

**THE INFLUENCE OF SCRAPBOOK TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE
TEXT AT THE FIRST SEMESTER OF THE EIGHTH
GRADE OF SMP SWADIPHA NATAR IN ACADEMIC
YEAR 2023/2024**

(Undergraduate Thesis)

**Submitted as a Partial Fulfillment of
The Requirement for S1-Degree**

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ABSTRACT

Writing ability is the skill to bring out ideas, thoughts, and feelings to other people in written symbol to make the readers understand the ideas. Scrapbook is a media of combining stories or memorial in a book, each page has a picture or writing. The objective of this research was to know whether there was significant influence of using scrapbook towards students' writing ability in descriptive text at the First Semester of the Eighth Grade of SMP Swadhipa Natar in Academic Year 2023/2024.

The method used in this research was quasi experimental design. The population of this research was 170 students in 7 classes. The samples of this research were in 2 classes namely experimental and control class. Experimental class consisted of 20 students and control class also consisted of 20 students. So that the total sample was 40 students in two classes. The researcher did treatments both in experimental and control class with the same strategy namely guided writing but with different media. In experimental class, she used scrapbook while in control class she used picture. The researcher used pre-test and post-test as the instrument of research. The instrument of this research was writing descriptive text which specifically on writing descriptive text about family.

After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test. From the data analysis computed by using SPSS, it was obtained that $Sig. = .000$ and $\alpha = 0.05$. It means H_a was accepted because $Sig. < \alpha = .000 < 0.05$. Therefore, there was significant influence of using scrapbook towards students' writing ability in descriptive text at the First Semester of the Eighth Grade of SMP Swadhipa Natar in Academic Year 2023/2024. Therefore, it can be concluded that the use of scrapbook was better than picture

Keywords: Descriptive Text, Scrapbook, Writing Ability

DECLARATION

I hereby declare that the thesis entitled "The Influence of Scrapbooks on Students' Writing Ability in Descriptive Texts at the First Semester of Eighth Grade of SMP Swadhipa Natar in Academic Year 2023/2024" is entirely my own work. I am fully aware that I have quoted several statements and ideas from various sources and all of them are well expressed in this thesis.

Bandar Lampung, Desember 2023
Declared by,



Sasky Ayu Ningrum



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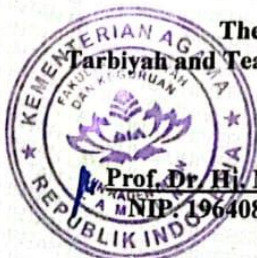
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A thesis entitled: "THE INFLUENCE OF SCRAPBOOK TOWARDS STUDENTS WRITING ABILITY IN DESCRIPTIVE AT THE FIRST SEMESTER OF EIGHT GRADE OF SMP SWADHIPA NATAR IN ACADEMIC YEAR 2023/2024" by SASKY AYU NINGRUM , NPM: 1911040479, Study Program: English Education, been successfully defended as Thesis Defence of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defence was held on: Thursday, Desember 14th 2023.

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DEDICATION

- a. My beloved parents, Siswoyo and Mrs. Omaria
- b. My beloved brothers and sisters, Susi Retnawati, Oki Prastyo,
Cika Maylan Ttusita,
- c. My beloved almamater, State Islamic University of Raden
Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Sasky Ayu Ningrum. Her nickname is Sasky. She was born in Kampung Baru Rulung Helok, July 11 2000. She is the 3rd child of Siswoyo and Mrs. Omaria. She started her education at SDN 1 Banjar Negeri and graduated in 2013. After that she continued her studies at SMP Negeri 1 Tegineneng and graduated in 2016. After graduating from junior high school, she continued her studies at SMA Swadhipa Natar and graduated in 2019. Then she continued her studies at Raden Intan Lampung State Islamic University as a student in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training. The researcher had participated in several organizations at schools such as Paskibraka in 2016-2019. Then in 2019-2021 the researcher joined an organization on college called UKM Puskima and also UKM PMI. The researcher's activities for now only focus on completing the undergraduate thesis and graduation.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, November 2023
The Researcher,

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MOTTO

رَبِّ وَقُلْ ۖ وَحِيَهُ إِلَيْكَ يُقْضَىٰ أَنْ قَبْلِ مِنْ بِالْقُرْآنِ تَعْجَلُ وَلَا ۖ الْحَقُّ الْمَلِكُ اللَّهُ فَتَعَالَىٰ
عِلْمًا زِدْنِي

Maka Maha Tinggi Allah Raja Yang sebenar-benarnya, dan janganlah kamu tergesa-gesa membaca Al quran sebelum disempurnakan mewahyukannya kepadamu, dan katakanlah: “*Ya Tuhanku, tambahkanlah kepadaku ilmu pengetahuan*”.

(Ali Thaha: 114)

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this proposal, and to avoid misunderstanding, the researcher considers it is needed to explain certain words that are the key to the title of this proposal. The title was “The influence of scrapbook towards students’ writing ability of descriptive text in the first semester of the eighth students in one of private junior high schools in Natar in the academic year of 2023/2024”. As for a description of the meaning of several terms contained in the title of this thesis, as follows;

1. Writing ability

Harmer states that writing process is a way of looking at what people do when they are write the text.¹ Writing is an ability to create the words and the ideas that are worth reading so that writing becomes an important skill to be mastered by the students. In writing process the writer should explore their minds to find the good ideas to make the meaningful written. The meaning of writing ability is the skill to bring out ideas, thoughts, and feelings to other people in written symbol to make the readers understand the ideas. In other words, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

2. Descriptive text

Descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location or incident to a reader or listener.² Descriptive text describes or says something to the reader. It can be concluded that

¹ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education, 2004), p.12

² Peter Knapp, Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (New York: UNSW Press, 2005), p.60

descriptive text is a type of text that describes a person, place, animal or thing. For example, describing admired figures, tourist attractions, pets and others.

3. Scrapbook

Scrapbook is a media of combining stories or memorial in a book, each page has a picture or writing. It preserves interesting on it. However, the students can describe about their family through collecting photos, then adding with the story about the photos.³ Therefore, in this research the researcher is interested to know about the influence of scrapbook towards students' writing ability.

B. Research Background

Writing is one of the four language skills. Writing is an important lesson for learning and communication tools that people use to share information.⁴ According to Tarigan, writing is a language skill that is used to communicate indirectly without meeting other people. In the process of writing, writers must explore their means to find a good idea to make meaningful writing. Writing is the ability to create words and ideas worth reading so writing is important skills that must be master by students.

In mastering writing, students need to practice and counseling from the teachers. In writing, the students try to use English in oral form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation and idiom. According to Zulfani, writing can help students to make stronger by adding more grammatical structures, idioms, and vocabulary, as the important thing in learning a language.⁵ By mastering writing skill, the writers can elaborate their ideas in a systematic arrangement. Before writing, the writers need to

³ Avenue, *Scrapbook Project*, (Canada: Canada Saskatchewan, 2013), p.26

⁴ Allce Oshama, *Introduction to Academic Writing* (London: Person Education Inc, 2007), p. 15.

⁵ Zulfani. *A study on learning writing strategies of good language learners*. Universitas Bengkulu.2001

think how the ideas of the writers can be understood by the reader. The writers have to use the correct written language, so the reader can understand the ideas of the writer.

However, writing is not an easy skill to be studied by most students in Indonesia. The students cannot produce a good writing because of some reasons. First, they do not know the right generic structures of a text. Sometimes they lost the story line and their writing becomes incoherent. Second, they still lack in grammar. They do not know the grammar rules well so that they often make errors and mistakes and finally make wrong sentences.

According to Richard and Renandya, writing is the most difficult skill for second language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.⁶ It could be concluded that writing is one of the English skills those were difficult to be learnt by the students. This difficulty happened because writing had own characteristics and categories that were different from mother tongue and in a foreign language especially English language. Besides, in writing the students have to put their ideas and thoughts into good paragraphs.

The teacher is the ones who is responsible to make the students able to write well. The importance of writing needs to know by both of teacher and students because by knowing this, they could create good collaboration in teaching-learning. The role of teacher is to make students erase their mindset that writing is difficult material to be learned.⁷ This can be done by managing the classroom, because the effectiveness of teaching learning

⁶ Jack Richards and Willy Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York: Cambridge University Press: 2002), p.303

⁷ Cynthia Boardman, *Writing to Communicate Paragraph and Essay*, (Essex: Pearson Longman, 2002), p.41

depends on how a teacher could manage the classroom and create good situation. While the role of students in learning writing is to start writing and do practicing, because the more students are practicing the fluent, they could be.

Teacher should guide students to learn how to be a good writer. It can be started from the small things, such as to write sentence, then short text, after that paragraph and then long text.⁸ Writing is the way to express our ideas widely when we cannot deliver it orally. Because not everyone is able to deliver their message directly, that is why writing ability is needed. For example, to write novel, script, etc.

Generally, writing skill is assumed as a difficult skill because it consists of some indicators and these indicators involved how the sentence or language could construct well and can be well-read by the readers. The teacher needs to guide the students to write step by step and patiently. It is good for students if they want to learn and able to write because once they are able to write, they will not only get writing skill but also organization of language skill, vocabulary, content, and the construction of words. In other words, writing is a complex skill that can give much benefits to the students if they can learn it well.

Moreover, there were many kinds of text that have to be studied by the students and one of them is descriptive text.

⁸ *Ibid*

Descriptive text is used to describe everything in the world. So descriptive text is drawing everything in written form. In fact, making a descriptive text is not easy for some students. Consequently, the majority of the students can't describe something clearly.

Many students struggle with being bored at school. The reasons for this vary: they are not being sufficiently challenged, they have a learning difference or mental health condition, or they are simply not motivated by the subject matter.⁹ Alternatively, it could just be that it is hard for them to sit through so much desk time.

Based on the preliminary research by interviewing the English teacher of SMP Swadhipa Natar Hasriyanti S.Pd, the researcher asked about the difficulties in writing descriptive text those were faced by her students, she said that students still had difficulty in writing descriptive text, especially for students who have not mastered grammar and students also still had difficulty in developing topics in detail. The teacher said that the students have difficulties to generate ideas of writing descriptive text, the students have difficulties to elaborate ideas of writing descriptive text and the students' grammar knowledge is low. Here was the detail description of students score on writing description text:

Table 1.1
The Students' Writing Score of Descriptive Text at the
Eighth Grade of SMP Swadhipa Natar in academic Year
2023/2024

No	Class	The Number of Students	Mean Score	Percentage
1	VIII A	17	60.18	6.02%
2	VIII B	37	58.46	5.85%
3	VIII C	30	65.57	6.56%
4	VIII D	25	60.48	6.05%

⁹ *Ibid*

5	VIII E	21	61.00	6.10%
6	VIII F	20	62.85	6.29%
7	VIII G	20	68.30	6.83%
TOTAL		170	62.41	

Source: Teachers Documentation of the Eighth Grade of SMP Swadhipa Natar

Based on the table above, it can be seen that the students main score from VIII A was 60 with percentage 6.02%, the main score from VIII B was 59 with percentage 5.85%, the main score from VIII C was 66 with percentage 6.56%, the main score from VIII D was 60 with percentage 6.05%, the main score from VIII E was 61 with percentage 6.10%, the main score from VIII F was 63 with percentage 6.29% and the main score from VIII G was 68 with percentage 6.83%. So that the total main score from all class was 62.41. It can be concluded that many students were still had problems in writing descriptive text.

It means that the students have problem in writing and in this case is in writing descriptive text. It is supported by the result of the interview with the English teacher SMP Swadhipa Natar, she said that the main problem of teaching writing skills for descriptive text is caused the students low mastery of vocabulary and lack of interest in learning process. The teaching and learning activities were monotonous since the teacher only asked them to listen to her explanation and do the assignment. These made the students feel bored and are not interested in the subject. By looking at these conditions, the researcher thinks that to solve the problems creative and innovative teaching and learning process is needed. One of the ways is by providing interesting media. One of the media that can be used is scrapbook.

Scrapbook is a media for presenting and organizing personal and family history in the form of books, boxes or cards. In this scrapbook, the researcher can use photos, print media, and works of art. Scrapbook album is decorated with

pictures and written captions. In this case, the researcher is using Scrapbook to explain the material, namely: descriptive text. Thelin states that scrapbook is a historical treasure.¹⁰ It is due to the fact that in scrapbook, the readers can re-read the events or things that had been put in the previous time. Moreover, Avenue defines scrapbook is a technique of combining stories or memorial in a book, each page has a picture or writing.¹¹

In line with this, Nedved point out that scrapbook is an interesting media for both students and teacher. He adds that scrapbook helps to create a motivational environment.¹² Furthermore, Mohamed et.al. state that scrapbook has positive effects to improve students' inventory of words and phrases¹³. Therefore, the implementation of scrapbook is considered as an appropriate way in teaching writing. Damayanti stated that a scrapbook has an advantage in that is got overcomes the limitations of time and space, Scrapbook media is one solution to the number of events or objects which is difficult to present directly and hard to repeat. scrapbook is easy to make, way making a scrapbook is not difficult.¹⁴

Based on the problem above the researcher is interested in solving problems using Scrapbook as a medium to teach descriptive texts and the researcher did research entitled "The influence of scrapbook towards students' writing ability in descriptive text at the first semester of the eighth grade of

¹⁰ Al Thelin & English Jeanne. *Scrapbooking with Newspapers*. Retrieved from website: www.scrapbookpreservationsociety.com. 2003 (March, 20, 2023).

¹¹ Avenue, *Scrapbook Project*, (Canada: Canada Saskatchewan, 2013), p.70

¹² Nedved Josephine, *Developing Student Expression with the Book, Scraps*. (Asia University Press. Singapore, 2012), p.56

¹³ Mohamed Altar, *Vocabulary Learning through Vocabulary Scrapbook*. (Universiti Kuala Lumpur Press. Malaysia, 2005).

¹⁴ Damayanti, Maita, and Ulhaq Zuhdi. "Pengaruh media scrapbook (buku tempel) terhadap hasil belajar siswa materi keragaman rumah adat di Indonesia kelas IV sekolah dasar." *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* Vol.5.3 (2017): 254531. Retrieved from: <https://garuda.kemdikbud.go.id/documents/detail/1580131>

SMP Swadhipa Natar in the academic year 2023/2024". By using scrapbook, it was easier to memorize events, time, place, and people. Scrapbook was a good medium for making good paragraphs in writing descriptive text then improve student's ability in writing descriptive text.

C. Identification of Problem and Limitation of Problem

1. Identification of Problem

Based on the background of problem above, the researcher identified some problem on students' writing ability as follows:

1. The students had difficulties to generate ideas of writing descriptive text
2. The students had difficulties to elaborate or develop ideas of writing descriptive text
3. The students' grammar knowledge was low
4. The teacher had never used scrapbook media in teaching writing

2. Limitation of Problem

The limitation of this research as follows:

1. It focused on the use of scrapbook media
2. It focused on teaching writing
3. The research was about teaching writing descriptive text
4. The subject of research was the students of the eighth students in SMP Swadipha Natar in the academic year 2023/2024

The reason to choose scrapbook media because the teacher had never used this media for teaching writing, so that the researcher applied this media for teaching writing because according to previous studies this media was good for teaching learning writing. The researcher chose descriptive text because she was taught at the eighth grade where the students have difficulties to generate and elaborate ideas of writing descriptive text.

D. Formulation of the Problem

Based on the background of the research above, the problems of this research: is there any significance influence of scrapbook towards students' writing ability of descriptive text in the first semester of the eighth students in SMP Swadipha Natar in the academic year 2023/2024?

E. Objectives of The Research

Based on the formulation of problem, the objective of this research: to find out whether there is significance influence of scrapbook towards students' writing ability of descriptive text in the first semester of the eighth students in SMP Swadipha Natar in the academic year 2023/2024.

F. Significance of the Research

This study was expected to be useful and relevant.

1. Theoretically

This research can be used as reference, especially about theory media in teaching writing for example media scrapbook and picture. These media are effective to be used to influence the students' writing descriptive text ability.

2. Practically

- 1) For English Teachers
 - a) To new knowledge that scrapbooks can be a medium to teach writing,
 - b) The teacher will get the valuable information about the teachers' problem on improving students writing ability in writing descriptive text through scrapbook.
- 2) For Students
 - a) To improve their writing skills in descriptive texts, provide information about Scrapbook, give the option to use this medium to create they enjoy while learning English subjects, and to influence

them motivation then to erase the mindset of those who think English is difficult.

- b) The students will know their strength and weakness in writing, especially in writing descriptive text and will encourage them to improve their writing ability.
- 3) Other researchers
- a) Who want to do the same research and who interested in applying scrapbook media in teaching descriptive text as well.
 - b) This research can be reference for other researchers who want to know the influence whether scrapbook can be the one of effective strategy for students' writing ability.

G. Relevance Study

The first relevant research conducted by Layli, Ulfatul entitled *The Effectiveness of Using Scrapbook as a Learning Medium to Improve Students' Ability in Writing Recount Text. (Experimental Research at Tenth Graders of SMAN 2 Pematang in the Academic Year of 2015/2016)*. This research was to find out whether the effectiveness of using scrapbook as a learning medium to improve students' ability in writing recount text for the tenth graders of SMAN 2 Pematang in the academic year of 2015/2016. In this research, the writer used quasi-experimental design. The result show that the mean score of pre-test showed that experimental class reach higher score than control class, they were $81.09 > 73.42$. The result of the analysis showed that sig. (2-tailed) 0.000 (< 0.05). In another word, there was a significant difference result of post-test between experimental and control class. It meant that H1 was accepted and H0 was rejected. Therefore, it could be concluded that the use of scrapbook were effective to improve students' ability in writing recount text.

The second previous was conducted by Resi Julian Sari with the title *Designing Media of Teaching Reading using*

Scrapbook Stories to Teach Recount Text for The Ninth Grade Students at MTsN 2 Tebo. The purpose of this study was to develop media of teaching in form of scrapbook. The method applied by the researcher was Research and Development (R&D) ADDIE model, and The data collection techniques by means of validation questionnaire and practicalities Based on the results of the research, the validity value of design expert lecturer is Strongly Valid (95,5%), material expert lecturer is Valid (72,5%), linguistics lecturer is Valid (75%). And for the level of practicality with details the average gain is Strongly practical (90,62%) by students and English teacher Strongly Practical (92,9%). In addition, this product is proven to be used by research to teach recount text.

The third previous study was conducted by Qudsiyah in 2020 entitled “The Effect of Tree Diagram Technique using Scrapbook Media on Students' Writing Ability at the Seventh Grade of SMPN 1 Babadan Ponorogo in Academic Year 2019/2020”. The purpose of this study was to find out whether there was a significant difference between students' who are taught by Tree Diagram technique using Scrapbook Media and those who are not taught Tree Diagram Technique using Scrapbook Media at seventh grade of SMPN 1 Babadan Ponorogo in academic year 2019/2020. This research applied a quantitative approach and used the quasi-experimental design. This research used two classes as a group and control group. The population was taken from the seventh-grade students of SMPN 1 Babadan Ponorogo. The numbers of the sample were 58 students of the experimental group and control group. The procedure of data collection was test. In analyzing it, the researcher used t-test to find out the significant difference between students' who are taught by Tree Diagram technique using Scrapbook Media and those who are not taught Tree Diagram Technique using Scrapbook Media. The result of the research showed that the value of t_0 was 8.203 with df 56 that is $2.01(t\text{-test} > t\text{-table})$. Therefore, H_a was accepted and H_0 was rejected. It can be concluded

that there was a significant difference score in writing skill for the students who are taught by Tree Diagram Technique using Scrapbook Media. In other words, the Tree Diagram Technique using Scrapbook Media is effective to improve the students' writing skill at the seventh grade of SMPN 1 Babadan Ponorogo in academic year 2019/2020.

