IMPROVING STUDENTS’ WRITING OF DESCRIPTIVE TEXT
THROUGH SNOWBALL THROWING TECHNIQUE

(A Classroom Action Research at eighth grade of SMP Al-Zahra Indonesia in Academic Year 2019/2020)

A “Skripsi”
Presented to the faculty of Tarbiya and Teachers’ Training in a Partial Fulfilment of Requirements for the Degree of S.Pd (S-1) in English Language Education

By:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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2019
ENDORSEMENT SHEET

The Examination Committee of Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled "Improving Students' Writing of Descriptive Text through Snowball Throwing Technique" (A Classroom Action Research at eighth grade of SMP Al-Zahra Indonesia in Academic Year 2019/2020), written by Teni Fabiola Putri, Students' Registration Number 11150140000069, was examined by the Committee on November 14th, 2019 and was declare to have fulfilled one of the requirement for degree of S.Pd. in English Education.

Jakarta, November 14th, 2019

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ABSTRACT


Advisor I : Drs. Syauki, M.Pd.
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This research was aimed to find out whether the students’ writing of descriptive text can improve by applying the Snowball Throwing technique. The subject of this research was the VIII-B class of SMP Al-Zahra Indonesia which consists of 23 students. The Classroom Action research design was adopted by Kurt Lewin and it was implemented in two cycles. In every cycle, there were three meetings that should be conducted in the classroom. According to Kurt Lewin’s design the steps of Action Research were planning, acting, observing, and reflecting. The data were obtained through qualitative and quantitative methods. To collect the qualitative data, the instruments were used interview, observation checklist, and field notes. The interview is addressed to the students and English teacher, the observation was done by the English teacher as an observer in observing the class situation, the students’ activity, and the researcher’s performance. Meanwhile, to collect the quantitative data, the instrument was used tests. The test was done by the students in three times that was pre-test, post-test 1, and post-test 2. The result of interview showed that the teacher and students were interested in using Snowball Throwing technique of writing descriptive text. Furthermore, the result of observation and field notes indicated that the situation of class during teaching and learning process was pretty good. The students were more enthusiastic and motivated in learning writing descriptive text. The result showed that there was an improvement in the students’ achievement in writing descriptive paragraph. Most of students increased their scores gradually at the end of cycle. The indication can be seen on how they learned to build good communication when discussing the tasks in descriptive writing. The score of Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) of English lesson was 78 (seventy-eight). The result of mean score of students in preliminary study was 66.52, the mean score in post-test 1 was 75.90, and the mean score in post-test 2 was 81.08. It can be concluded that the Snowball Throwing technique can improve the students’ descriptive writing.

Keywords : Writing, Descriptive Text, Snowball Throwing technique.
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In the name of Allah, the Beneficent, the Merciful

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Tangerang Selatan, 1 November 2019

Teni Fabiola Putri
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CHAPTER I
INTRODUCTION

This chapter provides the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the study, and the significance of the study.

A. The Background of The Study

Writing is usually believed as the most difficult skill to learn, not only because it should have the ability to master English skills such as, speaking, reading, and listening, but also because of the differences among the learner’s original language rules and the language being learned.\(^1\) It means that the difficulties in writing are different from the native language of students and the English language to be learned because students are usually writing in their native language. It is possible for them to have difficulty in writing English. Furthermore, if the students have knowledge in writing well from the right sentence structure and the use of adequate words and sentences, they will be able to send a letter to anywhere, and it makes them easier to express or share their ideas by using a paper in the real world or in the social media. Moreover, in their schools, writing skills will help them to express their ideas in answering the essay and accomplishing their assignments from their teachers. Therefore, the ability to write in any form will give many advantages in students’ life for gaining success in their studies at school and also writing is an important role in the real-life of students.

However, there are some problems that make writing is being one of the difficult skills faced by Junior High School students in the second year. According to Jack Richard, “writing is the most difficult skill for second language learners to master”.\(^2\) It means that writing is a complicated skill to develop than other skills in

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\(^1\) Lailatul Husna et al., An Analysis of Students’ Writing Skill in Descriptive Text at Grade X1 Ipa 1 of Man 2 Padang, *Journal English Language Teaching (ELT)*. Vol. 1(2), 2013, p. 1

learning English. Moreover, students also need more practice in order to train their ability in mastering the skill.

According to Rega Detapratiwi in her journal, descriptive text is one of the types of text that should be learned by the students, so they can know how to describe some object, for example, a person, a place and an object in all around them.\(^3\) It means that descriptive text is a text that tells the reader what the thing is, what the colour is, what the shape is, what the character is, and what the appearance is.

The problems in writing can be influenced by some cases. Especially by the students who often found some difficulties in writing descriptive text including; \textit{First}, the students have a problem in developing the ideas. It happens when some students write many main ideas in one paragraph, but apparently their ideas are still ambiguous, and it makes their ideas only write one sentence in some paragraphs. Therefore, the ideas of the paragraph are not easy to understand. \textit{Second}, the students have difficulty in organizing the ideas for writing descriptive text. A paragraph requires more than a unified point, which means a reasonable organization is needed in the paragraph. Therefore, students have to organize their ideas into a good paragraph based on the topic and their writing is easy to read. \textit{Third}, the students get difficulty in grammar. It will affect the pattern of how words are put together in the correct sentence form. Also, it will make the idea do develop well. \textit{Fourth}, the students are less vocabulary. It is a problem for students when they begin to write something related to the topic. Because they are hesitant in choosing the right words when writing a descriptive text. This case can make students feel confused to determine the words that they need. \textit{Fifth}, the students have some mistakes in mechanic aspects, such as spelling, punctuation, and capitalization. Those are the difficulty of students that can affect the meaning of the sentence in a paragraph.\(^4\)

To solve the above problem in writing descriptive texts, there are many techniques to help students improve their writing skills, such as Mind Mapping,\(^3\) Rega Detapratiwi, The Impact of Team pair solo Technique and Round Robin Technique on Student’s Ability in Writing Descriptive Text. \textit{Journal of English Language Teaching (ELT)}. Vol. 2 (2), 2013, p. 2.\(^4\) Husna et al., \textit{op.cit.}, p. 3
Post picture modern Techniques, The Clustering Technique, and Snowball Throwing Technique. The writer chooses the technique that can be used to help students’ writing, which is the Snowball Throwing technique.

According to Apsari, Snowball throwing is a technique that modifies the question that focuses on the ability to create questions and then pack it in an interesting game that is throwing snowballs at each other with questions to friends. It requires a simple ability that can be conducted by every student in making questions based on the material. It consists of five to eight people in a group who have the ability to create questions written in paper like a ball.\(^5\)

Moreover, Snowball throwing is a series of material that begins by delivering the material from the teacher to the group leader of students who already have a group and continues with each student given one sheet of paper to write one question concerning material that has been explained by the group leader.\(^6\) The students are asked to pour their ideas with their group before the students write the question then throw it to other friends and answer it in their writing. Therefore, the writer believes that the Snowball technique is an effective technique of teaching and improving students' ability in writing, especially in writing descriptive text.

Based on the explanation above, the writer chose the Snowball Throwing technique as a technique to help the students' problems in writing a descriptive text. This research also aims to investigate the improvement of Snowball Throwing technique to help students' writing ability particularly in writing descriptive texts. Therefore, the writer did the research about “Improving Students’ Writing of Descriptive Text through Snowball Throwing Technique” to find out the students’ responses toward the use of Snowball Throwing technique in writing class.


1.1 Identification of Problem

Based on the background of the problem, it can be identified that students deal with some problems when they are writing, especially in writing descriptive text, the problems as follows:

1. The students have difficulties in developing ideas about the descriptive text.
2. The students have problems in organizing the ideas for writing a descriptive text.
3. The students are lack of vocabulary about a descriptive text.
4. The students get difficulty in grammatical rules.
5. The students have some mistakes in the mechanic aspect.
6. The students have a limited chance to expose their idea in English writing, they only practice based on their textbook.

1.2 Limitation of Problem

Based on the identification of the study above, the writer limits the study on the student’s ability in writing descriptive text by using the Snowball Throwing technique.

1.3 Formulation of The Problem

Based on the identification and limitation of the study above, it is necessary to formulate the study as: How can the student’s ability in writing descriptive text improved by using the Snowball Throwing technique at the second-year student of Junior High School?

1.4 The Objective of The Study

The objective of the study is to find out how the improvement of the student’s ability at writing descriptive text by using the Snowball Throwing technique at the second-year student of Junior High School is.
1.5 The Significance of The Study

The finding of the research is useful in some ways.

1. English Teachers

The result of the study can be useful information about implementing the technique in teaching writing about one of the types of texts which is descriptive text and get a clear description of how it is applied in the classroom. Moreover, the teachers can bring and apply the technique to their classrooms.

2. Students

This study can be useful for students who have similar problems above, they can easily apply and practice the technique by following the procedures. This will help them solve their problems in writing and improve the results of their writing.

3. The other researchers

For the next researcher, this research is expected to be able to provide new information as a source for further researchers in conducting the same and better learning case studies, because this technique can be applied for all English skills in different ways, especially in writing with the suitable subject matter.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explores the concept of writing, understanding of the descriptive text, theories of snowball throwing technique, the previous studies, thinking framework, and action research hypothesis.

A. Writing

1. The Concept of Writing

Writing is one of the productive skills, where students must produce their own language.\(^1\) However, according to Langan, “writing is a process of discovery.”\(^2\) This means writing has several steps where the person before writing something, it should think about what and how is going to say. After done, it is necessary to read what has been written and to make a correction. That's the process of doing in writing.

Nevertheless, Nunan says writing is a physical and a mental action.\(^3\) It can be said that writing is a physical action by arranging words or ideas to a media, whether it is a word written on a paper, a whiteboard or e-mail messages and typed into a computer. On the other hand, writing is a mental activity of creating ideas, thinking about how to express them, and arranging them in statements or sentences and paragraphs that will be clear to the reader.

Moreover, writing is a skill that can be improved through practice like any other skill such as driving, swimming, and expert computer users. People are better at doing all those skills through experience and practice. Writing is not different

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from the skills that previously mentioned. The more people practice and the more experience people become better writers.4

Based on the explanation of those experts above, writing is a productive language skill that is applied for producing ideas, thoughts, and feelings in written form that can be improved through practice and requires several processes to make the ideas become well-structured to be delivered into a text.

2. The Writing Process

The writing process is the process of writing which has several stages to help the writers in making sentences without having to revise several times. By knowing the process of writing stages, the writers can make the writing more effective and they can increase their confidence in the writing process. Moreover, the writer will not expect much about the perfect writing concept for the first time. In general, the writing process consists of; Prewriting, Drafting, Revising, and Editing/Proofreading.5

a. Prewriting

In the first stage, the writer only expresses the ideas in any form such as fragments, lists, or sentences that is useful to writers. The purpose of pre-writing is to write ideas on paper or file.

b. Drafting

In the second stage, the writer starts to change ideas into sentences in a semi-organized manner. The purpose is to make the writer develop, expand, and form links to their ideas. Drafting is primarily a stage of discovery and exploration.

c. Revision

In the third stage, revision takes place repeatedly whenever needed. During revision, the writer's goals are to rethink ideas, to improve, and to develop them, the writer can rearrange the concept drastically.

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During the time spent on revision, the writer reshapes ideas by expanding, deleting, and clarifying.

d. Editing/Proofreading
This last stage needs to examine ideas, details, words, grammar, and punctuation in each sentence. Not only accuracy and correctness that must be considered, but also clarity.6

4. The Purposes of Writing

Writing has a purpose expressed by the writer itself. The purpose refers to what the writer's motives are, or what the reasons are for writing, which can be stated or implied.7

However, writing has a purpose as a way of communicating to deliver ideas to the readers. According to Miller, the purposes of writing are; to describe what the writer wants to achieve; to accomplish the readers; to amuse the readers.8

Furthermore, according to Elizabeth McMahan and her friends in their book, they mentioned three purposes for writing; the first is to express, where the writers talk about their own feelings about something happens or about someone such as in a diary or a love letter. Second, to entertain, where the writers want to amuse the audience by their writing and it can be in an informal essay or friendly letter. Third, to inform, where the writers want to get some knowledge from their writing to readers for telling how to get to go home from the airport. Fourth, to persuade, where the writers want to convince the readers to agree with an opinion or to receive an idea in a letter to the editor or an advertisement.9

Meanwhile, Based on Kirszner and Mandell in their book, they explained three purposes of writing in general. In expressing writing, the writers deliver personal feelings or impressions to readers. It is used in diaries, personal emails, journals, and often in narrative and descriptive essays too. Then, in informative writing, the

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6 Ibid., p. 9.
7 Ibid., p. 4.
writers inform readers about something. It is used in essay exams, lab reports, and expository essays too in some research papers and personal Web pages. Last, *In persuasive writing*, the writers try to make sure readers in acting or thinking in a certain way. It is used in editorials, argumentative essays, proposals, research papers, and many types of electronic documents such as blogs and Web pages. Moreover, Kirszner and Mandell clarified that if the writers have a more specific purposes in writing, their purposes might be to analyze, to entertain, to hypothesize, to assess, to summarize, to question, to report, to recommend, to suggest, to evaluate, to describe, to recount, to request, to instruct, and etc. Those are depending on the writers’ purpose. For instance, the writer writes a report about homelessness in the writer’s community. So, the writer’s general-purpose might be to inform readers of the situation, but the writer might also want to assess the problem and to instruct readers on how to help those in need.\(^{10}\)

The writer sums up, the purpose of writing has many reasons from writers in making writing. A very common reason for the purpose of writing is to express what is in the heart, ideas, thoughts or feelings of the writer to the reader. The purposes of writing described by the experts above are overlap or complete each other. But they usually one goal can dominate.

### B. Descriptive Text

#### 1. The Definition of Descriptive Text

Descriptive text is a text about describing the characteristic of someone, something, or a specific place. According to Artono “Description is the part of the paragraph that introduces the character.”\(^{11}\)

While Masitoh and Suprijadi stated that descriptive text is a text to describe people, places or things that can be seen through visual experience. By visual experience, learners can describe people, places, even days or

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\(^{11}\) Artono Wardiman, et.al. *English in Focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta:Pusat Perbukuan, DEPDIKNAS, 2008), p. 115
seasons and also they can describe someone's appearance, character, and personality.\textsuperscript{12}

Besides, the writer can use description to tell readers about the physical characteristics of a person, place, or thing. The description also depends on the five sense of the person that can describe, such as, sight, hearing, taste, touch, and smell.\textsuperscript{13}

Furthermore, Description is writing that creates a clear impression of the topic. Descriptions represent the experience of a person, place, or object into words, often by attracting the physical senses: vision, hearing, smell, taste, and touch.\textsuperscript{14}

It can be concluded that description has many aspects to be described, starting from something that can be seen visually from a place, object, or person, and or something that cannot be seen but that can be felt by someone. Then the description is written in the form of text or commonly called descriptive text, a paragraph that describes places, people, and certain objects based on the topic discussed. Therefore, the reader seems to feel directly what is being expressed in the text.

2. Purposes of Descriptive Text

The purpose of descriptive text is to create a clear impression of someone, place, object, or event. In the following table below, descriptions allow us to express feelings, to entertain, to inform, to persuade, and to show.\textsuperscript{15}

\begin{table}
\centering
\begin{tabular}{|c|c|c|c|}
\hline
Purpose & Description & Explaination \\
\hline
Express feelings & Descriptive text can express emotions and feelings. & \\
\hline
Entertain & Descriptive text can entertain readers with stories or situations. & \\
\hline
Inform & Descriptive text can inform readers about a place, object, or event. & \\
\hline
Persuade & Descriptive text can persuade readers to adopt a certain viewpoint or action. & \\
\hline
Show & Descriptive text can show details and characteristics of a person, place, or object. & \\
\hline
\end{tabular}
\end{table}

\textsuperscript{12} Siti Masitoh & Dasep Suprijadi, Improving Students’ Ability In Writing Descriptive Text Using Genre Based Approach (Gba) At The Eighth Grade Students of SMP Islam Terpadu Fitrah Insani, \textit{ELTIN Journal}, 2015, Vol. 3(1), p. 40.

\textsuperscript{13} Laurie G. Kirszner and Stephen R. Mandell, \textit{Patterns for College Writing}, (Boston: Bedford/St. Martin’s, 2012) p. 151

\textsuperscript{14} Susan Anker, \textit{Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life 5th edition}, (Boston: Bedford/St. Martin’s, 2010) p. 155

### Table 2.1

**Purposes for Description**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To express feeling</td>
<td>A description of the reaction of writers to the readers. For example, when the writer see the beautiful scenery of the place and interesting people that they meet.</td>
</tr>
<tr>
<td>To entertain</td>
<td>A humorous description that is described in magazines or newspapers.</td>
</tr>
<tr>
<td>To inform</td>
<td>A description of a reader unfamiliar with the subject. For example, prospective students who want to enter college to know what the campus is like in a catalog.</td>
</tr>
<tr>
<td>To persuade</td>
<td>A description of persuading readers to think or act in a certain way. For example, a travel agent who persuade people to book passage on a Carribean cruise by writing letters to clients about the luxury of Caribbean cruise and fascinating ports of call to get them excited about the trip and convince them to send a deposit.</td>
</tr>
<tr>
<td>To show</td>
<td>The description of something that the writer says is true. For example, a description of the best tomatoes, the writer might continue to describe how tomatoes look, feel, and smell, so the reader knows how to choose them.</td>
</tr>
</tbody>
</table>

Based on the variety of purposes above, descriptions are most often expressive, so most often they can help the writers to share their perceptions when describing
something. As human beings, people have a strong desire to connect with other people by sharing experiences.

3. Kinds of Descriptive Text

As stated before that descriptive text is used to describe something, such as person, place, and things. In general, people describe something like people, they usually describe people from their age, personality, characteristics, and so on. Therefore, there are three types of descriptive text:

a. Description of a Place

In describing a place, the writers should think about what they want to describe first. For example, a room, the writers can describe the wall of the room first or the floor of the room after all. Therefore, readers can feel how the room is described by the writer. Even though there is no set pattern for arranging sentences in a descriptive paragraph. But, the sentences should not be randomly arranged. The arrangement of the details of the writer’s description depends on the subject and purpose.\(^\text{16}\)

Here the example paragraph of describing a place as follows the figure:

<table>
<thead>
<tr>
<th>My Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dormitory room, on the second floor of Bienville Hall. It is a small and rectangular room with a white ceiling and green walls. As you enter the room, straight ahead you will see two large windows with gold curtains. My bed, which is covered with a red and gold bedspread, is under the windows. On your left, against the wall, there is a large bookcase filled with books. Close to the door, a desk and chair sit next to the bookcase, with a small woven wastepaper basket underneath the desk. There are several posters on this wall. The poster that is over the desk is of my favorite singer. To your right, built into the wall opposite the bookcase and desk, is a closet with sliding doors. Behind you on your right and somewhat behind the door is a dresser with a mirror over it.</td>
</tr>
</tbody>
</table>

Figure 2.1: The Example of Describing a Place

b. Description of a Person

---

Every person has his/her own characteristic, behavior, thoughts, and etc. So, each person must be different. In describing someone, people have to describe the physical appearance and the personality based on what and how it looks.

The first thing is to identify the individual characteristics of people. It requires to describe people on physical such as the attributes (hair, eyes), the emotions (warm, nervous), the moral attributes (greedy, honest, decent, trusting), and the intellectual (intelligence, perception).17

The example of describing a person as follows the figure:18

![Figure 2.2: The Example of Describing a Person](image)

Mr Kartolo, the Farmer
Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo’s duties before breakfast. He does most of the hard outdoor work by himself.

17 Tiur Asih Sihabuan, Improving Students’ Achievement on Writing Descriptive Text Through Think Pair Share, *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, Volume 3 (3), 2013, p. 34

18 Artono Wardiman, et.al. *English in Focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta:Pusat Perbukuan, DEPDIKNAS, 2008), p. 113
Another example of describing a person as follows the figure:

**My Diva**

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly look like an angel. She is tall, slim, and beautiful. Her hair is black. She always wears fashionable clothes. Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking.

**Figure 2.3: Another Example of Describing a Person**

c. Description of a Thing

In describing a thing, the arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of the details depend on the characteristic of the subject. To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

The example paragraph of describing a thing as follows the figure:

**Borobudur Temple**

Borobudur is Hindu–Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight-step like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of the universe influences temples at Angkor, Cambodia.

**Figure 2.4: The Example of Describing a Thing**

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20 Tiur Asih Sihabuan, op cit., p. 34
4. Schematic Structure of Descriptive Text

The students should master the generic structure before they write a descriptive text. It makes the students easier to arrange the word into a good sentence in the descriptive text. The structure of descriptive text follows some particular stages the beginning middle and last of the text. They are:

a. Identification

In this part introduces to the subject of the description.

b. Description

In this part gives details of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit, and daily life, etc.\(^{22}\)

Description text concentrates on particular participants. It usually uses the simple present tense.\(^{23}\) It means that descriptive text is written in the present time when writing about a particular subject.

Doddy gave an example of descriptive text in his book:\(^{24}\)

---

![Great Zimbabwe](image)

In 1871 Karl Mauch, a German, discovered huge stonewalls in Zimbabwe, Africa. The walls covered 25 hectares around what is now called Great Zimbabwe. Great Zimbabwe is the most impressive Iron Age site in Africa. On top of a hill, there is a large castle and underneath this is the Great Enclosure. The Great Enclosure has enormous walls – sometimes 11 metres high and 1.2 metres thick. Inside the Great Enclosure, there are many huts, passages and rooms and a mysterious 9-metre-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe – it is a mystery to African and foreign archaeologists. They think the Great Enclosure was built about 1,000 years ago.

Figure 2.5: The Example of Descriptive Text

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\(^{22}\) Achmad Doddy et al., Developing English Competencies for Senior High School (SMA/MA), (Jakarta: Pusat perbukuan Departemen Pendidikan Nasional, 2008), p.128.

\(^{23}\) Ibid., p. 117

\(^{24}\) Ibid., p. 110.
Here the researcher analyses the text structure of the following figures.

<table>
<thead>
<tr>
<th><strong>Identification</strong></th>
<th>In 1871 Karl Mauch, a German, discovered huge stonewalls in Zimbabwe, Africa.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>The walls covered 25 hectares around what is now called Great Zimbabwe. Great Zimbabwe is the most impressive Iron Age site in Africa. On top of a hill, there is a large castle and underneath this is the Great Enclosure. The Great Enclosure has enormous walls – sometimes 11 meters high and 1.2 meters thick. Inside the Great Enclosure, there are many huts, passages, and rooms and a mysterious 9-meter-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe – it is a mystery to African and foreign archaeologists. They think the Great Enclosure was built about 1,000 years ago.</td>
</tr>
</tbody>
</table>

Figure 2.6: The Analysis of Descriptive Text Structure

From some explanations above, it can be concluded that descriptive text has two main parts, identification, and description. Identification reveals the object which is going to describe; description contains explanation and information about the object described.

