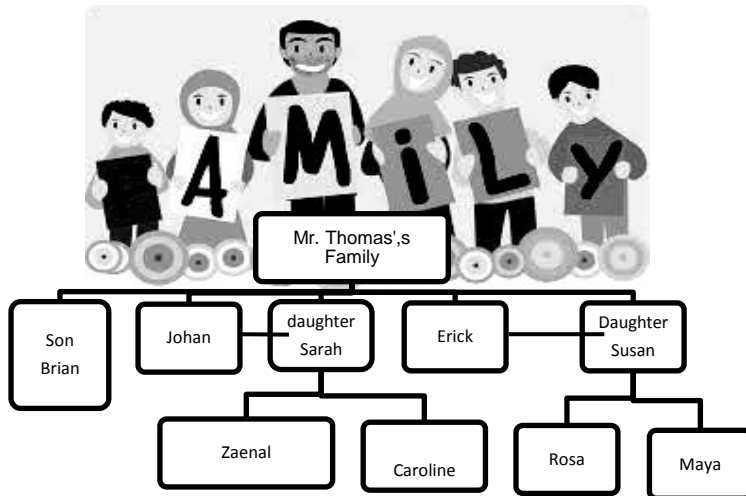
The generic structure of descriptive text are:

- Identification : introduces or identifies the phenomenon to be describe
- Description : it is part of paragraph which describe part, qualities, characteristics, etc

Language features:

- g. Focus on specific participant
- h. Use of adjective
- i. Use of simple present tense

Example of Descriptive text



Mr. Thomas's Family

This is Mr. Thomas family. It consist of Mr. Thomas andhis children. He has three children, a son and two daughters. The oldest is Brian. The daughters are Sarah and Maya. Both of them have been married and they have two children. So, Mr.Thomas has four grandchild. The first is Sarah's children. They are Zaenal and Caroline. The second is Susan's children. They are Rosa and Maya.

H. Teaching Activity

No	Activity	Time	Sample of Instruction
1	Pre-activity <ul style="list-style-type: none"> - Teacher greets the students - Teacher guides the students to pray - Teacher checks the students attendance - Teacher check the 	10 minutes	<i>AssalamualaikumWr. Wb.</i> <i>Let's begin our lesson by reciting basmalah.</i> <i>Today, who is absent?</i> <i>Have you been done your homework?</i>

	homework		<i>Who are the members of your family?</i>
2	<p>Main Activity</p> <p><i>Observing</i></p> <ul style="list-style-type: none"> - Teacher explains the material today about descriptive text - Teacher explains what graphic organizers is and how to write text using the graphic - Teacher show graphic organizer model - Teacher asks student to describe the content of the graphic orally - Other student write the description on the white board. - Teacher explain that has been spoken by the one of students is kind of descriptive text <p><i>Questioning</i></p> <ul style="list-style-type: none"> - Students ask question related to the material <p><i>Experimenting</i></p> <ul style="list-style-type: none"> - Students make a group consist of four students - Students do the task - Students discuss with their group - Teacher checks the answer 	60 minutes	<p><i>Today we will learn descriptive text. It is The generic structures are</i></p> <p><i>Graphic organizer is To write descriptive text using graphic Organizer, firstly, secondly</i></p> <p><i>Look at this graphic. Today we will learn about describing family</i></p> <p><i>Please describe the topic on the graphic orally</i></p> <p><i>Write the description which has been spoken by your friend</i></p> <p><i>Those are kind of descriptive</i></p> <p><i>Any questions about this material today?</i></p> <p><i>Please make a group of four</i></p> <p><i>Ok students, now I give you sheet of paper</i></p> <p><i>Discuss it with your group</i></p> <p><i>Ok, that's right</i></p>