The fourth previous study was conducted by Widiyanto *et al* in 2015 entitled "The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text "a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015 / 2016". The aims of this study are: 1) To find out the students' ability in writing recount text who were taught using scrapbook. 2) to find out the students' ability in writing recount text who were taught without using scrapbook. 3) to know whether there is any significant difference of the students' ability who were taught using Scrapbook and the students who were taught without using Scrapbook. This study used true experimental design and its kind is pre-test post-test control and experimental group design. The population in this research is the eighth-grade students of SMP N 2 Gubug in the 2015/2016 academic year. The writer took 2 classes, each class consist of 21 students, VIII A as Control class and VIII B as Experimental class. Pre-test and post-test were used as instruments. There were some categories in assessing writing, those are: content, organization, vocabulary, syntax and mechanic. Based on the research findings, the writer concluded that the mean of students' score in writing recount text taught without using Scrapbook is 65,6 and it was categorized as "adequate" in achievement level. So it was concluded that writing ability of the students who were taught without Scrapbook is fair. The mean of students' score in writing recount text taught using Scrapbook is 74,57 and it was categorized as "good" in achievement level. So, it was concluded that the use of Scrapbook can improve the students' ability in writing recount

text. There was significant improvement of students' ability in writing recount text after being taught by using Scrapbook.

The last previous research was conducted by Rahma Darini entitled *The Effect of Using Scrapbook on Students' Motivation and Ability in Writing Recount Text MA Al-Qasimiyah Sorek Satu*. This research is aimed to find out whether there are significant effects of using scrapbook on the students' motivation and ability in writing. The results of data analysis showed: scrapbook is effective to motivated student on learning process and teaches writing, since motivation in learning English for student's has improvement. The result of student's writing test can be seen from the result of the t-test mean on experiment class is 2050. The probability of (Sig.) was 0.001 is smaller than 0.005 which shows a strong correlation of Scrapbook for the students' writing ability in recount text. Then, the result of the t-test mean on control class is 6.33 and the probability of (Sig.) was 0.0023. From the result of calculation of effect size for paired sample t-test, the value of eta square is 0.59 is included in 'Moderate Effect' (0.51 – 1.00). It can be concluded that the implementation of scrapbook has beneficial effects. The research questions are answered that scrapbook is effective in teaching writing and giving a good effect for students' motivation.

Based on some previous studies above, it can be seen that the differences between the first study with this research was about the text. it was focused on recount text while this research focused on descriptive text. The differences of second study were about the use of scrapbook in teaching reading while this research in teaching writing. The difference of third study was using diagram tree in teaching writing while this research used scrapbook media. The difference of fourth study was taught scrapbook in recount text while this research was on descriptive text. The difference of last study was aimed to motivate students in writing while this research aimed to influence students' writing ability. Therefore, the

novelty of this research was teaching scrapbook in descriptive text which was aimed to influence the students' writing ability.

Meanwhile, the similarities of the previous studies with this research were about the method of research that were used quasi-experimental method, and it was about teaching writing by using scrapbook media eventhough there were some little differences among them. Therefore, the novelties of this research were teaching writing descriptive text and it aimed to influence the students' writing ability by using scrapbook media.

H. Systematical Discussion

1. Chapter I Introduction

This chapter contained the title confirmation, background of the problems, identification and limitation of the problem, formulation of the problem, objectives of the research, significance of the research, relevant research, and also systematic of the research. This introduction is useful for providing initial information to readers about this research and for building a research framework so that readers can understand this research.

2. Chapter II Frame of Theory

This chapter contained the frame of theory used in this research. This is intended to provide an overview to the reader regarding the theories that the research uses as a reference or foundation.

3. Chapter III Research Method

This chapter contained in detail the research method that is used in this research, such as place and time of the research, research design, population and sample, data collecting technique, data analysis, operational definition of variables, research instrument, validity, and also the reliability of the instrument

4. Chapter IV Research Finding and Discussion

This chapter contained of result of research that was got from the data of teaching and it will be described

statistically. This chapter also contains of discussion where the researcher discusses the finding of research with some theories.

5. Chapter V Conclusion and Recommendation

This chapter contained of conclusion that was got from the finding of research and the researcher describes some recommendation based on the result of discussion.

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

This chapter covers the entire theoretical framework of this study. It covers writing, teaching writing, descriptive text, scrapbook, and previous relevant study. The following explanation in every topic will be conveyed in detail as follows:

1. The Concept of Writing

Writing is a productive skill besides speaking.¹ Writing is a process of expressing ideas, thoughts, and feelings of the writer by using a conventional system. Thus, the readers understand the message or information that has been sent. Writing is a basic language skill, just as important as listening, speaking, and reading. Students need to know how to put written reports together, how to replay the advertisement, and how to write using electronic media. They need to know some of writing special conventions (punctuation, paragraph construction etc.) They need to know how to pronounce spoken English appropriately.² It could be concluded that writing was as important as other skill. The students needed to know how to write and how to make a good sentence.

Therefore, the reader could understand the message or the information of the written text. This also meant that writing was used for communicating one's idea in written form to the readers. Writing is a progressive activity. When you first write something down, you have already thought about what you are going to write and how you are going to write it. After you have finished writing, you read over what you have written and make changes and

¹ Jeremy Harmer, *How to Teach Writing*, (Malaysia: Longman, 2004). p.3

² *Ibid*, p. 33

corrections.³ It means that writing is an activity that use thought, mind, and feeling based on what we want to write.

According to Hedge, writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.⁴ It means the important things in writing is not only about the accuracy of sentences or the completion of sentences, but also how the writer can develop the ideas or information and argument that can receive and understand by the readers. Furthermore, Weigle states that the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond school, and for some to pursue careers that involve extensive writing.⁵ Students are expected to convey their ideas, feelings, desire and knowledge by writing.

Based on all those explanations above, it could be concluded that writing was a complex skill that included the capability to organize the ideas based on the right structure and it could be understood by a reader. Writing was a way to communicate and express our thoughts, feelings, and opinions to others.

2. The Process of Writing

People set about the writing process in many different ways. They require all kinds of different situation in which to feel comfortable when writing. There are six

³ Alice Oshima and Ann Hogue, *Writing Academic English, Third Edition*, (New York: Addison Wesley Longman, 1997), p. 3

⁴ Tricia Hedge, *Writing (2nd Ed)*, (New York: Oxford University, 2005), p.7

⁵ Sara Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge University Press, 2009), p. 4

stages of process of writing, there are getting ideas, choosing ideas, outlining, drafting, revising, and editing.⁶

Those can be described as follows:

- a. Getting ideas; it is not usually a matter of having one giant brainstorm. More often, it is a matter of gradually accumulating a little idea here, another little idea there. Eventually they all add up.
- b. Choosing ideas: this step is about having a look at all the ideas we have got and assessing them. This is where we start to discriminate between the ideas we definitely cannot use, and ones that have some potential. To do that, we need to remind ourselves what our writing job is trying to do,
- c. Outlining: working plan for a piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go.
- d. Drafting: doing a first draft from beginning to end, without going back. It means that this first draft can be as rough and 'wrong' as you like. It can also be (within reason) any length.
- e. Revising: cutting, adding or moving parts of this draft where necessary. It is about fixing the bigger, structural problems and, if necessary, 're-seeing the whole shape of the piece. What this boils down to is finding places where you need to cut something out, places where you should add something, and places where you need to move or rearrange something'
- f. Editing proof reading for grammar, spelling and paragraphs. It means making piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. It also means bringing piece of writing into line with accepted ways of using English using the appropriate grammar for the purposes of the

⁶ Richard McRoberts, *Writing Workshop: A Students's Guide to the Craft of Writing*, (New York: the Macmillan Company, 2008), p.73

piece, appropriate punctuation and spelling, and appropriate paragraphing"

Based on the explanation above, we can conclude that there are six steps of writing. From getting ideas to editing Every step needs to be paid attention, because if one step is lost, it will give effect to the next step. It should be careful in developing writing.

3. The Tasks of the Teacher in Teaching Writing

The success of students' writing is not far from the roles of the teacher in classroom. The teacher has some tasks in teaching writing. Harmer states that there are some teacher's tasks in teaching writing class as follows:⁷

a. Demonstrating

Before asking the students to start their writing, the teacher should make some agreements in writing such as the type of the text that will be written, the generic structure and the language features. It is important to explain it in a clear way because it is as the students' guidance in writing.

b. Motivating and Provoking

Motivate and provoke are very important to do. The teacher motivates and provokes the students in order to stimulate them in collecting their ideas. So the students stay focus on their written work.

c. Supporting

A teacher should support the students by knowing students' problems in writing and also giving the solutions on it. It is important to do in order to keep the students comfort while they are writing. So the students can also produce good written works.

⁷ Harmer, J, *How to Teach Writing*, (England: Pearson, 2004), p.217

d. Responding

Giving some responses to students' written work can be in form of responding. It is done by giving feedback to the students such as suggestions for its improvement, and there should not be any grading of students' written work.

e. Evaluating

A teacher can get the real ability of the students' writing when she or he evaluates students' writing result. An evaluation also can be used as a reflection to teacher's teaching success in teaching and learning process. If the teacher finds the most students have bad written works, it may be caused from the way of the teacher teaching the students in writing. Those are the explanation of the teacher's tasks in teaching writing. Hopefully, by fulfilling the tasks, such as demonstrating, motivating and provoking, supporting, responding, and evaluating, it can make the students have better abilities in writing.

4. Teacher's Problem in Teaching Writing

A problem is a situation, question, or thing that causes difficulty, stress, or doubt. A problem is also a question raised to inspire thought. In education, there are some problems that faced by the teacher in teaching learning. According to Febtiningsih, *et al* the teacher's problem in teaching writing are as follows:

1. Inappropriateness of curriculum and syllabus with the students' need

One of the best ways to clarify such communication in teaching learning is through your course syllabus. As a teacher, he/she has probably distributed syllabus and no doubt have written a score or more, yet often the syllabus is given little serious attention. A poorly written and incomplete syllabus can frustrate both students and teachers and disrupt the whole learning process. One of the easiest

ways to improve your teaching is to increase the communication effectiveness of syllabus. To do this, teacher needs to understand the purposes of a course syllabus and its essential elements.

2. Time constraint of teaching

Although there will never be enough time in the day to accomplish the multitude of tasks that come with being a teacher, and teachers will always operate under time constraints, they can significantly maximize time and optimize student learning with time management, effective classroom management, and planning and preparation.

3. Lack of learning media

Ineffective use of media contributes to interest, engagement, and motivation issues, and ultimately contributes to a lack of understanding in e-learning environments. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

4. Lack of teaching strategy

Teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. Different teaching strategies can promote different types of learning among the students. For example, some teaching strategies can help the students to learn more effectively while others can help the students to learn more efficiently. In addition, different teaching strategies can also lead to different levels of student achievement.

5. Inappropriateness of teacher's qualification, and students' attitude problem.⁸

In particular, when a teacher has a discouraging attitude toward students or any language, such as English, students are less likely to show their interest to learn in that language. Consequently, students' motivation level goes down, and they feel demotivated.

5. Type of Text

In English, we can find type of writing. Each of these writing has its own characteristics and functions. The students of senior high school should knowledge of those writing text. Gerot and Wignell state that in English there are many kinds of genre in writing, they are:

- a. Spoof text

Spoof text is a text that used to retell an event with a humorous twist.

- b. Recount text

Recount text is a text form that is usually used to describe past events

- c. Report text

Report is a text that contains information about what happens in a scope.

- d. Descriptive text

Descriptive is a text to persuade the reader or listener that something in the case.

- e. News item text

News text item is a text that presents new news to provide the most updated information that occurs.

- f. Anecdote text

Anecdote text is text to tell strange things that usually happened in the past.

⁸ Febtiningsih Prih, and Agung Prasetyo Wibowo. "Teachers' Challenges in Teaching English Writing Skills for Visually Impaired Students at Indonesian Special Senior High Schools." *Journal of ELT-Lectura* Vol.8.1 (2021): Pages 90-98.

- g. Narrative text
Narrative text is a text that contains a story of an event that follows the writer timeline.
- h. Procedure text
Procedure text is a text that explains the steps and ways to do things correctly.
- i. Descriptive text
Descriptive is a text that contains a description of an object.
- j. Hortatory Exposition text
Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.
- k. Explanation text
Explanation text is a text that explains the occurrence of an event clearly and completely and in detail.
- l. Discussion text
Discussion text is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.
- m. Review text
The review is a text that contains comments and evaluations about a particular item or product.⁹
Based on the statements above, the researcher concluded that there were 13 types of text in English, such as spoof, recount, report, descriptive, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. In this research, the researcher would focus on descriptive text.

⁹ Linda Gerot and Peter Wignell in Mia Chairunnisa. *An Analysis of Students' Difficulties In Writing Descriptive Text At The First Semester Of The Tenth Grade Of Sma Muhammadiyah 2 Bandar Lampung In 2020/2021 Academic Year*. Thesis. State Islamic University Studies Raden Intan Lampung: 2021, Diploma thesis, UIN Raden Intan Lampung. Retrieved from <http://repository.radenintan.ac.id/19416/>

6. Concept of Descriptive Text

In this part will explain more about descriptive text such as the definition, types, generic structure, and linguistic features. The detail explanation for every topic will be conveyed as follows.

a. Definition of Descriptive Text

Descriptive text is one of many texts which is learned by the students at schools. It is because the students usually describe person, animal, or something by seeing the object in their daily life. It is also found in written form when the students write it. So, someone who reads that written form will get the emotion of the writing. Friedman, descriptive intends the details to grab the reader's attention. Descriptive text is deliberated as the simplest and easiest writing form actually for the beginning writers compared to other types of text.¹⁰ According to Siahaan and Shinoda description is a written English text in which the writers describe an object. In this text, the object can be a concrete or abstract object. It can be a person, an animal, a plant and another thing.¹¹ It can conclude that descriptive text is a text that can give information to the reader about person, place or thing

b. Types of Descriptive Text

Utami, there are three types of descriptive text such as description of place, person, and things¹². Basically, the

¹⁰ Lauri Friedman, *Writing the critical essay: Euthanasia*, (Farmington Hills: Greenhaven Press, 2010), p.132

¹¹ Sanggam Siahaan and Kusno Shidoha, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89

¹² Tossi Ana Ari Utami, *Improving the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMPN 1 Piyungan*. Universitas Negeri Yogyakarta, 2014. Student's Undergraduate Thesis, Retrieved 20 Feb, 2023 from <http://eprints.uny.ac.id/18524/1/Tossi%20Ana%20Ari%20Utami%2006202244149.pdf>

way to describe all the types of descriptive text is just the same. It just uses the variety of adjectives to make the description more alive. It is explained as follows:

1) Description of People

People are different and also in writing the description of people is different too. You are probably already conscious of some the details because you do not know what it is and what it is like. You may explain the identification, an impression, or a character sketch, depending on the situation as the answer. Each of the topics is described in the following parts:

a) Identification

Although you have provided identification, you will need more details. You should use the main official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b) Impression

Impression may not identify a person, but it conveys the overall idea of him or her. Many details may be missing when a writer provides it in a few broad strokes a general feeling about the subject. Impression is usually less complete and informative than identification, but it is more effective in capturing an individual's eye-catching or distinctive characters.

c) Character Sketch

The more complete descriptions of people are usually called character sketch. They may also be referred to the profiles, literary portraits, and biographical sketches. In the process, it may include identification and an impression, but it will be more telling about what people look or seem like. A character sketch may be about a type rather than an

individual, revealing the characteristics of person.

2) Description of Place

In describing a place, it is not necessary to begin with one area and then continues to another. Nevertheless, the sentences should not be randomly arranged. The description should be well-organized so the reader can vividly imagine the scene being described. In order to make the paragraph more interesting, it can also be added by a controlling idea that states an attitude or impression about the place that is described. The way you arrange the details in your description depends on your subject and purpose.

3) Description of Things

To write a description of something, the writer should have a good imagination about the thing that he or she will be described. However, to make our subjects as interesting and as vivid to our readers as they are to us such as using proper nouns and effective verbs.

a) Using Proper Noun

In writing descriptive text, it should be filling with concrete details and figures of speech. It may also be included with a number of proper nouns, which, as we know, are the names of particular persons, places, and things that readers easily understand about what are describing more familiar to them.

b) Using Effective Verb

The researcher know the important verbs are to narration, but effective verbs can also give the detail description. Writers use verbs to make the descriptions more specific, accurate, and interesting. In English, a verb has its own meaning and effect that is why there are so many verbs that almost have the same meaning but it has a certain expression.

c. The Generic Structure of Descriptive Text

According to purwanti in fatimah descriptive text has structure as below:

- 1) Identification; identifying the phenomenon to be described.
- 2) Description; describes parts, qualities, and characteristics of the person, place or thing to described.¹³

It meant that descriptive text consisted of two generic structures. Identification was to identify the object that going to be described while description was to give sufficient description about the object as mentioned in the identification.

d. The Linguistic Features in Descriptive Text

The generic features of description are:

- 1) Verb in the present tense
- 2) Adjective to describe the features of the subject
- 3) Topic sentences to begin paragraphs and organize the various aspects of the description.¹⁴

e. Example of Descriptive Text

Laura J. Bernal

Laura J. Bernal, whose nickname is Laura, is my best
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¹³ Helvira Y, Fatimah T, Adzanil P, *Teaching Writing Descriptive Text By Using Collaborative Technique*, (English Department The Faculty of Teacher Training and Education Bung Hatta University), available on <http://ejournal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path%5B%5D=2438> , accessed on 29 rd, March 2023, p.

¹⁴ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26

friend from my childhood. She has a small body and is quite slim. She has oval face with bright brown eyes and thin lips. Laura J. Bernal has long brown straight hair, but she usually makes her hair with horse ponytails. She looks very beautiful, especially when she smiles.

She is always cheerful and looks in a good mood. She is a very positive person. We have almost the same hobby of singing. Sometimes our opinions are the same. She is always energetic and brings positive energy for everyone around her.

She is like a part of my family. I trust her just as I trust members of my family. She is a very honest type of friend. She always speaks as she is even though it's bad. Laura always says what she thinks. We are very close to each other. She can even know whether I lie to her or not. I'm very lucky to have a friend like her.