5. Language Feature of Descriptive Text

The Language features have an important role to maintain in producing a good descriptive text. All language features are used to deliver and to describe the construction clearly. Regarding the language features, Knapp and Watkins stated that descriptive text uses several language features as summarized below:  

---

a. Tense
- The present tense is always used when describing things from a technical and factual point of view.
  For example: has, eats, sings, lays, swim.
- The past tense, for example: had, was, enjoyed, seemed, and sparkled.

b. Verbs
1) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).
   For example: My favorite toy is a teddy bear because it is cuddly and friendly. It is my friend too.

2) Action verbs are used when describing behaviour/uses;
   For example:
   - An ant has three body parts.
   - The queen ant lays the eggs.

3) Mental Verbs are used in describing feelings in descriptions, for example: She felt unhappy. He liked dancing.

c. Adjectives
1) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example,

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Possums are <em>nocturnal.</em></td>
<td>Technical</td>
</tr>
<tr>
<td>It is <em>grey</em> and <em>brown.</em></td>
<td>Everyday</td>
</tr>
<tr>
<td>Her appearance was <em>majestic.</em></td>
<td>Literary</td>
</tr>
</tbody>
</table>

2) Adjectives can be used on their own, as above, or as part of a noun group, as below:
Turtles are covered with a hard, box-like shell.  

He has a cool hairstyle.  

His luminous, dark coat gave him an eerie quality.  

---

d. Adverbs

1) Adverbs are used to add extra information to verbs to provide more detailed description; for example,

- Turtle swim slowly.
- She always hassling her mother.

2) Adverbial phrases are used in descriptions to add information about the manner, place or time. For example;

<table>
<thead>
<tr>
<th>Walruses have hair one their lips.</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students only worked diligently just before exam</td>
<td>Time</td>
</tr>
</tbody>
</table>

---

C. Snowball Throwing Technique

1. The Definition of Snowball Throwing Technique

Snowball throwing is a model learning which is the students could explore their leadership potential in groups and their ability in making questions that are needed through the imagination game that shape and throw a snowball.\(^{26}\) In addition, snowball throwing is a series of material that begins by delivering the material from the teacher to the group leader of students who already have a group and continues with each student given one sheet of paper to write one question concerning material that has been explained by the group leader.\(^{27}\)

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Furthermore, snowball throwing is a process of creating a group, starting from choosing the leader of the group and giving them a task that already discussed according to the topic. When every member has understood the topic, then every group should write a question that given from other groups. After that, every group should answer the question that they got from a paper.  

Besides that, as stated by Miller, the Snowball Technique is a method for students to inform each other about the necessary concepts and information. Students start by working individually and they collaborate with pairs. The pairs form groups of four. Groups of four join together to form groups of eight. This snowballing continues to influence until the whole class works together as one big group. Furthermore, Zaini stated that Snowball Throwing is a learning model used to get the answer which is created by the students from discussion with their friends in pairs before in a form of group. Even though the definition of snowball throwing from Miller and Zaini are little different with others, it can be said that the snowball technique is a technique that involves students in discussion activities by forming groups as well.

It can be concluded that the snowball throwing technique makes students more active in learning. They are trained to be responsible and active students because they have to build a number of questions and give to other groups and also answer the questions given to them. In addition, this technique also increases students' creativity in learning because they have to answer, summarize, reflect, and evaluate what they have learned.

2. The Purpose of Snowball Throwing Technique

Snowball throwing technique has some purposes. It helps the students to:

---

a. To improve students’ leadership. Because, with the formation of group leaders, they have a responsibility to have the task to deliver to their friends in his/her group.

b. To train students for independent learning, because each student is given the task of making one question to be answered by another friend and so on.

c. To foster student learning creativity because they can form the paper into a ball as they wish.31

In summary, snowball throwing technique helps the students in many aspects which make them be active in the learning process. Therefore, students will think creatively in making a question and answering in their writing. Teacher can adapt the technique to their own purposes.

3. The Procedure of Snowball Throwing Technique

There are some procedures for applying the snowball throwing technique in the classroom; they are as follows:

a. The teacher presents the material to be served.

b. The teacher forms the students into a group and calls from each group leader to give an explanation about the material.

c. Each group leader returns to their groups, then explains the material delivered by the teacher to their friends in the group.

d. Each student is given one worksheet to write down one question about the material that explained by the group leader.

e. After one question has been written on paper, then the paper is formed into a ball and throw it at one student to another student for about 15 minutes.

f. After that, the students who get one ball or one question will give the opportunity to answer the questions.

g. The teacher evaluates at the end of the lesson.32

31 Istarani, op.cit., p. 93.
4. The Advantages and Disadvantages of Snowball Throwing Technique

According to Susanti, the snowball throwing technique has the advantage of training students' readiness because paper balls are thrown randomly and this technique is a kind of knowledge sharing activity because students who get paper balls must answer written questions and share their opinions with other members in the group.33

Meanwhile, Istarani explained more about the advantages of snowball throwing technique, as follows:

a. It enhances leadership skills among students because there are leaders who have the responsibility to deliver the material as group leaders to their friends in the group.
b. It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from another friend.
c. It develops the creativity of the students who have to create questions and form their paper into a ball.
d. It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.

In contrast to the above advantages, Istarani also explains some of the disadvantages of snowball throwing technique as follows:

a. The explanations from the group leader sometimes are not as clear as that given by the teacher, as a result, the members of a group may not understand the explanations given by their group leader because the group leader has forgotten some information or even because she is unable to explain the snowball throwing technique clearly.
b. Some students may not yet be able to create good and correct questions.

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33 Henny Susanti, Use of Snowball Throwing Technique for Teaching Better ESL Speaking, *English Education Journal (EEJ)*, Vol. 7 (1), 2016, p. 120
c. After getting the paper ball from his/her friend, a student may not be able to answer the question correctly, especially if the question is not clear or, in other words, the question is incomprehensible.

d. It can be difficult to determine whether the learning objectives were achieved or not.\(^\text{34}\)

D. Previous Study

The first previous study is taken from Tri Wahyuni, the student of IAIN Surakarta about using snowball throwing game to improve students’ writing skill as written on her thesis “*The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive Text* (A Classroom Action Research Conducted in Seventh Grade Student of MTs N Gondangrejo in Academic Year of 2015/2016)”\(^\text{35}\). She has conducted the study in two cycles of action with three meetings in cycle I and two meetings in cycle II. In her finding consisted of identifying, planning, implementing, observing, reflecting, and revising. The reflection of her findings also happened at the end of the cycle I and cycle II. She has collected the data through observation, interview, and test (pre-test and post-test). She applied the technique for the seventh-grade students of class VII F that consisted of 39 students at MTs N Gondangrejo. She found that the use *Snowball Throwing Game* could improve the students’ writing skill on the descriptive text as in the mean score of pre-test, post-test one and post-test two, that is 51.6, 77.83 and 84.10. Moreover, students were being more attention in the class. In addition, students’ practice in writing participation, interest, and motivation can increase and also writing class situation can be more fun by using Snowball Throwing Game.\(^\text{35}\)

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\(^{34}\) Istarani, *op.cit.*, p. 94

\(^{35}\) Tri Wahyuni, “The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive Text”, *Thesis* at State Islamic Institute of Surakarta, 2016, unpublished.
The study above almost has no differences with the writer. Only the objectives for applying the technique of snowball throwing. The writer was conducted at eight-grade students.

The second related study is under the title “The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension” by Sofyan A. Gani, et.al. Their research focused on applying Snowball Throwing Technique in teaching reading to find out whether snowball throwing technique can increase students’ reading comprehension skill for the 10th grade at a senior high school in Nagan Raya, Aceh, Indonesia. The design method of this research is a quasi-experimental and the researcher took 60 students that are divided into an experimental group and control group. The instrument was pre-test and post-test. The results of t-test showed that the critical area is higher than 2.00. The t-count value from post-test between EG and CG is 3.38. This technique has shown that the activities could build the students’ ability in reading comprehension and further increase their social interactions among peers.36

The study above has one similarity and some differences with the writer’s study. Snowball throwing technique is similar to the writer as a technique for this research, but the differences are the English skill and the design method of this research.

The last related study is about “Snowball Throwing in Teaching Grammar” by Yanuarti Apsari. She has conducted the study at STKIP Siliwangi Bandung and she applied qualitative research involving one class consisting of second-semester students in the English Department who were taking the subject of the foundation of English Grammar. The data were obtained from classroom observation and students’ interview. Her findings revealed that many advantages from applying snowball throwing in teaching grammar such as improving students’ comprehension in learning grammar,

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36 Sofyan A. Gani, Yunisrina Qismullah Yusuf, et.al., The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension, Proceedings of The 1st National Conference on Teachers’ Professional Development, September 30, 2017.
creating enjoyable learning atmosphere, increasing students’ vocabulary, developing students’ speaking skill, developing students’ cooperation skill, and increasing students’ participation in the class.37

The study above has one similarity and some differences with the writer’s study. The similarity is the snowball throwing technique as a technique chosen by the writer. While the differences are in teaching English skill and subject, the researcher used grammar as a material and also speaking as English skill, while the writer used descriptive text as material in writing ability for students. Another difference is the research didn’t give the test as an instrument. She only gave the detail explanation about implementing the snowball throwing technique step by step of the stages based on her observation and interview.

E. Thinking Framework

Based on the theories above, writing is one of the English skill that must be learned and be improved, especially by students. Because some students still have many problems in producing writing. Especially in writing a descriptive text. They feel confused to start writing and also they lack vocabularies. It is important for students to help them to give an interesting way to learn how to produce good writing.

Descriptive text is one of the kinds of text which should be learned and be improved by learners. Writing descriptive text means that students should describe something visually such as; people, places, and things and then non-visualy such as the senses of a person.

In implementing teaching writing in the classroom, the teacher may use a media, a technique, and a method to promote their teaching-learning activity. One of the techniques that can be used in the classroom is the Snowball Throwing Technique. Using Snowball Throwing in improving writing descriptive text has many advantages. It will help students to make

37 Yanuarti Apsari, Snowball Throwing in Teaching Grammar, Lingual, Vol. (10)1, 2018
students easy to generate ideas and find topics. It also helps them in enriching and mastering vocabularies. Using Snowball Throwing students will be successful in learning when they enjoy the process. By group learning, students get a solution when they get difficulties in pouring the ideas in writing a descriptive text. The writer assumes that using Snowball Throwing on students is effective for improving, developing, and promoting students' English writing skill, especially on descriptive text.

F. Action Research Hypothesis

Concerning to this classroom action research implementation, the researcher proposed the hypothesis that Snowball Throwing technique in teaching writing can improve the students’ writing of descriptive text at the eighth grade students’ of SMP Al-Zahra Indonesia in academic year of 2019/2020.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents place and time of the study, design of the study, the subject of the study, the writer’s role and teacher’s role, the technique of collecting the data, the technique of data analysis, the trustworthiness of research, and criteria of action success.

A. Place and Time of the study

This research was conducted at eight grade of SMP Al-Zahra Indonesia, which is located at Jl. Vila Dago Raya, Kel. Benda Baru, Kec. Pamulang, Kota Tangerang Selatan, Banten 15415. The research was carried out for two months, it started from August 14th to September 11th, 2019.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Meeting</th>
<th>Date</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Study</td>
<td></td>
<td>August, 14th 2019</td>
<td>My favourite Place in school</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>1</td>
<td>August 20th, 2019</td>
<td>My favourite Place in school</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>August 21st, 2019</td>
<td>My Favourite Animals</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>August 27th, 2019</td>
<td>My favourite Person or Idol</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>4</td>
<td>August 28th, 2019</td>
<td>My favourite Animals</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>1</td>
<td>September 3rd, 2019</td>
<td>My favourite Animals</td>
</tr>
</tbody>
</table>
B. Design of Research

In conducting this research, the researcher used Classroom Action Research. It is an action research that is carried out inside class when learning takes place. Moreover, it aims to improve the quality of learning and focuses on the class or on the learning process that occurs in the classroom.¹

Then, based on Zuber and Skerritt in Cohen, Manion, and Morrison in their book, the purpose of an action research project is to produce practical improvement, innovation, change or development of social practices, and a better understanding of practitioners about their practice.² Creswell stated that classroom action research is applied when a researcher aims to solve one particular educational problem.³

Therefore, the researcher decided to use classroom action research because she intended specifically to improve and to develop students’ skills in writing descriptive text and also to train them in writing by interacting with their classmates through the Snowball Throwing technique.

The design of this research that is used the model of Kurt Lewin’s design. This design presents four elements including planning, acting, observing, and reflecting. The model itself was figured as follows:⁴

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>September 4ᵗʰ, 2019</th>
<th>My favourite Person or Idol</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>September 10ᵗʰ, 2019</td>
<td>My favourite Place in school</td>
<td></td>
</tr>
<tr>
<td>Post-test 2</td>
<td>4</td>
<td>September 11ᵗʰ, 2019</td>
<td>My favourite Person or Idol</td>
</tr>
</tbody>
</table>

---

Figure 3.1
Kurt Lewin’s Model of CAR Adapted from Kusumah and Dwitagama
In order to apply the model in the context of this study, the writer adapted it into her research. The model of CAR itself was as follows:

**CYCLE 1**

Planning:
- Designing the lesson plan
- Preparing the material
- Preparing the observational guidelines, field notes, pre-test, and post-test 1

Acting:
- Implementing the lesson plan
- Teaching descriptive text
- Using Snowball Throwing Technique

Observing:
- Observing teaching performance and learning process by collaborator
- Conducting post-test 1 by students

Reflecting:
- Evaluating students’ progress
- Preparing the next cycle

**CYCLE 2**

Planning:
- Designing the lesson plan
- Preparing the material
- Preparing the observational guidelines, field notes, and post-test 2

Acting:
- Implementing the new lesson plan
- Teaching descriptive text
- Using Snowball Throwing Technique

Observing:
- Observing teaching performance and learning process by collaborator
- Conducting post-test 2 by students

Reflecting:
- Evaluating students’ progress
- Preparing the next cycle

**Figure 3.2**
Kurt Lewin’s Model of CAR Adapted from Kusumah and Dwitagama
Modified by the Writer
C. The Subject of the Study

The subject of this study is the students of VIII-B of SMP Al-Zahra Indonesia in academic year 2019/2020. There are three classes of this grade at this school and they are VIII-A, VIII-B, and VIII-C. Afterward, to determine the subject of this study, the researcher gave the pre-test for all those classes to know which class has got the lowest score to be chosen by the researcher. Apparently, the result showed that the students from VIII-A have got 67.39, from VIII-B has got 66.52, and from VIII-C has got 66.95. Therefore, the lowest score is from VIII-B and it means that VIII-B has more problems in English writing than the other class. So, the students from VIII-B was chosen. They need the appropriate technique to help them in improving their writing skills.

D. The Writer’s Role and Teacher’s Role

In conducting this study, the researcher needs a collaborator in implementing the action of study to make the research plan with the English teacher. The researcher’s role in this study is as an interviewer for English teacher and students, as a teacher, as a designer of the lesson plan, and as a maker of pre-test, post-test 1, and post-test 2. Then, as a teacher, the researcher taught writing descriptive text through Snowball Throwing technique to the students by collaborating with an English teacher based on the research plans and the strategies that have made. Meanwhile, during the action stage was conducted, the English teacher’s role in this study is as an observer. She took note about the important things that the researcher did during the teaching and learning process which are relevant to be the researcher’s data.

E. The Technique of Collecting Data

In conducting this study, the researcher used qualitative and quantitative data. Interview, observation, and field notes were taken for qualitative data, and pre-test-and post-tests were carried out for quantitative data. To know how the researcher collects the data by those instruments, there are four techniques to collect the data and every technique is described as follow:
1. Interviewing the teacher and the students

On Wednesday, August 14th, the researcher interviewes the English teacher and the students in the school area before the researcher implements the study. Then, on Wednesday, September 11th, the researcher interviewes the English teacher and the students after the researcher implements the study. The purpose is to see their perspective towards the teaching and learning activity about writing a descriptive text based on their experience. In addition, the interview itself is done in the preliminary and at the end of the study to see the comparison of their responses towards the subject matters before and after the technique is applied.

In interviewing the students, the researcher involves four students as the focus group. Focus group is a group consisting of few participants where the participants focus on a particular topic or set of problems about the perspective towards issues related to the study in a classroom made by the researcher.\(^5\)

The number of questions for interviewing the English teacher and students are 10 questions in the preliminary. While at the end of the study, for English teacher is 4 questions and for students are 5 questions.

2. Observation Sheet

The observation sheet is conducted by an English teacher. The English teacher observes the researcher during the teaching and learning process in every meeting in the classroom. The English teacher observes the researcher started from August 20th to September 10th. The researcher’s performance requirements are described in the observation sheet and the English teacher assigned to choose the category that provided which is *Very Good, Good, Adequate, and Insufficient* options by giving a checklist mark.

3. Field Notes

Field notes is made to get more information about the situation in the classroom. The aspect that should be noted is the atmosphere in the classroom, students’ attention, enthusiastic of students, teacher’s ability in interacting, delivering, and giving the lesson and the concept of Snowball Throwing, and students’ understanding. The English teacher has a role as an observer in doing this field notes. Therefore, the English teacher is required to record the researcher for those aspects in every meeting in a written description and it’s started from August 20th until September 10th. The researcher conduct the learning in the classroom and responsible to analyze the class situation in six meetings.

4. Conducting a Test

The test is given to the students as the pre-test, post-test 1, and post-test 2. The pre-test is aimed to measure the students’ writing skill before the Snowball Throwing Technique is applied, while the post-test 1 and post-test 2 were to see their improvement after applying the technique.

The pattern of the test between pre-test, post-test 1, and post-test 2 is seemingly the same. Only the themes of the descriptive text are different. The students are asked to write descriptive text 100 words with the theme that provided and they have to finish in 40 minutes. Here is the example of the test below:

Table 3.2

**EXAMPLE TEST OF FREE WRITING DESCRIPTIVE TEXT**

- Write a descriptive text about “describing your favourite place in your school” as creative as possible based on your knowledge.
- You have 40 minutes to finish it.
- Scoring will be based on content, organization, vocabulary, grammar, and mechanic.
- Minimum word at least 100 words.
Then, after the students are conducted the pre-test, post-test 1, and post-test 2. The writer analyses by giving scores. Here is the procedure of scoring the written test that analyzed by the researcher which is adapted from Weigles’ model:⁶

Table 3.3
Scoring in Writing Skill

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>4</td>
<td>Relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Rather relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but is not quite easy to understand.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>Most of the sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea.</td>
</tr>
<tr>
<td><strong>Vocabulary &amp; mechanic</strong></td>
<td>4</td>
<td>A few errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

Frequent errors in the choice of words, spelling, and punctuation.

A few grammatical accuracies.

Some grammatical inaccuracy.

Numerous grammatical inaccuracy.

Frequent grammatical inaccuracy.

F. The Technique of Data Analysis

The researcher analysed data by using qualitative data which came from observation, interview, and field notes. The researcher analyzed the situation and the condition of the classroom by observation. The observation was conducted during the cycle I and cycle II. The researcher used the observation checklist and field note that was used to observe the situation and the condition of the classroom and to monitor the learning process. In the end, the data observations were analyzed by describing the result of percentage from the checklist. Then, the researcher analyzed the students’ problem and collecting students’ opinion from the interview to know the successes of research. After that, the data were analyzed by comparing the first interview and the last interview.

After that, the researcher analysed data by using quantitative data from the students’ writing of pre-test, post-test 1, and post-test 2. The researcher used analytical scoring rubric that adapted from Weigle’s book.

In analyzing quantitative data, the researcher find out the average of students’ writing score per action within one cycle, she calculated the mean of the students’ score by applying this formula:

\[ M_x = \frac{\sum X}{N} \]

\( M_x \) : Mean

---

X : Individual score
N : Number of students

Next, she calculated the class percentage or the percentage of students who passes the criterion of minimum competency (KKM). It is done by applying the formula below:\(^8\)

\[
P = \frac{F}{N} \times 100 \%
\]

P : Class percentage
F : Total percentage score
N : Number of students

Then for the last step, the researcher identified the improvement score on students’ descriptive paragraph from pre-test to post-test in cycle 1 and cycle 2. The researcher used the formula:\(^9\)

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

P : percentage of students’ improvement
y : pre-test result
y1 : post-test 1
y2 : post-test 2

---

\(^8\) Ibid., p. 43.
G. The Trustworthiness of Research

To get the accurate data of this research, the researcher used triangulation. Andrew P. Johnson in his book mentioned that triangulation is a way to see things from different perspectives by looking at one point that is used as a subject and also from the various data sources that are used as other points. In other words, triangulation can be achieved by gathering distinct types of data, using the different data sources in different moment, and by asking other people to evaluate the data to get the accuracy and to adjust the findings.10

Furthermore, according to Sugiyono, triangulation itself is classified into several types, one of them is triangulation technique, because it is the most suitable for this research. Triangulation technique is the technique that is done by checking data from the same sources with different technique11.

In summary, triangulation is looking objects from many different perspectives. It can be said that, in this classroom action research, the result of qualitative data that is taken from observation, interview, and field notes and the result of quantitative data that is taken from pre-test, post-test 1, and post-test 2 were collaborated to compare with the result of the research.

H. Criteria of the Action Success

The key to success in classroom action research can be reached when the criteria is achieve to the target. However, the failure is also undeniable if the specified criteria cannot be achieved. In accordance with the Minimum Mastery Criteria (KKM), at least, there must be 75% of students who need to achieve the target score. The target score of SMP Al-Zahra Indoensia for English lessons is 78 (seventy-eight). In this case, the researcher must increase 75% of students' ability in writing skill to achieve the criteria for success.

11 Prof. Dr. Sugiyono, Metode Penelitian Kuantitatif,Kualitatif, dan R & D, (Bandung: Alfabeta, 2009), p. 274.
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the result of the classroom action research conducted in VIII-B of SMP Al-Zahra Indonesia in the academic year 2019/2020. This chapter discusses the result of pre-test, the implementation of Classroom Action Research, and finding after implementing the action.

A. The Description of the Data

1. The Result of Pre-Test

The pre-test had been done before implementing the CAR. It was conducted on Wednesday, August 14th, 2019 at VIII-B. There were 23 students who had followed the writing test. It started from 07.35 am until 08.55 am. The students were asked to make a descriptive text freely based on the theme provided.