	<p>which has been written by the students</p> <p>Associating</p> <ul style="list-style-type: none"> - Students create a simple descriptive text about family that had been generated in graphic organizers individually. <p>Communicating</p> <ul style="list-style-type: none"> - After students create simple descriptive text through GO, they must present their work in front of class 		<p><i>Okay, please arrange the clue to make your descriptive text.</i></p> <p><i>Please write at least 5 sentences</i></p> <p><i>Come forward and read your work</i></p>
3	<p>Post activity</p> <ul style="list-style-type: none"> - Teacher gives clarification, reflection or appreciation - Teacher reviews the material of the day - Teacher closes the class by reciting Hamdalah 	10 minutes	<p><i>Ok, you write correctly.</i></p> <p><i>Good job</i></p> <p><i>Well, how about material today?</i></p> <p><i>Is it clear for you?</i></p> <p><i>let's close the lesson today by reciting hamdalah</i></p>

K. Assessment

Aspect of assessment

1. Affective

No	Aspect to be assessed	Assessment technique	Assessment instrument	Note
1	Show gratitude to God	observation	Observation sheet	
2	Show responsible behavior, cooperate in doing functional communication in the form of descriptive text	observation	Observation sheet	

No	Observed Aspect	Criterion				Note
		4	3	2	1	
1	Showing Gratitude to God <ul style="list-style-type: none"> - Praying before doing the task - Greeting at the beginning and end of the lesson - Maintain good relation with their fellow as the creation of God Almighty 					
2	Showing responsible behavior, cooperation in doing functional communication in the form of descriptive text <ul style="list-style-type: none"> - Active in group in learning descriptive text - Responsible with their work in learning descriptive text 					

Scoring Guidance:

- 4 : Always, if always do statement
3 : Often, if often do statement and sometimes do not statement
2 : Sometimes, if sometimes do statement and often do not statement
1 : Never, if never do statement

Total of score using scale 1-4

Formula :

$$Finalscore = \frac{Scoreobtained}{maximumscore} \times 4$$

2. Cognitive

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Apply the generic structure and the language feature in doing social function of descriptive text	Spoken Test	Orally/individual	Activity 1

Competence achievement indicator	Instrument
----------------------------------	------------

- Finding the information from descriptive text - identify the generic structure of descriptive text about person	I
--	---

Score for every correct answer is 1 and the maximum score is 5.

Total of score using scale 1-4

Formula :

$$Finalscore = \frac{Scoreobtained}{maximumscore} \times 4$$

3. Psychomotorics

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Create a simple descriptive text	Performance	Written/individual	2

Rubric of Writing skill

Element of writing	Score
11. The content	30 %
12. The organization	20 %
13. The vocabulary	20 %
14. The grammar	25 %
15. The mechanic	5 %
Total of score	100 %

Scoring guidance :

Item Analysis	Score	Criteria
Content	30-27	Excellent: substantive-through development of thesis, relevant to assigned topic, etc.
	22-26	Good: Adequate-limited development of thesis, mostly relevant to the topic, but lack detail
	17-21	Fair : Little substance, inadequate
	13-16	

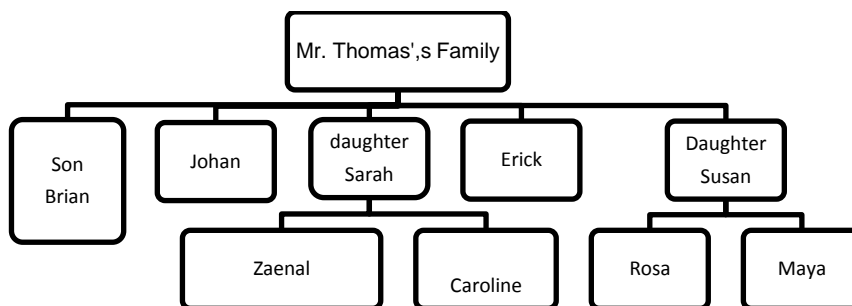
		development of topic Very Poor : Non-substantive, not pertinent, or not enough to evaluate
Organization	18-20 14-17 10-13 7-9	Excellent : Fluent expression – ideas clearly stated, well organized. Good : Somewhat choppy, loosely organized but main idea stand out. Fair : Not fluent – ideas confused or disconnected Very Poor : Does not communicate, no organization
Vocabulary	18-20 14-17 10-13 7-9	Excellent : Sophisticated range – effective word / idiom, choice and usage. Good : Adequate range – occasional of word / idiom form, choice, usage, but meaning is not obscured Fair : Limited range – frequent errors of word / idiom form, choice, usage. Very Poor : Essentially translation – little knowledge of English vocabulary.
Grammar	22-25 18-21 11-17 5-10	Excellent : Effective complex grammar construction. Good : Effective but simple construction in grammar Fair : A major problem is simple / complex construction in grammar Very Poor : virtually no mastery in sentence
Mechanic	5 4 3 1	Excellent : Demonstrate mastery of construction Good : Occasional errors of spelling, punctuation. Fair : Frequent errors of spelling, punctuation and capitalization