Sumber: <https://writerriver.com/examples-of-descriptive-essays-about-a-person/>

Figure 1. Example of Descriptive Text

7. Media in Teaching English

Teaching media is activity in teaching learning that use media as a mediator. The use of object such as pictures, books and other objects can be used as communication, dissemination of information, and sharing about opinions or ideas.¹⁵ Therefore media selection is very influential both for teacher and student in the classroom, so they can both convey and receive information very well. Media that can be used is very diverse such as books, newspaper, magazine, etc which is called popular print media. Those things have good opportunity to improve reading and

¹⁵ Kale, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persad, 2015), p.21

writing skill. Meanwhile Popular electronic media can improve students listening and speaking skill by listening music, or watching video.¹⁶

Generally, teachers use media to help their students easier absorb an information because media can be a facilitator in learning process and also have an enormous possibility as an instructional tool.¹⁷ By using media in teaching, it can lead students to learn by doing and their improvement will clearly be seen. Besides, media serve teachers and students with creative and practical ideas, so both teachers and students sharpen their brain skills.¹⁸ Moreover, by using media teachers are able to satisfy students need and interest in learning. Also, students attention will increase coincide with their comprehension.¹⁹ In addition, media have crucial role in learning process. Bring proper media in teaching learning have many advantages. It is designed intentionally to make teaching learning environment more interesting and effective

Teaching media as complements are used by the teacher to be communicative with the students. Smaldino *et al* state that media are considered as instructional media when they carry messages with an instructional purpose, i.e., to facilitate communication and learning. Media can help students and teachers achieve their goal in the teaching and learning process.²⁰ The teachers should use

¹⁶ Berk-Ronald, *Thirteen Strategies to Measure College Teaching*, (Virginia: Stylus Publishing, LLC, 2010), p.110

¹⁷ Beam Asemota, The Role of Media in English Language Development. *International Journal of Humanities & Social Science Studies (IJHSSS)*, Vol. II(III), November 2015, 311-316.

¹⁸ *Ibid*

¹⁹ Shabiralyani, Ghulam; Hasan, Khuram Shahzad; Hamad, Naqvi; Iqbal, Nadeem, (2015), Impact of visual aids in enhancing the learning process case research: District Dera Ghazi Kan, *Journal of Education and Practice*, Vol.6(19), 226-227.

²⁰ Heinich, Molenda, Russell, Smaldino, *Instructional technology and media for learning 8th edition*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p.9

media in their teaching process because media can fulfill some demand such as students' experiences, a wide range of connection with outside the class activity, connect the students with the environment directly, stimulate the students' motivation, and combine the experience from the real to the abstract thing. In addition, media makes observation to occur for the students and media does not change the concepts of the teaching itself.²¹ The teaching media also help the teacher in teaching learning process such as helping the teacher to explain the lesson, giving examples and exercises. Media are very essential means in English teaching to support the learning process in the classroom.

Based on the statement above, the writer concludes that media is helpful for the teaching learning process in the class because media can attract students' attention, give them more opportunity to use the language and help them understand the meaning of a word better. In addition, a teacher and media have a relation each other because the teacher needs media to create the interesting and effective teaching learning process in the class. In the teaching and learning process, media can assist the teacher to explain the material of the lesson clearly, stimulate the students' motivation, and combine the experience from the real to the abstract thing. There are many medium in teaching English, one of them is scrapbook.

8. Guided Writing

a. Definition of Guided Writing

Marcellino proposed that the success of English teaching in Indonesia cannot be freed from the students' cultural backgrounds, values, customs, and beliefs as well as the political standpoint of the government regarding this

²¹ Ruis, Muhyidin, Waluyo, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), p.3

foreign language.²² In the context of learning English, will determine the achievement of the English learning for the students. The successful teaching does not only depend on the teacher and the students, but it also to the government policy.

Juriah states that guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts.²³ A word map is a diagram used in guided writing to help writers organize their ideas. Hartanti explains that guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe they will complete a shared writing experience together.²⁴ It means that with guided writing, a teacher can focus on a small group of children who share a similar need. A teacher may gather a small group for a guided writing session and model writing, or perhaps they will work on a collaborative writing exercise together.

Dyan added that guided writing is a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminates in a piece of writing to build students' writing skill.²⁵ It means that in order to improve students' writing

²² Marcellino, English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity. *TEFLIN Journal*, 2008, 19(1), 57–69.

²³ Juriah, Juriah, Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students. *DINAMIKA ILMU*, 2015, 15(1), 139–165.

²⁴ Dwiki, Hartanti, Implementing Guided Writing to Improve Students' Writing Skill in Narrative Text. 2011, Undergraduate Thesis, English Department, Sebelas Maret University

²⁵ Vayye, Lengen, Dyan, Improving writing skill through guided writing (classroom action research at the third year of SMU Negeri I Karanganyar in the

abilities, teachers may restrict students' writing to sentence structure, direct responses to questions, and language-based exercises that focus on vocabulary development, reading comprehension, grammar, and even oral skills.

The stage of guided writing is more developed than that of copying, reproduction and recombination. In this stage, the learners are given some freedom in the selection of lexical items and structural patterns, but they have to follow the given suggestions regarding the content. Kumar explains the concept of guided composition gives students some but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece of writing.²⁶ Thus, guided writing is supplied with information in the form of some clues or points. Students are asked to select the information from the input. Then, students use all information correctly in short paragraphs. They write or describe something according to the guidelines. It may be a notice, note, telegram, dialogue, etc

Based on some theories above, it can be concluded that guided writing exercises can be handled by giving 'skeleton' where students are expected to develop as a full text. Similarly, a picture can be presented expecting to describe. Likewise, a set of instructions, questions can be given where following instructions, answering questions a full text is formed. If the beginning and end of a story is given expecting to develop a full story that is also guided writing.

Academic Year of 2009/2010). Undergraduate Thesis, English Department, Sebelas Maret University.

²⁶ Khatri, Dipendra Kumar. "Effectiveness of guided writing in teaching composition." *Journal of NELTA Surkhet* 4 (2014): 18-25.

b. Procedure of Guided Writing

There are some steps of guided writing as follows:

1. The learner is given different exercises; completion exercises, replacement exercises, expansion of a simple sentence, writing summaries of stories and rewriting a story in dialogue form or a dialogue etc.
2. In the completion exercises, parts of sentences are given and each learner will be expected to construct an individual answer by his/her choice of completion.
3. With replacement exercises each learner is given the opportunity to express new means by replacing a section of the sentence with a number of different phrases.
4. The learner can expand a simple sentence by addition of modifying words or phrases, or the inclusion of further information.
5. The skeleton of a story or dialogue or an outline given for a description or narration based on pictures or succession of pictures may be supplied for the development by the students. This stage restricts the semantic area within which the students may express him/herself but leaves him/her free to vary such elements as person, tense, number.²⁷

c. Advantages of Guided Writing

According to Suma, there are some advantages of guided writing as follows:

1. Guided writing is useful for a range of teaching purposes.
2. It allows students to consider audience, purpose, topic, selection of text type, when planning their writing.
3. It allows writers to focus on conventions such as spelling, punctuation, standard usage, and handwriting.

²⁷ *Ibid*

4. It also may be used to encourage students to revise and edit their writing.
5. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or organizing and planning the structure of a text.²⁸

d. Disadvantages of Guided Writing

According to Oczkus, there are some disadvantages of guided writing as follows:

1. Students tend to be passive in learning because guided writing is a type of teacher-centered strategy.
2. Guided writing makes it difficult for students because the writing steps in this strategy are very detailed.²⁹

9. Scrapbook

a. Definition of Scrapbook

Scrapbook media is a medium in the form of picture attachments or other decorations that are applied on paper.³⁰ The meaning of statement is the word scrapbooking comes from English, which means pieces and pieces of paper that are collected and pasted to tell something. The origin of the word scrap means leftover goods. However, making a scrapbook is not just an activity of sticking from scraps. There is another opinion expressing the definition of scrapbook are the art of pasting photos on paper media and decorating them into creative works. Scrapbook is not only the art of decorating photos just for eye satisfaction, but also it must have a story in it. Scrapbook activities

²⁸ Ningsih, Suma. "Guided writing to improve the students' writing ability of junior high school students." *Efl Journal* 1.2 (2016): 129-140.

²⁹ Oczkus, Lori D. *Guided writing: Practical lessons, powerful results*. Heinemann, 2007.

³⁰ Yukeu Heryaneu, Efektivitas penggunaan mediascrapbook untuk meningkatkan kemampuan menulis karangan deskripsi. (Bandung: Universitas Pendidikan Indonesia, 2014)

became a way of life in America about 20 years ago. Meanwhile, in Asia it has only been developing for six years.³¹

Scrapbook is a memorial or book for storing information or memories in the form of photographs or decorations, using used materials.³² Ornaments or photos can be obtained from magazines, newspapers, pictures or photos posted on books. John poole in hardiana stated that a scrapbook is a collection of memorabilia, photos, notes, stories, narratives, poetry, quotes, clippings, tickets, payment receipts, etc. which are assembled and organized into an album or hand made book.³³ Based on the above opinion, it can be concluded that the scrapbook is a book that contains a collection of photos, memorabilia, etc. related to an event that is compiled into a book.

Whereas Knoninch states that scrapbook is a sticky art that is useful for remembering or storing information from magazine pieces, newspapers, decorated used books and combining with writing in one book.³⁴ It means scrapbook is a media to preserve our memories about unforgettable experiences. It can use several themes such as holiday, wedding, graduation, some important occasions. Moreover, Avenue defines scrapbook is a technique of combining stories or memorial in a book, each page has a picture or writing.³⁵ Along with the development of time, the form of a scrapbook can be in the form of decorative knick-knacks, photos, design drawings, paper folding techniques, etc. Scrapbook is a special photo albums whose page are filled

³¹ *Ibid*

³² Betty Debnam, *The Mini Page Make a Scrapbook*. (Chicago: The Mini Page Publishing Company, 2005)

³³ Iva Hardiana, *Kreasi Mahar Scrapbook*. (Jakarta: PT Gramedia Pustaka, 2015)

³⁴ Jean Marrie Knoninch, *My scrapbook of science*, (Canada: Canadian Cataloguing, 2007)

³⁵ Avenue, *Scrapbook project*. (Canada: Canada Saskatchewan. 2013)

not just with writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawing.³⁶ Based on the definition from the experts, it can be concluded that scrapbook is the art of combining memorabilia or pictures in a book that can be used to memorize or store something important, by adding techniques to fold and arrange paper.

b. Techniques of scrapbook

According to poleo in Resi the technique of making scrapbook is similar to the way of making clippings, namely by pasting pictures or objects. Scrapbook making techniques also adopted the pop-up book making technique, namely:

- 1) Flaps
The appearance of hidden objects behind the paper covering them with illustration techniques.
- 2) Pull Tabs
Creation of illustration or drawings by shifting the paper wrapped using a rope or ribbon.
- 3) Waterfall
Arrangement of objects arranged in accordance with the order and can bring up other objects in each arrangement.
- 4) Fold
The use of paper by folding it and can bring up certain objects.
- 5) Guided
Objects can be shifted right, left, up and down.
- 6) Envelope
Paper folding technique to resemble an envelope.³⁷

³⁶ Louise Solomon, *Reading, Writing, & Scrapping: Scrapbooking as a Teaching Tool*. (New York: Pearson/Longman, 2008)

³⁷ Resi Julian Sari, *Designing media of Teaching Reading Using Scrapbook Stories to Teach Recount Text for the Ninth Grade Students at MTsN 2 TEBO*, Student's Thesis, State Islamic University Sulthan Thaha Saifuddin Jambi, 2021. Retrieved from: <http://repository.uinjambi.ac.id/id/eprint/10026>

Based on the techniques of scrapbook, the researcher will use guided for writing descriptive text. Guided provides a writing classroom activity to support the planning stage of the writing process. The purpose of this technique is to help the students to be more efficient to write when all the ideas were already laid out in the diagram. By using this technique, they can develop their ideas based on the topic from drawing a waterfall to guide them in writing. This technique is supported by media that can improve students' attractiveness in writing class which is called Scrapbook.³⁸ Scrapbook is a media that can make students getting the material easily. In the scrapbook, there are many three-dimensional pictures and photographs to help students in understanding the material easily. It is an interesting media to apply in the class, because it includes photo and picture that can add students' interest in writing activity. In addition, it can give motivation to them in writing classroom activity.

c. How to make scrapbook

Scrapbook media maker use two ways i.e manually and digitally. Making manually the materials used , namely : double tip, drawing , glue , scissors , cartridge , pencil , and ruler . Whereas making digitally i.e _ make background design and images used.

A number of steps make scrapbook media :

- 1) Make design start , with determine theme or material used
- 2) Make design contents sheet with add Images ornamental
- 3) Scissors cardboard with _ the size that has been determined
- 4) Scissors paper decoration with form desired decoration

³⁸ Tia Fitrotul Qudsiyah, *The Effect of Waterfall Technique using Scrapbook Media on Students' Writing Ability at the Eighth Grade of SMPN 1 Babadan Ponorogo in Academic Year 2019/2020* (Doctoral dissertation, IAIN Ponorogo). Retrieved from: <http://etheses.iainponorogo.ac.id/9070/>

- 5) Determine appearance cover da nisi book with decorate with accessories scrapbook which contains Theory learning
- 6) Look for variation picture at each sheet paper and contrast color for easy understood participant educate
- 7) Enter or paste decorations and papers that have been cut out to cover of each sheet book
- 8) Decorate book scrapbook as attractive possible so that interesting used and the material described delivered with good.³⁹

According to John Poole in Hardiana scrapbooks, also known as scrapbooks, are a collection of memorabilia, photos, narrative stories, poetry, payment receipts, etc., which are assembled and arranged in an album or hand-made book. Scrapbook is one of the creative works, shaped like a book and gives an interesting and special visual impression because it contains a collection of photos and various decorations.⁴⁰

d. Procedure of Teaching Writing Descriptive Text by using Scrapbook

According to Qudsiyah, there are some procedures of teaching writing by using scrapbook as follows:

1. Pre writing
 - 1) The teacher explains about descriptive text, including the kinds, generic structure, and language features.
 - 2) The teacher introduces the concept of waterfall technique to the students by using Scrapbook.
 - 3) The teacher gives the students explanation about the waterfall.

³⁹ Blake Education. *Targeting Text*. (New South Wales: Blake Education, 2006)

⁴⁰ Daryanto, *Learning Media*, (Bandung: PT. Prosperous Conscience Tutorial Tool, 2016)

- 4) Then, the teacher makes a sentence or paragraph based on the ideas of the topic.
2. While writing
 - 1) The teacher divides students into some groups.
 - 2) The teacher asks the students to make a waterfall about their chosen topic.
 - 3) The teacher asks them to stick their task on the scrapbook.
 3. Post writing

Each group presents the result of their discussion about the topic in front of the class.⁴¹

e. Advantage of Scrapbook

Damayanti some other advantages of the media scrapbook namely,

- a. Interesting, scrapbook (scrapbook) compiled from various photos, pictures, important notes, and more as well as some decorations.
- b. Be realistic in showing the subject discussion, with a scrapbook, we can represents a visible object real through pictures or photos.
- c. Got overcome the limitations of time and space, Scrapbook media is one solution about the number of events or objects which is difficult to present directly and hard to repeat.
- d. Easy to make, way making a scrapbook is not difficult.
- e. Materials used to make scrapbooks are easy to get.
- f. Can be made or designed as desired, the scrapbook can be made or designed accordingly maker's wishes.⁴²

⁴¹ Qudsiyah, *Op Cit*

⁴² Maita Damayanti, dan Ulhaq Zuhdi, Pengaruh Media Scrapbook (Buku Tempel) Terhadap Hasil Belajar Siswa Materi Keragaman Rumah Adat di Indonesia

f. Disadvantage of Scrapbook

Besides the many advantages contained in the media scrapbook, there is also lack of media scrapbook including:

- a. Scrapbook budget
Some of scrapbook supplies use high quality material to make the scrapbook durable. Therefore, it will spend much money to buy that. Some of that must be bought in special stores that provide scrapbook needs.
- b. Longer time activity
Scrapbook is a longer time activity that cannot be completed in a session. money to buy that. Some of that must be bought in special stores that provide scrapbook needs.
- c. Visual only
Scrapbook is one of visual media because it is similar with the other photo albums. There are no audio effects or motion pictures as like in video.⁴³

10. Concept of Picture

1. Definition of Picture

According to Smaldino, *et al* pictures are photograph representation of people, places and things. Pictures are found in books, magazines, newspapers, catalogs and calendars.⁴⁴ Based on the statement above, it can be concluded that picture is easily obtained because it can be

Kelas IV Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 2017 Vol. (5)03.803-812, Retrieved from <https://garuda.kemdikbud.go.id/documents/detail/1580131>

⁴³ Wahyu Widiyanto, et al. *A Journal: The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text* "a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015/2016 Academic Year. Vol.6(2), 38, Retrieved from <https://journal.upgris.ac.id/index.php/eternal/article/view/2371>

⁴⁴ Smaldino, *Op, Cit*, p.142

made or chosen from the materials around us. Picture gives information to the students about English language such as structure and vocabularies. The good pictures that are used by the teacher can make vocabulary or structure class more interesting. The interesting situation in the class will develop the students' memory about new vocabulary.

Picture as a media in teaching learning process, so that the students' interest with the lesson in the classroom. It is supported by Harmer that Picture can also be used for creative language use, whether they are learn by the others technique.⁴⁵ It means that by using picture, students can be more creative in arranging words to become sentence or paragraph.

Brown states that Language teaching gives us an interesting picture of how varied the interpretation have been of the best way to teach a foreign language.⁴⁶ It means that picture is usuall use in classroom activities, it is the best way to make students interest and enjoy the lesson. So they can write their ideas easily.

Harmer states that Picture asks test taker not only to identify certain specific information but also to elaborate with their opinion, to accomplish a persuasive function, and to describe preferences in painting.⁴⁷ It means that picture not only used as a media to describe the picture about, but also as an information can we combine with our knowledge and express them in written.

Based on theories above, the writer concludes that picture is a kind of media that can be applied to increase students' ability in learning especially in learning writing.

⁴⁵ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.136

⁴⁶ Douglas H Brown, *Principles of Language Learning and Teaching*, (New York: Englewood Cliffs, 2001), p.14

⁴⁷ Harmer, *Op, Cit*, p.155

Because students can be creative to imagine what they wanted to write. Therefore, the students will more interest in learning process and the student are wished able to describe a certain picture given.

