

**TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY
USING PAIRS CHECK TECHNIQUE AT THE SEVENTH GRADE
STUDENTS OF SMP N 1 TULANG BAWANG BARAT IN ACADEMIC
YEAR OF 2022/2023**

A Thesis

**(Submitted to the English Department as a Partial Fullfilment of the
Requirements for S-1 Degree)**

By

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**TARBIYAH AND TEACHER TRAINING FACULTY
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LAMPUNG
2022/2023**

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ABSTRACT

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The purpose of the research was about teaching and learning writing descriptive text by using pairs check technique at the second semester of the seventh grade of SMPN 1 Tulang Bawang Barat in the academic year of 2022/2023. The objectives of the research were 1) to know the process in teaching and learning writing descriptive text by using pairs check technique; 2) to know the teacher's problem in applying pairs check technique in teaching writing descriptive text; 3) to know the student's problems in learning writing descriptive text by using pairs check technique.

This research was used descriptive qualitative. The subject of the research are the English teacher and students of the seventh grade were chosen as the participant of this research. There were one classes which consist of 30 students. The data were gained by doing an observation, interviewing the teacher and giving questionnaire to the students. The three majors phases were used in the data analysis, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were some points of the results. The first, there were steps in teaching writing descriptive text by using pairs check technique that were sequence by teacher. The seconds, the problems faced by the teacher were the teacher had difficulty in handle the students in teaching learning activity, the teacher must guide the students when they construting the text, the teacher must improve their writing skill with giving more writing practice, and the last the teacher must have a lot of time to do this technique. Third, the problems by the students had lack of vocabulary, the students felt confused to develop their ideas, and grammatical errors by students. So, based on the research teaching and learning writing desriptive text by using pairs check tecnique at the seventh grade students it can be concluded that this technique were supporting the students to thinking aloud, but it must be balanced with sufficient vocabularu and goog grammar skills and good writing skills. Moreover, the teachers must competence in their writing skills.

Keywords: Pairs Check Technique, Qualitative Research, Teaching and Learning, Writing

DECLARATION

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research finding included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, June 2023

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A thesis entitled: **“TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY USING PAIRS CHECK TECHNIQUE AT THE SEVENTH GRADE STUDENTS OF SMPN 1 TULANG BAWANG BARAT IN ACADEMIC YEAR OF 2022/2023”**, written by: **Yunita Nurwahyuni, NPM: 1611040057**, Study Program: English Education, was tested and defended in the examination session held on **Tuesday, June 20th, 2023.**

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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ

Who has taught writing and how to write with a pen
(QS.Al-Alaq 96:4)¹



¹ Ministry of Religion of the Republic of Indonesia, “Al-Qur’an Translation and Tajweed” (West Java:Sygma Creative Media Group, 2014), 594.

DEDICATION

This thesis is dedicated to :

1. The biggest inspiration in my life, my beloved parents, Mr. Muhani and Mrs. Nasripah, who never stop praying and supporting me from time to time.
2. My younger siblings, Fajri Wildan Ramadhani, who have prayed for, supported my succes and encouraged me to finish this thesis.
3. My beloved lecturers and Almamater of UIN Raden Intan Lampung, who have made me grow and have contributed much to my self-development.



CURRICULUM VITAE

Yunita Nurwahyuni was born on June, 16th 1998 in Marga Kencana, Tulang Bawang Barat. Yunita is the first child of Mr. Muhani and Mrs. Nasripah. She has one brother, his name is Fajri Wildan Ramadhani.

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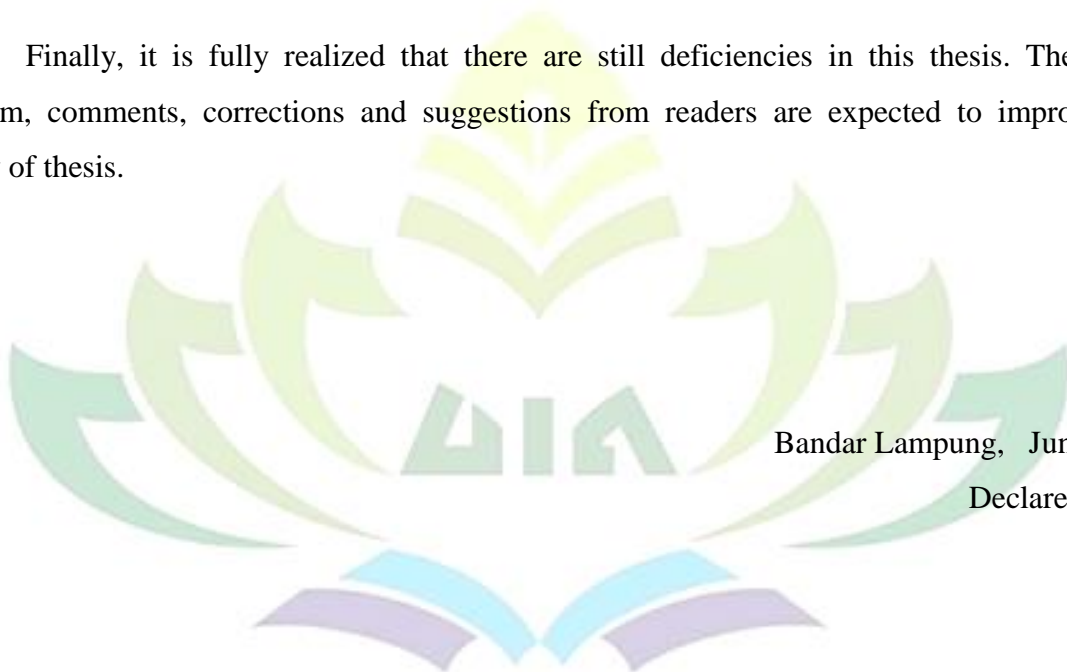
First of all, all praise is to Allah SWT, the Most Merciful and Most Beneficent, for His Mercy and Blessings were given to the writer during the studies and in completing this thesis. Then, peace and salutations may be offered to the great messenger, Prophet Muhammad SAW, who always brings us from stupidity to cleverness.

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Finally, it is fully realized that there are still deficiencies in this thesis. Therefore, criticism, comments, corrections and suggestions from readers are expected to improve the quality of thesis.



Bandar Lampung, June 2023
Declared

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CHAPTER I INTRODUCTION

A. Title Confirmation

The purpose of title confirmation is better to provide a various understanding of the stated title. The title of the research was “Teaching and Learning Writing Descriptive Text by Using Pairs Check Technique at the Seventh Grade Student Of SMP N 1 Tulang Bawang Barat in Academic Year of 2022/2023”, to be able understand the purposes of the title of research, the researcher will explain the title use in this research as follows :

According to Oxford dictionary, teaching is an activity to give somebody knowledge, lesson, skill, etc.² From the explanation above, the researcher assumes that teaching is a process imparting knowledge or skill to learns. In teaching and learning process basically need students active role to enable feedback between teacher and students, it means the teacher and students interacts each other. Furthermore, the teacher should creative used strategies and technique to support learning process. Teaching can be observed, analyzed and evaluated.³

Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.⁴ In addition, learning activity need students active and focuses.

Writing is the process of exploring one’s thoughts and learning from the act of writing it self what these thoughts are rather than being the development of some procenceived and well formed idea.⁵ It means writing is the record of an idea developing. It is a process where by an initial idea gets extended and refined. Usually someone who like write more easier to pour their ideas. According to Nunan, writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by people. Writing is media to interact and to communicate each other in written from personally. It means that writing is an activity to convey the messages in order to communicate with the others using written form.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.⁶ Description in writing is the process of creating visual images and sensory impression through words. Descriptive text is kinds of text which described in details. Descriptive presents the appearance of thingd that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.

Pairs check technique is a model group work that involves the students work in pair to solve the problems learning.⁷ Therefore, pairs check is a technique that is used to solve problem learning. Actually it is kind of complex technique because need a lot time. However, by using this technique the ability of students will develop indeed. Pair check helps students in increasing their social responsibility, cooperation and critical thinking. Pairs check technique is a type of cooperative learning. Pair check technique is a good and well to use because in this technique the student are not demanded to learn by themselves to solve the problem. This technique could increase students social skill because students must to work-together with their chair-mate to

² Miftahul jannah, *Teaching and Learning for Young Learner student-Teacher’s view*, (A Thesis of Education and Teacher Training Ar-raniry State Islamic University Darrusalam-Banda Aceh, 2019), p.5

³ Isola Rajagopalan, *Concept of Teaching* (Shanlax International Journal of Education, Vol.7, No.2, 2019) p.7

⁴ H. Douglas Brown, *The Principles of Language Learning and Teaching (Fourth Edition)*, San Fransisco: Longman, 2000, P.8

⁵ Vivian Zamel, *Writing: The Process of Discovering Meaning*, Boston: Tesol Quartely, 1982, P.197

⁶ Artono Wardiman, et. al. *English in Focus: for Grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), P.122

⁷ Eggen, P & Kauchak, D, *Strategy Dan Model Pembelajaran* , Jakarta: Earson, 2012.

understanding the materials. Kagan adds “by doing pair check, learners may need some practices in thinking aloud. Thinking aloud helps to make thoughts of students more conscious. It also enables others to learn not just from the students answer, but also from the process by which we arrive to those answers.”⁸ Therefore, pair check technique can improve cooperation among students, to make peer tutoring, to solve problem learning, to increase understanding of the concepts and process of learning. Therefore, pair check technique helps students in increasing their social responsibility, cooperation and critical thinking.

Based on the description above, this research was to know the process of teaching learning writing by using pairs check technique, especially in teaching writing descriptive text.

B. Background of Study

English as one of the subjects in school has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high school until universities. English is taught at school in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer states as follows “...we use language in terms of four skills reading, writing, speaking, and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.”⁹

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renadya states that “there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

In this research, the researcher was choose the study about Pairs Check Technique. Pairs check technique is a type of cooperative learning. Pairs check technique is good and well to use because in this technique the student are not demanded to learn by themselves to solve the problem. This technique could increase student social skill because they have to work together with their chair-mate to understanding the materials. Beside the reason above, the others consideration why pairs check technique was apply on SMPN 1 Tulang Bawang Barat are because many students found it is hard to convey their ideas in english written from. Students think it is difficult to write something which can be understood by the teacher or their chair-mate. Pairs check technique is one of technique that can be used to teach writing. But in fact even though the teacher has used this technique the students score is not optimal. According to Kagan, this technique is good in teaching writing. But in fact based on the result of researcher preliminary research, based on the result of interview the teacher, the students still have a problem in writing when the teacher using this technique in process teaching and learning. So, the researcher wants to observed the process of teaching writing in the classroom and to observed the students and teacher problems in process of teaching and learning writing descriptive text by using Pairs Check Technique.

