

AN UNDERGRADUATED THESIS

**USING INDEX CARD MATCH STRATEGY TO IMPROVE
DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA'UL ULUM
SEPUTIH AGUNG CENTRAL LAMPUNG**



**By :
MUNIRUL UMAM
Student Number : 14121767**

Tarbiyah and Teaching Training Faculty

English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO

1440 H / 2019 M

USING INDEX CARD MATCH STRATEGY TO IMPROVE
DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA'UL ULUM
SEPUTIH AGUNG CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

Written By:
MUNIRUL UMAM
14121767

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Dr. Mahrus As'ad, M.Ag
Co-Sponsor : Ahmad Subhan Roza, M.Pd

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1440 H / 2019 M

**USING INDEX CARD MATCH STRATEGY TO IMPROVE
DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA'UL ULUM
SEPUTIH AGUNG CENTRAL LAMPUNG**

ABSTRACT

By:

MUNIRUL UMAM

This research was aimed at detecting the influence of using Index card match toward the students' descriptive writing ability at the seventh grade students of SMP Manba'ul Ulum Seputih Agung Central Lampung. Index card match was helped the students in finding the ideas. By using Index Card Match Strategy, the students found a lot of information and illustration, stimulated them to develop their writing ability.

In conducting this research, the researcher used Classroom Action Research. The researcher and the English teacher of SMP Manba'ul Ulum were collaborated in conducting this research. The researcher as the teacher and the English teacher was an observer and a collaborator. The researcher used group investigation as the strategy in teaching writing descriptive text. This research was conducted following steps of the action research: planning, acting, observing, and reflecting. The research was carried out in two cycles. Each cycle consisted of two meetings. The data was gathered in this research through test, observation sheet, and documentation.

The result of the research showed that there was improvement of the students' ability in writing descriptive ability by using Index card match strategy. Most of the students got good scores at the cycle II. The score of Minimum Mastery Criteria of English lesson was 70. The average score of the students in the pre-test was 56.5. The average of the students score of post-test 1 was 66.00 and the students' average score in post-test 2 was 75.25. Moreover, it showed that there were 50% passed the Minimum Mastery Criteria in the cycle I and 81% students or more than 75% students passed the Minimum Mastery Criteria. It meant that this research had been reached the criteria of success. Therefore, it could be concluded that Index card match strategy improve students' ability in writing descriptive ability.

Keywords: *Index Card Match, Descriptive Writing Ability*

MENGGUNAKAN STRATEGI INDEX CARD MATCH UNTUK
MENINGKATKAN
KEMAMPUAN MENULIS DESKRIPSI PADA SISWA KELAS TUJUH
SEKOLAH MENENGAH PERTAMA MANBA'UL ULUM
SEPUTIH AGUNG LAMPUNG TENGAH

ABSTRAK

Oleh:

MUNIRUL UMAM

Penelitian ini dilaksanakan untuk mengetahui apakah strategi index card match meningkatkan kemampuan siswa dalam menulis deskriptif teks pada siswa kelas tujuh SMP Manba'ul Ulum Lampung Tengah. Strategi ini membantu siswa dalam menemukan pokok pikiran. Dengan menggunakan strategi index card match tersebut, siswa menemukan beberapa informasi and ilustrasi, mensilmulasikan mereka untuk mengembangkan kemampuan menulis mereka.

