THE EFFECT OF USING PROCESS APPROACH ON
STUDENTS’ WRITING DESCRIPTIVE TEXT
(A Quasi-experimental Study at the Tenth-Grade of SMAN 87 Jakarta in Academic
Year 2018/2019)

A Skripsi

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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2019
APPROVAL SHEET

THE EFFECT OF USING PROCESS APPROACH ON STUDENTS’ WRITING DESCRIPTIVE TEXT

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A Skripsi

Presented to the Faculty of Educational Sciences as Partial Fulfillment of the Requirements for the Degree S.Pd. (S-1) in Department of English Education

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the Skripsi scientific paper entitled, The Effect of Using Process Approach on Students' Writing Descriptive Text (A Quasi-experimental Study at the Tenth-Grade of SMAN 87 Jakarta in Academic Year 2018/2019) written by Qisthi Amalia, student’s registration number: 111501400000085, was examined by the Committee on, July 26th 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (S-1) in English Education.

Jakarta, 26 Juli 2019

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ABSTRACT


Advisor I : Dr. Ratna Sari Dewi, M.Pd.
Advisor II : Zaharil Anasy, M.Hum.

Keywords : Writing of Descriptive Text, Process Approach

The aim of this study was to find the empirical evidence of the effectiveness of Process Approach on students’ writing descriptive text ability at the tenth-grade of SMAN 87 Jakarta. The population of this study was the tenth-grade of SMAN 87 Jakarta. The sample was 60 students chosen through purposive sampling technique and was divided into two classes; experimental class and controlled class. The method used in this study was a quantitative method using quasi-experimental design. Research instruments used in this study was a set of writing test which were given at the beginning of the study and at the last meeting after the treatments by using Process Approach were applied. The data was analyzed by using t-test. The result that was gained from this study had shown the differences of students’ score in writing descriptive text by using Process Approach and without using Process Approach. The presented result of p-value of post-test score was 0.011 with the level of significance 5% (0.05). In other words, it can be concluded that p-value (0.011) < sig α= 0.05 (5%). In addition, the effect size result was 0.7. It proves that using Process Approach was effective at a moderate level on students’ writing descriptive text at the tenth-grade of SMAN 87 Jakarta in academic year 2018/2019.
ABSTRAK


Dosen Pembimbing I : Dr. Ratna Sari Dewi, M.Pd.

Dosen Pembimbing II : Zaharil Anasy, M.Hum.

Kata Kunci : Menulis teks Deskriptif, Process Approach

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang keefektifan penggunaan Pendekatan Proses pada kemampuan menulis teks deskriptif siswa pada kelas sepuluh SMAN 87 Jakarta. Populasi dari penelitian ini adalah siswa kelas sepuluh SMAN 87 Jakarta. Sampel yang digunakan sejumlah 60 siswa dipilih melalui teknik sampel purposive dan dibagi ke dalam dua kelas yakni kelas eksperimental dan kelas kontrol. Metode yang digunakan di dalam penelitian ini adalah metode kuantitatif dengan menggunakan desain kuasi eksperimental. Instrumen penelitian yang digunakan di dalam penelitian ini adalah seperangkat tes menulis yang diberikan pada awal pertemuan dan akhir pertemuan setelah Pendekatan Proses diterapkan. Data dari penelitian ini dianalisis dengan menggunakan t-test. Hasil yang telah didapat dari penelitian menunjukkan adanya perbedaan nilai siswa dalam menulis teks deskriptif dengan menggunakan Pendekatan Proses dan tanpa menggunakan Pendekatan Proses. Hasil yang ditunjukkan dari nilai p-value post-test adalah 0.011 dengan tingkat signifikansi 5% (0.05). Dengan kata lain, dapat disimpulkan jika p-value (0.011) < sig α= 0.05 (5%). Sebagai tambahan, hasil besar efeknya adalah 0.7. Hal tersebut membuktikan jika menggunakan Pendekatan Proses cukup efektif pada kemampuan menulis teks deskriptif siswa kelas sepuluh SMAN 87 Jakarta tahun ajaran 2018/2019.
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In the name of Allah, the Beneficent, the Merciful.

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Jakarta, May 17th, 2019

Qisthi Amalia
# TABLE OF CONTENTS

- **APPROVAL SHEET** ................................................................. i
- **ENDORSEMENT SHEET** ........................................................... ii
- **STATEMENT OF THE AUTHENTICITY** .................................. iii
- **ABSTRACT** ............................................................................ iv
- **ABSTRAK** ............................................................................. v
- **ACKNOWLEDGEMENT** .......................................................... vi
- **TABLE OF CONTENTS** .......................................................... viii
- **LIST OF TABLES** ................................................................. x
- **LIST OF FIGURES** ................................................................. xi
- **LIST OF APPENDICES** ......................................................... xii

## CHAPTER I INTRODUCTION ..................................................... 1

A. Background of the Study ...................................................... 1
B. Identification of the Problem ................................................. 5
C. Limitation of the Problem ....................................................... 5
D. Formulation of the Problem ................................................. 5
E. Objective of the Research ...................................................... 5
F. Significance of the Research ................................................. 6

## CHAPTER II THEORETICAL FRAMEWORK ............................. 7

A. Writing ................................................................................. 7
1. Definition of Writing ......................................................... 7
2. The Process of Writing ...................................................... 8
3. The Purposes of Writing ................................................... 10
4. Kinds of Writing ............................................................. 11
B. Writing of Descriptive Text ................................................. 13
C. Descriptive Text .................................................................. 14
1. Definition of Descriptive Text ........................................... 14
2. Purpose of Descriptive Text ............................................. 15
3. Types of Descriptive Text ................................................. 17
4. Generic Structures of Descriptive Text ............................. 20
LIST OF TABLES

Table 3.1: The Research Design .......................................................... 33
Table 3.2: Rubric for Assessing Students’ Writing .............................. 36
Table 4.1: The Score of Pre-test and Post-test of Experimental Class 43
Table 4.2: The Score of Pre-test and Post-test of Controlled Class ....... 45
Table 4.3: The Gained Score of Experimental Class ........................... 47
Table 4.4: The Gained Score of Controlled Class ............................... 48
Table 4.5: Normality Test of Pre-test and Post-test in Experimental
Class and Controlled Class .......................................................... 51
Table 4.6: Homogeneity Test of Pre-test in Experimental Class ......... and Controlled Class .......................................................... 52
Table 4.7: Homogeneity Test of Post-test in Experimental Class ......... and Controlled Class .......................................................... 52
Table 4.8: The Result of T-test Calculation ........................................ 53
Table 4.9: T-test Result of Post-test Scores ........................................ 53
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1:</td>
<td>The Example of Describing Object</td>
<td>18</td>
</tr>
<tr>
<td>Figure 2.2:</td>
<td>The Example of Describing Place</td>
<td>18</td>
</tr>
<tr>
<td>Figure 2.3:</td>
<td>The Example of Describing a Sequence of Events</td>
<td>19</td>
</tr>
<tr>
<td>Figure 2.4:</td>
<td>The Example of Describing a Process</td>
<td>19</td>
</tr>
<tr>
<td>Figure 2.5:</td>
<td>The Example of Describing and Explaining</td>
<td>20</td>
</tr>
<tr>
<td>Figure 2.6:</td>
<td>The Generic Structures of Descriptive Text</td>
<td>21</td>
</tr>
<tr>
<td>Figure 4.1:</td>
<td>The Differences between Students’ Score in Experimental Class and Controlled Class</td>
<td>50</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix 1: Syllabus ..............................................................................65
Appendix 2: Lesson Plan of the Experimental Class .......................78
Appendix 3: Lesson Plan in the Controlled Class .........................91
Appendix 4: Instrument of Pre-test in Experimental and Controlled
            Class .................................................................................104
Appendix 5: Instrument of Post-test in Experimental and Controlled
            Class ..................................................................................105
Appendix 6: Surat Pengesahan Proposal Skripsi ...........................106
Appendix 7: Surat Bimbingan Skripsi ............................................107
Appendix 8: Surat Permohonan Izin Penelitian ............................109
Appendix 9: Surat Keterangan Penelitian dari Sekolah ..................110
Appendix 10: References Examination Paper .................................111
Appendix 11: Students’ Worksheets .................................................118
Appendix 12: Documentation ..........................................................131
Appendix 13: Interview Transcripts .................................................132
CHAPTER I
INTRODUCTION

This chapter will present and discusses background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Study

“Writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned.”\(^1\) It means that writing can be learned by everyone including senior high school students.

Furthermore, in Industrial Revolution 4.0 (era Revolusi Industri 4.0) literacy culture among students including reading and writing skills are needed to be improved. For instances, with a variety of advanced technology and strong information flow, Indonesian students must be able to improve their writing skills in order adjust to the industrial revolution era by utilizing the advanced technology.\(^2\)

Moreover, students can also search many information from various sources in order to improve their writing skills because in nowadays society, information can be accessed very easily supported by the internet, advanced technology such as smartphone, and the emergence of various social media such as Facebook, Twitter, WhatsApp, and many others. Teenage students are commonly very familiar with social media. They are used to writing on their social media such write down their opinion on a status. Therefore, by having good writing skill, students can spread positive information and also improve their skills and expand their knowledge through writing.\(^3\)

By seeing how important writing ability for students, Indonesian government stated that writing skill is must be taught at school and it has been written in the education curriculum. In addition, senior high school students in Indonesia are

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required to study writing descriptive text. As written in *Kompetensi Dasar 3.4* of Curriculum 2013: “Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.”

Therefore, writing descriptive text is important and should be taught and mastered both by teachers and students.

Writing is produced from students’ knowledge after they are doing reading activity in order to get the message from the reading sources. As students begin to read, they would automatically learn how to properly write the structure of a set of words that form a tense in text and also understanding the use of text in a social context. Therefore, if students have sufficient knowledge on their reading, they will produce better writing. Thus, it can be conclude that writing is important for students as a tool to share students’ knowledge in form of a written text.

In senior high school, there are some types of text that must be learned by the student namely descriptive text, recount text, and narrative text. Descriptive text is one type of texts that should be learned by senior high school students. In addition, senior high school students are required to be able to comprehend descriptive text while they do reading the text and also they should be able to produce their own descriptive text through writing.

According to Barbara F. Clouse (2006), description is one kind of text which can be used to tell writer’s perceptions and experiences so the writer can be connected with the reader. Another purpose of description is to entertain the reader with a story.

However, learning descriptive text has become more demanding since the new development of English Language Curriculum 2013 has been enacted. There are many components that should be mastered by students in descriptive text such as

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grammar, spelling, content, conjunction, choice of words, and mechanism of the text in order to produce a unified paragraph.\(^6\)

Based on writer’s observation when doing PLP (*Pengenalan Lapangan Persekolahan*) I and II. Also based on writer’s interview with the English teacher at SMAN 87 Jakarta, students are faced with several problems in learning writing of descriptive text.

First, students are difficult to discover ideas for their writing of descriptive text. For examples, when students are assigned to make a descriptive essay, they were confused about how to start their writing and how to develop their ideas in writing. Students are often not confident with their ability in writing, especially on English subject. Students are afraid of making mistakes in grammar or spelling thus it become more difficult for students to find ideas for their writing. Therefore, the teacher should give her students some guidance on how to write a good descriptive essay and more focus on emphasizing students’ creativity in writing.

Second, the teacher is only concerned with the result of students’ writing of descriptive text. For examples, after students complete their writing task of making descriptive essay, the teacher assesses students’ writing only based on how many words that can be written by students and aside the process of the writing. It would probably emphasized students’ creativity in writing, but the teacher also should see the process of students’ writing when they create their essay. According to Wendy Bishop, English teacher in the classroom is usually give students with a text model and ask students to create their own text. It may be a good strategy to teach writing. However, by only focused on the product of students’ writing will caused students not understand the importance on the process of their writing.\(^7\)

Third, the main problem is when students are allowed to use their smartphone in the class. Based on writer’s interview with the English teacher, the allowance of using smartphone in class was intended to make students become easier for searching the learning sources on the internet. However, in learning writing of descriptive text, students are needed to get enough supervision by the teacher when they look for the

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writing sources on the internet in order to minimize the act of plagiarism. According to James and McInnes (2001, p.28) cited by Wendy Sutherland-Smith, the use of technology including the use of smartphone is increasing plagiarism in writing. In addition, Don McCabe (2003) also cited by Wendy Sutherland-Smith stated that the act of plagiarism was not caused by the use of internet. However, the internet itself has provided sufficient working space and sources for students which can increase their plagiaristic activity.⁸

In order to solve those problems, the teacher should encourage students’ to write creatively and to express their ideas without being afraid of making mistakes. Then, the teacher should control and supervise the use of the internet as learning source in the classroom. After that, the teacher should be able to find the appropriate approach or strategy to use in teaching writing, especially in teaching writing descriptive text.

Nevertheless, there is an approach namely Process Approach which believed could help English teachers enhance their teaching in classroom and also help students to produce better writing. Process Approach is considered as an approach which can be used to enhance the learning process, by using Process Approach, students are learning on how to focus on their process of writing. The main concern of the Process Approach is the language use and students’ ability to synthesize the model text. In this approach, ideas are used as starting points which usually require students to have more than one draft from their writing. Students are directed to be more focus on the outline of the model text such as the purpose, theme, and type of text. This approach is focus on the language use of the writing and also focus for emphasizing students’ creativity. On its process, working in groups, doing discussion and revision is very possible.⁹

According to I. S. P. Nation, Process Approach is an approach which considers writing as a process. In order to make a good writing, students should understand of how the writing has produced not only on the writing results’ but also on the process of writing. Process Approach is divided into seven stages: considering the goals of

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⁸ Wendy Sutherland-Smith, Plagiarism, the Internet and Student Learning Improving Academic Integrity, (New York: Routledge, 2008), p. 101-102.
the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. Furthermore, according to Barbara F. Clouse (2007), Process Approach gives students some stages to produce better writing through several stages: prewriting, drafting, revising, and editing.11

Further, study has found that using Process Approach in writing could make EFL students produce better essay in writing. In addition, during the implementation of Process Approach, students were able to use the pre-writing stage to find, and discover new ideas for their writing.12 Therefore, students’ creativity in writing will be improved.

Referring to the problems that have been presented, the writer believed that Process Approach could help students’ solve the problems in writing descriptive text. Thus, from all the explanation above, the writer conducted research on the title: *The Effect of Using Process Approach on Students’ Writing Descriptive Text.*

**B. Identification of Problem**

Based on the background research of the study above, the problem of the research could be identified as follows:

1. Students are difficult to discover ideas in writing because they still get confuse on how to start their writing.
2. Students are afraid of making mistakes in writing because they lack practicing their writing skill.
3. Teaching approach which used by the teacher had not yet improve students’ writing skills.
4. The teacher only focused on the result (product of writing), but aside the process of writing.

5. Process Approach is an appropriate approach used in teaching writing, especially in teaching writing of descriptive text.

C. Limitation of the Problem

The study is focused on the effect of using Process Approach to enhance students’ writing descriptive text at the tenth-grade students of SMAN 87 Jakarta in academic year 2018/2019.

D. Formulation of the Problem

The question of the research formulated as “Is there any significant effect of Process Approach on students’ writing descriptive text at the tenth-grade students of SMAN 87 Jakarta?”

E. Objective of the Research

The objective of this research is to find the empirical evidence about the effect of Process Approach on students’ writing descriptive text at the tenth-grade students of SMAN 87 Jakarta.