2. Procedure of Teaching Writing by Using Picture

According to Raimes the procedure of teaching writing by Picture as follow:

1. Whole-class discussion, which then leads to writing, can be generated by any types of pictures, such as posters, textbook picture, magazine pictures pasted onto stiff cardboard and displayed at the front of the room, simple pictures drawn on the white/blackboard, or duplicated drawing.
2. To provide a student audience for student writers, give half the class one picture, the other half another.
3. With students working in pairs or small groups, give each student of the pair or give each group a different picture to work with.
4. The teacher is relieved of the task of finding a picture and the students have something that has personal meaning for them to answer question about and write about in the classroom.
5. Remember that students can make inferences, predictions, and suppositions about the world beyond the frame of the picture. Ask the students to use their imagination to visualized what happened just before the moment in the picture and what will happen text, or to infer what caused the situation presented in the figures in the chart and what the result will be.⁴⁸

3. Advantages of Using Picture

According to Raimes, the advantages of picture as follow:

1. To motivate the students to speak or to write
2. To create a context within which his/her response will have mean

⁴⁸ Raimes Ann, *Techniques in Teaching Writing*, (New York: Oxford University Press, 2003), p.28

3. To sponsor, stimulate, and offer information for free writing and speaking
4. Picture can help students to be more communicative
5. Picture can visualize the object clearly.⁴⁹

4. Disadvantages of Using Picture

According to Raimes, the disadvantages of picture as follow:

1. The students often confuse with the picture given, because not all of the picture has the same description.
2. The use of picture cannot teach to the students at lower grade, because they will hard to guess or imagine what is being said on the picture.⁵⁰

B. Frame of Thinking

Based on the previous theories, it can be concluded that in a teaching-learning, one of the way is English teachers should be able to choose the most appropriate technique which is suitable to increase the students' writing ability. Writing is one of four skills in mastering English, so it plays an important part in mastering English. As we know that writing is difficult enough to master, but if students practice in many times, they will be able to write well. There are a lot of ways in writing, setting the context strategy is one of them

Scrapbook is a good media to be used in teaching learning writing. Teacher can measure the students' writing ability through this media. The students usually find difficulties and bored in learning English, therefore English teacher have to find effective strategy to make them interest.

Scrapbook can be used in teaching-learning English especially, to influence students'

⁴⁹ *Ibid*

⁵⁰ *Ibid*, p.64

writing ability because by applying this media, students could practice to write and it can increase their knowledge in writing. Scrapbook can influence the students' writing skill because the students will have fun in teaching-learning process. They can write what they wanted to write based on their own mind. It is a good way to make them want to write more.

The researcher can schematize about the influence of scrapbook media towards students' writing ability as follow:

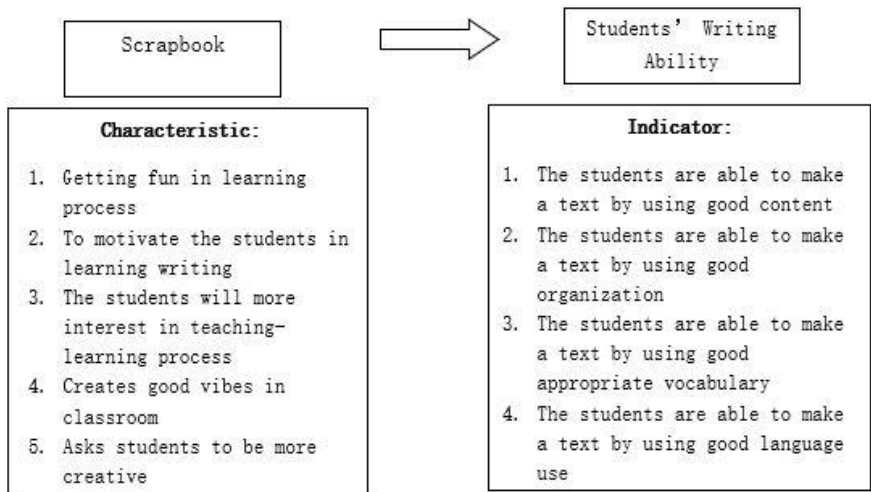


Figure 2. Frame of Thinking

<p>melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>						
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana,</p>	<p>4.10 Siswa terampil memahami, menyatakan, dan menanyakan teks deskriptif</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketepatan 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyengli

<p>sesuai dengan konteks penggunaannya .</p> <p>4.11</p> <p>Menanggapi masalah dalam teks deskriptif lisan dan tulis, pendek dan sederhana .</p>	<p>pendek dan sederhana, tentang, dan benda.</p> <p>5.11</p> <p>menyusun ungkapan dengan struktur teks yang</p>	<p>gakan, menjual, menjual, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text</p> <p>(gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan</p>	<p>apa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana</p>	<p>rcapaian fungsional teks</p>	<p>sh.com</p> <p>- http://americanenglish.state.gov/files/ae/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>
<p>4.12</p> <p>Menyusun teks deskriptif lisan</p>	<p>runtut dengan unsur kebahasaan yang benar dan</p>	<p>orang, binatang, benda dan nama</p>	<p>orang, binatang, dan benda</p>	<p>rcapaian fungsional teks</p>	

<p>dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>sesuai konteks,</p>	<p>n-bagian yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagian nya, dan</p> <p>c. Menyebutkan tindakan</p>	<p>andan tandabacadingan benar</p> <ul style="list-style-type: none"> Siswa membacadan mendengar teks-tersebut untuk memahamisi pesannya. Dengan bimbingan 	<p>gorang, binatang, benda, Pendek dan sederhana</p>	
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<p>yang ben ar dan ses uai k on te ks.</p>		<p>dar i ata u ter kai t de ng an ora ng, bin ata ng, be nd a ya ng se mu an ya ses uai de ng an fun gsi sos ial ya ng he nd ak dic ap ai.</p> <p>Panj ang teks: kura ng lebih 6</p>	<p>ing an gur u, sis wa me ngi de nti fik asi fun gsi sos ial nya, str ukt ur tek s (te rm asu k a.l. ga gas an uta ma da n inf or ma si rin ci), da n un sur ke ba has aa n</p>	<p>n a .</p> <ul style="list-style-type: none"> • T i n g k a t k e l e n g k a p a n d a n k e r u n t u t a n d a l 	
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		(tiga kali mat. Unsur kebahasaan (1) Penyebutan kata benda yang akan digunakan untuk menjelaskan struktur teks, dan unsur kebahasaan dari setiap teks tersebut.	daripada setiap teks tersebut. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.	amenyebutkan dan menanyakan yang akan તેનતાંગદેસ	
--	--	--	---	--	--

		<p>d a n t h e , d a n p l u r a l (- s) . (2) K a t a g o r i t , t h e y , s h e ,</p>	<p>Mengu mpulk an Infor masi</p> <ul style="list-style-type: none"> • Se car a kol ab ora tif, sis wa me nc ari da n me ng um pul an be ber ap a tek s des kri pti f ten tan g ora ng, bin ata ng, da n be nd a, san gat 	<p>k r i p s i o r a ng , b i n a t a ng , b e n d a d a l a m t e k s d e r k</p>		
--	--	--	--	--	--	--

		<p>w e , d s t . ; o u r , m y , y o u r , t h e i r , d s t . (3) K a t a s i f a t t e</p>	<p>pe nd ek da n sed erh an a dar i ber ba gai su mb er, ter ma su k dar i int ern et, fil m, kor an, ma jal ah, bu ku tek s, ds b. • Sis wa me mb aca ruj uk an dar i ber</p>	<p>r i p t i f . • T i n g k a t k e t e p a t a n u n s u r k e b a h a s a a n :</p>	
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		n t a n g o r a n g , b i n a t a n g , b e n d a d a l a m k e h i d u p a n s i s w a	ba gai su mb er, ter ma su k bu ku tek s, unt uk me ng eta hui fun gsi sos ial, str ukt ur tek s, da n un sur ke ba has aa n dar i tek s des kri pti f ten tan g ora ng,	t a t a b a h a s a , k o s a k a t a , u c a p a n , t e k a n a n k a t a	
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		<p>d i r u m a h , s e k o l a h , d a n s e k i t a r n y a , d e n g a n a t a u t a</p>	<p>bin ata ng, da n be nd a. • Sis wa me mb aca se mu a tek s des kri pti f ten tan g ora ng, bin ata ng, da n be nd a ya ng tel ah ter ku mp ul tsb .. sec ara leb ih cer</p>	<p>, i n t o n a s i , e j a a n , t a n d a b a c a , k e r a p i h a n t u l i</p>	
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		<i>r t i d a r k b r o w n , c u t t e l i t t l e c a t , b e a u t i f u l r e d f l o</i>	-	<i>a , c i n t a d a m a i , d a n p e r c a y a d i r i y a n g m e n y e r</i>	
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		<p>w e r</p> <p>(5) K a t a</p> <p>k e r j a</p> <p>u n t u k</p> <p>m e n y a t a k a n</p> <p>k e a d a a n</p> <p>d a n</p> <p>t i n d a k a</p>	-	<p>t a i t i n d a k a n</p> <p>m e n y e b u t k a n</p> <p>d a n</p> <p>m e n a n y a k a n</p> <p>t e</p>	
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		n r u t i n d a l a m s i m p l e p r e s e n t t e n s e : <i>b</i> <i>e</i> , <i>h</i> <i>a</i> <i>v</i> <i>e</i> , <i>g</i> <i>o</i> , 	-	n t a n g d e s k r i p s i o r a n g , b i n a t a n g , b e n d a , d a l a m 	
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		<p><i>p l a y , g e t , t a k e , d l l .</i></p> <p>(6) P e n g g u n a a n n o m i n a l s i n g u l a r d a</p>	<p>t e k s d e s k r i p t i f .</p> <p>CAR A PENI LAIA N: Kine rja (pra ktik)</p> <p>Tu gas me nga nali sis dan me ngh</p>	
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		<p>n p l u r a l s e c a r a t e p a t , d e n g a n a t a u t a n p a a , t h e , t</p>	<ul style="list-style-type: none"> • Se car a kol ab ora tif sis wa me nir u co nto h-co nto h ya ng ad a unt uk me mb uat tek s des 	<p>asil kan tek s des kri ptif tent ang ora ng, bin ata ng, ben da nya ta di ling kun gan sek itar . Obs erva si: (pe nila ian yan g bert uju</p>	
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		<p>h i s , t h o s e , m y , t h e i r , d s b s e c a r a t e p a t d a l a m f r a s</p>	<p>kri pti f san gat pe nd ek da n sed erh an a ten tan g ora ng, bin ata ng, da n be nd a unt uk me nc ap ai fun gsi sos ial ya ng ber be da- be da, de ng an str ukt ur</p>	<p>an unt uk me mb erik an bali kan sec ara lebi h cep at)</p> <ul style="list-style-type: none"> • O b s e r v a s i t e r h a d a p t i n d a 	
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		<p>a n o m i n a l</p> <p>(7) U c a p a n , , t e k a n a n k a t a , , i n t o n a s i</p> <p>(8) E j a a n d a n</p>	<p>tek s, da n un sur ke ba has aa n ya ng ses uai ko nte ks.</p> <p>Menga sosiasi</p> <ul style="list-style-type: none"> • Sis wa me mb an din gk an fun gsi sos ial, str ukt ur tek s (te rm asu k a.l. ga gas an uta ma da 	<p>k a n</p> <p>s i s w a</p> <p>m e n g g u n a k a n</p> <p>b a h a s a</p> <p>I n g g r i s u n t u k</p>	
--	--	--	---	--	--

		<p>t a n d a b a c a</p> <p>(9) T u l i s a n t a n g a n</p> <p><i>Topik</i></p> <p>Oran g, binat ang, bend a di sekita r dan relev an deng an kehid upan siswa , deng an mem berik</p>	<p>n inf or ma si rin ci), da n un sur ke ba has aa n dar i be ber ap a tek s des kri pti f ten tan g ora ng, bin ata ng, be nd a ya ng tel ah dik um pul ka n dar i</p>	<p>m e n y e b u t k a n d a n m e n a n y a k a n d e s k r i p s i o r a n</p>	
--	--	--	--	---	--

		<p>an keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman-tinggi fungsi sosial, struktur teks, dan unsur 	<p>g, binatan, benda, ketika muncul kesempatan,</p>	
--	--	---	--	---	--

			<p>ke ba has aa n ya ng dig un ak an dal am tek s des kri pti f ya ng me rek a has ilk an.</p> <p>Mengk omuni kasika n</p> <ul style="list-style-type: none"> • Sis wa me mb uat be ber ap a tek s des kri pti f san gat 	<p>d i d a l a m d a n d i l u a r k e l a s . • O b s e r v a s i t e r h a d a</p>	
--	--	--	--	--	--

			pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan manusia, kelas, sekolah, dan sekitarnya dalam bahasa	P k e s u n g g u h a n , t a n g g u n g j a w a b , d a n k e r j a s a		
--	--	--	---	---	--	--

			has a Ing gri s, de ng an str ukt ur tek s da n un sur ke ba has aa n ya ng ses uai de ng an fun gsi sos ial ny ata ya ng he nd ak dic ap ai (m em ba ng ga ka n,	m a s i s w a d a l a m p r o s e s p e m b e l a j a r a n d i s e t i a	
--	--	--	--	---	--

			<p>mengekalkan, mendefinisikan, mengkritik, dsb).</p> <ul style="list-style-type: none">• Siswa berupaya berbicara secara lisan dengan ucapan, tekannya, kata, intonasi yang	<p>Pendahuluan</p> <ul style="list-style-type: none">• Observasi	
--	--	--	--	--	--

			<p>nar da n me nul is de ng an eja an da n tan da ba ca ya ng be nar , ser ta tuli san ya ng jel as da n rap i.</p> <ul style="list-style-type: none">• Sis wa me mb ica rak an per ma sal ah an ya ng dia la	<p>a n ke pe rc a ya a n di ri da la m me l a k sa n a k a n k o m</p>	
--	--	--	---	--	--

			<p>mi dal am me mb uat tek s des kri pti f ten tan g ora ng, bin ata ng, be nd a da n me nul isk an ny a dal am jur nal bel aja r sed erh an a dal am ba has a Ind on esi</p>	<p>u n i k a s i , d i d a l a m d a n d i l u a r k e l a s . Peni laian diri: Per nya taa n</p>	
--	--	--	---	--	--

			a.	sis wa sec ara tert ulis dal am jur nal bel ajar sed erh ana ber bah asa Ind one sia tent ang pen gal am an bel ajar me ma ha mi dan me ngh		
--	--	--	----	--	--	--

				asil kan tek s des kri ptif tent ang ora ng, bin ata ng, ben da, ter ma suk ke mu dah an dan kes ulit ann ya. Tes tertu lis Me mb aca		
--	--	--	--	---	--	--

				dan me nuli s tek s des kri ptif yan g me nun tut pe ma ha ma n dan pe ma par an tent ang des kri psi ora ng, bin ata ng, ben		
--	--	--	--	---	--	--

				da.		
				Port ofoli o		
				• K u m p u l a n k a r y a t e k s d e s k r i p t i f s a n g a t p e n d		

				e k d a n s e d e r h a n a t e n t a n g o r a n g , b i n a t a n g , b e n d a		
--	--	--	--	---	--	--

				y a n g t e l a h d i b u a t. <ul style="list-style-type: none">• K u m p u l a n h a s i l a n a l i s i s t e n t a n g		
--	--	--	--	---	--	--

				b e b e r a p a t e k s d e s k r i p t i f t e n t a n g o r a n g , b i n a t a n g		
--	--	--	--	---	--	--

				, b e n d a . • L e m b a r s o a l d a n h a s i l t e s		
--	--	--	--	--	--	--

Appendix 2

Interview with English Teacher at Preliminary Research

The researcher : Sasaki Ayu Ningrum
The teacher : Hasriyanti S.Pd,
School : SMP Swadhipa Natar

1. Do you think writing is an important skill to learn?
 - Yes of course
2. What are the students' difficulties in learning writing?
 - Student difficulties such as developing topics and making longer paragraphs.
3. Do you use media in teaching writing?
 - Yes
4. Is it difficult for students to write because of the grammar structure?
 - In my opinion yes, because grammar is difficult.
5. What do you do when students have difficulty in writing?
 - Usually, I re-explain the material or topic they are going to write about and provide some key vocabulary.
6. What media do you use in teaching writing?
 - Picture and song.
7. Have you ever used scrapbook media?
 - No
8. Do you think writing requires a lot of skills such as grammar, tenses, vocabulary, etc.?
 - Yes, it is.

9. Do you teach descriptive text in this grade?
 - Yes

10. What difficulties do students often encounter when they write descriptive text?
 - The students have difficulties to generate ideas of writing descriptive text
 - The students have difficulties to elaborate ideas of writing descriptive text
 - The students' have problem in using grammatical sentence because their grammar knowledge is low

Appendix 3A**The Writing Score at the Eighth Grade of SMP Swadhipa Natar
in 2023/2024****Class: VIII A**

No	Students	Score
1	Student 1	67
2	Student 2	62
3	Student 3	65
4	Student 4	55
5	Student 5	52
6	Student 6	68
7	Student 7	70
8	Student 8	45
9	Student 9	42
10	Student 10	72
11	Student 11	55
12	Student 12	68
13	Student 13	58
14	Student 14	52
15	Student 15	72
16	Student 16	50
17	Student 17	70
Mean score (x)		60.18

Appendix 3B**The Writing Score at the Eighth Grade of SMP Swadhipa Natar
in 2023/2024****Class: VIII B**

No	Students	Score
1	Student 1	80
2	Student 2	40
3	Student 3	42
4	Student 4	60
5	Student 5	60
6	Student 6	70
7	Student 7	70
8	Student 8	75
9	Student 9	70
10	Student 10	70
11	Student 11	60
12	Student 12	50
13	Student 13	65
14	Student 14	55
15	Student 15	52
16	Student 16	68
17	Student 17	70
18	Student 18	45
19	Student 19	42
20	Student 20	45
21	Student 21	55
22	Student 22	72
23	Student 23	55
24	Student 24	68
25	Student 25	58
26	Student 26	52
27	Student 27	60
28	Student 28	67

29	Student 29	62
30	Student 30	52
31	Student 31	32
32	Student 32	72
33	Student 33	50
34	Student 34	70
35	Student 35	55
36	Student 36	52
37	Student 37	42
Mean score (x)		58.46

Appendix 3C**The Writing Score at the Eighth Grade of SMP Swadhipa Natar
in 2023/2024****Class: VIII C**

No	Students	Score
1	Student 1	55
2	Student 2	45
3	Student 3	60
4	Student 4	60
5	Student 5	60
6	Student 6	60
7	Student 7	70
8	Student 8	70
9	Student 9	70
10	Student 10	75
11	Student 11	78
12	Student 12	75
13	Student 13	75
14	Student 14	78
15	Student 15	80
16	Student 16	80
17	Student 17	52
18	Student 18	45
19	Student 19	65
20	Student 20	68
21	Student 21	65
22	Student 22	78
23	Student 23	80
24	Student 24	35
25	Student 25	62
26	Student 26	60
27	Student 27	70
28	Student 28	50

29	Student 29	68
30	Student 30	78
Mean score (x)		65.57

Appendix 3D

The Writing Score at the Eighth Grade of SMP Swadhipa Natar in 2023/2024

Class: VIII D

No	Students	Score
1	Student 1	60
2	Student 2	65
3	Student 3	75
4	Student 4	70
5	Student 5	70
6	Student 6	70
7	Student 7	70
8	Student 8	70
9	Student 9	70
10	Student 10	72
11	Student 11	78
12	Student 12	50
13	Student 13	55
14	Student 14	58
15	Student 15	60
16	Student 16	65
17	Student 17	45
18	Student 18	40
19	Student 19	40
20	Student 20	55
21	Student 21	70
22	Student 22	42
23	Student 23	30
24	Student 24	62
25	Student 25	70
Mean score (x)		60.48%

Appendix 3E**The Writing Score at the Eighth Grade of SMP Swadhipa Natar
in 2023/2024****Class: VIII E**

No	Students	Score
1	Student 1	62
2	Student 2	25
3	Student 3	55
4	Student 4	55
5	Student 5	50
6	Student 6	60
7	Student 7	60
8	Student 8	60
9	Student 9	60
10	Student 10	60
11	Student 11	55
12	Student 12	75
13	Student 13	70
14	Student 14	68
15	Student 15	68
16	Student 16	68
17	Student 17	70
18	Student 18	70
19	Student 19	75
20	Student 20	55
21	Student 21	60
Mean score (x)		61.00

Appendix 3F**The Writing Score at the Eighth Grade of SMP Swadhipa Natar
in 2023/2024****Class: VIII F**

No	Students	Score
1	Student 1	70
2	Student 2	80
3	Student 3	80
4	Student 4	82
5	Student 5	70
6	Student 6	55
7	Student 7	60
8	Student 8	60
9	Student 9	70
10	Student 10	70
11	Student 11	68
12	Student 12	68
13	Student 13	55
14	Student 14	45
15	Student 15	42
16	Student 16	32
17	Student 17	50
18	Student 18	70
19	Student 19	70
20	Student 20	60
Mean score (x)		62.85

Appendix 3G**The Writing Score at the Eighth Grade of SMP Swadhipa Natar
in 2023/2024****Class: VIII G**

No	Students	Score
1	Student 1	70
2	Student 2	70
3	Student 3	50
4	Student 4	55
5	Student 5	58
6	Student 6	58
7	Student 7	65
8	Student 8	65
9	Student 9	65
10	Student 10	65
11	Student 11	78
12	Student 12	78
13	Student 13	78
14	Student 14	70
15	Student 15	78
16	Student 16	80
17	Student 17	80
18	Student 18	65
19	Student 19	68
20	Student 20	70
Mean score (x)		68.30

Appendix 4**WRITING TEST PRE-TEST**

Directions:

1. Write your name on paper!
2. Do the text in 60 minutes!

Instructions:

1. Write the descriptive text of the topic “my family”.
2. Your composition will be measured by writing aspects (content, organization, vocabulary, language use and mechanic)!
3. The descriptive text test will be in form of structure (identification and description)

WRITING TEST POST-TEST

Directions:

1. Write your name on paper!
2. Do the text in 60 minutes!

Instructions:

1. Write the descriptive text for the topic “Baim wong’s Family
2. Your composition will be measured by writing aspects (content, organization, vocabulary, language use and mechanic)!
3. The descriptive text test will be in form of structure (identification and description)

ANSWER SHEET OF WRITING TEST

Name :

Class :

Appendix 5

Expert Validation Form for Writing Test

Direction:

For each question, please give your response by thicking (√) a box representing your choice.