		Very Poor : No mastery in conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.
Total Score	1-100	

Converse of Affective, Cognitive, and Psychomotor Competence

Aspect of Competences			Grade
Affective	Cognitive	Psychomotor	
SB	4	4	A
	3.66	3.66	A-
B	3.66	3.66	B+
	3	3	B
	2.66	2.66	B-
C	2.33	2.33	C+
	2	2	C
	1.66	1.66	C-
K	1.33	1.33	D+
	1	1	D-

Instrument 1



Mr. Thomas's Family

This is Mr. Thomas family. It consists of Mr. Thomas and his children. He has three children, a son and two daughters. The

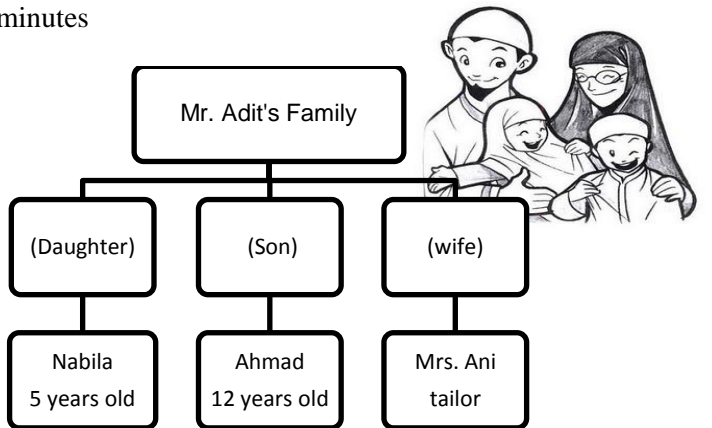
oldest is Brian. The daughters are Sarah and Maya. Both of them have been married and they have two children. So, Mr. Thomas has four grandchildren. The first is Sarah's children. They are Zaenal and Caroline. The second is Susan's children. They are Rosa and Maya.

Answer the following question based on the example of descriptive above!

1. What the text tell us about?
2. The identification of the text is onsentence. The description are onsentences.
3. Who is Brian?
4. Is Sarah has a husband?
5. Is Zaenal Mr. Thomas's son?

Instrument 2

Write a descriptive text consisting of 5 sentences by organizing the vocabulary which have been written. Time is 20 minutes



Write your text below :

.....

.....

.....

.....

.....

.....