F. Significance of the Research

The result of this study is expected to bring advantages not only theoretically but also practically, go to:

a. Teacher
   For teacher, it is expected to help them find the solution to solve the problem in teaching writing of descriptive text and enriches teachers’ knowledge in teaching writing through various techniques.

b. Students
   For students, it is expected to help them improve their writing skills through Process Approach.

c. Institution
   For institution, it could be helpful to improve the education quality.

d. Other researchers
   For other researchers, it is expected to give basic information in doing further investigation.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter discusses definition of writing, definition of descriptive text, purpose of descriptive text, types of descriptive text, generic structures of descriptive text, language features of descriptive text, definition of Process Approach, advantages of using Process Approach, procedure in using Process Approach, previous related studies, thinking framework, and research hypothesis.

A. Writing

1. Definition of Writing

According to John Langan, writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned.13 In addition, there are four main steps in writing process that should be learned by a writer in order to write effectively:14

1. Discovering a point which often be done in prewriting
2. Developing solid support for the point of the writing
3. Organizing the supporting material and write it in a first draft
4. Revising and then editing carefully to ensure an effective and error-free paper.

For academic purpose, writing defined as a tool to state a point and measure students’ knowledge about a subject and to convey ideas in a formal form. In order to be feasible in academic level, students’ as a writer should concern on many aspects of writing such as choosing the right audience (reader) of their writing, decide the purpose of their writing, the process of gathering information for writing, and also in choosing words, structures, and formats of writing.15

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13 John Langan. loc.cit.
14 Ibid., p. 20.
Writing is an endless process where the writer could possibly do some revision or to see the previous form of writing to do some improvement in writing. The main purpose of the process is to produce better writing.

Writing is a form of language that is more formal than speaking. In writing, the writer should concern on the grammatical rules, spelling, or punctuation. For instances, in written language a writer may write “It is I” but in spoken language, it say “It’s me”.

In addition, writing is also an essential feature in language learning because students can build their vocabulary knowledge, spelling, and also the structure of sentences through writing. It is quite obvious that writing is an important skill in learning a language because it can helps students to learn vocabulary and grammar.

Based on some statements of experts above, the definition of writing can be concluded as a skill that can be learned through several principals or techniques. Writing is an endless process and does revision while writing is very possible. Writing is also essential in language learning because it can help students to build their language skill.

2. The Process of Writing

According to Jeremy Harmer, there are several stages in writing namely planning, drafting, editing, and final draft. Below are the descriptions of those writing stages:

a. Planning

Planning is a preliminary stage in writing where the writer has to think of the purpose of the writing, the audience (the reader) of the writing, and also the content structure of the writing materials that will be written.

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17 Patel, M. F and Jain M. Praveen, English Language Teaching (Methods, Tools, and Techniques), (Vaishali Nagar: Jaipur, 2008), p. 125.
b. Drafting
The next stage is drafting. In drafting, the writer needs to arrange the ideas that have been obtained on planning stage in a written form.

c. Editing
In editing stage, the writer need to check and concern on some aspects of writing such as grammar, spelling, and punctuation in order to fulfill the standardization of English’s written text.

d. Final Draft
The final draft is a draft that has been edited and revised on some previous stages. The final draft is supposed to be different with the first draft due to the several changes that have been done in the writing process.

Writing is a process to create something in form of a text. In writing process, there are several stages that should be done in order to create good writing. The stages would be described as follows:\textsuperscript{19}

a. Drafting
Drafting is a stage where the writer creates a preliminary version of writing. In drafting, the writer is write down the ideas on the paper and did a revision on the draft at the next stage of writing.

b. Appraising Content
In appraising content, is a stage where the writer needs to provide support and also checking the main point of the writing.

c. Checking Organization
The last stage is checking organization. The writer need to check for the paper’s structure and organization of ideas that want to be conveyed to the reader.\textsuperscript{20}

From all the experts’ statements above, the process of writing can be divided into several stages namely pre-writing, drafting, editing, and revising. All of the stages or steps are required to create a good writing and to engage writers to the writing process.


\textsuperscript{20} Ibid., p.28.
3. The Purposes of Writing

According to Betty Matrix Dietsch, there are three purposes of writing: First, is to train students’ thinking skills. Learning to write properly will make students have better analysis about literature or situation. Second, to open opportunities to learn. When students doing writing activity, they will discover some knowledge related to the subject, it can help students to become more aware to their own belief and also challenge them to discover more knowledge from many sources. Third, to nurtures personal development. When students keep practicing their writing skill, it would increase their self-confidence that make the stated ideas in students’ writing are become stronger and also improve the communication ability.21

Writing is always done for a purpose either in formal or informal form of writing. A writer has to have a purpose in writing as their guideline in writing. Some purposes on writing will be described as follows:22

a. To entertain the reader, writing is can be used to entertain the reader with an amusing or humorous story.

b. To relate experience and/or express feelings, a writer can tell the reader about an experience or to express feelings in writing form. For example, someone write an email to tell about the frustration of interviewing for a job in order to relate experience or express feelings.

c. To inform the reader about something interesting or important. Its goal is to give information to the reader thus the reader can know and understand certain information that had been conveyed by the writer.

d. To persuade the reader to think or act a particular way. It means that there are some kind of writing that has a purpose to persuade the reader to believe the writer’s ideas or argument and to act a particular way.

According to Matt Copeland, there are several purposes of writing:\textsuperscript{23}

a. To express, in expressive writing, the writer's could give their opinion or thought on the paper and this kind of writing is more personal.

b. To describe, writing can be used to describe a particular subject such as people, place, or things. The purpose is to give the reader vivid description about the subject that want to be described.

c. To explore/learn, in exploratory writing, the writer's write their experience or beliefs in order to give information to the reader about certain topic or content.

4. Kinds of Writing

According to Dorothy U. Seyler, there are various kinds or types of writing. The classifications of the most common kinds of writing are expository, analytic, argumentative/persuasive, and descriptive.\textsuperscript{24}

a. Expository

An expository is consists of information on a study of specific topic. The purpose of expository is to inform the reader about what had been learned from a study. A good expository reflect by the way writer convey and arrange information in writing.

b. Analytic

Analytic writing is consists of an explanation on why certain problems occurred or the cause of the problems. Example for analytic is can be found in many literary studies.

c. Argumentative/Persuasive

In argumentative/persuasive writing, the writer is need to giving argument or claim and support the argument by using sufficient evidences in order to make the reader believe on the argument or claim.


According to Kane, there are several types of writing namely narrative, descriptive, and expository.  

a. Exposition  
Is one kind of text that explain how things work. In exposition, the writer give their own believe or ideas and the text should constructed logically.

b. Description  
Description writing is used come from the writer’s visual perception. The main problem in description is to arrange those perceptions into a real form such as text.

c. Narration  
Narration is a text which explained a story of an event. The events is arrange in a chronological order and the result from the event would be explained at the end of the story

d. Persuasion  
Persuasion was constructed from the reader’s ideas or believes. The topic for the text is usually controversial and usually become the reason for the argument.  

Larry Lewin proposed several types of writing. He classifies writing into expository, informative narrative, and persuasive.

a. Expository  
Expository is one kind of text in writing that reflected to the real-world writing. For instances, several examples of expository text are news articles, magazine or newspaper.

b. Informative narrative  
An informative narrative is a combination of expository and narrative text. In informative narrative, the story is focused on the content of the

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first person that makes the student writer become more engage to the topic.27

c. Persuasive

Persuasive is the most challenging kind of writing. In persuasive text, the writer need to give information and explanation about one claim or idea and its purpose is to convincing the reader to believe to the ideas of the writer.28

B. Writing of Descriptive Text

Writing of descriptive text is one kind of writing that give detail and vivid description about people, place, or thing. The writer needs to write detail information about the subject that want to be described thus the reader would have a better imagination about the subject. Descriptive writing is used in many kind of text such as essay, reports, fiction, non-fiction, and poetry. Writing of descriptive text generally have the sampe purpose with other kind of text, the purpose is to explain the topic of the text or telling the reader about something. However, in writing descriptive text, the writer should describe the subject in details.29

Writing of descriptive text has some characteristics. First, using vivid nouns. Vivid nouns mean that the nouns to describe people, place, or thing are specific.30 Second, using vivid verbs. It means that the verbs that used in the text can give detail explanation or information about the action, motivation, or feeling of the characteristics in the text. The purposes of using vivid verbs are to make the reader’s imagination become more alive when they read the text.31

In writing descriptive text, there are some rules that should be followed by the writer. First, the descriptive text should be grammatically correct. This aims to make the ideas that want to be presented in the text can be delivered

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27 Ibid., p. 146.
28 Ibid., p. 166.
31 Ibid., p.8.
correctly. The writer can try to use some grammar or spelling checker on the internet to overcome the grammatical errors problem. Second, provide detail. In descriptive text, the subject is needed to describe accurately. The writer needs to describe the subject accurately to make the reader have better understanding about the subject that wants to be described.\(^{32}\)

From all explanation above, it can be concluded that writing descriptive text is generally have some characteristics with other kind of writing. It purposes to explain the topic in the text or to tell the reader about something. However, in writing descriptive text, the writer need to describe the subject of the text in more detail by using vivid nouns and verbs in order to make the reader have better imagination about the subject. In addition, the writer also needs to check the errors of grammar and spelling in order to produce a good descriptive text.

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive text defined as one type of text that describes particular object such as place, person, or thing. In addition, descriptive text help the reader to visualize the object that would be describe in the text.\(^{33}\)

According to Donald Pharr and Santi V Buscemi (2005), descriptive text is a result of writers’ imagination which formed while they are reading and descriptive details in writing are help readers’ imagination to become more real and alive.\(^{34}\) A good descriptive text can bring readers’ imagination to form sensory responses from all the five senses.

Moreover, descriptive text can be divided into two kinds: objective description and subjective description. First, objective description is used in the sciences, business, and technology. Writers are using this approach to avoid their personal assumptions about the topic of the description. For examples, a doctor whose report


their patients’ disease or cause of death. It is certain that the doctor should describe the report objectively. Second, subjective description on the other hand let the writer to have their personal opinion of their description. For examples, when students are given an assignment to make an essay of describing their favorite place, students can associate their personal feelings or opinion while writing the essay. Therefore, it is a subjective description. According to Barbara F. Clouse (2004) the purpose of writing subjective description is to create a clear description by using specific word that can attract the reader’s attention and revive their five sense (sight, sound, taste, smell, touch).35

From several definitions about descriptive text above, the writer conclude that generally descriptive text can be used to describe people, place, and things (or phenomenon). A good descriptive text should bring the reader’s sensory details become more alive when they read the description in the text. Therefore, the uses of specific and interesting words in writing descriptive text are important.

2. Purpose of Descriptive Text

The purpose of descriptive text is to describe specific or particular subject or phenomenon about people, place, or things in a written form. In addition, the purpose of descriptive text is to tell about a subject and providing detail description about the subject based on the original form of the subject.36

Descriptive text has social function to describe a particular object, place, or people specifically.37 Since descriptive text is should give detail description about the object, thus descriptive text should also be specific in describing the object that want to be described.

According to Regina L. Smalley (2012), there are some purposes of descriptive text in writing that will be described as follows:38

36 Yuniar Bestiana and Machis Achiyani, Big Book Bahasa Inggris SMP Kelas 1, 2, & 3, (Jakarta: Cmedia, 2015), p. 754.
37 Zaimuddin, The Effect of Cooperative Integrated Reading and Composition Technique on Students’ Reading Descriptive Text Achievement, Eric Journal, Vol. 8 No. 5, 2015, pp. 12.
a. **To write paragraphs or essays in describing people, places, and things:**

writer is purposively write descriptive text or essay in describing people, places or things. Moreover, people, places, and things are being the common topic for writing descriptive text in school because these topics can be easily related to students’ life. For examples, students can write a descriptive text about people who are important in their life, their favorite childhood places, or their favorite thing that can be found in their bedroom.

b. **To organize ideas using spatial organization:** as the purpose of any other good writing, the purpose of descriptive text is to organize and arrange some ideas by the writer in order to form a unified descriptive text.

c. **To persuade readers by using modifiers:** a modifier is a word, phrase, or clause that is used to give a description to a sentence. For examples, in a sentence of “an expensive car,” the adjective “expensive” in the sentence is the modifier which describing the noun “car”. Another example in a sentence of “she sings loudly”, the adverb “loudly” serves as modifier of the verb “sings”. Therefore, modifier is useful to give more details in writing a descriptive text and also can make the reader have a better imagination of the object as they read the text.

d. **To increase coherence by using adverbs of place and adjectives clauses:**

an adverb of place in descriptive text can help the reader to locate where the activity had been taken or where an event happens. It can give the reader more detail about what the subject do in the text. In addition, adjectives clauses is a type of dependent clause that acts as an adjective in the sentence. An adjective clause will always contain a subject and a verb. Adjectives clauses in descriptive text can give detail to the subject by using the adjectives.
3. Types of Descriptive Text

Descriptive text synthesizes the factual background information about things, process, or sequence of events which can be written chronologically, serially, or hierarchically, etc. Furthermore, according to Jonathan Sarwono and Yudhy Purwanto (2013) descriptive text was divided into four types: Description of Object or Place, Describing a Sequence of Events, Describing a Process, and Describing and Explaining. The explanation of each type of texts would be described as follows:

a. Description of Object or Place

In describing object or place, the writer should describe the visual appearance or main features of certain object or place. In addition, the writer should not add any personal assumptions or personal opinion in describing object or place.

Here is an example of descriptive text in describing object:

**The Crystal Chandelier**

In the dining room of a house where I once lived hung a crystal chandelier. It was a gorgeous old-fashioned fixture with eight lights and numerous dangling crystals that sparkled with the colors of the rainbow.

The chandelier had three settings: high, medium, and low. When it was set on high, my wife and I would entertain friends and relatives, balance our accounts, and write letters. When the chandelier was on medium, I would often lounge in a chair next to the stereo and listen to soft music while staring at the colors emanating from the crystals. Yet my favorite setting was low.

There were nights I would arrive home before my wife and would prepare dinner for the two of us. When she would walk into the dining room, the colors from the crystals would shine on her hair; she would smile, and I would see the most beautiful woman in the world. Though we are no longer together, those moments under the crystal chandelier are

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among my fondest memories.

Figure 2.1: The Example of Describing Object

Below is an example of descriptive text in describing place:\textsuperscript{41}

\begin{quote}
Tanjung Putting National Park

Tanjung Putting National Park is an internationally famous ecotourism destination, which is located in the south west of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors’ main reason to visit the park. To see orangutans, we should go to Camp Leakey, which is located at the heart of Tanjung Putting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site.

Camp Leakey is a famous center for research about orangutans which has been built by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.
\end{quote}

Figure 2.2: The Example of Describing Place

b. Describing a Sequence of Events:\textsuperscript{42}

In describing a sequence of events, the writer was supposed to describe it as if the writer telling a story. The description should be written in a chronologically order based on the time when each events has occurred. Below is an example of descriptive text in describing a sequence of events:\textsuperscript{43}

\begin{flushright}
\textsuperscript{41} Widiati, \textit{op. cit.}, p.53.
\textsuperscript{42} Sarwono and Purwanto, \textit{op.cit.}, p.94.
\end{flushright}
Wagon Train Children

In the great overland migration that lasted from 1841 until the start of the Civil war, more than a quarter of a million people pushed their way from the Missouri valley to the Pacific coast. Probably at least 35,000 of them were young girls and boys; except during the Gold Rush, at least every fifth person on the trails was a child. Once they reached their destinations and became settled, these children might well begin long years of isolation and monotony, but getting there was bound to be unpredictable and a challenge.

Figure 2.3: The Example of Describing a Sequence of Events

c. Describing a Process

Describing a process is to tell steps, sequences, or series of actions in order to achieve the results. Here is an example of descriptive text of describing a process:

Compassion

Compassion is the wish that others be free of suffering. It is by means of compassion that we aspire to attain enlightenment. It is compassion that inspires us to engage in the virtuous practices that lead to Buddhahood. We must therefore devote ourselves to developing compassion.