No	Questions	Yes	No	Comment
1.	Do the instruction of the instrument clear enough?	√		
2.	Do the time allocation quite effective?	√		
3.	Are the free topic would be interesting?	√		
4.	Is the writing aspect of this research understandable?	√		
5.	Is the generic structure of the descriptive text understandable?	√		

General Comments

Please give any general comment of suggestion you may have concerned this test development.

The instrumen is good bat needs to be explained more clearly to students

Validator



Hasriyanti, S.Pd

Appendix 6**The Table of Readability Test****Name:****Class:**

NO	Questions	Yes	No
1	Do you understand the instruction of the test?	√	
2	Is the kind of the essay to be written in this stated clearly?	√	
3	Is the organization of the essay demanded is this test understandable?	√	
4	Are the writing indicators to be evaluated in this test clear?	√	
5	Are the topics interesting?	√	

APPENDIX 7**LESSON PLAN EXPERIMENTAL CLASS****(Meeting 1)**

Education Unit	: Swadhipa Natar Middle School
Subjects	: English
Class/Semester	: VIII/1
Theme	: People
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes
Type of the Text	: Descriptive text
Academic Year	: 2022/2023

d. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar 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.

e. Kompetensi Dasar dan Indikator Kompetensi

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
<p>b. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p>	<p>D. Memahami makna descriptive text dan function nya secara baik dan sederhana</p>
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>c. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsi sosial dari gambar <i>descriptive text</i>, sesuai dengan konteks penggunaannya</p>	<p>E. Menggunakan kalimat simple present tense dalam membuat deskripsi</p>

<p>d) Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat , secara pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>F. Mengidentifikasi definisi serta structure text dan tujuan dari <i>descriptive text</i> sangat pendek dan sederhana.</p>
<p>4.4 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang tempat , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>G. Membuat teks berbentuk descriptive yg berbentuk teks yang sangat pendek dan sederhana.</p>

f. Tujuan Pembelajaran

Siswa dapat memahami makna descriptive dan membuat teks dengan menggunakan kalimat simple present tense dalam sebuah deskripsi sangat pendek dan sederhana dan sesuai ciri-cirinya yang benar untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama dan cinta damai.

g. Materi Pembelajaran

Description is kind of writing used for presenting a verbal portrait of a person, or thing

I. Social function of the descriptive text

Descriptive text has social function to describe a particular animal about topic pets

Example of descriptive text about person.

My Best Friend Laura

Laura J. Bernal, whose nickname is Laura, is my best friend from my childhood. She has a small body and is quite slim. She has oval face with bright brown eyes and thin lips. Laura J. Bernal has long brown straight hair, but she usually makes her hair with horse ponytails. She looks very beautiful, especially when she smiles.

She is always cheerful and looks in a good mood. She is a very positive person. We have almost the same hobby of singing. Sometimes our opinions are the same. She is always energetic and brings positive energy for everyone around her.

She is like a part of my family. I trust her just as I trust members of my family. She is a very honest type of friend. She always speaks as she is even though it's bad. Laura always says what she thinks. We are very close to each other. She can even know whether I lie to her or not. I'm very lucky to have a friend like her.

h. Metode Pembelajaran/ Teknik Guided Writing

i. Media, Alat, Dan Sumber Pembelajaran

1. Media : scrapbook

2. Alat atau bahan : spidol, laptop dan papan tulis
3. Sumber Belajar : buku pelajaran bahasa inggris kelas VIII dan kamus.

Contoh scrapbook:



j. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Dimulai dengan berdoa, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti pelajaran.
2. Memberikan apersepsi atau warming up terkait materi yang akan diajarkan
3. Siswa menerima informasi tentang pembelajaran yang akan dipelajari pada hari ini.
4. Guru bertanya tentang hal-hal yang berkaitan dengan *descriptive text*.
5. Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan

b. Kegiatan Inti *Observasi*

2. Guru memberikan contoh *descriptive text*
3. Siswa memperhatikan contoh yang diberikan
4. Siswa mengamati guru yang menjelaskan tentang teks yang diberikan.

Tanya Jawab

5. Siswa membuat pertanyaan terkait contoh dan teks yang telah diberikan guru
6. Siswa bertanya tentang jenis dari text yang diberikan.
7. Siswa bertanya arti, tujuan dan generic sturture teks yang diberikan.

Eksplorasi

8. Siswa berdiskusi tentang text yang telah diberikan.
9. Siswa mencoba menerapkan langkah-langkah retorika dari jenis text yang diberikan.
10. Siswa berlatih mengeksplorasi ide dan menuangkannya ke dalam tulisan.

Asosiasi

Sebelum menulis

1. Guru menjelaskan tentang teks deskriptif, meliputi jenis, struktur generik, dan fitur kebahasaan.
2. Guru memperkenalkan konsep teknik waterfall kepada siswa dengan menggunakan Scrapbook.
3. Guru memberikan penjelasan kepada siswa tentang air terjun.
4. Kemudian, guru membuat kalimat atau paragraf berdasarkan ide topik.

Saat menulis

1. Guru membagi siswa menjadi beberapa kelompok.
2. Guru meminta siswa membuat waterfall tentang topik yang mereka pilih.

3. Guru meminta mereka untuk menempelkan tugas mereka pada lembar memo.

Setelah menulis

Setiap kelompok mempresentasikan hasil diskusi mereka tentang topik tersebut di depan kelas

Komunikasi

11. Guru menyimpulkan materi tentang deskriptive text.
12. Guru menjelaskan ulang inti dari materi yang diajarkan dan bertanya tentang kesulitan siswa selama belajar.
13. Guru memberikan umpan balik

Kegiatan penutup

16. Siswa bersama guru menyampaikan manfaat pembelajaran tentang *descriptive text*
17. Guru menutup materi pembelajaran dan menyampaikan informasi terkait pembelajaran pada pertemuan selanjutnya.
18. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran
19. Guru bersama peserta didik berdoa bersama.

k. Penilaian (instrumen terlampir)

- | | |
|--|--------------------------|
| a. Teknik Penilaian | : Tes Tertulis (writing) |
| b. Bentuk Instrument
(deskriptive text) | : Writing Composition |
| c. Topic | : Person |

Name :

Class :

Instructions:

- d) Write your name on answer sheet given!
- e) Choose one of the topics of your writing wisely!
- f) Make descriptive text around 50-100 words!
- g) You are allowed to use dictionary!

Topics:

- K. My father
- L. My mother
- M. My brother
- N. My sister
- O. My friend

I. Rubick Penilaian

1. Aspek penilaian writing

No	Aspect	Score
1.	Content	13 – 30
2.	Organization	7 – 20
3.	Vocabulary	7 – 20
4.	Language Use	5 – 25
5.	Mechanics	2 – 5

Source: Heaton, J.B. *Writing English Language Tests*. (Longman Group UK Limited: England, 1988).p. 146.

2. Penilaian proses (sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Ket
1.	Sikap spiritual	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
2.	Tanggung jawab	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
3.	Peduli				
4.	Kerjasama				
4.	Cinta damai				

3. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Nama Siswa : Bunga
 Kelas/No.Daftar Hadir : VIII/
 Materi Pokok : Teks deskriptif tentang
 orang
 Tanggal Pengamatan : 03-10-2023

No	Aspek Pengamatan	Skor			
		1	2	3	4
	Sikap Spiritual				
1	Berdoa sebelum dan sesudah pembelajaran				
2	Mengucapkan salam sebelum dan sesudah menyampaikan pendapat				

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester: Kelas 8 Semester 1
 Tahun Ajaran : 2023-2024
 Waktu Pengamatan : 60 menit

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

No.	Nama Siswa	Tanggung Jawab				Peduli				Kerjasama				Cinta Damai			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	
4.																	
5.																	
...																	

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

$$\text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

A = 80 – 100 :

Baik Sekali

B = 70 – 79 :

Baik

C = 60 – 69 :

Cukup

D = < 60 :

Kurang

4. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menulis teks deskriptif tentang orang	Tes tertulis	Essay	Tertulis

Guru Bidang Study Bahasa Inggris,

Bandar Lampung, 03 - 10 - 2023
Praktikan,


Hasriyanti, S.Pd
NIY.03.2064.82.00134.1


Sasky Ayu Ningrum
NPM : 1911040479



APPENDIX**LESSON PLAN EXPERIMENTAL CLASS****(Meeting 2)**

Education Unit	: Swadhipa Natar Middle School
Subjects	: English
Class/Semester	: VIII/1
Theme	: People
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes
Type of the Text	: Descriptive text
Academic Year	: 2022/2023

H. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar 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.

I. Kompetensi Dasar dan Indikator Kompetensi

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
<p>f. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p>	<p>H. Memahami makna descriptive text dan function nya secara baik dan sederhana</p>
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>c. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsi sosial dari gambar <i>descriptive text</i> , sesuai dengan konteks penggunaannya</p>	<p>I. Menggunakan kalimat simple present tense dalam membuat deskripsi</p>

<p>4. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat , secara pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>J. Mengidentifikasi definisi serta structure text dan tujuan dari <i>descriptive text</i> sangat pendek dan sederhana.</p>
<p>4.4 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang tempat , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>K. Membuat teks berbentuk descriptive yg berbentuk teks yang sangat pendek dan sederhana.</p>

J. Tujuan Pembelajaran

Siswa dapat memahami makna descriptive dan membuat teks dengan menggunakan kalimat simple present tense dalam sebuah deskripsi sangat pendek dan sederhana dan sesuai ciri-cirinya yang benar untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama dan cinta damai.

K. Materi Pembelajaran

Description is kind of writing used for presenting a verbal portrait of a person, or thing

m. Generic structure of the text

Identification :it is to identify the phenomena that to be described.

Description :it is to describe part , qualities, or characteristics

Example of descriptive text about person.

My Father

My father's name is David P. Kent. He is a hardworking man. He works as a government employee.

His body is tall, like my youngest brother. His hair is black and straight, same as mine. He has brown complexion because he likes working under the Sun.

I love talking to my father. He is a wise man who always gives me great advices. We learn about being a hard-worker from him. We love him very much. He is a great father for us.

L. Metode Pembelajaran/ Teknik

Guided Writing

M. Media, Alat, Dan Sumber Pembelajaran

d. Media : scrapbook

e. Alat atau bahan : spidol, laptop dan papan tulis

f. Sumber Belajar : buku pelajaran bahasa inggris kelas VIII dan kamus.

Contoh scrapbook:



N. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Dimulai dengan berdoa, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti pelajaran.
2. Memberikan apersepsi atau warming up terkait materi yang akan diajarkan
3. Siswa menerima informasi tentang pembelajaran yang akan dipelajari pada hari ini.
4. Guru bertanya tentang hal-hal yang berkaitan dengan *descriptive text*.
5. Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan

b. Kegiatan Inti

Observasi

20. Guru memberikan contoh *descriptive text*
21. Siswa memperhatikan contoh yang diberikan
22. Siswa mengamati guru yang menjelaskan tentang teks yang diberikan.

Tanya Jawab

23. Siswa membuat pertanyaan terkait contoh dan teks yang telah diberikan guru
24. Siswa bertanya tentang jenis dari text yang diberikan.
25. Siswa bertanya arti, tujuan dan generic sturture teks yang diberikan.

Eksplorasi

26. Siswa berdiskusi tentang text yang telah diberikan.
27. Siswa mencoba menerapkan langkah-langkah retorika dari jenis text yang diberikan.
28. Siswa berlatih mengeksplorasi ide dan menuangkannya ke dalam tulisan.

Asosiasi

Sebelum menulis

2. Guru menjelaskan tentang teks deskriptif, meliputi jenis, struktur generik, dan fitur kebahasaan.
3. Guru memperkenalkan konsep teknik waterfall kepada siswa dengan menggunakan Scrapbook.
4. Guru memberikan penjelasan kepada siswa tentang air terjun.
5. Kemudian, guru membuat kalimat atau paragraf berdasarkan ide topik.

Saat menulis

- d. Guru membagi siswa menjadi beberapa kelompok.
- e. Guru meminta siswa membuat waterfall tentang topik yang mereka pilih.
- f. Guru meminta mereka untuk menempelkan tugas mereka pada lembar memo.

Setelah menulis

Setiap kelompok mempresentasikan hasil diskusi mereka tentang topik tersebut di depan kelas

Komunikasi

29. Guru menyimpulkan materi tentang deskriptive text.
30. Guru menjelaskan ulang inti dari materi yang diajarkan dan bertanya tentang kesulitan siswa selama belajar.
31. Guru memberikan umpan balik

Kegiatan penutup

- P. Siswa bersama guru menyampaikan manfaat pembelajaran tentang *descriptive text*
- Q. Guru menutup materi pembelajaran dan menyampaikan informasi terkait pembelajaran pada pertemuan selanjutnya.
- R. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran
- S. Guru bersama peserta didik berdoa bersama.

O. Penilaian (instrumen terlampir)

- a. Teknik Penilaian : Tes Tertulis (writing)
- b. Bentuk Instrument : Writing Composition
(deskriptive text)
- c. Topic : Person

Name :

Class :

Instructions:

1. Write your name on answer sheet given!
2. Choose one of the topics of your writing wisely!
3. Make descriptive text around 50-100 words!
4. You are allowed to use dictionary!

Topics:

- P. My father
- Q. My mother
- R. My brother
- S. My sister
- T. My friend

P. Rubick Penilaian

i. Aspek penilaian writing

No	Aspect	Score
1.	Content	13 – 30
2.	Organization	7 – 20
3.	Vocabulary	7 – 20
4.	Language Use	5 – 25
5.	Mechanics	2 – 5

Source: Heaton, J.B. *Writing English Language Tests*.
(Longman Group UK Limited: England, 1988).p. 146.

ii. Penilaian proses (sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Ket
1.	Sikap spiritual	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
2.	Tanggung jawab	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
3.	Peduli				
4.	Kerjasama				
4.	Cinta damai				

iii. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Nama Siswa : Bunga
 Kelas/No.Daftar Hadir : VIII/
 Materi Pokok : Teks deskriptif tentang
 orang
 Tanggal Pengamatan : 04-10-2023

No	Aspek Pengamatan	Skor			
		1	2	3	4
Sikap Spiritual					
1	Berdoa sebelum dan sesudah pembelajaran				
2	Mengucapkan salam sebelum dan sesudah menyampaikan pendapat				

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: 8 semseter 1

Tahun Ajaran : 2023-2024

Waktu Pengamatan : 60 menit

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

No.	Nama Siswa	Tanggung Jawab				Peduli				Kerjasama				Cinta Damai			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	
4.																	
5.																	
...																	

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

$$\text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

A = 80 – 100 :

Baik Sekali

B = 70 – 79 :

Baik

C = 60 – 69 :

Cukup

D = < 60 :

Kurang

iv. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menulis teks deskriptif tentang orang	Tes tertulis	Essay	Tertulis

Guru Bidang Study Bahasa Inggris,



Hasriyanti, S.Pd

NIY.03.2004.82.001

Bandar Lampung, 04 - 10 - 2023

Praktikan,



Salsky Ayu Ningrum

NPM : 1911040479



APPENDIX

LESSON PLAN EXPERIMENTAL CLASS (Meeting 3)

Education Unit	: Swadhipa Natar Middle School
Subjects	: English
Class/Semester	: VIII/1
Theme	: People
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes
Type of the Text	: Descriptive text
Academic Year	: 2022/2023

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Kompetensi

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
<p>g. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p>	<p>L. Memahami makna descriptive text dan function nya secara baik dan sederhana</p>
<p>2.3. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.4. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>d. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsi sosial dari gambar <i>descriptive text</i>, sesuai dengan konteks penggunaannya</p>	<p>M. Menggunakan kalimat simple present tense dalam membuat deskripsi</p>

<p>5. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat, secara pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>N. Mengidentifikasi definisi serta structure text dan tujuan dari <i>descriptive text</i> sangat pendek dan sederhana.</p>
<p>4.4 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>O. Membuat teks berbentuk <i>descriptive</i> yg berbentuk teks yang sangat pendek dan sederhana.</p>

C. Tujuan Pembelajaran

Siswa dapat memahami makna *descriptive* dan membuat teks dengan menggunakan kalimat *simple present tense* dalam sebuah deskripsi sangat pendek dan sederhana dan sesuai ciri-cirinya yang benar untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama dan cinta damai.