⁸ Jacob, G.M, Gun S.L, and Ball J, Learning Cooperative Learning, (Kagan Cooperative Learning, 1995), p.105

⁹ Harmer, J (2007), *The Practice of English Language Teaching*, China: Longman

Based on preliminary research at seventh grade of SMP N 1 Tulang Bawang Barat than interviewed the English teacher and the students have a problems in writing skill. The information is obtained that teaching writing descriptive text by using pairs check technique have been applying there. The result by interviewing the English teacher at the school, Feni Mei Fitriasih, S.Pd, said that have used pairs check technique in teacing and learning writing, the students have difficulty in developing their ideas. The researcher gives questionnaire to some students in SMPN 1 Tulang Bawang Barat about the students problem in writing English text. There were some problems that students have such as : the students lack of vocabulary, the students do not know how to make a good sentence, and students have difficulty in understanding English word, phrases, and sentences in English.

Table 1.1
Data Of The Students Descriptive Text Writing Score Of Seventh Grade At SMPN 1 Tulang Bawang Barat In Academic Year Of 2022/2023

No.	Class	Meanscore of writing	Number of students
1.	VII A	74	30
2.	VII B	70	30
3.	VII C	72	31
4.	VII D	69	31
5.	VII E	70	31
6.	VII F	68	30
7.	VII G	69	30

Source: The data from English teacher of SMPN 1 Tulang Bawang Barat

Based on the table above, it can be seen that there are more students who got low score. Based on preliminary research of seventh grade at SMPN 1 Tulang Bawang Barat than interviewed the English teacher and students have a problem in writing. Moreover, based on the table above, it can be seen that among the 7 classes one of the class that have low meanscore of writing is VII F. In VII F there is the meanscore of writing is 68. It means that most students still faced difficulties in learning English subjects. Teaching-learning process basically is a process in which teachers and students interacts each other. This process needs students active role. Furthermore, the teacher should use technique to make students enjoy and fun, and a good technique will support learning English.

Based on the explanation above, from the data of 7 classes the lowest meanscore writing is class VII F. The researcher was chose this class because the score of students were still low especially in writing skill. Based on this information, the researcher gots information from English teacher, that some students found difficulty in writing. It happened because the students have difficulty in developing ideas that will be written, and did not have many vocabularies. Moreover, the students also get difficulties in grammar and spelling problem. In the learning process, the students have difficulty in developing ideas that will be written. It is because the students vocabulary is lack. Many difficulties are found in learning process especially in writing skill, the students are confused on how to write well such as correct in grammar, vocabulary punctuation, and spelling in sentence. Meanwhile, in the teaching process the teachers need to have some strategies or techniques to make the students interested in process of teaching in the classroom. One of the important techniques in teaching process is using pairs check technique. Pairs check is strategy group work that involves the students work in pair to solve the problems

learning.¹⁰ Pairs check technique expects to give good contribution in teaching and learning writing particularly in descriptive text, for teacher expect will get valuable information about an alternative technique. So, this technique also enhances students social responsibility, cooperation, and the ability to give an assesment.

There were several previous studies that relevant to this research as conducted by Nirna Nirmala from State University of Semarang on 2011 which discussed about The Effectiveness of Pair Check Activity to Improve Student's Skill on Writing Analytical Exposition. The result of the research can be concluded that pairs check activity is an effective technique to improve student's writing analytical exposition. Pairs check technique made the students to think aloud and deep because the students are forced to find the mistakes of their pair's written work. She concluded that there is a significant different between the students who were taught by using pair check activity and those who were taught without pair check activity.¹¹ Pair check technique can help the teacher in correcting students writing and let the students practice their writing more. The students can practice to check others writing which can be suitable way to also enhance their reference to write.

Based on the discussion in previous research above, there are some differences and similarities. The differences is in the type of research and the type of the text using. In this case, the researcher is interested to choose descriptive text. One of the text types is taught in the seventh grade of Junior High School is descriptive text. In learning this material, researcher found that students sometimes find difficulties in understanding the requirements of descriptive text. In this case, English teacher needs to teach students effectively, especially writing, in order that the students have great motivation and enthusiasm to write. The teacher can do the one of some ways in improving students writing ability. It is through Pairs check technique. To make understand the text easily needs a certain technique. Pair check technique is a type of cooperative learning. Pair check technique is good and well to use because in this technique the student are not demanded to learn by themselves to solve the problem. This technique could increase students social skill because they have to work-together with their chair-mate to understanding the materials. Kagan adds "by doing pairs check, learners may need some practices in thinking loud. Thinking aloud helps to make our thoughts more conscious. It also enables others to learn not just from our answer, but also from the process by which we arrive those answers".¹² It means that this strategy is helpful in activating.

Based on the background above, the researcher is interested in teaching and learning writing in descriptive text by using pairs check technique, then the researcher submitted a study entitled **"Teaching and Learning Writing Descriptive Text by Using Pairs Check Technique at the Seventh Grade Students of SMPN 1 Tulang Bawang Barat in Academic Year 2022/2023"**.

C. Research Focus and Sub-Focus

Based on the background of the problem above, this research focuses on Teaching and Learning writing descriptive text by using Pairs Check Technique. The subfocus of this research are : (1) the process of teaching writing descriptive text by using Pairs Check Technique (2) the teachers problem in applying pairs check technique in teaching writing descriptive text (3) the students problem in learning writing descriptive text by using Pairs Check Technique.

¹⁰ Paul Eggen & Don Kauchak, *Strategies and Models for Teacher: Teaching Content and Thinking Skills*, 6th Edition, (Boston: Pearson Education, Inc, 2012), p. 136

¹¹ Nirna Nirmala, *The Effectiveness Of Pair Check Activity To Improve Student's Skill On Writing Analytical Exposition*, (A Thesis of English Department, semarang state university, semarang, 2011) p.2

¹² Jacob, GM, Gan S. L., and Ball J, *Learning Cooperative Learning Via Cooperative Learning*, (Kagan Cooperative Learning, 1995), p. 105

D. Formulation Of the Problem

Based on the research, the researcher formulated the problem as follows :

1. How is the process of teaching writing descriptive text by using pairs check technique at the seventh grade student of SMP N 1 Tulang Bawang Barat in Academic Year 2021/2022 ?
2. What are the teachers problem in applying pairs check technique in teaching writing descriptive text at the seventh grade student of SMP N 1 Tulang Bawang Barat in academic year 2021/2022?
3. What are the students problem in learning writing descriptive text by using pairs technique at the seventh grade student of SMP N 1 Tulang Bawang Barat in academic year 2021/2022 ?

E. Research purposes

Based on the formulation of the problem above, the research purposes are :

1. To know the process of teaching writing descriptive text by using pairs check technique
2. To know the teachers problem in applying pairs check technique in teaching writing descriptive text
3. To know the students problem in learning writing descriptive text by using pairs check technique.

F. Benefits of Research

There are two kinds of essential things in this research they are theoretical and practical. The benefits of research are :

1. Theoretically
 - a. This research can be used as reference that could be used by other researchers who want to conduct a research by using pairs check technique.
 - b. The theories of pairs check technique could open-up the teachers mind about how to collaborate the students for teach effectively in teaching learning process.
2. Practically

The result of this research is expected to give precious contributions to teachers, students, and other researchers.

 - a. For the teachers, the result of this research can be used to give information to English teacher that the students would be more enthusiast if the teaching and learning process could done cooperatively with groups.
 - b. For the students, this research can be used to motivate the students in learning writing, especially in learning descriptive text.
 - c. For the other researcher, the result of this research was expected to be previous research for those who were interesting in doing a similar field of research.

G. Relevant Previous Research Studies

There are several researches that already finished, the research about using Pairs Check Technique. The relevance study entitled “The influence of the application of pairs check technique (PCT) towards students writing ability at grade ten of SMA Catur Karya Tulang Bawang 2014” by Siti Nuryati has result the statistically in this research are significant, there was influence of the application of pairs check technique towards students writing ability at grade tenth of SMA Catur karya Tulang Bawang. Then, the application of pairs check technique give an influence students in writing ability. It can be concluded that the application of using pairs check technique was more effective than traditional teaching to improve students ability in writing.¹³

¹³ Siti Nuryati, *The Influence of The Application of Pairs Check Technique (PCT) towards studens writing ability* (International Conference on Education and Language (ICEL), Vol.2 (2), 2014), P.426

The second of relevant study entitled “The Influence of using think pair share and pairs check technique toward students writing ability in recount text at the students of SMP N 2 Pekalongan academic year of 2013/2014” by Lia Aris Tanyta. The result of influence Think Pair Share and Pair Check Technique towards students writing ability in recount text are significant. The improvement of student writing ability in recount text by using Think Pairs Share technique is higher than using Pair Check Technique at the students of SMPN 2 Pekalongan academic year of 2013/2014. It can be concluded that there is any different result of students writing ability in recount text by Think Pair Share and Pair Check Technique, and Think Pair Share is more effective in writing ability in learning process than Pair Check Technique in learning process for the students of SMPN 2 Pekalongan academic year of 2013/2014.¹⁴

The third study entitled “The influence of using pairs check technique toward students writing ability on procedure text at the first semester of eleventh grade of SMKN 5 Bandar Lampung in academic year 2019/2020” by Risalatun Koniah. This research was conducted by using quasi experimental design. The result of this research there is any influenced students writing ability particularly on procedure text by applying Pair Check Technique in the writing process. Pairs check helped students to improve their achievement in writing procedure text and helped them to organized the thoughts from discussion with pairs. The result of this research was relevant with some previous research.¹⁵

H. Research methods

1. Research design

The design of this research is qualitative research. Qualitative research that aims to explain phenomena by collecting data as deep as possible. Creswell stated that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process is to involve emerging questions and procedures, data typically collected in the participants setting, and data analysis inductively building from particulars to general themes.¹⁶ In conducting this research, the researcher applies descriptive research. There is no statistical is employed in this research. The object of this research is the process of teaching by teacher in the classroom and the process of learning by students in writing descriptive text. The researcher uses interview, observation, and questionnaire as the method of collecting data in this study. By this qualitative research, the researcher focuses on conducting to describe of teaching and learning process by using pairs check technique.

2. Research subject

The subject of the research are the English teacher and the students of SMPN 1 Tulang Bawang Barat. There is one English teacher at SMPN 1 Tulang Bawang Barat and one classes observed, there is VII F in 2 meetings. There are two reasons why the researcher choose class. The first because the teacher tends to use Pairs check technique in teaching writing descriptive text to students. The second is that the students have low average score in learning writing by using pairs check technique.

¹⁴ Lia Aris Tanyta, Syarifudin Latif D, *The Influence of using Think Pair Share and Pairs Check Technique toward students writing ability* (Premise Journal, Vol.3 No.2, 2014) P.14

¹⁵ Risalatun Koniah, *The Influence of using Pairs Check Technique toward students writing ability* (A Thesis of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University, Lampung, 2019), P.80-82

¹⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mix Methods Approaches*, Sage Publications, 2009.