The first step to calculate the mean score of pre-test, the researcher did the formula below:

\[ M_x = \frac{\sum X}{N} \]

= \frac{1530}{23}

= 66.52

Next, to find the percentage of the Criterion of Minimum Completeness (KKM), the researcher used the following formula:

\[ P = \frac{F}{N} \times 100\% \]

= \frac{6}{23} \times 100\%

= 26.08\%  

Based on the result of the pre-test, the data showed that the mean of the pre-test was 66.52. There were only 6 students or 26.08% who have passed the criterion of minimum completeness (KKM). Meanwhile, the 17 others were under the criterion. The highest achievement gained score was 85 and the lowest
achievement gained score was 45. Here is the result of students’ pre-test of writing below:

Table 4.1
The Result of Students’ Writing in Pre-Test

<table>
<thead>
<tr>
<th>STUDENTS’ NAME</th>
<th>PRE-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT 1</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 2</td>
<td>65</td>
</tr>
<tr>
<td>STUDENT 3</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 4</td>
<td>50</td>
</tr>
<tr>
<td>STUDENT 5</td>
<td>*80</td>
</tr>
<tr>
<td>STUDENT 6</td>
<td>*80</td>
</tr>
<tr>
<td>STUDENT 7</td>
<td>60</td>
</tr>
<tr>
<td>STUDENT 8</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 9</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 10</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 11</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 12</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 13</td>
<td>50</td>
</tr>
<tr>
<td>STUDENT 14</td>
<td>50</td>
</tr>
<tr>
<td>STUDENT 15</td>
<td>60</td>
</tr>
<tr>
<td>STUDENT 16</td>
<td>60</td>
</tr>
<tr>
<td>STUDENT 17</td>
<td>50</td>
</tr>
<tr>
<td>STUDENT 18</td>
<td>60</td>
</tr>
<tr>
<td>STUDENT 19</td>
<td>65</td>
</tr>
<tr>
<td>STUDENT 20</td>
<td>65</td>
</tr>
<tr>
<td>STUDENT 21</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 22</td>
<td>45</td>
</tr>
<tr>
<td>STUDENT 23</td>
<td>70</td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td><strong>66.52</strong></td>
</tr>
</tbody>
</table>

*Students who passed the KKM*
Based on the figure above, the percentage of students who got the target score (KKM) is 26.08% or only 6 students could reach the target score of writing test. Meanwhile, the percentage of students who could not reach the target score is 73.92% or 17 students did not pass the KKM. It can be said that most of the students in the eighth grade of SMP Al-Zahra Indonesia, especially for VIII-B had difficulty in writing skills. Thus, it is vital to find out the solution to solve this problem. Because of that, the classroom action research is conducted to improve the students’ writing skills. The action research was conducted in two cycles. Every cycle had followed the procedures of action research such as planning, acting, observing, and reflecting.

2. The Implementation of Classroom Action Research
   a. Finding the Cycle one
      1) Planning

      In this phase, the researcher prepared some activities to conduct the study. The researcher and the English teacher worked collaboratively in designing lesson plans for the implementation. First, the researcher and the English teacher-designed three lesson plans for three meetings. Second, the researcher prepared the material and the media needed. The material was taken from English textbook and internet. The researcher and the English teacher decided that descriptive text was the chosen text which should be taught to the students.
The media needed in implementation was a projector, laptop, paper, and worksheets. The other preparation was making an observation checklist which includes guideline observation and field notes. The purpose was to know the researcher as a teacher and the students’ activities in the class during the implementation. Besides, the researcher also prepared post-test 1 to know the students’ improvement scores from pre-test to post-test 1.

2) Acting

The researcher conducted the first meeting on Tuesday, August 21st and she entered the classroom by greeting all of the students. After that, the researcher conducted her teaching by using the lesson plans that were prepared while the English teacher monitored the teaching and the learning process using observation checklist and field notes. The first thing of researcher did, she used PowerPoint media to explain the material about “Describing Places”, the explanation of the material was about the characteristic of describing place, the structure of describing place, and the examples of describing place. She showed some pictures of places to the students to identify the name of place from the pictures. After that, she gave the knowledge about the sentence pattern, the adjective words, the general structure in the paragraph, the simple present tense, and the examples of paragraph. When the explanation was done, the researcher introduced, explained, and demonstrated how to play the Snowball Throwing technique also she gave the students' group task. The researcher asked the students to make a group consisting of 5 students in one group. Each group got a set of media which are worksheets, a table with word classes, pictures that related to the material, and blank page. The table with word classes and picture media was used to write the vocabulary from many word-class as noun, verb, adjective, and adverb. The picture theme was about “Library, Classroom, Stadium, Airport, and Computer lab” and the students discussed the task with their own group. After that, the students were making one question then, they rolled the paper like a ball and then threw the paper ball to another group. All the students picked up the paper ball and they answered the question
then they wrote a descriptive text about a place by their own writing. After they were finished their writing, the researcher asked the students to present their writing results. At the end of the lesson, the researcher did a reflection by summarizing the material.

The second meeting was conducted on Wednesday, 21st August 2019. The researcher continued to the previous material about describing place. The researcher gave the apperception to the students and she evaluated students’ writing about describing place. The researcher used PowerPoint to explain more detail about describing place and the common mistakes of students when they writing about describing place. The explanation of the material was included the various examples with the structure of the paragraph about describing place. From the exercise, the students expected to be able to apply simple tense in their descriptive writing. To help students in writing about describing the place, the researcher showed more pictures of places to students in order to know the name of place from the pictures. After that, she gave the knowledge about the sentence pattern, the adjective words, the general structure in the paragraph, the simple present tense, and more examples. In the next activity, the students make a group consisting of 5 to 4 or 5 students in one group. Each group got a set of media which are a table of word classes, pictures that related to the material, and a blank page. The picture theme was about “Park, Canteen, Living room, Hospital, and Supermarket” and the students discussed the task with their own group. The students gathered with their group to fill the worksheet related to the picture that they got. After that, each student made one question and rolled the paper like a ball, and then thrown the paper to another group and then they answered the question that they got and they wrote a descriptive text about the place. When the students had finished, one or two students had to present the result of their writing in front of the class.

The third meeting was held on Tuesday, 27th August 2019. The researcher went to the next material about describing the animal. The researcher introduced the goal of the topic about describing animals like the way she
explained about describing place before. The researcher used PowerPoint media to explain about describing animal and she showed a video about how to describe animals included the knowledge about the sentence pattern, the adjective words, the general structure in the paragraph, the simple present tense, and more examples. To prevent the mistakes of the students writing about describing animals such as in the first meeting, the researcher gave examples of the common mistakes in the sentences about describing animal in the PowerPoint. In the next activity, the students make a group consisting of 5 to 4 or 5 students in one group. Each group got a set of media which are the table of word classes, pictures that related to the material, and blank page. The table of word classes and picture media were used to write the vocabulary from many word-class as verb, characteristic, part of body, and adjective. The picture theme that given to the students was “panda, bee, dolphin, cat, and penguin,” the students gathered with their group to fill the worksheet related to the picture that they got. After that, each student making one question about the picture theme and then the students rolled the paper like a ball, and then throw the paper to another group and after that they answered it by writing a descriptive text about the animal.

3) Observing

In the observation phase, the researcher was helped by the English teacher as an observer. The English teacher was responsible to observe the whole activities in the class based on the observation checklist which includes teachers’ performance, class situation, and students’ response using observation checklist and field notes.

In the first meeting, for the situation of the classroom, most of the students were paying attention to the teacher’s explanation about the descriptive text. The researcher who rolled as a teacher tried to be more expressive and communicative by delivering the material to the student and she gave them an opportunity to share their opinion about the material. But, there were no students to respond and they remained silent. Some of them still worried to
respond to the teacher because they were afraid if they make any mistake. When the researcher went to play the Snowball Throwing technique, some of the students quite excited by forming the group with their friends before it started and it showed that they were ready to play the technique. Most of them told that they never heard about Snowball Throwing before. Therefore, the researcher instructed the students to make a group of five and she demonstrated how to play Snowball Throwing. Meanwhile, the classroom situation became uncondusive but it didn’t take much time because the students made a group quite quickly. In 5 minutes, the students came together in a group. The first meeting was not too good, because the students still had difficulty when they discussed the worksheet with their group and some of them still confused how to play Snowball Throwing technique, especially when they had to make one question before they had to throw the paper ball to another group of their friends. The good side was the students showed their respect to the researcher when she explained the material.

In the second meeting, the researcher continued by re-explained and evaluated the students’ writing about describing the place. Some of students still made mistakes when they writing about descriptive text, especially when they did a sentence using simple present tense. Also they still confused to choose the right vocabulary in descriptive writing. So, the researcher taught the students with patient and more slowly so that the students felt paying attention deeply. One and two students started to ask some questions related to the topic. Then, the researcher tried to answer the students’ questions clearly. After the evaluation and explanation were done. She continued the lesson about describing place. At this moment, the students did not make some noises but some of the students did not give some responses. This made the researcher felt worried about whether they already understood or not. After the explanation finished, the students had to finish the worksheet and discussed together with their group. All of the students gave their ideas to each other with their group and they enjoyed discussing with other members. Even though there were some groups that looked apathetic and let their friends finished the worksheet for
them. But there were also some groups that showed their participation. And after they finished their task, all of the students made one question that related to the descriptive writing about place. Several students already understood how to play Snowball Throwing. So, the students made a question before they threw it to their friends.

In the third meeting, the researcher went to the next material about describing the animal. When she presented the topic, the students were not noisy. They were paying attention as usual, even though there were several students talking with their friends in the back seat. So, the researcher tried to give the question to them and they just gave a short answer. After the explanation finished, the students had to finish the worksheet and discussed together with their group. At this moment, the researcher emphasized that they should participate and contribute to each other. The students were listening to the researcher and they made some signs of progress. Some of them tried to speak up and shared their ideas with their group. The students already understood how they should do when they discussed the worksheet with the group members. Their group also became better than the previous meeting. Even though, there are still a few students in a group who looked uninterested and choose to do something else or even not doing at all. Besides that, the students understood how to play Snowball Throwing by making one question before they rolled into a paper ball and they threw to another friend to let students answered the question in descriptive writing.

4) Reflecting

In this phase, the researcher and the English teacher evaluated the teaching and learning process. Based on the field notes and observation checklist, the students’ progress was increased even just a little. The students had tried to contribute to the learning process by giving their responses to the material. Moreover, the students also showed their involvement in the group by helping each other on a certain task. The progress was increased slowly from the first meeting until the third meeting. Moreover, the researcher also evaluated their
group discussion from the worksheet. In every group, there must be some members that were really active, average and passive. The active students mostly backed up the group work, the average students only contributed less, while the passive members did not contribute to the writing project. In other than that, the students already understood how to play the Snowball Throwing by making one question related to the topic.

After the researcher had done and she evaluated the students’ activities in cycle one, the researcher gave the post-test 1. Then, when the students had done the post-test 1, the researcher calculated the students’ result of post-test 1 and she compared to the pre-test result of the students. The purpose was to see if the teaching strategies could bring positive improvement in their writing ability.

<table>
<thead>
<tr>
<th>STUDENTS’ NAME</th>
<th>PRE-TEST</th>
<th>POST-TEST 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT 1</td>
<td>*85</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 2</td>
<td>65</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 3</td>
<td>70</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 4</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 5</td>
<td>*80</td>
<td>*80</td>
</tr>
<tr>
<td>STUDENT 6</td>
<td>*80</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 7</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 8</td>
<td>70</td>
<td>*80</td>
</tr>
<tr>
<td>STUDENT 9</td>
<td>*85</td>
<td>*90</td>
</tr>
<tr>
<td>STUDENT 10</td>
<td>70</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 11</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 12</td>
<td>*85</td>
<td>*85</td>
</tr>
<tr>
<td>STUDENT 13</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>STUDENT 14</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 15</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 16</td>
<td>60</td>
<td>70</td>
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<tr>
<td>STUDENT 17</td>
<td>50</td>
<td>65</td>
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<tr>
<td>STUDENT 18</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 19</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>STUDENT 20</td>
<td>65</td>
<td>70</td>
</tr>
</tbody>
</table>
To calculate the students’ mean score in post-test 1, the researcher used the formula below:

\[ M_x = \frac{\sum X}{N} \]

\[ = \frac{1745}{23} \]

\[ = 75.86 \]

From the calculation above, it showed that the students’ mean score of post-test 1 was 75.86 while the students’ mean score of pre-test was 66.52. It means that there was some improvement from pre-test to post-test 1.

Next, to know the percentage of students’ improvement from pre-test to post-test 1, the researcher used:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ = \frac{75.86 - 66.52}{66.52} \times 100\% \]

\[ = 24.14\% \]

Based on the calculation above, it showed that the percentage of students’ improvement writing scores from pre-test to post-test 1 was 24.14%. Then, to analyze the percentage of students who passed the Minimum Mastery Criteria, here the formula below:

\[ P = \frac{F}{N} \times 100\% \]

\[ = \frac{11}{23} \times 100\% \]

\[ = 47.82\% \]

According to the calculation above, there are 11 students who passed the KKM while half of the class do not. It means that the cycle in action research is still needed to be continuing because the percentage was 47.82%. The class percentage of students could be seen in figure below:

<table>
<thead>
<tr>
<th>STUDENT 21</th>
<th>*85</th>
<th>*90</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT 22</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>STUDENT 23</td>
<td>70</td>
<td>*80</td>
</tr>
<tr>
<td>MEAN</td>
<td>66.52</td>
<td>75.86</td>
</tr>
</tbody>
</table>

*Students who passed the KKM*
Based on the figure above, the class percentage of students who passed the criterion of success is 47.82%. Meanwhile, the students who have scores under the criterion of success is 52.18%. It proves that there are students’ improvement among the pretest and post-test 1 with the percentage of 47.82% or 11 students passed the criterion of success and it means that they have an improvement in writing skill. Yet, from the percentage result in the classroom action research, it is still not successful yet since the percentage have not reached the criteria of success. At least, there are 75% of students who could passed the criteria of success (KKM).

b. Finding the Cycle Two

1) Planning

After analyzing the result from cycle 1, students’ writing scores did not reach the target. Therefore, the researcher and the English teacher designed the new lesson plan for the next three meetings for cycle 2 based on the reflection in the cycle 1 and based on the writing problems that the researcher found. The researcher and the English teacher were agreed that the problem from the students still made some mistakes in grammar or about the simple present tense, spelling, punctuations, and many more. So, the English teacher advised giving the students more example and practice in writing descriptive text by using the simple present tense appropriately and also she advised to make the
students analyze the sentence about descriptive text by looking at the simple present tense, spelling, punctuation when they discussed in a group. Besides that, the researcher evaluated the students’ post-test one and she gave the students some explanation especially about the common mistake by students on writing descriptive text in the post-test one.

2) Acting

There were three meetings that the researcher needed to be done in cycle two. The treatment was started from 3rd September 2019 until 10th September 2019. In cycle two, the students were hoped to increase their writing skills. Moreover, they were expected to reach their writing score based on the minimum mastery criterion which is 78. Therefore, the students’ scores can achieve the target.

In the first meeting on 3rd September 2019 in cycle two, the opening of the lesson, the researcher started with ice breaking and she gave the apperception to the students. Then, the researcher used PowerPoint to explain about describing animal. She showed a video about how to describe animals included the knowledge about the sentence pattern, the adjective words, the general structure in the paragraph, the simple present tense, and more examples. To prevent the mistakes of the students writing about describing animal, the researcher gave an example of the common mistakes in the sentences about describing animal with some pictures in the PowerPoint. After the researcher gave the explanation about describing an animal to the students, she asked them to make sure their understanding of the material. But there are no students who want to ask about the material, so the researcher assumed that all of the students were already understood and no need to explain the material again. After that, the researcher started to play the snowball throwing technique and all of students already understood the technique. The researcher asked the students to make a group consisting of 5 to 4 or 5 students in one group. Each group got a set of media which are the table of word classes, pictures that related to the material, and a blank page to discuss with their group. The table of word classes
and picture media were used to write the vocabulary from many word-class as noun, verb, adjective, and adverb. The picture theme in describing the pictures was about “Lion, Rabbit, Giraffe, Whale, and Polar Bear”. Afterward, the students were making one question and rolled the paper like a ball, and then thrown the plastic ball to another group and then they wrote a descriptive text about animal and they had finished 10 minutes before the bell rang. At the end of the lesson, the researcher summarized the material and she also did a reflection.

In the second meeting on 4th September 2019 in cycle two, the researcher continued to the third meeting in cycle two and she went to the next material about describing people. The researcher used PowerPoint to explain about describing people like usual. She showed some GIFs on the slide of PowerPoint about the adjective words of describing people, included the knowledge about the sentence pattern, more examples of the adjective words, the general structure in the paragraph, the simple present tense, and more examples about describing people. In this time, the researcher emphasized the correct way of spelling and punctuation about the sentences of describing people. Afterward, she instructed to play the Snowball Throwing by forming the students in groups. Each group got a set of media which are the table of word classes, pictures that related to the material, and a blank page to discuss together with their group. The table of word classes and picture media were used to write the vocabulary from many word-class as noun, verb, adjective, and adverb. The picture theme in describing the pictures was “Ria Ricis, Sule, Atta Halilintar, Deddy Corbuzier, and Nisa Sabyan”. When the students discussed their work with their own group, they were making one question and rolled the paper like a ball, and then thrown the plastic ball to another group and then they started to write a descriptive text about people by their own writing. After they finished with their own writing, five or more students had to present their writing about describing people.

In the last meeting on 10th September 2019 in cycle two, the researcher gave the apperception to refresh the students’ memory. Then, she reviewed and
evaluated the previous material about describing people. The researcher took the example of common mistakes from their writing about describing people and she displayed it in the PowerPoint. The students had to find out and to analyze the errors of mechanism, punctuation, and the use of tenses that they made in sentences. After that, the researcher went to play Snowball Throwing by forming into groups like usual and she gave a set of media which were the table of word, pictures that related to the material, blank page, and plastic ball. The table of the word and the picture media were used to write the list of vocabulary from many word-class as noun, verb, adjective, and adverb. The picture theme was “BTS Korean group, Mesut Ozil, Iqbal Ramadhan, Jonathan Christie, and Ria Ricis”. The students had to discuss their work with their friends. Later on, they were making one question and rolled the paper like a ball, and then thrown the paper ball to another group and then they started to write a descriptive text about people by their own writing. After they finished with their own writing, five or more students had to present their writing about describing people.

3) Observing

In cycle 2, the observation during the implementation was still needed and it was the same as in cycle 1. The observer was the English teacher who rolled as an observer in the classroom to monitor and to watch all of the activities from the opening until the closing of the teaching and learning process. The researcher prepared the observation checklist and field notes for the English teacher. Here is the result of the English teacher’s observation is elaborated furthermore:

In the first meeting, the situation of the classroom was quite conducive and the students looked ready and obedient to follow the lesson. They showed their participation in the warming up. Moreover, they still remember when the researcher reviewed the previous material. They can respond when the researcher asked about the material. After the researcher explained the material and went to the Snowball Throwing, the class situation was very crowded and
noisy when the researcher implemented it but the students were more enthusiastic. Most of the students began to understand how to write well about describing and they were more familiar with the vocabulary and adjective words that related to the material. At this time, when the students went to the discussion with their group, almost all students collaborate with their group by giving their ideas based on their knowledge. At this moment, the students were more active and motivated during the lesson. It could be seen from their enthusiastic in making a question and rolled the paper like a snowball and then throw it to another friend and answering the question.

In the second meeting, the communication between the researcher and the students were better and more open well. The students were more focused when they pay attention to the researcher’s explanation. During the group discussion, they became more asked some questions until the researcher was overwhelmed to answer one by one. The communication between the group members was much better than the previous meeting in cycle one. The students who always being silent started to speak up to another member to give them some ideas.

In the last meeting of cycle two was better a lot started from the communication between the teacher and the students, the cooperation and the process of the discussion with every member of group, and their writing skill about descriptive text. By doing the Snowball Throwing technique, most students didn’t feel worried or afraid of mistakes to write down on their papers about the descriptive text. They literally enjoy writing their own writing as creative as they can by using simple present tense and adjective words. Even though some students still had difficulty in their spelling and some typo in their writing.

4) Reflecting

In this phase, all of the instruments were gathered to be analyzed. The researcher and the English teacher analyzed students’ progress in learning by comparing the result of the observation checklist and the field notes from cycle one
and cycle two. The result of the observation showed that the students were more enthusiastic in learning writing with the Snowball Throwing technique.

There were no students who got difficulty in sharing their ideas about adjective words of descriptive text and the using of simple present tense. In addition, they could write descriptive text easily after doing the Snowball Throwing technique because they have been trained to write constantly. It showed from the result of their writing which had many vocabularies that they used also from their ability in developing the idea into paragraphs were better.

According to the result of evaluation between the researcher and the English teacher, it could be assumed that the implementation of CAR by using Snowball Throwing technique for students\' writing skill about the descriptive text was appropriated with the planning that had been discussed by the researcher and the English teacher as a collaborator. In this case, each section was planned as good as possible in order for the writing activities could be accomplished well.

After that, the researcher gave the post-test 2. Then, when the students had done the post-test 2, the researcher calculated the students\’ result of post-test 2 and she compared to the pre-test and post-test 1 result of the students. Here is the table result of students as follow:

### Table 4.3

<table>
<thead>
<tr>
<th>STUDENTS’ NAME</th>
<th>PRE-TEST</th>
<th>POST-TEST 1</th>
<th>POST-TEST 2</th>
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<td>STUDENT 5</td>
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<td>*80</td>
<td>*85</td>
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<td>*90</td>
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<tr>
<td>STUDENT 22</td>
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</tr>
<tr>
<td>STUDENT 23</td>
<td>70</td>
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<td>*80</td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td><strong>66.52</strong></td>
<td><strong>75.86</strong></td>
<td><strong>81.30</strong></td>
</tr>
</tbody>
</table>

*Students who passed the KKM*

To calculate students’ mean score of post-test 2, the researcher used the formula below:

$$M_x = \frac{\sum X}{N}$$

$$= \frac{1870}{23}$$

$$= 81.30$$

The calculation showed that the mean score of the class in the post-test 2 was 81.30. It indicated that there were some improvements from the post-test 1 score (75.86) to post-test 2 scores (81.30).

Then, to know the percentage of students’ improvement from the mean score of pre-test to post-test 2, the researcher used this formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$= \frac{81.30 - 66.52}{66.52} \times 100\%$$

$$= 22.21\%$$

After that, to analyze the students’ percentage who passed the KKM, the researcher was calculated as the following:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{18}{23} \times 100\%$$
From the calculation above, it shows that the students’ percentage who pass KKM is 78.26%. It indicated that there are 18 numbers of students who pass the KKM and only 5 students who do not. The percentage of students’ improvement also made improvement of 22.21% from pre-test to post-test 2. Here is the percentage of students’ writing score in post-test 2 who is successful and unsuccessful to the KKM below:

From the figure above, it shows that the percentage of students’ score in post-test 2 who passed the criteria of success is 78.26% which means there are 3 students who have score under the criteria of success (KKM). It proves that there is students’ improvement among the pre-test and post-test 2 with the percentage of 78.26 or 18 students who passed the criteria of success (KKM). It could be said that, there is no cycle to be done in this action research since there is more than 75% of students who could achive the criteria of success (KKM) that is 78.
According to the figure above, it showed that the percentage of students who passed the KKM in the pre-test is 26.08% or only 6 students who passed the score writing test. Meanwhile, the percentage of students who did not pass the KKM in the pre-test is 73.92% or 17 students who got under the score of KKM in their writing test. Then, in the post-test 1, the students have an improvement in their writing. It showed that the percentage of students who passed the KKM is 47.82% or 11 students could reach the target score while the students who did not pass is 52.18% or 12 students couldn’t reach the target score.

The last one, in post-test 2, it showed that the percentage of students who could reach the target score is 78.26% or 18 students who could pass the KKM in their writing. Meanwhile, the students who did not pass the target is 21.74% or 3 students who did not pass the target score of writing test. It can be said that, the students have significant improvement from the pre-test to post-test 2 which means that the snowball throwing technique can improve the students’ writing skill.