Dalam pelaksanaan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas. Peneliti dan guru bahasa Inggris SMP Manba'ul Ulum berkolaborasi dalam penelitian ini. Peneliti sebagai guru dan guru bahasa inggris bertindak sebagai pengamat dan kolaborator. Peneliti menggunakan mencari pasanagan kartu sebagai strategi dalam mengajar karangan deskriptif teks. Penelitian ini dilaksanakan mengikuti langkah-langkah dari penelitian tindakan: perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus. Masing-masing siklus terdiri dari dua pertemuan. Data diperoleh melalui tes, lembar observasi, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam menulis deskriptif teks dengan menggunakan strategi index card match. Sebagian besar siswa mendapatkan nilai bagus pada siklus II. Kriteria Ketuntasan Minimum mata pelajaran bahasa Inggris adalah 70. Nilai rata-rata siswa pada pre-test adalah 56.5. Nilai rata-rata siswa pada post-test 1 adalah 66.00 dan nilai rata-rata siswa pada post-test 2 adalah 75.25. Kemudian, ini menunjukkan bahwa terdapat 50% siswa mencapai Kriteria Ketuntasan Minimum pada siklus I dan 81% siswa atau lebih dari 75% siswa mencapai Kriteria Ketuntasan Minimum. Hal ini berarti bahwa penelitian ini sudah mencapai kriteria kesuksesan. Oleh sebab itu, dapat disimpulkan bahwa strategi index card match meningkatkan kemampuan siswa dalam menulis karangan descriptif teks..

Kata Kunci: *Strateegi index card match, kemampuan menulis.*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : USING INDEX CARD MATCH TO IMPROVE DESCRIPTIVE
WRITING ABILITY AMONG SEVENTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL OF MANBA'UL ULUM SEPUTIH
AGUNG CENTRAL LAMPUNG

Name : Munirul Umam
NPM : 14121767
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Sponsor

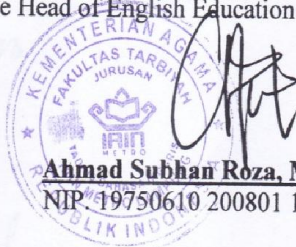
Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, January 2019

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

The Head of English Education Department



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Munirul Umam**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Munirul Umam
Student Number : 1412767
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : USING INDEX CARD MATCH STRATEGY TO IMPROVE
DESCRIPTIVE WRITING ABILITY AMONG SEVENTH
GRADE STUDENTS OF JUNIOR HIGH SCHOOL OF
MANBA'UL ULUM SEPUTIH AGUNG CENTRAL
LAMPUNG.

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor



Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, January 2019

Co-Sponsor



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudara Munirul Umam**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-

Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Munirul Umam
NPM : 14121767
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : USING INDEX CARD MATCH STRATEGY TO IMPROVE
DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA'UL
ULUM SEPUTIH AGUNG CENTRAL LAMPUNG.

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Pembimbing I



Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, Januari 2019
Pembimbing II



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. B-0360/In-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: USING INDEX CARD MATCH STRATEGY TO IMPROVE DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA'UL ULUM SEPUTIH AGUNG CENTRAL LAMPUNG, written by Munirul Umam, student number 14121767, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, January 18th 2019 at 11.00– 14.00 a.m.

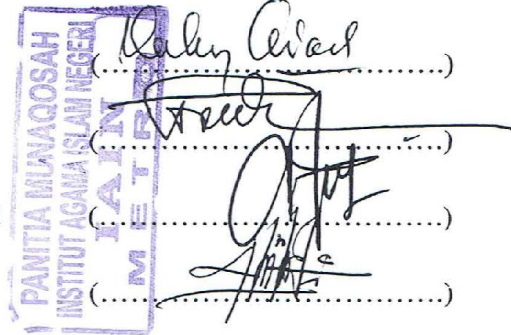
BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag

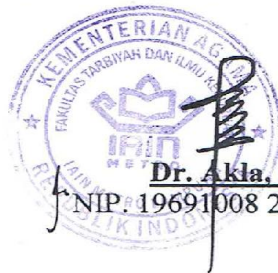
Examiner I : Drs. Kuryani, M. Pd

Examiner II : Ahmad Subhan Roza, M.Pd

Secretary : Andianto, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : MUNIRUL UMAM

NPM : 14121767

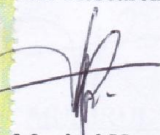
Study Program : English Education Study Program (TBI)

Department : Tarbiyah

State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, January 2019
The Researcher,




Munirul Umam
St. 14121767

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : MUNIRUL UMAM

NPM : 14121767

Jurusan : Tarbiyah

Program Studi : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2019
Penulis,