3. Research Instrument

This research collected the data on instrument. As in qualitative research, the instrument or the research tool is the researcher itself.¹⁷ The role of the writer in this research tool as human instrument is determining the focus of the research, implementing, collecting and analyzing the data to drawing the result of the research. In collecting the data, this research uses triangulation technique. It consists of observation, interview and questionnaire.

In observation stage, the writer as the non-participant observer, it means the researcher is not involved and as an independent only. The writer will observe how the process of teaching and learning writing descriptive text by using pairs check technique during the activity, what are the students problem and the teacher problem in applying this technique and then the writer taking note based on the observation.

Furthermore, in interview stage the writer will interview the teacher and students. The aim of interview is to make sure about the result of the observation and get more the data related to this research. The interview uses Semi-structure interview to get the data. This type of interview is the interviewer will ask some questions that related to the process of teaching and learning writing descriptive text by using pairs check technique and what are the students problem and the teachers problem in applying this technique.

The last research instrument in this research is questionnaire. In this stage, the researcher will give the students list of a questions. This instrument takes all students as the respondents. It is applied at the preliminary research. It consists of 5 items in order to get the data about students' liking for learning English particularly in writing skill and the technique used by the teacher in teaching writing.

4. Data and Data Source

a. Data

Data in this research was obtained from conducting interview with the participants, which is supported by questionnaire to get validity in teaching and learning writing strategy is mostly used, and documentation as follows the participants transcript grade list. Observation to know how the process of teaching and learning writing descriptive text by using pair check technique.

b. Data source

In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. According to Sugiyono, the data source are divided into two, namely primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors such as interviews, trails, etc. While secondary sources are sources of data obtained by reading, understanding or studying data through other media source from books or documents.

In this research, the data source used is primary data source, namely the result of observations on how the teaching and learning process of speaking uses pairs check technique and also the result of interviews between researchers and English teachers at SMPN 1 Tulang Bawang Barat. Then, the last result of questionnaire for students to get what are the students problems in learning writing by using pair check technique in the classroom.

¹⁷ Hardani, et all, *Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: Pustaka Ilmu, 2020), p. 116

5. Data Collecting Technique

The technique of collecting data is the way the researcher does for collecting the data. In this research, the researcher uses some techniques in collecting the data those observation, interview and questionnaire.

a. Observation

Observation is a planned and focused activity to see and record a series of behaviours or the course of a system that has a specific purpose. Observation is research activities with systematic recording of the symptoms studied.¹⁸ In this study, researcher directly observes the activities of students and teachers will conducting the process of teaching and learning activities by using pairs check technique. Here some grid observation on the table 1

Table 1.2
Observation Grid

No	Subjects	Pointer(s)
1.	Pre-teaching	<ul style="list-style-type: none"> a. The teacher opens the class by greeting the students b. The teacher leads a prayer c. The teacher checks the students attendance d. The teacher carries out lead activity e. Conditioning and explain students material descriptive text by using pairs check technique f. Conveys the core purpose of learning and explains the learning process
2.	While-Teaching	<ul style="list-style-type: none"> a. Teacher explains the concept of descriptive text b. The teacher stimulates the students to brainstorm ideas related to the topic c. The students gives their ideas d. The teacher groups and pairs into 4 and each group have 2 pairs e. Each pair will have a student A and student B. f. The teacher gives students some topics/theme about descriptive text. g. Students A doing the first topic, while students B gets as a coach. A coach responsible in checking the students written work and then provides feed back on the others person solution and the explanation. h. Next, student B doing on the topic given by teacher, while student A acts as a coach. i. After finishing the task, teacher asks the

¹⁸ Hardani Dkk. *Metode Penelitian Kualitatif dan Kuantitatif*. Pustaka Ilmu : Yogyakarta, 2020, P.123.

		<p>students to pair up with another pair of students in the same group.</p> <p>j. The teacher encourages the students to discuss the topic.</p> <p>k. The teacher provides help and feedback in learning writing using pairs check technique</p>
3.	Post-Teaching	<p>a. Team celebrates when they agree on both problems. When team disagree they ask to the teacher.</p> <p>b. Teacher and students discussing the answer or solution together.</p> <p>c. Make the resume of the lesson</p> <p>d. The teacher reviews the topic and also mistakes which are commonly made by the students</p> <p>e. The teacher close the class by greeting the students</p>

b. Interview

Interview is one technique that can be used to collect research data. It can be said that interview is a process of interaction between the source of information and the interviewer through direct communication. It can also be said that the interview is a face-to-face conversation, where the interviewer asks directly about an object that has been studied and has been previously designed.¹⁹ Interviews give the most direct and straightforward approach to gathering detailed and rich data regarding a particular phenomenon.²⁰ Here some grid interview on the table 2.

Table 1.3
Interview Grid

No	Aspect(s)	Process of teaching and learning
1.	Teacher's problems	<p>a. The topics of textbooks are not attractive</p> <p>b. Credit hours</p> <p>c. The higher number of students</p> <p>d. Teacher competence</p> <p>e. Intensive writing exercise</p>

c. Questionnaire

Questionnaire is the list of questions or statements that given to participants. According to Sugiyono questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. This questionnaire is used to support and get validity of interview relate to the process of teaching and learning in the classroom. The questionnaire is distributed before the researcher conducts interview with subject. Here some grid questionnaire on the table 3.

¹⁹ A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*, Kencana : Jakarta, 2017, P.152.

²⁰ David Barret and Alison Twycross, *Data Collection in collection research (Evid Based Nurs : First Published, Vol.21, No.3, 2018) p.63*

Table 1.4
Questionnaire Grid

No	Components of Questionnaires	No Item
1	To know the students' opinions about using pairs check technique in learning writing	1, 2, 3, 4
2	To know the students' problems in learning writing using pairs check technique	5, 6, 7, 8, 9,10, 11

6. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form the research. According to Milles and Huberman there are three major phases of data analysis technique. They are as follows :

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.²¹ In this case, the researcher will select the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

b. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.²² Some activities in analyzing the data that will be done by researcher in data display are:

1. Observing the teaching and learning process

In this step the researcher will observe the teaching and learning process by noting in the observation sheet to know how is the process of teaching writing descriptive text by using Pairs Check Technique.

2. Interviewing the teacher

In this step, the researcher will interview the teacher to get information about what are the teacher's problems in teaching writing descriptive text by using guided writing technique. By interviewing the teacher, researcher will know what are the teacher's problems in teaching writing descriptive text by using pairs check technique.

3. Giving questionnaire

In this step, researcher gives questionnaire to the students, to know what are the students problems in learning writing descriptive text by using pairs check technique. From display the data, the researcher will get the conclusion in order to answer all about the research question in this research.

c. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions. Verification is linked to conclusion

²¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.10

²² *Ibid*, p.11

drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher will draw the conclusion and verify the answer of research question that will be done in displaying the data by comparing the observation data, interview data, and questionnaire data.

7. Trustworthiness of the Data

In analyzing the data, it is necessary to analyze the validity of the data to obtain valid data. The trustworthiness of the data is needed in qualitative research. The use of validity in qualitative research is to define as the degree of confidence in the data from the study conducted by researcher and it can help the researcher to check the data analysis. In this research, the researcher will apply methodological triangulation to support the validity of the data. In addition, Denzin and Lincoln purpose that triangulation technique is divided into four types: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. To make this types of triangulation clear, here the explanation of them :

a. Triangulation Data

In triangulation of the data comprises in various sources of data are collect. The variety of sources can refer to time, space and person.

b. Investigator triangulation

In investigator triangulation involves multiple researcher in an investigation to check the same data. This type of triangulation helps to moderate and understand the observer's prejudice. As the example, two or more researcher might analyze the open response question of questionnaire, then they will make conclusion based on the data from what the researcher gets.

c. Theory of triangulation

Triangulation theory involves using more than one theoretical scheme in the interpretation of the phenomenon. For instance, in analyzing the error analysis to the point of view is by interviewing.

d. Methodological triangulation

In this type of triangulation, it involves using more than one option to gather the data. As the example, in collecting the data by using different methods, the researcher can use interviews, observation, questionnaires and documents.

Based on the explanation above, triangulation is the way to check the validity of the data and give a proof about the data validation. In this study, the researcher uses the types of methodological triangulation to check the validation of the data. The source of data refer to the process of teaching and learning writing descriptive text by using pairs check technique. In checking the data, the researcher asks the expert to check the data that have been collected by researcher. It is because, to reduce the researcher bias or prejudice.

I. Sistematic of Discussion

The systematic writing of a research proposal is divided into three chapters, in which there are sub-chapters as follows:

1. Chapter I. Introduction

In this chapter, the researcher discussed the title confirmation, background of the problem, research focus and sub-focus, formulation of the problem, research purposes, benefits of research, relevant previous research study, research method and systematic of discussion.

2. Chapter II. Theoretical Framework

In this chapter, the researcher discussed about writing, text, pairs check technique, teaching writing descriptive text by using pairs check technique and problems in teaching and learning writing.

3. Chapter III. Description of research object

In this chapter, the researcher discussed the general description of the object and facts and data display.

4. Chapter IV. Research Finding and Discussion

This chapter contains Research Findings and Discussion about this research.

5. Chapter V. Conclusion and Suggestion

This chapter contains Conclusion and Suggestion about this research.



CHAPTER II THEORITICAL FRAMEWORK

A. Writing

1. Concept of Writing

Writing is a way of expressing thoughts in order to make the readers understand the message or information the writers convey in written form. According to Nunan, writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.²³ It means that writing is one of language skill to express the ideas, thoughts, feelings or thinking in which can be a tool to communicate with other people in written form.

Writing is an action a process of discovering and organizing ideas, putting them o a paper, reshaping and revising them. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.²⁴ So, if the ideas that we pour unreasonable, it will make us more difficult for ourselves to develop our writing. Writing is the process of exploring one's thoughts and learning from the act of writing it self what these thoughts are. Rather than being the development of some preconceived and wellformed idea.²⁵

According to Harmer, "writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus and teaching English".²⁶ So, the researcher can said that writing is one the language skill which taking important role in learning English and also becoming one skill that used to measure student's achievement of English in the school. Moreover, writing is the most difficult skill, but with more practice, people will be better at writing. Although writing skills are the most challenging, people will undoubtedly be able to master and understand them with time.

In summary, writing is important, difficult and complex skill in English. Writing is difficult because it needs to explore the writer ideas, feeling and thought. Writing is the process of exploring one's thoughts putting them on a paper, reshaping and revising them. Writing appears as the result of cultural changes and needs memories to remember and think. Writing is also complex because it allowed students to follow the process of writing. Start from produce the idea, drafting the idea and then generating the idea also organizing and revising the finals result.