Approved by:
Headmaster of MTs Nurul Islam

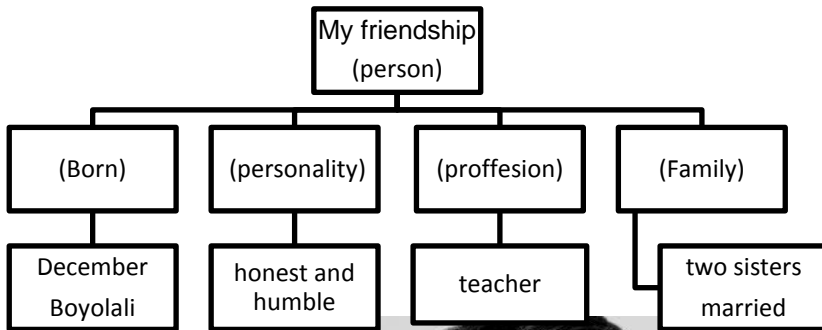
Boyolali, November 2nd 2016
Researcher

Ahmad Ali Masngudi, S.Pd.I
NIP: -

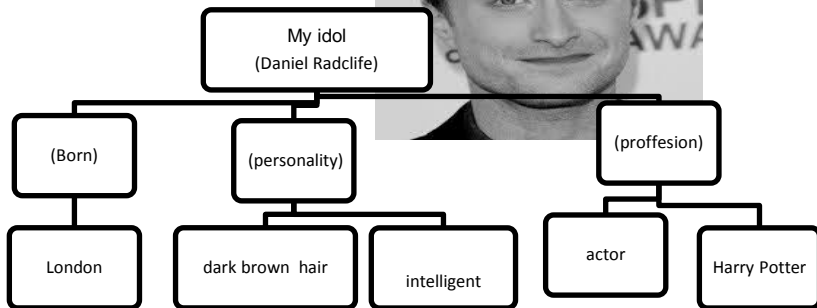
Maslichah
NIM 103411025

The Graphic that Used in each Cycle

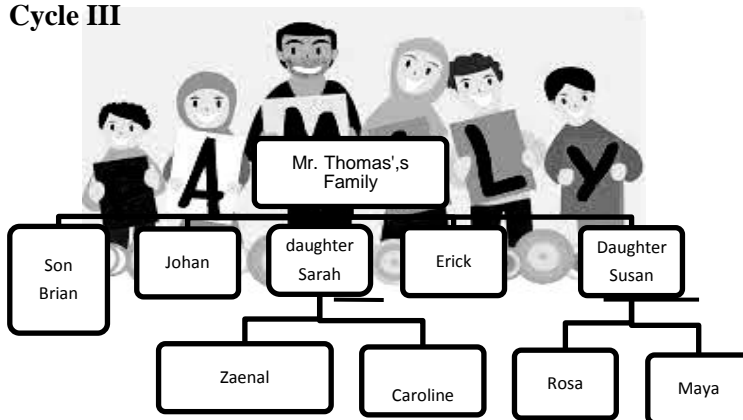
Cycle I



Cycle II



Cycle III



Appendix 5

Worksheet in pre cycle

Name :

Class :

Number :

Write a paragraph consisting of 5 sentences about your classroom for 20 minutes.

.....

.....

.....

.....

.....

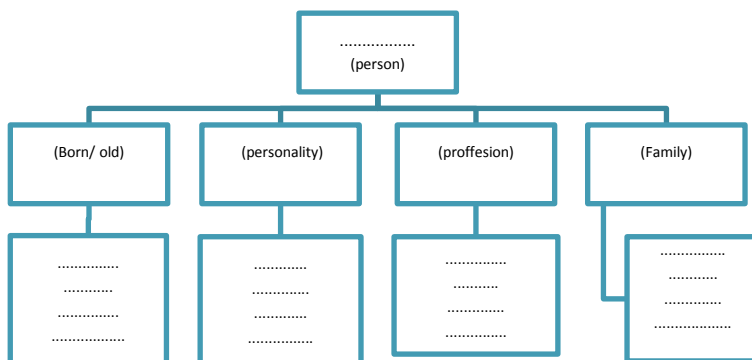
.....

Worksheet in Cycle I

Name :

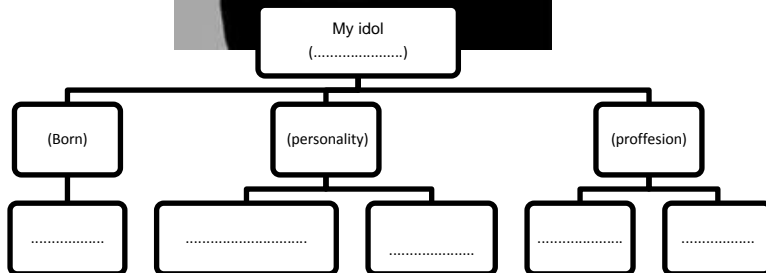
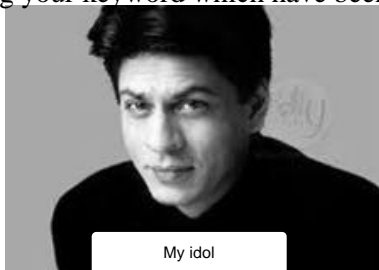
Class :

1. Write appropriate word in the graphic below to describe your friend /teacher.
2. After that, arrange and organize the word to create a simple descriptive text. Please write at least 5 sentences. The time is 25 minute



Worksheet in Cycle II

1. Complete the blank on this graphic with your keyword related to the picture!
2. Write a descriptive text consisting of 5 sentences by organizing your keyword which have been written. Time is 25 minutes



Write your text below :

.....