2. Finding after Implementing the Action

After the result of tests was already analyzed that the students had improvement in their writing ability by Snowball Throwing technique, the researcher triangulated the data obtained which came from interview, observation checklist, and field notes. Here are the research findings after implementing the action about English teacher’s
and students’ perspectives of the Snowball throwing technique at SMP Al-Zahra Indonesia.

a. The English teacher and the students’ perspective before implementing the Snowball Throwing technique

1) The Process and the Problems of Teaching English Writing

According to the teacher’s clarification, most of the students of VIII-B had still less vocabulary which means that they had some difficulties in translating words into English. Then, about their descriptive writing skills, the students also had some difficulties in knowing adjective words. Moreover, their grammatical rules were the first problem in learning English Writing and they also still had difficulties in determining the part of speech of the sentence. The students always asked the teacher about the English of the word when they did the exercise in the class. This fact was obtained from the interview below.

The process was easy but sometimes was not, because we know that we have some kind of problem like vocabulary and also their grammar. They don’t know the English word of something, so they asked the teacher “what is the English of this word Miss?” Sometimes the part of speech they also forget about it, which one is verb, which one objects that is used in the sentence, something like that. (English Teacher, interview, August 14)

To solve the problem in teaching writing, the English teacher used some method that makes the students remember the word in English. The English teacher ever used the method such as mind mapping and guided question to encourage the students to be more productive when doing English writing. The English teacher said that mind mapping was helpful for students because they can make some words in point per point before they had to develop into a paragraph and she usually used that technique to teach English writing. Here is the statement of the interview.

Like I said before, the problem is the vocabulary itself. So, I will give some vocabularies to them before their write, so they will know the vocabularies that they are going to use and about the grammar, I ever used guided question technique to guide them to write and they answered the question and develop then
make a linking word to link the sentence to another sentence. By
mind mapping also help them to write down point per point first
and then they develop into the paragraph. (English Teacher,
Interview, August 14)

In addition, the English teacher said that having good writing skills for
students could bring benefits to them because the students could answer or
write an essay in a good way. By helping with the knowledge of grammar,
they could get the best score, especially when they did some tests. Then,
after the researcher mentioned the Snowball Throwing technique to ask
whether the English teacher ever heard about that technique or not or even
tried, the English teacher said that she ever heard about the Snowball
Throwing technique but she never tried it. Here is the statement of the
interview below.

I ever heard about Snowball Throwing technique, because
when I did my thesis I ever think to try this technique as my
research. But I never used that technique to apply in my
teaching. I don’t know how to apply it in the class. I just know
about the snowball that something like makes a ball from a
paper, but I don’t know what the step that needs to use to apply
the technique. Just the title, I know. (English Teacher, Interview,
August 14)

2) The Process and the Problems of Learning English Writing

Generally, all of the students were interested in learning English.
They said that learning English was fun because the teacher could make
the students felt enjoy or not made them scared. Even though they said
that the English teacher never gave them homework, but there were some
tasks that they had to do. The students felt that learning English was fine
as long as the English teacher was good enough in teaching. The statement
of students’ interviews could be seen below.

S1: Seru, guru nya gak bikin kita takut ya enak ngejelasin materi
nya juga jadi buatku enjoy.
S2: Iya, aku lebih suka sama guru bahasa inggris ini, lebih
tenang ngajarinya.
S3: Iya bener, meskipun gak ada pr tapi banyak juga suruh
ngerjain soal di kelas.
S4: Iya sama aku kayak yang lain. Pelajaran bahasa inggrisnya tidak terlalu berisik.

S1: I think it’s very fun, the teacher didn’t make me scared, it’s good when she is really clear to explain the material. So, it makes me enjoy it.
S2: It’s nice, I prefer the way my teacher teaches in the English lesson.
S3: It’s fine, even though there is no homework, but there are many worksheets that we have to do in class.
S4: Same as others. The English lesson is not too noisy.

The students also said that the English teacher always delivered the material by PowerPoint and she almost never used the whiteboard. As stated by the students’ interview below.

S1: Guru biasanya pakai PowerPoint di kelas. Tapi pernah jelasinnya di papan tulis.
S2: Iya sering nya biasa pakai PowerPoint, jarang pakai papan tulis.
S3: Iya, kalo projetornya rusak paling pakai papan tulis biasa.
S4: Iya benar.

S1: The teacher usually makes a slide or powerpoint, and sometimes she writes on the board.
S2: Yes, the teacher often used the slide to deliver the lesson. It’s rare to use a whiteboard.
S3: Yes, if the projector didn’t work so the teacher used the whiteboard.
S4: Yes, that’s right.

Even though the way of English teacher was fine for the students and also they were felt fun and enjoy learning English writing, it didn’t mean that students did not have problems in English writing. The students’ problem in learning English writing mostly about vocabulary and grammar. The statement could be seen in the interview result.

S1: Paling grammar sih terkadang.
S2: Iya, agak susah di grammar sama kata-kata yang mau di tulis itu apa.
S3: Iya sama, grammar dan kata dalam bahasa inggrisnya itu.
S4: Aku yang paling sulitnya di grammar, masih agak bingungin terkadang.
S1: Maybe about grammar sometimes.
S2: Yes, I have a little bit of difficulty in grammar and also the words.
S3: Yes, same. About grammar and the word of English.
S4: I have difficulties in grammar too.

In addition, the students said that having good English writing gave benefits to them because they could communicate with other people to other countries and they could make some business too. It means that learning English was the way they could reach their dream to be a successful person. Here is the statement of students’ interview.

S1: Iya pasti, karena bahasa inggris adalah bahasa internasional.
S2: Iya, jadi kita bisa ngobrol sama orang dari luar negeri.
S3: Iya, kita bisa bikin bisnis juga lewat penulisan seperti penulis.
S4: Iya bisa menghasilkan uang banyak dari menulis.

S1: Yes, because English is the international language.
S2: Yes, we can communicate with other people to other countries.
S3: Yes, we can make some business through writing too.
S4: Yes, we can make some money through writing.

The researcher concluded that the students still had difficulties with the word or sentence of Indonesian language into the English language. Because every language has different language features and structures. Moreover, some of the students still had difficulties in grammar. Even though they were liked to study English and it made them felt fun but, it’s still needed that the students should be learned by more practice from the problem that they had in English writing.

b. The English teacher and students’ perspective after implementing Snowball Throwing technique

1) The Perception of English teacher in implementing Snowball Throwing technique
According to the teacher’s perspective, she agreed that playing Snowball throwing as a technique to improve their writing skills was such a good thing. The English teacher said that the Snowball Throwing technique had many advantages. The students’ participation becomes more active, especially when they made a question before they throw it to other friends.

As stated by Istarani in his book, he explained about one of the advantages of Snowball Throwing technique that creates a lively classroom atmosphere because all the students must work in order to complete their tasks.¹

The English teacher also said that she liked when the students discussed with their friends in groups communicatively. The students were already made a good response to the researcher since she explained how to play Snowball Throwing after the students worked together in groups, they could communicative with each other and they understood how to play it. As stated by the English teacher’s interview below. Actually my opinion is there are many advantages from snowball throwing itself, students were happy and enthusiast, especially when they can throw the paper ball to the other students after made a question. It makes the students interactive and motivated in learning English. I like when the students are active in their group work too. They become communicative each other in their groups. Then, before you did the snowball throwing, you also explain the material before the students understand how to play it. The students made one question in snowball paper, after that they must answer it. They know the point of what they should write. That’s the part that is liked by students. I think that the advantage that we can take from the snowball throwing. The students can write more detail. It was a good technique to apply. (English Teacher, Interview, September 11)

¹ Istarani, loc.cit., p. 94
The English teacher was glad that her students’ writing skills could be improved. It could be seen from the result of test. The mean score of pre-test was 66.52. The mean score of post-test 1 was 75.86, and then the mean score of post-test 2 was 81.30. The English teacher said that from day after day, the students were able to write well organized starting from the first paragraph to the second paragraph. The students were focused on making the composition, especially in simple present tense form based on the theme of descriptive text and they were not confused to find the ideas or the word in choosing the right vocabulary. As stated by the interview of English teacher below.

Of course, I can see when they are able to write more specific and more structured in day after day, they know what they supposed to write, from the first paragraph to the second paragraph, because actually, they don’t know the structure of descriptive text before. They already understand the structure with the right vocabulary that they used and also their grammar is better too. It is not surprising that this technique makes the students’ score are good. Plus, the interesting theme of descriptive text makes the students are focused to write. (English Teacher, Interview, September 11)

Those facts can also be obtained from the observation checklist and field notes that the students started to understand in using the simple present in descriptive writing and several students started to ask what the researcher explained about the material. Therefore, the students’ understanding of descriptive text became better. The communication between the students with their membership in groups was better than the first place. They discussed with their group very well, also they more aware of using language features, adjective words, and the simple present tense when they creating descriptive text.

Furthermore, the English teacher was agreed that the Snowball Throwing technique was recommended to be taught. As stated by the English teacher’s interview said that “I think it’s recommended, because this technique makes the students active and not boring.”
In addition, from the result of observation and field notes explained that the students’ learning in the class were more active, especially when students were formed into groups and when they have begun to understand how to play Snowball Throwing technique by giving one question which could provoke the students in descriptive writing. The most enthusiastic part of the students was when they threw the paper ball to other friends and they got a random question and then they had to answer it.

As stated by Darusmin, Delfi, and Mashyur in Apsari’s Journal, Snowball Throwing is a modification of an interesting game which makes the students more active and force them to master the material because they have to answer the questions anytime and surprisingly.²

2) The Perception of Students in implementing Snowball Throwing technique

In the interview, the researcher chose four students of VIII-B to be the informant with the different writing abilities of the students. The researcher asked five questions about the students’ perspective during teaching and learning by the Snowball Throwing technique after the action of the classroom.

Based on the interview, most of the students was fun in learning writing through the Snowball Throwing technique. As stated by the students below.

S1: Seru, menurut aku itu kreatif banget.
S2: Iya seru, soalnya kita kayak bisa melempar bola kertas ke teman kita yang lain gitu terus jawab pertanyaan yang gak kita duga.
S3: Sama seru. Jadi gak begitu gugup juga pas coba nulis teks deskriptif.
S4: Iya, jadi banyak bergerak apalagi pas main lemparan bola kertas.

S1: I think it’s really creative and quite fun.

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² Yanuarti Apsari, *op.cit.*, p. 52.
S2: It’s fun because we can like throwing the paper to other friends and answering the question that we didn’t expect.
S3: Same, so we didn’t feel nervous when we try to make a descriptive text.
S4: Yes, move a lot, moreover when we play throwing the paper ball at each other.

It was supported by the observation and field notes result that the students looked very enthusiastic when they should write one question that related to the material, especially when the material was about describing a favourite idol because most of the students had an idol. All of the students were wondered with the question that they got and they could answer with pleasure in descriptive writing.

Moreover, the students could understand the descriptive text clearly. They also could write the descriptive text from the new vocabulary that they had known and they didn’t feel too confused to write. They thought that they did not have to think hard to put their idea on the paper. The students feel helped by play Snowball Throwing. Here is the statement of the students’ interview below.

S1: Lumayan kebantu sih Miss, banyak kosa-kata yang baru tau, terus juga mau menulis teks deskripsi bisa lebih rileks.
S2: Sama, biasanya aku kalau nulis suka bingung mau nulis apa.
S3: Kalau aku paling jadi lebih banyak tau kosa-kata nya juga sama di grammar.
S4: Iya, setelah aku banyak diskusi sama temen segrup jadi lebih gampang nulisnya

S1: It helped me, there were many new vocabularies that I just know. And I felt more enjoyable to write.
S2: Same, I usually confused about what I want to write.
S3: For me, I become more knowledge about the new vocabulary and also grammar.
S4: Yes, after I discussed with my friends’ group, I became write better.

Based on the observation and field notes result, the students started to know the knowledge of the simple present tense and also the vocabulary of adjective words in the sentence or the paragraph form. In
addition, the students discussed with their group by shared the ideas and also they responded the teacher’s question very well. During the action in the classroom, the researcher delivered the material about descriptive text was quite detail with the examples of descriptive sentence and the common mistakes.

Other than that, when the discussion time of students in group, the leader of group discussion started to be able to convey and to manage their members because the communication between the leader and the member of groups were going well. The researcher got so many questions from the students when the discussion was ongoing because they were already brave to ask. Particularly, in delivering the instruction of Snowball Throwing, the researcher gave the procedures and the examples of question very well so that the students could understand it.

As stated by Istarani about the advantages of Snowball Throwing, that enhances leadership of student among the member of students, because there are leaders who have responsibility to deliver the material.³

Therefore, the students’ problem in learning English writing could be improved by Snowball Throwing technique. As the students stated that they could write better and faster than usual, especially in using vocabulary, developing the ideas, organizing the grammatical rules, and writing more quickly. As stated by the students’ interview below.

S1: Iya, aku jadi bisa nulis lebih cepet, soalnya biasanya aku kalo nulis lama selesainya karena bingung mau nulis apa lagi.
S2: Iya sama aku juga kayak begitu.
S3: Iya, dari grammar sama kosa kata nya sih aku udah bisa sedikit-sedikit.
S4: Iya sama.

S1: Yes, I could write fast enough, because I’m not a fast writer because I didn’t know what I want to write.
S2: Yes, me too. My grammar and my writing are good enough since I write a lot.

³ Istarani, op.cit., p. 93
S3: Yes, I agree. My grammar and vocabulary were not too bad.
S4: Yes, me too.

Furthermore, the students were agreed that the Snowball Throwing technique was recommended to be used in the classroom because they thought that technique was good to learn English for any subject. The students said that the technique was an activity to make the students more active and they did a lot of movement, especially when the students threw the paper ball at each other. They also liked the Snowball Throwing technique to be implemented in the classroom because the technique was creative. Here is the statement of the interview below.

S1: Iya, soalnya seru dan kondisi kelas bisa lebih ramai dan aktif.
S2: Iya, sama. Cukup kreatif dan seru.
S3: Iya pasti, aktivitasnya lebih banyak bergeraknya, seru.
S4: Iya bisa untuk beberapa orang di rekomendasikan di dalam kelas.

S1: Yes, it can be used because it’s fun and makes the situation of the classroom more active.
S2: Yes same, it’s creative and fun.
S3: Sure, why not. It was the activity that made us move.
S4: Yes, some people can be recommended in the classroom.

The students’ activeness had increased gradually from day by day. The students started to ask the researcher if the students had difficulties and the leader of group was able to respond with the member of group who was started to participate and to help by giving the idea in discussion time. Therefore, most of students could write better after they discussed with their groups and they feel helped when they wrote the descriptive text after knowing a lot of new vocabulary of adjective word and the structure that were appropriate with simple present tense when using the Snowball Throwing technique.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study conducted by the researcher about the use of the Snowball Throwing technique to improve students’ writing skills on descriptive text of eighth-grade students in SMP Al-Zahra Indonesia, especially VIII-B class in academic year of 2019/2020.

A. Conclusion

The final result showed that the implementation of writing skills by the Snowball Throwing technique could be improved the students’ descriptive writing at the eighth-grade students’ of SMP Al-Zahra Indonesia. In the pre-test, the main score was 66.52 with 6 or 26.08% of class who passed the KKM. While in post-test 1, the mean score was 75.86 and there were 11 students or 47.82% of class who passed the KKM. Then in post-test 2, the mean score was 81.30 with 18 students or 78.26% that the students passed the target score and there was no cycle to be conducted since the criterion of success was 78 and the percentage of students who could pass the KKM at least already more 75%.

Moreover, the result of interview, observation checklist, and field notes showed that the students’ activeness experienced a good change gradually from day by day. The students became more interested and enthusiast in writing the ideas about descriptive text by playing Snowball Throwing. It showed that the Snowball Throwing technique could help the students gained better scores in writing, including in their vocabulary of adjective word, punctuation, the simple present tense, and so on. Therefore, the final data had shown that the Snowball Throwing technique improved the writing ability of VIII-B grade students in SMP Al-Zahra Indonesia.
B. Suggestions

At the end of this chapter, the researcher gave some suggestions related to this research, which hopefully will be useful for the teachers, the students, and other researchers. Here is the explanation below:

1. The teachers are expected to choose the appropriate technique in conducting classroom activities. The activities should involve the students’ activeness, enthusiast, and interest in learning English in the classroom. Snowball throwing technique is one of the techniques that can be applied to learn English writing with a group discussion in it and it makes the students more active and more productive to make them free in doing writing when the learning process has occurred.

2. The students are expected to practice writing more as much as possible. Students should increase their vocabulary, develop their content, language feature, generic structure, and punctuation to make their writing interested to be read by implementing a snowball throwing technique. This is what the researcher hoped that the students can write well.

3. Other researchers can implement Snowball Throwing as a technique to increase the students’ English skills or other students’ level. The other researchers also can use this technique for further research to find out the students’ skill in English which is the technique is able to improve and to effect for them.
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APPENDICES
### APPENDIX 1. The Guidelines and Transcript of the Interview before CAR

**Interview Guidelines for the 8th grade English teacher of SMP Al-Zahra Indonesia before the Implementation of Classroom Action Research**

<p>| | |</p>
<table>
<thead>
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</table>
| 1 | Bagaimana proses berjalaninya kegiatan belajar mengajar Bahasa Inggris di kelas ibu?  
(How is the process of teaching and learning English activity in your class?) |
| 2 | Khususnya dalam mengajar aspek menulis, metode apa yang biasanya ibu gunakan?  
(Specifically in teaching writing aspect, what kind method do you usually use?) |
| 3 | Bagaimana tanggapan para siswa terhadap pelajaran yang ibu ajarkan?  
(How is the students’ response towards the lesson you teach?) |
| 4 | Apakah Ibu pernah menggunakan teknik mengajar writing selain yang ibu gunakan selama ini?  
(Have you ever use teaching writing technique other than you’ve used so far?) |
| 5 | Masalah apa yang biasanya ibu temui dalam mengajarkan bahasa inggris menulis? Dan bagaimana Bapak/Ibu mengatasinya?  
(What kind of problem do you usually encounter in teaching writing? And how do you solve it) |
| 6 | Menurut ibu, apakah memiliki kemampuan menulis yang baik akan berguna bagi para murid?  
(Does having good writing skill give the benefits for students?) |
| 7 | Sudah pernahkah ibu mendengar tentang teknik *Snowball Throwing Technique*? Atau bahkan mencoba untuk menggunakan dan mengajarkannya kepada para siswa ibu? |
(Have you ever heard about Snowball Throwing technique? Or even tried to use and teach it to your students?)

The Interview Transcript of the English teacher before Implementation of Classroom Action Research

Researcher: How is the process of teaching and learning English activity in your class?

Teacher: The process is sometimes was easy but sometimes was not, because we know that we have some kind of problem like vocabulary and also their grammar. They don’t know the English word of something, so they will asked the teacher “what is the English of this word Miss?” because they don’t know that, sometimes the part of speech they also forget about it, which one is verb, which one is object that is used in the sentence, something like that.

Researcher: Ok. For the second question is in teaching aspect, what kind of method do you usually used?

Teacher: The method that I used for writing, I ever used mind mapping, they just write down point per point first and then they develop into the paragraph.

Researcher: How is the student respond towards the lesson you teach?

Teacher: The responds about the lesson writing itself? Or another aspect?

Researcher: The writing itself

Teacher: Ok. When I asked them to write about descriptive text and I tell them “just write descriptive text” like what we did yesterday, and they answer “miss yesterday we made point per point and it’s easy but now we didn’t have any point, something like that, so they got difficulties there. So from the mind map we know their respond is right from the point per point of mind mapping itself
Researcher: Have you ever used teaching writing technique other than you have used so far?

Teacher: Another technique?

Researcher: Yes

Teacher: I ever used guided question technique, so I give some questions to guide them to write, something like that. So they answer the question and develop and then just make a linking word to link the sentence to another sentence.

Researcher: What kind of problem do you usually encounter in teaching writing and how do you solve it?

Teacher: Like I said before. The problem is the vocabulary itself. Maybe I will give some vocabularies to them before their write, so they will know the vocabularies that they are going to use. And about their grammar, I ever used guided question technique to guide them to write and they answered the question and develop then make a linking word to link the sentence to another sentence. By mind mapping also help them to write down point per point first and then they develop into the paragraph.

Researcher: Does having good writing skill give the benefit for students?

Teacher: Of course, because when they answering the essay or something on the test they have a good in grammar for writing they will get the best score.

Researcher: Ok. The last question is have you ever heard about Snowball Throwing technique? Or even tried it?

Teacher: I ever heard about Snowball Throwing technique, because when I did my thesis I ever think to try this technique as my research. But I never used that technique to apply in my teaching. I don’t know how to apply it in the class, I just know about the snowball that something like make a ball from a paper, but I don’t know what the step that needs to use to apply the technique. Just the title, I know.

Researcher: Ok. You just know the name of Snowball throwing but you never tried it?
The Interview Guidelines for the VIII-B Students of SMP Al-Zahra Indonesia before Implementation of Classroom Action Research

1. Bagaimana pendapat kamu mengenai pelajaran bahasa Inggris di kelasmu?  
(What is your opinion about English lesson in your class?)

2. Khususnya dalam aspek menulis, bagaimana biasanya cara guru kalian menyampaikan pelajarannya?  
(Specifically in writing aspect, how does your teacher usually deliver the lesson?)

3. Bagaimana pendapatmu tentang cara mengajar tersebut?  
(How do you think about that way of teaching?)

4. Apakah kamu tertarik untuk belajar Bahasa Inggris dengan teknik lain selain dari yang guru gunakan?  
(Do you interesting to learn English with another technique other than teacher’s technique?)

5. Kesulitan apa yang biasanya kamu temui dalam belajar menulis?  
(What kind of difficulty do you usually encounter in learning writing?)

6. Apakah menurut kamu dengan memiliki kemampuan menulis bahasa inggris yang baik akan berguna bagi hidupmu?  
(Do you think that having good English writing give the benefits to you?)
7

Sudah pernahkah kamu mendengar tentang teknik *snowball throwing technique*? Atau bahkan mencoba untuk menggunakankannya untuk menulis sesuatu?

(Have you ever heard about *Snowball Throwing* technique? Or even tried to use it to write something?)

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**The Interview Transcript of the VIII-B students before Implementation of Classroom Action Research**

1. *Peneliti:* Bagaimana pendapat kalian mengenai pelajaran bahasa Inggris di kelas kalian?
   
   *Siswa 1:* Seru, guru nya gak bikin kita takut ya enak ngejelasin materi nya juga jadi buatku enjoy.
   
   *Siswa 2:* Iya, aku lebih suka sama guru bahasa inggris ini, lebih tenang ngajarinya.
   
   *Siswa 3:* Iya betul, meskipun gak ada pr tapi banyak juga suruh ngerjain soal di kelas.
   
   *Siswa 4:* Iya sama aku kayak yang lain. Belajarnya gak terlalu berisik juga.

2. *Peneliti:* Khususnya dalam aspek menulis, bagaimana biasanya cara guru kalian menyampaikan pelajarannya?