D. Materi Pembelajaran

Description is kind of writing used for presenting a verbal portrait of a person, or thing

n. Generic structure of the text

Identification :it is to identify the phenomena that to be described.

Description :it is to describe part , qualities, or characteristics

Example of descriptive text about person.

My Father

My father's name is David P. Kent. He is a hardworking man. He works as a government employee.

His body is tall, like my youngest brother. His hair is black and straight, same as mine. He has brown complexion because he likes working under the Sun.

I love talking to my father. He is a wise man who always gives me great advices. We learn about being a hard-worker from him. We love him very much. He is a great father for us.

E. Metode Pembelajaran/ Teknik

Guided Writing

F. Media, Alat, Dan Sumber Pembelajaran

g. Media : scrapbook

h. Alat atau bahan : spidol, laptop dan papan tulis

i. Sumber Belajar : buku pelajaran bahasa inggris kelas VIII dan kamus.

Contoh scrapbook:



G. Langkah-Langkah Pembelajaran

c. Kegiatan Pendahuluan

1. Dimulai dengan berdoa, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti pelajaran.
2. Memberikan apersepsi atau warming up terkait materi yang akan diajarkan
3. Siswa menerima informasi tentang pembelajaran yang akan dipelajari pada hari ini.
4. Guru bertanya tentang hal-hal yang berkaitan dengan *descriptive text*.
5. Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan

d. Kegiatan Inti

Observasi

32. Guru memberikan contoh *descriptive text*
33. Siswa memperhatikan contoh yang diberikan
34. Siswa mengamati guru yang menjelaskan tentang teks yang diberikan.

Tanya Jawab

35. Siswa membuat pertanyaan terkait contoh dan teks yang telah diberikan guru
36. Siswa bertanya tentang jenis dari text yang diberikan.
37. Siswa bertanya arti, tujuan dan generic sturture teks yang diberikan.

Eksplorasi

38. Siswa berdiskusi tentang text yang telah diberikan.
39. Siswa mencoba menerapkan langkah-langkah retorika dari jenis text yang diberikan.
40. Siswa berlatih mengeksplorasi ide dan menuangkannya ke dalam tulisan.

Asosiasi

Sebelum menulis

6. Guru menjelaskan tentang teks deskriptif, meliputi jenis, struktur generik, dan fitur kebahasaan.
7. Guru memperkenalkan konsep teknik waterfall kepada siswa dengan menggunakan Scrapbook.
8. Guru memberikan penjelasan kepada siswa tentang air terjun.
9. Kemudian, guru membuat kalimat atau paragraf berdasarkan ide topik.

Saat menulis

- g. Guru membagi siswa menjadi beberapa kelompok.
- h. Guru meminta siswa membuat waterfall tentang topik yang mereka pilih.
- i. Guru meminta mereka untuk menempelkan tugas mereka pada lembar memo.

Setelah menulis

Setiap kelompok mempresentasikan hasil diskusi mereka tentang topik tersebut di depan kelas

Komunikasi

41. Guru menyimpulkan materi tentang deskriptive text.
42. Guru menjelaskan ulang inti dari materi yang diajarkan dan bertanya tentang kesulitan siswa selama belajar.
43. Guru memberikan umpan balik

Kegiatan penutup

- T. Siswa bersama guru menyampaikan manfaat pembelajaran tentang *descriptive text*
- U. Guru menutup materi pembelajaran dan menyampaikan informasi terkait pembelajaran pada pertemuan selanjutnya.
- V. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran
- W. Guru bersama peserta didik berdoa bersama.

H. Penilaian (instrumen terlampir)

- d. Teknik Penilaian : Tes Tertulis (writing)
- e. Bentuk Instrument : Writing Composition
(deskriptive text)
- f. Topic : Person

Name :

Class :

Instructions:

5. Write your name on answer sheet given!
6. Choose one of the topics of your writing wisely!
7. Make descriptive text around 50-100 words!
8. You are allowed to use dictionary!

Topics:

- U. My father
- V. My mother
- W. My brother
- X. My sister
- Y. My friend

I. Rubick Penilaian

v. Aspek penilaian writing

No	Aspect	Score
1.	Content	13 – 30
2.	Organization	7 – 20
3.	Vocabulary	7 – 20
4.	Language Use	5 – 25
5.	Mechanics	2 – 5

Source: Heaton, J.B. *Writing English Language Tests*.
(Longman Group UK Limited: England, 1988).p. 146.

vi. Penilaian proses (sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Ket
1.	Sikap spiritual	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
2.	Tanggung jawab	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
3.	Peduli				
4.	Kerjasama				
4.	Cinta damai				

vii. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Nama Siswa : Keiza
 Kelas/No.Daftar Hadir : VIII/
 Materi Pokok : Teks deskriptif tentang
 orang
 Tanggal Pengamatan : 10-10-2023

No	Aspek Pengamatan	Skor			
		1	2	3	4
Sikap Spiritual					
1	Berdoa sebelum dan sesudah pembelajaran				
2	Mengucapkan salam sebelum dan sesudah menyampaikan pendapat				

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: 8 Semseter 1

Tahun Ajaran : 2023-2024

Waktu Pengamatan : 60 menit

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

No.	Nama Siswa	Tanggung Jawab				Peduli				Kerjasama				Cinta Damai			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	
4.																	
5.																	

...																	
-----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

$$\text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

A =	80 – 100	:
	Baik Sekali	
B =	70 – 79	:
	Baik	
C =	60 – 69	:
	Cukup	
D =	< 60	:
	Kurang	

viii. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menulis teks deskriptif tentang orang	Tes tertulis	Essay	Tertulis

Guru Bidang Study Bahasa Inggris,


 HasriNanti, S.Pd
 NIP.03.2004.82.00134.1

Bandar Lampung, 10 - 10 2023
 Praktikan,


 Sisky Ayu Ningrum
 NPM : 1911040479



APPENDIX

LESSON PLAN CONTROL CLASS

(Meeting 1)

Education Unit	: Swadhipa Natar Middle School
Subjects	: English
Class/Semester	: VIII/1
Theme	: People
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes
Type of the Text	: Descriptive text
Academic Year	: 2022/2023

Z. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar 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.

AA. Kompetensi Dasar dan Indikator Kompetensi

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
<p>a. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p>	<p>1. Memahami makna descriptive text dan function nya secara baik dan sederhana</p>
<ul style="list-style-type: none"> • Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. • Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. <p>3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsi sosial dari gambar <i>descriptive text</i> , sesuai dengan konteks penggunaannya</p>	<p>2. Menggunakan kalimat simple present tense dalam membuat deskripsi</p>

<p>4. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat, secara pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3. Mengidentifikasi definisi serta structure text dan tujuan dari <i>descriptive text</i> sangat pendek dan sederhana.</p>
<p>4.4 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4. Membuat teks berbentuk <i>descriptive</i> yg berbentuk teks yang sangat pendek dan sederhana.</p>

BB. Tujuan Pembelajaran

Siswa dapat memahami makna *descriptive* dan membuat teks dengan menggunakan kalimat *simple present tense* dalam sebuah deskripsi sangat pendek dan sederhana dan sesuai ciri-cirinya yang benar untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama dan cinta damai.

CC. Materi Pembelajaran

Description is kind of writing used for presenting a verbal portrait of a person, or thing

2.3. **Social function of the descriptive text**

Descriptive text has social function to describe a particular animal about topic pets

Example of descriptive text about person.

My Brother

My brother's name is Charles O. Joy. I call him Charles. He is the youngest child in my family. He is five years younger than me.

I can say that he has fair skin, round brown eyes and small lips. His hair is black and short like our father. He was graduated from English Education Department in University of Pennsylvania a year ago.

He loves music very much. He is very good at playing a guitar. Together with his friends, he plays music and creates songs. I believe that he will be a successful artist in the future.

DD. Metode Pembelajaran/ Teknik

Guided Writing

EE. Media, Alat, Dan Sumber Pembelajaran

14. Media : picture description

15. Alat atau bahan : spidol, laptop dan papan tulis

16. Sumber Belajar : buku pelajaran bahasa inggris kelas VIII dan kamus.

Contoh picture description:

People : Raditya Dika



Raditya Dika was born on Desember 28 1984. He is a writer, Comedian, and an actor. He is one of success people in indonesia, He has 6 million people as his followers in social media (twitter). He also write some books that all of it are best seller, He is an actor in Kambing Jantan Movie, Cinta Brontosaurus, Manusia Setengah Salmon, and Serial Malam Minggu Miko.

He is an easy going man. He has short black hair, His eyebrows are thick, he not so tall, he has white skin and pointed nose. Everyone mentioned that he has two big nostril.

He has three sister and one little brother named Edgar. He always bullying Edgar and get a funny story from that. He also play in Stand Up Comedy that's a serial comedy in TV.

FF. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Dimulai dengan berdoa, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti pelajaran.
2. Memberikan apersepsi atau warming up terkait materi yang akan diajarkan
3. Siswa menerima informasi tentang pembelajaran yang akan dipelajari pada hari ini.
4. Guru bertanya tentang hal-hal yang berkaitan dengan *descriptive text*.
5. Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan

b. Kegiatan Inti

Observasi

- X. Guru memberikan contoh *descriptive text*
- Y. Siswa memperhatikan contoh yang diberikan
- Z. Siswa mengamati guru yang menjelaskan tentang teks yang diberikan.
- AA. Guru mengobservasi kesulitan pada cycle 1
- BB. Guru memberikan solusi atas kesulitan pada cycle 1

Tanya Jawab

- CC. Siswa membuat pertanyaan terkait contoh dan teks yang telah diberikan guru
- DD. Siswa bertanya tentang jenis dari text yang diberikan.
- EE. Siswa bertanya arti, tujuan dan generic sturture teks yang diberikan.

Eksplorasi

- FF. Siswa berdiskusi tentang text yang telah diberikan.
- GG. Siswa mencoba menerapkan langkah-langkah retorika dari jenis text yang diberikan.
- HH. Siswa berlatih mengeksplorasi ide dan menuangkannya ke dalam tulisan.

Asosiasi

Sebelum menulis

- c. Guru menjelaskan tentang teks deskriptif, meliputi jenis, struktur generik, dan fitur kebahasaan.
- d. Guru memperkenalkan konsep teknik waterfall kepada siswa dengan menggunakan Scrapbook.
- e. Guru memberikan penjelasan kepada siswa tentang air terjun.
- f. Kemudian, guru membuat kalimat atau paragraf berdasarkan ide topik.

Saat menulis

1. Guru membagi siswa menjadi beberapa kelompok.
2. Guru meminta siswa membuat waterfall tentang topik yang mereka pilih.
3. Guru meminta mereka untuk menempelkan tugas mereka pada lembar memo.

Setelah menulis

Setiap kelompok mempresentasikan hasil diskusi mereka tentang topik tersebut di depan kelas

Komunikasi

- II. Guru menyimpulkan materi tentang deskriptive text.
- JJ. Guru menjelaskan ulang inti dari materi yang diajarkan dan bertanya tentang kesulitan siswa selama belajar.
- KK. Guru memberikan umpan balik

Kegiatan penutup

- P. Siswa bersama guru menyampaikan manfaat pembelajaran tentang *descriptive text*
- Q. Guru menutup materi pembelajaran dan menyampaikan informasi terkait pembelajaran pada pertemuan selanjutnya.
- R. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran
- S. Guru bersama peserta didik berdoa bersama.

GG. Penilaian (instrumen terlampir)

- 1. Teknik Penilaian : Tes Tertulis (writing)
- 2. Bentuk Instrument : Writing Composition
(deskriptive text)
- 3. Topic : Person

Name :

Class :

Instructions:

- B. Write your name on answer sheet given!
- C. Choose one of the topics of your writing wisely!
- D. Make descriptive text around 50-100 words!
- E. You are allowed to use dictionary!

Topics:

- P. My father
- Q. My mother
- R. My brother
- S. My sister
- T. My friend

HH. Rubick Penilaian

i. Aspek penilaian writing

No	Aspect	Score
1.	Content	13 – 30
2.	Organization	7 – 20
3.	Vocabulary	7 – 20
4.	Language Use	5 – 25
5.	Mechanics	2 – 5

Source: Heaton, J.B. *Writing English Language Tests*.
(Longman Group UK Limited: England, 1988).p. 146.

ii. Penilaian proses (sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Ket
1.	Sikap spiritual	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
2.	Tanggung jawab	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
3.	Peduli				
4.	Kerjasama				
4.	Cinta damai				

iii. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Nama Siswa : Keiza
 Kelas/No.Daftar Hadir : VIII/
 Materi Pokok : Teks deskriptif tentang
 orang
 Tanggal Pengamatan : 11-10-2023

No	Aspek Pengamatan	Skor			
		1	2	3	4
Sikap Spiritual					
1	Berdoa sebelum dan sesudah pembelajaran				
2	Mengucapkan salam sebelum dan sesudah menyampaikan pendapat				

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: 8 Semseter 1

Tahun Ajaran : 2023-2024

Waktu Pengamatan : 60 menit

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

No	Nama Siswa	Tanggung Jawab				Peduli				Kerjasama				Cinta Damai			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	

4.																			
5.																			
...																			

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

$$\text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

A = 80 – 100 :

Baik Sekali

B = 70 – 79 :

Baik

C = 60 – 69 :

Cukup

D = < 60 :

Kurang

iv. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menulis teks deskriptif tentang orang	Tes tertulis	Essay	Tertulis

Mengetahui,
Kepala Sekolah SMP Swadhipa Natar

Guru Bidang Study Bahasa Inggris,

Bandar Lampung, 11 - 10 2023
Praktikan,

Hasrivanti, S.Pd
NIY.03.2004.82.00134

Sasky Ayu Ningrum
NPM : 1911040479



Mengetahui,
Kepala Sekolah SMP Swadhipa Natar
Andivanto, S.Ag.
1994.69.00119.1

APPENDIX

LESSON PLAN CONTROL CLASS

(Meeting 2)

Education Unit	: Swadhipa Natar Middle School
Subjects	: English
Class/Semester	: VIII/1
Theme	: People
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes
Type of the Text	: Descriptive text
Academic Year	: 2022/2023

II. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar 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.

JJ. Kompetensi Dasar dan Indikator Kompetensi

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
<p>4. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p>	<p>5. Memahami makna descriptive text dan function nya secara baik dan sederhana</p>
<p>4. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>5. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsi sosial dari gambar <i>descriptive text</i>, sesuai dengan konteks penggunaannya</p>	<p>6. Menggunakan kalimat simple present tense dalam membuat deskripsi</p>

<p>4. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat, secara pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>7. Mengidentifikasi definisi serta structure text dan tujuan dari <i>descriptive text</i> sangat pendek dan sederhana.</p>
<p>4.4 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>8. Membuat teks berbentuk <i>descriptive</i> yg berbentuk teks yang sangat pendek dan sederhana.</p>

KK. Tujuan Pembelajaran

Siswa dapat memahami makna *descriptive* dan membuat teks dengan menggunakan kalimat *simple present tense* dalam sebuah deskripsi sangat pendek dan sederhana dan sesuai ciri-cirinya yang benar untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama dan cinta damai.

LL. Materi Pembelajaran

Description is kind of writing used for presenting a verbal portrait of a person, or thing

LL. Generic structure of the text

Identification :it is to identify the phenomena that to be described.

Description :it is to describe part , qualities, or characteristics

Example of descriptive text about person.

My Grandmother

I have a grandmother, her name is Mary M. Lewis. I usually called her Granny Mary.

Her hair isn't gray like other grandmothers, but blonde. Her body is quite short, about 5' 1". She has brown and bit wrinkly skin.

Granny Mary lives in a house with my uncle and aunt. I visit her twice a week. I think she is not that old, because she is 70 years old. However, she still looks fit and strong.

She usually goes to the backyard to help my uncle. Sometimes, I go to the backyard with my brother as well and help her pick flowers. We love our grandmother so much.

**MM. Metode Pembelajaran/ Teknik
Guided Writing**

NN. Media, Alat, Dan Sumber Pembelajaran

C. Media : picture description

D. Alat atau bahan : spidol, laptop dan papan tulis


E. Sumber Belajar : buku pelajaran bahasa inggris kelas VIII dan kamus.

Contoh picture description:

Social Function : **Descriptive**
TO DESCRIBE A PARTICULAR PERSON, PLACE OR THING

Identification

Description



DIAN SASTROWARDOYO

Dian Sastrowardoyo is a smart and beautiful Indonesian movie star at present.

Her complete name is Diandra Paramitha Sastrowardoyo. She was born on March 16, 1982. She is slim and beautiful.

Besides beautiful, Dian is also smart. At this moment, she is a student of University of Indonesia, Faculty of Philosophy.

Dian plays in many famous movies such as *Ada Apa dengan Cinta*, *Pasir Berbisik*, *Banyu Biru*, *Ungu Violet*, and *Dunia Tanpa Koma*. She is also a star of commercials such as Lux and Panasonic.

Although she is busy with her activities, she does not forget her study. Indeed, Dian is not only beautiful, but also smart.

OO. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan

1. Dimulai dengan berdoa, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti pelajaran.
2. Memberikan apersepsi atau warming up terkait materi yang akan diajarkan
3. Siswa menerima informasi tentang pembelajaran yang akan dipelajari pada hari ini.
4. Guru bertanya tentang hal-hal yang berkaitan dengan *descriptive text*.
5. Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan

2. Kegiatan Inti

Observasi

- o. Guru memberikan contoh *descriptive text*
- p. Siswa memperhatikan contoh yang diberikan
- q. Siswa mengamati guru yang menjelaskan tentang teks yang diberikan.
- r. Guru mengobservasi permasalahan pada cycle 1 dan diselesaikan pada cycle 2

Tanya Jawab

- s. Siswa membuat pertanyaan terkait contoh dan teks yang telah diberikan guru
- t. Siswa bertanya tentang jenis dari text yang diberikan.
- u. Siswa bertanya arti, tujuan dan generic sturture teks yang diberikan.

Eksplorasi

- v. Siswa berdiskusi tentang text yang telah diberikan.
- w. Siswa mencoba menerapkan langkah-langkah retorika dari jenis text yang diberikan.
- x. Siswa berlatih mengeksplorasi ide dan menuangkannya ke dalam tulisan.

Asosiasi

Sebelum menulis

- b. Guru menjelaskan tentang teks deskriptif, meliputi jenis, struktur generik, dan fitur kebahasaan.
- c. Guru memperkenalkan konsep teknik waterfall kepada siswa dengan menggunakan Scrapbook.
- d. Guru memberikan penjelasan kepada siswa tentang air terjun.
- e. Kemudian, guru membuat kalimat atau paragraf berdasarkan ide topik.

Saat menulis

- a. Guru membagi siswa menjadi beberapa kelompok.
- b. Guru meminta siswa membuat waterfall tentang topik yang mereka pilih.
- c. Guru meminta mereka untuk menempelkan tugas mereka pada lembar memo.