2. Writing Process

Writing is the last result after people study some phases of writing before.²⁷ In writing, there are several steps, stages or procedures to be done to have good writing. Writing is processed as an activity that can be identified in a large way consisting of four major stages, namely planning to draft, revising, and editing.²⁸

a. Planning

When this research plan, they consider what they want to say and how they want to say it, as well as the signicance of their aims. It is critical to consider extensively and explicitly the fundamental difficulties in describing what people would write in

²³ Nunan D, *Practical English Language Teaching*, (USA: McGraw-Hill Company, 2003), p.88

²⁴ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, New York: Longman, 2005, p.5

²⁵ Vivian Zamel, *Writing: The Process of Discovering Meaning*, Boston: Tesol Quartely, 1982, p.197

²⁶ Jeremy Harmer, *How To Teaching English*, (New England: Longman, 2004), p.39

²⁷ Trudy Wallace et al., *Teaching speaking, Listening and Writing*, May (2014). P.12-21,.

²⁸ Jact C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, 2010.

their writings while planning. Finally, planning refers to how a writer organizes information, ideas, opinions, or arguments in his or her writing.

b. Drafting

When pretty ideas have been gathered in the previous step, the first try at writing is to develop one that can be continued quickly.²⁹ It is a good idea to concentrate on writing fluency for drafting in this part, as well as grammatically correct singular and plural nouns utilize.

c. Revising

The text feedback offered in the responding step is used to revise the texts contained on the text feedback page. This part is telling a text that is made by someone based on the standards given and checking to guarantee that the writing can be understood by the reader, or it can be explained, revising is the act of reading, observing, studying, and reviewing what has been written by someone previously.

d. Editing

This part is for tidying up the text that has been created while setting up the end draft for evaluation. When others have edited someone's writing and made understable alternations or changes for the better, this is one of the phases.

Based on explanation above, the researcher means that the students must know how to write well and how to writing process in order that the reader can understand about our writer. Writing can not be produced spontaneously, it need process, the writing is a skill that needs process to develop, it need much amount of practice to master.

3. Writing Evaluation

A writing evaluation instrument is said to have content validity when "... it evaluates writers' performance on the kind of writing tasks they are normally required to do in the classroom" (Jacobs et al., 1981, p.74).³⁰ Evaluating writing represents a most challenging task. Begginig with a carefully designed assignment can help, and so can clearly defined expectations. Evaluation sometimes refers to assigning a score to a direct writing product based on predefined criteria. It is distinguished from assesment in that the scoring for the latter focuses more on feedback and alternative evaluative techniques in the process of learning. In this study, the term evaluation will refer to assigning a score to a direct writing product. There are five criteria can use to evaluate any piece of writing. These criteria are Focus, Development, Organization, Style, and Conventions.³¹ Here explanation of them :

a. Focus

The criteria is what are you writing about, concerned with the context, purpose, and coherence of a piece of writing. The writer must be better of writing about a particular battle, general, or incident.

b. Development

Development is concerned with details and evidence. A description of a painting would probably include details about it is appearance, composition, and maybe even biographical information about the artist who painted or describing it.

c. Organization

Organization, often called "arrangement", concerns the order and layout paper. Traditionally, a paper is divided into and introduction, body, and conclusion.

²⁹ Ibid.

³⁰ Nahla Bacha, *Writing Evaluation : what can analytic versus holistic essay scoring tell us?* (Elsevier Science Ltd, 2001) p.373

³¹ Chris Manning et al., *1.3 : Five Evaluation Criteria* (Libre Text Journal, 2022)

Paragraphs are focused on a single main idea or topic, and transitions between sentences and paragraphs are logical.

d. **Style**

An effective stylist is not only able to write clearly for an audience, but can also please them with evocative language, metaphors, rhythm, or figure of speech. Effective stylists take pains not just to make a point, but to make it well.³²

e. **Conventions**

This criteria covers grammar, mechanics, punctuation, formatting, and other issues that are dictated by convention or rules. Although many students struggle with conventions, the knowledge of where to place a comma in a sentence is usually not as important as whether that sentence was worth writing in the first place.

From the explanation above, the researcher assumes that for the writing evaluation needs some steps. Some steps of writing evaluation can give good written by students or writer.

B. Text

1. Concept of Text

A text is a meaningful linguistic unit in a context it is both spoken text and written text. It means that a text is a branch of meaningful linguistic which studies to any meaningful spoken or written. In addition, Anderson said that texts are pieces of spoken or written language created for a particular purpose.³³ Several definitions above described that a text is a combination of the sentences whether spoken or written that has meaning. It is generally sentences that combine together and become a text and has a particular purpose. Anderson states that “when words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. It means that text can be both in spoken and written form.”

2. Types of Text

A piece of text is created when these words are put together to communicate a meaning. Gerot and Wignell classified the kinds of text into thirteen types, they are :

- a. Narrative : to amuse, entertain and to deal with actual or various experience in different ways.
- b. News story/Items : factual text which inform the reader events of the day which are considered newsworthy or important.
- c. Anecdote : to share with others an account of an unusual or amusing incident.
- d. Recount : to retell an event for the purpose of informing or entertaining.
- e. Spoof : to retell an event with humorous twist.
- f. Procedure : to explain how something is accomplished through a sequence of actions or steps.
- g. Explanation : to explain the process involved in the formation or working of natural or social-cultural phenomena.
- h. Report : to explain the way things are, with reference to arrange or natural, handmade and social phenomena in our environment.
- i. Description : to describe a particular person, place or thing. The purpose of descriptive text to describe people, place or something in specific.
- j. Analytical exposition : to persuade the readers or listeners that something is the case.

³² Ibid.

³³ Mark Anderson & Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p.28

- k. Hortatory exposition : to persuade the readers or listeners that something should or should not be the case.
- l. Discussion : to present (at least) two points of view about an issues.
- m. Review : to critique an art work or event for a public audience.³⁴

Based on those explanations above, it can be concludes that there are many kinds of text. Those kinds of text should be mastered by the students in writing. In this research, the only focused on descriptive text as the form of writing that already investigated on seventh grade.

3. Descriptive Text

a. Definition of Descriptive text

Descriptive text is description about characteristic features of a particulatr thing. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. In addition, a good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like who paints a picture that can be “seen” clearly in the mind of reader.

Descriptive text have the social function to be describe particular person, place or things.³⁵ Descriptive text is kinds of the text which described in details. Based on the generic structure, descriptive text is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It also focused on specific participants including parts, qualities and characteristics of person or something that is described. The last is closure or summary of something that is described.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happines, fear,lonelines, gloom, and joy. Description help the reader, through his or her imagination, to visualizae a scene or a person, or to understand a sensation or an emotion.

³⁶ Descriptive text is a text to describe something, such as description of person, description of places, or description of things. There are some aspects that have to be evaluated in order get good descriptive writing such as contents, organization, vocabulary, language use and mechanics.³⁷ Oshima and Hogue stated that descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. The reader can imagine the object, place, or person in his or her mind.³⁸

b. Purpose of Descriptive text

Description is a type of written text, which have a specific function to give a description of an object (human or non human).

c. Generic structure of Descriptive Text

The generic structures of descriptive text are :³⁹

³⁴ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994) p. 192-220

³⁵ Achmad Doddy, *Developing English Competencies for Senior High School*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.128

³⁶ Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company), P.73

³⁷ JB. Heaton, *Writing English Language Test*, (Consultant Editors: Newyork,1998), p.135

³⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (United States of America: Pearson Longman, 1997), p.15

³⁹ Ken Hyland, *Teaching and Researching Writing*, (London of United Kingdom: Pearson Education, 2002), p.16

1) Identification

This part introduce the subject matter that writer will write about whether it is particular people, place or thing.

2) Description

After being identified and introduced, then in this part the particular people, place and thing will be describing clearly. In the description, there are many adjective words that explain the characteristics, qualities, shape, sound, or feel of the subject matter (particular people, place, and thing).

d. Grammatical Pattern of Descriptive Text

Grammatical pattern of descriptive text are:

- 1) Use declarative sentence
- 2) Use simple present tense
- 3) Use conjunction

C. Pairs Check Technique

1. Concept of Pairs Check Technique

Pairs check is one of technique which developed based on cooperative learning principle. Meanwhile, Eggen and Kauchak also stated that pair check technique is one group work that involves students work in pair to solve the problem learning.⁴⁰ It means that pair check is a technique where the students are worked in pairs to solve the problem as a partner and a coach.

Pairs check is a model group work that involves the students work in pair to solve the problems learning. This kind of learning could improve student's group work and responsibility because one to another student should be independent. Harmer stated that working together is worthwhile as "Pair and group work immediately increase the amount of students talking time".⁴¹ Students often shy to exploring their mind and raising their idea. Pair check could be one way to exploring their mind, because many of students are confident when they discuss with their friend. Then solution of the problem will more possibly found because they work as a team to solve the problems. Their talking time also increased because they are forced to talk and to show their ideas. So, pair check could be an effective way to increasing their social working time. The researcher concluded that this technique can emphasize dependence and the ability of students in solving problems. This technique also enhances student's social responsibility, cooperation, and the ability to give an assessment.

Wiesendanger in Sari says that pair check technique can also effectively implemented in writing.⁴² It means that the use of pair check technique in teaching writing could give benefits to the students. This technique can help students in increasing their social responsibility, cooperation and critical thinking. Furthermore this technique implements cooperative learning demanding in dependence and the ability of students in solving problems. This technique also trains students social responsibility, cooperation, and the ability to give an asesment.⁴³

From the explanation above, the researcher assumes that by using pairs check technique students can increase their social responsibility and cooperation. This technique can give another benefits to students social skill.

⁴⁰ Paul Eggen & Don Kauchak, *Strategies and Models for Teacher: Teaching Content and Thinking Skills*, 6th Edition, (Boston: Pearson Education, Inc, 2012), p. 136

⁴¹ Jeremy Harmer, *The practice of English language*, (London: Longman, 1991), p. 256

⁴² Nurhidayah Sari, *The Effect of Pair Check Technique and Prior Knowledge on Students' Writing Skill*, (Journal of English Language and Education, Vol I (1), 2016), p.47

⁴³ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pealajar, 2013), p. 211

2. Procedure of Using Pair Check Technique

Shoimin explains the steps of the pair check technique is as follows:

- a. Teacher explains the concept
- b. Teacher divided students into group of four
- c. Teacher asks each student to pair up with another student.
- d. Each pair will have a student A and student B.
- e. Give each pairs a set of problems/topics.
- f. In pairs, students A will do the first problem explaining steps to student B, while student B gets as a coach. A coach responsible in checking the students' written work and then provides feedback on the other's person solution and the explanation behind them while a partner watches and listens to it. When the pair agrees on the solution, student B will give gift for the student A.
- g. Next, student B does the next problem, explaining the steps, while student A acts as a coach. When they agree on the solution, students A and B will do hand-shake.
- h. After finishing the first two problems, teacher asks the students to pair up with another pair of students in the same group.
- i. Team celebrates when they agree on both problems. When teams disagree they ask to the teacher.
- j. Teacher and students discussing the answer or solution together.⁴⁴

In addition based on Jacob in Nimala, the procedures of pair check include the following activities :

Step 1. Listing Problem

The class discusses practical problems which may arise.

