TEACHING WRITING OF DESCRIPTIVE TEXT  
(A Case Study at the Seventh Grade Students of  
SMPN 3 Tangerang Selatan in Academic Year of 2015/2016))  

A “Skripsi”  
Presented to the Faculty of Tarbiya and Teachers’ Training  
In a Partial Fulfilment of the Requirements  
For the Degree of “S.Pd” (Strata 1) in Department of English Education  

By:  
NADYA KARIMAH  
1111014000053  

DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY  
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “TEACHING WRITING OF DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS OF SMPN 3 TANGERANG SELATAN IN ACADEMIC YEAR OF 2015/2016” written by Nadya Karimah, 1111014000053 was examined by the committee on May 27th, 2016. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (S-1) in the Department of English Education.

Jakarta, May 27th , 2016

EXAMINATION COMMITTEE

CHAIRMAN. Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

SECRETARY. Zaharil Anasy, M.Hum.
NIP. 19730625 199903 2 001

EXAMINERS:
1. Ismalianing Eviyuliwati, M.Hum.
NIP. 19740723 200003 2 001

2. Hapsari Dwi Kartika, M.A. TESOL.

Acknowledged by
Dean of Tarbiyah and Teachers’ Training

Prof. Dr. Ahmad Thib Raya, M.A.
NIP. 19550421 198203 1 007
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By:
Nadya Karimah
NIM. 1111014000053

Approved by

Dr. Fathiany, M.Pd.
NIP. 19720501 199903 2 001

Dr. Ratna Sari Dewi, M.Pd.
NIP. 19720501 199903 2 013

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2016
Saya yang bertanda tangan di bawah ini,

Nama: Nadya Karimah
Tempat/Tgl. Lahir: Jakarta/ 14 Agustus 1993
NIM: 1111014000053
Jurusan/Prodi: Pendidikan Bahasa Inggris/ S1
Judul Skripsi: Teaching Writing of Descriptive Text (A Case Study at the Seventh Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016)
Dosen Pembimbing: 1. Dr. Fahriany, M.Pd
                        2. Dr. Ratna Sari Dewi, M.Pd

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Jakarta, 17 Mei 2016
Mahasiswa Ybs.

Nadya Karimah
1111014000053
ABSTRACT

TEACHING WRITING OF DESCRIPTIVE TEXT A Case Study at the Seventh Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016. Skripsi of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2016.

Advisor: 1. Dr. Fahriany, M.Pd.
          2. Dr. Ratna Sari Dewi, M.Pd.

Keywords: Teaching Writing, Descriptive Text, Junior High School Students.

The aim of this study is to get the information about the teacher in teaching writing descriptive text at the seventh grade of SMPN 3 Tangerang Selatan. The subject of this research is the English teacher.

The method used in this study is qualitative research. The techniques of data collecting are observation, interview, documentation and questionnaire. The writer analyzed the data by using steps of Matthew B. Miles and A. Michael Huberman. There were three steps: data reduction, data display and verification/conclusion.

The result of this study showed: first, the aim of seventh grade students learns descriptive text was to make them easier in describing something simply. Second, the scientific approach is the best method for junior high school and the teacher can apply the steps of method well base on the lesson plan. Third, the most media that the teacher used is picture. Fourth, the instructional material that has explained by the teacher is description of people, the teacher should taught description of animal and things too, however, the teacher explained appropriate with the students’ knowledge and comprehension. The last, the teacher used formative test in evaluating students’ ability in descriptive text. However, even though the teacher has explained the material well, the students’ achievement of descriptive text still low, after seeing the result of the test, from 42 students, only 6 who passed the standardize score (75). It caused the teacher inappropriateness in teaching writing descriptive text. He did not follow some activities that the teacher should be done from pre-teaching step, while-teaching and post-teaching. The teacher did not do 8 activities from 24 effective teaching activities.
ABSTRAK

TEACHING WRITING OF DESCRIPTIVE TEXT A Case Study at the Seventh Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016. Skripsi of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2016.

Pembimbing: 1. Dr. Fahriany, M.Pd.  
2. Dr. Ratna Sari Dewi, M.Pd.

Kata Kunci: Mengajar Menulis, Teks Deskripsi, Siswa Sekolah Menengah Pertama.

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*May ALLAH, the Almighty bless them all.* Amin

Jakarta, May 12th 2016

The Writer
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CHAPTER I
INTRODUCTION

This chapter focuses on teacher’s problem in teaching in writing descriptive text and the rest of this chapter elaborates background of the study, focus of the study, research question, objective of the study and significance of the study.

A. Background of the Study

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. As Harmer said “Literate people, who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. In the other words, they possess the four basic language language skills of speaking, writing, listening and reading”\(^1\) According to Vicki and Monette “Writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery and so do their teacher”\(^2\). It means that writing is a recursive process. Students should learn strategies for invention and discovery. Audience, purposes and occasion define all types of writing. All teachers can use writing to improve content learning.

Writing is a process or any activity to write some letter in printed form, to give some information. Also, has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal system. As the writer has ever read, Alan Meyers in Kurnia’s thesis stated, “Writing is speaking to others on paper – or on a computer screen. Writing is a partly talent, but it’s mostly skill and like any skill, it improves with practice. Writing is also an action – a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them”\(^3\). As Heaton said

\(^2\) Vicki Urquhant and Monette Melver, *Teaching Writing in the Content Areas*, (USA: McREL, 2005), p. 3.
that writing skills are complex and sometime difficult to teach, requiring mastery
not only of grammatical and theoretical device but also of conceptual and
judgmental elements. In contrast, Ploeger said Writing is a language that they
should be done easily and quickly, without extended many thought and effort. It
means teaching and learning in writing English is easy as long as the teacher can
inform and teach well. Writing must be taught from elementary school level to
university level. “Students need to possess writing capability, especially relating
to the written assignments given by their lecturers” Students who are fluent in
their speaking skill do not automatically fluent in their writing and because
writing is a kind of skill which is not an instinctive skill that people are born with
and is usually acquired through conscious and persistent effort, students often
make errors in their writing assignment.

According to curriculum 2013 of junior high school which was
recommended by the government, Descriptive text is the basic material in
increasing students’ ability in writing. The minister of education and culture 2013
believed that descriptive text is the way to learn English at the seventh grade and
that is worth for the beginner level. In fact, although they have learnt about how to
describe someone, animal or things, they still have not able to write descriptive
well, many factors can make the students have difficulties in writing descriptive
text. It means that there was a different expectation both the ministry of education
and culture and the reality. At the seventh grade, some of the students felt
difficulties in arranging the sentences of writing descriptive text, they often stuck on it. They can make an imagination, but they did not explore in writing.
Therefore, some of them feel lazy in learning English. It was supported by
Nurfiana, in her research, she said that Descriptive text is a one of texts which is
difficult enough to be learnt by students. She showed in writing descriptive text
students may be have difficulties in arranging description part. Also, students face

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difficulties to build and develop their imagination of the object that they will be described. Her research was also supported by Denil Mardiyah, Saunir Saun, and Refnaldy journal, they explained many factors that cause students difficulties in descriptive text, and those are “(1) they did not know what they should write for identification and description of the descriptive text. (2) Most of students only copied the model of text. Meanwhile, the rest of them wrote in their opinion and translate into English. As a result, their ideas were not arranged orderly”.

Actually, based on standard of Competency and Basic Competence of curriculum 2013, in writing aspect, the first year students of junior high school have to be able expressing meaning in written text, in transactional (to get things done) and interpersonal conversation (socialization) in a descriptive text. Descriptive text itself is a text that describe someone, things or place. From descriptive text, we can understand it deeply; also we can imagine that something with our senses. According to John Langan, when you describe something or someone, you give readers the picture in words. To make this “word picture” as vivid and real as possible, you must observe and record specific details that appeal to your readers’ senses (sight, hearing, taste, Smell, and touch).” It means that, in teaching writing descriptive text, the teacher appeal imagination and perceptive senses to make students taste, hear, smell and feel as they present vivid word of the subject.

So, considering the fact is still many different opinion both the difficulties and easiness in teaching-learning descriptive text. The writer intends to carry out a discussion on analyzing teaching writing of descriptive text in this skripsi entitled: “Teaching Writing of Descriptive Text at the Seventh Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016.

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B. **Focus of the Study**

The writer intends to know how the teacher teaches writing of descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan.

C. **Research Question**

Based on focus of the study above, the research question for the study are:

1. What is the learning objective of teaching writing descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan?
2. How does the teacher use the method while teaching writing descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan?
3. What is the material that the teacher uses while teaching writing descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan?
4. How does the teacher use the media while teaching writing descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan?
5. How does the teacher evaluate the students’ ability in writing descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan?

D. **Objective of the Study**

The aim of this study is to get the evidence description about the objective of teaching writing of descriptive text, the method, the material, the media and the evaluation that the teacher used in teaching writing descriptive text at the seventh grade students of SMPN 3 Tangerang Selatan.

E. **Significance of the Study**

The result of this study can provide the information for four important groups of people, they are:

- First, hopefully the results of this study are useful for the headmasters who has observed the teacher before he/she was accepted to teach by seeing the teaching-learning process directly and decided the teacher to teach English at seventh grade students.

- Second, hopefully the results of this study are useful for the English teacher at the seventh grade to get clearly information about how to conduct teaching writing descriptive text well and can increase students’ ability in learning writing descriptive text.
- Third, hopefully the results of this study also useful for students’ ability to improve their writing descriptive text.
- Fourth, for further researcher who are interested to conduct the similar research of teaching writing descriptive text at the seventh grade students can get basic information from this study.
CHAPTER II
THEORITICAL FRAMEWORK

In this chapter, the writer tries to give clear pictures of theoretical framework which is covering of teaching English at Junior High School (SMP); curriculum, syllabus, material; teaching preparation; assessment; writing; and descriptive text.

A. Teaching English at Junior High School (SMP)

In Indonesia, English has an important role; beside as foreign language, English is also a compulsory subject taught in the school. It has been taught at school as one of the subject from elementary school up to university level, it has to be learned by every student at school. The objective of teaching-learning of English in Indonesia as demanded by the decree is the mastery of various language skills covering reading, listening, writing, and speaking. English is a tool of communication spoken and written. Communication means to understand and to express all information, ideas, feelings, and also to develop science, technology and culture by using language itself in order to access all information.

English learning at SMP is aimed to the students in order to get functional level; that is to communicate spoken and written to settle about the life’s problems. Furthermore, according to the Mustafa, the objective of junior high school is to give the skills in order to develop the knowledge and skills are got from basic school to improve students’ life as a member of society and citizen of a country with improvement level to prepare following the secondary education.¹

According to Syarif, she explained that by implementing new curriculum (curriculum 2013) for English subject, students’ of Junior High School (SMP) should able to communicate their ideas (e.g. spoken and written) to get more knowledge, enhance their reading ability and understand what teacher taught then summarizing with their own words.²

B. Teaching Preparation and Method

To be a teacher should make three steps of activities before the teaching-learning process are begun, first, teacher should be always prepare in pre-teaching, including mastery in every material. Second, teacher should be always prepare while teaching-learning process in the classroom. Then, teacher should be prepare in the last meeting of the class by giving the students evaluation. In teaching preparation the teachers should design a lesson plan (RPP). Duncan and Met supported, “Lesson planning is a cognitively demanding task in which teachers bring to bear their expertise and experience to make good instructional decisions.”

The aim of making lesson plans is to communicate the learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies and assistance in the classroom. Lesson planning helps English as a second language learners, it can create a smooth instructional flow and scaffold instruction for learners. In line with

With the lesson plan, the teachers can be applied the learning process well and we can see the teachers’ competency in performing their profession. There are some steps must be applied in designing lesson plan by the English teachers: (1) take a subject unit which will applied in learning process, (2) list the core and basic competency, (3) decide the indicators refers to basic competency, (4) determine the social function, text structure and elements of language, (5) determine steps of learning, the subject materials, the time allocation and manage the steps of learning activities, and in the end activities, (6) write the sources of teaching-learning activities, and (7) determine the evaluation technique, form, and the evaluation instrument which will used in teaching-learning activities. Those are can be seen at (appendix 8).

From the Lesson Plan the teachers must follow the steps in designing a lesson plan in order to get a good teaching preparation and can apply it into teaching-learning in the classroom effectively. By looking at the copy of regulation attachment of education and culture minister no.68 year 2013, there are three

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3 Gregory Duncan & Myriam Met, et. al, From Paper to Practice, (Maryland College Park: National Foreign Language Center at the University of Maryland, 2010), p. 4.
approaches that compulsory to use in curriculum 2013. They are scientific approaches, integrated thematic approach, and thematic approach. From those approaches, the government claimed that the scientific approach is the new approach that is reliable to handle the entire subject.

The learning process means the students and the teacher have the correlation between them to be a unity in a class. It can be students-centered approach, where the teaching-learning activity is not teacher-centered. Student-centered approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviors are to be fostered and developed. Some of the learning strategies that could be incorporated the comprehensive approach include self-directed learning, cooperative learning, role play, behavioral rehearsal, peer education and parent involvement. Consideration should be given to allow students to plan some learning experiences. They could be provided with opportunities to identify topics or areas for further study, contribute information relevant an issue for study and/or make suggestions for follow-up activities.

It is important for the teacher to understand how their students learn, because it will be a consideration how she/he will teach them. Slavin in Brown defines learning as a change in an individual caused by experience. Then, Brown breaks down the components of the definition of learning, those are:

- Learning is acquisition or “getting”
- Learning is retention of information or skill.
- Retention implies storage systems, memories, cognitive organization.
- Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- Learning is relatively permanent but subject to forgetting.
- Learning involves some form of practice, perhaps reinforced practice
- Learning is a change in behavior.\(^4\)

Because learning is a natural process, curriculum 2013 proposes the scientific approach in learning process. The scientific approach is believed as a golden

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bridge of the development of attitude, skill and knowledge of students. Scientific approach means the basic concepts underlying the formulation of inspiring or teaching method by applying scientific characteristics. This approach also is a part of the pedagogical approach to learning in the classroom implementation that underlies the application of the scientific method.

Understanding the application of the scientific approach to learning does not only focus on how to develop the knowledge and thinking skills that can support creative activity in innovating or work. It is stated in Permendikbud\(^5\) that the scientific approach in curriculum 2013 has some steps. They are observing, questioning, experimenting/collecting data, associating and communicating.

- **Observing (mengamati)**
  
  The process of observing by senses (reading, listening, seeing and watching, etc) with or without tools. It has certain advantages, such as the media presents a real object, learners happy and challenged and easy to be implemented. Of course, learning activities in order to observe this usually requires a long time preparation, relatively large cost and effort and if it is uncontrolled it will obscure the meaning and purpose of learning.

- **Questioning (menanya)**
  
  In this process, the students create and ask the questions, discuss about some problems, the extra information they want to know or as a clarification.

- **Experimenting/Collecting Data (mengumpulkan data)**
  
  The third process is experimenting/collecting data. It means to explore, try, discuss, demonstrate, and imitate the shape or motion, experiment, read other sources beside textbook, collect data from informants through questionnaire, interview, and modify/add/develop. Students should have skill to develop knowledge about the environment and able to use the scientific method and scientific attitude to solve problems that they face every day.

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• Associating (mengasosiasi)
  Associating means processing information that has been gathered, analyzing data in the form of creating category, associating or linking phenomena/relevant information order to find a pattern and conclude them.

• Communicating (mengkomunikasikan)
  It is a process of presenting a report in the form of charts, diagrams, or graphics, prepare written reports and presenting a report covering the process, results and conclusion orally.

C. Curriculum and Syllabus

Curriculum, refers to the lesson and academic content taught in a school or in a specific course or any program. In some common dictionary, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define the term, curriculum typically refers to the knowledge and skills students are expected to learn. Nevertheless, many expert has many perspective about curriculum itself, such based on (Ministry regulation No. 20 of 2003) in Ministry of education and culture regulation No. 68 of 2013: “Curriculum is a set of planning and management concerning about objective, content, and teaching material and the way used as the way of holding of learning and teaching to reach the objective of education.”

Richard and Rodgers also defined “experience is the best of all school..... The ideal curriculum consists of well-selected experiences”. It means, curriculum is a courses offered by an educational institution or a set of courses constituting an area of specialization and the planning of learning experiences offered to the learner or students under the guidance of the school in so far as they are expressed or anticipated in goals, objectives, plans and designs for learning. Curriculum also a bridge of process teaching learning in the school. If there is no curriculum, the

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school is impossible to still exist. Indonesia has almost seven times changes the curriculum. Many pro and contra between the curriculum changing. But, the ministry of education and culture has considered and decided new curriculum for better country. They hoped, by implementing new curriculum today, students can be more active, innovative and creative in every subject. Thus, Hilda Taba in Slo stated curriculum is ‘plan for learning’. The implementation of these plans, designs and the goals of national education can be mentioned, as follows:

- for improvement students in learning process,
- for national development,
- for improvement of science and technology,
- for arts in any kinds and levels of educational units.