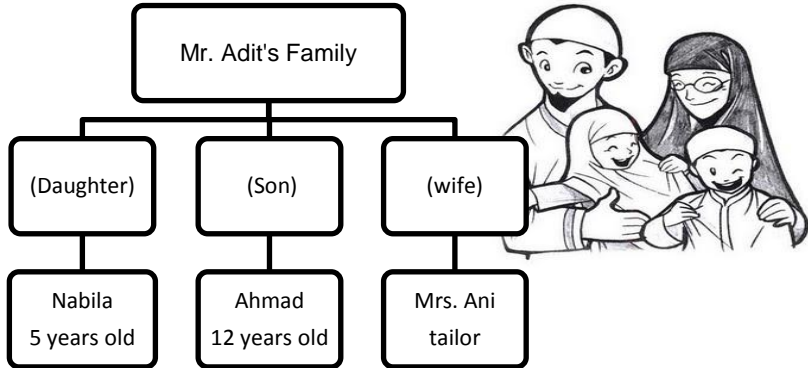
.....

.....

.....

Worksheet in Cycle III

Write a descriptive text consisting of 5 sentences by organizing the vocabulary which have been written. Time is 20 minutes



Write your text below :

.....

.....

.....

.....

.....

.....

Appendix 6

Students' Score of Lesson Plan of Cycle I

Students' code	Aspect of Competence					
	Affective		Cognitive		Psychomotor	
	Score	Grade	Score	Grade	Score	Grade
S-01	3.2	B	2.4	C+	2.8	B-
S-02	3.2	B	2.4	C+	2.68	B-
S-03	3.4	B	2.8	B-	3.12	B
S-04	3.4	B	3.2	B	3.2	B
S-05	3.2	B	3.2	B	2.8	B-
S-06	2.6	B	2.8	B-	2.56	C+
S-07	-	-	-	-	-	-
S-08	3.2	B	2.8	B-	2.48	C+
S-09	3.2	B	3.2	B	2.44	C+
S-10	3.2	B	3.6	B+	2.52	C+
S-11	3	B	3.6	B+	2.6	C+
S-12	3.2	B	3.2	B	2.8	B-
S-13	3.2	B	2.8	B-	2.8	B-
S-14	3.2	B	2.8	B-	2.76	B-
S-15	-	-	-	-	-	-
S-16	3	B	2.8	B-	2.52	C+
S-17	3	B	2.8	B-	2.52	C+
S-18	3	B	3.2	B	2.92	B-
S-19	2.6	B	2.4	C+	2.52	C+
S-20	2.8	B	2.8	B-	2.68	B-
S-21	3.4	B	3.2	B	2.64	C+
S-22	3.2	B	3.6	B+	3.2	B
S-23	3.2	B	3.2	B	2.56	C+
S-24	3.2	B	3.2	B	2.84	B-

Students' Score of Lesson Plan of Cycle II

Students' code	Aspect of Competence					
	Affective		Cognitive		Psychomotor	
	Score	Grade	Score	Grade	Score	Grade
S-01	3.2	B	3.2	B	2.64	C+
S-02	3.2	B	3.2	B	3	B
S-03	3.4	B	3.2	B	3.04	B
S-04	3.4	B	3	B	2.8	B-
S-05	3.2	B	3	B	2.96	B-
S-06	2.8	B	2.4	C+	2.72	B-
S-07	3	B	1.6	C	3	B
S-08	3.2	B	1.6	C	2.56	C+
S-09	3.2	B	2.4	C+	2.72	B-
S-10	3.4	B	3.2	B	2.92	B-
S-11	3.2	B	3.2	B	2.92	B-
S-12	3.4	B	3.2	B	3.2	B
S-13	3.2	B	2.4	C+	3.12	B
S-14	3.4	B	2.4	C+	2.84	B-
S-15	2.8	B	2.4	C+	2.8	B-
S-16	3.2	B	2.4	C+	3.04	B
S-17	3	B	1.6	C	2.76	B-
S-18	3	B	2.4	C+	2.8	B-
S-19	3	B	1.6	C	2.64	C+
S-20	3	B	2.4	C+	2.76	B-
S-21	3.4	B	4	A	2.92	B-
S-22	3.4	B	4	A	3.28	B
S-23	3.2	B	2.4	C+	3.12	B
S-24	3.2	B	3.2	B	3.04	B