Step 2. Grouping and Pairing

The class is divided into groups of four, and each foursome develops their own special group handshake. Each group then is subdivided into pairs.

Step 3. Pair Check

- 1) One member of each pair develops and writes down solution for the first problem on the list, thinking aloud as he or she does it.
- 2) The other member of the pair listens and watches, and then provides feedback on the other's person solution and the explanation behind them.
- 3) The observer praises the writer for good ideas and the thinking behind them.
- 4) Next, the two members of each pair reverse roles for the second problem.
- 5) When both pairs have completed the first two problems, they check their answer for each other. If they agree that each pair has developed sensible solutions with valid explanations (they may not be one correct answer), they give each other their special group handshake and then go back to work on step (3) and (4) in the same manner. If one pair finishes early, they can practice the collaborative skills of writing patiently, while the other pair practice the skill of trying not to keep others writing.

Step 4: Reporting to the whole class

Group reports to the whole of class on their work.⁴⁵

⁴⁴ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: ArRuzz Media, 2014), p.119-120

⁴⁵ Nirna Nirmala, *The Effectiveness of Pairs Checks Activity to Improve The Students Skill in Writing Analytical Exposition*, (A Thesis of Language & Art Program Semarang State University, Semarang, 2011), p.21-22

Based on explanation above, there are two procedures of pair check then can be concluded that pairs check is technique of learning by using pair group work. To solve the problem related to writing can use pairs check technique.

3. Advantages and Disadvantages of Pair Check Technique

Shoimin stated that pair check has advantages as follows:

- a. Pair check can add a sense of security to one's ability to actual do the problems.
- b. Students have an opportunity to discuss their thinking process.
- c. Train students to give and receive feedback from their partners appropriately and effectively.
- d. Students being more open to constructive criticism or suggestions from their partner or couch in the group. That is when they check each other's work in groups
- e. Provide opportunities for students to guide others (coach).

Disadvantages of Pairs Check Technique

The disadvantages of pairs check based on Shoimin can be listed as follows:

- a. Takes a really adequate time.
- b. Requires students' skills to be their coach, when in reality every partner is not a student with better learning skills. So, sometimes the coach function does not work properly.⁴⁶

It can be said that pair check as consuming time technique in the class, and most students may not easy to accept the comments that is given by their pairs, also the teacher might be difficulties to hand over the whole process of pairs check in the class.

D. Teaching Writing Descriptive Text by using Pairs Check Technique

The researcher used two procedures based on two experts. The first procedure of Pairs check technique is based on Shoimin and the second procedure is based on lesson plan by teacher. Then, the researcher modified the procedures by using the theory of both. The researcher constructed the procedure of Pairs check technique to teach writing particulary descriptive text, they were :

- a. Pre-Teaching
 - 1) The teacher opens the class by greeting the students
 - 2) The teacher leads a prayer
 - 3) The teacher checks the students attendance
 - 4) The teacher carries out lead activity
 - 5) Conditioning and explain students material descriptive text by using pairs check technique
 - 6) Conveys the core purpose of learning and explains the learning process
- b. While-Teaching
 - 1) The teacher explains the concept of descriptive text
 - 2) The teacher stimulates the students to brainstorm ideas related to the topic
 - 3) The students gives their ideas
 - 4) The teachers groups and pairs into 4 and each group have 2 pairs
 - 5) Each pair will have a student A and student B
 - 6) The teacher gives students some topics or problem about descriptive text

⁴⁶ Aris Shoimin, *Op. Cit.*, p.122

- 7) Students A doing the topic given by teacher, while students B gets as a coach. A coach responsible in checking the students written work and then provides feed back on the others person solution and explanation
- 8) Next, students B doing on the topic given by teacher, while student A acts as a coach
- 9) After finishing the task, teacher asks the students to pair up with another pair of students in the same group
- 10) The teacher encourages the students to discuss the topic
- 11) The teacher provides help and feedback in learning writing using pairs check technique

c. Post-Teaching

- 1) Team celebrates when they agree on both problems. When team disagree they ask to the teacher
- 2) The teachers and students discussing the answer or solution together
- 3) Make the resume of the lesson
- 4) The teachers reviews the topic and also mistakes which are commonly made by the students
- 5) The teacher close the class by greeting the students

E. Problems in Teaching and Learning Writing

1. Teachers Problems in Teaching Writing

Teaching and learning how to write succesfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking and listening. According to Harmer different from the other language skills, writing tends to be a well-formed and pre-organized one.⁴⁷ It means that the teacher should be clear on what skills is trying to develop in the classroom. Then, the teacher needs to decide the exersise and assesment in process teaching writing. Teacher and students need to know how it talks about language at various points during learning and teaching.⁴⁸ It means that the teacher should know to make students easily to understand writing well. Furthermore, Brown argued that writing is a culturally specific and learned behavior. It means that writing skills are needed to be learn (or taught) and depends on the cultural learner.⁴⁹

Reid's study found that one of the problems of teachers teaching writing is that the teacher himself has a problem with writing. Quoting Brookfield, Reid also stated that "the best teachers are probably those who have achieved their skill mastery, knowledge, and intellectual fluidity only after periods of struggle and anxiety."⁵⁰ There are some problems faced by teacher in teaching writing which affect the outcomes of teaching writing in the class. Some of those problems, as Almubark stated, can explain as follows:

⁴⁷ Jeremy Harmer, *How to Teach English*, (London: Longman, 2002), p.45

⁴⁸ Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition), Cambridge: Longman, 1998, p.34

⁴⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Pedagogy (2nd Ed)*, (California: Pearson ESL,2000), P.70

⁵⁰ Reid, E. S, *Teaching Writing Teachers Writing: Difficulty, Exploration, And Critical Reflection*, *College Composition and Communication*, 61(2), (2009),p.201

- 1) The topics of textbooks are not attractive
When teacher teach in class, teacher feels the topic in textbook is not attractive and persuasive enough for writing skill. It makes quite discouraging to teach writing skills for students.
- 2) Credit hours
There is more credit hours should be added to teaching in writing skills, so the problem of writing writing skills in classroom can be eradicated.
- 3) The higher number of students
The meaning of higher number of students is a barrier for teacher to achieve their teaching goals for teaching writing skills.
- 4) Teacher competence
Teacher competence is using devices or equipment for learning writing skills will assist the attainment of writing skills in the classroom.
- 5) Intensive writing exercise
Intensive writing exercise will identify the students weakness in learning the English language writing skills.⁵¹

Based on explanation above, there are many teachers problems in teaching writing in the classroom. One of them, a teacher must have competence in teaching. It can be concluded that some of problems faced by teachers in the teaching writing are from the topics of textbooks are not attractive, credit hours, the higher number of students, and intensive writing exercise. If a competent teacher, the teacher will be easy to transfer knowledge to students.

2. Students Problems in Learning Writing

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context.⁵² However in practice of learning writing in the class, there are some obstacles which often happen in the process learning writing. In teaching writing the students begin to write in English at all, when the students begin to write in English, the students will face some problems to write, some problems as follows :

- a. In writing, the students cannot make the same use of body language, intonation, tone, eye contact and all the other features which help to convey meaning when talk.
- b. Very little, of what the students write is concerned with the here and now, which is many young children exist for a lot of time.
- c. Many students take a long time to master the skill of writing. The students cannot concern in one idea or organizing their sentences structure, even their vocabulary is very limited, if the teachers can occasionally type out students work it really does help those, when the students are struggling with the mechanics of writing.
- d. The last, the fact that writing in a foreign language is all too often associated with correcting errors. Handwriting, grammar, spelling, and pronunciation are often given priority over content.⁵³

⁵¹ Amin Ali Almubark, *Exploring the Problems Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia*, (Saudi Arabia: Department of English Language Jazan University, 2016), p.15-16

⁵² Jeremy Harmer, *Op.Cit*, p.153

⁵³ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, New York: Longman, 2010, p.68

From the explanation above, many students have many problem and mistakes, especially in grammatical when writing English. Students have not mastered the grammar structures and lacks of materials to write. Moreover, make variants in learning writing help students feel less pressure when studying writing.

The students problems means that is learning writing not just writing but it needs organization ideas, linguistics, structure of sentences, and so on. These difficulties may very in cause, nature, intensity and duration. There are some problems faced by the students in learning writing such as :

a. Capitalization Problem

The capitalization appears that source of this problem is neither from mother tongue nor from L.2 interference. Using capital letters correctly is a writing norm which is required in all language. It is pedagogical problem which can be handled appropriately by professional teachers in school.⁵⁴

b. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively. The problem of punctuation is not happen in secondary schools but also a problem in other schools and higher learning institutions as well.

c. Inexplicitness or Fuzziness

Writing feature which are necessary in order to help the readers to understand the intended meaning were inadequately used. For example, the relationship of elements within and across the sentences were nit effectively explained. in the problem of inexplicitness or fuzziness may be happen because unfavorable teaching and poor learning environment or from the poor social background of the students themselves.

d. Poor Organization or Illogical Sequence

Like the problem of inexplicitness, poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of wide reading and writing habit and involvement in discussion and debates. In order for the readers to understand the intended written messages, the sentences and paragraphs should be systematically organized and logically arranged. So, this problem is as the problem of inexplicitness or fuzziness that must be resolved.

e. Spelling Problem

This problem can only be minimized but the researcher can not say with certainly it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalist, and academics. In this problem, usually the wrongly spelled word because they make the words difficult to understand especially for the readers.

f. Grammatical Errors

The grammatical errors found in the corpus are what richard calls the intralingual and developmental errors. Intralingual errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn condition under which rules apply. Developmental errors, on the hand, ilustrate that learners attempt to try to build up hyphotheses about the target language from his limited knowledge learn in school or naturally acquired. In

⁵⁴ Yohana P. Msanjila, *Nordic Journal of African Studies Problems of Writing*, Kishawili: Case Study of Kigurunyembe and Morogo Secondary Schools in Tanzania, 2005, p.18

this problem, may arise as a result the poor social background of the students themselves. Besides that, it happens because the use of very long sentences, and in consequence some students fail to relate the grammatical particles.

From the explanation above, the problems in learning writing faced by the students includes capitalization problems, punctuation problems, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors. These problems can be solved outside the school system. However, writing problems can be reduced to a greater extent if the teacher teaching writing skills by professional language teachers and not otherwise.