In the first step toward a compassionate heart, we must develop our empathy or closeness to others. We must also recognize the gravity of their misery. The closer we are to the persona, the more unbearable we find that person’s suffering.

Second, it is also important that we reflect upon the kindness of others. This realization is also a fruit of cultivating empathy. We must recognize how our fortune is really dependent upon the cooperation and contributions of others.

Figure 2.4: The Example of Describing a Process

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d. Describing and Explaining

Describing and explaining require the writer to give further explanation about the subject. Below is the example of descriptive text in describing and explaining:

**Academic Writing**

For students to understand writing, it is essential that they have an explicit understanding of topic sentences. If a topic sentence is well written (i.e., it is doing its job of summarizing the paragraph), then it helps the writer to write clear and acceptable paragraphs. Additionally, a reader can use topic sentences to scan paragraphs for overview of the meaning of whole articles and chapters of writing. Therefore, a precise understanding of the function of topic sentences opens up the world of academic writing and reading for the learner.

**Figure 2.5: The Example of Describing and Explaining**

4. Generic Structures of Descriptive Text

Generic structures of descriptive text were divided into two parts: introduction and description. According to Utami Widiati and her friends in *Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Edisi Revisi 2017*, identification part is the beginning part where the writer introduces the particular object that would be described in the text. Then, in description part, the writer will describe the parts, features or specific characteristics of the object.

Furthermore, Achmad Doddy (2008) stated that students should have sufficient comprehension about the generic structures of descriptive text in order to create a good description. According to him, descriptive text has some particular stage. First, identification is the part where particular object have been identified by the writer.

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47 Ibid., p.98.
48 Widiati, *loc. cit.*
Second, description consists of the characteristics, subject, features, colors, shapes, etc. from the object that would be described in the text.\textsuperscript{49}

Below is the example of generic structure of descriptive text:

<table>
<thead>
<tr>
<th>Guernica</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
</tr>
<tr>
<td>Guernica summed up the innovations in Picasso’s artistic language realized over the previous thirty years.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Guernica already present in The Dream and Lie of Franco), 1937, and which defined his later work. It wasn’t necessary to invent anything new. The Picassoesque style, synthesis of post-Cubist deformation and Surrealist symbolism, proved the most adequate to depict the death and suffering. The languages of the avant-garde superimposed themselves, in a natural way, over a classic composition with a pyramid structure and symmetric organization, recovering the spirit of the Spanish Baroque with its tragic excess and its fascination for pain.</td>
</tr>
</tbody>
</table>

\textsuperscript{49} Achmad Doddy et al., Developing English Competencies for Senior High School (SMA/MA), (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.128.
writers should give specific details to the subject or phenomenon thus readers will be enthusiastic when they are read the text.

5. Language Features of Descriptive Text

According to Mark and Kathy, there are some language features that can be noticed in descriptive text. The description would be written as follows:  

a. Use present tense, descriptive text is commonly use present tense because descriptive text is describe an event that occurred in a present time or describe an object or subject that really exist.

b. Use adjectives to describe the characteristics of the subject, the purpose of using adjectives in descriptive text is to give more detail description about the object that want to be described.

c. Topic sentence is used to begin a paragraph and organize the various aspects of the description. In descriptive text, the topic sentence is used as the starting point of the description. After find the topic sentence, the writer will give the description to the object or subject.

In addition, there are several language features of descriptive text, the description would be explained as follows:

a. Using certain nouns, descriptive text is used certain nouns because the text is try to describe a certain or particular object. Certain noun is also can help the reader to get more vivid description about the particular object.

Examples: *Up in the tree, a bird sang, its voice warm and melodious.*

b. Using simple present tense, in descriptive text, simple present tense is used because the text describe about an event or activity that happened in a present time and also descriptive text describe about a factual subject or object.

Examples: *He is a doctor, she has white skin, Andy is a traveler,* etc.

c. Using detailed noun phrase to give more detail description about the subject.

A good descriptive text is should be detail and give concrete description to

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the reader, thus detailed noun phrase can help the writer to create a good description.

Examples: *He has a round face, her hair is curly, a beautiful red Italian metal car*, etc.

d. Using descriptive adjective. In descriptive text, the writer can use adjectives to give more detail description to the noun of people, place, or things. It aims to make the description become more detail and engage the reader to read the text.

Examples: *Short black hair, straight brown hair, the funny fat white kitten*, etc.

e. Using thinking verbs and feeling verbs. It means that the writer use their personal opinion to give comment to the subject.

Examples: *I think Alex is look good with short hair, I think I will go swim on a sunny day.*

D. Process Approach

1. Definition of Process Approach

According to Jeremy Harmer, Process Approach focuses on some stages in the writing process. Students would ask to work on some stages in writing namely pre-writing phases, drafting, revising and editing or proofreading. Furthermore, editing and re-drafting are could possibly become the most important stages when EFL students write in a foreign language.\(^{52}\)

According to Nunan cited by Chunling Sung, Process Approach focused on creating a final work through several stages, the work in this writing approach is does not need to be perfect but it should get closer to the perfection through several principals such as producing, reflecting on the previous work, discussing and reworking the first work in order to create a final work.\(^{53}\)


According to Anthony Seow cited by Richards and Renandya, Process Approach consists of four main stages: planning (pre-writing), drafting, revising, and editing. The purpose of Process Approach is to build a process-oriented writing instruction that will affect the result of the writing. Moreover, teachers are should teach their students about the writing process so students could reach specific goals at each stage of Process Approach.  

Santi V Buscemi define that writing is a process like reading. In general, Process Approach could consist of four main stages: pre-writing, drafting, revising, and editing or proofreading.  

Furthermore, according to Tim Caudery, Process Approach is a technique used in teaching writing which focused on the process of the writing rather than the product of the writing. This technique consists of several stages namely pre-writing, drafting, revising, and editing that can be implemented in teaching writing.  

In line with Tim, Lisa Ede stated that Process Approach as a technique in teaching writing focus on the process of the writing in order to be successful in creating the final product of the writing.  

Based on some experts’ statements about Process Approach, the writer concludes that Process Approach focused on the process of the writing. In addition, there are several steps or stages in Process Approach namely pre-writing, drafting, revising, and editing (proofreading).

2. **Advantages of Using Process Approach in Teaching Writing**

The orientation of Process Approach is on the process of the writing. Some advantages of using Process Approach in writing are students learn of how to decide the audience (reader) of their writing and they are tending to focus on the process of the writing. Furthermore, Process Approach does not require students to have

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excellent linguistic knowledge. However, this approach is encouraging students to write creatively in order to make students are able to communicate effectively through their ideas of the writing.  

Process Approach is proved to be more effective in term of improving writing skill and product. Process Approach is becomes advantage because this approach gives understanding to the students about the process of the writing. Students are experiencing themselves as the writer who shares ideas in writing to the reader.

Furthermore, according to Badger & White cited by Grossmann stated that Process Approach is not only focused on the product of the writing which can omit the displeasure of traditional product approach. Moreover, by using Process Approach, students can discuss and work in pair and doing brainstorming in order to choose the topic for their writing. For examples, students can discuss with their friends or with the teacher about the content of the writing, also students can share ideas with their peers in a classroom. In addition, peer correction and group evaluation are also encouraged on Process Approach.

From the explanation above, the writer concludes that Process Approach have some advantages for students. First, Process Approach can increase students’ creativity and enjoyment in learning writing. Second, Process Approach promotes students to become independent learner. Third, Process Approach can promote group discussion among students.

3. Procedure of Using Process Approach in Teaching Writing

According to Barbara Fine Clouse, four major stages in writing are pre-writing, drafting, revising, and editing. The description of these four major steps would be described as follows:  

a. Pre-writing

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60 Ibid., pp.7.
Pre-writing stage is a first stage in the process of writing. This stage helps the writer to develop ideas for the writing when the writer had does not have any clue or inspiration in writing. This stage is called pre-writing stage because this stage was done before the writer creates a first draft.

b. Drafting

Drafting stage is a stage where the ideas that have been obtained from pre-writing stage are being written down into a first draft. In common, a first draft is also called rough draft; the material inside a first draft is very basic and can be revised on the next writing stage.

c. Revising

In revising stage, there are many components of writing that should be noticed by the writer such as the writing’s content, the arrangement of ideas, and also sufficient evidence to support the ideas in writing. This stage would be time-consuming and also could be the most difficult part of the writing process.

d. Editing

Editing stage is the last stage of writing process. In editing, the writer is needed to check for errors and eliminate these errors so the writing can be free of errors.

In line with Barbara Fine Clouse, Bob Brannan (2006) also proposed several procedures in using Process Approach are:

1. **Freewriting**: students discover ideas for their writing. After that, students are gaining information related to the topic. Then, students can do free writing where students can write as many words as possible related to the topic of their writing.\(^\text{62}\)

2. **Drafting**: students were creating a first draft based on the topic sentence of the writing. It is also possible to have more than one draft. In drafting stage, grammar, spelling, or punctuation should not be the primary concerns.\(^\text{63}\)

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\(^{63}\) Ibid., p. 12.
3. **Revising**: students could possibly add, shift, or delete some materials of the writing when working in revising stage by revising individually or with others. Moreover, here are some of the revision priority lists in revising stage:

   a. **Content**: students are tend to give more attention to the clarity of the ideas, check the sufficient examples or details of the writing, and look at the unnecessary points, examples, or details that are not important or would distract the readers from the main idea.

   b. **Organization**: students can see the clarity of topic or thesis statement, the overall organizational patterns, the punctuation, transition, or connection between each word, and the conclusion of the text.

   c. **Style**: students can delete some words that not working well, checking the meaning of sentence in writing, eliminate unnecessary words, add some new words, and give attention to the length, type, and beginning of the sentences, and also check if there are some sentence that need to be tighten or delete words that have no purpose.

   d. **Mechanics**: students are needed to check grammar, spelling, and punctuation of their writing.\(^{64}\)

**Editing and Proofreading**: After doing some revision for the material, organization, and style, students are asked to give attention on a few kinds of errors. The main concern in editing is on the mechanism. Furthermore, for the final step of Process Approach, students were read their final draft that had been recently edited in order to eliminate all the possible errors in the mechanism of writing. There are some way to do proofreading such as check for typographical errors, font size, line spacing, margins, and title.\(^{65}\)

Based on the statements of two experts above, Process Approach is commonly consists of four main stages. All of the stages are having same procedures and instructions at each stages although the terms used by the two experts are different.


From statements above, the writer sums up the procedures in using Process Approach are:

1. Students determine the topic of their writing and collect information related to the topic of the writing.
2. Students do free writing where they write down as many words as possible related to the topic of their writing in their paper.
3. Students are creating a first draft which consists of 150 to 200 words. In addition, grammar, spelling, and punctuation should not be the main focus.
4. Students could possibly add, shift, or delete some materials of the writing. Furthermore, students need to focus on the content, organization, style, and mechanism of the writing.
5. Students read the paper to find a few kinds of errors and make a list or chart of common errors of the writing.
6. Students read their final draft to check spelling, grammar, or typographical errors.

However, in this research, the writer modifies the procedures in using Process Approach. Certain modifies was intended to make the learning process can have greater achievement. So, the procedures in using Process Approach that has been modified by the writer are:

1. Students choose the topic for their writing based on some topic that had been provided. At this stage, students could possibly have a group discussion with their friends to sharing ideas.
2. Students do free writing related to the topic they have chosen. The purpose of this stage is to make it easier for students to discover ideas for writing because as written in the identification of the problem on Chapter I, students are difficult to start to write because they are lack of ideas.
3. Create an outline form based on the ideas which has been obtained from free writing.
4. Students create a first draft consist of 150-200 words in form of a paragraph.
5. Read the paragraph and pay attention to the content, organization, style, and mechanism of the writing thus students could add, shift, or delete some
materials of their writing. The purpose of this stage is to make students not afraid in making mistakes in writing because they will learn how to revise and edit their own text.

6. Read the paragraph and try to find some errors on the mechanism of the writing such as grammar, spelling, and punctuation. After that, make a list or chart of common errors.

7. Re-read the paragraph to make a double check of errors in grammar, spelling, and punctuation. After that, students are creating their final draft. This stage also has the same purpose with the two stages before. It purposes to help students to be able to create their own writing without being afraid of making mistakes in writing especially in grammar.

E. Previous Related Studies

Several researches have tried to find out whether or not Process Approach can help students to improve their writing skills. Furthermore, there are three previous related studies used in this research. The first previous related study was conducted by Dongmei Zhou. The title of the research was “An Empirical Study on the Application of Process Approach in Non-English Majors’ Writing.” This study was conducted in university of Sichuan Province, China. The participants of this study were the college students of Grade 2012 from 28 classes. The method used in this study was an experimental study where the participants were divided into two classes: experimental class and controlled class. The objective of the study was to find out the effect of using Process Approach on students who study English as a non-major language. The results indicates significant difference does exist between the two classes which mean Process Approach that had been employed in the experimental class has positive influence on students’ writing ability.

The second previous related study was conducted by Miftah Iskandar from Universitas Negeri Semarang (UNNES) the title of the research is “Teaching Descriptive Texts Using A Process Approach to Improve the Students’ Writing.

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The participants of the research were the eighth grade students of SMP N 1 Rembang, Purbalingga in the academic year of 2007/2008. An experimental study was conducted in the research, therefore there are two classes in this research divided into experimental class and controlled class. The objective of this study was to examine whether Process Approach can improve students’ writing ability. Furthermore, writing test was used as the instrument of this research. Based on the result, the researcher was concluding that Process Approach can improved students’ writing ability.

The third previous related study was conducted by Nyak Mutia Ismail. The title of the research was “Using the Process Approach for Teaching English Descriptive Writing.” This study was conducted at MAN 1 Takengon. The participants of the research were the tenth-grade students at MAN 1 Takengon. The objective of the research was to find out whether Process Approach can be implemented in teaching and learning EFL students of descriptive writing. The method that used in this research was experimental study where there are two classes which divided into experimental class and controlled class. The experimental class consists of 31 students and the controlled class consists of 30 students. Pre-test and post-test was used as the instrument of the research. Each test consists of one task which asked students to describe their family and Indonesia. The researcher concludes that teaching descriptive text by using Process Approach can improves students’ writing ability of descriptive text.

Furthermore, this study has several similarities and differences with the three studies that have been explained above. First, for the similarities, this study along with other three studies above, have use Process Approach as the independent variable to find out whether it has significant effect with the dependent variable which was descriptive text. Next, this study use experimental method where the class was divided into experimental class and controlled class. Then, the participant of this study was conducted to EFL (English Foreign Language) students in Indonesia.

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However, the participant of the first previous related study was the EFL college students in China.

Second, the sample of this study was the tenth-grade students of senior high school. However, it was different with the first previous related study whose participants was college students and also differs with the second previous related which took sample of eighth grade students of junior high school. However, this study has same participants with the third previous related study of tenth-grade students of senior high school.

F. Thinking Framework

Based on previous explanation, descriptive text is one kind of text that can be used to describe people, place, and things (or phenomenon). Some kind of texts in English language including descriptive text can be taught by using Process Approach. Further, Process Approach in teaching writing will be helpful to encourage students’ creativities and promote group discussions among students. In addition, Process Approach is believed could eliminate the dissatisfaction of traditional Product Approach because Process Approach focuses on the process of the writing than the product of the writing. During the process of writing, students should do some stages namely pre-writing, drafting, revising, editing or proofreading.