Students' Score of Lesson Plan of Cycle III

Students' code	Aspect of Competence					
	Affective		Cognitive		Psychomotor	
	Score	Grade	Score	Grade	Score	Grade
S-01	3.2	B	3.2	B	2.96	B-
S-02	3	B	3.2	B	2.88	B-
S-03	3.6	SB	4	A	3.04	B
S-04	3.6	SB	3.2	B	3	B
S-05	3.2	B	3.2	B	3.04	B
S-06	3	B	3.2	B	3	B
S-07	3.2	B	2.4	C+	3.08	B
S-08	3.2	B	2.4	C+	3.08	B
S-09	3.2	B	3.2	B	2.92	B-
S-10	3.4	B	3.2	B	3	B
S-11	3	B	4	A	3.08	B
S-12	3.6	SB	3.2	B	3.2	B
S-13	3.2	B	2.4	C+	3.08	B
S-14	3.2	B	3.2	B	3.04	B
S-15	2.8	B	3.2	B	2.96	B-
S-16	3	B	3.2	B	2.88	B-
S-17	3	B	2.4	C+	3.08	B
S-18	3	B	3.2	B	2.88	B-
S-19	3	B	2.4	C+	2.8	B-
S-20	3.2	B	3.2	B	2.88	B-
S-21	3.4	B	3.2	B	2.96	B-
S-22	3.2	B	4	A	3.4	B+
S-23	3.2	B	3.2	B	3.04	B
S-24	3.2	B	3.2	B	3	B

Appendix 7

Students' work of pre cycle

Name: Aini Anis Safaati
Class: VIII

Write descriptive text consisting 5 sentences about your classroom

My classroom

My classroom is large. There are two white board. The chairs ^{are} 25 and table is 13. table teacher ^{is} in front of class my classroom is clean. The toilet in the school also clean.

teacher's table

65

Nama : Septiana Revita . M.
Class : VIII

Write descriptive text consisting 5 sentences about your Classroom

① My classroom

My classroom is big. The colour of my class ^{is} green. There ^{are} Twenty five chairs and twenty five tables. ^{on} ^{the} wall there is clock.

My classroom is clean. Because my friends ^{is} clean.

77 F

Students' work of first cycle

Nama : Indri Saptari
No Absen : 8

Activity 2

1. Write appropriate word in the graphic below to describe your friend /teacher.
2. After that, arrange and organize the word to create a simple descriptive text. Please write at least 5 sentences. The time is 25 minutes.

My classmate
(person)

	(Born/ old)	(personality)	(proffesion)	(Family)
Participant	14 years	slim... long hair	student	they a brother
idea				

My classmate Fitri Yulianti born

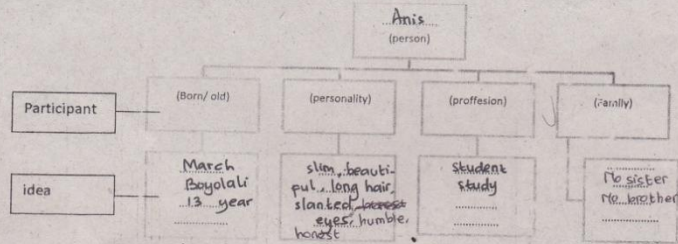
I want tell you about my classmate Fitri Yulianti is My classmate she was both on December 14 - 2002 in Boyolali she has dimple she cheek when smiling I like her long hair and slim to everyone

61

Nama : Septiana Revita Murcahyani
No. Absen :

Activity 2

1. Write appropriate word in the graphic below to describe your friend /teacher.
2. After that, arrange and organize the word to create a simple descriptive text. Please write at least 5 sentences. The time is 25 minutes



Anis Mutmainah Dhiyaul Auliyah.