Curriculum itself is different with syllabus. For some teachers in Indonesia talk about the syllabus are not clear enough yet, whereas the curriculum is usually broader than syllabus. Syllabus is the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. Syllabus based on paper national focus group is the content of what is to be taught and the knowledge, skills, attitude which are to be freely built the development with specific objective. In addition, Richard in Brown stated a syllabus is a criteria for selection and organization of linguistics and subject-matter content. Actually, syllabus is a plan which a teacher translates into activities in the classroom. It is a part of curriculum excluding the element of curriculum evaluation. It means, syllabus is a micro-level from curriculum. It also differs from a curriculum, it provides a listing of content to be learned but does not suggest methods, activities and measurement for evaluation. Almost all teachers has known the role of agenda in curriculum 2013, then the teacher have to make the appropriate syllabus for different level.

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As we known, in Indonesia some of schools have applied the Curriculum 2013. The 2013 curriculum claimed that is different from KTSP, one of differences is that 2013 curriculum uses the Scientific Approach it means the approach intended to empower teachers to develop the competency in learning activities relevant to the learners’ need, based on actual of the school and the necessity to link it to the environment. Thus, in journal of Djuwairiah Ahmad, he informed the main objectives of curriculum changes from KTSP is both of the teachers of English and the students must be appreciate to their god; to be honest, discipline, responsible and care to each other; have good comprehension; more confident, successful in learning, and positive contributors to the civilization.\(^{11}\) Furthermore, in terms of the development of the syllabus of English subject of curriculum 2013, the teacher have to elaborate the items of the content standards into description of learning and teaching activities of lesson materials, of variety of competency indicators, of time evaluation of learning and teaching resources and even of evaluation instruments and techniques, etc. From the statements above, they can be concluded that a syllabus is a part of curriculum, syllabus just covered about the content of the subject to get the teaching objectives. Besides, to conduct the syllabus well is needed materials, because the materials have an important role to make a syllabus better. The syllabus of writing descriptive text at the seventh grade can be seen in (Appendix 9)

**D. Instructional Material for SMP Recomended by the lastest English Syllabus (School-Level of Curriculum 2013)**

The government of Indonesia has paid attention to the education for a long time. It can be seen from the curriculum that had changed several times in order to improve the quality national of education and creates a qualified students based on the development era. The curriculum 2013 is the development of the previous curriculum that was KTSP. In this new curriculum, the government added some materials which are not presented before in the last curriculum, but it still

maintains the material which had been given in the last curriculum and removing less important materials for the development of student’s competency. In English teaching-learning, the materials are going to be given to the students must be interested and meaningful. Therefore, the instructional materials used for teaching-learning process must be carefully selected. The teachers must know what the students’ needs to learn, the materials are going to give available and to fulfill of the Content Standards. The materials are going to give the students have to make students comfortable and interested in teaching-learning process. According to Richard and Rodgers, a particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners. The role of instructional materials within a functional/communicative methodology might be specified in the following terms:

- Materials will focus on the communicative abilities of interpretation, expression and negotiation.
- Materials will focus on understandable, relevant and interesting exchanges of information, rather than on the presentation of grammatical form.
- Materials will involve different kinds of text and different media, which the learners can use to develop their competence through variety of different activities and tasks.  

The themes are taught by the English teacher are some competencies which are related with the materials are prepared by the teachers should be in line with the core competencies and basic competencies for each semester based on the School-Level curriculum 2013 it can be seen (at appendix 9). Based on the KI-KD at the seventh grade, the materials are given to the students will be more meaningful, if they are available with the students’ needs, interests, and for their future. Moreover, the teachers must be selective in making syllabus by using the competencies around the areas. It has made and can be seen at (appendix 10). The teachers also should be selective and creative in arranging the instructional materials, selecting good instructional resources and also applying the instructional strategies.

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E. Media in Teaching Language

As a teacher, we have a wealth of information from which to choose for our students in the classroom. We can bring the media into the classroom through visuals, sounds, smells and tastes because our brains rely heavily on stimulus from the outside for learning. The term media is derived from the Latin word “medium” which means “between”. It refers to anything that carrier’s information between a source (teacher) and a receiver (student). When media provide messages with an instructional purpose, for example to facilitate as communication, they are considered instructional media.\(^{13}\) It means, in teaching and learning language process, effective communication between teacher and students is intensively needed. To establish an effective communication, teachers need media that can help them to deliver a message or information.

Another expert also cited that media is a technological system for conveying messages, operating intermediately between sender and receiver, when they are separated in space, time and both.\(^{14}\) Media is a tool that used as a channel to deliver a message from a resource to receiver.

Furthermore, there are so many functions of media in teaching learning process. According to Derek Rowntree in Rohani, there are six functions, they are:

- To attract learning motivation
- To review what the students have been learned
- To provide stimulus of learning
- To get students’ active response
- To give feedback immediately
- To encourage suitable exercise.\(^{15}\)

According to harmer, there are several kinds of instructional media that can be used by the teacher:

---


• **Picture and Images**

Pictures are utilized for several purposes and it can be used for multiple ways comprising: (1) drilling, (2) communication, (3) understanding, (4) ornamentation, (5) predicting, and (6) discussing.

• **The Overhead Projector**

The Overhead Projector, is one of the most frequently used and misused tools in education and training today. It may be facing a challenge from the data projector, but it is still more flexible and useful for all except uninterrupted.

• **Board**

Boards refer to blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. The teacher can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) game board and (6) noticeboard

• **Bits and Pieces**

  - **Realia**

    Realia is the real object or the replica of them. The benefit of using this is it is quite useful and intrinsically interesting. Moreover, realia also provides variety of language work and communication activities.

  - **Cards**

    Cards as a media can be used for various activities such as matching and ordering, selecting and card games.

  - **Cuisenaire Rods**

    Cuisenaire Rods are a collection of rectangular rods, each of a different color and size. The smallest rod is one centimeter long and the longest rod is ten centimeters long.

• **The Language Laboratory**

The Language Laboratory are becoming items and better valued within educational institutions since the functions and possibilities they offer are much higher the ones in the traditional teaching-learning system.
- **Computer**

Computer can provide a wide range of functions which make computers useful for everyday situations. They can be loaded with software of various types to perform these functions for everyday as well. They can be useful for working or recreation and making interest experimental. The main uses for computer in language teaching are; (1) reference, (2) teaching and testing program, (3) email exchange, (4) website, and (5) the word processor.¹⁶

**F. Evaluation and Assessment**

Evaluation or assessment or test, must be conducted in the teaching-learning activities to know how well the students’ understanding about the materials which has given by the English teachers, as a general evaluation is the process of systematic information collecting through the numbers, verbal description, analysis and information interpretation to give a score to the students’ work result. As Muslich stated about (class evaluation): “Collecting process and using information by the teacher for giving decision of student learning result based on the step of learning progress. So, it can be gained profile of student’s ability with competency that fixed in curriculum.”¹⁷ National Council of Education Research also cited evaluation always related to the objectives and implementation of study. Without evaluation, we can not determine the individual, society, nation and mankind better or not in one of institution or course.¹⁸ In addition, another expert stated, a test is one of method to assess or measure an ability, knowledge, and performance of someone. Furthermore, he informed that assessment has two main categories, they are:

---

• Formative assessment.

The teachers applied this assessment when they have explained one or two chapters of the material and the students give the feedback to improve their ability.

• Summative assessment.

In this assessment, the teachers give two types of test, middle test examination and final test examination.\(^{19}\)

The essential purpose of formative assessment is to move students’ learning forward while their learning is still in the process of developing. It operates as a feedback loop in which both teachers and students can play active roles enabling learning by consistently working to build and consolidate student understanding and skill during the course of a lesson.

Moreover, summative assessments are used to evaluate student learning skill acquisition and academic achievement at the conclusion of a defined instructional period. The following table below includes some types of formative versus summative assessment:

Table 2.1

<table>
<thead>
<tr>
<th>Types of Formative vs Summative Assessment(^{20})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessment</strong></td>
</tr>
<tr>
<td><strong>Low Stakes, which means that they have low or no point value.</strong></td>
</tr>
<tr>
<td>• Observation during in class activities; of student’s non-verbal feedback during lecture.</td>
</tr>
<tr>
<td>Homework exercise as review for exams and class discussion.</td>
</tr>
<tr>
<td>• Reflection journals that are reviewed periodically during semester.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>


Formative Assessment

- Reflection journals that are reviewed periodically during semester.
- Question and answer sessions, both formal-planned and informal spontaneous.
- Conferences between the instructor and student at various points in the semester.
- In class activities where students informally present their result.
- Students feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.

Summative Assessment

- Student evaluation of the course

G. Writing

1. Understanding of Writing

According to Ur, writing is a widely used in within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. It means that without writing, we can unite three aspects of language, for example, students write the new vocabulary and write that they have listened or read. But, writing is not just a process of putting words on writing, but also in all aspects of grammar, culture and organization of writing are needed. So, it can be concluded that writing does not write just a number of words to be arranged to form one sentence or sentences or even number of unrelated sentences because that is a tool to communicate between thoughts and ideas in a readable form by using symbols (letters of the alphabet, punctuation and spaces)

Adopted from www.HOLscience.com

2. **Purpose of Writing**

According to Hart and Reinking\(^2^2\) there are two purposes of writing in general, to inform and to persuade.

- **To Inform**

  Often, our only aim in writing may be to provide information to our reader. Our assumption is that our reader knows little or nothing about the topic on which we wish to provide information. The student who tells classmates how to tile a basement or build a duck hunting blind is providing information, as is the employee who reports on the progress of a project.

- **To Persuade**

  In persuasive writing, our aim is to convince our reader to adopt a particular action, or to do both. If, in a letter to our local newspaper, we oppose plan to build a shopping mall near our neighbourhood, our purpose is persuasion. As is often the case, this example of persuasive writing is also informative.

Other purposes of writing according to Harmer, effective writers usually have a purpose in mind and construct their writing with a view achieving that purpose. The most effective learning of writing skills is likely to take place when students are writing real messages for real audience, or at least when they are performing tasks which they are likely to have to do in their out-of-class life.\(^2^3\) For example, if we do concerning the ability of writing, we will write much happily and we would be very satisfied to see people read our handwriting. It can be concluded that the purpose of writing is to train and sharpen our brain struggling with many aspects in writing.

3. **Types of Writing**

Several writer have purposed typologies of writing types. The table below is a basic distinction can be further elaborated into six categories:


### Table 2.2
Types of Writing

<table>
<thead>
<tr>
<th>Personal Writing</th>
<th>Public Writing</th>
<th>Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diaries</td>
<td>Letters of – enquiry</td>
<td>Poems</td>
</tr>
<tr>
<td>Journals</td>
<td>– complaint</td>
<td>Stories</td>
</tr>
<tr>
<td>Shopping list</td>
<td>– request</td>
<td>Rhymes</td>
</tr>
<tr>
<td>Reinders for oneself</td>
<td>Form filling</td>
<td>Drama</td>
</tr>
<tr>
<td>Packing list</td>
<td>Applications (for</td>
<td>Songs</td>
</tr>
<tr>
<td>Addresses</td>
<td>membership)</td>
<td>Autobiography</td>
</tr>
<tr>
<td>Recipes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Writing</th>
<th>Study Writing</th>
<th>Institutional Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters</td>
<td>Making notes while</td>
<td>Agendas</td>
</tr>
<tr>
<td>Invitations</td>
<td>reading</td>
<td>Minutes</td>
</tr>
<tr>
<td>Notes – of condolence</td>
<td>Taking notes from</td>
<td>Memoranda</td>
</tr>
<tr>
<td>– of thanks</td>
<td>lectures</td>
<td>Reports</td>
</tr>
<tr>
<td>– of congratulations</td>
<td>Making a card index</td>
<td>Reviews</td>
</tr>
<tr>
<td>Cablegrams</td>
<td>Summaries</td>
<td>Contracts</td>
</tr>
<tr>
<td>Telephone messages</td>
<td>Synopsis</td>
<td>Business letters</td>
</tr>
<tr>
<td>Instructions – to friends</td>
<td>Reviews</td>
<td>Public notices</td>
</tr>
<tr>
<td>– to family</td>
<td>Report of–experiments</td>
<td>Advertisements</td>
</tr>
<tr>
<td></td>
<td>– visits</td>
<td>Posters</td>
</tr>
<tr>
<td></td>
<td>– workshops</td>
<td>Instructions</td>
</tr>
<tr>
<td></td>
<td>Essays</td>
<td>Speeches</td>
</tr>
<tr>
<td></td>
<td>Bibilographies</td>
<td>Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum vitae</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note making (doctors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>professionals)</td>
</tr>
</tbody>
</table>

- **Personal Writing**
  
  These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journals in English provides valuable practice opportunities.

- **Study Writing**
  
  It is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures and makes summaries for exam...
revision. All of these types require skills which can usefully be taught to students learning English for study purposes.

- **Public Writing**
  
  It includes such activities as writing letters of enquiry, complaint, letters to the editor, form filling and applications.

- **Creative Writing**
  
  It can include poems, stories, rhyme, drama, all types of writing which again are mainly for one but which may be shared with others. It is a kind of writing most commonly found at primary and lower secondary levels in mother-tongue classrooms.

- **Social Writing**
  
  It is a category which includes all the writing that establishes and maintains social relationships with family and friends; that is, personal letters, invitations, notes with congratulations, condolences, telegrams and telephone messages. Many of these will be relevant to EFL students who need to learn the correct formats and formulas.

- **Instructional Writing**
  
  It may well be possible to draw up a core of this type of writing which all professional people need to be able to write, e.g. reports, summaries, minutes, memos, etc. However, each area of activity will have its own specialized texts, such as legal contracts of academic essay.

Every type of writing has some kind of structure, that structure maybe clearly marked. As when chapters or sections of a report are labeled with headings. At other times, the structures is not obvious, often because the writer assumes the reader is familiar with the required structure for that type of writing.  

4. **Stages of Writing**

Based on Clouse, there are four activities in writing process, namely (a) Pre-writing, (b) Drafting, (c) Revising, (d) Editing. ^26^ **Pre-writing** is the ways writers

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to discover their ideas. In addition, clouse said that in pre-writing, there are five troubleshooting strategies, first is freewriting. In this strategies, learners try to write on the topic for ten minutes, they have to write without stopping, do not worry about grammar, punctuation or spelling. Correct or not, and do not erase the mistakes. This way try to open mental that blocked about writing. Second is clustering or make a map or diagram. In this strategies, the learners will see at glance how ideas relate to another, by drawing a circle around the subject, so, the learners will connect them only on the central circle. It also can help the visual learners. Third is looping. In this strategic devise the learners achieve a unified and well-organized composition. Fourth is make a questionnaire. The learners produce ideas and details by asking some questions that they think about what they want to write. The last is brainstorm. After the learners make some question related to the topic, they usually can answer detail, sometimes the question that offers the most information by using simple question like “why, how, when, what, who”. Drafting, writers prepare to put in additional thoughts and details that did not emerge during prewriting. Revising, the writer rewrite on a paper, building upon what has already been done, in order to make it stronger. Learners start to become writers when they realize that revising a rough draft three or four times is often at the heart of the writing process. Editing, mit means checking a paper for mistakes in grammar, punctuation, usage and spelling.

Arndt in McDonough also supported that cited six process of writing: (a) Generating, (b) Focusing, (c) Structuring, (d) Drafting, (e) Evaluating and (f) Reviewing. 27

5. Requirement of Good Writing

- Written Products

Any piece of writing can be seen from number of different perspectives that clearly take us beyond a concern for accuracy alone. Whilst few teachers are likely to be satisfied with written work full of grammatical mistakes, at the same time notions of ‘correctness’ are now felt to have a broader base and to be embedded in a more integrated view of the skill of writing. According

27 Jo McDonough and Christopher Shaw, op. cit, p. 163.
to Gebhard, five aspects that usual associated in writing, namely: word choice, use of appropriate grammar, mechanism, syntax and organization of ideas into a coherent and cohesive form. Also, McDonough stated eight aspects that relevance in writing (1) Sentence Structure (Syntax), (2) Content, (3) Grammar, (4) Audience, (5) Mechanics (handwriting, spelling, punctuation, etc), (6) Purpose, (7) Organization (Coherence, Cohesive, etc), and (8) Word choice.

In addition, based on Raimes, she gave diagram of producing good writing.