Process Approach does not require students to have excellent linguistic knowledge. However, this approach is encouraging students to write creatively in order to make students are able to communicate effectively through their ideas of the writing. Moreover, Process Approach is also beneficial to increase EFL students’ enjoyment and creativity of the writing process. Some previous related studies that have been explained above had shown same results where all of the three studies prove that Process Approach can give significant effect on students writing descriptive text.

Based on the statement above, the writer assumes that Process Approach will be an effective approach to develop students’ writing ability of descriptive text since Process Approach emphasizing on students’ creativity and enjoyment in writing.
G. Research Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis is formulated that Process Approach can give effect to students’ writing ability of descriptive text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the place and time of the research, method and design used in this research, the population and sample of the research, instrument of the research, data collecting technique, data analyzing technique, and statistical hypothesis.

A. Place and Time of the Research

The research took place in SMAN 87 Jakarta, located at Jl. Mawar II, Bintaro, Pesanggrahan, RT.1/13, Rempoa, Ciputat Timur, Kota Jakarta Selatan, DKI Jakarta, 15412. The research was conducted started from April 23rd to May 3rd 2019.

B. Method and Design of the Research

The method used in this research was Quantitative method with a quasi-experimental would be taken as the design of the study. According to Cohen (1980) cited by Suphat Sukamolson, quantitative research is a social research that use empirical methods and empirical statements. Moreover, Creswell (1994) also cited by Suphat Sukamolson define a quantitative research as a type of research that obtained numerical data that would be analyzed by using mathematical method, or to be more specific, by using statistics.69 Meanwhile, a quasi-experimental design is using two classes. The first class would served as experimental class that will be teach by a treatment and the second class would served as controlled class will not be given a treatment.70 The rationale behind the application of this method is because the writer wants to find out whether independent variable (Process Approach) has a significant effect towards dependent variable (students’ ability in writing descriptive text).71

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<table>
<thead>
<tr>
<th>Study Population</th>
<th>Before/pre-observation</th>
<th>Technique/intervention</th>
<th>After/post-observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled Group</td>
<td>Pre-test</td>
<td>No experimental treatment (lecturing, group discussion, individual task)</td>
<td>Post-test</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>Post-test</td>
<td>Experimental treatment (lecturing, and using Process Approach)</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

C. Population and Sample of the Research

The population of this study was the tenth-grade students of SMAN 87 Jakarta, academic year 2018/2019. It consists of 210 students divided into 7 classes. The writer chose this population because the writer expects students to have an adequate understanding of writing especially in writing descriptive text.

The writer used purposive sampling in taking sample. Purposive sampling is used in a special situation. This type of sampling is usually used in exploratory research or field research. The judgment of experts is used in selecting cases or selects cases with a specific purpose. In this research, there will be two classes which took as the sample. One class will serve as experimental class and the other class will serve as controlled class. Those classes will be chosen based on the information from the English teacher about the average scores of writing of two classes. The writer will took the sample of the research based on the situation of the class and the information from the English teacher.

Furthermore, two classes: X IPS 2 and X IPS 3 will be serve as samples of the research. Based on the interview with the English teacher, the writer knew that X IPS 2 has higher writing score and X IPS 3 has lower writing score. Therefore, the writer
decide to choose X IPS 2 as the experimental class to examine the writing ability of students after treated by using Process Approach. X IPS 3 serves as the controlled class.

D. Instrument of the Research

A set of writing tests of descriptive text was used as the instrument of this research. The test is used to measure students’ writing ability. According to Neil J. Salkind, the purpose of test is to measure the differences of individual’s nature in learning. In this research, writing tests were divided into two kinds; pre-test and post-test. Pre-test was conducted before the writer applying the Process Approach. Pre-test used to measure students’ ability in writing descriptive text. Meanwhile, post-test was conducted after the writer applies Process Approach. Post-test is used to measure the effect of using Process Approach on students writing descriptive text.

The validity of the instrument was measured by using content validity. In addition, content validity is used to indicate the extent to which a test represents the general of the entire tests. Reliability and validity are used to avoid spurious or incorrect conclusion because the instrument is very important and could not be fails.

Pre-test and post-test are used to assess students’ writing, and reliability is needed on an assessment. In addition, a test could be reliable if it has been measured more than once and still have the same outcomes. There are some aspects of the instrument in order to be reliable: content, organization, vocabulary, language use, and mechanics.

---

74 Ibid., p.118.
75 Ibid., p.109.
76 Ibid., p.110.
E. Data Collecting Technique

Quantitative data was used in this research. The data was collected through a set of writing tests. They were divided into two kinds: pre-test and post-test.

1. Pre-test

The writer was given pre-test for both experimental class and controlled class. The pre-test consists of several instructions for students related to writing descriptive text. After that, students should create their own descriptive text by doing free writing. In addition, this pre-test was given before the writer implementing Process Approach in learning descriptive text. Pre-test used to measure students’ background knowledge of writing descriptive text.

2. Post-test

Post-test was given to students after the treatment has been done. In controlled class, the writer was given the pre-test at the beginning of the meeting. Then, learning writing of descriptive text in class had been occurred without implementing Process Approach. At the end of the meeting, the writer gave students the post-test.

Otherwise, experimental class was treated by using Process Approach in learning writing of descriptive text. Then, post-test was conducted in experimental class. Post-test was used to measure whether if there are any differences between controlled class that has not been giving the treatment and experimental class that has been giving the treatment.

Besides of that, to determine students’ scores in writing descriptive text in pre-test and post-test. The writer tabulated the score by using the rubric adapted from Arthur Hughes in Table 3.2.

---

Table 3.2
Rubric for Assessing Students’ Writing

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Level and Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td><strong>Excellent to Very Good</strong>&lt;br&gt;30 - 27</td>
<td>• Knowledgeable &lt;br&gt;• Substantive &lt;br&gt;• Thorough development of thesis, &lt;br&gt;• Relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Good to Average</strong></td>
<td>• Some knowledge of subject &lt;br&gt;• Adequate range &lt;br&gt;• Limited development of thesis &lt;br&gt;• Mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fair to Poor</strong></td>
<td>• Limited knowledge of subject &lt;br&gt;• Little substance &lt;br&gt;• Inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Very Poor</strong></td>
<td>• Does not show knowledge of subject &lt;br&gt;• Non-substantive &lt;br&gt;• Not pertinent</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td><strong>Excellent to Very Good</strong>&lt;br&gt;20 - 18</td>
<td>• Fluent expression &lt;br&gt;• Ideas clearly stated/supported &lt;br&gt;• Succinct &lt;br&gt;• Well-organized &lt;br&gt;• Logical sequencing &lt;br&gt;• Cohesive</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Good to Average</strong></td>
<td>• Somewhat choppy &lt;br&gt;• Loosely organized but main ideas stand out &lt;br&gt;• Limited support</td>
</tr>
<tr>
<td>3. Vocabulary</td>
<td><strong>Excellent to Very Good</strong></td>
<td>20 - 18</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sophisticated range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effective word/idiom choice and usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Word from mastery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appropriate register</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good to Average</strong></td>
<td>17 - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adequate range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Occasional errors of word/idiom form, choice, usage <em>but meaning not obscured</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair to Poor</strong></td>
<td>13 - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Limited range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Frequent errors of word/idiom form, choice, usage <em>meaning confused or obscured</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Poor</strong></td>
<td>9 - 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Essentially translation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Little knowledge of English vocabulary, idioms, word form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Language Use</th>
<th><strong>Excellent to Very Good</strong></th>
<th>25 - 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Effective complex constructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
<td></td>
</tr>
<tr>
<td><strong>Good to Average</strong></td>
<td>21 - 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Effective but simple constructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minor problems in complex constructions</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to Very Good</td>
<td>Good to Average</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| 5.        | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| 5         | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| 4         | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| 3         | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| 2         | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| 1         | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| 0         | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| -1        | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| -2        | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
| -3        | • Demonstrates mastery of conventions  
           |                 | • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  
           | • Frequent errors of spelling, punctuation, capitalization, paragraphing  
           | • Poor handwriting meaning confused or obscured  
           | • No mastery of conventions |
The collected data were analyzed by using statistical analysis. Then, the data from experimental class and controlled class were being compared. The t-test was used in analyzing the data to know the effect of using Process Approach on students’ writing ability of descriptive text. But before analyzing the data, the distribution of normality and the homogeneity must be measured.

a. **Normality Test**

Normality test is used to examine whether the samples collected are normally distributed or not. The analysis of normality test in this research will use Kolmogorov Smirnov with \( \alpha = 0.05 \) by using SPSS 24 Program. Then, if the normality test resulted more than 0.05 (>\( \alpha = 0.05 \)) means that the data distribution are normal. In contrast, if the result of normality test is less than 0.05 (<\( \alpha = 0.05 \)) means that the data distribution are not normal. The steps to normality test will be explained as follows:

1. Open the SPSS version 20 software program
2. Click **variable view** and complete several columns:
   a. **Name**: In the first row, write class to differentiate between the experimental class and controlled class
   b. Choose numeric in **Type** column
   c. **Width** column is filled with 8
   d. **Decimal** is changed from 2 to 0
   e. **Label** column left blank and **Value** column is none
   f. **Missing** column is none

---

g. **Column** is filled with 8
h. **Align** column is right
i. **Measure** column is unknown
j. **Role** column is filled with input

3. Click *data view* and in score column, compute “1” for representing experimental class and “2” for representing controlled class
4. Compute score from each class in *score column*
5. Click *analyze >> Descriptive Statistics >> Explore*
6. In *Explore* dialogue box, *dependent list* is filled with the variable that want to be tested for normality (pre-test score and post-test score)
7. Then, *factor list* is filled with the sample groups (experimental group and controlled group)
8. Click *plots >> normality plot with test, histograms, and power estimation*
9. Click *Continue* and *OK* to see the normality of the test result

b. **Homogeneity Test**

The variances of data are tested to find out whether the data are equal or homogeneous. In order to do homogeneity test, SPSS program was used in this research. The steps to see the homogeneity will be described as follows:79

1. Open the SPSS version 20 software program
2. Input the data in *data view*
3. At the top of the menu, click *Analyze*. Then, choose *compare means* and click one-way ANOVA
4. In *Dependent List*, insert the data of experimental group. Then, in *Factor*, insert the data of controlled group
5. Click *Options* tab to open the options dialogue box
6. Give a tick in Homogeneity of variance tests
7. Click *Continue* and *OK* to see the homogeneity of the test result

---

c. T-test

T-test is used to see whether there is a difference between the two classes. By using t-test, the writer can determine whether the null hypothesis or alternative hypothesis is accepted or rejected. In SPSS 24, t-test is done through *Independent-Samples T-test* with a two-tailed test of significance. The null hypothesis is accepted if the result shows p-value or \(\text{sig} \text{ (2-tailed)}\) is higher than \(\text{sig} \alpha = 0.05 \) (5%). In contrast, the alternative hypothesis is accepted if p-value is lower than \(\text{sig} \alpha = 0.05 \) (5%). The steps to analyze the data will be explained as follows:

1. Open the SPSS version 24 software program
2. Click *Variable View*, type the name such as class and score
3. In *Values*, the name of the two groups are differentiated, “1” is for experimental group and “2” is for controlled group
4. Click *Data View* and insert the data
5. Click *Analyze*, choose *Compare Means* and click *Independent-Samples T-test*
6. Move the score into *Test Variable(s)* column, and move the class into *Grouping Variable*
7. Click *Continue* and *OK*

d. Effect Size Formulation

After t-test was conducted, the effect-size is need to be measured in order to see the level of significance effect, whether the effect is strong or weak. In this research, the *Cohen’s d* effect size formula is adopted. Furthermore, the formula for measuring the effect size could be seen as follows:\(^{80}\):

\[
\text{d} = \frac{\text{Mean of Group A} - \text{Mean of Group B}}{\text{Pooled standard deviation}}
\]

Explanation:

- \(D\) : effect size
- Mean of Group A : Mean for experimental class
- Mean of Group B : Mean for controlled class
- Pooled standard deviation : Standard deviation of Group A + standard deviation

The effect size formulation has been calculated and the result could be used to determine the level of significance. Below are the effect size criteria by Cohen’s:

- 0 – 0.20 : weak effect
- 0.21 – 0.50 : modest effect
- 0.51 – 1.00 : moderate effect
- > 1.00 : strong effect

G. Statistical Hypothesis

The hypotheses of statistical measurement would be described as follows:

H₀: There is no significant effect of Process Approach on students’ writing descriptive text or if the value p-value > sig α= 0.05 (5%). It means that the alternative hypothesis (Hₐ) is rejected and the null hypothesis (H₀) is accepted.

Hₐ: There is a significant effect in using Process Approach on students’ writing descriptive text if p-value < sig α= 0.05 (5%). It means that the alternative hypothesis (Hₐ) is accepted and the null hypothesis (H₀) is rejected.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings in experimental class and control class and also the discussion of the results.

A. Research Finding
1. Data Description

This chapter presents the result of the test that has been given to the sample of the research. The result of the test was used to get empirical evidence on the effect of using Process Approach on students’ writing ability of descriptive text at the tenth-grade students of SMAN 87 Jakarta in academic year 2018/2019. The following description would show the research finding based on the score of pre-test and post-test that has been given to the participant of the research.

a. Data of Experimental Class

The experimental class of this research was X IPS 2 students of SMAN 87 Jakarta consists of 30 students. The experimental class was taught by using Process Approach. Pre-test and post-test are used to collect the data of this research. Furthermore, the pre-test was conducted before Process Approach was implemented. Meanwhile, the post-test was conducted after the writer implementing Process Approach in teaching writing of descriptive text. The score of pre-test and post-test of experimental class will be tabulated in Table 4.1:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>2</td>
<td>69</td>
<td>73</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Score 1</td>
<td>Score 2</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>82</td>
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<tr>
<td>9</td>
<td>55</td>
<td>78</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>90</td>
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<tr>
<td>11</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>12</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>72</td>
<td>78</td>
</tr>
<tr>
<td>15</td>
<td>73</td>
<td>80</td>
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<tr>
<td>16</td>
<td>80</td>
<td>88</td>
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<td>17</td>
<td>74</td>
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<td>18</td>
<td>70</td>
<td>80</td>
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<tr>
<td>19</td>
<td>72</td>
<td>82</td>
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<tr>
<td>20</td>
<td>72</td>
<td>79</td>
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<tr>
<td>21</td>
<td>82</td>
<td>86</td>
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<tr>
<td>22</td>
<td>80</td>
<td>84</td>
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<tr>
<td>23</td>
<td>83</td>
<td>85</td>
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<tr>
<td>24</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>25</td>
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</tr>
<tr>
<td>26</td>
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<tr>
<td>27</td>
<td>73</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>83</td>
<td>86</td>
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<tr>
<td>29</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>30</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>SUM</td>
<td>2199</td>
<td>2403</td>
</tr>
<tr>
<td>Mean Score</td>
<td>73,3</td>
<td>80,1</td>
</tr>
<tr>
<td>Maximum Score</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Minimum Score</td>
<td>55</td>
<td>67</td>
</tr>
</tbody>
</table>
From the data in table 4.1, the highest score of pre-test in experimental class is 85 and the lowest score is 55. The mean score of pre-test in experimental class is 73.3. Meanwhile, the highest score of post-test in experimental class is 90 and the lowest score is 67. The mean score of post-test in experimental class is 80.1. In experimental class, the mean score of post-test is higher than the mean score of pre-test. The result indicates that Process Approach is an effective approach to use in teaching writing of descriptive text.

b. Data of Controlled Class

The controlled class of this research was X IPS 3 students of SMAN 87 Jakarta which consist of 30 students. The controlled class was not be treated by using Process Approach. The data were obtained from students through pre-test and post-test. The score of pre-test and post-test of controlled class would be tabulated in Table 4.2:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>2</td>
<td>73</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>79</td>
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<tr>
<td>6</td>
<td>80</td>
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<tr>
<td>7</td>
<td>80</td>
<td>85</td>
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<td>8</td>
<td>81</td>
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<td>9</td>
<td>85</td>
<td>86</td>
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<tr>
<td>10</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>87</td>
<td>88</td>
</tr>
</tbody>
</table>
The highest score of pre-test in controlled class is 87 and the lowest score of pre-test is 60. The mean score of pre-test in controlled class is 74. Meanwhile, the highest score of post-test in controlled class is 88 and the lowest score of post-test is 70. The mean score of post-test in controlled class is 76.1.