   *Siswa 1:* Gurunya biasanya pake PowerPoint di kelas. Tapi pernah jelasinnya di papan tulis.
   
   *Siswa 2:* Iya sering nya biasa pake PowerPoint, jarang pake papan tulis.
   
   *Siswa 3:* Iya, kalo proyektornya rusak paling pakai papan tulis biasa.
   
   *Siswa 4:* Iya betul.

3. *Bagaimana pendapatmu tentang cara mengajar tersebut?*
Siswa 2: Betul, kadang-kadang seru.
Siswa 3: Enak, gak terlalu gimana-gimana ya ngajarnya dibawa santai aja. Tapi tetep fokus belajar.
Siswa 4: Iya, gurunya juga jarang marah. Baik ngajarnya sabar.

4. Peneliti: Apakah kamu tertarik untuk belajar Bahasa Inggris dengan teknik lain selain dari yang guru gunakan?
Siswa 1: Iya, mungkin jenis games gak bikin kita bosan.
Siswa 2: Iya betul itu. Permainan apa aja yang penting seru.
Siswa 3: Iya paling kayak nonton YouTube tentang bahasa inggris.
Siswa 4: Iya bener, permainan atau nonton yang berbahasa inggris.

5. Peneliti: Kesulitan apa yang biasanya kamu temui dalam belajar menulis?
S1: Paling grammar sih terkadang.
S2: Iya, agak susah di grammar sama kata-kata yang mau di tulis itu apa.
S3: Iya sama, grammar dan kata dalam bahasa inggrisnya itu.
S4: Aku yang paling sulitnya di grammar, masih agak bingungin.

6. Peneliti: Apakah menurut kamu dengan memiliki kemampuan menulis bahasa inggris yang baik akan berguna bagi hidupmu?
Siswa 1: Iya pasti, karena bahasa inggris itu bahasa internasional.
Siswa 2: Iya, jadi kita bisa ngobrol sama orang dari luar negeri.
Siswa 3: Iya, kita juga bisa bikin bisnis lewat penulisan kayak penulis.
Siswa 4: Iya bisa ngasilin uang banyak dari menulis.
7. Peneliti: Sudah pernahkah kamu mendengar tentang teknik snowball throwing technique? Atau bahkan mencoba untuk menggunakannya untuk menulis sesuatu?

Siswa 1: Gak pernah
Siswa 2: Enggak
Siswa 3: Gak tau
Siswa 4: Enggak pernah
APPENDIX 2. The Guidelines and Transcript of the Interview after CAR

The Interview Guidelines for the 8th grade English teacher of SMP Al-Zahra after Implementation of Classroom Action Research

<p>| | |</p>
<table>
<thead>
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</thead>
</table>
| 1 | Bagaimana pendapat ibu mengenai penggunaan teknik *Snowball Throwing Technique* dalam pengajaran aspek menulis di kelas anda? 
(What is your opinion about the use of snowball throwing technique for teaching writing in your class?) |
| 2 | Bagaimana pendapat ibu tentang tanggapan para siswa terhadap pelajaran menulis setelah mereka diajarkan untuk mengaplikasikan teknik itu? 
(How do you think about the students’ responses towards the lesson after they are taught to apply the technique?) |
| 3 | Apakah menurut ibu teknik tersebut ada peningkatan dalam kemampuan menulis para siswa anda? Mengapa? 
(Do you think that the technique has improved for your students’ writing skill? Why?) |
| 4 | Apakah menurut ibu teknik tersebut direkomendasikan untuk diajarkan oleh para guru lain kepada siswa mereka? Mengapa? 
(Do you think that the technique is recommended to be taught by other teachers to their students? Why?) |
The Interview Transcript of the English teacher after Implementation of Classroom Action Research

Researcher: What is your opinion about the use of snowball throwing technique for teaching writing in your class?

Teacher: Actually my opinion is there are many advantages from snowball throwing itself, students were happy and enthusiastic, especially when they can throw the paper ball to the other students after made a question. It makes the students interactive and motivate in learning English. I like when the students are active in their group work too. They become communicative each other in their groups. Then, before you did the snowball throwing, you also explain the material before the students understand how to play it. The students made one question in snowball paper, after that they must answer it. They know the point what they should write. That’s the part that is liked by students. I think that the advantage that we can take from the snowball throwing. The students can write more detail. It was a good technique to apply.

Researcher: ok. How do you think about the students respond toward the lesson after they are taught to apply the technique?

Teacher: I think they already make a good respond to you.

Researcher: Do you think that the technique has improved for the students’ writing skill? And why?

Teacher: Of course, I can see when they are able to write more specific and more structured in day after day, they know what they supposed to write, from the first paragraph to the second paragraph, because actually they don’t know the structure of descriptive text before. They already understand about the structure with the right vocabulary that they used and also their grammar is better too. It is not surprising that this technique makes the students’ score are good. Plus, the interesting theme of descriptive text that makes the students are focused to write.

Researcher: Alright. Now, do you think this technique, snowball Throwing is recommend to be taught by other teachers to their students? And why?
Teacher : I think it’s recommended, because this technique makes the students active and not boring.

Researcher : well, thank you Miss.

Teacher : Yes, you’re welcome
Interview Guidelines for the 8th grade students of SMP Al-Zahra Indonesia after the Implementation of Classroom Action Research

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</table>
| 1 | Bagaimana pendapat kamu tentang belajar menulis dengan teknik *Snowball Throwing Technique*?  
   (How are you feeling about learning writing by using snowball throwing technique?) |
| 2 | Apakah kamu merasa bahwa teknik tersebut membantu kamu untuk menulis lebih baik? Mengapa?  
   (Do you think that the technique helps you to write better? Why?) |
| 3 | Apakah semua masalah kesulitan yang kamu alami selama belajar menulis bahasa inggris di kelas ada peningkatan dengan teknik *snowball throwing*?  
   Mengapa?  
   (Can all the problems you have when learning to write English in class be improved with the Snowball Throwing technique?) |
| 4 | Apakah menurut kamu teknik tersebut direkomendasikan untuk digunakan?  
   Mengapa?  
   (Do you think that the technique is recommended to be used? Why?) |
The Interview Transcript of Students after Implementation of Classroom Action Research

1. **Peneliti:** Bagaimana pendapat kamu tentang belajar menulis dengan teknik Snowball Throwing Technique?

   S1: Seru, menurut aku itu kreatif banget.
   S2: Iya seru, soalnya kita kayak bisa melempar bola kertas ke teman kita yang lain gitu terus jawab pertanyaan yang gak kita duga.
   S3: Sama seru. Jadi gak begitu gugup juga pas coba nulis teks deskriptif.
   S4: Iya, jadi banyak bergerak apalagi pas main lempar-lemparan bola kertas.

2. **Peneliti:** Apakah kamu merasa bahwa teknik tersebut membantu kamu untuk menulis lebih baik? Mengapa?

   S1: Lumayan kebantu sih Miss, banyak kosa-kata yang baru tau, terus juga mau menulis teks deskripsi bisa lebih rileks.
   S2: Sama, biasanya aku kalau nulis suka bingung mau nulis apa.
   S3: Kalau aku paling jadi lebih banyak tau kosa-kata nya juga sama di grammar.
   S4: Iya, setelah aku banyak diskusi sama temen segrup jadi lebih gampang nulisnya.

3. **Researcher:** Can all the problems you have when learning to write English in class be improved with the Snowball Throwing technique?

   S1: Iya, aku jadi bisa nulis lebih cepet, soalnya biasanya aku kalo nulis lama selesainya karena bingung mau nulis apa lagi.
   S2: Iya sama aku juga kayak begitu.
   S3: Iya, dari grammar sama kosa kata nya sih aku udah bisa sedikit-sedikit.
   S4: Iya sama.

4. **Researcher:** Do you think that the technique is recommended to be used? Why?

   S1: Iya, soalnya seru dan kondisi kelas bisa lebih ramai dan aktif.
   S2: Iya, sama. Cukup kreatif dan seru.
S3: Iya pasti, aktivitasnya lebih banyak bergeraknya, seru.
S4: Iya bisa untuk beberapa orang di rekomendasikan di dalam kelas.
**APPENDIX 3. Pre-test, Post-test 1, Post-test 2**

**Pre-test**

<table>
<thead>
<tr>
<th>WORKSHEET</th>
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</thead>
<tbody>
<tr>
<td>TEST OF FREE WRITING DESCRIPTIVE TEXT</td>
</tr>
<tr>
<td>- Write a descriptive text about “describing your favourite place in your school” as creative as possible based on your knowledge.</td>
</tr>
<tr>
<td>- You have 40 minutes to finish it.</td>
</tr>
<tr>
<td>- Scoring will be based on content <em>organization, vocabulary, grammar and mechanic</em>.</td>
</tr>
<tr>
<td>- Minimum word at least 100 words.</td>
</tr>
</tbody>
</table>

**Post-test 1**

<table>
<thead>
<tr>
<th>WORKSHEET</th>
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</thead>
<tbody>
<tr>
<td>TEST OF FREE WRITING DESCRIPTIVE TEXT</td>
</tr>
<tr>
<td>- Write a descriptive text about “describing your favourite idol” as creative as possible based on your knowledge.</td>
</tr>
<tr>
<td>- You have 40 minutes to finish it.</td>
</tr>
<tr>
<td>- Scoring will be based on content <em>organization, vocabulary, grammar and mechanic</em>.</td>
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<td>- Minimum word at least 100 words.</td>
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**Post-test 2**

<table>
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<th>WORKSHEET</th>
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<tbody>
<tr>
<td>TEST OF FREE WRITING DESCRIPTIVE TEXT</td>
</tr>
<tr>
<td>- Write a descriptive text about “describing your favourite animals” as creative as possible based on your knowledge.</td>
</tr>
<tr>
<td>- You have 40 minutes to finish it.</td>
</tr>
<tr>
<td>- Scoring will be based on content <em>organization, vocabulary, grammar and mechanic</em>.</td>
</tr>
<tr>
<td>- Minimum word at least 100 words.</td>
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</tbody>
</table>
**APPENDIX 4. The Comparison of the students’ score**

<table>
<thead>
<tr>
<th>No.</th>
<th>STUDENTS’ NAME</th>
<th>PRE-TEST</th>
<th>POST-TEST 1</th>
<th>POST-TEST 2</th>
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<td>95</td>
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<td>STUDENT 2</td>
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<td>STUDENT 19</td>
<td>65</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>20</td>
<td>STUDENT 20</td>
<td>65</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>STUDENT 21</td>
<td>85</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>22</td>
<td>STUDENT 22</td>
<td>45</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>23</td>
<td>STUDENT 23</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>MEAN</strong></td>
<td>66.52</td>
<td><strong>75.86</strong></td>
<td><strong>81.30</strong></td>
</tr>
</tbody>
</table>

*The Students who passed the KKM*
APPENDIX 5. Lesson Plan in cycle 1

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al-Zahra Indonesia
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Satu
Materi Pokok : Descriptive text
Sub Materi : Describing Place
Alokasi Waktu : 2x40 menit
Siklus/Pertemuan ke : 1/1

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
### B. KOMPETENSI DASAR dan INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>KI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.</td>
</tr>
<tr>
<td>2</td>
<td>2.1 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>2.2.1 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur 2.2.2 Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok. 2.3.1 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan aktivitas dengan baik sehingga dapat membahas dan membuat teks deskriptif dengan benar.</td>
</tr>
<tr>
<td>3</td>
<td>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan</td>
<td>3.7.1 Siswa mampu mengidentifikasi \textit{generic structure} yang ada di dalam struktur teks deskriptif tentang tempat.</td>
</tr>
<tr>
<td></td>
<td>3.7.2 Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang tempat.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7.3 Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam tempat dari teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai tempat secara lisan dan tulisan menggunakan simple present tense.</td>
<td></td>
</tr>
<tr>
<td>4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>4.7.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks tentang tempat.</td>
<td></td>
</tr>
</tbody>
</table>

### C. MATERI PEMBELAJARAN

- *Fungsi sosial:*
  1. Menjaga hubungan interpersonal dengan guru dan teman
  2. Memberi informasi tentang binatang di sekitar melalui ciri-ciri yang dimiliki.
Struktur teks:

Di setiap Descriptive Text terdapat dua bagian yang menjadi ciri dari Descriptive Text itu sendiri. Kedua bagian tersebut adalah:

1. Identification

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

2. Description

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

Unsur kebahasaan:

1. Pernyataan tentang deskripsi tempat
2. Penyebutan nama tempat (classroom, bedroom, library, canteen, etc)
3. Adjectives (wide, narrow, big, small, cool, fresh, clean, dirty, etc)
4. Adjective phrases (beautiful park)
5. Simple Present Tense (My kitchen is big, Library has so many books)
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik:
Deskripsi tempat.

Materi Descriptive Text

- Pengertian Descriptive text

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive Text adalah sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau mahluk hidup yang
kita deskripsikan, baik secara kenampakan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.

- **Tujuan komunikatif descriptive text** Tujuan Komunikatif dari *Descriptive Text* adalah untuk menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau mahluk tertentu secara umum, tanpa adanya riset atau peneilitan secara mendalam dan menyuluruh.

- **Example of Descriptive Text for describing “animals”**

  **Library**

  Library is a place where we can borrow books. It is interesting to go to a library. A library has many kinds of books. There are school books, story books, dictionaries, drawing books and others. The situation of the library always quiet so we can full concentrate to read book with peace. The wall of the library is full-color so it feels so nice to be seen. There is an air conditioner so we don’t feel hot. We can go round and choose books we want easily. We can get more knowledge if we often and read some books in the library.

<table>
<thead>
<tr>
<th>Library is a place where we can borrow books. It is interesting to go to a library. A library has many kinds of books.</th>
<th><strong>Identification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>There</em> are school books, story books, dictionaries, drawing books and others. The situation of the library always quiet so we can full concentrate to read book with peace. The wall of the library is full-color so it feels so nice to be seen. There is an air conditioner so we don’t feel hot. We can go round and choose books we want easily. We can get more knowledge if we often and read some books in the library.*</td>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- **Metode Pembelajaran**
  - Pendekatan: Scientific Learning
  - Model Pembelajaran: Discovery Learning dan Snowball Throwing

- **Media Pembelajaran**
  - Picture
  - Whiteboard
  - Projector & Laptop
  - Paper
  - Vocabulary list

- **Sumber Belajar**
  - Kamus bahasa inggris
  - Bahan Ajar
  - Internet
  - Sumber lain yang relevan

E. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Guru memberi salam (greetings) dan berdoa bersama sebelum belajar dimulai.</td>
<td>4 menit</td>
</tr>
<tr>
<td></td>
<td>2. Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
</tbody>
</table>
4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Observing (Mengamati)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.</td>
</tr>
<tr>
<td></td>
<td>• Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasan Descriptive Text)</td>
</tr>
<tr>
<td></td>
<td>• Siswa melihat, membaca, dan mendengarkan</td>
</tr>
</tbody>
</table>

1 menit

4 menit
contoh teks deskriptif tentang tempat dari penjelasan guru.

**Questioning (Menanya)**

- Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada tempat terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.
- Siswa mempertanyakan gagasan pokok, informasi rinci, dan informasi tertentu dari kalimat deskripsi tentang tempat.

**Eksploring (Mengeksplorasi)**

- Siswa mengeksplor contoh kalimat deskripsi tempat.
- Siswa mendeksripsikan tempat dengan tulisan maupun lisan.

- Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial berdasarkan materi tentang tempat yang sudah di jelaskan oleh guru.

**Associating**
(Mengasosiasasi)

(Playing Snowball Throwing Technique)

- Setelah guru menjelaskan materi descriptive text kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.

- Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mendeksripsikan tempat</td>
<td>4 menit</td>
</tr>
<tr>
<td>Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial berdasarkan materi tentang tempat yang sudah di jelaskan oleh guru.</td>
<td>4 menit</td>
</tr>
<tr>
<td>Associating (Mengasosiasasi)</td>
<td>4 menit</td>
</tr>
<tr>
<td>(Playing Snowball Throwing Technique)</td>
<td></td>
</tr>
<tr>
<td>Setelah guru menjelaskan materi descriptive text kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.</td>
<td>4 menit</td>
</tr>
<tr>
<td>Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan</td>
<td>10 menit</td>
</tr>
</tbody>
</table>
memberikan penjelasan tentang materi *descriptive text* serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu *table of word* pada masing-masing kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada table dari tema gambar sebuah tempat.

- Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang dijelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.
- Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada *table of word* kemudian setiap siswa di dalam kelompok diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat yang di dapat pada setiap kelompok. Pertanyaan tersebut berupa pertanyaan yang memancing siswa lainnya untuk menjawab serta dapat menggambarkan tempat dengan 24 menit 4 menit.
kalimat yang tepat dan sesuai. 
Kemudian satu pertanyaan dari masing-masing siswa dan *table of word* serta gambarnya di bentuk menjadi bola dan setelah itu melemparkannya ke kelompok lain secara bersamaan selama kurang lebih 15 menit.

- Setelah setiap siswa yang mendapat bola kertas berisi satu pertanyaan dan setiap kelompok mendapatkan *table of word*, siswa harus mengambilnya kemudian menjawab pertanyaan tersebut dan *table of word* tersebut sebagai petunjuk kata untuk siswa ketika membuat kalimat deskripsi tentang tempat.

- Kemudian guru mengevaluasi di akhir pembelajaran.

*Communication (Komunikasi)*

- Setelah selesai membuat teks deskriptif, perwakilan kelompok membacakan tulisannya.

- Siswa memperoleh balikan (*feedback*) dari teman kelompok dan guru dari teks deskriptif yang dibuat.
Penutup

- Peserta didik bersama guru menyimpulkan pembelajaran.
- Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa mengumpulkan tugas untuk dinilai oleh guru.
- Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.

F. PENILAIAN

1. Sikap (attitude)
   - Ingin tahu
   - Percaya diri
   - Jujur

2. Perilaku (action)
   - Kerja sama
   - Melakukan tindak komunikasi yang tepat

3. Pengetahuan (knowledge)

Tabel Rubrik Penilaian

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Rather relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but not quite easy to understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Most of the sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary &amp; mechanic</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>A few errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Occasional errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>A few grammatical accuracy.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 20 Agustus 2019
1. Practice with group

Complete this descriptive text by chose the match word in the box word (5 minute).

My Classroom

There (1) a lot of chairs and tables (2) my classroom, students are (3) them to sit (4) to study throughout the day. There (5) also a board that the teacher uses to (6) and to explain about the subject we're learning. (7) are on the side of the walls of the classroom. A wooden (8) as an entrance and an exit to the classroom are on the other side of the room. Also, (9) have our nation's flag next to the teacher's desk and a cupboard next to it. (10) really nice classroom.

<table>
<thead>
<tr>
<th>is</th>
<th>write</th>
<th>and</th>
<th>Windows</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s</td>
<td>we</td>
<td>door</td>
<td>in</td>
<td>use</td>
</tr>
</tbody>
</table>

Key answer:

1. are  2. in  3. use  4. and  5. is  6. write
7. Windows  8. door  9. We  10. It’s

2. Practice on Game
Group 1: Library  Group 2: Computer lab  Group 3: Classroom
Group 4: Airport  Group 5: Stadium

Group task: Please find out and match the table of word with the picture with your group

<table>
<thead>
<tr>
<th>NO</th>
<th>VERB</th>
<th>NOUN</th>
<th>ADVERB</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Take the table of word by filled the vocabulary which is appropriate with the table and then make 5 questions related to the picture after that throw to another group when the teacher gives the instruction.
- After your group get the new picture theme with the table of word and questions, please make a descriptive text by your own idea.

A. Individual task: Please make a descriptive text by this picture and make a good sentence from the table of word. You can write another vocabulary to make your descriptive text better.
A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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B. KOMPETENSI DASAR dan INDIKATOR PENCAPAIAN

KOMPETENSI

<table>
<thead>
<tr>
<th>KI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.</td>
</tr>
</tbody>
</table>
| 2  | 2.1 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  
   2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. | 2.2.3 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur  
   2.2.4 Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok.  
   2.3.2 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan aktivitas dengan baik sehingga dapat membahas dan membuat teks deskriptif dengan benar. |
| 3  | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, | 3.7.1 Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang tempat. |
sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

<table>
<thead>
<tr>
<th>MATERI PEMBELAJARAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.7.1</strong> Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang tempat.</td>
</tr>
</tbody>
</table>

3.7.2 Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang tempat.

3.7.3 Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam tempat dari teks deskriptif.

3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai tempat secara lisan dan tulisan menggunakan *simple present tense*.

**Fungsi sosial:**

1. Menjaga hubungan interpersonal dengan guru dan teman

2. Memberi informasi tentang binatang di sekitar melalui ciri-ciri yang dimiliki.
Struktur teks:

Generic Structure of Descriptive Text

Di setiap Descriptive Text terdapat dua bagian yang menjadi ciri dari Descriptive Text itu sendiri. Kedua bagian tersebut adalah:

3. Identification

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

4. Description

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampilan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

Unsur kebahasaan:

1. Pernyataan tentang deskripsi tempat
2. Penyebutan nama tempat (classroom, bedroom, library, canteen, etc)
3. Adjectives (wide, narrow, big, small, cool, fresh, clean, dirty, etc)
4. Adjective phrases (beautiful park)
5. Simple Present Tense (My kitchen is big, Library has so many books)
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik:

Deskripsi tempat.

Materi Descriptive Text
Library is a place where we can borrow books. It is interesting to go to a library. A library has many kinds of books. There are school books, story books, dictionaries, drawing books and others. The situation of the library always quiet so we can full concentrate to read book with peace. The wall of the library is full-color so it feels so nice to be seen. There is an air conditioner so we don’t feel hot. We can go round and choose books we want easily. We can get more knowledge if we often and read some books in the library.

<table>
<thead>
<tr>
<th>Library is a place where we can borrow books. It is interesting to go to a library. A library has many kinds of books.</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are school books, story books, dictionaries, drawing books and others. The situation of the library always quiet so we can full concentrate to read book with peace. The wall of the library is full-color so it feels so nice to be seen. There is</td>
<td>Description</td>
</tr>
</tbody>
</table>
an air conditioner so we don’t feel hot. We can go round and choose books we want easily. We can get more knowledge if we often and read some books in the library.

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- **Metode Pembelajaran**
  - Pendekatan: Scientific Learning
  - Model Pembelajaran: Discovery Learning and Snowball Throwing

- **Media Pembelajaran**
  - Picture
  - Whiteboard
  - Projector & Laptop
  - Paper
  - Table of word

- **Sumber Belajar**
  - Kamus bahasa inggris
  - Bahan Ajar
  - Internet
  - Sumber lain yang relevan

E. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru memberi salam (greetings) dan berdoa bersama sebelum belajar dimulai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi moivasi siswa secara kontekstual sesuai materi</td>
<td></td>
</tr>
</tbody>
</table>
pembelajaran dalam kehidupan sehari-hari.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Observing (Mengamati)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasan Descriptive Text)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Siswa melihat, membaca, dan mendengarkan contoh kesalahan umum pada pembuatan teks deskriptif</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td><strong>tentang tempat dari penjelasan guru.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Questioning (Menanya)</strong></td>
</tr>
<tr>
<td></td>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada tempat terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.</td>
</tr>
<tr>
<td></td>
<td>• Siswa mempertanyakan gagasan pokok, informasi rinci, dan informasi tertentu dari kalimat deskripsi tentang tempat.</td>
</tr>
<tr>
<td></td>
<td><strong>Eksploring (Mengeksplorasi)</strong></td>
</tr>
<tr>
<td></td>
<td>• Siswa mengeksplor contoh kalimat deskripsi tempat.</td>
</tr>
<tr>
<td></td>
<td>• Siswa mendeksripsikan tempat dengan tulisan maupun lisan.</td>
</tr>
<tr>
<td></td>
<td>• Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial berdasarkan materi tentang</td>
</tr>
</tbody>
</table>
tempat yang sudah di jelaskan oleh guru.