MUNIRUL UMAM
St. 14121767

MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا

فَعَلَيْهِ بِالْعِلْمِ

- ❖ *the people hope of world, so with science,*
- ❖ *the people hope of the beyond, so with science, and then*
- ❖ *the people hope the two of them, so with science.*

DADICATION PAGE

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

- ❖ My beloved Mom, you are my hero in my life.
- ❖ My dad, I love you so much. Thank you so much for all.
- ❖ My beloved sister, brother and my beloved niece, thanks for your support.
- ❖ Abah KH. Nur Muhammad Ibu Nyai Umi Sa'adah and all stafs of Manba'ul Ulum's Islamic Boarding School, thanks for your prayers for my successful.
- ❖ My best Magnificent People, Trisvo Handoyo, Dedi Yulianto, Mimi Hamidah, Farida Nurlaili and Rini Hastari, thanks for your motivation.
- ❖ Mr. Eko Desriyanto, Miss Qonita Abdullah, All Staffs, EMP students and All of batch September Students of IDEa Indonesia, thanks for power and spirit that you give to me.
- ❖ My younger sisters. Misyailni rafida, layla fitri, Fadhilatul Laili K. Thanks because you always ask me to look for couple.
- ❖ All of my Friends in IAIN Metro from English Department and from another Departments.
- ❖ My Almamater IAIN Metro Lampung.

LIST OF TABLES

Table 1 Data of students' writing result	2
Table 2 Students' writing Indicators	3
Table 3 The measurement of descriptive writing ability	21
Table 4 Writing rubrick score	41
Table 5 The Period of SMP Manba'ul Ulum	45
Table 6 The infrastructure of SMP manba'ul ulum	46
Table 7 The list Teacher and employees of SMP Manba'ul Ulum	47
Table 8 Students's quantity of SMP Manba'ul Ulum.....	48
Table 9 The Pre-test Score	51
Table 10 frequency of students' score at pre-test.....	52
Table 11 The Schedule of action in cycle I.....	54
Table 12 The Students' result at the post test cycle I	56
Table 13 frequency of students' score in post test I.....	58
Table 14 the schedule of action cycle II.....	60
Table 15 the students' result at the post-test cycle 2.....	62
Table 16 frequency of students' score at post test 2	64
Table 17 Students score of pre-test and post test cycle 1.....	66
Table 18 Students' Score of Post-test Cycle I and Post-test Cycle II	67
Table 19 Students' Score of pre-test, post-test cycle I, and post-test cycle I	69

LIST OF FIGURES

Figure 1 The organization structure of SMP Manba'ul Ulum	49
Figure 2 Location sketch of SMP Manba'ul Ulum.....	50
Figure 3 Graph of students pre-test of iain metro	52
Figure 4 Graph of Students' pro test 1 of SMP Manba'ul Ulum.....	59
Figure 5 Graph of Students' pro test 2 of SMP Manba'ul Ulum	64

CHAPTER I INTRODUCTION

A. Background of Study

Writing is one of the skill that students should mastered because writing is the most difficult skill. It is the most difficult activity among the four basic language skills. Many students feel hard to learn writing, because it does not only need the sufficiency of vocabulary and grammatical function but also needs the good word and sentences arrangement in make a good paragraph.

As productive skill, writing is one of the important skills which is taught in the school. It takes on a very significant role in teaching English as a foreign or second Language. By writing we can remember something and think critically as well. Moreover, it is not only for communicating each other but also for expressing an idea. Learning to write will take a longer time than learning to speak because writing requires the greater accuracy and variation. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form.

In this case, One of the problem in this research are the students have low mastery in writing, especially in descriptive writing ability. The students are low interest in learning process, the technique or strategy which was used by teachers lack of interest, because the students fell afraid with a new language. So, the teacher must use interesting strategy.

Based on pre-survey on April 3rd 2018 the writer found that most of the seventh grade students of SMP Manba'ul Ulum Central Lampung have difficult in learning descriptive writing.

In teaching English, the teachers also have to increase their teaching ability by implementing suitable strategy. It should be done because the teacher does not use more media or strategy in teaching descriptive writing. Beside that, the condition of teaching learning process in Junior high school of Manba'ul Ulum is passive. Teacher only gives the students an explanation and gives the test. So the students feel bored, it is caused the students have low creativity and low motivation. By improving teacher's teaching skill, it is expected that the students in descriptive writing ability will improve.