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APPENDICES

Appendix 1a

Data score of students VII F

No	Name	Score
1.	Ahmad Juroyji	60
2.	Andhika Rizki Pratama	60
3.	Andre Aditya Pratama	100
4.	Ashilla Winanda Putri	100
5.	Chika Merlinda Ayu Puspita	100
6.	Chika Novelia Putri	70
7.	Divadhia Khanza	60
8.	Ella Mulya Jaya	60
9.	Fiki Wahyudi	10
10.	Fitri Azzahra	65
11.	Gani Alhafiz	100
12.	Ida Sulis Setia Wati	50
13.	Imelda Alea Casta	50
14.	Indra Saputra	100
15.	Intan Latifatus Zahra	40
16.	Lucky Ridho Subastian	50
17.	Maxi Akbar Rezky	90
18.	Muhamad Nico Saputra	65
19.	Nayla Alfu Rohmah	70
20.	Noval Aditya Firmansyah	50
21.	Nur Ali Fadillah	60
22.	Reva Amanda	50
23.	Rizky Aziz Hasan	10
24.	Sara Budia Sari	65
25.	Shafa Al Zeha Ramadhani	40
26.	Siska Ardila Saputri	60
27.	Sumar Prastio	60
28.	Vanesa Adelia Putri	50
29.	Yeyen Veronika	50
30.	Yoga Pratama	80
Number of students		30

Appendix 1b. Interview Guideline for the Preliminary Research

Interview Guideline for teacher

Day/Date :
Place :
Teacher :

Questions :

1. Sudah berapa lama Anda mengajar bahasa inggris di SMPN 1 Tulang Bawang Barat ?
2. Apakah ketika Anda mengajar Anda merasakan bahwa topik yang ada di textbook tidak atraktif ?
3. Apakah Anda mempunyai strategi, metode atau teknik dalam pengajaran *writing* ? apa saja ?
4. Kesulitan apa saja yang dialami siswa dalam proses belajar mengajar dikelas ?
5. Bagaimana dengan waktu ? Apakah cukup atau kurang untuk menyampaikan materi yang akan Anda ajarkan ?
6. Bagaimana dengan jumlah siswa ? Apakah terlalu banyak atau cukup kondusif untuk dikondisikan ketika mengajar ?
7. Bagaimana respon siswa ketika diberikan tugas menulis didalam kelas ?
8. Bagaimana nilai-nilai siswa dalam materi *writing* descriptive text dikelas VII ?



Appendix 1c. Transcript of Interview Preliminary Research

Transcript of Interview Preliminary Research

- Day/Date : Tuesday, January 25th 2022 / 08.40 am
- Place : SMPN 1 Tulang Bawang Barat
- Teacher : Feni Mei Fitriasih, S.Pd
- Interviewer : Yunita Nurwahyuni
- Interviewer : assalamualaikum, selamat pagi bu, saya Yunita Nurwahyuni mahasiswi Pendidikan Bahasa Inggris UIN Raden Intan Lampung. Mohon maaf sudah mengganggu aktivitas ibu, disini saya bermaksud untuk bertanya-tanya tentang pembelajaran bahasa inggris kelas 7 bu.
- Teacher : waalaikumsalam, oh iya tidak apa-apa, silahkan.
- Interviewer : baik bu, mari kita mulai. Sudah berapa lama ibu mulai mengajar di SMPN 1 Tulang Bawang Barat ?
- Teacher : iya, saya mulai mengabdikan dan mengajar di SMPN 1 Tulang Bawang Barat ini dari tahun 2010, berarti sudah 11 tahun.
- Interviewer : berapakah jumlah kelas dan jumlah siswa yang ibu ajar ?
- Teacher : saya mengajar 5 kelas, kelas 7 dan kelas 8. Kelas 7 nya 2 kelas masing-masing 32 siswa dan 30 siswa, kemudian kelas 8 ada 3 kelas masing-masing kelasnya 28 siswa, 28 siswa dan 22 siswa
- Interviewer : teknik apa yang biasa ibu terapkan di dalam kelas dalam mengajar bahasa inggris terutama *writing* ?
- Teacher : saya biasanya menggunakan teknik ceramah, kemudian diskusi dengan anak-anak
- Interviewer : apakah ibu sudah menerapkan teknik Pairs Check dalam mengajar *writing* ?
- Teacher : sudah, biasanya setelah pertemuan pertama ibu menggunakan teknik berpasangan dalam mengajar *writing*
- Interviewer : apa kesulitan ibu dalam menerapkan teknik Pairs Check dalam pengajaran *writing* ?
- Teacher : susah dalam menjelaskan materi yang akan dipelajari karena anak-anak kelas 7 cenderung masih susah mengerti bahasa inggris, terlebih kosa kata yang mereka miliki masih sangat kurang. Kemudian ketika saya memulai pelajaran untuk mulai menuliskan sesuatu dari apa yang saya

ucapkan mereka susah untuk mengejanya kembali, penulisan mereka banyak yang salah, pelafalan juga salah.

Interviewer : apa kesulitan ibu dalam memperkenalkan Pairs Check Technique dalam pengajaran writing ?

Teacher : kesulitannya adalah ketika salah satu murid sebagai coach, karena notabene nya mereka masih sama-sama belajar dan mengenal lagi banyak kosa kata yang akan mereka kembangkan, maka dari itu saya juga butuh ekstra untuk membimbingnya satu persatu.

Interviewer : apa kesulitan siswa dalam menerima materi writing menggunakan Pairs Check Tecjnique ?

Teacher : kesulitan siswa kebanyakan salah menulis kosa kata yang mereka lihat dari kamus, mereka juga sulit mengembangkan ide atau topik yang ditentukan oleh guru atau oleh pasangan mereka, kemudian mereka juga kurang percaya diri dalam menampilkan hasil yang mereka buat masing-masing.

Interviewer : diantara 2 kelas, kela 7 adakah kelas yang lebih dominan tidak mencapai KKM pada pembelajaran writing bu ?

Teacher : iya, ada. Diantara 2 kelas dikelas 7 yang saya ajar memang ada 1 kelas yang nilainya dibawah KKM yaitu kelas VII F.

Interviewer : boleh saya minta data nilai nya bu ?

Teacher : oh, iya boleh.

Interviewer : alhamdulillah, terimakasih ibu. Mungkin saya rasa sudah cukup untuk wawancara hari ini bu, terimakasih sudah mau meluangkan waktunya dan mohon maaf pak sudah mengganggu aktivitasnya. Mohon doanya ya bu saya sedang dalam proses penyusunan skripsi sekarang, dan mohon kiranya ibu berkenan untuk membantu saya nanti ketika akan penelitian lagi.

Teacher : iya sama-sama nak. Ibu doakan mudah-mudahan lancar segala prosesnya. Dengan senang hati jika bisa membantu ananda. Sampai bertemu kembali di penelitian nanti.

Interviewer : iya bu, Assalamualaikum

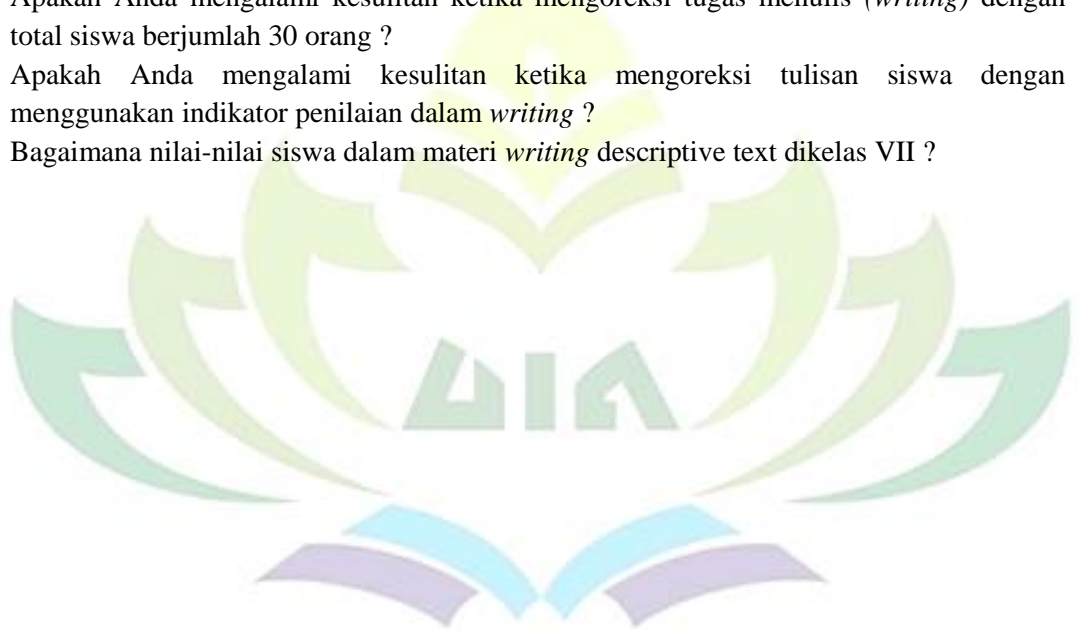
Teacher : waalaikumsalam.

Appendix 1d. Interview Guideline for the Research

Day/Date :
Place :
Teacher :

Questions :

1. Apakah ketika Anda mengajar Anda merasakan bahwa topik yang diajarkan dalam skill *writing* yang ada di textbook tidak atraktif ?
2. Apakah Anda mengalami kendala dalam mengajarkan *writing* ketika menerapkan Pairs Check Technique dikelas? Apa saja kendala yang anda alami?
3. Kesulitan apa saja yang dialami siswa dalam proses belajar mengajar dikelas dengan menggunakan Pairs Check Technique ?
4. Bagaimana dengan alokasi waktu dalam pembelajaran *writing* terutama ketika siswa diminta menulis *descriptive text*, apakah kurang atau cukup ?
5. Apakah kelas cukup kondusif ketika Anda memberikan tugas menulis (*writing*) di dalam kelas?
6. Bagaimana respon siswa ketika diberikan tugas menulis didalam kelas ?
7. Apakah Anda mengalami kesulitan ketika mengoreksi tugas menulis (*writing*) dengan total siswa berjumlah 30 orang ?
8. Apakah Anda mengalami kesulitan ketika mengoreksi tulisan siswa dengan menggunakan indikator penilaian dalam *writing* ?
9. Bagaimana nilai-nilai siswa dalam materi *writing descriptive text* dikelas VII ?