**Associating (Mengasosiasi)**

(Playing Snowball Throwing)

- Setelah guru menjelaskan materi *descriptive text* kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.

- Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan memberikan penjelasan tentang materi *descriptive text* serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu table of word pada masing-masing kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada table dari tema gambar sebuah tempat.
Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang di jelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.

Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada table of word kemudian setiap siswa di dalam kelompok diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat yang di dapat pada setiap kelompok. Pertanyaan tersebut berupa pertanyaan yang memancing siswa lainnya untuk menjawab serta dapat menggambarkan tempat dengan kalimat yang tepat dan sesuai. Kemudian satu pertanyaan dari masing-masing siswa dan table of word serta gambarnya di bentuk menjadi bola dan setelah itu melemparkannya ke kelompok lain secara bersamaan.

Setelah setiap siswa yang mendapat bola kertas berisi satu...
PERTANYAAN dan setiap kelompok mendapatkan table of word, siswa harus mengambilnya kemudian menjawab pertanyaan tersebut dan table of word tersebut sebagai petunjuk kata untuk siswa ketika membuat kalimat deskripsi tentang tempat.

**Communication (Komunikasi)**
- Setelah selesai membuat teks deskriptif, perwakilan kelompok membacakan tulisannya.
- Siswa memperoleh balikan (feedback) dari teman kelompok dan guru dari teks deskriptif yang dibuat.

### Penutup
- Peserta didik bersama guru menyimpulkan pembelajaran.
- Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa mengumpulkan tugas untuk dinilai oleh guru.
- Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.

**PENILAIAN**
1. Sikap (*attitude*)
   - Ingin tahu
   - Percaya diri
   - Jujur

2. Perilaku (*action*)
   - Kerja sama
   - Melakukan tindak komunikasi yang tepat

3. Pengetahuan (*knowledge*)

### Tabel Rubrik Penilaian

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Rather relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but us not quite easy to understand.</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>Most of the sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentence are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>A few errors in choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>
Paris

Paris (1)…. the capital city of France. It is one of the most (2)…. cities in the world. It is also one of the world’s most crowded cities. Lovely gardens and parks (3)…. found throughout Paris. At night, (4)…. places and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The (5)…. popular place to visit is the Eiffel Tower. This
huge structure (6)…. become the symbol of Paris. D’Louvre, one of the (7)…. largest art museums draws many visitors. The Cathedral Notre Dame, (8)…. famous church, is other favourite place to visit.

<table>
<thead>
<tr>
<th>is</th>
<th>are</th>
<th>a</th>
<th>have</th>
<th>has</th>
</tr>
</thead>
<tbody>
<tr>
<td>world’s</td>
<td>many</td>
<td>beautiful</td>
<td>most</td>
<td>an</td>
</tr>
</tbody>
</table>

**Key answer:**

2. is  3. beautiful  4. many  5. most  6. has  7. World’s  8. a

**Group task:** Please find out and match the vocabulary in this table of word from the picture with your group.

<table>
<thead>
<tr>
<th>NO</th>
<th>VERB</th>
<th>NOUN</th>
<th>ADVERB</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. Practice on Game**

Group 1: Canteen  Group 2: Living Room  Group 3: Hospital  Group 4: Supermarket  Group 5: Park
Take this table of word and then make 5 questions related to the picture and then throw to another group when the teacher gives the instruction.

After your group get the new picture theme with the vocabulary and questions, please make a descriptive text by your own idea.

A. Individual task: Please make a descriptive text by this picture and make a good sentence by the table of word. You can write another vocabulary to make your descriptive text better.
LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al-Zahra Indonesia
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Satu
Materi Pokok : Descriptive text
Sub Materi : Describing Animals
Alokasi Waktu : 2x40 menit
Siklus/Pertemuan ke : 1/3

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
### B. KOMPETENSI DASAR dan INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>KI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.</td>
</tr>
<tr>
<td></td>
<td>2.1 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.2.5 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
<tr>
<td></td>
<td>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>2.2.6 Menyelesaikan tugas yang menjadi bagianya dalam kerja kelompok.</td>
</tr>
<tr>
<td></td>
<td>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda.</td>
<td>3.7.1 Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang binatang.</td>
</tr>
<tr>
<td>2</td>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>2.3.3 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan aktivitas dengan baik sehingga dapat membahas dan membuat teks deskriptif dengan benar.</td>
</tr>
<tr>
<td>3.7.2 Siswa mampu mengidentifikasi feature language yang ada di dalam struktur teks deskriptif tentang binatang.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7.3 Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam binatang dari teks deskriptif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai binatang secara lisan dan tulisan menggunakan simple present tense.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang binatang. |
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### C. MATERI PEMBELAJARAN

- **Fungsi sosial:**
  1. Menjaga hubungan interpersonal dengan guru dan teman
  2. Memberi informasi tentang binatang di sekitar melalui ciri-ciri yang dimiliki.

- **Struktur teks:**
Di setiap Descriptive Text terdapat dua bagian yang menjadi ciri dari Descriptive Text itu sendiri. Kedua bagian tersebut adalah:

1. **Identification**
   
   Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

2. **Description**
   
   Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

   - Unsur kebahasaan:
     1. Pernyataan tentang deskripsi
     2. Penyebutan nama binatang (Chiken, cow, grasshopper, sheep, snake, butterfly, cat etc.)
     3. Adjectives (wild, pretty, big, small, tame)
     4. Adjective phrases (beautiful wings, very scared, wild animal)
     5. Simple Present Tense (Lion is a wild animal, T-Rex has short hands)
     6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

   - Topik:
     Deskripsi binatang.

     Pendalaman materi → “How to describe animal?”

   **Characteristic:**
   1. Using the simple present tense. Ex: Lion is a wild animal, Lion lives in the jungle.
   2. Using the verb, such as (is, are, has, have) Ex: Cats have whiskers
   3. Using adjectives to describe the appearance, the look, and the characteristic of the animals. Ex: adorable, fluffy, huge, small, herbivore, carnivore
   4. Just focus on one object.
Structure of Descriptive Text (generic structure) are:

1. Identification is the introduction, in the form of a general overview of a topic.
2. Description is contain specific characteristics possessed people, places, or animal described.

ADJECTIVE WORDS FOR DESCRIBING ANIMALS

- **Characteristic of animals**
  - Furry = berbulu
  - Tiny = kecil
  - Dangerous = berbahaya
  - Poisonous = beracun
  - Carnivorous = pemakan daging
  - Herbivorous = pemakan tumbuhan
  - Sting = menyengat
  - Wild = liar

- **Appearances of animals**
  - Cute = lucu
  - Funny = lucu/aneh/bikin ketawa
  - Beautiful = indah/cantik
  - Huge = besar sekali
  - Small = kecil / ringan
  - Big = besar
  - Lazy = malas
  - Scary = mengerikan

- **Body part of animal**
  - Wings = sayap
  - Tail = ekor
  - Whiskers = kumis
Example of Descriptive Text for describing “animals”

My favorite animal is penguins, because when they walking are very funny and cute. They seems to have tuxedos. They have got yellow and black peak, their bodies are black, white and in the neck of the penguin there are yellow. They have not got ears. They are birds but they cannot fly but they can swim very well. They have very black small tail. They eat fish. They are tame animals. They live in the cold place. They are so adorable.

<table>
<thead>
<tr>
<th>My favorite animal is penguins, because when they walking are very funny and cute. They seems to have tuxedos.</th>
<th>Identification</th>
</tr>
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</tbody>
</table>

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  a. Pendekatan : Scientific Learning
b. Model Pembelajaran : Discovery Learning and Snowball Throwing

➢ Media Pembelajaran

c. Picture
d. Slides
e. Boardmarker
f. Projector & Laptop
g. Paper

➢ Sumber Belajar

▲ Kamus bahasa inggris
▲ Bahan Ajar
▲ Internet
▲ Sumber lain yang relevan

E. LANGKAH-LANGKAH PEMBELAJARAN

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<th>Waktu</th>
</tr>
</thead>
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• Guru memeriksa kehadiran siswa.  
• Guru memberi motivasi siswa secara kontekstual sesuai materi pembelajaran dalam kehidupan sehari-hari.  
• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. | 5 menit |
<table>
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<th>Kegiatan Inti</th>
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<td></td>
</tr>
<tr>
<td>• Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text)</td>
<td></td>
</tr>
<tr>
<td>• Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang binatang dari penjelasan guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2 menit</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questioning (Menanya)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada binatang terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Siswa mempertanyakan gagasan pokok, informasi rinci, dan informasi tertentu dari kalimat deskripsi tentang binatang.

**Eksploring (Mengeksplorasi)**

- Siswa mengeksplor contoh kalimat deskripsi binatang.
- Siswa mendekripsikan orang dengan tulisan maupun lisan.
- Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari deskripsi orang berdasarkan materi tentang binatang yang sudah di jelaskan oleh guru.

**Associating (Mengasosiasi)**

(Playing Snowball Throwing)

- Setelah guru menjelaskan materi *descriptive text* kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.
Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan memberikan penjelasan tentang materi *descriptive text* serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu *table of word* pada masing-masing kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada *table* dari tema gambar sebuah tempat.

Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang dijelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.

Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada *table of word* kemudian setiap siswa di dalam kelompok diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat.
yang di dapat pada setiap kelompok. Pertanyaan tersebut berupa pertanyaan yang memancing siswa lainnya untuk menjawab serta dapat menggambarkan tempat dengan kalimat yang tepat dan sesuai.

Kemudian satu pertanyaan dari masing-masing siswa dan *table of word* serta gambarnya di bentuk menjadi bola dan setelah itu melemparkannya ke kelompok lain secara bersamaan.

- Setelah setiap siswa yang mendapat bola kertas berisi satu pertanyaan dan setiap kelompok mendapatkan *table of word*, siswa harus mengambilnya kemudian menjawab pertanyaan tersebut dan *table of word* tersebut sebagai petunjuk kata untuk siswa ketika membuat kalimat deskripsi tentang tempat.

**Communication (Komunikasi)**

- Setelah selesai membuat teks deskriptif, perwakilan siswa membacakan tulisannya.
- Siswa memperoleh balikan (feedback) dari teman kelompok
Penutup
- Peserta didik bersama guru menyimpulkan pembelajaran.
- Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- Siswa mengumpulkan tugas untuk dinilai oleh guru.
- Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.

F. PENILAIAN
1. Sikap (*attitude*)
   a. Ingin tahu
   b. Percaya diri
   c. Jujur
2. Perilaku (*action*)
   a. Kerja sama
   b. Melakukan tindak komunikasi yang tepat
3. Pengetahuan (*knowledge*)

<table>
<thead>
<tr>
<th>Tabel Rubrik Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Components of writing</strong></td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Vocabulary &amp; Mechanic</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
</tbody>
</table>
1. Practice with group

Arrange the following words into good sentences!

1. mammals – not – Dolphins – but – are- fish – they – are
2. has – and – Panda – white – fur – black
3. dangerous – is – animal – the – Crocodile – most
5. world – is – mammal – the – the - tallest - Giraffe – in

**Key answer:**

1. Dolphins are not fish but they are mammals
2. Panda has white and black fur
3. Crocodile is the most dangerous animal
4. I want to go to Australia to meet a kangaroo
5. Giraffe is the tallest mammal in the world

2. Practice on Game

Group 1: Cat  Group 2: Panda  Group 3: Bee
Group 4: Dolphin  Group 5: Penguin

Group task: Please find out a match vocabulary of this picture with your group

<table>
<thead>
<tr>
<th>NO</th>
<th>VERB</th>
<th>CHARACTERISTIC</th>
<th>PART OF BODY</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Take this table of word and then make 5 questions related to the picture and then throw to another group when the teacher gives the instruction.
- After your group get the new picture theme with the table of word and questions, please make a descriptive text by your own idea.

A. Individual task: Please make a descriptive text by this picture and make a good sentence by the table of word. You can write another vocabulary to make your descriptive text better.
APPENDIX 6. Lesson Plan in Cycle 2

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Satuan Pendidikan</th>
<th>SMP Al-Zahra Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas / Semester</td>
<td>VIII / Satu</td>
</tr>
<tr>
<td>Materi Pokok</td>
<td>Descriptive text</td>
</tr>
<tr>
<td>Sub Materi</td>
<td>Describing Animals</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2x40 menit</td>
</tr>
<tr>
<td>Siklus/Pertemuan ke</td>
<td>2/1</td>
</tr>
</tbody>
</table>

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
### B. KOMPETENSI DASAR dan INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>KI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.</td>
</tr>
<tr>
<td></td>
<td>2.1 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.2.7 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
<tr>
<td></td>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>2.2.8 Menyelesaikan tugas yang menjadi bagianya dalam kerja kelompok.</td>
</tr>
<tr>
<td>2</td>
<td>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda,</td>
<td>3.7.1 Siswa mampu mengidentifikasi <em>generic structure</em> yang ada di dalam struktur teks deskriptif tentang binatang.</td>
</tr>
</tbody>
</table>
| 3.7.2 | Siswa mampu mengidentifikasi *feature language* yang ada dalam struktur teks deskriptif tentang binatang.

3.7.3 | Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam binatang dari teks deskriptif.

3.7.4 | Siswa dapat mendemonstrasikan teks deskripsi mengenai binatang secara lisan dan tulisan menggunakan *simple present tense*.

| 4.7.1 | Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang binatang.

4.7.1 | Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang binatang.

### C. MATERI PEMBELAJARAN

- **Fungsi sosial:**
  1. Menjaga hubungan interpersonal dengan guru dan teman
  2. Memberi informasi tentang binatang di sekitar melalui ciri-ciri yang dimiliki.
Struktur teks:
Di setiap Descriptive Text terdapat dua bagian yang menjadi ciri dari Descriptive Text itu sendiri. Kedua bagian tersebut adalah:

- **Identification**

  Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

- **Description**

  Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

Unsur kebahasaan:
1. Pernyataan tentang deskripsi
2. Penyebutan nama binatang (Chiken, cow, grasshopper, sheep, snake, butterfly, cat etc.)
3. Adjectives (wild, pretty, big, small, tame)
4. Adjective phrases (beautiful wings, very scared, wild animal)
5. Simple Present Tense (Lion is a wild animal/T-Rex has short hands)
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik:
Deskripsi binatang.

Pendalaman materi → “How to describe animal?”

Characteristic:
1. Using the simple present tense. Ex: Lion is a wild animal, Lion lives in the jungle.
2. Using the verb, such as (is, are, has, have) Ex: Cats have whiskers
3. Using adjectives to describe the appearance, the look, and the characteristic of the animals. Ex: adorable, fluffy, huge, small, herbivore, carnivore
4. Just focus on one object.

**Structure of Descriptive Text (generic structure) are:**

1. Identification is the introduction, in the form of a general overview of a topic.
2. Description is contain specific characteristics possessed people, places, or animal described.

**ADJECTIVE WORDS FOR DESCRIBING ANIMALS**

- **Characteristic of animals**
  - Furry = berbulu
  - Tiny = kecil
  - Dangerous = berbahaya
  - Poisonous = beracun
  - Carnivorous = pemakan daging
  - Herbivorous = pemakan tumbuhan
  - Sting = menyengat
  - Wild = liar

- **Appearances of animals**
  - Cute = lucu
  - Funny = lucu/aneh/bikin ketawa
  - Beautiful = indah/cantik
  - Huge = besar sekali
  - Small = kecil / ringan
  - Big = besar
  - Lazy = malas
  - Scary = mengerikan

- **Body part of animal**
  - Wings = sayap
  - Tail = ekor
Whiskers = kumis
Fur = bulu
Paw = telapak kaki hewan
Claw = cakaran/kuku
Scaly = bersisik
Fin = sirip

Example of Descriptive Text for describing “animals”

**Penguin**

My favorite animal is penguins, because when they walking are very funny and cute. They seems to have tuxedos. They have got yellow and black peak, their bodies are black, white and in the neck of the penguin there are yellow. They have not got ears. They are birds but they cannot fly but they can swim very well. They have very black small tail. They eat fish. They are tame animals. They live in the cold place. They are so adorable.

<table>
<thead>
<tr>
<th>Identification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>My favorite animal is penguins, because when they walking are very funny and cute. They seems to have tuxedos.</td>
<td>They have got yellow and black peak, their bodies are black, white and in the neck of the penguin there are yellow. They have not got ears. They are birds but they cannot fly but they can swim very well. They have very black small tail. They eat fish. They are tame animals. They live in the cold place. They are so adorable.</td>
</tr>
</tbody>
</table>

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  - Pendekatan : Scientific Learning
c. Model Pembelajaran : Discovery Learning and *Snowball Throwing*

- **Media Pembelajaran**
  - d. Picture
  - e. Slides
  - f. Boardmarker
  - g. Projector & Laptop
  - h. Paper

- **Sumber Belajar**
  - Kamus bahasa inggris
  - Bahan Ajar
  - Internet
  - Sumber lain yang relevan

### E. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Guru memberi salam (<em>greetings</em>) dan berdoa bersama sebelum belajar dimulai.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>b. Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru memberi motivasi siswa secara kontekstual sesuai materi pembelajaran dalam kehidupan sehari-hari.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Observing (Mengamati)</td>
<td>Questioning (Menanya)</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>• Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan binatang dengan benar dari penjelasan guru.</td>
<td>• Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada binatang terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.</td>
</tr>
<tr>
<td></td>
<td>• Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasan Descriptive Text)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang binatang dari penjelasan guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 menit</td>
<td>3 menit</td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Siswa mempertanyakan gagasan pokok, informasi rinci, dan informasi tertentu dari kalimat deskripsi tentang binatang.</td>
<td>3 menit</td>
<td></td>
</tr>
<tr>
<td><strong>Eksploring (Mengeksplorasi)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siswa mengeksplor contoh kalimat deskripsi binatang.</td>
<td>3 menit</td>
<td></td>
</tr>
<tr>
<td>Siswa mendekripsikan orang dengan tulisan maupun lisan.</td>
<td>3 menit</td>
<td></td>
</tr>
<tr>
<td>Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari deskripsi orang berdasarkan materi tentang binatang yang sudah di jelaskan oleh guru.</td>
<td>5 menit</td>
<td></td>
</tr>
<tr>
<td><strong>Associating (Mengasosiasi)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Playing Snowball Throwing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setelah guru menjelaskan materi <em>descriptive text</em> kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.</td>
<td>5 menit</td>
<td></td>
</tr>
</tbody>
</table>
- Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan memberikan penjelasan tentang materi *descriptive text* serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu *table of word* pada masing-masing kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada table dari tema gambar sebuah tempat.

- Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang di jelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.

- Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada *table of word* kemudian setiap siswa di dalam kelompok diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat.

<table>
<thead>
<tr>
<th>5 menit</th>
<th>5 menit</th>
<th>19 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan memberikan penjelasan tentang materi <em>descriptive text</em> serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu <em>table of word</em> pada masing-masing kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada table dari tema gambar sebuah tempat.</td>
<td>• Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang di jelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.</td>
<td>• Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada <em>table of word</em> kemudian setiap siswa di dalam kelompok diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat.</td>
</tr>
</tbody>
</table>
yang di dapat pada setiap kelompok. Pertanyaan tersebut berupa pertanyaan yang memancing siswa lainnya untuk menjawab serta dapat menggambarkan tempat dengan kalimat yang tepat dan sesuai.

Kemudian satu pertanyaan dari masing-masing siswa dan *table of word* serta gambarnya di bentuk menjadi bola dan setelah itu melemparkannya ke kelompok lain secara bersamaan.

- Setelah setiap siswa yang mendapat bola kertas berisi satu pertanyaan dan setiap kelompok mendapatkan *table of word*, siswa harus mengambilnya kemudian menjawab pertanyaan tersebut dan *table of word* tersebut sebagai petunjuk kata untuk siswa ketika membuat kalimat deskripsi tentang tempat.

**Communication (Komunikasi)**

- Setelah selesai membuat teks deskriptif, perwakilan siswa membacakan tulisannya.
- Siswa memperoleh balikan (*feedback*) dari teman kelompok

| 10 menit |
| 10 menit |
| 2 menit |
| 3 menit |
dan guru dari teks deskriptif yang dibuat.

| Penutup       | • Peserta didik bersama guru menyimpulkan pembelajaran.  
|               | • Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.  
|               | • Siswa mengumpulkan tugas untuk dinilai oleh guru.  
|               | • Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. |

F. PENILAIAN

1. Sikap (attitude)
   a. Ingin tahu
   b. Percaya diri
   c. Jujur

2. Perilaku (action)
   a. Kerja sama
   b. Melakukan tindak komunikasi yang tepat

3. Pengetahuan (knowledge)

Tabel Rubrik Penilaian

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Relevant to the topic and easy to understand.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Content</th>
<th>3</th>
<th>Rather relevant to the topic and easy to understand.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>Most of the sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentence are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea.</td>
</tr>
<tr>
<td>Vocabulary &amp; mechanical</td>
<td>4</td>
<td>A few errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Occasional errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>A few grammatical accuracy.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 3 September 2019
A. Practice with group

Arrange the following words into good sentences!

1. Mammals – not – Dolphins – but – are- fish – they – are
2. has – and – Panda – white – fur – black
3. dangerous – is – animal – the – Crocodile – most
5. world – is – mammal – the – the - tallest - Giraffe – in

Key answer:

1. Dolphins are not fish but they are mammals
2. Panda has white and black fur
3. Crocodile is the most dangerous animal
4. I want to go to Australia to meet a kangaroo
5. Giraffe is the tallest mammal in the world

B. Practice on Game

Group 1: Giraffe          Group 2: Polar Bear          Group 3: Rabbit
Group 4: Whale          Group 5: Lion

C. Group task: Please find out a match vocabulary of this picture with your group
<table>
<thead>
<tr>
<th>NO</th>
<th>VERB</th>
<th>CHARACTERISTIC</th>
<th>PART OF BODY</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Take this table of word and then make 5 questions related to the picture and then throw to another group when the teacher gives the instruction.
- After your group get the new picture theme with the table of word and questions, please make a descriptive text by your own idea.