Setelah menulis

Setiap kelompok mempresentasikan hasil diskusi mereka tentang topik tersebut di depan kelas

Komunikasi

- y. Guru menyimpulkan materi tentang deskriptive text.
- z. Guru menjelaskan ulang inti dari materi yang diajarkan dan bertanya tentang kesulitan siswa selama belajar.
- aa. Guru memberikan umpan balik

Kegiatan penutup

- T. Siswa bersama guru menyampaikan manfaat pembelajaran tentang *descriptive text*
- U. Guru menutup materi pembelajaran dan menyampaikan informasi terkait pembelajaran pada pertemuan selanjutnya.
- V. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran
- W. Guru bersama peserta didik berdoa bersama.

PP. Penilaian (instrumen terlampir)

- h. Teknik Penilaian : Tes Tertulis (writing)
- i. Bentuk Instrument : Writing Composition
(deskriptive text)
- j. Topic : Person

Name :

Class :

Instructions:

- 2.4. Write your name on answer sheet given!
- 2.5. Choose one of the topics of your writing wisely!
- 2.6. Make descriptive text around 50-100 words!

2.7. You are allowed to use dictionary!

Topics:

- U. My father
- V. My mother
- W. My brother
- X. My sister
- Y. My friend

QQ. Rubick Penilaian

1. Aspek penilaian writing

No	Aspect	Score
1.	Content	13 – 30
2.	Organization	7 – 20
3.	Vocabulary	7 – 20
4.	Language Use	5 – 25
5.	Mechanics	2 – 5

Source: Heaton, J.B. *Writing English Language Tests*.
(Longman Group UK Limited: England, 1988).p. 146.

2. Penilaian proses (sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Ket
----	--------------------	------------------	-----------------	---------------------	-----

1.	Sikap spiritual	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
2.	Tanggung jawab	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
3.	Peduli				
4.	Kerjasama				
4.	Cinta damai				

3. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Nama Siswa : Cika
 Kelas/No.Daftar Hadir : VIII/
 Materi Pokok : Teks deskriptif tentang orang
 Tanggal Pengamatan : 13-10-2023

No	Aspek Pengamatan	Skor			
		1	2	3	4
	Sikap Spiritual				
1	Berdoa sebelum dan sesudah pembelajaran				
2	Mengucapkan salam sebelum dan sesudah menyampaikan pendapat				

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: 8 Semseter 1

Tahun Ajaran : 2023-2024

Waktu Pengamatan : 60 menit

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

No	Nama Siswa	Tanggung Jawab				Peduli				Kerjasama				Cinta Damai			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

	a																		
1.																			
2.																			
3.																			
4.																			
5.																			
...																			

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

$$\text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

A = 80 – 100 :

Baik Sekali

B = 70 – 79 :

Baik

C = 60 – 69 :

Cukup

D = < 60 :

Kurang

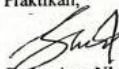
4. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menulis teks	Tes tertulis	Essay	Tertulis

deskriptif tentang orang			
--------------------------	--	--	--

Guru Bidang Study Bahasa Inggris,

Bandar Lampung, 11 - 10 2023
Praktikan,

Hasrivanti, S.Pd

Sasky Ayu Ningrum

NIY.03.2004.82.00134

NPM : 1911040479



Mengetahui,
Kepala Sekolah SMP Swadhipa Natar

Hasrivanti, S.Ag.
1994.69.00119.1

APPENDIX**LESSON PLAN CONTROL CLASS****(Meeting 3)**

Education Unit	: Swadhipa Natar Middle School
Subjects	: English
Class/Semester	: VIII/1
Theme	: People
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes
Type of the Text	: Descriptive text
Academic Year	: 2022/2023

RR. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4: Mengolah, menyaji, dan menalar 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.

SS. Kompetensi Dasar dan Indikator Kompetensi

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
<p>a. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p>	<p>9. Memahami makna descriptive text dan function nya secara baik dan sederhana</p>
<ul style="list-style-type: none"> • Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. • Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. <p>1. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan fungsi sosial dari gambar <i>descriptive text</i> , sesuai dengan konteks penggunaannya</p>	<p>10. Menggunakan kalimat simple present tense dalam membuat deskripsi</p>

<p>4. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat, secara pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>11. Mengidentifikasi definisi serta structure text dan tujuan dari <i>descriptive text</i> sangat pendek dan sederhana.</p>
<p>4.4 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>12. Membuat teks berbentuk <i>descriptive</i> yg berbentuk teks yang sangat pendek dan sederhana.</p>

TT. Tujuan Pembelajaran

Siswa dapat memahami makna *descriptive* dan membuat teks dengan menggunakan kalimat *simple present tense* dalam sebuah deskripsi sangat pendek dan sederhana dan sesuai ciri-cirinya yang benar untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama dan cinta damai.

UU. Materi Pembelajaran

Description is kind of writing used for presenting a verbal portrait of a person, or thing

2.8. **Social function of the descriptive text**

Descriptive text has social function to describe a particular animal about topic pets

Example of descriptive text about person.

My Brother

My brother's name is Charles O. Joy. I call him Charles. He is the youngest child in my family. He is five years younger than me.

I can say that he has fair skin, round brown eyes and small lips. His hair is black and short like our father. He was graduated from English Education Department in University of Pennsylvania a year ago.

He loves music very much. He is very good at playing a guitar. Together with his friends, he plays music and creates songs. I believe that he will be a successful artist in the future.

VV. Metode Pembelajaran/ Teknik

Guided Writing

WW. Media, Alat, Dan Sumber Pembelajaran

- 17. Media : picture description
- 18. Alat atau bahan : spidol, laptop dan papan tulis
- 19. Sumber Belajar : buku pelajaran bahasa inggris kelas VIII dan kamus.

Contoh picture description:

Contoh Descriptive Text tentang Seseorang

Introduction Jennifer is my childhood friend.

Description We were neighbour and we always went to the same school. Jennifer is shorter than me and is wearing a pair of glasses. She has blonde hair and pointed nose, just like her mother. Her favourite food is sate and fried rice. We often played some video games together in her house. Sometimes, we love to cycled around neighborhood. We're still best friends until today. Even when she lives abroad, we still keep in touch. 

XX. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Dimulai dengan berdoa, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti pelajaran.
2. Memberikan apersepsi atau warming up terkait materi yang akan diajarkan
3. Siswa menerima informasi tentang pembelajaran yang akan dipelajari pada hari ini.
4. Guru bertanya tentang hal-hal yang berkaitan dengan *descriptive text*.
5. Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan

b. Kegiatan Inti

Observasi

- MM. Guru memberikan contoh *descriptive text*
- NN. Siswa memperhatikan contoh yang diberikan
- OO. Siswa mengamati guru yang menjelaskan tentang teks yang diberikan.
- PP. Guru mengobservasi kesulitan pada cycle 1
- QQ. Guru memberikan solusi atas kesulitan pada cycle 1

Tanya Jawab

- RR. Siswa membuat pertanyaan terkait contoh dan teks yang telah diberikan guru
- SS. Siswa bertanya tentang jenis dari text yang diberikan.
- TT. Siswa bertanya arti, tujuan dan generic sturture teks yang diberikan.

Eksplorasi

- UU. Siswa berdiskusi tentang text yang telah diberikan.
- VV. Siswa mencoba menerapkan langkah-langkah retorika dari jenis text yang diberikan.
- WW. Siswa berlatih mengeksplorasi ide dan menuangkannya ke dalam tulisan.

Asosiasi

Sebelum menulis

- a. Guru menjelaskan tentang teks deskriptif, meliputi jenis, struktur generik, dan fitur kebahasaan.
- b. Guru memperkenalkan konsep teknik waterfall kepada siswa dengan menggunakan Scrapbook.
- c. Guru memberikan penjelasan kepada siswa tentang air terjun.
- d. Kemudian, guru membuat kalimat atau paragraf berdasarkan ide topik.

Saat menulis

5. Guru membagi siswa menjadi beberapa kelompok.
6. Guru meminta siswa membuat waterfall tentang topik yang mereka pilih.
7. Guru meminta mereka untuk menempelkan tugas mereka pada lembar memo.

Setelah menulis

Setiap kelompok mempresentasikan hasil diskusi mereka tentang topik tersebut di depan kelas

Komunikasi

- XX. Guru menyimpulkan materi tentang deskriptive text.
 YY. Guru menjelaskan ulang inti dari materi yang diajarkan dan bertanya tentang kesulitan siswa selama belajar.
 ZZ. Guru memberikan umpan balik

Kegiatan penutup

- X. Siswa bersama guru menyampaikan manfaat pembelajaran tentang *descriptive text*
 Y. Guru menutup materi pembelajaran dan menyampaikan informasi terkait pembelajaran pada pertemuan selanjutnya.
 Z. Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran
 AA. Guru bersama peserta didik berdoa bersama.

YY. Penilaian (instrumen terlampir)

5. Teknik Penilaian : Tes Tertulis (writing)
 6. Bentuk Instrument : Writing Composition
 (deskriptive text)
 7. Topic : Person

Name :

Class :

Instructions:

- F. Write your name on answer sheet given!
 G. Choose one of the topics of your writing wisely!
 H. Make descriptive text around 50-100 words!
 I. You are allowed to use dictionary!

Topics:

- Z. My father
- AA. My mother
- BB. My brother
- CC. My sister
- DD. My friend

ZZ. Rubick Penilaian

i. Aspek penilaian writing

No	Aspect	Score
1.	Content	13 – 30
2.	Organization	7 – 20
3.	Vocabulary	7 – 20
4.	Language Use	5 – 25
5.	Mechanics	2 – 5

Source: Heaton, J.B. *Writing English Language Tests*.
(Longman Group UK Limited: England, 1988).p. 146.

ii. Penilaian proses (sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Ket
1.	Sikap spiritual	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
2.	Tanggung jawab	Pengamatan	Proses	Rubrik dan lembar Pengamatan	
3.	Peduli				
4.	Kerjasama				
4.	Cinta damai				

iii. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Nama Siswa : Cika
 Kelas/No.Daftar Hadir : VIII/
 Materi Pokok : Teks deskriptif tentang
 orang
 Tanggal Pengamatan : 13-10-2023

No	Aspek Pengamatan	Skor			
		1	2	3	4
Sikap Spiritual					
1	Berdoa sebelum dan sesudah pembelajaran				
2	Mengucapkan salam sebelum dan sesudah menyampaikan pendapat				

Mata Pelajaran : Bahasa Inggris

Kelas/Semester: 8 semseter 1

Tahun Ajaran : 2023-2024

Waktu Pengamatan : 60 menit

Berilah nilai 4,3,2,1 pada kolom-kolom sesuai hasil pengamatan.

No	Nama Siswa	Tanggung Jawab				Peduli				Kerjasama				Cinta Damai			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	
4.																	

5.																			
...																			

Keterangan :

4 = amat baik

3 = baik

2 = cukup

1 = kurang

$$\text{Nilai} = \frac{\sum \text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Kriteria Nilai

A = 80 – 100 :

Baik Sekali

B = 70 – 79 :

Baik

C = 60 – 69 :

Cukup

D = < 60 :

Kurang

iv. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menulis teks deskriptif tentang orang	Tes tertulis	Essay	Tertulis

Guru Bidang Study Bahasa Inggris,

Bandar Lampung, 11 - 10 2023
Praktikan,

Hasriyanti, S.Pd

NIY.03.2004.82.001334.1

Sasky Ayu Ningrum

NPM : 1911040479



Mengetahui,
Kepala Sekolah SMP Swadhipa Natar

Hasriyanti, S.Ag.
1994.69.00119.1

APPENDIX 8**Result of Frequency SPSS****Statistics**

Pre-test experimental class

N	Valid	20
	Missing	0
Mean		58.18
Std. Error of Mean		1.155
Median		59.50
Mode		61
Std. Deviation		5.164
Variance		26.665
Range		18
Minimum		48
Maximum		65
Sum		1164

Pre-test experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	48	1	5.0	5.0	5.0	
	50	1	5.0	5.0	10.0	
	51	1	5.0	5.0	15.0	
	53	2	10.0	10.0	25.0	
	56	1	5.0	5.0	30.0	
	57	2	10.0	10.0	40.0	
	59	2	10.0	10.0	50.0	
	60	1	5.0	5.0	55.0	
	61	3	15.0	15.0	70.0	
	62	2	10.0	10.0	80.0	
	64	1	5.0	5.0	85.0	
	64	1	5.0	5.0	90.0	
	65	1	5.0	5.0	95.0	
	65	1	5.0	5.0	100.0	
	Total		20	100.0	100.0	

Statistics

Pre-test control class

N	Valid	20
	Missing	0
Mean		44.63
Std. Error of Mean		.812
Median		46.00
Mode		41
Std. Deviation		3.631
Variance		13.181
Range		12
Minimum		39
Maximum		50
Sum		893

Pre-test control class

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	39	1	5.0	5.0	5.0	
	39	1	5.0	5.0	10.0	
	41	5	25.0	25.0	35.0	
	44	1	5.0	5.0	40.0	
	44	1	5.0	5.0	45.0	
	46	4	20.0	20.0	65.0	
	47	1	5.0	5.0	70.0	
	47	1	5.0	5.0	75.0	
	49	2	10.0	10.0	85.0	
	49	2	10.0	10.0	95.0	
	50	1	5.0	5.0	100.0	
	Total		20	100.0	100.0	

Statistics

Post-test experimental class

N	Valid	20
	Missing	0
Mean		67.93
Std. Error of Mean		1.237
Median		68.25
Mode		70
Std. Deviation		5.530
Variance		30.586
Range		22
Minimum		59
Maximum		81
Sum		1359

Post-test experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	59	1	5.0	5.0	5.0	
	61	2	10.0	10.0	15.0	
	64	2	10.0	10.0	25.0	
	64	2	10.0	10.0	35.0	
	66	1	5.0	5.0	40.0	
	67	1	5.0	5.0	45.0	
	68	1	5.0	5.0	50.0	
	69	2	10.0	10.0	60.0	
	70	3	15.0	15.0	75.0	
	71	1	5.0	5.0	80.0	
	72	1	5.0	5.0	85.0	
	73	1	5.0	5.0	90.0	
	78	1	5.0	5.0	95.0	
	81	1	5.0	5.0	100.0	
	Total		20	100.0	100.0	

Statistics

Post-test control class

N	Valid	20
	Missing	0
Mean		62.60
Std. Error of Mean		.786
Median		62.25
Mode		61
Std. Deviation		3.515
Variance		12.358
Range		13
Minimum		57
Maximum		69
Sum		1252

Post-test control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	5.0	5.0	5.0
	57	1	5.0	5.0	10.0
	58	1	5.0	5.0	15.0
	60	1	5.0	5.0	20.0
	61	6	30.0	30.0	50.0
	64	2	10.0	10.0	60.0
	64	3	15.0	15.0	75.0
	67	3	15.0	15.0	90.0
	68	1	5.0	5.0	95.0
	69	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

APPENDIX 9

Result of Normality Test SPSS

Case Processing Summary

	Test	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Score of Writing	Pre-Test Experimental Class	20	100.0%	0	0.0%	20	100.0%
	Pre-Test Control Class	20	100.0%	0	0.0%	20	100.0%
	Post-Test Experimental Class	20	100.0%	0	0.0%	20	100.0%
	Post-Test Control Class	20	100.0%	0	0.0%	20	100.0%

Descriptives

Test				Statistic	Std. Error	
Score of Writing	Pre-Test Experimental Class	Mean		58.18	1.155	
		95% Confidence Interval for Mean	Lower Bound	55.76		
			Upper Bound	60.59		
		5% Trimmed Mean		58.39		
		Median		59.50		
		Variance		26.665		
		Std. Deviation		5.164		
		Minimum		48		
		Maximum		65		
		Range		18		
		Interquartile Range		8		
		Skewness		-.616	.512	
		Kurtosis		-.655	.992	
		Pre-Test Control Class	Mean		44.63	.812
			95% Confidence Interval for Mean	Lower Bound	42.93	
				Upper Bound	46.32	
			5% Trimmed Mean		44.67	
			Median		46.00	
	Variance			13.181		
	Std. Deviation			3.631		
	Minimum			39		
	Maximum			50		
	Range			12		
	Interquartile Range			7		
	Skewness			-.218	.512	
	Kurtosis			-1.314	.992	
	Post-Test Experimental Class		Mean		67.93	1.237
			95% Confidence Interval for Mean	Lower Bound	65.34	
				Upper Bound	70.51	
			5% Trimmed Mean		67.69	
			Median		68.25	
		Variance		30.586		
		Std. Deviation		5.530		
		Minimum		59		
		Maximum		81		
		Range		22		
		Interquartile Range		7		
		Skewness		.584	.512	
		Kurtosis		.393	.992	
		Post-Test Control Class	Mean		62.60	.786
			95% Confidence Interval for Mean	Lower Bound	60.95	
				Upper Bound	64.25	
5% Trimmed Mean				62.58		
Median				62.25		
Variance			12.358			
Std. Deviation			3.515			
Minimum			57			
Maximum			69			
Range			13			
Interquartile Range			5			
Skewness			-.013	.512		
Kurtosis			-.658	.992		

Tests of Normality

Test		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score of Writing	Pre-Test Experimental Class	.163	20	.168	.929	20	.147
	Pre-Test Control Class	.198	20	.040	.917	20	.088
	Post-Test Experimental Class	.111	20	.200 [*]	.962	20	.592
	Post-Test Control Class	.175	20	.108	.950	20	.372

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Score of Writing Stem-and-Leaf Plot for
Test= Pre-Test Experimental Class

Frequency	Stem & Leaf
1.00	4 . 7
4.00	5 . 0122
5.00	5 . 66699
9.00	6 . 011111344
1.00	6 . 5

Stem width: 10
Each leaf: 1 case(s)

Score of Writing Stem-and-Leaf Plot for
Test= Pre-Test Control Class

Frequency	Stem & Leaf
2.00	3 . 89
7.00	4 . 1111134
10.00	4 . 6666678899
1.00	5 . 0

Stem width: 10

Each leaf: 1 case(s)

Score of Writing Stem-and-Leaf Plot for
Test= Post-Test Experimental Class

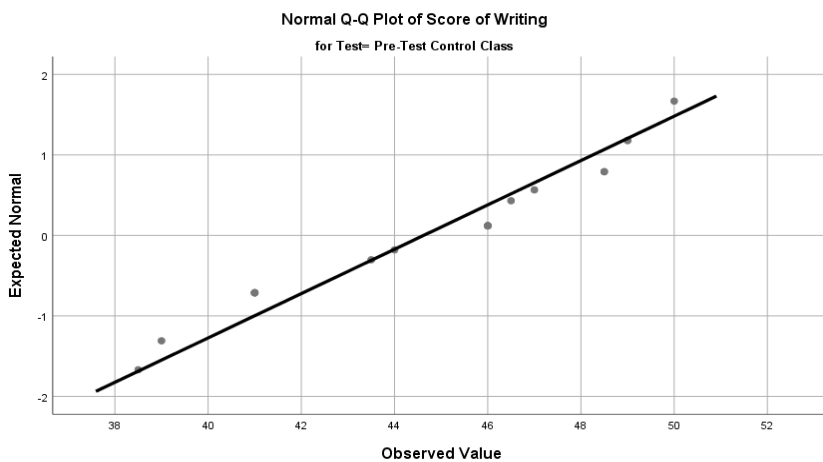
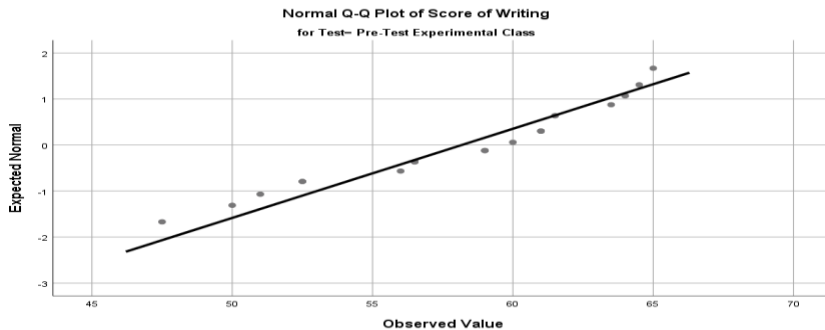
Frequency	Stem &	Leaf
1.00	5 .	9
6.00	6 .	113344
5.00	6 .	66799
6.00	7 .	000123
1.00	7 .	7
1.00	Extremes	(>=81)