Appendix 1e. Transcript of Interview Research

Day/Date : Tuesday, 28 March 2023

Place : SMPN 1 Tulang Bawang Barat

Teacher : Feni Mei Fitriasih, S.Pd

Interviewer : Yunita Nurwahyuni

Interviewer : assalamualaikum, selamat pagi bu, saya Yunita Nurwahyuni mahasiswi Pendidikan Bahasa Inggris UIN Raden Intan Lampung. Mohon maaf sudah mengganggu aktivitas ibu, disini saya bermaksud untuk bertanya-tanya tentang pembelajaran bahasa inggris kelas 7 bu.

Teacher : waalaikumsalam, baik nak.

Interviewer : baik bu, kita mulai dari pertanyaan pertama. Apakah ketika ibu mengajar,ibu merasakan bahwa topik yang diajarkan dalam skill writing yang ada di textbook tidak attractive ?

Teacher : iya, saya rasa jika pedomannya hanya pada buku paket saja, materi yang akan saya ajarkan nantinya akan biasa saja dan topiknya kurang menarik. Sehingga saya mencari tambahan referensi lain, bisa dari buku lain atau internet. Kalau pure dari textbook itu kurang atraktif dan terlalu to the point.

Interviewer : baik bu, selanjutnya apakah ibu mengalami kesulitan atau kendala dalam mengajarkan writing ketika menerapkan Pars check technique dikelas? Apa saja kendala yang ibu alami?

Teacher : tentu ada kendala ya, kendala nya apabila siswa harus mengerjakan tugas nya mereka kesulitan untuk menyusun sebuah kalimat meski menggunakan teknik berpasangan. Hal itu dikarenakan kebanyakan siswa malas membuka kamus dan susah mencari kosakata baru.

Interviewer : lalu kesulitan apa saja yang dialami siswa dalam proses belajar mengajar dikelas menggunakan Pairs check technique?

Teacher : biasanya kesulitan yang dialami siswa ialah mereka merasa kesulitan jika akan menyusun sebuah kaalimat yang benar dan menentukan kosakata yang benar yang akan mereka susun menjadi sebuah kalimat utuh. Kebanyakan siswa masih stuck untuk meningkatkan kemampuan menulisnya.

Interviewer : bagaimana dengan alokasi waktu dalam pembelajaran writing terutama ketika siswa diminta menulis descriptive text, apakah kurang atau cukup bu?

Teacher : untuk alokasi waktu sendiri, saya rasa kurang ya waktu 2 jam pelajaran. Apalagi untuk materi menulis. Untuk descriptive text sendiri atau materi menulis itu biasanya 3x pertemuan untuk sampai latihan selesai.

Interviewer : selanjutnya, apakah kelas cukup kondusif ketika ibu memberikan tugas menulis didalam kelas ?

Teacher : kondisi kelas kurang kondusif, banyak dari siswa yang ribut dan bertanya satu sama lain sehingga membuat kondisi kelas makin berisik. Hal ini disebabkan karena kebnyakan siswa belum mengerti penggunaan kamus atau untuk mencari kosakata dalam kamus yang akan mereka tulis.

Interviewer : bagaimana respon siswa ketika diberikan tugas menulis didalam kelas?

Teacher : respon siswa kebanyakan mengeluh, mereka kesulitan dalam men-translate baik dari bahasa indonesia ke bahasa inggris maupun sebaliknya. Begitupun ketika

mereka sudah menemukan kosakata nya mereka kesulitan dalam mengembangkan ide yang akan mereka tulis.

Interviewer : apakah ibu mengalami kesulitan ketika mengoreksi tugas menulis mereka, dengan jumlah siswa yang cukup banyak yaitu 30 siswa ?

Teacher : iya tentu saja, karena tugas menulis yang mereka buat terkadang sulit untuk dipahami. Kebanyakan dari mereka belum bisa menentukan grammar.

Interviewer : apakah ibu mengalami kesulitan ketika mengoreksi tulisan siswa dengan menggunakan indikator penilaian dalam writing?

Teacher : tidak terlalu susah ya, karena untuk mengoreksi tugas menulis mereka saya tidak menggunakan semua indikator penilaian dalam penulisan. Karena jika semua indikator dalam penulisan digunakan maka nilai-nilai siswa otomatis akan kecil karena tidak sesuai dengan indikator penilaian. Sehingga penilaian nya disesuaikan saja.

Interviewer : lalu bagaimana dengan nilai-nilai siswa dalam materi writing descriptive text?

Teacher : untuk writing paling besar nilainya adalah 80. Rata-rata nilai tugas menulis mereka diatas 65, karena KKM nya 65 untuk writing itupun jika latihannya lumayan bagus dan tergantung hasil latihan menulisnya. Dengan kriteria EYD, kesesuaian paragraf, keruntutan kalimat, bagian-bagiannya sesuai atau tidak, Capital letters, dan banyak atau tidaknya paragraf. Biasanya siswa yang kreatif itu paragrafnya bervariasi dan kalimatnya pun cukup bervariasi.



Appendix 2a. Observation Checklist for English Teacher

Observation Checklist for English Teacher

Day & Date : Tuesday, 28 March 2023
 Time : 08.30- 11.00 Wib
 Class : VII F

First Meeting

No.	Steps	Yes	No	Notes
	A. Process of Teaching and Learning			
	Pre-teaching			
	a. The teacher opened the class	√		The teacher opened the class by greeting to the students
	b. The teacher checked attendance list of the students	√		The teacher checking the attendance list of the students
	c. The teacher told about the material that would be learn.	√		The teacher told the students about descriptive text.
	d. The teacher give information about the techniques, procedures, and step of discussion.	√		The teacher first tells about the materials will be studied, then the teacher explains the procedures and step of discussion.
	While-teaching			
	a. The teacher introduced about the text, for example the title, and also explain the concept of descriptive text.	√		The teacher explained about the generic structure of descriptive text.
	b. The teacher divided students to each group and pairs. Then, the teacher give the students some topics/theme related to descriptive text.		√	The students work in pair or group and sit with their pairs and doing the task was given by the teacher, but some of them still cheating with their friends and the class was noisy.
	c. The teacher collect the works of all of group or pairs.			This activity is not carried out, the result of the discussion are presented directly.
	Post-teaching			
	a. The teacher comments the groups or pairs and giving the reward or score to each group and members.	√		The teacher comments on the result of task and also give score to group members who have participated in this activity.
	b. The teacher give some corrections and solution.	√		The teacher gives feedback and some correction about the result of discussion.
	c. The students make a resume of lesson together.	√		The teacher reviews the topic and also mistakes which are commonly made by students and gives solution to the students also

				make the resume of lesson activity.
B. Students' Problems				
	a. Capitalization Problem	√		The students were still many mistakes to used capital of alphabets
	b. Punctuation Problem	√		The students were still many mistakes with punctuation marks
	c. Spelling Problem	√		The students were still had difficult to spelling same vocabulary
	d. Grammatical Errors	√		The students were still confused about grammatical in writing
	e. Poor Organization		√	The students used the logical language and effective
C. Teachers' Problems				
	a. Topics of textbook are not attractive	√		The teachers felt that the topics of textbooks are not attractive
	b. Credit Hours	√		The teachers need a lot of time allocation to teaching and learning process by using this technique
	c. Higher number of students		√	The teachers felt that is not hard, but for teacher to achieve their teaching goals.
	d. Teacher competence	√		The teacher have good competence to taught
	e. Intensive writing exercise		√	The teachers still not have intensive writing exercise giving to the students.

Appendix 2b. Observation Checklist for English Teacher

Observation Checklist for English Teacher

Day & Date : Tuesday, 04 April 2023

Time : 08.30-11.00 Wib

Class : VII F

Second Meeting

No.	Steps	Yes	No	Notes
	A. Process of Teaching and Learning			
	Pre-teaching			
	c. The teacher opened the class	√		The teacher opened the class by greeting to the students
	d. The teacher checked attendance list of the students	√		The teacher checking the attendance list of the students
	e. The teacher told about the material that would be learn.	√		The teacher told the students about descriptive text.
	f. The teacher give information about the techniques, procedures, and step of discussion.	√		The teacher first tells about the materials will be studied, then the teacher explains the procedures and step of discussion.
	While-teaching			
	a. The teacher introduced about the text, for example the title, and also explain the concept of descriptive text.	√		The teacher explained about the generic structure of descriptive text.
	b. The teacher divided students to each group and pairs. Then, the teacher give the students some topics/theme related to descriptive text.	√		The students work in pair or group and sit with their pairs and doing the task was given by the teacher.
	c. The teacher collect the works of all of group or pairs.			This activity is not carried out, the result of the discussion are presented directly.
	Post-teaching			
	a. The teacher comments the groups or pairs and giving the reward or score to each group and members.	√		The teacher comments on the result of task and also give score to group members who have participated in this activity.
	b. The teacher give some corrections and solution.	√		The teacher gives feedback and some correction about the result of discussion.
	c. The students make a resume of lesson together.	√		The teacher reviews the topic and also mistakes which are commonly made by students and gives solution to the students also make the resume of lesson activity.

B. Students' Problems			
a. Capitalization Problem	√		The students were still many mistakes to used capital of alphabets
b. Punctuation Problem	√		The students were still many mistakes with punctuation marks
c. Spelling Problem	√		The students were still had difficult to spelling same vocabulary
d. Grammatical Errors	√		The students were still confused about grammatical in writing
e. Poor Organization		√	The students used the logical language and effective
C. Teachers' Problems			
a. Topics of textbook are not attractive	√		The teachers felt that the topics of textbooks are not attractive
b. Credit Hours	√		The teachers need a lot of time allocation to teaching and learning process by using this technique
c. Higher number of students		√	The teachers felt that is not hard, but for teacher to achieve their teaching goals.
d. Teacher competence	√		The teacher have good competence to taught
e. Intensive writing exercise		√	The teachers still not have intensive writing exercise giving to the students.

Appendix 3a. Questionnaire Guideline for preliminary research

ANGKET (QUESTIONNAIRE)

Responden :

Kelas :

Tempat :

1. Penjelasan

Questionnaire ini disusun untuk mengetahui pendapat tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuisisioner ini tidak berpengaruh sama sekali terhadap nilai bahasa inggris anda, oleh sebab itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan ini sejujur-jujurnya dan sejelas-jelasnya.

2. Isian kuisisioner

Saya mengharap ananda kiranya berkenan memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu huruf A, B, atau C.

1. Apakah kamu menyukai pelajaran Bahasa inggris ?
 - a. Ya
 - b. Tidak
 Alasan:.....
2. Apakah kamu menyukai cara mengajar Bahasa inggris khususnya *writing* (menulis) dengan menggunakan teknik mengajar berpasangan ?
 - a. Ya
 - b. Tidak
 Alasan:.....
3. Apakah kamu sering menghadapi kesulitan dalam belajar Bahasa inggris ?
 - a. Ya
 - b. Tidak
 Alasan:.....
4. Apakah kamu merasa malu dan kurang percaya diri ketika belajar Bahasa inggris terutama *writing* ?
 - a. Ya
 - b. Tidak
 Alasan:.....
5. Apakah kamu merasa kesulitan dalam mengembangkan ide-ide yang akan kamu tulis ?
 - a. Ya
 - b. Tidak
 Alasan:.....