![Figure 2.1 Producing a Piece of Writing](Adopted from Ann Raimes, 2001)

- **Assessment of Writing**

  Giving score in a written is not easy, the teacher or the reader must have a compass to see whether its accurately or not. After knowing of good aspects above, the writing must be checked accurately. Therefore, here is the realible rubric that can be used to assess writing task that can be used the teacher:

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Table 2.3
Rubric of writing assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD: knowledgeable-substantive-etc.</td>
</tr>
<tr>
<td>26-22</td>
<td>GOOD TO AVERAGE: some knowledge of subject-adequate range-etc.</td>
</tr>
<tr>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of subject-little substance-etc.</td>
</tr>
<tr>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject-non substantive-etc.</td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression-ideas clearly stated-etc.</td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy-loosely organized but main ideas stand out-etc.</td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent-ideas confused or disconnect-etc.</td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: does not communicate-no organization-etc.</td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: sophisticated range-effective word/idiom choice and usage-etc.</td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate range-occasional errors of word/idiom form,choice,usage but meaning not obscured.</td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: limited range-frequent errors of word/idiom form,choice,usage-etc.</td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: essentially translation-little knowledge of English vocabulary.</td>
</tr>
<tr>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD: effective complex contructions-etc.</td>
</tr>
<tr>
<td>21-19</td>
<td>GOOD TO AVERAGE: effective but simple constructions-etc.</td>
</tr>
<tr>
<td>17-11</td>
<td>FAIR TO POOR: major problems in simple/complex constructions-etc.</td>
</tr>
<tr>
<td>10-5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules-etc.</td>
</tr>
<tr>
<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstration mastery of conventions-etc.</td>
</tr>
<tr>
<td>4</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation-etc.</td>
</tr>
<tr>
<td>3</td>
<td>FAIR TO GOOD: frequent errors of spelling,punctuation,capitalization-etc.</td>
</tr>
<tr>
<td>2</td>
<td>VERY POOR: no mastery of conventions-dominated by errors of spelling,punctuation,capitalization,paragraphing-etc.</td>
</tr>
</tbody>
</table>

Adopted from Arthur Hughes, 2003

II. Descriptive Text

1. Understanding of Descriptive Text

According to Oshima and Hogue, “Descriptive text refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.” Description is writing about how something or someone uses spatial order. Also, Woodson added that description is a written text that consists of visual images and sensory impression through words that purposes to inform and persuade the reader to see something from the writer’s perspective.

It similar from Oshima and Hogue that supported the someone who make a good of description is like an artist that paint an object or picture that can be seen clearly for all who see it. By describing something, the reader can imagine the object by their critical thinking and they can guess what we mean.

Also, Peter Knapp and Watkins, said that the aim of descriptive text is building characteristics, key themes and sense. It means that to write descriptive text, we must use sense that only can not be “seen”. Written description help readers imagine what is being described. Vivid description creates an intense, distinctive image, one that seems to bring the words on the page life. Descriptive writing paints word pictures with details that appeal to the reader’s five senses – sight, sound, touch, taste and smell. The writer of description often uses comparisons to help readers picture one thing by imagining something else.

To write descriptive text well, the writer suggests the reader that always put five senses in their written. According to Braine, there are five senses itself can be seen in the table below:

32 Linda Woodson, From Cases to Composition, (Glenview: Foreiman and Company, 2002), p. 73.
33 Oshima and Hogue, op. cit., p. 62.
Table 2.4

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dark</td>
<td>Noise</td>
<td>Musty</td>
<td>Soft</td>
<td>Salty</td>
</tr>
<tr>
<td>Glare</td>
<td>Bang</td>
<td>Fresh</td>
<td>Velvety</td>
<td>Sweet</td>
</tr>
<tr>
<td>Moonlight</td>
<td>Tinkle</td>
<td>Rainwashed</td>
<td>Sharp</td>
<td>Sour</td>
</tr>
</tbody>
</table>

*Adopted from George Braine and Claire May, 2004*

From the table above, it similar with Dietsh, “Description has been defined by philosopher as “a mode of perception”, a means of knowing.” Nevertheless, to increase the readers understanding, the writer can put the object description by using an impression of the experience, it will make the reader can imagine clearly what the writers description, for example the bad influence of free sex for teenagers and the annoyance of Corruptor in Indonesia.\(^{35}\)

Description can be written by objectively, subjectively, or mixing both of them. Objectives descriptions attempt to be uncolored by personal opinion or emotion, on the other hand subjective descriptions allow the writer’s opinions and emotions to come through.\(^{36}\) Objective description is primarily factual, omitting any attention to the writer, especially with regards to the writer's feelings. Imagine that a robotic camera is observing the subject; such a camera has absolutely no attachment or reaction to what is being observed. Subjective description, on the other hand, includes attention to both the subject described and the writer's reactions (internal, personal) to that subject.

Pharr and Buscemi supported that objective description is a description that written without any personal point of view of the writer, that usually used in science, business or technology, meanwhile subjective description that allows the writer to connect he or she personal opinion or experience with his or her subject.

Also, Barbara Fine Clouse stated, “When you write subjective description, your goal is to create vivid mental images that using concrete sensory detail which

---


consists of specific words to appeal to the senses (sight, sound, taste, smell and touch). \(^{37}\)

From the definitions above, the writer summarizes that descriptive text is a text that consists a view of writer’s perspective (subjective and objective) about an object that purposed to inform or persuade the reader about the object. The object can be something, someone, or somewhere that concrete or even abstract.

2. Purpose of Descriptive Text

According to Betty. M. Dietsch, description has three general purposes: \(^{38}\)

- Creating imagery, a mood or an aura of a place.
- Stimulating understanding and convince
- Urging the listener to action

Barbara Fine Clouse gave more detail about the purpose of descriptive text on the following table.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Sample Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To entertain</td>
<td>An amusing description of teenager’s bedroom.</td>
</tr>
<tr>
<td>To express feelings</td>
<td>A description of our favorite outdoor retreat so your reader understands why you enjoy it so much.</td>
</tr>
<tr>
<td>To relate experience</td>
<td>A description of your childhood home to convey a sense of the poverty you grew up in.</td>
</tr>
<tr>
<td>To inform (for a reader unfamiliar with the subject)</td>
<td>A description of a newborn calf for a reader who has never seen one.</td>
</tr>
<tr>
<td>To inform (to create a fresh appreciation for the familiar)</td>
<td>A description of an apple to help the reader rediscover the joys of simple fruit</td>
</tr>
<tr>
<td>To persuade (to convince the reader that some music videos degrade women)</td>
<td>A description of a degrading music video.</td>
</tr>
</tbody>
</table>

Adopted from Betty Mattix Dietsch, 2006.

Furthermore, description also uses in many fields, such as advertising, travel agents and real estate agents. Advertisers describe products to persuade us to buy them; travel agents describe locals to entice to visit them; and real estate agents

\(^{38}\) Betty Mattix Dietsch, *loc. cit.*
describe properties to stimulate a desire to see them. Also, Rise addition there are some purposes in description; to give readers an impression of a place or person in order to the readers can imagine easily, to illustrate abstract ideas, to make information memorable or support ideas. Thus, the writer sums up that descriptive text has many useful purposes such help us when we forget the characteristic person, place or things that we want to find.

3. The Kinds of Descriptive Text

Mainly, there are three kinds of descriptive text, first, description of people, second, description of scene or place and third, description of things.

a. The Description of People

Michael E. Adelstein and Jean G. Pival explained detail about description of people on their book The Writing Commitment. According to them, describing people is different. They differentiate description of people into three types according to the situation. They are identification, impression and character sketch.

- Identification

Identification consists only of certain statistical information such as height, weight, age and visible characteristics like color of hair, skin, and eyes and recognizable marks such as scars and birthmarks. Usually, it is used in some official records and documents.

- Impression

The impression is a kind of description of people that contains the whole idea of the subject although it may not identify a person. It consists of what do you think, feel, or understand about a person in how condition but not in detail.

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• Character Sketch

“Character sketch is a brief, colorful description based on a real person.” It is more complete description of people. They may also be referred to as profiles, literary portraits and biographical sketches. Character sketch may include identification and impression in the process, but it will do more than tell what people look or seem like: it will show what they are like. It is more describe such as a type rather than an individual like the characteristics of a group members, as example cheerleader, art students, television devotees, etc.

In addition, what a person does, says and behaves also a part of description of people to make a description of a person. It means that a description of people is more than just describes about physical appearance or how the way the subject looks like, but it includes other details such as activities that the subject doing. Moreover, the writer has to decide what is he or she going to describe and what is worth about that person to be describe in order to make the writer is easier choosing the details which best reveal or display about the person. From the explanation above, the writers sums up that there are three kinds of description of people or animals: identification, impression and character sketch.

b. The Description of Place

Description of a scene or place is a kind of description that tells about how a scene or a place looks like. Alan meyers stated that a description of a scene can make the readers see, hear or even feel the subject clearly. The writer can create a mental picture for the readers through careful word choice, strong details and clear organization. Instead of just telling the readers that a place is pretty, unusual, or horrible, the writer show the reader the place so that they see its beauty, uniqueness or ugliness for themselves.

A lake, a building or a room is simply views of some scenes, but most description includes the actions or activities of people, animal, or things. The five

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44 Ibid.
senses, such as sight, sound, touch, smell and even taste are often call for the details that the writer also provides. To clearly the description, the details also have to be arranged logically. It is in line with Shanti V. Buscemi, she stated “storyteller describe places where narrative take places. Writer of description often reveal the character or atmosphere of a place by narrating events that occur in it or by describing people who appear in it.” Therefore, the description of place is quite similar with description of people. I includes the activities and events that happen.

In description of scene or place, spatial order is usually used. Spatial order is the organization of arrangement that presenting overall picture of scene, then locating specific details in consistent pattern, as example, from top to bottom, right to left, center to sides, nearest to farthest.

c. The Description of Things/object

Description of things is a kind of descriptions that usually does not describe an animate, it usually describes non-animate. In describing a thing, the writer must have a good imagination of the object that will be describe.

Besides, to make the object as interesting and as vivid to the readers, the description must using proper nouns and effective verbs. Proper nouns are the name of particular person, places and things that have to include to fill our descriptive writing with concrete details and figures of speech. As example: Arizona, State Islamic University, London, etc. By including proper nouns, the readers can easily recognize and more familiar with the object that the writer describes. Verbs are important to narration, but effective verb can also add much to a piece of description. To make description more specific, accurate and interesting, the writer uses the effective verbs. As example, “the wind had made deep grooves into the sides of cliffs” is more specific that “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.46

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46 Ibid.
4. The Schematic Structure of Descriptive Text

According to Mukarto et al., descriptive text has two main parts:\(^47\)

- Identification

  This part consists of the identification of a particular thing that being
  described. In general, the identification part answers two questions: 
  *What is the topic of the text?* and *What is the text about?*

- Description

  This part describes the parts also the characteristics of the object that being
  described. The following text is the example of generic structure of
  descriptive text:\(^48\)

<table>
<thead>
<tr>
<th>Identification</th>
<th>I want to tell you about my classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description(s)</td>
<td>My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.</td>
</tr>
</tbody>
</table>

Adopted from Mukarto, 2007.

Another example of descriptive text can be seen below:\(^49\)

**The White House**

One of the most famous buildings in Washington D.C. is the White House. It is the home of the President of the United States.

The White House is a very large white building. It has three main parts: the main building and two wings (i.e: the West Wing and the East Wing). The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the White House.

Adopted from Mukarto, 2007.

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\(^48\) Ibid.

\(^49\) Mukarto, et al., *op. cit.*, p. 142.
The writer try to analyzes the structure of the text above:

<table>
<thead>
<tr>
<th><strong>Identification</strong></th>
<th>One of the most famous buildings in Washington, D.C, is the White House. It is the home of the President of the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptions</strong></td>
<td>The White House is very large white building. It has three main parts: the main building and two wings (i.e the West Wing and the East Wing).</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the White House.</td>
</tr>
</tbody>
</table>

In brief, descriptive text has two main parts, they are identification and descriptions. Identification contains the introduction about the object that the writer wants to describe, meanwhile descriptions contain the part, quality or other characteristics of the object being describe.

5. **The Language Feature of Descriptive Text**

Mark Anderson and Kathy Anderson\(^{50}\) stated that there are three dominant grammatical aspects in descriptive text, they are:

- Using verb in the present tense.
- Using adjective to describe the features of the subject.
- Using topic sentences to begin paragraphs and organize the various aspects of the description.

So, the statement above means, descriptive text consists of grammatical aspect, namely:

- Use of state verbs; examples: be and have.
- Use of adverbials of place and prepositions of spatial relationships; examples: in, on and under.
- Use of simple present tense.
- Use of adjectives or noun phrases which either identify or characterize the referent; examples: beautiful girl, extremely beautiful.

I. The Teaching Writing of Descriptive Text

In this study, the writer tries to analyze the achievement of the English teacher to teach writing descriptive text at the seventh grade, from pre-teaching, while teaching and post-teaching, whether it has achieved appropriate the syllabus and lesson plan or not. According to the NLS Framework for Teaching English recommends to teachers the following range of “effective teaching style” for teaching writing:51

- Directions, to ensure pupils know what they are doing and why.
- Demonstrations, to show pupils how effective readers and writers work.
- Modelling, to explain the rules and conventions of language and texts
- Scaffolding, to support pupils’ early effort and build security and confidence.
- Explanation, to clarify and exemplify the best ways of working.
- Questionning, to probe, draw out or extend pupils’ thinking.
- Exploration, to encourage critical thinking and generalization.
- Investigation, to encourage enquiry and self-help.
- Discussion, to shape and challenge developing ideas.
- Reflection and evaluation, to help pupils learn from experience, successes and mistakes.

Moreover, in teaching writing, according to Harmer, the teacher must be a good role player in the class.52 Such as:

- Teacher must be a good motivator
  Teacher gives motivation and spirit to their students that can build the confidence from the students. A teacher as did not give a punishment if their student made a mistake in answering or doing exercise. But, the teacher will continue to support and motivate students to repair the mistake.

• Teacher must be a good resourcer
  Teacher must has more knowledge, in order to students get more information details.
• Teacher must be a good feedback provider
  Providing students with meaningful feedback can greatly enhance learning and improve student achievement.

J. Conceptual Framework
Teaching is usually regarded as something that teachers do in order to bring about change in learner. Teachers’ role is the main factors which provoke the learner attain their achievement in teaching-learning process. According to Brown, the teacher must know the step of effective teaching. The table below mentions the teacher must be done in teaching process:

<table>
<thead>
<tr>
<th>I. Pre-teaching</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. The teacher was well-prepared and well-organized in class</td>
<td></td>
</tr>
<tr>
<td>2. The teacher asked students’ presence</td>
<td></td>
</tr>
<tr>
<td>3. The teacher explained the learning objective of the material.</td>
<td></td>
</tr>
<tr>
<td>4. The teacher reviewed material and looked ahead to new material</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. While-teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher agglomerate students become some group</td>
<td></td>
</tr>
<tr>
<td>2. The teacher explained the material clearly, fluently, logic, and with appropriate speed.</td>
<td></td>
</tr>
<tr>
<td>3. The teacher implemented the method of teaching appropriate with student comprehension</td>
<td></td>
</tr>
<tr>
<td>4. The teacher knew when students get hard in comprehend the material.</td>
<td></td>
</tr>
<tr>
<td>5. The teacher used the media/technology to develop the material effectively.</td>
<td></td>
</tr>
<tr>
<td>6. The teacher showed enthusiasm to students while teaching.</td>
<td></td>
</tr>
</tbody>
</table>
7. The teacher was active in interacting to students.

8. The teacher has initiative and creativity.

9. The teacher gave the example and illustration the material well.

10. The teacher gave students chance to ask freely.

11. The teacher was able to answer the students’ question well.

12. The teacher threatened students fairly and appreciative.

13. The teacher gave a drill in every meeting.

14. The teacher asked students to do the exercise by grouping, arrange the sentence become a good paragraph.

15. The students can give feedback from the teacher explained.

16. The teacher corrected the result of students correctly, fairly and well.

**III. Post Teaching**

1. The teacher invited students to resume the material.

2. The teacher checked the students’ comprehensive by giving the question.

3. The teacher gave the spirit and motivated students to always study hard at home.

4. The teacher said greeting before leave the class.

*Adapted from H. Douglas Brown, Teaching by Principles (2007)*

Then, media is the important factor in teaching-learning activities; it purposes to make the students’ motivation and interest in teaching-learning activities. As Harmer cited some media to improve teaching learning, such as: (1) picture, it was utilized for several purposes and it can be used for multiple ways comprising: drilling, communication, understanding, ornamentation, predicting, and discussing. (2) realia is the real object or the replica of them. The benefit of using this is it is quite useful and intrinsically interesting. Moreover, realia also provides variety of language work and communication activities, (3) wall chart, (4) flash cards as a media can be used for various activities such as matching and ordering, selecting and card games, (5) tape recorder, (6) VCD, (7) workbook, it is a form
of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher.53

This study will be analyzed by using steps of Miles and Huberman after collecting the data. They stated in case study there are 3 steps:

- Data Reduction
- Data Display
- Verification

Furthermore, the explanation above can be seen in chapter III and the writer will present the result in chapter IV.