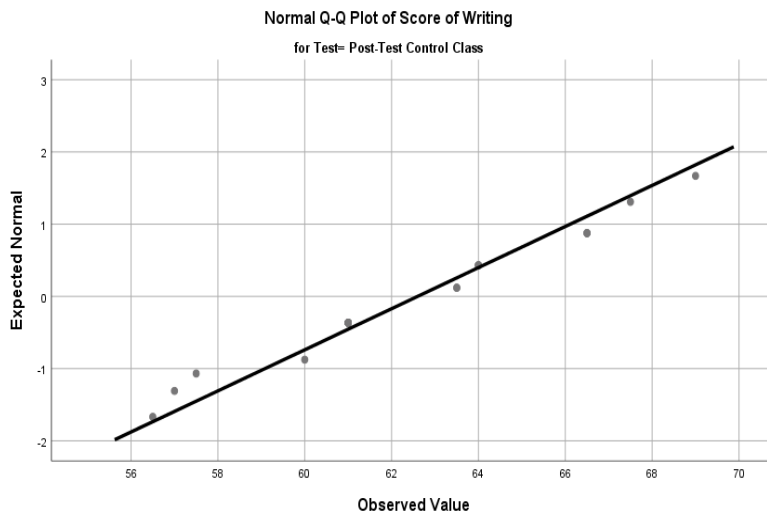
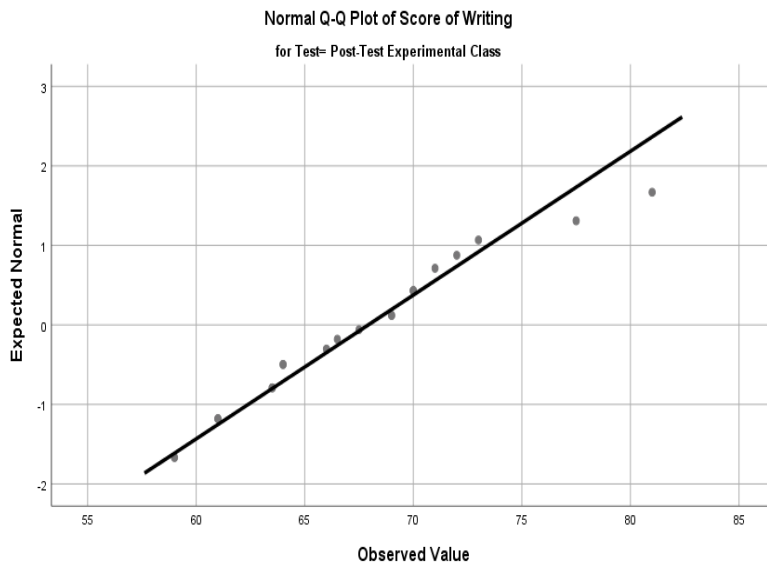
Stem width: 10
Each leaf: 1 case(s)

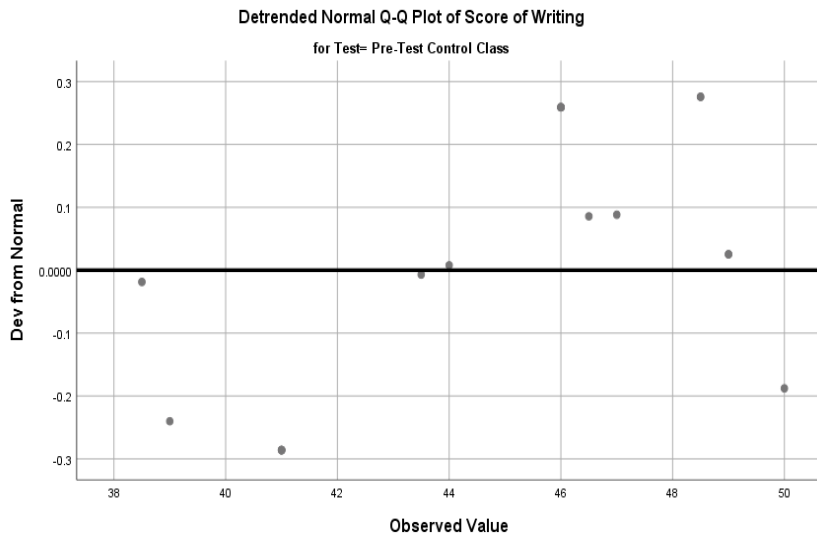
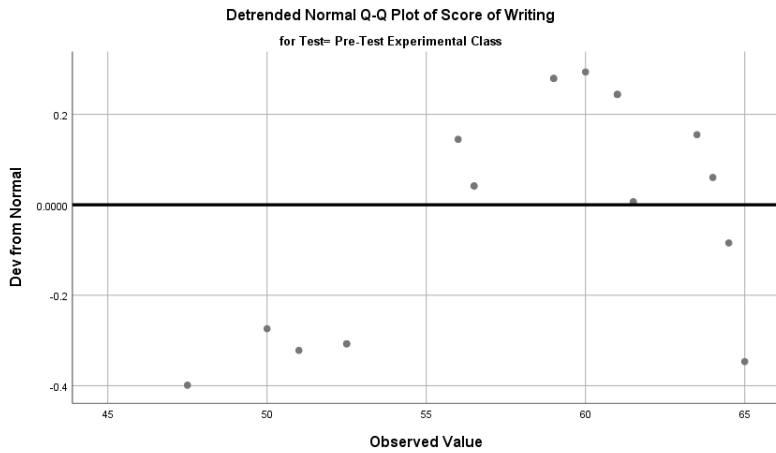
Score of Writing Stem-and-Leaf Plot for
Test= Post-Test Control Class

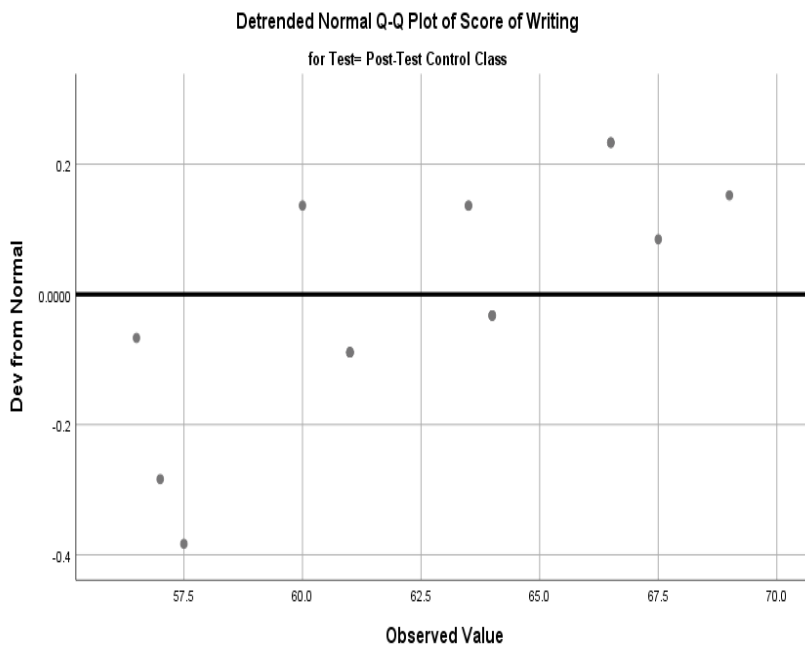
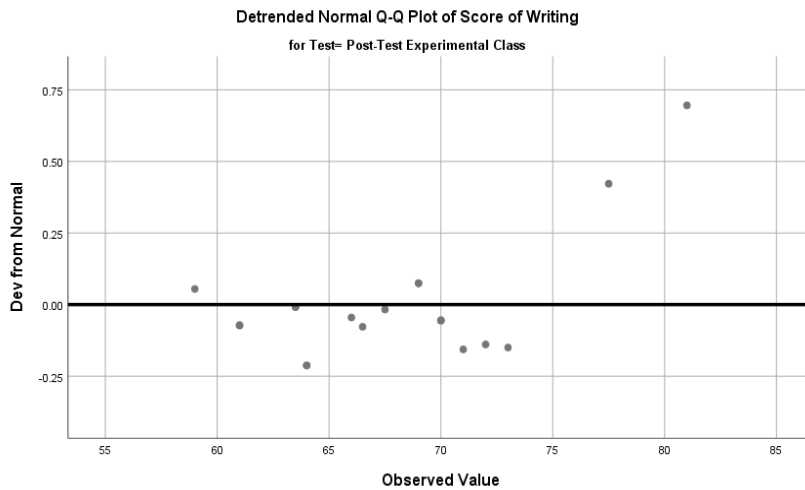
Frequency	Stem &	Leaf
3.00	5 .	677
12.00	6 .	011111133444
5.00	6 .	66679

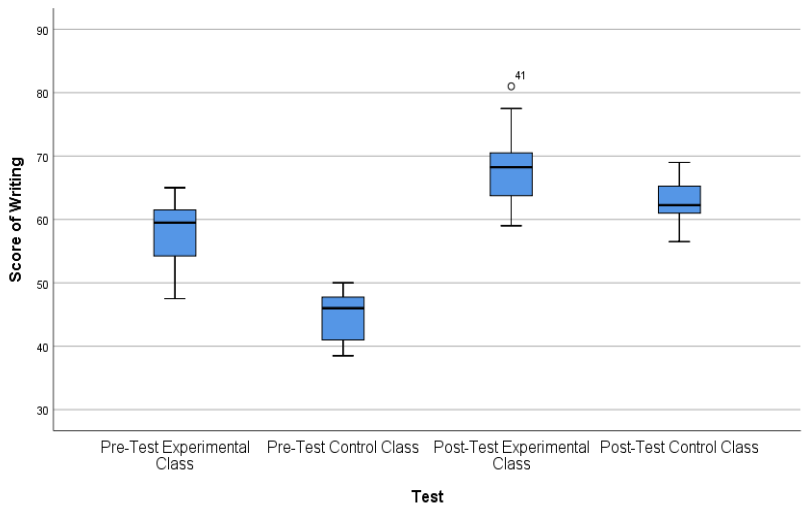
Stem width: 10
Each leaf: 1 case(s)











APPENDIX 10

Result of Homogeneity Test SPSS

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score of Writing	Based on Mean	1.822	3	76	.150
	Based on Median	1.405	3	76	.248
	Based on Median and with adjusted df	1.405	3	64.889	.249
	Based on trimmed mean	1.733	3	76	.167

ANOVA

Score of Writing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5962.959	3	1987.653	96.033	.000
Within Groups	1573.013	76	20.698		
Total	7535.972	79			

APPENDIX 11

Result of Independent Sample T-Test SPSS

Group Statistics

Test		N	Mean	Std. Deviation	Std. Error Mean
Score of Writing	Pre-Test Experimental Class	20	58.18	5.164	1.155
	Pre-Test Control Class	20	44.63	3.631	.812

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score of Writing	Equal variances assumed	2.556	.118	9.600	38	.000	13.550	1.411	10.693	16.407
	Equal variances not assumed			9.600	34.095	.000	13.550	1.411	10.682	16.418

APPENDIX 12

Research Documentation

Treatment Experimental Class



Pre-test Experimental Class





Treatment Control Class



Pre-test Control Class







my name is Nur'aini. I live
with my Family. I have a
two younger sister. I live
with my Father, my Mother
and my aunt. I Love with
my family.



- Kerza
- Maesya
- Mentari
- Rana
- ixc



ZAIM WONG'S FAMILY.

He is an actor. He use a hat. He as white skin. He looks happy. He has a sharp nose. And he has a wife named Paula. She is beautiful and has long hair. They have two sons named kiano and kenzo. They are a happy family.



Baim Wong's Family

He is an actor. He use a hat. Baim Wong has two sons. has a wife named Paula. Paula is a Model. The first child was named Fiano. The second child is named Kenzo. Baim Wong's family was riding in the car. Baim Wong's family looks happy. Wong's good wife has long and colored hair. Baim Wong's family has white skin.

Nama Kelompok :

Bunga Lorenza
Suci Ambarwati
Ropha NS sur-sa Ningsi
Adha Nadiva Ulya

Baim Wong's Family



He is An Actor. He Use a hat. He have Wife, She Name is Paula. He has two Son, And the Name is Kiano and Kenzo. She have husband, he Name is Baim Wong. They Skin is White. He drive a car. She hair is black and brown. She use Sunglass

Nama kelompok: Hasna, Valen

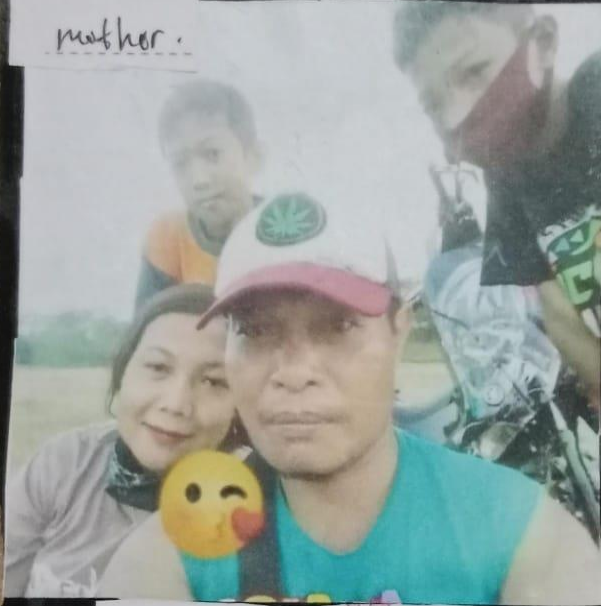


⇒ I will describe this picture.

In this picture is one famous family in Indonesia, that is Atta Halilintar family. In the picture there is Atta's wife named Aurel Hermansyah and their child named Ameena Hana Nur Atta.



my name is Pio . I'am
twelve years old . I have one brother
I live with my father and my
mother .



Usually I and my family
spend time every one day to one
week . I love my family .

Post-test experimental class

Nuraini
DF

My Family

With my family I have a
Two younger sister. I live with my
Father my mother and my aunty love
With my Family.

R1	R2
C : 18	C : 18
O : 13	O : 13
V : 14	V : 14
Lu : 11	Lu : 13
m : 2	m : 2
<hr/>	<hr/>
84	60

\$50

Post-test Control Class

adha radia ulia.
kelas : 89.

Baim Wong's Family

He is an actor. he use a hat, wide smiling mouth. Baim Wong has a wife named Paula.

Paula has long hair.

Baim Wong and Paula have two sons and boys who don't have hair.

Baim's wife wear black glasses.

R1

C : 18
O : 12
V : 14
Lu : 9
M : 2

55.

R2.

C : 20
O : 12
V : 14
Lu : 9
M : 2

58

5615

Nama : Suci ombor wat

Kelas : X g

BAM WANG'S FAMILY

He is an actor. He use a hat he has two son. He have wife, she nam a is Paula, he white skin.

She is an model she is black, she's a mother, he has two son. and the nama is Eiana and Kanza, he white skin he have husband the nome bam he is children actor and model, they have white skin they are bold. they are a happy family.

R1

$$\begin{array}{r} c : 23 \\ o : 15 \\ v : 16 \\ Lu : 11 \\ m : 3 \\ \hline 62 \end{array}$$

R2

$$\begin{array}{r} c : 23 \\ o : 15 \\ v : 15 \\ Lu : 14 \\ m : 3 \\ \hline 70 \end{array}$$

69

Baim wong's Family.

Bunga Lorenza. kelas 8g.

He is an actor. He use a hat. Baim wong has two sons, has a wife name paula. Paula is a model, the first child was named kiano. the second child is named kenzo.

Baim wong's family was riding in the car
Baim wong's family looks happy. wong's good wife has long and colored hair. Baim wong's family has white skin.

R1	R2
C : 20	C : 22
O : 13	O : 14
V : 16	V : 16
Lu : 10	Lu : 10
m : 3	m : 3
<hr/> 62	<hr/> 65

63,5

Surat Balasan Riset



YAYASAN SWADAYA HIMPUNAN PEMUDA (SWADHIPA)

SMP SWADHIPA 1 NATAR**STATUS : TERAKREDITASI "B"**

NDS : L01032012 NIS. 200730 NSS : 202120133084 NPSN : 10810372

Jl. Swadhipa No. 217 Bumisari Natar Lampung Selatan e-mail : smpswadhipa1ok@gmail.com

**SURAT KETERANGAN****Nomor : 420 / 05D / IV.02 / SMP SWD.1 NTR / X / 2023**

Berdasarkan surat Fakultas Tarbiyah dan keguruan Universitas Islam Negeri Raden Intan Lampung Nomor : B-11.722.Un.16/DT/PP.009.7/10/2023 tentang Izin Penelitian di SMP Swadhipa 1 Natar Lampung Selatan menerangkan dengan sesungguhnya bahwa :

N a m a	: SASKY AYU NINGRUM
NPM	: 1911040479
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)

Benar telah melaksanakan penelitian / riset di sekolah kami, untuk kepentingan penulisan Skripsi yang berjudul :

" The Influence Of Scrapbook Towards Students Writing Ability Of Descriptive Text In The First Semester Of The Eighth Students In One Private Junior High Schools In Natar In The Academic Year Op 2023/2024 "

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Natar, 14 Oktober 2023

Kepala SMP Swadhipa 1 Natar

Kurikulum



ERWAN ROBI, S.Pd

Turnitin

THE INFLUENCE OF
SCRAPBOOK TOWARDS
STUDENTS' WRITING ABILITY
IN DESCRIPTIVE TEXT AT THE
FIRST SEMESTER OF THE
EIGHTH GRADE OF SMP
SWADIPHA NATAR IN
ACADEMIC YEAR 2023/2024

Submission date: 28-Dec-2023 02:47:01 PM by Perpustakaan Pusat

Submission ID: 2265247738

File name: TURNITIN-SASKY_AYU_NINGRUM.docx (530.63K)

Word count: 18032

Character count: 94685

THE INFLUENCE OF SCRAPBOOK TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP SWADIPHA NATAR IN ACADEMIC YEAR 2023/2024

ORIGINALITY REPORT



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