Appendix 3b: Questionnaire Guideline for research

ANGKET (QUESTIONNAIRE)

Responden :

Kelas :

Tempat :

1. Penjelasan

Questionnaire ini disusun untuk mengetahui pendapat tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuisioner ini tidak berpengaruh sama sekali terhadap nilai bahasa Inggris anda, oleh sebab itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan ini sejujur-jujurnya dan sejelas-jelasnya.

2. Isian kuisioner

Saya mengharap ananda kiranya berkenan memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu huruf A, B, atau C.

1. Apakah kamu menyukai pelajaran bahasa Inggris descriptive text?
 - a. Ya
 - b. Tidak
 Alasan:.....
2. Apakah guru menjelaskan materi tentang descriptive text menggunakan teknik berpasangan (pairs check) secara jelas dan mudah dimengerti?
 - a. Ya
 - b. Tidak
 Alasan:.....
3. Apakah belajar descriptive text menggunakan teknik berpasangan (pairs check) dapat meningkatkan kemampuan menulis Anda?
 - a. Ya
 - b. Tidak
 Alasan:.....
4. Apakah kamu menyukai cara mengajar guru bahasa Inggris khususnya menulis (writing) dengan menggunakan teknik berpasangan (pairs check)?
 - a. Ya
 - b. Tidak
 Alasan:.....
5. Apakah kamu sering membuat kesalahan grammar ketika menulis descriptive text?
 - a. Ya
 - b. Tidak
 Alasan:.....
6. Apakah kamu menemukan kesulitan dalam menyusun kata ketika menulis descriptive text?
 - a. Ya
 - b. Tidak
 Alasan:.....
7. Apakah kamu menemukan kesulitan dalam penggunaan huruf kapital dalam menulis sebuah teks?

Appendix 4 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: Kepala UPT SMPN 1TUBABA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / Genap
Materi Pokok	: Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari benda
Alokasi Waktu	: 45 Menit (2 x pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan dan menanyakan benda sesuai dengan konteks penggunaannya.
 - 2) Mengidentifikasi ungkapan yang digunakan untuk untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaannya.
 - 3) Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
 - 4) Mengidentifikasi nama benda dan karakteristiknya.
 - 5) Membuat teks tulis pendek yang menggunakan ungkapan untuk untuk mendeskripsikan benda.
- Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari benda.</i>
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti

Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen elektronika dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari benda.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari benda</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari benda</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup	
<ul style="list-style-type: none"> • Peserta didik dan guru merefleksikan kegiatan pembelajaran. • Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. • Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik. • Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	

D. Penilaian Hasil Pembelajaran

1. Penilaian Sikap : Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan : Tes lisan dan tes tulis
3. Penilaian Keterampilan : Praktek/Rubrik

Tulang Bawang Udik, 18 April 2023

Mengetahui,

Kepala UPT SMPN 1TUBABA

Guru Mata Pelajaran

NURHAMID, M.Pd.

FENI MEI FITRIASIH, S.Pd

NIP. 197202182006041007

Appendix 5 Documentation



The Teacher explain the materials in front of class



The students do the pairs check technique with their friends



The researcher giving the questionnaire



The researcher interviewing the teacher



Photo with Teacher and Students



SILABUS

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : UPT SMPN1 Tulang Bawang Barat

Kelas : VII (Tujuh)

Nama Guru : FENI MEI FITRIASIH,S.Pd



SILABUS BAHASA INGGRIS

- Satuan Pendidikan** : UPT SMPN1 Tulang Bawang Barat
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : VII/2 (Genap)
- Standar Kompetensi (KI)** :
1. Menghargai dan menghayati ajaran agama yang dianutnya
 2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.5	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. <p>Struktur teks</p>	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata 	<ul style="list-style-type: none"> ✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik 	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016

	orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)	<ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Pernyataan dan pertanyaan terkait sifat orang, benda, binatang ✓ Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <ul style="list-style-type: none"> ✓ Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya 	<p>(Edisi Revisi)</p> <p>Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.</p>
4.5	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks			

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.6	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)	<p>Fungsi sosial</p> <ul style="list-style-type: none"> ✓ Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. <p>Struktur teks</p> <ul style="list-style-type: none"> ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda 	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar • Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal • Bertanya jawab tentang isi teks yang telah ditulis 	<ul style="list-style-type: none"> ✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik 	<p>When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi)</p> <p>Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.</p> <p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien,</p>
4.6	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan	<ul style="list-style-type: none"> ✓ Kalimat deklaratif (positif dan negatif) dalam simple present tense ✓ Kalimat interogatif: <i>Yes/No question; Wh-question</i> ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p>			

	unsurkebahasaan yang benar dansesuaikonteks	✓ Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI	dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya		dan Ouikurema Purwati. Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
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Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	Fungsi sosial ✓ Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik Struktur teks 1. Dapat mencakup: ✓ identifikasi (nama keseluruhan dan bagian)	• Membaca beberapateks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi)
4.7	Teks Deskriptif				

4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> ✓ sifat yang menjadi pencirinya ✓ fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. 	<p>tersebut.</p> <ul style="list-style-type: none"> • Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/ mempromosikan • Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan hasil belajarnya 		Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.
4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>2. Unsur kebahasaan</p> <ul style="list-style-type: none"> ✓ Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> ✓ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <ul style="list-style-type: none"> ✓ Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang 			<p>Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.</p> <p>Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang,</p>

	Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.8	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)	Fungsi sosial ✓ Mendeskripsikan, memaparkan secara obyektif Struktur teks ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan ✓ Kalimat <i>deklaratif</i> dan <i>interogatif</i> dalam <i>passive voice</i> ✓ Preposisi ✓ <i>Nomina singular</i> dan <i>plural</i> dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik ✓ Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat diKI	<ul style="list-style-type: none"> • Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya 	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis : Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia
4.8	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan <i>passive voice</i>)	(This cell content is identical to the one above, as it is part of the same table structure and the content is already captured in the previous row's description of the material.)	(This cell content is identical to the one above, as it is part of the same table structure and the content is already captured in the previous row's description of the activities.)	(This cell content is identical to the one above, as it is part of the same table structure and the content is already captured in the previous row's description of the assessment.)	(This cell content is identical to the one above, as it is part of the same table structure and the content is already captured in the previous row's description of the sources.)

					Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
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Tulang Bawang Udik, 21 Juli 2021

Mengetahui,
Kepala UPT SMPN 1TUBABA

Guru Mata Pelajaran

NURHAMID, M.Pd.
NIP. 197202182006041007

FENI MEI FITRIASIH, S.Pd





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Lampiran : -
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Tempat

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Nama : Yunita Nurwahyuni
NPM : 1611040057
Semester/T.A : 14/2022/2023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Teaching and Learning Writing Descriptive Text By Using Pairs Check Technique At The Seventh Grade Students Of SMPN 1 Tulang Bawang Barat In Academic Year Of 2022/2023**

Akan mengadakan penelitian pada sekolah tersebut diatas, guna mengumpulkan data melalui daring dan bahan-bahan penulisan skripsi yang bersangkutan, maka waktu yang diberikan mulai 06 Maret 2023 sampai dengan selesai.

Demikian, atas perkenan dan bantuannya diucapkan terimakasih.

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Nama : YUNITA NURWAHYUNI

NPM : 1611040057

Program Studi : Pendidikan Bahasa Inggris

Nama tersebut di atas benar telah melaksanakan penelitian di SMPN 1 Tulang Bawang Barat sebagai syarat untuk menyusun skripsi dengan judul Teaching and Learning Writing Descriptive Text By Using Pairs Chek Technique At The Seventh Grade Students OF SMPN 1 Tulang Bawang Barat In Akademik Year Of 2022/2023.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagai mana mestinya.



TB. Udik, 21 Maret 2023
Kepala UPT SMPN 1 Tulang Bawang Barat


NURHAMID, M.Pd
NIP. 19720218 200604 1 007

5. Apakah kamu sering membuat kesalahan grammar ketika menulis descriptive text?
a. Ya b. Tidak
Alasan: karena lupa rumus
6. Apakah kamu menemukan kesulitan dalam menyusun kata ketika menulis descriptive text?
a. Ya b. Tidak
Alasan:
7. Apakah kamu menemukan kesulitan dalam penggunaan huruf kapital dalam menulis sebuah teks?
a. Ya b. Tidak
Alasan: karena sangat mudah dalam penggunaanya
8. Apakah kamu menemukan kesulitan dalam penggunaan tanda baca dalam menulis sebuah teks?
a. Ya b. Tidak
Alasan: karena saya sudah memahami tanda baca
9. Apakah kamu menemukan kesulitan dalam mengeja teks tertulis dalam descriptive text?
a. Ya b. Tidak
Alasan: karena masih belum mengerti salah satu kosa katany
10. Apakah kamu menemukan kesulitan dalam mengembangkan ide ketika menulis descriptive text?
a. Ya b. Tidak
Alasan: karena
11. Apakah kamu menemukan kesulitan dalam menyusun kalimat menjadi paragraf?
a. Ya b. Tidak
Alasan: karena mudah

Appendix 5: Questionnaire Guideline for research

ANGKET (QUESTIONNAIRE)

Responden : Husnul Hotimah

Kelas : 7 E

Tempat : SMP N 01 TBB

1. Penjelasan

Questionnaire ini disusun untuk mengetahui pendapat tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuisisioner ini tidak berpengaruh sama sekali terhadap nilai bahasa inggris anda, oleh sebab itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan ini sejujur-jujurnya dan se jelas-jelasnya.

2. Isian kuisisioner

Saya mengharap ananda kiranya berkenan memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu huruf A, B, atau C.

1. Apakah kamu menyukai pelajaran bahasa Inggris descriptive text?

a. Ya b. Tidak

Alasan: karna saya tidak paham dengan materinya

2. Apakah guru menjelaskan materi tentang descriptive text menggunakan teknik berpasangan (pairs check) secara jelas dan mudah dimengerti?

a. Ya b. Tidak

Alasan: bisa bertanya kembali apa yang tidak paham

3. Apakah belajar descriptive text menggunakan teknik berpasangan (pairs check) dapat meningkatkan kemampuan menulis Anda?

a. Ya b. Tidak

Alasan: karna dapat bertanya kawan

4. Apakah kamu menyukai cara mengajar guru bahasa Inggris khususnya menulis (writing) dengan menggunakan teknik berpasangan (pairs check)?

a. Ya b. Tidak

Alasan: karna bisa bekerja sama dan saling membagi ide



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Mengetahui,
Ketua Program Studi

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Saya yang bertandatangan dibawah ini:

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