K. Relevant Previous Study

The first related study is a skripsi from Ismi Putri Rahma that mentioned the case study entitled “An Analysis of English Subject Lesson Plan to Its Syllabus in Context of English for Specific Purposes Program at Vocational School”. This study talking about the analysis of the lesson plan by using case study method. There are three instruments that she used of this study, the lesson plan on the syllabus, observation the classroom activities and the interviewing the teacher. The result of her study showed that the English teacher was good to make the lesson plan (RPP) that represents the syllabus for ESP students, but for the observation result showed the mismatching activities with the lesson plan.54

The second study entitled “Instructional Media in Teaching English to Young Learners: A Case Study in Elementary Schools in Kuningan” by Wildan Nurul Aini.55 This journal almost similar with the writer, they are the utilizing of method and some explanation of the research question that tried to investigate (1) the use of instructional media by the teachers in teaching English to young learners, (2) the problems that they encounter in using instructional media, also (3) problem solving of the media utilization challenges. This study was conducted in

elementary schools in Kuningan. To collect the data, the researcher employed observation and interview techniques. The result of the study indicated that there are five types of instructional media which are generally used by the teachers, comprising: (1) boards, (2) realia, (3) pictures, (4) books. The teachers faced challenges in both process of selecting and using instructional media. The strategy used to solve the problems during selection process was utilizing available media. Meanwhile, to overcome the problem during the use of instructional media were by requesting technician help, borrowing instructional media supply other class and preparing back-up instructional media.

The last related to this study by Astria Eka Prasasty with the title “An Analysis of The Types and The Factors Influencing The Code Switching Used by The Students in Classroom Activity”. The similarity of her study was the method that she designed by using case study. The aims of her study were to find out the types and the factors influencing the code switching used by students and the teacher in the third grade of MAN 1 Bandar Lampung. She used some steps in technique collecting data, she observed and recorded the activity, she transcribed the recorder by writing, then she utterances that consisted of code switching, she made the data into the table, the last, she analyzed the data based on the types and the factors of code switching. Moreover, the result of her study showed two types of code switching used by the students and the teacher and they were metaphorical and conversational code switching, the two factors influencing the code switching used by the students and the teacher, they were status and topic.\(^{56}\)

CHAPTER III
RESEARCH METHODOLOGY

This chapter is description of the research method used in this study. It consists of method and research design of the study, place and time of the study, subject of the study, technique of collecting data and technique of analysis data.

A. Method and Research Design

This research uses qualitative research. It means:

“… a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices… turn the world into a series of representations including fieldnotes, interviews, conversations, photographs, recordings and memos to the self.” – (Denzin and Lincoln in Ritchie)¹

Qualitative research involves looking in-depth at non-numerical data. Think of the word ‘quality’ when we think of qualitative data – we are taking deep, quality look at a phenomenon. Qualitative research consists of some methods, one of them is case study method. Some experts explained the nature of case study method, as Hancock and Algozzine they cited that case studies are intense to analyses and descriptions of a single unit or system bounded by space and time.² It means, case study is an elaboration of a case or multiple cases detailed, in depth data collection involving multiple sources of information rich in context and show about the reality phenomena. In addition, Cohen defines a case study is a specific instance that is frequently designed to illustrate a more general principle.³ It would seem reasonably clear that the study of an individual language learner is a case, and that the same can be said for the study of an individual classroom.

B. Place and Time of the study

The writer held research at the first year of junior high school SMPN 3 Tangerang Selatan, which is located on jl. Ir. H. Juanda, Ciputat Tangerang Selatan, Banten 15412.

In doing the study, the writer held the research at SMPN 3 Tangerang Selatan and the profil was mentioned below. The field research was done from February until March 2016.

- Profile of SMPN 3 Tangerang Selatan

Established in 1977 with No. Educational statistics: 201 280 310 002, S K: 0220/0/1981 and land area about 4,039 m², under the name of SMPN 2 Tangerang and confirmed as SMPN 2 in 1979. In February 1983 became an independent school by the name of SMPN 1 Ciputat. In 1999, subdistrict of Ciputat made SMPN 1 state junior high school changed the name to SMPN 2 Ciputat but its not too long time, and change again into SMPN 3 South Tangerang until now.

There are three basic orientation that has been determined for SMPN 3 Tangerang Selatan educational (1) language orientation (2) knowledge orientation (3) moral orientation. The total staff in this school almost 60 teachers, 7 persons for TU and 5 office boys, 3 securities, and 2 chefs. Total number of the students about 1200 persons. Those are divided into class 7.1-7.9, class 8.1-8.9 and class 9.1-9.9, with more than 45 for each class.

- Curriculum of SMPN 3 Tangerang Selatan

The curriculum is implemented at SMPN 3 Tangerang Selatan is the curriculum 2013. Which is applied to enlarge students knowledge them to follow further education, to develop their skills in line with the development of students competence in order they became a member of society.

- Facilities of SMPN 3 Tangerang Selatan

SMPN 3 Tangerang Selatan has two floors with 32 classes include bilingual, akseleration and regular class, a room for computer laboratory, a big teacher’s room, a headmaster’s house, three gardens, TU, four bathrooms, a mosque, and UKS for students, a library and canteen.
C. Subject of the Study

In this study, the writer wants to know how the teacher teaching writing descriptive text at the seventh grade students. So, the main subject of this study only the English teacher at the seventh grade. There are three English teachers at SMPN 3 Tangerang Selatan, but only one teacher that available. He is Mr. APN, S.Pd (initial). Actually, there are nine classes at the seventh grade, from 7.1 – 7.9. but, he just held one class, class 7.8 (Seven – Eight), he chose that class because the students was more calm than others. There are 42 students in class 7.8.

D. Technique of Collecting Data

Observation, documentation, and interview usually used to collect the data in qualitative research. As Ary said “case study use multiple methods, such as interviews, observation and archives, to gather data”. Before the writer began to make a documentation and interview, she observed the situation in the class and checking the preparation, pre-teaching, while-teaching and post-teaching of the teacher. Then, the writer makes a documentation while teaching and learning writing descriptive text. After getting data from observing and making document, the writer interviewed structure questions to the teacher and give the questionnaire to ten randomly students. Then, after getting the whole data, the writer crosschecked the result of students’ questionnaire and the result of teachers’ interview.

1. Observation

Observation is the act of careful watching and listening; the activity of paying close attention to someone or something in order to get information. It has some tools that can be used, such as field notes, audiotapes, videotapes, checklist and rating scale. By using video type recorder, checklist and some field notes, the writer completed the data descriptively.

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2. **Interview**

Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. For further analysis, all the data from interviewing the teacher in audio-taped was transcribed to gain the data concretely.

3. **Document**

Documentation is any communicable material, such as text, video, audio, CD or DVD, those tools can be used to explain some attributes of an object, system or procedure with some motion. A “document” is a collection of data, regardless of the medium on which it is recorded. Not only recorded, but also photograph is the good way to make good documentation. As Hancock stated photographs are a good way to collect information because with photograph we can capture in every single, both single shot and series shot.  

4. **Questionnaire**

A questionnaire is simply a ‘tool’ for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. After getting the data from observing and interviewing the teacher, the writer compared with the student’s statement by using questionnaire.

E. **Technique of Analysis Data**

The data of this research is analyzed by using Miles and Huberman:  

1. **Data Reduction**

   a. **Data from Observation**

   The data from observation was conducted by the writer to make her easier in reporting and getting the data evidence, this data analyzes about the teaching process from pre-teaching, whilst-teaching and post-teaching that was conducted by the English teacher in the classroom. This data was analyzed to answer the focus on this study.

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b. Data from Interview

This data was made for the English teacher in order to gain and complete the data after observing. This data was analyzed to answer the 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd}, 4\textsuperscript{th} and 5\textsuperscript{th} research question.

c. Data from Questionnaire

This data was made for students, in order to get the feedback from the students after they learned the material. Therefore, questionnaire was concluded that used to answer the 2\textsuperscript{nd} and 4\textsuperscript{th} research question.

d. Data from Documentation

The data from documentation covered about all of the teaching-learning process in the classroom. It was used to answer the 2\textsuperscript{nd}, 3\textsuperscript{rd}, and 4\textsuperscript{th} research questions and prove the focus of study.

After observing, interviewing and conducting questionnaire, the data was transcribed into the document data by the writer. Next, the writer chose one data which want to code, then the writer decided the observation data to be coded. The last, after coding the data, the writer tried to develop it into analyze paragraph.

2. Data Display

In this step, the writer displayed and explained the findings in tables, figures and constructing a narrative from the data that has found to response the research question. Also, the writer described some large meaning about the phenomenon based on personal views, comparisons with past studies or both.

3. Conclusion (Verification)

In this step, the writer determined the accuracy or credibility of the findings through strategies such as crosschecking the result/triangulation among the result of the teacher, students and expert theory.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter will show the description about the findings of the research based on the data were gathered during the research. It presents in the findings and discussion as follows: (a) Description of Teacher Teaching Approach, (b) Description of the learning objective of teaching writing descriptive text, (c) Description of using method of Teaching Approach, (d) Description of using material uses in Teaching Writing Descriptive text, (e) Description of using Media of Teaching Writing Descriptive Text and (f) Description of using Evaluation of Teaching Writing Descriptive Text.

A. Data Description

1. Learning Objective

According to PERMENDIKBUD 2013, the learning objective of learning English are to be able to communicate students’ ideas in speaking and writing, to get more knowledge, to enhance their reading ability and to understand what teacher explain then summarizing it by their own word.

Nowadays, curriculum 2013 has a main role to increase the education in this era. To make the syllabus is not easy, the teacher must have guide to make it appropriate to students’ need in every level. In curriculum 2013, KI-KD as a guide. KI-KD for seventh grade level in writing as follows:

- Memahami tujuan, struktur teks dan unsur kebahasaan dari teks deskriptif lisan dan tulisan tentang orang, binatang dan benda, sangat pendek dan sederhana.
- Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana1

Materials development and design is often mistakenly seen as unworthy of serious study, being an essentially a theoretical activity. According to syllabus of junior high school of curriculum 2013 the instructional materials used in teaching

1 Unknown, English Core Competencies and Basic Competencies (KI-KD), Peraturan Menteri Pendidikan dan Kebudayaan. Sekolah Menengah Pertama Kurikulum 2013, op. cit.
writing descriptive text at the seventh grade by implementing curriculum 2013 mentioned:

“Menyusun teks deskriptif lisan dan tulisan, sangat pendek dan sederhana tentang orang, binatang dan benda dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks”

Meanwhile, the answer of teachers’ interview, he said that the learning objective in teaching writing descriptive text is to make students easier to describe something, such as people character, object, animal and the environment, including the place they visited.

2. Method of Teaching

a). The using of scientific approach in implementing curriculum 2013 for junior high school

Table 4.1

<table>
<thead>
<tr>
<th>STEPS OF SCIENTIFIC APPROACH METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Unknown, Silabus Bahasa Inggris Sekolah Menengah Pertama Kelas VII Kurikulum 2013, Jakarta: PERMENDIKBUD, 2016.*
<table>
<thead>
<tr>
<th></th>
<th>The teacher gives a chance to the students to ask freely about descriptive text.</th>
</tr>
</thead>
</table>
| 3. | **Collecting information**  
To deepen the knowledge and skill that they have got.  
**Activity:**  
The students mention the characteristics that used in descriptive sentence. |
|   | In this step, the teacher applied the lesson plan well, the teacher asked the students to mention the language feature of descriptive text and the students can answer well. (see appendix 4) |
| 4. | **Association**  
The process to develop the eagerness to make a group and compare many idea and phenomenon, then memorize it.  
**Activity:**  
The students do the task by grouping, arrange some sentences that have been prepared by the teacher to be a good description. |
|   | In this step, the teacher did appropriate with the lesson plan. The teacher gave the exercise after giving the example, the teacher gave the exercise to describe people, then the students mentioned the adjective of descriptive text and wrote one of descriptive sentence. The students did the task with their group. (see appendix 4) |
| 5. | **Communication**  
Developing ability to present all the knowledge and skill that have been mastered or not, either oral or written.  
**Activity:**  
The teacher asks every group to make 1 sentence about |
|   | In this step, the teacher did the step appropriate as the lesson plan. The teacher asked the students to make 1 sentence from the dictation before. However, because of the students did it long enough, after finishing do the task, the teacher tried to analysis together with the students not by |
By looking at the copy of regulation attachment of education and culture minister no.68 year 2013 in Chapter II (Page 7), there are three approaches that compulsory to use. They are scientific approaches, integrated thematic approach and thematic approach. From those approaches, the government claimed that the scientific approach is the new approach that is reliable to handle the entire subject.

With regard to classroom procedure, the scientific approach is materialized in the learning cycle which comprises of five steps, namely: (1) observing (2) questioning, (3) collecting information, (4) associating, and (5) communicating. From the table 4.2, we can see that from five steps that should be implemented, the teacher did all the steps.

The first step of scientific method is appropriate with the teachers’ did. The teachers’ role in this step was give the example in front of the class. By saying “……….sekarang ada tambahan baru, untuk mendeskripsikan itu harus ada subjeknya, sama preposisi atau kata depan. Contohnya.. Andi is tall or Andi is fat, apa artinya? bisa juga the dog is ugly”. From a few of example, the students can be calm did not make a noisy. (see page 2 in appendix 4)

Then, the second step is also appropriate with the teachers’ did. The teachers’ role in this step was after giving the explanation and example, the teacher directly gave a chance to the students asked freely, however, they have to be polite. But, no one student asked, maybe they have understood about the material.

Next, the third step is also appropriate with the teachers’ did. The teachers’ role in this step was asked the students to mention the language feature of descriptive text and the students can answer well. It can stimulate the students to be more active. In fact, the students can answer the teachers’ question together and seem enthusiasm.

The last, in the fourth step is also appropriate with the teachers’ did which is in this step the teacher gave the exercise to re-write the writer talked to describe someone, after that, the students were offered by the teacher to mention the adjective of descriptive text and wrote one of descriptive sentence. The students
did the task with their group, even though in some groups there were some students who did not give a contribution to answer the question. There were some students keep silent and talk each other with their friend.

In the last step, the teacher also did appropriate the procedure of scientific approach step where the teachers’ role was ask the students to write one sentence of descriptive text for each group. But, the because of the students did it long enough, so, the teacher decided to mention it together. Besides that, by mentioning the answer together, the teacher expects the students that have not known can understand.

3. The Instructional Material

a. The Material that the Teacher Uses in Teaching Writing Descriptive Text

From the findings previously (see page 46) about the materials can be seen that different perspective between the teacher and the syllabus of curriculum 2013, the teacher said there are three kinds of writing descriptive text; description people; description place and description thing/object and he just used description of people, it similar with the result of class observation. (see appendix 4). The students used a book that covered the material, namely English 1 for grade VII of Junior High School.

4. Media in Language Teaching

a. The Media that teacher uses in teaching writing descriptive text

In applying teaching-learning writing descriptive text, the teacher should use the media to get students’ response and interest. However, there are the differences between the teachers’ interview result, the teachers’ observation result and students’ questionnaire result. In interview, he said that he used picture and internet, (see appendix 5) but in the real condition of the field, the teacher did not bring anything to teach, he just bring his gadget and sometime used the media from the textbook of the students (see appendix 4). The textbook is English 1 for Grade VII of Junior High School. In the other side, the students’ questionnaire result, some of students answered that they just used realia and textbook as the media. The table 4.3 showed the result of comparing the teachers’ observation, teachers’ interview and students’ questionnaire.
Table 4.2
MEDIA USED IN TEACHING-LEARNING
WRITING DESCRIPTIVE TEXT

<table>
<thead>
<tr>
<th>No</th>
<th>Media</th>
<th>The Writers’ Observation</th>
<th>Teacher’ Interview</th>
<th>Students’ Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pictures/photo</td>
<td>-</td>
<td>√</td>
<td>6 students</td>
</tr>
<tr>
<td>2.</td>
<td>Realia</td>
<td>√</td>
<td>√</td>
<td>4 students</td>
</tr>
<tr>
<td>3.</td>
<td>Wall chart</td>
<td>-</td>
<td>-</td>
<td>1 student</td>
</tr>
<tr>
<td>4.</td>
<td>Flash Card</td>
<td>-</td>
<td>-</td>
<td>1 student</td>
</tr>
<tr>
<td>5.</td>
<td>Tape Recorder</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>VCD</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Infocus</td>
<td>-</td>
<td>-</td>
<td>1 student</td>
</tr>
<tr>
<td>8.</td>
<td>Textbook/Workbook</td>
<td>√</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>Internet</td>
<td>-</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>Things in the Class</td>
<td>-</td>
<td>-</td>
<td>1 student</td>
</tr>
<tr>
<td>11.</td>
<td>None</td>
<td>-</td>
<td>-</td>
<td>2 students</td>
</tr>
</tbody>
</table>

From the table above, we can see that the similar opinion both teacher and students in teaching-learning writing descriptive text media by using picture.