I want to tell you about my classmate

Anis Mutmainah Dhiyaul Auliyah is my classmate. She was born ^{on} March 13, 2003, in Boyolali. I like ~~because~~ her because beautiful, slim, long hair, slanted eyes, & honest, and humble. She is student in MTS Nurul Islam Jombang. She ~~is~~ ^{has} family no sister and no brother.

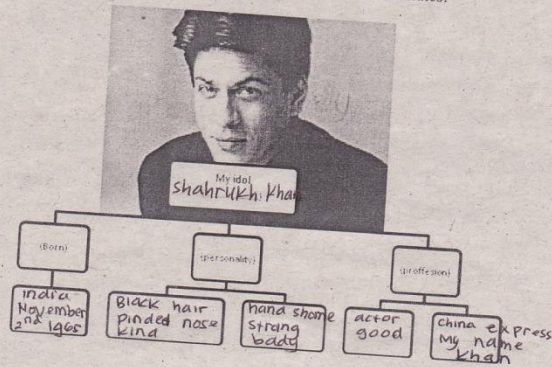
78

Students' work of second cycle

Name : ADE IRMA NUR FATMA

Class : VIII (delapan)

1. Complete the blank on this graphic with your vocabulary related to the picture!
2. Write a descriptive text consisting of 5 sentences by organizing your keyword which have been written. Time is 25 minutes!



My idol shahrukh Khan

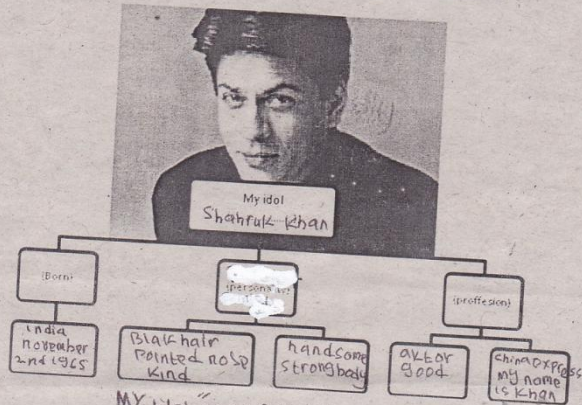
My Favorite actor is shahrukh Khan. ^{His} his nick name is Khan. ^{He} He was born in India - November 2nd and 1965 1965. He is handsome. He has black hair and he is hand some. I like he is good actor. I admire him since his appearance in "Indra" film. good admire film

21
19
14
14
3
66

Name : Fitri Yulianti

Class : VIII C delapan

1. Complete the blank on this graphic with your vocabulary related to the picture!
2. Write a descriptive text consisting of 5 sentences by organizing your keyword which have been written. Time is 25 minutes!



My idol "Shahrukh Khan"

nick

My favorite actor is Shahrukh Khan. His nickname is Khan. He was born in India, November 2nd 1965. He has Kind and black hair. I like him because he is black hair. I admire him since his appearance in "actor" film.

has black hair

20
13
14
14
3
64

Nama: Septiana Revita Nurcahyani

Syahruth Khan			
Address			
Personality	Adress/Born	Proffesion	Family
<ul style="list-style-type: none">- Handsome- Black hair- Painted nose- Strong body- Kind person	<ul style="list-style-type: none">- India- 2nd November 1965	<ul style="list-style-type: none">- Actor- China express- My name is Khan	<ul style="list-style-type: none">- wife- 2 children

My Idol

My idol is Shahruth Khan. His nick name is Khan. He is handsome and he has black hair. He also has painted nose, strong body, and kind person. He is from India. He ^{is an} actor. He was born in India, 2nd November 1965. He has wife and 2 children. I admire him since his apperance in "China express and My name is Khan."