D. Individual task: Please make a descriptive text by this picture and make a good sentence by the table of word. You can write another vocabulary to make your descriptive text better.
LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al-Zahra Indonesia
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Satu
Materi Pokok : Descriptive text
Sub Materi : Describing People
Alokasi Waktu : 2x40 menit
Siklus/Pertemuan ke : 2/2

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
## B. KOMPETENSI DASAR dan INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>KI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.</td>
</tr>
<tr>
<td></td>
<td>2.1 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.2.9 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
<tr>
<td></td>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>2.2.10 Menyelesaikan tugas yang menjadi bagianya dalam kerja kelompok.</td>
</tr>
<tr>
<td>3</td>
<td>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda,</td>
<td>3.7.1 Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>3.7.2 Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td>3.7.3 Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam diri manusia dari teks deskriptif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai manusia secara lisan dan tulisan menggunakan simple present tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>4.7.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td></td>
</tr>
</tbody>
</table>

C. MATERI PEMBELAJARAN

1. Kata sifat yang dapat mencirikan seseorang: smart, beautiful, handsome, tall, slim, patient, nice, kind, wise, friendly, intelligent, funny.

2. Adjective, kata sifat yang memodifikasi kata benda (noun)
   Example: - *She is hardworking and intelligent* → (Personality)
   - *Miss Shinta is tall and slim* → (Physical)
   - *Mister Michael has brown hair* → (Appereance)
3. Pendalaman materi → “How to make good sentence”

- **Characteristic:**
  1. Using the simple present tense. Ex: Sule *is* a comedian and he *is* a singer.
  2. Using the verb, such as (is, are, has, have) *Ex:* Icha *has* a beautiful eyes.
  3. Using adjectives to describe the appearance, the look, and the characteristic of the people. *Ex:* Handsome, gorgeous, clever, charismatic, wise, childish.

4. Just focus on one person.

- **Structure of Descriptive Text (generic structure) are:**
  1. Identification is the introduction, in the form of a general overview of a topic.
  2. Description is contain specific characteristics possessed people described

**ADJECTIVE TO DESCRIBE PEOPLE IN ENGLISH**

- **Physical appearance of People**
  - Tall: bald, sharp eyes, white skin
  - Short: beautiful, round eyes, black skin
  - Thin: handsome, slanting eyes, yellow skin
  - Young: ugly, flat nose, round face
  - Old: slim, curly hair, fat

- **Characteristic of people**
  - Clever, patient, easy going, intelligent
  - Lazy, kind, hard worker, nice
  - Diligent, nice, friendly, honest
  - Cheerful, wise, talented, childish
  - Funny, helpful, arrogant
Example of Descriptive Text for describing “people”

My Special Woman

I have a special woman in my family. She is my mom. She is generous and very patient. She is kind and never complains. She likes to help everyone. She is so caring. She always smiles although she is tired of taking care of my family and me. I know she does everything sincerely.

My mom is a teacher. She teaches English in junior high school. She is very busy, but she always has time for the family. She is a diligent teacher, and she is responsible for her work and her family. She loves cooking and painting. I love her so much.

<table>
<thead>
<tr>
<th>I have a special woman in my family. She is my mom.</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is generous and very patient. She is kind and never complains. She likes to help everyone. She is so caring. She always smiles although she is tired of taking care of my family and me. I know she does everything sincerely.</td>
<td>Description</td>
</tr>
<tr>
<td>My mom is a teacher. She teaches English in junior high school. She is very busy, but she always has time for the family. She is a diligent teacher, and she is responsible for her work and her family. She loves cooking and painting. I love her so much.</td>
<td></td>
</tr>
</tbody>
</table>

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- **Metode Pembelajaran**
  - Pendekatan : Scientific Learning
  - Model Pembelajaran : Discovery Learning and *Snowball Throwing*
- **Media Pembelajaran**
  - Picture
  - Whiteboard
  - Projector & Laptop
  - Paper
  - Vocabulary list

- **Sumber Belajar**
  - Kamus bahasa inggris
  - Bahan Ajar
  - Internet
  - Sumber lain yang relevan

### E. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>- Guru memberi salam (greetings) dan berdoa bersama sebelum belajar dimulai.&lt;br&gt;- Guru memeriksa kehadiran siswa.&lt;br&gt;- Guru memberi moivasi siswa secara kontekstual sesuai materi pembelajaran dalam kehidupan sehari-hari.&lt;br&gt;- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</td>
<td>5 menit</td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Observing (Mengamati)</td>
<td>Questioning (Menanya)</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| - Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan orang dengan benar dari penjelasan guru.  
- Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text)  
- Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang orang dari penjelasan guru. | 2 menit |
| | | 2 menit |
| | | 2 menit |
| | | 2 menit |
| | | 2 menit |
| | | 2 menit |
| | | 2 menit |
| | | 2 menit |
| - Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada orang terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.  
- Siswa mempertanyakan gagasan pokok, informasi rinci, dan informasi tertentu dari kalimat deskripsi tentang orang. | 2 menit |
| | | 2 menit |
**Eksploring (Mengeksplorasi)**

- Siswa mengeksplor contoh kalimat deskripsi orang.
- Siswa mendeksripsikan orang dengan tulisan maupun lisan.
- Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari deskripsi orang berdasarkan materi yang sudah dijelaskan oleh guru.

**Associating (Mengasosiasi)**

- Setelah guru menjelaskan materi *descriptive text* kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.

- Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan memberikan penjelasan tentang materi *descriptive text* serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu *table of word* pada masing-masing

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 menit</td>
<td>2 menit</td>
<td>5 menit</td>
<td>5 menit</td>
<td>5 menit</td>
</tr>
</tbody>
</table>
kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada table dari tema gambar sebuah tempat.

- Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang di jelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.

- Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada table of word kemudian setiap siswa di dalam kelompok diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat yang di dapat pada setiap kelompok. Pertanyaan tersebut berupa pertanyaan yang memancing siswa lainnya untuk menjawab serta dapat menggambarkan tempat dengan kalimat yang tepat dan sesuai. Kemudian satu pertanyaan dari masing-masing siswa dan table of word serta gambarnya di bentuk menjadi bola dan setelah itu melemparkannya ke kelompok lain secara bersamaan.
Setelah setiap siswa yang mendapat bola kertas berisi satu pertanyaan dan setiap kelompok mendapatkan *table of word*, siswa harus mengambilnya kemudian menjawab pertanyaan tersebut dan *table of word* tersebut sebagai petunjuk kata untuk siswa ketika membuat kalimat deskripsi tentang tempat.

**Communication (Komunikasi)**

- Setelah selesai membuat teks deskriptif, perwakilan kelompok membacakan tulisannya.
- Siswa memperoleh balikan (*feedback*) dari teman kelompok dan guru dari teks deskriptif yang dibuat.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pembuatan kalimat deskripsi pada orang

<table>
<thead>
<tr>
<th>Penutup</th>
<th>Peserta didik bersama guru menyimpulkan pembelajaran.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</td>
</tr>
<tr>
<td></td>
<td>Siswa mengumpulkan tugas untuk dinilai oleh guru.</td>
</tr>
<tr>
<td></td>
<td>Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 menit</td>
</tr>
<tr>
<td></td>
<td>2 menit</td>
</tr>
<tr>
<td></td>
<td>3 menit</td>
</tr>
<tr>
<td></td>
<td>5 menit</td>
</tr>
</tbody>
</table>
F. PENILAIAN

1. Sikap (attitude)
   a. Ingin tahu
   b. Percaya diri
   c. Jujur

2. Perilaku (action)
   a. Kerja sama
   b. Melakukan tindak komunikasi yang tepat

3. Pengetahuan (knowledge)

Tabel Rubrik Penilaian

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Relevant to the topic and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rather relevant to the topic and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Quite relevant to the topic but us not quite easy to understand.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Most of the sentences are related to the main idea.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some sentence are related to the main idea.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Few sentences are related to the main idea.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The sentences are unrelated to the main idea.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A few errors in choice of words, spelling, and punctuation.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary &amp; mechanic</td>
<td>3</td>
<td>Occasional errors in choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Occasional errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>4</th>
<th>A few grammatical accuracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 4 September 2019

Mengetahui

Researcher

English Teacher

Teni Fabiola Putri
Lampiran

Soal dan instrument

A. Practice with group

Match the column A and B with the correct answer.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iqbal Ramadhan</td>
<td>a. He is a comedian</td>
</tr>
<tr>
<td>Nissa Sabyan</td>
<td>b. He has bald hair</td>
</tr>
<tr>
<td>Deddy Corbuzier</td>
<td>c. She is an Indonesian YouTuber</td>
</tr>
<tr>
<td>Ria Ricis</td>
<td>d. He is a Badminton player</td>
</tr>
<tr>
<td>Sule</td>
<td>e. She has a beautiful voice</td>
</tr>
<tr>
<td>Christiano Ronaldo</td>
<td>f. She is an American singer-songwriter</td>
</tr>
<tr>
<td>Soeharto</td>
<td>g. He is the second President of Indonesia</td>
</tr>
<tr>
<td>Ridwan Kamil</td>
<td>h. He is an actor and singer</td>
</tr>
<tr>
<td>Taylor Swift</td>
<td>i. He is a Portuguese professional footballer</td>
</tr>
<tr>
<td>Jonatan Christie</td>
<td>j. He is an Indonesian architect and politician</td>
</tr>
</tbody>
</table>

Key answer:

B. Practice on Game

Group 1: Sule                  Group 2: Ria Ricis       Group 3: Deddy Corbuzier
Group 4: Atta Halilintar      Group 5: Nissa Sabyan

C. Group task: Please find out a match vocabulary of this picture with your group

<table>
<thead>
<tr>
<th>NO</th>
<th>SUBJECT+VERB</th>
<th>CHARACTERISTIC</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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Take the table of word and then make 5 questions that related to the picture and then throw to another group when the teacher gives the instruction.

After your group get the new picture theme with the vocabulary in the table of word and questions, please make a descriptive text by your own idea.

D. Individual task: Please make a descriptive text by this picture and make a good sentence by the table of word. You can write another vocabulary to make your descriptive text better.
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<tr>
<td>1</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.</td>
</tr>
</tbody>
</table>
| 2  | 2.1 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. | 2.2.11 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur  
2.2.12 Menyelesaikan tugas yang menjadi bagianya dalam kerja kelompok.  
2.3.6 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan aktivitas dengan baik sehingga dapat membahas dan membuat teks deskriptif dengan benar. |
| 3  | 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, | 3.7.1 Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif. |
C. MATERI PEMBELAJARAN

1. Kata sifat yang dapat mencirikan seseorang: *smart, beautiful, handsome, tall, slim, patient, nice, kind, wise, friendly, intelligent, funny.*

2. *Adjective,* kata sifat yang memodifikasi kata benda (noun)

   Example:
   - *She is hardworking and intelligent* → *(Personality)*
   - *Miss Shinta is tall and slim* → *(Physical)*
- **Mister Michael has** brown hair → **(Appearance)**

3. Pendalaman materi → “How to make good sentence”

- **Characteristic:**
  1. Using the simple present tense. Ex: Sule is a comedian and he is a singer.
  2. Using the verb, such as (is, are, has, have) Ex: Icha has a beautiful eyes.
  3. Using adjectives to describe the appearance, the look, and the characteristic of the people. Ex: Handsome, gorgeous, clever, charismatic, wise, childish.
  4. Just focus on one person.

- **Structure of Descriptive Text (generic structure) are:**
  1. Identification is the introduction, in the form of a general overview of a topic.
  2. Description is contain specific characteristics possessed people described

**ADJECTIVE TO DESCRIBE PEOPLE IN ENGLISH**

- **Physical appearance of People**

<table>
<thead>
<tr>
<th>Tall</th>
<th>bald</th>
<th>sharp eyes</th>
<th>white skin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short</td>
<td>beautiful</td>
<td>round eyes</td>
<td>black skin</td>
</tr>
<tr>
<td>Thin</td>
<td>handsome</td>
<td>slanting eyes</td>
<td>yellow skin</td>
</tr>
<tr>
<td>Young</td>
<td>ugly</td>
<td>flat nose</td>
<td>round face</td>
</tr>
<tr>
<td>Old</td>
<td>slim</td>
<td>curly hair</td>
<td>fat</td>
</tr>
</tbody>
</table>
• **Characteristic of people**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clever</td>
<td>patient</td>
<td>easy going</td>
<td>intelligent</td>
</tr>
<tr>
<td>Lazy</td>
<td>kind</td>
<td>hard worker</td>
<td>nice</td>
</tr>
<tr>
<td>Diligent</td>
<td>nice</td>
<td>friendly</td>
<td>honest</td>
</tr>
<tr>
<td>Cheerful</td>
<td>wise</td>
<td>talented</td>
<td>childish</td>
</tr>
<tr>
<td>Funny</td>
<td>helpful</td>
<td>arrogant</td>
<td></td>
</tr>
</tbody>
</table>

Example of Descriptive Text for describing “people”

**My Special Woman**

I have a special woman in my family. She is my mom. She is generous and very patient. She is kind and never complains. She likes to help everyone. She is so caring. She always smiles although she is tired of taking care of my family and me. I know she does everything sincerely.

My mom is a teacher. She teaches English in junior high school. She is very busy, but she always has time for the family. She is a diligent teacher, and she is responsible for her work and her family. She loves cooking and painting. I love her so much.

<table>
<thead>
<tr>
<th>I have a special woman in my family. She is my mom.</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is generous and very patient. She is kind and never complains. She likes to help everyone. She is so caring. She always smiles although she is tired of taking care of my family and me. I know she does everything sincerely.</td>
<td>Description</td>
</tr>
<tr>
<td>My mom is a teacher. She teaches English in junior high school. She is very busy, but she always has time for the</td>
<td></td>
</tr>
</tbody>
</table>


family. She is a diligent teacher, and she is responsible for her work and her family. She loves cooking and painting. I love her so much.

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

➢ Metode Pembelajaran
   a. Pendekatan : Scientific Learning
   b. Model Pembelajaran : Discovery Learning and Snowball Throwing

➢ Media Pembelajaran
   c. Picture
   d. Whiteboard
   e. Projector & Laptop
   f. Paper
   g. Vocabulary list

➢ Sumber Belajar
   ▲ Kamus bahasa inggris
   ▲ Bahan Ajar
   ▲ Internet
   ▲ Sumber lain yang relevan

E. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru memberi salam (greetings) dan berdoa bersama sebelum belajar dimulai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memeriksa kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi moivasi siswa secara kontekstual sesuai materi</td>
<td></td>
</tr>
</tbody>
</table>
pembelajaran dalam kehidupan sehari-hari.

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Observing (Mengamati)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan orang dengan benar dari penjelasan guru.</td>
</tr>
<tr>
<td></td>
<td>- Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text)</td>
</tr>
<tr>
<td></td>
<td>- Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang orang dari penjelasan guru.</td>
</tr>
<tr>
<td></td>
<td><strong>Questioning (Menanya)</strong></td>
</tr>
<tr>
<td></td>
<td>- Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat</td>
</tr>
</tbody>
</table>

5 menit

2 menit

2 menit

2 menit

2 menit
deskripsi pada orang terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.

- Siswa mempertanyakan gagasan pokok, informasi rinci, dan informasi tertentu dari kalimat deskripsi tentang orang.

**Eksploring (Mengeksplorasi)**

- Siswa mengeksplor contoh kalimat deskripsi orang.
- Siswa mendekskripsikan orang dengan tulisan maupun lisan.
- Siswa bersama teman sebangku menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari deskripsi orang berdasarkan materi yang sudah di jelaskan oleh guru.

**Associating (Mengasosiasi)**

(Playing Snowball Throwing)

- Setelah guru menjelaskan materi *descriptive text* kemudian guru membentuk siswa menjadi 5 kelompok, masing masing
kelompok terdiri dari 5 siswa atau lebih dan membentuk lingkaran per kelompok.

- Guru memanggil salah satu murid di setiap grup untuk dijadikan sebagai ketua kelompok dan memberikan penjelasan tentang materi 
  *descriptive text* serta memberikan sebuah latihan kelompok untuk diskusi bersama para anggota di setiap kelompoknya dan juga satu gambar bertema disertai satu *table of word* pada masing-masing kelompok, untuk membuat kosa kata yang sesuai dengan kelompok kata pada table dari tema gambar sebuah tempat.

- Kemudian setiap ketua kelompok menjelaskan kembali kepada para anggotanya mengenai apa yang dijelaskan oleh guru tadi dan langkah-langkah apa saja yang harus dilakukan dengan berdiskusi.

- Setelah kelompok selesai berdiskusi dan mengerjakan yang ada pada *table of word* kemudian setiap siswa di dalam kelompok
diberi satu kertas oleh guru kepada masing-masing siswa untuk membuat satu pertanyaan tentang gambar sebuah tempat yang di dapat pada setiap kelompok. Pertanyaan tersebut berupa pertanyaan yang memancing siswa lainnya untuk menjawab serta dapat menggambarkan tempat dengan kalimat yang tepat dan sesuai. Kemudian satu pertanyaan dari masing-masing siswa dan table of word serta gambarannya di bentuk menjadi bola dan setelah itu melemparkannya ke kelompok lain secara bersamaan.

- Setelah setiap siswa yang mendapat bola kertas berisi satu pertanyaan dan setiap kelompok mendapatkan table of word, siswa harus mengambilnya kemudian menjawab pertanyaan tersebut dan table of word tersebut sebagai petunjuk kata untuk siswa ketika membuat kalimat deskripsi tentang tempat.

*Communication (Komunikasi)*
1. Setelah selesai membuat teks deskriptif, perwakilan kelompok membacakan tulisannya.
2. Siswa memperoleh balikan (feedback) dari teman kelompok dan guru dari teks deskriptif yang dibuat.
3. Siswa membuat laporan evaluasi diri secara tertulis tentang pembuatan kalimat deskripsi pada orang.

Penutup

1. Peserta didik bersama guru menyimpulkan pembelajaran.
2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
3. Siswa mengumpulkan tugas untuk dinilai oleh guru.

F. PENILAIAN

1. Sikap (attitude)
   a. Ingin tahu
   b. Percaya diri
   c. Jujur
2. Perilaku (action)
a. Kerja sama  
b. Melakukan tindak komunikasi yang tepat  

3. Pengetahuan *(knowledge)*

**Tabel Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Rather relevant to the topic and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but not quite easy to understand.</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>Most of the sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea.</td>
</tr>
<tr>
<td>Vocabulary &amp; mechanic</td>
<td>4</td>
<td>A few errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Occasional errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>A few grammatical accuracy.</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 10 September 2019

Mengetahui

Researchers

Lampiran

Soal dan instrument

1. Practice with group

Match the column A and B with the correct answer. (3 minutes)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Iqbal Ramadhan</td>
<td>a. He is a comedian</td>
</tr>
<tr>
<td>2. Nissa Sabyan</td>
<td>b. He has bald hair</td>
</tr>
<tr>
<td>3. Deddy Corbuzier</td>
<td>c. She is an Indonesian YouTuber</td>
</tr>
<tr>
<td>4. Ria Ricis</td>
<td>d. He is a Badminton player</td>
</tr>
<tr>
<td>5. Sule</td>
<td>e. She has a beautiful voice</td>
</tr>
<tr>
<td>6. Christiano Ronaldo</td>
<td>f. She is an American singer-songwriter</td>
</tr>
<tr>
<td>7. Soeharto</td>
<td>g. He is the second President of Indonesia</td>
</tr>
<tr>
<td>8. Ridwan Kamil</td>
<td>h. He is an actor and singer</td>
</tr>
<tr>
<td>9. Taylor Swift</td>
<td>i. He is a Portuguese professional footballer</td>
</tr>
<tr>
<td>10. Jonatan Christie</td>
<td>j. He is an Indonesian architect and politician</td>
</tr>
</tbody>
</table>

**Key answer:**


2. Practice on Game
   Group 1: Mesut Ozil  Group 2: Ria Ricis  Group 3: Jonathan Christie
   Group 4: BTS BoyBand  Group 5: Iqbal Ramadhan

Group task: Please find out a match vocabulary in this table of word from the picture with your group.

<table>
<thead>
<tr>
<th>NO</th>
<th>SUBJECT+VERB</th>
<th>CHARACTERISTIC</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Take this vocabulary list in plastic ball and then make 5 questions related to the picture and then throw to another group when the teacher gives the instruction.
- After your group get the new picture theme with the vocabulary in the table of word and questions, please make a descriptive text by your own idea.
A. Individual task: Please make a descriptive text by this picture and make a good sentence by the table of word. You can write another vocabulary to make your descriptive text better.
APPENDIX 7. Field notes in cycle 1

FIELD NOTES

(Cycle 1)

Meeting : 1
Day, Date : Tuesday, August 20th, 2019
Place : SMP Al-Zahra Indonesia
Note Taker : English Teacher
Time : 80 minutes
Class : VIII-B

Opening activities

The situation of students in the class was not bad when the researcher wanted to come into class. The researcher can prepared the materials very well when using a laptop and PowerPoint. The researcher gave the apperception to attract the attention of students and motivate them quite well and also she provided an explanation of the material to be delivered.

Main Activities

The researcher explained the material about descriptive text quite well. Almost all students in the class payed attention to what the researcher conveyed and she gave the opportunity for students to ask questions even though no one dare to respond. It could be observed that students feel worried to ask questions because of fear in making mistakes.

When the researcher asked the students to form groups, students looked happy and ready to play the Snowball Throwing even though, the situation of class was not conducive due to group formation. Each group had a leader whose leader was in charge of leading the group and can explained the
material that had been conveyed by the teacher, but many of the groups who become the leader cannot explained the material well enough to the group members, so the group discussion didn’t not go well, because some of the students were still confused in the game and the instruction of the Snowball Throwing technique. Especially, when the students had to make one question before the question was throw to another group because students were confused about what they wanted to write for making a question.

Students’ Activities

Students’ attention to the researcher was good. The activeness of students in the classroom was quite active. But, there were a few students who were quite passive. Because many students didn’t ask if they had difficulties. Even though, many students can wrote descriptive text quite well.

Closing activities

The researcher reflected the students well by giving a re-explanation of the material that presented, as well as a re-explanation of the Snowball Throwing game instructions. The researcher closes the learning well too.

Observer

English Teacher
FIELD NOTES

(Cycle 1)

Meeting : 2
Day, Date : Wednesday, August 21st, 2019
Place : SMP Al-Zahra Indonesia
Note Taker : English Teacher
Time : 80 minutes
Class : VIII-B

Opening Activities

When the learning process began, the situation of classroom was good enough, the researcher prepared the teaching materials with her laptop and the PowerPoint as well, and she provided the apperception and motivation to prepare students’ readiness before continuing to the next material.

Main Activities

Many students were still confused by the use of simple present tense sentences and choose the right vocabulary in the description text, then the researcher evaluated and re-explain it more slowly and students really payed attention seriously. Then, there were more than one student who had begun to dare to ask the questions that related to the topic and the researcher can explained it quite clearly.

At this time, students did not make noise but there were still many students who did not respond when the researcher asked a question. When students wanted to form groups and discussed with group members, some of them gave the ideas to one another and the discussion went quite well. There were several groups whose the members appeared to be doing nothing and there were several groups that participate all members of the group. Students
understood the instruction of the Snowball Throwing technique game by making one question and throwing it to another group.

Students' Activities

The focus and concentration of students had improve than the previous day, the activeness of students had also been seen with the questions they asked even though there were only two students. There was still a group leader who was less responsible in managing the members of the group as there were those who did nothing when it was time to discuss and gave the ideas to each other. Almost all students can wrote the descriptive text better than before.