5. Assessment and Evaluation
   a. Evaluation that the teacher gives in teaching-learning descriptive text

Based on the answer of the teachers’ interview, he conducted the test for the students were a written test about description people; he gave it in the next meeting when new material was turn. Before starting to deliver the new material, he divided the HVS paper to all the students in the class. Then, he gave the clear picture and instruction; he put the picture on the white board. If there was students could not see the picture, the teacher will come to her/him. Actually the teacher did not do it, he offered the student PPKT to change him. Then, the students were asked to describe it with no more 30 minutes by making a simple and short sentence. (see appendix 5)
b. Students Achievement

Although the teacher explained and gave an example while teaching-learning activity, the students’ achievement still low, it because many factors. After knowing the result of the test, the teacher gave the students’ score of descriptive test. It can be seen in the table below, total from 42 students who present at the test:

**Table 4.3**

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>GENRE</th>
<th>DESCRIPTIVE TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AH</td>
<td>L</td>
<td>72</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>P</td>
<td>47</td>
</tr>
<tr>
<td>3.</td>
<td>AAR</td>
<td>L</td>
<td>59,5</td>
</tr>
<tr>
<td>4.</td>
<td>ADV</td>
<td>P</td>
<td>58,5</td>
</tr>
<tr>
<td>5.</td>
<td>ARP</td>
<td>P</td>
<td>67</td>
</tr>
<tr>
<td>6.</td>
<td>AG</td>
<td>L</td>
<td>64,5</td>
</tr>
<tr>
<td>7.</td>
<td>AZ</td>
<td>P</td>
<td>83*</td>
</tr>
<tr>
<td>8.</td>
<td>ARZ</td>
<td>P</td>
<td>61</td>
</tr>
<tr>
<td>9.</td>
<td>AWM</td>
<td>L</td>
<td>81*</td>
</tr>
<tr>
<td>10.</td>
<td>AM</td>
<td>L</td>
<td>53</td>
</tr>
<tr>
<td>11.</td>
<td>BMR</td>
<td>L</td>
<td>62</td>
</tr>
<tr>
<td>12.</td>
<td>CPA</td>
<td>P</td>
<td>65,5</td>
</tr>
<tr>
<td>13.</td>
<td>DRP</td>
<td>P</td>
<td>69,5</td>
</tr>
<tr>
<td>14.</td>
<td>HR</td>
<td>L</td>
<td>51,5</td>
</tr>
<tr>
<td>15.</td>
<td>IK</td>
<td>L</td>
<td>62</td>
</tr>
<tr>
<td>16.</td>
<td>LA</td>
<td>P</td>
<td>59,5</td>
</tr>
<tr>
<td>17.</td>
<td>MAB</td>
<td>L</td>
<td>62,5</td>
</tr>
<tr>
<td>18.</td>
<td>MD</td>
<td>L</td>
<td>52</td>
</tr>
<tr>
<td>19.</td>
<td>MI</td>
<td>L</td>
<td>74,5</td>
</tr>
<tr>
<td>20.</td>
<td>MR</td>
<td>L</td>
<td>64</td>
</tr>
<tr>
<td>21.</td>
<td>MAM</td>
<td>L</td>
<td>87*</td>
</tr>
<tr>
<td>22.</td>
<td>MAY</td>
<td>L</td>
<td>55,5</td>
</tr>
<tr>
<td>23.</td>
<td>NAM</td>
<td>P</td>
<td>58</td>
</tr>
<tr>
<td>24.</td>
<td>NH</td>
<td>P</td>
<td>78*</td>
</tr>
<tr>
<td>25.</td>
<td>NA</td>
<td>P</td>
<td>73</td>
</tr>
<tr>
<td>26.</td>
<td>NHI</td>
<td>P</td>
<td>62</td>
</tr>
<tr>
<td>27.</td>
<td>NNSP</td>
<td>P</td>
<td>69,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>28.</td>
<td>OCR</td>
<td>P</td>
<td>86,5*</td>
</tr>
<tr>
<td>29.</td>
<td>RP</td>
<td>L</td>
<td>80,5*</td>
</tr>
<tr>
<td>30.</td>
<td>RSP</td>
<td>P</td>
<td>54,5</td>
</tr>
<tr>
<td>31.</td>
<td>RA</td>
<td>L</td>
<td>57</td>
</tr>
<tr>
<td>32.</td>
<td>RIJ</td>
<td>L</td>
<td>61,5</td>
</tr>
<tr>
<td>33.</td>
<td>SRP</td>
<td>P</td>
<td>59,5</td>
</tr>
<tr>
<td>34.</td>
<td>SMD</td>
<td>P</td>
<td>60</td>
</tr>
<tr>
<td>35.</td>
<td>SF</td>
<td>P</td>
<td>71</td>
</tr>
<tr>
<td>36.</td>
<td>SR</td>
<td>P</td>
<td>63,5</td>
</tr>
<tr>
<td>37.</td>
<td>TAA</td>
<td>P</td>
<td>73,5</td>
</tr>
<tr>
<td>38.</td>
<td>TDA</td>
<td>P</td>
<td>60,5</td>
</tr>
<tr>
<td>39.</td>
<td>UA</td>
<td>L</td>
<td>60,5</td>
</tr>
<tr>
<td>40.</td>
<td>VPA</td>
<td>L</td>
<td>72,5</td>
</tr>
<tr>
<td>41.</td>
<td>W</td>
<td>P</td>
<td>71</td>
</tr>
<tr>
<td>42.</td>
<td>WNR</td>
<td>L</td>
<td>56</td>
</tr>
</tbody>
</table>

*Student passed KKM (Standardize Score: 75)

| Lowest Student | Passed Student | Highest Student |

A = 80 – 100
B = 60 – 79
C = 40 – 59
D = 20 – 39
E = 0 – 19

Numerical:

A = I I I I I = 5 students
B = I I I I I I I I I I I I I I I I I I I I I I I = 24 students
C = I I I I I I I I I = 13 students
D =
E =

0 student

0 student
Students’ achievement in learning descriptive text, total from 42 students who present at the test:

\[
\begin{align*}
A &= 80 - 100 = 5 \text{ students} = \frac{5}{42} \times 100\% = 11.9\% \\
B &= 60 - 79 = 25 \text{ students} = \frac{24}{42} \times 100\% = 57\% \\
C &= 40 - 59 = 13 \text{ students} = \frac{13}{42} \times 100\% = 30.9\% \\
D &= 20 - 39 = 0 \text{ students} = \frac{0}{42} \times 100\% = 0\%
\end{align*}
\]

From the data above, it signs that most of the students score are under the standardize score in that school. The standardize score for English subject in SMPN 3 Tangerang Selatan is 75. However, only 6 students passed the standardize score and 36 students failed. The higher score is 87 and the lowest score is 47. Most of students got 5 to 6.

B. Data Interpretation

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but also a process how the students’ behavioral changes. In teaching his/her students, a teacher must consider their roles towards students’ development in learning, especially writing. The various strategies and materials must be prepared by the teacher when she/he is teaching writing. Generally, the objective in teaching writing descriptive text is to make students easy in describing someone’s character and physical simply.

Teaching material, teaching method, teaching media and teaching assessment are the components of teaching-learning process, however, the main essential aspect comes from the teacher itself in teaching approach. If the teacher does not
conduct the components above well, the students will not get anything. From the observation which is conducted by the writer, she gained some documents of pre-teaching, while-teaching and post-teaching. As a good teacher, she/he should deliver the material appropriate the steps of effective teaching, in order to the students can get the material clearly and can understand. Some teachers perhaps have known about the way to teach well. But, she/he sometimes does no pay attention about it. Besides, the teacher must know about the objective of teach the materials itself. The table 4.1 will explain the deficiency of teachers’ did base on the expert theory:

1. Teacher Teaching Approach
   a. Inappropriateness the teachers’ did between pre-teaching, whilst-teaching, post-teaching and expert theory.

**Table 4.4**

**STEPS OF EFFECTIVE TEACHING STYLE FOR WRITING**

<table>
<thead>
<tr>
<th>Expert Theory</th>
<th>Activities</th>
<th>Teachers’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: <em>Directions.</em></td>
<td>The teacher ensure the students know what they will do and why.</td>
<td>In fact, the teacher only did not the first activities. He just gave salam, but did not ask the students to pray together, however, he directly start to teach. (see appendix 4)</td>
</tr>
<tr>
<td></td>
<td>Direction and demonstrations’ step include in pre-teaching, there are 4 activities that the teacher should do in pre-teaching:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) The teacher should accost the students by greeting and saying salam, then pray together.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) The teacher should absent the students’ presence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) The teacher should</td>
<td></td>
</tr>
<tr>
<td>Step 2: <em>Demonstrations.</em></td>
<td>The teacher shows the students how to be an effective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

readers and writers work.

4) The teacher should review the passed material and connect to the new material. (see appendix 1)

**Step 3: Modeling**  
The teacher explains the rules and conventions of language features and kinds of the material.

**Step 4: Scaffolding.**  
The teacher supports and motivates the students early effort and build security and confidence.

**Step 5: Explanation.**  
The teacher explains the clarify and exemplify the best ways of working.

**Step 6: Questionning.**  
The teacher explains the aim of learning the material.

From 16 activities in this step, the teacher did not do 4 activities, as follows;  
1) The teacher did not explain the materials clearly, fluently, logic, pull out.
2) The teacher explained too fast, so, the students could not understand.
3) The teacher could not show the enthusiasm, interest.
4) The teacher could not show initiate and creativity to improve the material. (see appendix 4)
<table>
<thead>
<tr>
<th>Step 7: <strong>Exploration.</strong> The teacher encourages full student participation in class and positively reinforced the students to explore their critical thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 8: <strong>Investigation.</strong> The teacher knew when the students having trouble understanding.</td>
</tr>
<tr>
<td>Step 9: <strong>Discussion.</strong> The teacher can shape and challenge</td>
</tr>
<tr>
<td>5) The teacher uses the media/technology to develop idea and students potentials.</td>
</tr>
<tr>
<td>6) The teacher can show the enthusiasm and interest to the students.</td>
</tr>
<tr>
<td>7) The teacher is active and can make a good interaction with the students.</td>
</tr>
<tr>
<td>8) The teacher has an initiate and creativity to improve the material.</td>
</tr>
<tr>
<td>9) The teacher gives a good example and illustration.</td>
</tr>
<tr>
<td>10) The teacher gives the students’ opportunities to ask freely, however have to polite.</td>
</tr>
<tr>
<td>11) The teacher able to answer the student’s question well and appropriate.</td>
</tr>
<tr>
<td>12) The teacher treats the students fairly.</td>
</tr>
<tr>
<td>13) The teacher does drilling frequently.</td>
</tr>
<tr>
<td>14) The teacher gives the exercise appropriate with the example that has</td>
</tr>
</tbody>
</table>
the students’ developing ideas. explained.  
15) The students can respond what the teacher given well.  
16) The teacher corrects the students result fairly and appropriate. (appendix 1)  

<table>
<thead>
<tr>
<th>Step 10: Reflection and Evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher helps the students to learn from experience, successes and mistakes.</td>
</tr>
</tbody>
</table>

| There are reflection and evaluation step, those are the last step in effective teaching (post-teaching). There are 4 activities that the teacher should do, as follows;  
1) The teacher invites the students to summarize the materials.  
2) The teacher checks the students’ comprehension by giving the question as stimulation.  
3) The teacher gives the spirit and motivates the students to study hard at home.  
4) The teacher says salam before leaving the class (see appendix 1) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In fact, the teachers’ did not do 3 activities, he did not give the spirit and motivate the students, he just gave slight of summarize and directly left the class. (see appendix 4)</td>
</tr>
</tbody>
</table>

From the table 4.1 above, we can see inappropriateness between the expert theory and teachers’ did of those steps in pre-teaching, while-teaching and post-teaching. Inappropriateness should not happen if the teacher implemented and understood the principles of those steps.

Inappropriateness in pre-teaching steps happen in the first activity, he did not ask the students to pray together. In the observation transcription, the teacher...
directly divided the students into a group. He directly said by the opening section “Assalamualaikum warah matulohi wabarokatuh, oke ayo sekarang buat ke..lompok, boleh lima orang atau enam orang, cepat!!”. He should do the activity appropriate the steps that the teacher enter the class ready, say salam to all students in the class with the spirit, then pray together, checking the presence of the students, explain the aim of learning the material, and review passed material to connect to the new material.

Inappropriateness in whilst-teaching steps happens in the second, sixth, eighth, and thirteenth activity where the teacher did not supposed to do. He did not explain the material clearly and harmony, whereas have been fluent and logic. Then, he delivered the material too fast and become some students did not understand, it similar with the result of students’ interview, “pak agit cepet banget jelasinnya, jadi ga jelas” said one of the students (see appendix 6). The teacher used someone to be a media but the teacher did not used technology. Also did not give the students enthusiasm/interest and less initiative/creativity, also did not do drill the material.

The last inappropriateness in post-teaching steps happen in the second, third and fourth activity where the teacher did not give the spirit and motivation to the students, he just concluded and checked the student’s comprehension then went out from the class. By saying “baiklah anak-anak, kita cukupkan materi untuk mendeskripsikan hari ini, sekarang siapa yang belum paham dan ingin bertanya? Ayo bapak persilahkan, gausah malu-malu, gausah ragu-ragu”. No one student asked. The class was getting crowded and the teacher directly went out from the class before closing (see appendix 4)

2. Teachers’ Role and Instruction

a). Lack of motivation

According to Harmer, “Teacher must be a good role player in the class. Such a motivator, resources and feedback provider”\(^4\) it means, one of the teacher principal roles in writing task will be to motivate the students, creating the right

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condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences. However, based on the result of observation, students’ interview and questionnaire, the teacher has lack motivation in teaching-learning process. In pre-teaching step, we can see that he did not have spirit and readiness to teach; he just did what he wants. In while-teaching step, the teacher explained the material too fast, so, some of students did not understand, after giving the example, whereas the students were noisy, he did not handle it, he directly gave the exercise, after that he let them to discuss by their group, meanwhile, he played her gadget and sometime receive a phone call. Besides that, he was less movement to check the students doing. Also, in the last step, the teacher hurried to go out, so, he did not have sufficient time to re-check their comprehensive even to say salam.

b). **Clear instruction**

Based on the result of students’ interview and questionnaire, they said that the teacher has good instruction to do the tasks, but just the teaching speed was too fast and the time was too short, so, the students can not complete the answer and teaching-learning process seems did not maximal. (see appendix 4 and 6)

3. **Teaching and Learning Difficulties during the Lesson**

a). **Teacher**

As the teacher answer in interview, the teacher said that there were two difficulties in teaching writing descriptive text, such as; find naughty and lazy students, because they tend to be more silent and did not spirit to study. Then to anticipate it, he invited them to drilling in order to they can remember the words. Also, the teacher explained the difficulties of the students in learning writing descriptive text, such as; first, they perhaps did not understand or know about the meaning and vocabulary, especially adjective in a sentence. Second, they enough difficult to make a good sentence, because of that, they become lazy and did not have spirit to do the tasks. (see appendix 5)
b). Students

The teacher statement above similar with the result of students’ questionnaire, most of them stated that the difficulties in learning writing descriptive text such as; (a) find the meaning of the word, (b) find the adjective of the sentence, (c) difficult to make a sentence. In addition, and (d) the teacher was too fast in explaining the material.

This study is focused on finding the teacher teaches writing descriptive text at the seventh grade students. There are many question from the focus of study, such as: (1) the learning objective of the teacher in teaching writing descriptive text, (2) the method that the teacher used in teaching writing descriptive text at the seventh grade, (3) the material that the teacher given in teaching writing descriptive text at the seventh grade, (4) the media that the teacher used in improving teaching writing descriptive text at the seventh grade and (5) the evaluation that the teacher given in teaching writing descriptive text at the seventh grade.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that conducted by the writer, it can be concluded from the teacher are:

(1). The aim of seventh grade students learns descriptive text was to make them easier in describing something.

(2). The scientific approach is the best method for junior high school and the teacher can apply the steps of method well base on the lesson plan.

(3). The most media that the teacher used is picture.