To know the students' ability in descriptive writing, the writer held the pre survey in junior high school of Manba'ul Ulum Seputih Agung at seventh grades.

The result of pre survey data can be seen in the table below:

Table 1

The Data of Students' Writing Result

No.	Initial Students	Score	Interpretation
1	AF	50	LOW
2	ABP	60	LOW
3	AW	70	HIGH
4	AR	60	LOW
5	AYH	50	LOW

6	AY	60	LOW
7	AF	70	HIGH
8	CI	50	LOW
9	EE	55	LOW
10	EAA	45	LOW
11	FFD	70	HIGH
12	FF	60	LOW
13	FMS	60	HIGH
14	GM	55	LOW
15	MIIA	40	LOW
16	MAJ	55	HIGH
17	SAQ	65	LOW
18	RHM	60	LOW
19	RNH	50	HIGH
20	RM	45	LOW

Source: Taken on April 03rd, 2018.

Table 2

Students' Writing Indicators

NO	Grade	Explanation	Frequency	Percentage
1	≤ 70	Failed	17	85%
2	≥ 70	Passed	3	15%
Total			20	100%

From the table, we can see that the students' descriptive writing ability is very low. So, the writer wants to improve the students ability by applying the strategy for teaching and learning with improve index card match strategy.

The writer chooses to improve the students' descriptive writing ability in the junior high school because teaching in the junior high school different from teaching English in elementary school. The writer must grow their motivation in order to be happy to study. Increasing the students descriptive writing ability through index card match strategy can help the students to understand the conditions in their around and they can develop their ideas.

Teaching Strategy Index Card Match is one of the strategies which is compatible for improving the students' ability in English reading. Index Card Match (Seeking Couples) is a strategy that invites students to actively learn and aims at enabling students to have a life of independence in learning and nurture creativity. By using this technique the writer assumes that the teaching learning process in the classroom can be interesting and enjoyable.

Based on problems above the writer will conduct a research entitled "Using index card match strategy to improve the descriptive writing ability among the seventh grade students of Junior High School of Manba'ul Ulum Seputih Agung Central Lampung."

B. Problem Identification

Based on pra survey result, some problems can be identified as follows:

1. Most of students have difficulties to express their ideas in writing, especially in descriptive text.
2. The students have difficulties when expressing idea based on the topic in descriptive text ability.
3. Most of students have lack of vocabulary

4. Students have low motivation and creativity because teaching and Learning Process is Passive.

C. Problem Limiation

Based on problem identification above, the writer limits the problem only to the first problem. The writer will use the index card match (ICM) strategy to improve student's descriptive writing ability at the seventh grades of SMP Manba'ul Ulum Seputih Agung Central Lampung.

D. Problem Formulation

The writer formulates the problem in this researcher based on problem limitation above as follow:

“Can index card match (ICM) strategy improve the descriptive writing ability at the seventh grade of Junior High School of Manba'ul Ulum Seputih Agung Central Lampung?”

E. Objective and Benefit of The Study

1. Objective of Study

Referring to the problems of the study above, the objective of study is to show that index card match (ICM) strategy can be used to improve the descriptive writing ability at the seventh grade of Junior High School of Manba'ul Ulum Seputih Agung Central Lampung.

2. Benefit of The study

In practical terms, this research can provide significant benefits for individuals and institutions. The benefits are as follows:

a. For the students

The result for this research is the student will be more attractive when they learn in the classroom and will be more active. Students also can develop their ideas to express things that related based on topic.

b. For the teacher

The teacher are able to use Index card match (ICM) as an interesting strategy in teaching writing in the classroom. So, it can decrease student's boredom in teaching learning process.

c. For the writer

By doing this research, the writer hopes that it can become benefit to himself . the writer also hope that he will get some new experiences and knowledge from this research.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

This chapter contains the theories that support research. It includes the concept of writing, the concept of Descriptive text, and the concept of index card match. And the explanation of each sub-topic is as follows:

1. The Concept of Descriptive Writing Ability

a. Definition of Descriptive Writing Ability

Widgor and Garner (1982) define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused.¹ Ability is "how well a person performs a defined task if he does his best." There are thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored.