After the score of pre-test and post-test in both experimental class and controlled class had been calculated, the next step is to decide the gained score of pre-test and post-test. It was intended to see the significance differences between students’

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>13</td>
<td>72</td>
<td>70</td>
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<tr>
<td>14</td>
<td>75</td>
<td>70</td>
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<td>15</td>
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<td>30</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>SUM</td>
<td>2221</td>
<td>2285</td>
</tr>
<tr>
<td>Mean Score</td>
<td>74</td>
<td>76.1</td>
</tr>
<tr>
<td>Maximum Score</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>Minimum Score</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>
writing score before Process Approach had been implemented and students’ writing score after the writer implementing Process Approach in teaching writing of descriptive text. The gained score of pre-test and post-test in experimental class will be given in Table 4.3:

Table 4.3
The Gained Score of Experimental Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>69</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>67</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>88</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>85</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>78</td>
<td>23</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>78</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>72</td>
<td>78</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>73</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>80</td>
<td>88</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>74</td>
<td>79</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>72</td>
<td>82</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>72</td>
<td>79</td>
<td>7</td>
</tr>
<tr>
<td>21</td>
<td>82</td>
<td>86</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>80</td>
<td>84</td>
<td>4</td>
</tr>
</tbody>
</table>
Based on Table 4.3, the minimum gained score of experimental class is 0 and the maximum gained score is 23. In addition, the mean score of pre-test is 73.3 and the mean score of post-test is 80.1 thus the gained score of students’ writing is about 6.8 points which indicates that Process Approach is effective to be used in teaching writing of descriptive text because the gained score of post-test is higher than the gained score of pre-test.

Next, the gained score of controlled class will be also presented in Table 4.4 below:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>73</td>
<td>78</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>76</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>79</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>81</td>
<td>80</td>
<td>-1</td>
</tr>
<tr>
<td>9</td>
<td>85</td>
<td>86</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>74</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>72</td>
<td>70</td>
<td>-2</td>
</tr>
<tr>
<td>12</td>
<td>87</td>
<td>88</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>72</td>
<td>70</td>
<td>-2</td>
</tr>
<tr>
<td>14</td>
<td>75</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>77</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>86</td>
<td>83</td>
<td>-3</td>
</tr>
<tr>
<td>18</td>
<td>80</td>
<td>78</td>
<td>-2</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>77</td>
<td>78</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>73</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>76</td>
<td>73</td>
<td>-3</td>
</tr>
<tr>
<td>24</td>
<td>85</td>
<td>80</td>
<td>-5</td>
</tr>
<tr>
<td>25</td>
<td>72</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>73</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>72</td>
<td>70</td>
<td>-3</td>
</tr>
<tr>
<td>29</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>73</td>
<td>74</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUM</th>
<th>2220</th>
<th>2285</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>74</td>
<td>76,1</td>
</tr>
<tr>
<td>Maximum Score</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>Minimum Score</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>
Based on Table 4.4, in controlled class, the minimum gained score is -5 and the maximum gained score is 15. The mean of pre-test is 74 and the mean of post-test is 76.1. Therefore, the gained score of students’ writing is about 2.1 points.

Refer to Table 4.3 and Table 4.4, it can be seen that the average score of both experimental class and controlled class were increase. However, the score of experimental class had increase more significantly compares to the score of controlled class. It can be indicates based on the range points gained by the two classes. The gained score of experimental class had increase for 6.8 points while the gained score of controlled class had increase for only 2.1 points. In addition, the progress of both classes will be presented in the diagram below:

**Figure 4.1**
The Difference between Students’ Score in Experimental Class and Controlled Class

2. Analysis of the Data
   a. Normality Test

   The purpose of normality test is to decide whether the data from experimental class and controlled class have been distributed normally or not. In this research, Kolmogrov-Smirnov and Shapiro-walk was used to do the normality test. In addition, SPSS 24 Program was used for analyzing the data. The result of data analysis will be presented as follows:
Table 4.5
Normality Test of Pre-test and Post-test in Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Group</th>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td>PRE-TEST</td>
<td>Experimental Class</td>
<td>0.155</td>
<td>30</td>
</tr>
<tr>
<td>Control Class</td>
<td>0.123</td>
<td>30</td>
<td>0.200*</td>
</tr>
<tr>
<td>POST-TEST</td>
<td>Experimental Class</td>
<td>0.083</td>
<td>30</td>
</tr>
<tr>
<td>Control Class</td>
<td>0.128</td>
<td>30</td>
<td>0.200*</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The result of normality test for pre-test had shown that p ≥ α (0.064 ≥ 0.05) and (0.200 ≥ 0.05). Moreover, the scores of p can be seen through the Sig. in the table of Kolmogrov-Smirnov columns. Based on the result, it can be conclude that the data of pre-test in this research have normal distribution.

For post-test, the result of normality test revealed that p ≥ α (0.200 ≥ 0.05) and (0.200 ≥ 0.05). Therefore, the data of post-test were normally distributed in this research. As the conclusion, the significances of data in experimental class and controlled class are reached above 0.05. It means that the data of this research was normally distributed and Process Approach is effective to be used in teaching writing of descriptive text.

b. Homogeneity Test

Homogeneity test was done in order to decide whether the data of the experimental class and controlled class are equal or homogeneous. In this research, the writer use Levene statistic to measure the homogeneity test. Furthermore, the result of the homogeneity test will be presented as follows:
Table 4.6
Homogeneity Test of Pre-test in Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
</tr>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>.031</td>
</tr>
</tbody>
</table>

The homogeneity test’s result of pre-test in both classes indicates a significance of 0.861, which is higher than $\alpha= 0.05 \ (0.861 > 0.05)$. Therefore, both of the classes have homogeneous variances.

Table 4.7
Homogeneity Test of Post-test in Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST-TEST</td>
</tr>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>.761</td>
</tr>
</tbody>
</table>

In addition, the result of homogeneity test of post-test from both classes indicates a significance of 0.387, which is higher than $\alpha= 0.05 \ (0.387 > 0.05)$. It means that the data of post-test from both classes are also homogeneous.

c. Hypothesis Test

After the collected data have been calculated by using normality test and homogeneity test, the next step is conducting hypothesis test by using t-test in order to answer the research question on whether or not Process Approach is effective in this research. In addition, the t-test result is also will be supported by the calculation of the test of effect size.

In doing t-test calculation, the scores of post-test and gained score in both of experimental class and controlled class are being compared. The results would be presented as follows:
As shown in table 4.8 the results between post-test in experimental class that was given a treatment by using Process Approach, and controlled class that was treated by using Scientific Approach were significant. Both experimental class and controlled class have same amount of students which consists of 30 students. Next, the mean score of experimental class was 80.10 and the mean score of controlled class was 76.17. Therefore, using Process Approach had been proved effective to teach writing of descriptive text because the mean score of experimental class was higher than the mean score of controlled class.

Table 4.9
T-test Result of Post-test Scores

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
<td>t</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.761</td>
<td>.387</td>
<td>2.644</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.644</td>
<td>56.118</td>
<td>.011</td>
</tr>
</tbody>
</table>
Based on the table, the result of independent samples test shows that p-value or \( \text{sig (2-tailed)} = 0.011 \). It means that the null hypothesis (\( H_0 \)) is rejected and the alternative hypothesis (\( H_a \)) is accepted because the p-value (0.011) is lower than \( \text{sig } \alpha = 0.05 \) (0.011 < 0.05). Therefore, it could be concluded that there is a statistical significance of using Process Approach in students’ writing ability of descriptive text at tenth-grade students’ of SMAN 87 Jakarta.

\[ d. \text{ Test of Effect Size} \]

For the last step, after t-test result proved there is a statistical significant in the score of post-test result, the test of effect size is needed to be conducted in order to the level of significance on the effect (weak or strong) of using Process Approach on students’ writing ability of descriptive text.

In this research, the calculation of effect size was adapted from Cohen’s \( \text{d} \) effect size calculation. In order to calculate effect size, the mean and standard deviation of post-test from both experimental class and controlled class are needed. The effect size result would be presented as follows:

\[
d = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled standard deviation}}
\]

Pooled Standard Deviation = \( \frac{(6.266 - 5.207)}{2} = 529.5 \)

\[
d = \frac{(80.10 - 76.17)}{529.5} = 0.7
\]

Criteria of Cohens’\( \text{d} \) effect size:

- 0 – 0.20 : weak effect
- 0.21 – 0.50 : modest effect
- 0.51 – 1.00 : moderate effect
- > 1.00 : strong effect
According to the criteria, the result of effect size level in this research is 0.7 = moderate. In other words, Process Approach has moderate effect on students’ writing ability of descriptive text.

B. Discussion of the Results

The result of this quasi-experimental research has indicated that Process Approach is effective on students’ writing ability of descriptive text at tenth-grade of SMAN 87 Jakarta in academic year 2018/2019. Based on the calculation of effect size, it is also confirmed that the effectiveness is at moderate level of significance. Therefore, the data that had been processed has given an answer to the research question that has been proposed. In addition, this research’s finding is accordance with some previous related studies that assume and prove the using of Process Approach is effective on students’ writing ability of descriptive text.

Moreover, in the data description which was taken from 30 students in experimental class and as given in Table 4.1, the mean score of pre-test before Process Approach had been implemented is 73.3. After that, Process Approach had been implemented and the mean score of post-test in experimental class have been increased and reach the score of 80.1. Meanwhile, in Table 4.2, the mean score of pre-test is 74 and after the writer implementing Scientific Approach in class, the mean score of post-test have been increased into 76.1.

From the data of Table 4.1 and Table 4.2, it can be concluded that the mean score in both classes (experimental class and controlled class) have been improved. However, mean score of in experimental class is higher than mean score of in controlled class. Based on the statistical analysis, the increasing point of experimental class is 6.8 points; from 73.3 to 80.1. For the control class, the mean score has increasing point of 2.1 points; from 74 to 76.1. It means that in experimental class, the points have been increased more significantly rather than the controlled class.

Moreover, the independent-sample t-test of data analysis had shown statistically the effectiveness of using Process Approach during the period of treatment. A statistical significance shown by the analysis of post-test data had been
resulted that p-value or $\text{sig (2-tailed)} = 0.011$ that is lower than $\text{sig } a = 0.05$. The statistical result indicates that the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. Therefore, it can be conclude that Process Approach has an effect on students’ writing ability of descriptive text. In addition, the calculation of effect size adapted from Cohens’d is also revealed the level of effectiveness on using Process Approach. The result of the effect size is 0.7, which indicates that Process Approach is moderately effective in this research.

As the conclusion, the result of data analysis is proved that Process Approach is effective on students’ writing ability of descriptive text for tenth-grade students of SMAN 87 Jakarta in academic year 2018/2019.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion. The conclusion and suggestion is drawn based on the findings of the research.

A. Conclusion

Based on the research findings in chapter IV, the writer concludes that Process Approach is moderately effective on students’ writing ability of descriptive text. It is proved by the result of independent-sample t-test which shown p-value (2-tailed) = 0.011 in post-test scores on experimental class and controlled class. The number of p-value (2-tailed) in this research is less than the referred significance level of \( \text{sig } a = 0.05 \) (5%). Furthermore, because of the obtained p-value in this research is lower than the \( \text{sig } a = 0.05 \) (5%), it can be concluded that there is a statistical significance or effectiveness. In other words, when p-value is lower than the \( \text{sig } a = 0.05 \) (5%), means that the alternative hypothesis \( (H_a) \) is accepted and the null hypothesis \( (H_0) \) is rejected. In addition, the result of the effect size calculation adapted from Cohen’s \( d \) shown a value of 0.7. It means that the level of significance ranged at the moderate level.

In conclusion, the alternative hypothesis \( (H_a) \) is accepted and the null hypothesis \( (H_0) \) is rejected. In other words, it proves that Process Approach was effective on students’ writing descriptive text at the tenth-grade of SMAN 87 Jakarta in academic year 2018/2019.

Despite the positive result of statistical data, the writer inferred that the statistical calculation is need to be supported by the interview results from 5 students in experimental class that gave their opinion about the strengths and weaknesses in the implementation of Process Approach in the classroom. From the interviews, most students find that Process Approach is helpful to guide them understanding the process of writing descriptive text. Also, students think that by using Process Approach can make them easier to discover ideas for their writing because there is a stage called Freewriting in Process Approach. However, there are few negative
responses that arise from the use of Process Approach in the classroom. Some students think that Process Approach is time-consuming, because there are several stages where students create their own writing. Thus, the teacher needs to allocate a larger time when implementing Process Approach in the classroom.

B. Suggestion

Based on the research that has been conducted, the writer concludes that Process Approach gives the effect on students’ writing descriptive text. Therefore, there are some suggestions for English teacher, students, and other researchers:

1. For English Teacher
   Teacher might apply Process Approach to help students increase their writing achievement. Moreover, teacher should prepare the learning material and strategy and manage time effectively in the classroom when using Process Approach in order to achieve maximum results. In addition, the teacher should make conducive learning situation in the classroom when apply Process Approach as the teaching strategy. Also, the teacher should be able to supervise students’ attention, involvement, and engagement in the learning process.

2. For Students
   Students should maximize their time on learning and be able to be more active and focus on the learning activities while Process Approach is implemented.

3. For Other Researchers
   The result of this study could be the basic references for other researchers who want to conduct a similar research about the effect of using Process Approach in writing of descriptive text.
REFERENCES


Bestiana, Yuniar., and Achyani, Machis. *Big Book Bahasa Inggris SMP Kelas 1, 2, & 3*. Jakarta: Cmedia, 2015.