(4). The instructional material that has explained by the teacher is inappropriate with the syllabus. The teacher should teach explained 3 materials but he just taught one material. The material can be studied in textbook used by students at class and at home, namely; English 1 at the seventh grade of junior high school.

(5). By using Formative test, to evaluate students’ ability in writing descriptive text. From 42 students only 6 that passed the KKM (75).

There are still some activities that the teacher should be done, but he did not, from pre-teaching step, while-teaching until post-teaching. The teacher did not do 8 activities from 24 effective teaching activities. Fortunately, the teacher gave the instruction well and clearly in explaining the material. However, the teacher has difficulties in teaching writing descriptive text, such as found naughty and lazy students, the writer thought all difficulties caused lack of motivation from teacher to the students.
B. Suggestion

After writing down the conclusion above, the writer tries to give some suggestions, especially to the English teacher, to the other person who concern on the teaching-learning activities and also the other elements of education. Here are some suggestions that can be given by the writer for the teacher:

1. The steps of pre-teaching, while-teaching and post-teaching should not be neglected because their function as the main reference to reach the learning objectives.

2. The teacher should give the students motivation constantly in order to the students always have spirit to study English.

3. Teaching at the seventh grade of junior high school should not teach too fast. Because, at the seventh grade, the students just still adapted from elementary school.

4. Pictures are the important media in teaching writing descriptive text, it should be used in teaching learning activities because they will encourage the students’ interest and also can present abstract into the real one, therefore, the materials can be clearly understood by the students.

5. The suggestion written above will give positive impacts for the English teachers and also will give usefulness for all teacher to complete the ways of teaching-learning activities in the classroom.
APPENDICES
# OBSERVATION INSTRUMENT

**Place of Observation**: SMP Negeri 3 Tangerang Selatan (Class 7.8)

**Date of Observation**: March 21\(^{th}\), 2016

**Time of Observation**: 07.00 – 08.20 a.m

**Teacher’s Name**: Mr. APN, S.Pd (initial)

**Observer**: NK (initial)

**Number of Students**: 43 (Fourty-Three)

**Material**: Writing Descriptive Text

<table>
<thead>
<tr>
<th>No</th>
<th>Deskripsi Kegiatan</th>
<th>Pelaksanaan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Pembukaan (Pre-Teaching)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Guru masuk ruang kelas dan menyapa siswa dengan salam dan kemudian berdoa.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Guru menanyakan siswa yang tidak hadir.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru mengingatkan materi yang lalu dan menghubungkan dengan materi baru yang akan dipelajari.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Penyajian (Whilst-Teaching)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru menjelaskan materi deskriptif teks dengan jelas, lancar, logis, runtut dan dengan kecepatan yang sesuain dengan tingkat pemahaman siswa.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru menerapkan metode mengajar sesuai dengan kemampuan siswa.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru mengetahui ketika siswa mengalami kesulitan dalam memahami materi deskriptif teks.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru menggunakan media/teknologi untuk mengembangkan materi deskriptif teks secara efektif.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Guru memberi contoh dan ilustrasi materi deskriptif teks dengan baik dan dapat dipahami siswa.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guru memberikan kesempatan kepada siswa untuk bertanya tentang deskriptif teks yang sudah dijelaskan.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Guru mampu menjawab pertanyaan siswa dengan seksama dan</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Guru memberi latihan (drill) materi deskriptif teks yang sudah dijelaskan sesuai kemampuan siswa. √

14. Guru meminta siswa mengerjakan secara kelompok, menyusun beberapa kalimat yang sudah disediakan menjadi sebuah paragraf deskriptif teks. √

15. Para siswa dapat merespon dengan baik dan merasa terlibat dalam memahami materi deskriptif teks. √


C. Penutup (Post-Teaching)

1. Guru mengajak siswa untuk menyimpulkan pelajaran deskriptif teks yang telah dijelaskan. √

2. Guru mengecek pemahaman siswa dengan mengajukan pertanyaan mengenai ciri-ciri teks deskriptif. √

3. Guru memberi semangat dan memotivasi siswa untuk terus belajar materi deskriptif teks di rumah, agar mampu mendeskripsikan seseorang, hewan, tempat dan benda disekitar. √


Adapted from H. D. Brown, Teaching by Principles (2007) and English syllabus of curriculum 2013 for 7th grade.
INTERVIEW INSTRUMENT

Place of Interview: Library of SMP Negeri 3 Tangerang Selatan
Date of Interview: March 22th, 2016
Time of Interview: 10.00 – 10.45 a.m
Interviewee: Mr. APN, S.Pd (initial)
Interviewer: NK (initial)
Material: Writing Descriptive Text

1. What is the learning objective in teaching writing descriptive text at the seventh grade students?

2. What is the curriculum that implemented in this school?

3. What is the method that you use while teaching writing descriptive text at the seventh grade students?

4. What is the materials that you use while teaching writing descriptive text at the seventh grade students?

5. What is the media/technology that you use while teaching writing descriptive text at the seventh grade students? How would you incorporate technology in teaching writing descriptive text at the seventh grade students?

6. What is the indicators in teaching writing descriptive text at the seventh grade students?

7. What is the problem while teaching writing descriptive text at the seventh grade students?

8. What is the seventh grade students’ difficulties in learning writing descriptive text?

9. How do you deal with the unmotivated students in learning writing descriptive text?

10. Have all the indicators needed in teaching writing descriptive text at the seventh grade been achieved?

11. How do you evaluate the seventh grade students’ in writing descriptive text?

12. After you explain the material, is there any relevancy between students’ daily score and students’ final score in writing descriptive text at the seventh grade students?

13. Have the students’ ability in descriptive text reached the KKM score?

Adapted from Career Service Center at University of Delaware 2013 and Syllabus of Curriculum 2013.
ANGKET UNTUK SISWA

Adik-adik pelajar SMPN 3 Kota Tangerang Selatan Yth,

Untuk mendapatkan kelengkapandata dari skripsi saya, adik-adik dimohon untuk menjawab beberapa pertanyaan dibawah ini.

Jawablah pertanyaan-pertanyaan yang ada sesuai dengan keadaan yang sebenarnya. Kerahasiaan dari jawaban yang adik-adik berikan akan dijamin sepenuhnya dan adik-adik tidak perlu menuliskan nama. Atas bantuanannya, saya ucapkan terima kasih.

Petunjuk: Jawablah dikertas ini, dengan cara mengisi isian atau memberi tanda silang (X) pada bagian dan pilihan yang tersedia sesuai dengan keadaan yang ada.

A. MATERI PELAJARAN

1. Apakah anda memahami materi deskripsi teks yang dijelaskan oleh bapak guru anda?
   a. Ya
   b. Tidak

2. Bahasa pengantar apakah yang digunakan oleh bapak guru anda selama menyampaikan materi deskriptif teks?
   a. Inggris saja
   b. Indonesia saja
   c. Campuran antara Bahasa Inggris dan Indonesia

3. Kesulitan apa yang anda dapat ketika belajar deskripsi teks? (Tuliskan)
   a..............................................................................................
   b..............................................................................................
   c..............................................
   .................................................

4. Materi apa saja yang bapak guru anda ajarkan ketika mengajar deskriptif teks?
   a. mendeskripsikan orang saja.
   b. mendeskripsikan hewan/benda saja.
   c. mendeskripsikan suatu tempat saja.
   d. Semua benar
   e. Lainnya, jika ada, tuliskan………………………………...

B. LANGKAH-LANGKAH PEMBELAJARAN

5. Apakah bapak guru anda menjelaskan materi deskriptif teks dengan baik dan jelas?
   a. Ya
   b. Tidak

6. Apakah bapak guru anda memberikan contoh terlebih dahulu sebelum memberi latihan dalam belajar deskriptif teks?
   a. Ya
   b. Tidak
7. Apakah guru anda memberi kesempatan kepada anda untuk bebas bertanya dalam belajar deskriptif teks?
   a. Ya
   b. Tidak

8. Apakah bapak guru anda memberikan motivasi yang cukup kepada anda dalam mengajar deskriptif teks?
   a. Ya
   b. Tidak

C. SUMBER PEMBELAJARAN
9. Apakah anda mempunyai buku pelajaran Bahasa Inggris?
   a. Ya
   b. Tidak

10. Selain buku teks Bahasa Inggris, apakah anda memiliki buku sumber yang lainnya?
    a. Ya
    b. Tidak

11. Dalam mengajar, apakah Bapak guru anda menggunakan media (alat bantu mengajar)?
    a. Selalu
    b. Kadang-kadang
    c. Tidak Pernah

12. Jenis media (alat bantu mengajar) apakah yang bapak guru anda gunakan dalam mengajar deskriptif teks?
    a. Gambar-gambar/foto
    b. Benda yang nyata/realita
    c. Wall Chart
    d. Flash Card
    e. Tape Recorder
    f. VCD
    g. Infocus
    h. Internet
    i. Workbook/textbook
    j. Lainnya, jika ada, sebutkan ..............................................

13. Pada waktu guru anda menggunakan media (alat bantu mengajar) ketika mengajar. Apakah media itu memudahkan anda dalam memahami pelajaran deskriptif teks?
    a. Ya
    b. Tidak

14. Apakah media (alat bantu mengajar) pembelajaran itu sangat membantu bagi anda dalam proses belajar mengajar, terutama dalam meningkatkan motivasi, semangat dan ketertarikan anda terhadap pelajaran deskriptif teks?
    a. Ya
    b. Tidak. Karena.................................................................

D. TEKNIK PEMBELAJARAN
15. Bagaimanakah teknik yang digunakan guru anda ketika mengajar writing deskriptif teks?
    a. Membuat Group
    b. Individu (sendiri-sendiri)
16. Jika membuat group, apakah guru anda suka memperhatikan kelompok anda?
   a. Ya
   b. Tidak

17. Jika individu (sendiri-sendiri), apakah guru anda menjelaskan dengan baik jika anda merasa ada yang tidak paham?
   a. Ya
   b. Tidak

E. EVALUASI / PENILAIAN PEMBELAJARAN
18. Apakah bapak guru anda memberikan tugas harian pada setiap akhir pertemuan materi deskriptif teks?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah

19. Apakah bapak guru anda memberikan nilai yang adil dan sesuai pada setiap siswa?
   a. Selalu
   b. Kadang-kadang
   c. Tidak Pernah

20. Apakah evaluasi yang sering bapak guru anda gunakan dalam pelajaran deskriptif teks?
   a. Formatif (Ulangan harian setelah pertemuan)
   b. Summatif (UTS dan UAS)

21. Dalam bentuk apakah tes evaluasi yang bapak guru anda berikan kepada anda dalam pelajaran deskriptif teks?
   a. Tes tertulis
   b. Tes lisan
   c. Tes tertulis dan lisan

22. Apakah bapak guru anda memberitahukan terlebih dahulu kepada anda sebelum ulangan dilaksanakan dalam pelajaran deskriptif teks?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah

23. Apakah nilai anda pada pelajaran deskriptif teks sudah mencapai KKM (75)?
   a. Ya
   b. Tidak

THANKYOU

Adapted from Descriptive Text RPP of seventh grade Curriculum 2013
At 07.05 o’clock, Mr.APN invited and gave me a chance as a researcher to follow him. He wanted to teach at class 7.8. When we arrived at the class, he gave salam. Then, he directly screamed loudly to instruct the students make a group that consist of four to five persons for each group. They might choose the members freely. “Assalamualaikum warahmatulloh wabarokatuh, oke ayo sekarang buat ke..lompok, boleh lima orang atau enam orang, cepat!!” he said. After three minutes, the teacher counted from ten to one to finish make grouping. They were very noisy and the class become crowded. “Sudah ya, bapak itung dari sepuluh kalian sudah harus duduk sesuai dengan kelompok kalian. Se..puluh.. sem..bilan.. de..lapan.. tujuh.. enam.. lima.. empat.. tiga.. dua.. sa.. satu.. stop!! Sudah duduk dan tidak ada yang boleh berisik lagi” he added. Then, the teacher asked them about who was absent at that time. “siapa yang hari ini tidak masuk?”, “Reyhan” the students said softly. “Jadi hanya tinggal Raihan ya? Just Raihan ya” he asked. “sama Anisa pak..” the students answered together. “Annisa juga gak masuk? Dia kemana?” he added. “gak tau..” one of students said. Then the teacher explained the students about the attendances me, “oya, hari ini kita kedatangan tamu, what will she do? Apa yang akan dilakukannya? Mau apa sebenarnya? Nanti kakanya akan menjelaskan mau ngapain kakanya dateng, oke kak silahkan..”. He gave me a chance to inform my purpose come to the their class. “Assalamualaikum warahmatulloh wabarokatuh..”. “walaikumsalam…..” they said. “hi good morning everbody, how are you today?” I added. “Good morning too ka.. fine..” they
answered. “Oke, my name is NK (initial) here, I just want to see you to study descriptive text, hari ini kk mau lihat kamu belajar deskriptif teks ya, Cuma mau lihat aja kamu sudah bisa atau belum dalam belajar mendeskripsikan sesuatu” I said. “ih namanya sama kaya kaka PPKT nya.. belom ka, tapi tau dikit-dikit…” said some of students suddenly. “nah, oleh sebab itu nanti selama belajar akan kk liat.. oke bisa kita mulai ya sekarang?” she added. “bisaaaaaaaaaaaaaa…..” They said loudly. Then, the teacher held the class again and the researcher prepared the field notes, to make documentation by taken a position in back side of the students chairs and in the right corner of the class. The teacher was helped by PPKTs’ student, because at that time PPKT was running.

Spending about 15 minutes for rearranged groups and gave the objective of the researchers’ presence. Time showed 07.20 a.m. The teacher begun to explain students about the aim of study descriptive text. There was no noisy or impolite attitude from the students to the teacher while explaining the material. After that, the teacher remembered the past material about descriptive text and connected with new material that they have not known before. “Yo, sekarang kita belajar dekriptif teks, tujuan belajar ini supaya kalian bisa mendeskripsikan fisik atau karakter seseorang, hewan, benda atau tempat yang kalian kunjungi, coba sekarang bapak mau tanya materi yang kemaren apa aja? Siapa yang bisa menyebutkan?” he asked. “kata sifat pak..” said some of students. “ya betul.. sekarang ada tambahan baru, untuk mendeskripsikan itu harus ada subjeknya, sama preposisi atau kata depan. Contohnya.. Andi is tall or Andi is fat, apa artinya bisa juga the dog is ugly” He added. “Andi tinggii…. Andi gendutt…” said the students together. “ya good, ada juga yang begini Bunga has a long hair, apatuh artinya ayo?” asked the teacher again. “Bunga punya rambut panjang..” scream some of students.

07.30 a.m, the teacher started to give the material. The teacher asked for the students about the characteristics of descriptive text and he pointed one of the groups, “coba group empat, sebutkan ciri-ciri kalimat deskriptif teks! Siapa yang bisa? Ayo Risma, Azan?” he said. “kata sifat pak.. iya harus ada kata sifatnya pak” said the members of fourth group. “oke, other groups? Ayo grup lain siapa yang mau menjawab?” he asked. All of the student keep silent and the teacher said “tidak ada yang mau menjawab lagi? Baiklah, sudah siap?”. After that, the teacher called the PPKTs’ student and me to move forward in front of the class. The teacher said again “sudah ada ka Nandia dan ka Nadya, nanti ka Nadya akan mendeskripsikan ciri-ciri dari ka Nandia.. Tugas kamu adalah mencatat kata sifat yang kamu dengar dari ka Nadya, tugas yang kedua tuliskan satu kalimat deskripsi yang disebutkan ka
Nadya, misalnya, Rivaldi has a big eyes. Paham? Tugas yang ketiga kamu sebutkan kata sifat sebanyak-banyaknya yang kamu ketahui apa aja. Bisa dimulai?” asked one of student. “oh perwakilan saja, nanti yang tidak mencatat membantu untuk mendengarkan. Oke bisa dimulai?” the teacher said.

Then, 07.45 a.m, the researcher described the PPKTs’ student, “oke listen to me, Miss Nandia is beautiful, she is not too tall but not too short. She has sharp nose, she is fat, she has white skin, she has slanting eyes, and she is smart.” After finishing describe it, the teacher offer the students to start make a task, “kalian sudah dengar pertanyaannya, sekarang coba tuliskan, untuk tugas kedua, kamu buat kalimatnya, untuk tugas yang ketiga, kamu tulis kata sifat yang kamu ketahui sebanyak-banyaknya, kalau bingung tulisannya, boleh liat di buku paket. Selama 10 menit, tolong yang menulis jangan hanya satu orang saja tapi semuanya menulis, kata sifatnya saja, 10 menit dari sekarang, setelah itu dikumpulkan, semuanya menulis” he said. “yah bentar banget pak.. tambahin kek pak waktunya..” said the student.