Carroll (1993) noted that "although the term ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered."² Based on definition from some experts above, ability is an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.

¹Widgor, A. K., & Garner, W. R. (Eds.) (1982). Ability testing: Uses, Consequences, and Controversies. Part 1. Report of the Committee. Washington, DC: National Academy Press.

²Carroll, J. B. (1993). Human cognitive abilities. Cambridge, UK: Cambridge University Press

Meanwhile, writing is the activity of writing, in contrast to reading, speaking, or a group of particular of writing, especially by particular person or on particular subject. According to Peha, writing is the communication of content for a purpose to an audience.³

R.R Jordan stated that “Writing is method of human intercommunication by means of conventional visible marks”.⁴ It means that writing is a medium communicate one’s thought, feeling, wanted, and opinion by nonverbal means.

Another expert, Sharples stated that, “writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word processors”.⁵ It means, when someone wants to write something, he/she must know what he/she intend to write about based on their thought.

Regarding the most notions argued by the researchers above, it can conclude that writing is one of nonverbal communications that requires the linguistic skill. It is generally used by the people to share their thoughts, feelings, and ideas with others. It is process of transforming an oral language into a written language to obtain a product. Although, the products of writing

³ Steve Peha, *The Writing Teacher’s Strategy Guide*, Teaching That Makes Sense, Inc, 1995-2003 www.ttms.org p.58

⁴ R.R Jordan, *Academic Writing Course*, Longman, England,2003.P.41

⁵ Mike Sharples, *How We Write: Writing as Creative Design*, (New York: Routledge, 1999), p.6

takes a form in written result that it should be comprehended in order for a good communication to take place.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.⁶ Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.⁷

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.⁸

Furthermore, Barbara said in her book that, description adds an important dimension to our lives because it moves our emotion and expands our experience.⁹ Description expand our experience by taking us to place we might not otherwise know much about,

⁶ Ann Hogue, *First Step in Academic Writing*, New York : Addison Wesley Publishing Company, 1996 ,p. 97

⁷ Mark Anderson and Kathy Anderson, *Text Type in English 2*, Australia: MacMillan, 1998, p.20

⁸ John Langan, "*English Skil with Reading*",p.295

⁹Barbara Fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p.154

which explain the popularity of descriptive travel essay in magazines and newspaper.

Based on the definitions above, it can be concluded that descriptive writing ability is the ability to write something that is purposed by writer to show his or her feeling for the readers to show information about description of person, animal, and something like house, table, car, etc.

b. Characteristics of descriptive writing

In academic writing, many types of paragraph. Each paragraph has the characteristics. Descriptive is a type of written text, which has the specific function to give description about an object. Descriptive paragraph explains how something or someone looks or feels.¹⁰ It gives an impression of something.

Example :

Identification	<p style="text-align: center;">My pet</p> <p>I want to tell you about my pet.</p>
----------------	--

¹⁰ Zemach, Dorothy E, and Lisa A rumisek, *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan Publisher, 2003), p.25

Description	<p>I have a lovely pets. My dog, Besty, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white haired with no markings. He has a white ribbon around his neck. The two other puupies are brown haired with no markings. They are female. They are Rubby and Opal. Rubby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are so cute. I love them all.</p>
-------------	--

From the example of descriptive text, it can be seen that the organization of the text consists of two parts: namely identification and description. Identification introduces the topic being described (My pet). In other hand, description tells My pet more clearly such as parts its characteristics.

When someone writes a descriptive writing, he or she expresses anything in his mind about certain object or event into word and sentences. Descriptive Text is a kind of text with a purpose to give information. It is required when the writer is asked to write about how something looks, sounds, smells, tastes, or feels. In other words, the writer should provide specific details of the most important features and use appropriate adjectives to

describe attributes and qualities. In this paragraph, the readers must clearly feel what the writer is talking about.