Appendix 1 Syllabus

MODEL SILABUS MATA PELAJARAN SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN (SMA/MA/SMK/MAK)

MATA PELAJARAN

BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN JAKARTA

2017
I. KOMPETENSI DASAR, MATERI PEMBELAJARAN, DAN KEGIATAN PEMBELAJARAN

A. Kelas X

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (indirect teaching) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan) | - Fungsi Sosial
   - Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru
   - Struktur Teks
     - Memulai
     - Menanggapi (diharapkan/di luar dugaan)
   - Unsur Kebahasaan
     - Sebutan anggota keluarga inti dan - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar
     - Mengidentifikasi ungkapan penting dan perbedaan antara beberapa cara yang ada
     - Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
     - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. |
4.1 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>tangan</td>
<td></td>
<td>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</td>
</tr>
<tr>
<td>• Topik</td>
<td></td>
<td>- Melakukan refleksi tentang proses dan hasil belajarnya</td>
</tr>
</tbody>
</table>

Siswa mampu:

- Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunannya

4.2 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<table>
<thead>
<tr>
<th>Fungsi Sosial</th>
<th>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</th>
</tr>
</thead>
</table>
| Struktur Teks | - Memulai
|               | - Menanggapi (diharapkan/di luar dugaan) |
| Unsur Kebahasaan | - Ungkapan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya |
|               | - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. |
| Topik | Interaksi antara guru dan siswa di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI |

- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar
- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, dan mengidentifikasi persamaan dan perbedaannya
- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.
- Melakukan refleksi tentang proses dan hasil belajar
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
</table>
| Siswa mampu: | • Fungsi Sosial  
Menyatakan rencana, menyarankan, dsb.  
• Struktur Teks  
- Memulai  
- Menanggap (diharapkan atau di luar dugaan)  
• Unsur Kebahasaan  
- Ungkapan pernyataan niat yang sesuai, dengan modal *be going to, would like to*  
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  
• Topik  
Interaksi antara guru dan siswa di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI | - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)  
- Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya  
- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan  
- Bermain game terkait dengan niat mengatasi masalah  
- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.  
- Melakukan refleksi tentang proses dan hasil belajar. |
Siswa mampu:

3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks deskriptif

4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan

- **Fungsi Sosial**
  Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- **Struktur**
  Teks Dapat mencakup
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan
- **Unsur kebahasaan**
  - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan

- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.
- Mencermati dan berdiri jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, mind map, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain.
- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain.
- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</td>
<td>bersejarah terkenal - Adverbia terkait sifat seperti <em>quite, very, extremely, dst.</em> - Kalimat dekalraif dan interrogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <em>a, the, this, those, my, their, dsb.</em> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik: Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
</tbody>
</table>
| Siswa mampu: | - Fungsi Sosial
Menjalin hubungan interpersonal dan akademik antar siswa, guru, dan sekolah
- Struktur Teks
  - Istilah khusus terkait dengan jenis pemberitahuannya
  - Informasi khas yang relevan
  - Gambar, hiasan, komposisi warna
- Unsur Kebahasaan
  - Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan)
  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
| - Menyimak dan menirukan guru membaca beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar.
- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya
- Mencermati dan bertanya jawab tentang contoh menganalisis announcement dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain
- Membuat teks pemberitahuan (announcement) untuk kelas atau teman
- Melakukan refleksi tentang proses dan hasil belajar.

| 3.5 | membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya
| 4.5 | Teks pemberitahuan (announcement)
4.5.1 | menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)
4.5.2 | menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td>• Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</td>
</tr>
<tr>
<td></td>
<td>• Multimedia Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</td>
<td>- Guru mendiktekan percakapan tersebut dan siswa menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tenses tersebut</td>
</tr>
<tr>
<td>Siswa mampu:</td>
<td></td>
<td>- Membaca beberapa teks pendek yang menggunakan kedua tenses tersebut, dan menggunakan beberapa kalimat-kalimat dalamnya untuk melengkapi teks rumpang pada beberapa teks tersebut</td>
</tr>
<tr>
<td>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan membeli dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</td>
<td>• Fungsi Sosial Menjelaskan, mendeskripsi kan, menyangkal, menanyakan, dsb.</td>
<td>- Mencermati beberapa kalimat rumpang untuk menentukan tenses yang tepat untuk kata kerja yang diberikan dalam kurung</td>
</tr>
<tr>
<td>4.6 menyusun teks interaksi transaksional, lisan</td>
<td>• Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan)</td>
<td>- Diberikan suatu kasus, siswa membuat satu teks pendek dengan menerapkan kedua tenses tersebut</td>
</tr>
<tr>
<td></td>
<td>• Unsur Kebahasaan - Kalimat deklaratif dan interrogative dalam simple past tense, present perfect tense. - Adverbial dengan since, ago, now; klaus dan adverbial penunjuk waktu - Nomina singular dan plural secara</td>
<td>- Melakukan refleksi tentang proses dan hasil belajar</td>
</tr>
</tbody>
</table>
dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI

<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 membedakan fungsi</td>
<td>sosial, struktur teks, dan unsur kebahasaan beberapa teks <em>recount</em> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</td>
<td>menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</td>
<td>dan temukan kata yang benar, dan bertanya jawab tentang isi teks</td>
</tr>
<tr>
<td>4.7 Teks <em>recount</em> – peristiwa bersejarah</td>
<td>mencakup:</td>
<td>- orientasi</td>
<td>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan</td>
</tr>
<tr>
<td>4.7.1 menangkap makna secara kontekstual</td>
<td>- urutan kejadian/keg iatan</td>
<td>- orientasi ulang</td>
<td>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</td>
</tr>
<tr>
<td></td>
<td>- Unsur Kebahasaan</td>
<td></td>
<td>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mengumpulkan informasi untuk</td>
</tr>
<tr>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **terkait fungs**  
**sosial, struktur**  
**teks, dan unsur**  
**kebahasaan teks**  
**recount lisan dan**  
**tulis terkait**  
**peristiwa**  
**bersejarah**  
| 4.7.2 menyusun teks  
**recount** lisan dan  
**tulis, pendek dan**  
**sederhana, terkait**  
**peristiwa**  
**bersejarah, dengan**  
**memperhatikan**  
**fungsi sosial,**  
**struktur teks, dan**  
**unsur kebahasaan,**  
**secara benar dan**  
**sesuai konteks** |  
**Kalimat**  
**deklaratif dan**  
**interogatif dalam**  
**simple past, past**  
**continuous,**  
**present perfect,**  
**dan lainnya yang**  
**diperlukan**  
|  
**Adverbia**  
**penghubung**  
**waktu: first, then,**  
**after that, before,**  
**when, at last,**  
**finally,** dsb.  
|  
**Adverbia dan**  
**frasa**  
**preposisional**  
**penujuk waktu**  
|  
**Nomina singular**  
**dan plural dengan**  
**atau tanpa a, the,**  
**this, those, my,**  
**their,** dsb.  
|  
**Ucapan, tekanan**  
**kata, intonasi,**  
**ejaan, tanda baca,**  
**dan tulisan tangan**  
|  
**Topik**  
**Peristiwa bersejarah**  
**yang dapat**  
**menumbuhkan**  
**perilaku yang**  
**termuat di KI**  
|  
**menguraikan peristiwa bersejarah**  
**di Indonesia**  
|  
**Menempelkan karyanya di**  
**dinding kelas dan bertanya jawab**  
**dengan pembaca (siswa lain,**  
**guru) yang datang membacanya**  
|  
**Melakukan refleksi tentang proses dan**  
**hasil belajar.**  
|
Siswa mampu:

3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan

- Fungsi Sosial
  Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur
  Teks Dapat mencakup:
  - Orientasi
  - Komplikasi
  - Resolusi
  - Orientasi ulang

- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya
- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada
- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi
- Membaca satu legenda lain, bertanya

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
</table>
| unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat | • Unsur Kebahasaan
  - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  - Adverbia penghubung dan penunjuk waktu
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
  • Topik
  Cerita legenda yang dapat | jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Melakukan refleksi tentang proses dan hasil belajar.
<table>
<thead>
<tr>
<th>Siswa mampu:</th>
<th>menumbuhkan perilaku yang termuat di KI</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9</td>
<td><strong>menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</strong></td>
</tr>
<tr>
<td>4.9</td>
<td><strong>menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</strong></td>
</tr>
</tbody>
</table>

**Fungsi sosial**
- Mengembangkan nilai-nilai kehidupan dan karakter yang positif

**Unsur kebahasaan**
- Kosa kata dan tata bahasa dalam lirik lagu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

**Topik**
- Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI

- Membaca, menyimak, dan menirukan lirik lagu secara lisan
- Menanyakan hal-hal yang tidak diketahui atau berbeda
- Mengambil teladan dari pesan-pesan dalam lagu
- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu
- Melakukan refleksi tentang proses dan hasil belajarnya
Nama Sekolah : SMAN 87 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Text
Alokasi Waktu : 6 x 45 Menit

A. Kompetensi Inti

- KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.
### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>3.4.1 Siswa dapat mengenal teks <em>descriptive</em> sederhana</td>
</tr>
<tr>
<td></td>
<td>3.4.2 Siswa dapat Mengidentifikasi struktur teks <em>descriptive</em></td>
</tr>
<tr>
<td></td>
<td>3.4.3 Siswa dapat mengidentifikasi fungsi sosial teks <em>descriptive</em></td>
</tr>
<tr>
<td></td>
<td>3.4.4 Siswa dapat mengidentifikasi struktur teks <em>descriptive</em></td>
</tr>
<tr>
<td></td>
<td>3.4.5 Siswa dapat mengidentifikasi unsur kebahasaan dari teks <em>descriptive</em></td>
</tr>
<tr>
<td>4.4 Teks deskriptif</td>
<td>4.4.1 Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</td>
</tr>
<tr>
<td>4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</td>
<td>4.4.2 Siswa dapat menyusun teks <em>descriptive</em> sederhana terkait tempat wisata dan bangunan bersejarah terkenal</td>
</tr>
<tr>
<td>4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan</td>
<td>4.4.2.1 Siswa dapat menyusun teks <em>descriptive</em> sederhana terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya</td>
</tr>
</tbody>
</table>
bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan dapat:

1. Berperan aktif dalam kegiatan belajar dan pembelajaran di dalam kelas terkait materi deskriptif teks
2. Mengidentifikasi teks deskriptif terkait tempat wisata dan bangunan bersejarah dengan memperhatikan beberapa aspek yakni unsur bahasa, struktur teks, dan fungsi sosial pada sebuah teks deskriptif
3. Menyusun teks deskriptif sederhana terkait tempat wisata dan bangunan bersejarah

D. Materi Pembelajaran

- **Fungsi Sosial**
  - Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- **Struktur Teks**
  - Dapat mencakup
    - Identifikasi (nama keseluruhan dan bagian)
    - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
    - Fungsi, manfaat, tindakan, kebiasaan
- **Unsur kebahasaan**
  - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
  - Adverbia terkait sifat seperti quite, very, extremely, dst.
  - Kalimat dekalraif dan interrogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those,
  my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
  
  - Topik
  Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
1. Discovery Learning
2. Process Approach

F. Media, Alat, dan Sumber Belajar
   - Media : Power Point Presentation, Students’ worksheets
   - Alat : Laptop, Infocus, Papan tulis, Spidol
   - Sumber : Buku pelajaran, Internet

G. Langkah-Langkah Pembelajaran
Pertemuan ke-1, subtema: Which one is your best gateway?
Waktu : 2 x 45 Menit

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah Penelitian</th>
<th>Rincian Aktivitas</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Awal    | -                  | • Guru memasuki ruang kelas  
  
  • Guru mengkondisikan suasana belajar yang kondusif | 5 menit |
<p>| Inti    | 1. Preparation     | • Guru menunjukkan beberapa gambar tempat | 5 menit |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Activity Description</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 1.   | Wisata dan bangunan bersejarah kepada siswa  
- Guru menghubungkan gambar-gambar tersebut dengan pengalaman siswa dan mengaitkannya dengan materi pelajaran  
- Guru menyampaikan tujuan pembelajaran  
- Guru menyampaikan 10 menit |
| 2. Modeling and Reinforcing |  
- Guru memberikan contoh teks deskriptif  
- Siswa diberi kesempatan untuk bertanya setelah memperhatikan dan menyimak contoh teks deskriptif  
- Siswa secara berpasangan untuk membaca dan menganalisa tujuan, struktur dan unsur kebahasaan pada teks tersebut  
- Guru mengklarifikasi dan menjelaskan definition, generic structure, & language feature teks deskriptif | 15 menit |
| 3. Pre-writing |  
- Guru memberikan dua topik teks deskriptif | 10 menit |
terkait tempat wisata dan bangunan bersejarah (sesuai dengan langkah-langkah Process Approach)

- Siswa memilih salah satu topik yang tersedia
- Guru meminta siswa melakukan brainstorming dengan teman dan guru untuk merumuskan ide penulisan teks deskriptif
- Siswa melakukan free-writing berdasarkan pada ide-ide yang telah didapatkan saat brainstorming

<table>
<thead>
<tr>
<th>4. Drafting</th>
<th>Siswa membuat brief outlines untuk penyusunan teks deskriptif</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Siswa membuat sebuah draft teks deskriptif secara individu yang terdiri dari 150-200 kata</td>
<td></td>
</tr>
</tbody>
</table>

| 5. Revising | Guru dan siswa berdiskusi tentang hasil kerja siswa, terutama mengenai kesalahan yang masih terdapat dalam penulisan | 15 menit |
Pertemuan ke-2, subtema: Historical Building in Indonesia
Waktu : 2 x 45 Menit

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah Penelitian Process Approach</th>
<th>Rincian Aktivitas</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peneliti</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
| Awal | - | • Guru memasuki ruang kelas  
• Guru mengkondisikan suasana belajar yang kondusif | 5 menit |

| Inti | 1. Preparation | • Guru memberi gambar terkait bangunan-bangunan bersejarah di Indonesia  
• Guru bertanya tentang bangunan-bangunan bersejarah kepada siswa  
• Guru pengalaman siswa dan mengaitkannya dengan materi pelajaran  
• Guru menyampaikan tujuan pembelajaran | 5 menit |

| 2. Modeling and Reinforcing | • Guru membagi siswa ke dalam beberapa kelompok  
• Setiap kelompok mendapatkan *jumble paragraphs* dan siswa diminta untuk menyusunnya serta menentukan tujuan, struktur teks, unsur kebahasaan, dan informasi penting yang terkandung dalam teks | 20 menit |

| 3. Pre-writing | • Siswa melakukan | 10 menit |
4. **Drafting**
- Siswa membuat brief outlines untuk penyusunan teks deskriptif
- Siswa membuat teks deskriptif secara individu tentang bangunan bersejarah di Indonesia yang terdiri dari 150-200 kata

5. **Revising**
- Guru dan siswa berdiskusi tentang hasil kerja siswa, terutama mengenai kesalahan yang masih terdapat dalam penulisan teks deskriptif
- Siswa memperbaiki content dan organization teks deskriptif yang mereka tulis

6. **Editing/Proof-reading**
- Siswa memperbaiki mekanisme penulisan teks deskriptif seperti grammar, spelling, dan punctuation
- Siswa membaca kembali teks deskriptif yang telah dibuat untuk mengecek kesalahan pada
mekanisme penulisan
- Siswa memperbaiki tulisan mereka dan menyerahkan ke guru

Penutup
- Guru memberi kesimpulan
- Guru menginfokan materi yang akan dibahas di pertemuan berikutnya
- Guru memberi salam penutup

5 menit

H. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Level and Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>Excellent to Very Good</td>
<td>- Knowledgeable&lt;br&gt;- Substantive&lt;br&gt;- Thorough development of thesis,&lt;br&gt;- Relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 - 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good to Average</td>
<td>- Some knowledge of subject&lt;br&gt;- Adequate range&lt;br&gt;- Limited development of thesis&lt;br&gt;- Mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 - 22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair to Poor</td>
<td>- Limited knowledge of subject&lt;br&gt;- Little substance&lt;br&gt;- Inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 - 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Poor</td>
<td>- Does not show knowledge of subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 - 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>Excellent to Very Good</td>
<td>Good to Average</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 - 18</td>
<td>17 - 14</td>
</tr>
<tr>
<td>2.</td>
<td>Non-substantive</td>
<td>Fluent expression</td>
<td>Somewhat choppy</td>
</tr>
<tr>
<td></td>
<td>Not pertinent</td>
<td>Ideas clearly stated/supported</td>
<td>Loosely organized but main ideas stand out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Succinct</td>
<td>Limited support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Well-organized</td>
<td>Logical but incomplete sequencing</td>
</tr>
<tr>
<td>Range</td>
<td>Language Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Fair to Poor     | • Limited range  
                    • Frequent errors of word/idiom form, choice, usage meaning confused or obscured |
| 13 - 10          |                                                  |
| Very Poor        | • Essentially translation  
                    • Little knowledge of English vocabulary, idioms, word form |
| 9 - 7            |                                                  |
| 4. Language Use  |                                                  |
| Excellent to Very Good | • Effective complex constructions  
                        • Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured |
| 25 - 22          |                                                  |
| Good to Average  | • Effective but simple constructions  
                        • Minor problems in complex constructions  
                        • Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured |
| 21 - 18          |                                                  |
| Fair to Poor     | • Major problems in simple/complex constructions  
                        • Frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions meaning confused or obscured |
| 17 - 11          |                                                  |
| Very Poor        | • Virtually no mastery of sentence construction rules |
| 10 - 5           |                                                  |
| Mechanics | Excellent to Very Good | Domination by errors  
| Dominated by errors  
| Does not communicate | Demonstrates mastery of conventions  
| Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing  
| but meaning not obscured | Frequent errors of spelling, punctuation, capitalization, paragraphing  
| Poor handwriting  
| meaning confused or obscured | No mastery of conventions  
| Dominated by errors of spelling, punctuation, capitalization, paragraphing | Handwriting illegible |

| Jakarta, 24 April 2019 | Mengetahui,  
| Peneliti Pengajaran | Eko Ardiawati, S.Pd  
| NIP. 197412092008012014 | Qisthi Amalia  
| NIM. 11150140000085 |
Appendix 3 Lesson Plan in the Controlled Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(CONTROLLED CLASS)