The situation of the class become crowded and busy. The teacher played his handphone and sometimes show it to the student PPKT, suddenly his phone was ringing and he answered “Halo, oh iya bu saya lagi ngajar, nanti deh abis ini selesai ya bu, saya kesana, oke oke, makasih bu”. Meanwhile, the students talked each other. Not long time, the teacher walked to every group and asked them about the task. Ten minutes passed and the teacher scream “oke, sekarang tugasnya kumpulkan sudah 10 menit, ayo baapak hitung ya, sepuluh.. sembilan.. delapan.. tu..juh.. e..nam.. li..ma.. em..pat.. tiga.. dua.. sa.. satu..” . “aduh pak saya ada yang belom nih, bentar pak” said some students.

Time showed 07.55 a.m, the teacher mentioned about the researcher dictation, “oke sekarang kita bahas dari yang kak Nadya deskripsiin tadi, coba dari kelompok pertama dulu”. The teacher took the marker and offered the student PPKT to write that he said. “Nandia, sini tolong bantuin saya tulis apakah yang saya omongin ya”. The teacher said. “oke pak” student PPKT said. “ada berapa kata sifat yang kak Nadya omongin tadi?” asked the teacher to the students. “ada lapan pak..” they screamed loudly. “yo coba sebutkan apa aja kata sifatnya dan satu untuk kalimatnya?” he said. One of member group one said “beautiful, tall, white. She is beautiful”. The PPKTs’ student wrote on the whiteboard. “hanya tiga saja yang kamu dengar?” asked the teacher to group one. “oke next group two, kelompok dua mana? Ayo sebutkan apa aja beserta kalimatnya ya” he added. “beautiful, tall, short, fat, white, skin. She is big eyes” said the second group. “lanjut kelompok tiga..” the teacher said. “beautiful, tall, short, fat, skin, smart, big. She is smart” said the third group. “oke kelompok empat?” the
teacher said. “kita sama pak sama kelompok satu. Kalimatnya she is white skin” said one of the member. “oke grup lima” teacher said. “kita sama ama grup empat pak, tapi kita ga ada skin nya. She is beautiful” said one of the member. “ooke kelompok enam?” said the teacher. “beautiful, big, sharp, smart, tall. She is short” said one of the member. Suddenly there were laugh “hahahahaha parah lu ngatain ka Nandia pendek” said one of the student. “sssst…. sudah sudah…. kelompooook tujuh?” said the teacher. “beautiful, tall, big, smart, fat, short, skin, white” said one of the member. “yang terakhir, kelompok delapan..?” said the teacher. “beautiful, tall, short, fat, big, sharp, white, skin, smart” said one of the member. “oke sudah semuanya, sekarang coba kita tanyakan pada kak Nadya ya, who is the best? Is it correct or not? Silahkan kak Nadya..” said the teacher. “Ya.. yang betul adalah, beautiful, tall, short, big, smart, sharp, white skin, fat.” said the researcher. “jadi, yang paling lengkap adalah kelompok…. Yak.. delapan delapan…” said the teacher. “yeayyyyyyyyy kita menang, yoi kita menang coyyyy” they screamed to others group. The teacher gave the explanation about how make a descriptive sentence, he explained fluently, and logical, but unclear and pull out. He seemed, give it by his thought only, he should explained the material appropriate with the usage. Besides, the teacher gave the explanation by using speed inappropriate with student’s comprehension.

After doing the first task, time showed at 08.05 a.m, the teacher said “masih ada tugas terakhir yang harus kalian sebutkan, ayo kelompok satu mana? Sebutkan apa saja kata sifat atau adjective yang sudah kalian tulis dan kalian ketahui?”. The member of group one was silent, and it wasted the time. Another student shouted “ah lama lu buruan, woy pada diem aja, lama luuu”. Then the teacher come to their table, and took the book. The teacher said “ka Nandia tulis ya, beautiful, smart, tall, short, big, small, sharp, short. Kelompok satu menulis delapan kata. Yo kelompok dua?”. “Beautiful, ugly, small, big, stupid, smart, tall, short, thin, fat, long, handsome, sharp” said the member of second group. “oke tigabelas kata selanjutnya kelompok tiga?” said the teacher. “Beautiful, ugly, small, big, stupid, smart, tall, short, thin, fat, long, handsome, sharp, far, near, sad, happy, angry” said one of the member. “delapan belas kata. Next, kelompok empat?” said the teacher. “Beautiful, ugly, small, big, stupid, smart, tall, short, fat, long, handsome, sharp, far, near, sad, happy, angry, kind” said some members. “wah sama juga ya delapan belas, sekarang kelompok lima?” said the teacher. In the middle of the activity, there were some students who sleep, talk to his/her friend and hit the table to sing a song, but the teacher did not what they were doing. He still continued the teaching. Then some members of group five said “Beautiful, ugly, small, big, stupid, smart, tall, short, fat, long, handsome, sharp, far, near, sad, happy, angry, kind, thin, good,
slanting, hungry, full” . “wow kelompok lima lebih banyak dari kelompok lain. Dua puluh tiga kata” said the teacher. “wes yoi dong manteppp kita gitu loh” shout members of group five. “oke kelompok enam?” said the teacher. “Beautiful, ugly, small, big, stupid, smart, tall, short, fat, long, handsome, sharp, sad, happy, angry, kind, thin, good, slanting, hungry” said the members. “kelompok enam ada dua puluh kata, ayo kelompok tujuh harus lebih banyak ya” said the teacher. “Beautiful, ugly, small, big, stupid, smart, tall, short, fat, long, handsome, sharp, far, near, sad, happy, angry, kind, thin, good, slanting, hungry, full” said the members. “wah kelompok tujuh sama ya sama kelompok lima” said the teacher. Then the seventh group laughed and clapped hand “wooo sama hahahahah” said the boys of seventh group. “oke oke, sudah.. kelompok terakhir ayo sebutkan?” said the teacher. “Beautiful, ugly, small, big, stupid, smart, tall, short, fat, long, handsome, sharp, far, near, sad, happy, angry, kind, thin, good, slanting, hungry, full, diligent, lazy, bad, light, dark” said the members. “wahhhh ternyata yang paling banyak adalah kelompok delapan, tepuk tangan untuk kelompok delapan..” said the teacher. “yeeeeeeyyyyyyyyyyyyyyyyyyyyyyyyyyy…. Kita menang yyyyyyyyyyyyyyyyyy” the members of group eighth was shout.

At 08.20 a.m the bell was ringing. It should the material for teaching-learning descriptive text done, but the class has not finished. The teacher said “baiklah anak-anak, kita cukupkan materi untuk mendeskripsikan hari ini, sekarang siapa yang belum paham dan ingin bertanya? Ayo bapak persilahkan, gausah malu-malu, gausah ragu-ragu”. No one students asked. The class was getting crowded and the teacher directly went out from the class before closing at 08.26 a.m
TRANSCRIPTION OF TEACHERS’ INTERVIEW

Place of Interview: Library of SMPN 3 Tangerang Selatan
Date of Interview: March 21\textsuperscript{th}, 2016
Time of Interview: 10.00 – 10.45
Teacher’s Name: Mr. APN, S.Pd (Initial)
Interviewer: NK (initial)
Material: Teaching Writing of Descriptive Text

NK: Apa tujuan bapak mengajar menulis deskriptif teks untuk anak kelas 1 SMP?
Mr. APN: Tujuannya untuk memudahkan siswa dalam mendeskripsikan sesuatu mulai dari karakter dan fisik seseorang, benda, hewan, dan lingkungan sekitar, termasuk tempat-tempat yang mereka kunjungi.

NK: Kurikulum yang digunakan di sekolah ini apa pak?
Mr. APN: Oh disini semuanya pake kurikulum 2013.

NK: Bagaimana bapak menerapkan metode dalam mengajar menulis deskriptif teks untuk kelas 1 SMP?
Mr. APN: Saya mengajar bahasa inggris untuk kelas 7 atau 1 SMP dengan menggunakan scientific approach method.

NK: Scientific approach itu maksutnya gimana ya pak?
Mr. APN: Oh iya, metode scientific itu semacam pendekatan secara apaya mengobservasi sesuatu, jadi sebelum anak belajar, siswa dituntut untuk mengobservasi tentang suatu teks yang berhubungan dengan teks deskripsi, mulai deskripsi benda, hewan dan tempat.

NK: Hmm, apakah langkahnya hanya observasi saja?
Mr.APN: Oh tidak, ada 5 langkah dalam metode ini. Dengan itu, RPP baru bisa dibilang sempurna dan sudah layak digunakan sesuai dengan materi yang siap diajarkan kepada siswa. Itu semua tidak dibuat secara cuma-cuma, namun berdasarkan undang-undang K13.

NK: Lalu apa saja langkahnya pak?

Mr.APN: Observing, questioning, collecting information, association, dan communication.

NK: Bisa dijelaskan pak maksut dan contoh dari langkah-langkah tersebut dalam pelajaran menulis deskriptif teks?

Mr.APN: Ya, artinya begini, untuk observasi itu eee… kegiatan yang memaksimalkan pancaindera dengan cara melihat, mendengar, membaca dan menonton. Biasanya dalam tahap ini guru harus menyiapkan panduan pengamatan berupa tugas, contohnya begini, di observing, guru membagikan contoh teks deskriptif ke masing-masing kelompok, dari observasi ini nanti pasti siswa akan bertanya-tanya, “ini tentang apa pak? Teksnya mengenai apa? Bagaimana cara membuatnya?” dari situ saya akan terbuka bagaimana cara bikinnya. Questioning atau menanya, itu artinya.. apaya.. tahap ini adalah proses membangun pengetahuan si anak berupa konsep lewat diskusi kelompok atau diskusi kelas, yang saya terrapin tadi tu.. nah proses ini juga harus dikembangkan rasa ingin tahu dam kemampuan dia mikir, jadi intinya siswa dituntut aktif itu loh. Contohnya, saya memberikan kesempatan kepada siswa untuk bertanya tentang teks deskriptif yang sudah dibagikan, saya membebankan mereka untuk bertanya tanpa ada rasa takut atau malu, karna saya selalu bilang ke mereka kalau dikelas anggap saja saya orangtuamu dan gurumu, lalu untuk collecting information, saya menyuruh siswa untuk menyebutkan ciri dari kalimat yang digunakan dalam teks deskriptif, nanti sedikit banyak saya rinci di papan tulis. Kemudian collecting informasi, itu……… setelah siswa mengumpulkan informasi, pasti dia mau mencoba kan.. jadi dia mencoba atau mengeksplorasi pengetahuan dan keterampilan yang baru aja dia dapet. Lalu association, dalam langkah ini saya menyuruh siswa mengerjakan secara kelompok dan menyusun beberapa kalimat yang sudah di sediakan oleh saya menjadi sebuah paragraf deskriptif yang baik. Nah, langkah terakhir communication, disini saya meminta setiap kelompok membuat 1 teks deskriptif
tentang tempat yang ada di lingkungan sekolah misalnya, agar komunikasi siswa dalam kelompok terus terjalin.

NK : Oh.. ya ya pak.. tapi semua siswa dalam kelompok ikut bekerja kan pak? Karna biasanya dalam 1 kelompok, ada beberapa siswa yang mengandalkan saja.

Mr.APN : Iyasih memang terkadang ada yang seperti itu, tapi saya suka memantauanya, dan saya biasanya memberikan tugasnya untuk menulis di buku masing-masing, jadi buat kelompok itu hanya formalitas saja.

NK : Baiklah pak, saya lanjut ya pak, materi apa saja yang bapak ajarkan dalam mengajar writing deskriptif teks?

Mr.APN : Oh untuk materi menulis deskriptif teks, paling yang pertama yang berhubungan dengan deskripsi itu, preposisi, siswa mengetahui kata sifat, auxiliary, to be, dan subject. Namun hanya medeskripsikan fisik seseorang, dan hewan. Untuk sementara itu saja materinya.

NK : Seharusnya untuk belajar deskriptif text ada berapa materinya pak?

Mr.APN : Biasanya ada 3, mendeskripsikan manusia atau hewan, benda dan tempat dalam bentuk paragraf. Tapi untuk kelas 7 hanya itu saja tadi yang sudah saja sebutkan.. fisik seseorang atau hewan itupun hanya untuk merangkai sebuah kalimat.. Karena hanya 2 kali pertemuan saja di kelas 7 untuk materi ini.

NK : oh gitu, itu bapak sesuai dengan silabus?

Mr.APN : Iya kami pakai buku cetak.. buku paket

NK : namanya apa pak?

Mr.APN : English 1 for Junior High School kalau gak salah, nanti kamu liat sendiri ajadeh

NK : hmm baik pak.. lalu bagaimana bapak menggunakan media untuk mengajar menulis deskriptif teks?

Mr.APN : Medianya benda hidup kalo untuk mendeskripsikan seseorang, bisa juga pake gambar/poto seseorang, hehe. Selain itu kadang saya pake media buku paket saja yang siswa beli di sekolah, mubazir kan kalau ga ke pake, hanya memanfaatkan
saja, tapi seringnya sih saya mengeksplore sendiri menggunakan internet yang ada di hp. Kalau pakai gambar atau foto, atau temannya suruh maju kedepan itu bisa membuat siswa berimajinasi tinggi dan bisa mendeskripsikan detail.

NK : Hmm.. begitu ya pak, lalu apa aktivitas siswa selama belajar-mengajar menulis deskriptif teks?

Mr.APN : Berdasarkan yang saya laksanakan, siswa berkerja dalam bentuk kelompok, jadi nanti mereka bekerja sama membuat sebuah kalimat deskriptif sampai membuat paragraph deskripsi sederhana, nah itu secara berkelompok ngambilnya. Kalau misalnya kita menggunakan individu, itu akan lama, karena jumlah siswa kita sekitar 43. Makanya kalau kita mengambil indicator per-anak, itu insyallah akan lebih lama, butuh waktu lebih dari 3x pertemuan lah. Sedangkan untuk materi ini hanya disediakan 2x pertemuan saja.

NK : Ooo begitu ya pak.. memang indikatornya apa ya pak untuk mengajar menulis deskriptif teks?

Mr.APN : Indikatornya hampir sama dengan silabus yang saya sudah berikan ke kamu. Kurang lebih siswa mampu secara bekerja sama menyebutkan berbagai macam kata sifat, jadi sebelum kita belajar deskriptif teks minimal siswa sudah mengetahui apa kata sifat yang mereka tau. Yang kedua, setelah siswa mendapatkan kata sifat yang mereka cari, mereka diberi arahan untuk membuat satu kalimat dari satu kata sifat tersebut, nah dari situ nanti kita buat menjadi sebuah paragraph sederhana.

NK : Lalu, apakah semua indicator itu sudah tercapai pak?

Mr.APN : Belum memenuhi, karna tadi mengingat waktunya hanya 2 jam pelajaran dan minggu depan sudah ujian, mungkin kita tidak belajar untuk membuat paragrafnya, tapi sedikit banyak alhamdulilah, 60% mereka sudah bisa membuat kalimat deskriptif teks.

NK : Hmm begitu.. ada kesulitan atau masalah gak pak ketika mengajar menulis deskriptif teks?

Mr.APN : Kesulitannya bertemu dengan anak badung dan anak males, itu apaya.. mereka cenderung untuk agak diam ya, karena mungkin ketidaktahuannya dan kemalasan
dia dalam belajar, mereka menjadi kurang antusias, mereka berpikir bahwa belajar bahasa inggris tuh apaya.. cukup ribet.

NK : Kira-kira menurut bapak, kesulitan siswa dalam belajar deskriptif teks apa pak?

Mr.APN : Siswa belum tau kosa-kata, terutama kata sifat dalam bahasa inggris. Yang kedua, dalam membentuk sebuah kalimat, mereka masih dalam pembelajaran. Sehingga mereka tidak bersemangat dan malas mengerjakan tugas.

NK : Bagaimana bapak memotivasi siswa yang bermasalah tadi dalam memproses belajar-menagajar deskriptif teks?

Mr.APN : Saya jarang memotivasi siswa dengan teori, atau kata-kata, tapi saya lebih memotivasi mereka dengan cara mengulang-ngulang materi saja, contohnya, saya meminta mereka untuk menulis kosakata apa yang mereka tidak tahu, nanti saya bantu mereka menjawab dan kami ulang bersama sama di kelas, hingga mereka yang tidak tahu tadi bisa mengikuti pelajaran dengan baik.

NK : Bagaimana bapak mengevaluasi siswa dalam materi menulis deskriptif teks?