82

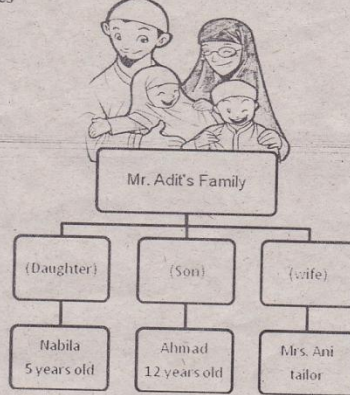
26
16
17
18
5
82

Students' work of third cycle

Name : Septiana Revita Nurcahyani.

Class : VIII (Delapan).

Write a descriptive text consisting of 5 sentences by organizing the vocabulary on the graphic which have been written. Time is 20 minutes



Mr. Adit's Family

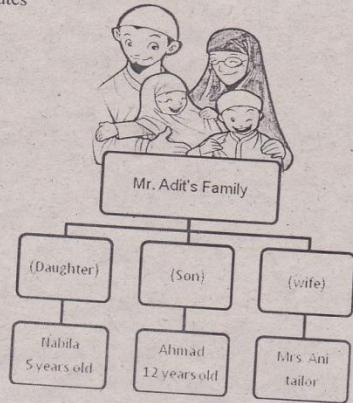
This is Mr. Adit's Family. It is Mr. Adit, Nabila, Ahmad, and Mrs. Ani. Nabila is Mr. Adit's daughter. She is 5 years old. His son is Ahmad. Ahmad is 12 years old. He study in MTs Al-Islam, Mrs. Ani is tailor. She is Mr. Adit's wife.

studies

25
18
17
21
4
85

Name : Siti Yulianti
 Class : VIII

Write a descriptive text consisting of 5 sentences by organizing the vocabulary on the graphic which have been written. Time is 20 minutes



23
 15
 14
 15
 3
 70

Mr. Arit's Family

Mr. A

Mr. A

Nabila, Ahmad, Ani

This is Mr. Arit's family. It is Mr. Arit's children and wife. Nabila is Arit's daughter 5 years old. She is 5 years old. His son is Ahmad. Ahmad is 12 years old. He studies in Mr. Arit's MTs Al-Islam. Mrs Ani is a tailor. She is Mr. Arit's wife. 15 years old. studies

Students did the test in cycle 1



Students did the test in cycle 2



Students did the test in cycle 3



Students discussed with their group in cycle 1



Student discussed in cycle 2



Students discuss with their group in cycle 3



One of students presented his work in front of class





YAYASAN SEMANGAT ISLAM (YASSI)
MADRASAH TSANAWIYAH NURUL ISLAM JUWANGI

Terakreditasi : B

Alamat : Jl. Margopati No. 01 Juwangi - Boyolali 57391

SURAT KETERANGAN

Nomor : 022/MTs.Nuris/Jwg/XI/2016

Yang bertandatangan di bawah ini :

Nama : Ahmad Ali Masngusi, S.Pd.I
NIP : -
Jabatan : Kepala Madrasah
Unit Kerja : MTs Nurul Islam Juwangi
Alamat : Jl. Margopati 01 Rt 034 Rw 001 Juwangi

Dengan ini menerangkan bahwa yang tersebut di bawah ini:

Nama : Maslichah
NIM : 103411025
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa Universitas Islam Negeri
Semarang

Telah melakukan penelitian dalam rangka penelitian skripsi dengan judul "*Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers.*" Yang dilaksanakan di MTs Nurul Islam Juwangi pada tanggal 7 Oktober 2016 sampai 7 November 2016.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 7 November 2016

Kepala Madrasah,


Ahmad Ali Masngusi, S. Pd
NIP: -

CURRICULUM VITAE

A. Personal Detail

Name : Maslichah
Students Number : 103411025
Place and Date of Birth : Demak, 29 September 1991
Address : Cungkup RT 18/V Pilangrejo
Juwangi Boyolali
Phone : 085743065875
E-mail : maslichah17@gmail.com

B. Formal Educations

- TK Kusuma Bakti Demak, graduated in 1998
- SD Negeri 1 Tlogoboyo Demak, graduated in 2004
- MTsTaqwal Ilah Semarang, graduated in 2007
- MAN 1 Semarang, graduated in 2010
- Education and Teacher Training Faculty of Walisongo State Islamic University