Nama Sekolah : SMAN 87 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Text
Alokasi Waktu : 6 x 45 Menit

A. Kompetensi Inti

- KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.
### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskrisktif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>3.4.1 Siswa dapat mengenal teks <em>descriptive</em> sederhana</td>
</tr>
<tr>
<td></td>
<td>3.4.2 Siswa dapat Mengidentifikasi struktur teks <em>descriptive</em></td>
</tr>
<tr>
<td></td>
<td>3.4.3 Siswa dapat mengidentifikasi fungsi sosial teks <em>descriptive</em></td>
</tr>
<tr>
<td></td>
<td>3.4.4 Siswa dapat mengidentifikasi struktur teks <em>descriptive</em></td>
</tr>
<tr>
<td></td>
<td>3.4.5 Siswa dapat mengidentifikasi unsur kebahasaan dari teks <em>descriptive</em></td>
</tr>
</tbody>
</table>

| 4.4 Teks deskriptif                                                             | 4.4.1 Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *descriptive* sederhana terkait tempat wisata dan bangunan bersejarah terkenal |
|                                                                                 | 4.4.2.1 Siswa dapat menyusun teks *descriptive* sederhana terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya |
| 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal |                                                                                   |
| 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan |                                                                                   |
bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

<table>
<thead>
<tr>
<th>C. Tujuan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pada akhir pembelajaran siswa diharapkan dapat:</td>
</tr>
<tr>
<td>4. Berperan aktif dalam kegiatan belajar dan pembelajaran di dalam kelas terkait materi deskriptif teks</td>
</tr>
<tr>
<td>5. Mengidentifikasi teks deskriptif terkait tempat wisata dan bangunan bersejarah dengan memperhatikan beberapa aspek yakni unsur bahasa, struktur teks, dan fungsi sosial pada sebuah teks deskriptif</td>
</tr>
<tr>
<td>6. Menyusun teks deskriptif sederhana terkait tempat wisata dan bangunan bersejarah</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Materi Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fungsi Sosial</td>
</tr>
<tr>
<td>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</td>
</tr>
<tr>
<td>- Struktur Teks</td>
</tr>
<tr>
<td>Dapat mencakup</td>
</tr>
<tr>
<td>- Identifikasi (nama keseluruhan dan bagian)</td>
</tr>
<tr>
<td>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</td>
</tr>
<tr>
<td>- Fungsi, manfaat, tindakan, kebiasaan</td>
</tr>
<tr>
<td>- Unsur kebahasaan</td>
</tr>
<tr>
<td>- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</td>
</tr>
<tr>
<td>- Adverbia terkait sifat seperti quite, very, extremely, dst.</td>
</tr>
<tr>
<td>- Kalimat dekalraif dan interrogatif dalam tense yang benar</td>
</tr>
</tbody>
</table>
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik
Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
1. Scientific Approach

F. Media, Alat, dan Sumber Belajar
Media : Power Point Presentation, Students’ worksheets
Alat : Laptop, Infocus, Papan tulis, Spidol
Sumber : Buku pelajaran, Internet

G. Langkah-Langkah Pembelajaran

Pertemuan ke-1, subtema: Which one is your best gateway?
Waktu : 2 x 45 Menit

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah Penelitian</th>
<th>Rincian Aktivitas</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal</td>
<td>-</td>
<td>• Guru memasuki ruang kelas</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guru mengkondisikan suasana belajar yang kondusif</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>1. Mengamati (Observing)</td>
<td>• Guru menampilkan beberapa gambar lokasi pariwisata dan bangunan-bangunan</td>
<td>10 menit</td>
</tr>
</tbody>
</table>
| 2. Mempertanyakan (Questioning) | Guru memberikan contoh teks deskriptif  
| Siswa diberi kesempatan untuk bertanya setelah memperhatikan dan menyimak contoh teks deskriptif | 10 menit |
| 3. Mengasosiasi (Associating) | Guru menjelaskan *definition*, *generic structure*, & *language feature* teks deskriptif  
| Siswa secara berpasangan untuk membaca dan menganalisa tujuan, struktur dan unsur kebahasaan pada teks tersebut | 15 menit |
| 4. Mengeksplorasi (Experimenting) | Siswa membuat teks deskriptif terkait tempat wisata atau bangunan bersejarah yang terdiri dari 150- | 30 menit |
Pertemuan ke-2, subtema: *Historical Building in Indonesia*

Waktu: 2 x 45 Menit

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah Penelitian</th>
<th>Rincian Aktivitas</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal</td>
<td>-</td>
<td>• Guru memasuki ruang kelas</td>
<td>5 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>1. Mengamati <em>(Observing)</em></td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>-----------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>• Guru mengkondisikan suasana belajar yang kondusif</td>
<td>• Guru mereview materi pada pertemuan sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menampilkan gambar-gambar terkait bangunan-bangunan bersejarah di Indonesia</td>
<td>• Guru menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

|      | 2. Mempertanyakan *(Questioning)* | | 15 menit |
|      | • Guru memberikan contoh teks deskriptif terkait bangunan-bangunan bersejarah di Indonesia | • Siswa diberi kesempatan untuk bertanya setelah memperhatikan dan menyimak contoh teks deskriptif | |

<p>|      | 3. Mengasosiasi <em>(Associating)</em> | | 10 menit |
|      | • Siswa berdiskusi dan menganalisa | | |</p>
<table>
<thead>
<tr>
<th>4. Mengeksplorasi (Experimenting)</th>
<th>Guru membagi siswa ke dalam beberapa kelompok.</th>
<th>30 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guru memberikan sebuah <em>jumble paragraphs</em> terkait bangunan-bangunan bersejarah di Indonesia.</td>
<td>30 menit</td>
</tr>
<tr>
<td></td>
<td>Secara berkelompok, siswa diminta untuk menyusun <em>jumble paragraphs</em> dengan benar.</td>
<td>30 menit</td>
</tr>
<tr>
<td></td>
<td>Siswa diminta untuk menentukan tujuan, struktur teks, unsur kebahasaan pada teks tersebut.</td>
<td>30 menit</td>
</tr>
</tbody>
</table>
kebahasaan, dan informasi penting yang terkandung dalam teks

5. Mengkomunikasikan 
(Communicating)

- Guru meminta beberapa kelompok untuk mempresentasikan hasil kerjanya di depan kelas
- Kelompok lain memberikan masukan atas hasil kerja temannya

Penutup

- Guru memberi kesimpulan
- Guru menginfokan materi yang akan dibahas di pertemuan berikutnya
- Guru memberi salam penutup

---

I. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Level and Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 1. | Content    | Excellent to Very Good 30 - 27 | - Knowledgeable  
- Substantive  
- Thorough development of thesis, |
<table>
<thead>
<tr>
<th>2. Organization</th>
<th>Good to Average</th>
<th>Fair to Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relevant to assigned topic</td>
<td>Limited knowledge of subject</td>
<td>Does not show knowledge of subject</td>
</tr>
<tr>
<td></td>
<td>Some knowledge of subject</td>
<td>Little substance</td>
<td>Non-substantive</td>
</tr>
<tr>
<td></td>
<td>Adequate range</td>
<td>Inadequate development of topic</td>
<td>Not pertinent</td>
</tr>
<tr>
<td></td>
<td>Limited development of thesis</td>
<td>Mostly relevant to topic, but lacks detail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limitedly relevant to topic, but lacks detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>Fair to Poor</td>
<td>Very Poor</td>
</tr>
<tr>
<td></td>
<td>Fluent expression</td>
<td>Limited knowledge of subject</td>
<td>Does not show knowledge of subject</td>
</tr>
<tr>
<td></td>
<td>Ideas clearly stated/supported</td>
<td>Little substance</td>
<td>Non-substantive</td>
</tr>
<tr>
<td></td>
<td>Succinct</td>
<td>Inadequate development of topic</td>
<td>Not pertinent</td>
</tr>
<tr>
<td></td>
<td>Well-organized</td>
<td>Limited knowledge of subject</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logical sequencing</td>
<td>Little substance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cohesive</td>
<td>Inadequate development of topic</td>
<td>Not pertinent</td>
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<td>Somewhat choppy</td>
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<td></td>
<td>Loosely organized but main ideas stand out</td>
<td>Limited knowledge of subject</td>
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<td></td>
<td>Limited support</td>
<td>Limited knowledge of subject</td>
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<td></td>
<td>Logical but incomplete sequencing</td>
<td>Limited knowledge of subject</td>
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<td></td>
<td>Non-fluent</td>
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<td>Ideas confused or disconnected</td>
<td>Limited knowledge of subject</td>
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<td><strong>3. Vocabulary</strong></td>
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<td><img src="image-url" alt="Image of a table with categories, ranges, and descriptions" /></td>
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</tbody>
</table>
| **Good to Average** | 17 - 14  | • Adequate range  
• Occasional errors of word/idiom form, choice, usage \textit{but meaning not obscured} |
| **Fair to Poor** | 13 - 10   | • Limited range  
• Frequent errors of word/idiom form, choice, usage \textit{meaning confused or obscured} |
| **Very Poor**    | 9 - 7     | • Essentially translation  
• Little knowledge of English vocabulary, idioms, word form                                      |
| **4. Language Use** |           | ![Image of a table with categories, ranges, and descriptions](image-url)                        |
| **Excellent to Very Good** | 25 - 22  | • Effective complex constructions  
• Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions |
<p>| <strong>Good to Average</strong> | 21 - 18  | • Effective but simple constructions                                                               |</p>
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<th>Excellent to Very Good</th>
<th>Good to Average</th>
<th>Fair to Poor</th>
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<td>17 - 11</td>
<td>Minor problems in complex constructions</td>
<td>Major problems in simple/complex constructions</td>
<td>Virtually no mastery of sentence construction rules</td>
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<tr>
<td></td>
<td>Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td>Frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions meaning confused or obscured</td>
<td>Demonstrates mastery of conventions</td>
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<td>Few errors of spelling, punctuation, capitalization, paragraphing</td>
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<td></td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
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<td>Frequent errors of spelling, punctuation, capitalization,</td>
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<td>10 - 5</td>
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<td>Very Poor</td>
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<td>No mastery of conventions</td>
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<td>Dominated by errors of spelling, punctuation, capitalization, paragraphing</td>
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<td>Handwriting illegible</td>
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Jakarta, 24 April 2019

Mengetahui,  
Pamong Pengajaran

Eko Ardiawati, S.Pd  
NIP. 197412092008012014

Qisthi Amalia  
NIM. 11150140000085
Appendix 4 Instrument of Pre-test in Experimental and Controlled Class

Instrument of Pre-Test in Experimental Class and Controlled Class

Name :      Date   :
Class :      Student’s Number :

Instruction:
1. Write a descriptive text consists of 150-200 words based on one of the topic below:
   a. Tourism place
   b. Historical building
2. You have 60 minutes to create your descriptive text
3. Pay attention to content, organization, vocabulary, language use, and mechanics
4. The results of this test will not affect any score on English subject

________________________________________________________________________________
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Appendix 5 Instrument of Post-test in Experimental and Controlled Class

Instrument of Post-Test in Experimental Class and Controlled Class

Name : Date :
Class : Student’s Number :

Instruction:
1. Write a descriptive text consists of 150-200 words based on one of the topic below:
   c. Tourism place
   d. Historical building
2. You have 60 minutes to create your descriptive text
3. Pay attention to content, organization, vocabulary, language use, and mechanics
4. The results of this test will not affect any score on English subject
Appendix 6 Surat Pengesahan Proposal Skripsi
Appendix 7 Surat Bimbingan Skripsi

KEMENTERIAN AGAMA
UNIVERSITAS NEGERI JAKARTA
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta

FORM (FR)

SURAT BIMBINGAN SKRIPSI

No Dokumen: B-0495/FI/KM.01.3/11/2019
Tgl. Terbit: 3 September 2018
No Revisi: 01
Hal: Bimbingan Skripsi

Yang terhormat
Pembimbing Skripsi
Dr. Ratna Sari Dewi, M.Pd.
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta

Assalamualaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I (materi-teknis) penulisan skripsi mahasiswa:

Nama: Qashi Amalia
NIM: 11150140000085
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII (Delapan)

Judul Skripsi: The Effect of Using Process Approach on Students’ Writing Descriptive Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan beikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

[Signature]

Pendekatan Pendidikan Bahasa Inggris
Yang terhormat,
Pembimbing Skripsi
Zaharii Anay, M.Ham.
Fakultas Ilmu Jurnalah dan Keguruan
UIN Syarif Hidayatullah Jakarta

Assalamu’alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing II (materi/teknik) penulisan skripsi mahasiswa:

Nama: Qisthi Amalia
NIM: 1115014900085
Jurusan: Pendidikan Bahasa Inggris
Semester: VII (Delapan)
Judul Skripsi: The Effect of Using Process Approach on Students’ Writing Descriptive Text


Pembimbing skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas kerjaan dan kerja tanda Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Tentang:
1. Deskripsi FTIK
2. Mahasiswa ybs.
Appendix 8 Surat Permohonan Izin Penelitian

KEMENTERIAN AGAMA
UIJN JAKARTA
FORM (FR)

SURAT PERMOHONAN IZIN PENELITIAN

Nomor: E-0651/F1 KM.01.3 IV-2019
Lamp: 1
Hal: Permohonan Izin Penelitian

Jakarta, 18 April 2019

Yang terhormat,
Kepala SMAN 87 Jakarta

Adikeleru’ alaikum Wr. Wr.

Dengan hormat kami sampaikan bahwa:
Nama: Quisti Amalia
NIM: 11110140000001
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII (Delapan)
Judul Sarjana: The Effect of Using Process Approach on Students’ Writing
Deskripsi Text:

adalah mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyelesaikan Sarjana, dan akan mengadakan penelitian (ี่ี) di SMAN 87 Jakarta yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat memberikan bimbingan terkait metode penelitian yang dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Tanda tangan:
1. Disikan FIIK
2. Mahasiswa yda.
Appendix 9 Surat Keterangan Penelitian dari Sekolah

[Image]
### References Examination Paper

Name: [Name]
Student Number: [Number]
Title: The Effect of Using Process Approach on Students’ Writing Descriptive Text in Quasi-experimental Study at the Tenth-Grade of SMAN 87 Jakarta in Academic Year 2018-2019

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<tr>
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Chapter II


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<td>18</td>
<td>Yuniar Bustiana and Machis Achyuni</td>
<td>Big Book Bahasa Inggris SMP Kelas 1, 2, &amp; 3</td>
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<td>p.754</td>
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<td>19</td>
<td>Zainuddin</td>
<td>The Effect of Cooperative Integrated Reading and Composition Techniqe on Students' Reading Descriptive Text Achievement</td>
<td>Eri Journal, Vol. 8 No. 5, 2015</td>
<td>pp. 12</td>
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<td>Deanne Spear</td>
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Acknowledged by:

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

Advisor II
Zahariil Ansy, M.Hum.
NIP. 19761007 200710 1 002
Appendix 11 Students’ Worksheet

Name: Jasmine Salabalo
Class: X 185

Instruction:
1. Write a descriptive text consists of 150-200 words based on one of the topics below:
   a. Tourism place
   b. Historical building
2. You have 60 minutes to create your descriptive text.
3. Pay attention to content, organization, vocabulary, language use, and mechanics.
4. The results of this test will not affect any score on English subject.