Mr.APN : Yang jelas tadi dari kerjasama kita lihat saja melalui hasil observasi, ketika dikasih tugas ada gak yang kerjasama, ada gak yang bercanda sendiri atau ber.. apa.. mikir sendiri, nah dari situ kan ketauan yang pertama kita observasi nilainya, yang kedua secara nyata jadi setelah mereka bekerja kita suruh mereka menyebutkan lalu kita nilai, termasuk kalimat langsung kita nilai secara tertulis kan koreksi maksutnya. Itu tadi secara kelompok, kalo untuk mengevaluasi secara kelompok memang agak sulit karna kita suka lengah kepada siswa yang hanya mengandalkan temannya, oleh sebab itu, untuk melihat keefektifan dalam pelajaran ini, saya memberikan test minggu depannya, atau pertemuan selanjutnya.

NK : Oh gitu pak, maksutnya pertemuan selanjutnya?

Mr.APN : iya, jadi untuk pelajaran deskriptif teks ini hanya ada 2 pertemuan atau 80 menit dan itu dibuat dalam 1 RPP saja.. sekaligus itu.. lalu setelah itu selesai, materinya adalh mendengarkan lagu lalu mereka menulis liriknya, itu hanya sebentar juga, kayaknya itu 2 pertemuan juga deh, eh.. apa 1 ya, eh iya 2.. untuk
ujian keefektifan tadi, saya bawa 1 jam pelajaran (40 menit) untuk diadakan test deskriptif itu..

NK : ohhh.. iya paham, lalu apakah itu gak mengganggu materi setelahnya pak?

Mr.APN : hmm gak sampe 40 menit deh, 30 menitan..

NK : Test seperti apa yang bapak berikan kepada siswa?

Mr.APN : saya sudah menyiapkan foto, saya berikan mereka kertas HVS, lalu mereka mendeskripsikannya secara detil dan jelas juga sederhana. Itu saja sih, gak usah susah-susah, yang penting ngerti, he he he.

NK : Oooo, hehe oke pak. Lalu apakah ada hubungannya antara nilai sehari-hari dan nilai UTS siswa dalam materi deskriptif teks?

Mr.APN : Oh ya jelas ada, jadi dalam uts itu kan pasti ada hubungannya dengan deskriptif text, nah nanti kita lihat, seberapa besar nilai mereka dalam deskriptif teks?

NK : Oo begitu ya pak, yang terakhir nih pak, sudahkah kemampuan siswa dalam menulis descriptive teks mencapai nilai KKM (75)?

Mr.APN : Alhamdulilah 70% nilai mereka sudah mencapai nilai KKM untuk materi ini.

NK : Baiklah pak, terimakasih banyak atas informasinya dan waktunya. Maaf jika saya mengganggu, pak.

Mr.APN : Iya gak papa, sama-sama.
TRANSCRIPTION OF STUDENTS’ INTERVIEW 1

Place of Interview: SMPN 3 Tangerang Selatan (in front of the mosque)

Date of Interview: March 23th, 2016

Time of Interview: 10.00 – 10.20

Student’s Name: MAM (Initial)

Interviewer: NK (initial)

NK: Apakah kamu suka pelajaran bahasa Inggris?

MAM: Suka banget ka

NK: Oh ya, kenapa?

MAM: Karna bahasa inggris itu asikk

NK: Kamu bisa bahasa inggris darimana?

MAM: Pertamanya saya gak suka ka, tapi kaka saya suka nonton film inggris, akhirnya saya juga suka deh, saya juga suka denger laguny Justin bieber.

NK: Oh begitu.. tadi kan kamu abis belajar deskriptif teks ya, kamu paham gak materi yang dijelaskan pak agit tadi?

MAM: Paham kok ka

NK: Apa itu? Coba jelasin dikit ke kaka.

MAM: Iya jadi itutuh kita disuruh mendeskripsikan ka

NK: Oo, mendeskripsikan apa aja?


NK: Cuma orang doang?
MAM : iya kayanya ya (berbisik ke teman disampingnya)

NK : hewan dan tempat belum dijelasin?

MAM : belum ka, tapi sih pa agit udah pernah ngasih tau, kita baru orang doing.

NK : oke oke. Selama pak agit menjelaskan, pake bahasa apa dik?

MAM : oh pake campuran ka, kadang inggris, kadang Indonesia

NK : lalu, kamu ada kesulitan gak dalam memahami pelajaran mendeskripsikan ini?

MAM : sejauh ini sih biasa aja, gampang kok, Cuma deskripsiin aja dia kaya tinggi, gendut, kaya ilyas hahahaha, matanya belo, gitu gitu doing dah

NK : oh hehehe oke, lalu apakah pak agit menjelaskan materi ini dengan baik dan jelas?

MAM : Jelas kok, tapi suka kecepetan

NK : oo, jadi kamu biingung gitu ya?

MAM : bukan, saya jadinya setengah-setengah dengernya, pak agit mah jarang masuk ka

NK : hmm.. tapi kan pak agit memberi contoh kan setelah menjelaskan materinya?

MAM : iya ngasih kok

NK : terus, apakah pa agit memberikan kebebasan kamu untuk bertanya?

MAM : iya.. pak agit mah baee, gapernah marah

NK : ooo oke hehe. Apakah pak agit suka memberikan motivasi setelah pelajaran berakhir?

MAM : Ngga ka, jarang, pa agit mah kalo udahan yaudah langsung keluar

NK : ogitu ya. Oya, apakah kamu punya buku bahasa inggris?

MAM : puny aka

NK : selain buku paket, apakah kamu punya buku b.inggris lain?

MAM : ga ada
NK : Emang pak agit waktu ngajar deskriptif teks pake media apa aja?
MAM : Kadang sih
NK : apa aja yang digunakan?
MAM : temen saya, kadang poto
NK : ooo, gak ada yang lain?
MAM : gak
NK : lalu, dengan menggunakan teman kamu atau poto itu, apa itu memudahkan kamu dalam belajar deskriptif teks
MAM : iya gampang
NK : Apakah dengan menggunakan teman kamu atau poto itu, apa itu membuat kamu termotivasi dalam belajar deskriptif teks?
MAM : iya jadi semangat, pada ngatain kak biasanya
NK : Oke hehe. Lalu, teknik yang digunakan pak agit dalam belajar deskriptif teks apa?
MAM : maksutnya ka?
NK : iya kamu belajar deskriptif teks bagaimana?
MAM : ohh, iya bikin grup
NK : Apakah pak agit memberitahukan lebih dulu kepada kamu dan teman-teman dikelas sebelum ulangan deskriptif teks dilaksanakan?
MAM : descriptive teks nya belum ulangan ka, itumah tugas doing, kalo ulangan nanti minggu depan uts, dicampur
NK : oo jadi buta pelajaran deskriptif teks ga ada ulangannya ya?
MAM : iya
NK : okedeh, makasih ya abdillah..
**TRANSCRIPTION OF STUDENTS’ INTERVIEW 2**

Place of Interview: **SMPN 3 Tangerang Selatan (in front of the mosque)**

Date of Interview: **March 23th, 2016**

Time of Interview: **10.20 – 10.40**

Student’s Name: **AR (Initial)**

Interviewer: **NK (initial)**

**NK**: Apakah kamu suka pelajaran bahasa Inggris?

**AR**: Ga suka ka

**NK**: oh ya, kenapa?

**AR**: susah

**NK**: oh gitu, tapi tadi kamu paham gak apa yang dijelasin sama pak agit?

**AR**: ngga

**NK**: loh kok ngga? Kamu kurang memperhatikan ya?

**AR**: ngga ngerti

**NK**: oo.. emang pak agit pake bahasa apa waktu ngejelasin?

**AR**: bahasa Indonesia

**NK**: kalau pakai bahasa Indonesia gampang dong. Apa sih kesulitan kamu ketika belajar deskriptif teks?

**AR**: susah, ga ngerti artinya, gabisa bikin kalimatnya

**NK**: hmm jadi ga ngerti artinya ya.. tapi, apa pak agit memberikan contoh dahulu sebelum menyuuruh kamu dan teman-teman latihan?

**AR**: iya ka ngasih

**NK**: kamu paham?
AR: dikit
NK: Apakah pak agit membebaskan kamu untuk bertanya?
AR: iya
NK: lalu, apa pak agit memotivasi kamu dan teman-teman buat belajar terus dirumah?
AR: ngga
NK: hmmm, kamu punya buku paket bahasa Inggris?
AR: puny aka
NK: selain buku paket dari sekolah, kamu punya apa lagi?
AR: Ga ada
NK: hmm oke.. tadi media yang dipake pak agit buat ngajar deskriptif teks apa?
AR: deskripsiin orang kan
NK: berarti orang ya.. gak ada yang lain?
AR: buku paket
NK: lalu, dengan mendeskripsikan orang yang hidup apa itu bisa membantu kamu memahami pelajaran ini?
AR: dikit
NK: oo begitu. Apakah dengan media kemaren yang pak agit pakai, kamu jadi semangat belajar mendeskripsikan?
AR: gak tau hehe
NK: loh kok gak tahu?
AR: iya
NK: masih inget gak kemaren belajarnya buat kelompok atau sendiri-sendiri?
AR: bikin kelompok
NK: kamu kelompok berapa?

AR: Satu

NK: oo.. apakah pak agit selalu ngasih tugas harian diakhir belajar deskriptif teks?

AR: Ngga

NK: Jadi pak agit belum ngasih tugas atau ulangan ya buat deskriptif teks?

AR: ulangan uts ka?

NK: bukan, ulangan harian buat pelajaran ini aja..

AR: gatau ka

NK: nilai bahasa inggris kamu udah mencapai KKM belum? 75?

AR: belum ka

NK: oh okedeh, makasih ya nisa waktunya.
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*KKM Sekolah (Standardize Score: 75)*
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMP 3 Tangerang Selatan
Kelas/Semester : VII (Tujuh)/2
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive text
Pertemuan Ke- : 1 & 2
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti :
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.3 Menunjukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, tempat, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunannya.
4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

2.3.1 Menunjukan prilaku peduli terhadap lingkungan sekitar dan tanggung jawab dalam membuat teks deskriptif.

3.10.1 Siswa memahami fungsi sosial struktur teks deskriptif melalui latihan menyusun kalimat menjadi sebuah paragraf deskriptif yang baik.

4.13.1 Membuat contoh paragraf deskriptif yang baik dengan unsur kebahasaan secara benar dan sesuai dengan konteks.

D. Materi Pembelajaran

Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Struktur text
(gagasan utama dan informasi rinci)

a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

(1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.

(3) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful*, dll.

(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

(6) Ucapan, tekanan kata, intonasi.

(7) Ejaan dan tanda baca.

(8) Tulisan tangan.
**Topik**
Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

**E. Langkah-Langkah Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
<th>Pelaksanaan</th>
</tr>
</thead>
</table>
| Pendahuluan    | • Guru masuk ruang kelas dan menyapa peserta didik dengan salam dan kemudian berdoa  
                  • Guru menanyakan siswa yang tidak hadir  
                  • Guru mengingatkan materi yang lalu dan menghubungkan dengan materi baru yang akan dipelajari  
                  • Guru menjelaskan tujuan yang akan dicapai siswa pada hari ini. | 15’            | Ya          |
| Inti           | **Observing**  
                  • Guru membagikan contoh teks deskriptif ke masing-masing kelompok.  
                  **Questioning**  
                  • Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang teks deskriptif yang sudah dibagikan.  
                  **Collecting information**  
                  • Peserta didik menyebutkan ciri dari kalimat yang digunakan dalam teks deskriptif.  
                  **Association**  
                  • Siswa mengerjakan secara kelompok, menyusun beberapa kalimat yang sudah disediakan oleh guru menjadi sebuah paragraf deskriptif yang baik.  
                  **Communication**  
                  • Guru meminta setiap kelompok membuat sedikitnya 1 kalimat teks deskriptif tentang orang. | 50’            | Ya          |
| Penutup        | • Peserta didik diminta untuk menyimpulkan dari materi yang telah dipelajari dibantu oleh guru. | 15’            | Ya          |

**F. Sumber Belajar**
  a. Buku *English 1*
  b. google.com/contohdeskriptif
G. Penilaian hasil belajar

- Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana.
- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.
- Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.

**Format penilaian pengetahuan**

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek yang Nilai</th>
<th>Kriteria</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pemahaman siswa</td>
<td>100% pemahaman siswa sangat tepat tentang <em>descriptive text</em></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% pemahaman siswa tepat tentang <em>descriptive text</em></td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% pemahaman siswa cukup tepat tentang <em>descriptive text</em></td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40% pemahaman siswa kurang tepat tentang <em>descriptive text</em></td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% pemahaman siswa tidak tepat tentang <em>descriptive text</em></td>
<td>70</td>
</tr>
</tbody>
</table>

**Format penilaian keterampilan**

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek yang Nilai</th>
<th>Kriteria</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Struktur Teks</td>
<td>100% tulisan memiliki struktur teks deskriptif yang sangat tepat</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% tulisan memiliki struktur teks deskriptif yang tepat</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% tulisan memiliki struktur teks deskriptif yang cukup tepat</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40% tulisan memiliki struktur teks deskriptif yang kurang tepat</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% tulisan memiliki struktur teks deskriptif yang tidak tepat</td>
<td>70</td>
</tr>
</tbody>
</table>

**Format penilaian sikap**

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek yang dinilai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peduli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Siswa sangat peduli terhadap lingkungannya yang dituangkan ke dalam sebuah paragraf</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Siswa cukup peduli terhadap lingkungannya yang dituangkan ke dalam sebuah paragraf</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Siswa kurang peduli terhadap lingkungannya yang dituangkan ke dalam sebuah paragraf</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Siswa tidak peduli terhadap lingkungannya yang dituangkan ke dalam sebuah paragraf</td>
<td>1</td>
</tr>
</tbody>
</table>
Tanggung Jawab

<table>
<thead>
<tr>
<th>No</th>
<th>Deskripsi</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Siswa sangat tanggung jawab dalam membuat teks deskriptif</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Siswa cukup tanggung jawab dalam membuat teks deskriptif</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Siswa kurang tanggung jawab dalam membuat teks deskriptif</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Siswa tidak tanggung jawab dalam membuat teks deskriptif</td>
<td>1</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 18 Maret 2016

Mengetahui,

Guru Mata Pelajaran

AGIT PRATRORIS N S.Pd
NIP. 19830812201001 1 012
### APPENDIX 9

**English Core Competencies and Basic Competencies for Seventh Grade (KI-KD)**

<table>
<thead>
<tr>
<th>Kompetensi Inti</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menghargai dan menghayati ajaran agama yang dianutnya.</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.</td>
</tr>
</tbody>
</table>
| 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, toleransi, gotong royong, santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberagamannya. | 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.  
2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  
2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional. |
| 3. Memhami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. | 3.1 Memahami teks lisan berupa sapaan, pamitan, ucapan terimakasih dan permintaan maaf untuk menjalin kedekatan pribadi dengan orang lain di lingkungan sekolah dan rumah.  
3.2 Memahami tujuan, struktur teks dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana.  
3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun.  
3.4 Memahami tujuan, struktur teks dan unsur |
kebahasaan dari teks lisan dan tulis untuk penyebutan jati diri dengan sangat pendek dan sederhana.

3.5 Memahami tujuan, struktur teks dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda dan bangunan publik yang dekat dengan kehidupan sehari-hari.

3.6 Memahami tujuan, struktur teks dan unsur kebahasaan dari teks khusus berbentuk label nama (label) dan daftar barang (list).

3.7 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk penyebutan sifat orang, binatang dan benda.

3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang/binatang/benda.

3.9 Memahami tujuan, struktur teks dan unsur kebahasaan dari jenis teks khusus berbentuk instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis, sangat pendek dan sederhana.

3.10 Memahami tujuan, struktur teks dan unsur kebahasaan dari teks descriptif lisan dan tulis tentang orang, binatang dan benda, sangat pendek dan sederhana.

3.11 Memahami pesan dalam lagu.

4. Mencoba, mengolah, dan menyaji dalam ranah

4.1 Menyusun teks lisan untuk mengucapkan dan merespon sapaan, pamitan, ucapan
konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri dengan sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.3 Menyusun teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.

4.4 Menyusun teks lisan dan tulis untuk menyebutkan jati diri, sangat pendek dan sederhana dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks.

4.6 Menyusun teks tulis untuk membuat label nama (label) dan daftar nama barang (list) dengan unsur kebahasaan yang benar dan sesuai konteks.

4.7 Menyusun teks lisan dan tulis untuk menyebutkan sifat orang, binatang, dan benda, dengan unsur kebahasaan yang
Menyusun teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang, binatang dan benda dengan unsur kebahasaan yang benar dan sesuai konteks.

Menyusun teks khusus berbentuk instruksi (instruction) tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Menangkap makna dalam teks instruksi (instruction), tanda atau rambu (short notice), dan tanda peringatan (warning/caution), lisan dan tulis.

Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang dan benda dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

Menangkap pesan dalam lagu.