To create a good description, there are four basic things to be learnt, such as: (1) creating a main impression (an overall effect, feeling, or image about the topic), (2) using specific examples to support the main impression, (3) supporting those examples with details that appeal to the five senses: sight, hearing, smell, taste and touch, (4) bringing a person, place or physical object to life for the reader.

Descriptive paragraph has several characteristics. The characteristics can be seen from the generic structure and language feature of paragraph.

1) Generic Structure of Descriptive Paragraph

Every text or paragraph has its own structure. There are the generic structures of descriptive paragraph, as follows:¹¹

- a) Identification: An introduction to the subject of the description. It contains of the identification of the topic that will be described.
- b) Description : Characteristic feature of the subject. It contains of the explanation or description of the thing or person to mention a few properties.

¹¹ Joko Priyana, *Scaffolding*, (Jakarta: Ganesa Exact, 2008), p.31

2) Language Features of Descriptive Paragraph

Descriptive text has some characteristics, there are:¹²

- a) In descriptive paragraph only focus on one topic or object.
- b) Use the simple present tense for telling the facts of object descriptions. For example: *My mother is a teacher.*
- c) Use a variety of types of adjectives, for example, be used for the following expression: *A beautiful beach, a handsome man, others.*
- d) Use of relating verbs to provide information about the subject, for example: *He stands about 172 cm.*
- e) Using Action verbs to describe the subject's behaviour, for example: *Moreover, he is very friendly that makes him loveable.*

From the definitions above, the researcher concluded that descriptive paragraph is a paragraph to describe a particular person, place, or thing in specific. It focuses on the characteristic features of a particular thing, for example a person, an animal, a thing. Its purpose is to describe and reveal a particular person, place, or thing like.

¹² *Ibid.*

c. **The Types of Descriptive Writing**

Descriptive text aims to translate some experiences of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch. Moreover, Gayle says that it is like a painter using color on a canvas, the writer uses word as a color to create pictures in the reader's mind as a canvas.¹³ Thus, it is clear that the purpose of descriptive text is for describing a person, place, or thing in order to create images in the reader's mind by using some specific details. Here are the functions of descriptive text specifically:

1) Describing place

When describing some places, the writers try to make the readers understand about the image of the place and they can easily find where the location is placed. Furthermore, when the writers make this text type, they often use some prepositions to tell how a space is organized.¹⁴ Some common and useful preposition are like in front of/behind, on top of/on the bottom of, next to, above/below, underneath, to the right of/to the left of, in the middle of, around, between, etc. For example:

Way Kambas is one of the tourism in Lampung especially in East Lampung. In Way Kambas live so many elephants last holiday. I and my family spent our holiday there. I am very happy to come in Way Kambas.

¹³ Gayle Feng-Checket and Lawrence Checket, *The Write Start.*, p. 159

¹⁴ Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Universidad De Sevilla: MacMillan, 2005), p. 26.

2) Describing people

Usually, when describing people, the writers describe a particular person through his/her physical and psychological condition. Besides, it can be focused on what the people use, how they walk, how they speak, how their hair color type, how their body, how their face, etc. Moreover, in this text type the writers tell the people look like, the character, and personality.

For example:

My favorite idol is Harry Edward Styles. Harry Styles is a singer. He is one of the members of One Direction, a boy-band from United Kingdom.

Harry is so gorgeous. He is also tall. He is thin. He has dark afro hair. Then, his skin is tan. His voice is really easy-listening. And in that photo, he wears grey sweater. His smile is very sweet and can melt girls' heart. He is a famous singer. He is very kind, generous, and friendly so he has many fans from all over the world.

When description is mentioned, the writers think mainly about adjectives and perhaps adverbs. Here are some common adjectives for describing people.¹⁵

- a) Personality: happy, satisfied, relaxed, exciting, nervous, angry, serious, sad, depressed, outgoing, etc.
- b) Physical characteristics: big, large, tall, small, tiny, short, thin, heavy, strong, weak, (haired) brown-, black-, blond-, red-, (skinned) light-, dark-.