The Kasrulun Kiratun

The Kasrulun Kiratun is located in the district of Senaya,
wungkan in the City of Cirebon, built in 1529 by Prince Muhammad Arifin II. This is the oldest palace on Java, with the longest history. All of royal families of Cirebon still live in what today is the Kasrulun Kiratun, except for now, of course, subjects of the Republic of Indonesia.

The Kasrulun Kiratun stands on a total land area of 10 hectares, the Kasrulun Kiratun is the largest and the most impressive and last royal among the Cirebon palaces, whereas every night carries its own historic significance. The inner buildings are all painted white where are from the throne room, living room of the royal household and reception area to the guest. As is usual with the palaces on Java, the palace stands on the south side facing the large green square where the Song Certo Row is situated.
Instruction:
1. Write a descriptive text consists of 150-200 words based on one of the topic below.
   a. Tourism place
   b. Historical building
2. You have 60 minutes to create your descriptive text.
3. Pay attention to content, organization, vocabulary, language use, and mechanics.
4. The result of this text will not affect any score on English subject.

Yogyakarta City

Yogyakarta City is one of the city in Indonesia. Many people come to this city to visit famous place in this city. People usually visit Kraton, Malioboro, Borobudur and Prambanan Temple.

Yogyakarta is a place where King of Hananakarya live. Malioboro is a market that is very famous in Yogyakarta. There are many clothes seller and food. Borobudur and Prambanan Temple is two famous temple in Indonesia and in the world.
Kamado Island

Kamado Island is known as a habitat for many endangered animals, especially the
Kamado National Park is located on two islands, which is located on
Kamado Island and Rina Island. The park is also known for its
First National Park

In the past year, Kamado National Park became famous as a
Among visitors and researchers. Kamado National Park became famous for
Many people come to visit the island to see Kamado dolphins. Several
I visited Kamado Island, and I have seen several
visit the island, not only from local tourists but also international tourists.
Name: Fashion Feb 21 R
Date: 03-09-19
Class: X IP 3
Student's Number: 12

Instruction:
1. Write a descriptive text consists of 150-200 words based on one of the topics below:
   a. Tourist place
   b. Historical building
2. You have 60 minutes to complete your descriptive text.
3. Pay attention to content organization, vocabulary, language use, and mechanics.
4. The results of this test will not affect any score on English subject.

Casablanca City

Casablanca is Morocco's largest and most important port city, located on the coast of Atlantic in Western Morocco. Casablanca is the economic and cultural center of the country. The city also has a worldwide oceanographic research institution called "Royal Navy Base.

The city of Casablanca is divided into two parts, the new city known as the Medina Jadida and the old city or the Medina Gaidia. Both cities are very contrastingly different, where the atmosphere of the Medina Gaidia is famous with its heritage of colonialism, including the building, road, and local landmarks.

The largest city in Morocco, it holds many historical buildings established in the 17th century. The most important monument is the Hassan II Casablanca Mosque. This mosque stands on the rock in the middle of the sea.
Lambek Palma: Western

Lambek Palma, also known as Lambek Palma, is located in Sulaman Village, Uledol Sub-district, Timbang District, Lamongan Regency, East Java. The place mentioned above is a quiet and peaceful location.

Lambek Palma is a place with a unique atmosphere that makes it distinct from other places. The area around Lambek Palma is filled with rich natural beauty, making it a perfect spot for relaxation.

In this place, there are many beautiful natural landscapes that are a sight to behold. Visitors can enjoy the beauty of Lamongan's natural scenery and take in the peaceful ambiance.

The area around Lambek Palma is also a great spot for birdwatching and nature lovers. Visitors can explore the diverse flora and fauna that thrive in this region.

Overall, Lambek Palma is a place that offers a perfect escape from the hustle and bustle of daily life. Visitors can spend their time in peace and tranquility, surrounded by nature.

The place is known for its pristine natural beauty and the peaceful atmosphere that it offers. Visitors can enjoy the beauty of Lamongan's natural scenery and take in the calm ambiance.

In conclusion, Lambek Palma is a place that offers a unique atmosphere and is a perfect spot for nature lovers and birdwatchers. Visitors can enjoy the beauty of Lamongan's natural scenery and take in the peaceful ambiance.

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The place is known for its pristine natural beauty and the peaceful atmosphere that it offers. Visitors can enjoy the beauty of Lamongan's natural scenery and take in the calm ambiance.

In conclusion, Lambek Palma is a place that offers a unique atmosphere and is a perfect spot for nature lovers and birdwatchers. Visitors can enjoy the beauty of Lamongan's natural scenery and take in the peaceful ambiance.
Abu Simbel

Abu Simbel is one of the beautiful places I ever saw. It is an archaeological site comprising two massive rock temples in southern Egypt along the Nile about 230 km southwest of Aswan. It is part of the UNESCO World Heritage Site of "Nubian Monuments," which run from Abu Simbel downstream to Philae.

The larger temple at Abu Simbel, generally known as the Temple of Ramses II, is dedicated to Ra-Habu, Reh and Amen. Egypt's three chief deities in the time. The smaller temple, called the Temple of Nefertari, is dedicated to the goddess Hathor, Ramses II's beloved wife, Nefertari.
The Prambanan Temple is the largest and the most beautiful Hindu temple which ever built on the Java Island. The temple was built by Raja Paramatan as a rival to Borobudur and Sewu temple which located not far from Prambanan temple.

The building complex of Prambanan temple located on an altitude of 154 m above sea level and becomes one of the tourist destinations in Jogjakarta. It is located in Prambanan Village, District Bantul, Yogyakarta. It is approximately 17 miles from Jogjakarta. The location is only about 100 km from the highway of Yogyakarta-Ijen road.

The height of Prambanan temple is about 92 meters. It is 5 meters higher than Borobudur. The temple complex of Prambanan temple shaped rectangular consists of 4 main parts.
Name: Bagus Faridnyah
Class: 10IA

Instruction:
1. Write a descriptive text consisting of 150-200 words based on one of the topics below:
   a. Tourist place
   b. Historical building
2. You have 10 minutes to create your descriptive text.
3. Pay attention to content, organization, vocabulary, language use, and mechanics.
4. The results of this test will not affect any score on English subject.


The building in this temple is very beautiful. The myth tells that this temple is built for Rama, the hero from the ancient Javanese literature.

Only 16 words
Write a descriptive text consisting of 300-400 words based on one of the topics below:

A. Tourism place
B. Historical building

You have to ensure:

1. Pay attention to content, organization, vocabulary, language use, and handwriting
2. The results of this text will not affect any score on English subject.

Kota Tua

Kota Tua is a tourist place which located in Central Jakarta because the location of Kota Tua is in central city. It is always crowded by many visitors. Sometimes, many foreign tourists from other countries come and visit Kota Tua. Kota Tua also has many museums and old buildings with traditional architecture. Some of the places are Museum Fatahillah, Cape bastilla, the wawang museum, the fine arts and Crafts museum, Hotel post office and art gallery, the bank mandiri museum, the bank lembaga museum, the maritime museum, and the tower of the Harbor Mosque.

Other facilities for visitors are Central park, cafe, mini-mart, and various shows and activities.
Prambanan Temple

Prambanan temple is the largest and the most beautiful Hindu temple which ever built on the Java island. The temple was built during the Hindu Kingdom in Indonesia in the 9th century. Prambanan temple was built by Rakai Pikulit as a place to Bourbok and Surya Temple located not far from Prambanan temple. However, the construction of this temple became the era of Ratnayogyapura. Finally, Bourbok cursed Ratnayogyapura become a statue to complete the temple.

The building complex of Prambanan temple is located at an altitude of 130 m above sea level and becomes one of the tourist destinations in Jogjakarta. It is located in Prambanan Village, Bantul regency. It is approximately 10 mln from Jogjakarta. The location is one hour 100 m from the highway of Yogyakarta Solo that must be easy to reach.

The complex of Prambanan temple shaped rectangular consists of 4 main parts: the outer courtyard, inner yard (central court), central court, and inner court (back court).
Gedung Sate Bandung

Gedung Sate Bandung is a public building in Bandung, Java, Indonesia. The building is a neoclassical building with unique elements. Many tourists come to Bandung to visit this place.

Gedung Sate Bandung is a beautiful building with the decorative and green gardens that surround the building. The gardens are regularly used for shooting family pictures, music clips, or local or national events.

Gedung Sate is a monumental building that has an architectural design which is known as Indonesian-European architecture.
1. Write a descriptive text consists of 150-200 words based on one of the topics below:
   a. Tourism place
   b. Historical building

2. You have 60 minutes to create your descriptive text.

3. Pay attention to content, organization, vocabulary, language use, and mechanics.

4. The results of the test will not affect any score on English subject.

**Prambanan Temple**

Prambanan Temple is one of the most famous historical buildings in Indonesia. The temple is located in Yogyakarta, Indonesia. Prambanan Temple is also the largest Hindu temple in Indonesia.

This temple was built in the 9th century.

The building of this temple was built in a four square ground. Each place is separated by four walls with four large gates in the middle as the entrance.

The temple was divided into three main parts:

- The outer, the middle, and inner zone. The outer consists of an open area and the very bottom part of the temple. Middle part is the area of many small temples and last part is inner zone, which is the higher and the most holy part of the temple.
Name: Amiya Shoba Nursalam  Date: 26/11/2015
Student's Number: 7

Instruction:
1. Write a descriptive text consists of 150-200 words based on one of the topics below:
   a. Famous place
   b. Historical building
2. You have 10 minutes to create your descriptive text.
3. Pay attention to content, organization, vocabulary, language use, and mechanics.
4. The results of this test will not affect any score on an English subject.

The Pambanan Temple

The Pambanan temple is the largest and the most beautiful Hindu temple which ever builin the Java Island. The temple was built by King Prabu Sri with a rival to Borobudur and Sewu temple which located not far from Pambanan temple.

The building complex of Pambanan temple located on an altitude of 150 m above sea level and becomes one of the tourist destinations in Jogjakarta. It is located in Pambanan Village, District Bantul. It is approximately 17 miles from Jogjakarta. The location is only about 100 km from the highway in Yogyakarta.

The height of Pambanan temple is about 42 meters, it is 5 meters higher than Borobudur. The temple of Pambanan temple shaped rectangular consists of 9 main parts.
Appendix 12 Documentation
Appendix 13 Interview Transcript

Transkrip interview dengan siswa

1. Apa aja kesulitan kalian saat mengerjakan teks deskripsi?
   Adji : Saya kurang paham bahasa Inggris kak, gatau cara nulisnya.
   Kayla : Kadang saya gak tau nama vocab-nya kak.
   Ihdafi : Saya susah mikir ide buat nulisnya kak, kalo di sekolah saya kesulitan mikir.

2. Bagaimana pendapat kalian pada penggunaan Process Approach ini?
   Ihdafi : Seru kak, gak bikin bosen.
   Rizki : Enak kak, pas nulis ada step by step nya jadi gak bingung.
   Farah : Lumayan menarik kak. Kita bisa koreksi tulisan kita sendiri.

3. Menurut kalian, apa keuntungan atau manfaat menggunakan Process Approach ini?
   Ihdafi : Di awal kita bisa kumpulin ide tulisan dulu kak, terus bisa diskusi juga sama temen, jadi kita bisa saling bantu.
   Adji : Ada langkah-langkah nulisnya kak, jadi saya gak bingung lagi.
   Kayla : Ngebantu kita buat nulis kak, jadi gak asal bikin karangan.

4. Menurut kalian, Process Approach ini efektif gak untuk dipakai di dalam pembelajaran?
   Rizki : Efektif kak, soalnya ada semacem panduan kita harus ngapain aja pas nulis.
   Farah : Efektif sih biasanya kan ngebosenin kalo ini mah enggak.
   Adji : Lumayan efektif kak, pas nulis jadi gak bingung tapi kayaknya kebanyakan langkah-langkah nya kak.

5. Lalu, menurut kalian apa kekurangan dari Process Approach ini?
   Adji : Ya itu kak, banyak langkah-langkah nya jadi makan waktu kalo menurut saya.
Farah : Paling pas ngoreksi tulisan sendiri jadi rada bingung apa yang mau dibenerin, tapi tetep menarik kok.

Rizki : Kayaknya gak ada kekurangan, saya sih enak-enak aja kak.

Transkrip interview dengan guru bahasa Inggris

Peneliti : Assalamualaikum ma’am Eko. Mohon ma’am, apa boleh saya minta waktunya sebentar untuk wawancara?

Guru : Waalaikumsalam kak Qisthi, silakan aja. Gimana penelitianannya kemarin?

Peneliti : Alhamdulillah berjalan lancar ma’am, anak-anak juga kooperatif dan antusias. Selain itu, saya juga sudah mewawancarai beberapa anak untuk tanya pendapat mereka terkait penelitian kemarin.

Guru : Ok. Terus gimana pendapat mereka?


Guru : Terus kalau kekurangannya apa saja?

Peneliti : Kekurangannya sendiri itu ada di alokasi waktu-nya ma’am. Karena ada beberapa tahapan di Process Approach jadi di pembelajaran waktu yang digunakan harus cukup. Selain itu ada tahapan Revising dan Editing dimana mereka harus mengoreksi hasil tulisan mereka, di tahap ini ada siswa yang merasa bingung untuk mengoreksi tulisan mereka sendiri.

Guru : Jadi begini kak, kalau untuk alokasi waktu memang kan mapel bahasa Inggris ini ada yang wajib dan pilihan, jadi saya sendiri kalau mengajar juga kesulitan di alokasi waktu. Lalu, kalau di pembelajaran anak-anak memang harus juga diawasi ditanyakan apakah ada kesulitan atau tidak. Jadi anak jangan
langsung diminta untuk mengoreksi sendiri hasil tulisan mereka.

Peneliti : Baik ma’am. Sebetulnya untuk masalah mengoreksi hasil kerja itu saya sudah mengawasi dan membimbing siswa. Saya juga minta mereka untuk koreksi pakai Grammarly di internet, supaya mereka tidak kebingungan.

Guru : Oh bagus kalau begitu. Apa mereka ada kendala waktu pakai Grammarly?

Peneliti : Alhamdulillah tidak ada kendala ma’am. Mereka juga langsung paham ketika saya beri contoh penggunaannya di depan kelas.

Guru : Berarti kekurangan utama nya di alokasi waktu itu ya.

Peneliti : Betul ma’am jadi kalau nantinya ma’am mau mengaplikasikan Process Approach ini di dalam pembelajaran, ma’am harus sediakan waktu yang cukup karena ada banyak tahapan-tahapan yang harus dilalui siswa.

Guru : Iya kak, saya rasa juga metode ini bagus untuk bikin anak-anak mudah cari ide tulisan lewat tahapan apa namanya kak?

Peneliti : Tahap Freewriting ma’am.


Peneliti : Silakan ma’am. Mudah-mudahan bisa bermanfaat bagi anak. Selain itu saya ingin berminta kasih ke ma’am eko atas kesempatan yang telah diberikan kepada saya untuk melakukan penelitian dan wawancara ini. Sekali lagi terima kasih banyak ma’am.

Guru : Sama-sama kak Qisthi.