Closing activities

The researcher did the reflection by repeating the material well enough and she closed the learning by motivating students to be able to conduct group discussions better.

Observer

English Teacher
FIELD NOTES

(Cycle 1)

Meeting : 3
Day, Date : Tuesday, August 27th, 2019
Place : SMP Al-Zahra Indonesia
Note Taker : English Teacher
Time : 80 minutes
Class : VIII-B

Opening Activities

The students were orderly when the researcher wanted to start giving the material. The researcher was good by prepared the teaching materials by using a laptop and PowerPoint and she could fully motivated the students before learning began.

Main Activities

The condition of class were not too noisy. They all payed attention to what the researcher explained about the topic discussed. But there were still a few students who talk to their next friend in the back of the chair. In the discussion group, the group leader can led the discussion well with the group members. They began to be active in giving ideas and participating in their groups. Although, there were still students who were not interested and they were not chose to participate in groups. In addition, students began to understand the Snowball Throwing technique and looked excited when they wanted to make a question and threw it to friends in other groups and they felt quite enthusiastic in answering questions from friends.
Students' Activities

The concentration, focus, and attention of students was quite increased when the researcher explained the material and the instruction of Snowball Throwing technique more deeply. Some students began to be able to respond to the researcher when the teacher asked the question. The group leader could responsible enough in managing the group members to be able to active more than before.

Closing Activities

The researcher did the reflection by repeating the material well and she closed the learning better too.
APPENDIX 8. Field notes in cycle 2

FIELD NOTES

(Cycle 2)

Meeting: 4
Day, Date: Tuesday, September 03rd, 2019
Place: SMP Al-Zahra Indonesia
Note Taker: English Teacher
Time: 80 minutes
Class: VIII-B

Opening Activities

The relationship between the researcher and students had begun to look good when the researcher wanted to enter the classroom, the student responded to the teacher with respect. The preparation of materials and teaching materials that will be done by the researcher was very good. The teacher did the ice-breaking to make them more relaxed and enjoyed before continuing the previous material.

Main activities

The researcher explained the material well and when they wanted to play the Snowball Throwing, the situation in the class was very crowded and noisy. Students feel excited when forming groups as usual because they already understood how to play Snowball Throwing by giving one question that can provoked the respondents in writing descriptive texts. The leader in the group was getting better at organizing and explaining to its members. Almost all students can participated and gave the ideas in their groups when discussing time. The most enthusiastic part of them
was when throwing paper balls to other group friends and getting random questions and they had to answer them. Students looked easy in making appropriate vocabulary and adjectives in a sentence. The researcher asked the students to read the results of their writing. However, there were only a few of students who wanted to read the results of their writing.

**Students' Activities**

Student attention to the researcher’s explanation was already improved from the previous day. The student activities could also be seen when they responded to questions and explanations from the researcher. And many of students were wondered when they encountered the difficulties in discussing time.

**Closing Activities**

The researcher evaluated the material and activities by providing opportunities for students if they still had difficulties with the topics that discussed, as well as emphasizing again the common mistakes in writing descriptive text using simple present tense and the use of appropriate vocabularies.

Observer

English Teacher
FIELD NOTES

(Cycle 2)

Meeting : 5
Day, Date : Wednesday, September 04th, 2019
Place : SMP Al-Zahra Indonesia
Note Taker : English Teacher
Time : 80 minutes
Class : VIII-B

Opening Activities

The communication between researcher and student started to be better and more opened, it could be seen when they responded the greeting by researcher with a good responded. The researcher was always good in preparing teaching materials started from arranging the material in PowerPoint to worksheets and papers for students to practice. Apperception conveyed by the researcher was also always done quite well.

Main Activities

The researcher conveyed the descriptive text material with sufficient clarity and detail accompanied by examples of sentences and common mistakes in a sentence related to descriptive text. Especially in giving instructions about Snowball throwing the teacher gave the steps in the Snowball Throwing technique and the sample questions very well so students can understood more deeply. The group leader was able to explain the material and to arrange the group members well because the communication between group members and others had been going well too. The researcher got lots of questions from students when the discussion time on going.
Students' Activity

The students had begun to be active in asking questions and the group leader was able to take responsibility with group members who had started to be able to participate and help to give ideas. Students can wrote the descriptive text more seriously in class.

Closing Activities

At the end of the lesson, the researcher evaluated students’ activities and students’ writing by giving praise and encouragement and discussing mistakes made by students such as punctuation and sentence structure.
FIELD NOTES

(Cycle 2)

Meeting : 6
Day, Date : Tuesday, September 10th, 2019
Place : SMP Al-Zahra Indonesia
Note Taker : English Teacher
Time : 80 minutes
Class : VIII-B

Opening Activities
The communication between students and researcher were much better than the previous cycle. The students was welcomed the researcher politely. Also, the teacher gives apperception and motivation to students better than the previous cycle.

Main Activities
The researcher's explanation in delivering the material was quite expressive and communicative so that students pay full attention to what the researcher explained. Without giving instructions regarding the Snowball Throwing technique, students can already remembered and initiative to form groups like the previous day. The students get used to it and enjoyed the group discussions with other group members. The students looked very enthusiastic when they had to write a question related to the theme about an idol, because many of them had an idol. All students seemed very curious about what the question they would get and had to answer in descriptive text. The students really enjoyed when they writing based on their knowledge using simple present tense and adjective words about an idol in a sentence or paragraph.
Students' Activities

Almost all students pay attention to what the researcher explained during the lesson. They were very active when discussions take place, when asking questions, and when the researcher presented the material, and they were active in giving ideas to group members and responding to what the researcher had to say in the classroom. All students can wrote the description texts better.

Closing Activities

At the end of the lesson, the researcher evaluated by emphasizing the students so that what they write can be reread and carefully examined, because there were some typo results of student writing. The researcher also emphasized again about adjective words about people and the structure of the sentence using simple present tense before the student would do the final test.

Observer

English Teacher
APPENDIX 9. Teacher’s Observation Checklist in Cycle 1

**OBSERVATION CHECK LIST**

**Instruction:**
1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (✓) to VG, G, A, I columns based on the real condition.

**VG** - Very Good/Sangat Baik  
**G** - Good/Baik  
**A** - Adequate/Cukup  
**I** - Insufficient/Kurang

School Name: SMP Al-Zakiah Indonesia  
Academic Year: 2019/2020  
Class/Semester: V/1-B  
Day, Date: 11/12, August 20  
Cycle/Meting: 1/1

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Opening Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The researcher opens the class by greeting and checking students’ attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher prepares the class condition</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher gives the students appropriate to attract their attention and motivation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher states the learning objective</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Main Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The researcher distributes the material about descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher asks the students to make a group of four and then each leader of group to give them a picture and task to discuss with their groups</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Each leader of group back to their group and explain the material that is delivered by the researcher</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher gives one paper for every student to write one question that related to the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students are making the paper like a bill that is consisted one question and then throwing to other student in 15 minutes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students answer the question that they got from other student</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher comments the task of group and give feedback and a comment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Students’ Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students pay attention to the researcher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students are active in the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students ask the researcher if they find difficulties</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The leaders of group are responsible for their own learning in groups</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students are able to write a descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>D. Closing Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The researcher gives an opportunity for the students to ask about what they do not understand</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher and the students do a reflection</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher closes the lesson</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
# Observation Checklist

**Instruction:**
1. This observation sheet is to observe the researcher’s and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (+) to VG, G, A, I column based on the real condition.

- **VG** = Very Good/Sangat baik
- **G** = Good/Baik
- **A** = Adequate/Cukup
- **I** = Insufficient/Kurang

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>VG</th>
<th>G</th>
<th>A</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>Opening Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students' attendance.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class conditions.</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives students opening to attract their attention and motivation.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objectives.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>B</td>
<td><strong>Main Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher delivers the material about descriptive text.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The researcher asks the students to make a group of four and then call each leader of a group to give them a picture and task to draw with their groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each member of a group reboot his/her own group and explain the material that is delivered by the researcher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives one paper for every student to write one question that related to the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students make the paper like a ball that contains one question and then throw it to other students in 15 minutes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students answer the question that they got from other student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher evaluates task of group and give a feedback and a comment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td><strong>Students' Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students pay attention to the researcher's explanation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are active in the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students ask the researcher if they find difficulties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The leader of group are responsible for their own learning in groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are able to write a descriptive text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td><strong>Closing Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives an opportunity for the students to ask about what they do not understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher and the students do a reflection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher closes the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Observer: [Signature]

Date: [Date]
### OBSERVATION CHECK LIST

1. This observation sheet is to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (✓) to VG, G, A, I column based on the real condition.

- VG = Very Good/Sangat baik
- G = Good/Baik
- A = Adequate/Cukup
- I = Insufficient/Kurang

**School Name:** SMP Al-Zahra Indonesia  
**Academic year:** 2019/2020  
**Class/Semester:** VIII-B / 1  
**Day, Date:** Tuesday, August 27  
**Cycle/Meeting:** 1 / 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher and Learning Activities</th>
<th>VG</th>
<th>G</th>
<th>A</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Opening Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students perception to attract their attention and motivation.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Main Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher delivers the material about descriptive text.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher asks the students to make a group of four and then call each leader of group to give them a picture and task to discuss with their groups.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each leader of group back to his/her own group and explain the material that is delivered by the researcher.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives one paper for every student to write one question that related to the material.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are mixing the paper like a ball that contains one question and then throwing to other student in 15 minutes.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students answer the question that they get from other student.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher evaluates task of group and give a feedback and a comment.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Students' Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students pay attention to the researcher’s explanation.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are active in the class.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students ask the researcher if they find difficulties.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The leaders of group are responsible for their own learning in groups.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are able to write a descriptive text.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Closing Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives an opportunity for the students to ask about what they do not understand.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher and the students do a reflection</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher closes the lesson.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Observer**

[Signature]

[Name]
**APPENDIX 10. Teacher’s Observation Checklist in Cycle 2**

**OBSERVATION CHECK LIST**

**Instruction:**
1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to VG, G, A, I column based on the real condition.

VG= Very Good/Sangat baik
G= Good/Bagus
A= Adequate/Cukup
I= Insufficient/Kurang

School Name : SMP Al-Zahra Indonesia
Academic year : 2019/2020
Class/Semester : VIII-B / 1
Day, Date : Tuesday, September 3
Cycle/Meeting : 2/4

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Opening Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students an appropriate to attract their attention and motivation.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The researcher delivers the material about descriptive text.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher asks the students to make a group of four and then call each leader of group to give them a picture and task to discuss with their groups.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>Each leader of group back to his/her own group and explain the material that is delivered by the researcher.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher gives one paper for every student to write one question that is related to the material.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The students are making the paper like a ball that is contained one question and then throwing to other student in 15 minutes.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The students are answer the question that they got from other student.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher evaluates task of group and give a feedback and a comment.</td>
<td>VG √</td>
</tr>
<tr>
<td>B</td>
<td>Main Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher delivers the material about descriptive text.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher asks the students to make a group of four and then call each leader of group to give them a picture and task to discuss with their groups.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>Each leader of group back to his/her own group and explain the material that is delivered by the researcher.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher gives one paper for every student to write one question that is related to the material.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The students are making the paper like a ball that is contained one question and then throwing to other student in 15 minutes.</td>
<td>VG √ G  A  I</td>
</tr>
<tr>
<td></td>
<td>The students are answer the question that they got from other student.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher evaluates task of group and give a feedback and a comment.</td>
<td>VG √</td>
</tr>
<tr>
<td>C</td>
<td>Students’ Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students pay attention to the researcher’s explanation.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The students are active in the class.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The students ask the researcher if they find difficulties.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The leaders of group are responsible for their own learning in groups.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The students are able to write a descriptive text.</td>
<td>VG √</td>
</tr>
<tr>
<td>D</td>
<td>Closing Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives an opportunity for the students to ask about what they do not understand.</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher and the students do a reflection</td>
<td>VG √</td>
</tr>
<tr>
<td></td>
<td>The researcher closes the lesson.</td>
<td>VG √</td>
</tr>
</tbody>
</table>

Observer: [Signature]
**OBSERVATION CHECK LIST**

**Instruction:**
1. This observation sheet is to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (✓) to VG, G, A, I column based on the real condition.

VG= Very Good/Sangat baik  
G= Good/Baik  
A= Adequate/Cukup  
I= Insufficient/Kurang

<table>
<thead>
<tr>
<th>School Name</th>
<th>SMP Al-Zahra Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year</td>
<td>2019/2020</td>
</tr>
<tr>
<td>Class/Semester</td>
<td>VII-B / 1</td>
</tr>
<tr>
<td>Day, Date</td>
<td>Wednesday, September 4</td>
</tr>
<tr>
<td>Cycle/Meeting</td>
<td>2/5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Opening Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students' attendance.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students an introduction to the topic.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>✓</td>
</tr>
<tr>
<td>B.</td>
<td>Main Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher delivers the material about descriptive text.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher asks the students to make a group of four and then call each leader of group to give them a picture and task to discuss with their groups.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Each leader of group goes to his/her own group and explain the material that is delivered by the researcher.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher gives one paper for every student to write one question related to the material.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The students are making the paper like a ball that is contained one question and then throwing it to another student in 15 minutes.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The students are answer the question that they get from other student.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher evaluates task of group and give a feedback and a comment.</td>
<td>✓</td>
</tr>
<tr>
<td>C.</td>
<td>Students’ Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students pay attention to the researcher’s explanation.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The students are active in the class.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The students ask the researcher if they find difficulties.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The leaders of group are responsible for their own learning in groups.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The students are able to write a descriptive text.</td>
<td>✓</td>
</tr>
<tr>
<td>D.</td>
<td>Closing Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher gives an opportunity for the students to ask about what they do not understand.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher and the students do a reflection</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher closes the lesson.</td>
<td>✓</td>
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</tbody>
</table>

Observer: [Signature]
**OBSERVATION CHECK LIST**

1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (√) to VG, G, A, I column based on the real condition.

VG = Very Good/Sangat baik
G = Good/Baik
A = Adequate/Cukup
I = Insufficient/Kurang

<table>
<thead>
<tr>
<th>School Name</th>
<th>SMP Al-Zahra Indonesia</th>
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<tr>
<td>Academic year</td>
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<tr>
<td>Class/Semester</td>
<td>VIII-B / 1</td>
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<tr>
<td>Day, Date</td>
<td>Tuesday, September 10</td>
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<td>Cycle/Meeting</td>
<td>2/6</td>
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<table>
<thead>
<tr>
<th>No</th>
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<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>VG</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher opens the class by greeting and checking students’ attendance.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher prepares the class condition.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher gives the students perception to attract their attention and motivation.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher states the learning objective.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>B</td>
<td>Observe the researcher delivers the material about descriptive text.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher asks the students to make a group of four and then call each leader of group to give them a picture and task to discuss with their groups.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Each leader of group back to his/her own group and explain the material that is delivered by the researcher.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The researcher provides one paper for every student to write one question that related to the material.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The students are making the paper like a ball that is contained one question and then throwing to other student in 15 minutes.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the students answer the question that they got from other student.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher evaluates task of group and give a feedback and a comment.</td>
<td>√</td>
</tr>
<tr>
<td>C</td>
<td>Observe the students pay attention to the researcher’s explanation.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the students are active in the class.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the students ask the researcher if they find difficulties.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the leaders of group are responsible for their own learning in groups.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the students are able to write a descriptive text.</td>
<td>√</td>
</tr>
<tr>
<td>D</td>
<td>Observe the researcher gives an opportunity for the students to ask about what they do not understand.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher and the students do a reflection.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Observe the researcher closes the lesson.</td>
<td>√</td>
</tr>
</tbody>
</table>

Observer: [Signature]

Date: [Signature]

Comments: [Signature]
APPENDIX 11. The Student’s Pre-Test

WORKSHEET

TEST OF FREE WRITING DESCRIPTIVE TEXT

- Write a descriptive text about “describing your favourite place in your school” as creative as possible based on your knowledge.
- You have 40 minutes to finish it.
- Scoring will be based on content organisation, vocabulary, grammar and mechanics.
- Minimum word at least 100 words.

My favourite place in this school is the Library. I like it because there’s more than 2,000 books here, and also have a cool chair. The room is big and really like to go there because it’s a quiet place and summer the library is closed for some reason. But it’s a really good place to study. And there also buy about ten magazines. There’s also a student table.

My friend usually wave at him when they see, but after studying, only before the exam and library. He is usually on the floor since I want to be away from people that will stand to the place where you are.
WORKSHEET

TEST OF FREE WRITING DESCRIPTIVE TEXT

- Write a descriptive text about “describing your favourite place in your school” as creative as possible based on your knowledge.
- You have 40 minutes to finish it.
- Scoring will be based on content organization, vocabulary, grammar and mechanics.
- Minimum word at least 100 words.

Field

My favorite place is field. Because in field, I can see people playing basketball or soccer. And the place is cozy and relaxing because there are many trees and sometimes the weather is windy. Sometimes in field, people is practice in there. I love to waste my time in field.
APPENDIX 12. The Student’s Post-Test 1

WORKSHEET

TEST OF FREE WRITING DESCRIPTIVE TEXT

- Write a descriptive text about “describing your favourite animals” as creative as possible based on your knowledge.
- You have 40 minutes to finish it.
- Scoring will be based on content organization, vocabulary, grammar and mechanics.
- Minimum word at least 100 words.

**Cat**

My favorite animal is cat, because it have a cute voice. They seem to have paws. They are very cute when they sleep. And they also have got whiskers. They have grey colour and they are carnivorous animal, but it can run, but it can’t swim or fly. And cat are clever animal. But they have fangs and claws. And they are so strong. And they are so furry when they play. They love playing, and they are so furry when they big. It means it more cute cats are a pet animal and some of them are wild, and they are homeless.
My favorite animal is Lions, because they are very cute and I love wild animals. They have whiskers, two ears, their bodies are orange. They have paws and their size is big. They are cat but a big version, and also they have a tail. Their fur is so fluffy and adorable. Lion is a maternal animal. So, when the female is pregnant, they don't lay eggs. Lions are so cute and beautiful but they are wild animals. They live in savannah and their food is meat. They are clever, and lion is a protected animal. They can run very fast and they have claws.
APPENDIX 13. The Student’s Post-Test 2

WORKSHEET
TEST OF FREE WRITING DESCRIPTIVE TEXT

- Write a descriptive text about “describing your idol” as creative as possible based on your knowledge.
- You have 40 minutes to finish it.
- Scoring will be based on content organization, vocabulary, grammar and mechanics.
- Minimum word at least 100 words.

My favorite teacher is Mr. Humb. He's a religion teacher, he usually teach in Grade 7, 8, 9. He has got a black hair and brown eyes. He is very patient and cheerful, He old, but still attractive. He usually sleep when he teach, and he also got 2 child, and they are male and female. He also being very nice, he's talk, intelligent, he likes to wear a kurta. He also got a round eyes. He also got a straight hair, and brown skin. He's kinda tall, about 176 cm.
He also likes to give us an advise. And this year he's moving from Junior high school to secondary school. And Religion Subject is now being arrange him. He's teaching us alot, and sometimes he meet him again when rest junior. He also never mad at us if we teach, that's why he's very patient.
My favorite idol is Taehyung from Boygroup BTS. He is from South Korea, he is born in Daegu, South Korea on 30 December 1995. He is a songwriter, singer, and dancer. He has brown eyes, sharp eyes, he is so handsome, he also has pointed nose, sharp jawline, and he is so tall, he is 180 cm. He has a brother and sister too. He is smart, he is also kind and nice. He is a hard worker, he debut on 13 June 2013. He wrote many songs. His favorite food is Samjang and Bibimbap. He is part of Big Hit Entertainment agency.
APPENDIX 14. The Written Activity of Snowball Throwing

Can you describe your best friend?

My best friend is called Jonathan. He is a famous basketball player. He plays in the American basketball team. He is 20 years old. He was born in Indonesia. He is very tall, he has black hair and black eyes. He is 1.79 cm tall. He is very fast and he scores many points.

Can you describe your father?

My father is really nice, but sometimes he is a grumpy person. He is 41 years old now. His birthday is on 14th February. He is a hard worker, too. He works day and night. He always takes care of the family.

describe your bestfriend!

My best friend is how he has boy hair. He likes to play soccer. He has black hair. He likes to swim and he is not allowed to do homework by the parents.
APPENDIX 15. The Documentation during Research Activities
APPENDIX 16. The Skripsi Guidance Letter

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : B-0540/F1/KM.01.3/03/2019
Lamp. : 1 (satu)
Hal : Bimbingan Skripsi

Jakarta, 28 Maret 2019

Yang terhormat
Drs. Syauki, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum Wr. WB.

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

Nama : Terni Fabiola Putri
NIM : 11150140000069
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (delapan)
Judul Skripsi : Improving Students’ Writing of Descriptive Text Through Snowball Throwing Technique


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

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

Wassalamu'alaikum wr. wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Yang terhormat,

Yenny Rahmawati, M.Ed.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Atas nama [NAMA],

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

- Nama: [NAMA]
- NIM: [NIM]
- Jurusan: Pendidikan Bahasa Inggris
- Semester: 8 (delapan)
- Judul Skripsi: Improving Students’ Writing of Descriptive Text Through Snowball Throwing Technique

Jadwal skripsi ini telah disepakati oleh Jurusan yang bertanggung jawab pada tanggal 05 Maret 2019, dan dinyatakan benar (Proposal Skripsi terlampir). Saudara dapat melaksanakan
perubahan redaksional pada judul tersebut. Apabila perubahan substansial dianggap
perlu, mohon pembimbing menghubungi Jurusan terlebih dahulu.

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

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

Wassalamu’alaikum wr. wb.
APPENDIX 17. The Letter of Research Permit

PERGURUAN AL-ZAHRA INDONESIA
SEKOLAH MENENGAH PERTAMA
AL-ZAHRA INDONESIA

SURAT KETERANGAN
No: 039/YU/SAI-SMP/IX/41.19

Yang bertanda tangan dibawah ini:
Nama : Yakub, S.Pd.I
Jabatan : Kepala Sekolah
Unit : SMP Al-Zahra Indonesia

Menerangkan bahwa:
Nama : Teni Febiola Putri
NIM : 111501140000069
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : Improving Students' Writing of Descriptive Text through Snowball Throwing Technique


Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Tangerang Selatan, 17 Muharram 1441 H/17 September 2019 M
SMP AL-ZAHRA INDONESIA,
# APPENDIX 18. Reference Sheet

## LEMBAR UJI REFERENSI

<table>
<thead>
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<td><strong>Chapter II</strong></td>
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6. Ibid., p. 9.

7. Ibid., p. 4.


18. Artono Wardiman, et al. op. cit., p. 113


20. Tiur Asih Sihabun, op cit., p. 34


23. Ibid., p. 117

24. Ibid., p. 110.


27. Istarani, 58 Model Pembelajaran, op. cit., p. 92.


34. Istarani, *58 Model Pembelajaran*, *op.cit.*, p. 94.

35. Wahyun, Tri, "The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive Text", *Thesis at State Islamic Institute of Surakarta*, 2016.


Chapter 3


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