¹⁵ *Ibid.*, p. 27

3) Describing animal

Commonly, in this text type, the writers describe the physical characteristics of the animal. It is like describing the people, the writers also tell about animal's behavior. Accordingly, the writers should use some adjectives for making a dominant impression in order to be easily understood and not is vague about the animal. For example:

I have a cat. Its name is kitty. It has white fur and brown polka dots all around its body. Its fur is thick, long, and soft. Kitty also has long tail colored brown. Kitty loves eating much food, such as rice, fish. It makes its body fatter and fatter. It seems a bit like Garfield now. However, it still can actively move. Kitty likes playing and running around the house. It sometimes hides under my bed. I like playing with it.

4) Describing thing

In describing thing, the writers illustrate the thing physically and it's features specifically. Besides, the writers can explain about the materials that are used for making some things and the functions of thing. For example:

I love reading book my favorite book is Harry Potter series. I have read all of. I like these books because they are so imaginative the story is so amazing. When read the books, sometimes I imagine myself is studying at hog ward and learn magic. My favorite character of the book is Hermione she is cute and smart. I want to be like her.

It can be concluded that, every types of writing texts have special functions and aims in order to make the differences among them. For example, descriptive text has a function that is describing some people, animals, things, or places.

Therefore, by this function both the writers and readers will easily comprehend the text.

Generally, to compose any kinds of writing, there are some abilities which are required to be had by the writer such as spelling, grammar, vocabulary, handwriting, and punctuation.¹⁶ However, in writing descriptive text, the abilities required, according to Alexander, are as follow:

- a) Students have to specify the word thing and the characteristics, for example: My dog doesn't like bones.
- b) Students have to comprehend simple present tense. For example: I live in a simple house; the house is very beautiful; it has a wonderful park.
- c) Students have to understand the use of noun phrase for imaging the things specifically. For example: I have a white skinned girl-friend.
- d) Students have to understand the use of some adjectives for describing, numbering, or classifying the things. For example: two strong legs.
- e) Students have to understand the use of action verb. For example: my cat eats mouse.¹⁷

¹⁶ PDST (Profesional Devlopment service For Teachers), Writing genre-A: structured Approach,2013, <http://www.pdst.ie/sites/default/files/Writing%20Booklet%20to%20crirulate.pdf>, 21 January 2016, p. 2.

¹⁷ Alexander, *English Revolution.*, p. 14

In order to compose a good descriptive writing, students must have deep mastery on the five abilities mentioned above. It is as a cause that in descriptive writing, those five characteristics have to be fulfilled by the students.

d. The abilities of Descriptive Writing

In the process to produce a good descriptive writing, there are some abilities which should be concerned as follows:¹⁸

1) Content

Content is the essential part in descriptive writing. Related to this point, students are expected to have some abilities as follows:

- a) Students should be able to write the thesis statement.
- b) Students should be able to write and relate the ideas.
- c) Students should be able to develop the ideas through illustration, facts, opinions, or personal experience.
- d) Students should be able to use the appropriate description, to explain the events.
- e) Students should be able to concern to the focus point of the writing.

2) Organization

Organizing is also important ability which should be mastered to write the descriptive writing. The students are

¹⁸ H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman. Inc, 2001), P. 357-358

expected to have some abilities as follows in order to organize the descriptive writing:

- a) Students should be able to write an effective introduction.
- b) Students should be able to arrange the ideas in logical sequence.
- c) Students should be able to draw the conclusion.
- d) Students should be able to determine the length of the writing result.

3) Discourse

Discourse is one of the most important points that should be mastered by the students. This point is related to the cohesion and coherence of a text. Tanskanen states that cohesion is the connection among parts of the text. It refers to the lexical and grammatical elements of the text. Moreover, she also explains that coherence refers to the whole meaning of the text.¹⁹ Therefore, discourse, coherence, and cohesion are closely related. Some abilities related to discourse to write narrative writing are pointed as follows:

- a) Students should be able to write the topic sentence.
- b) Students should be able to arrange the paragraph unity.
- c) Students should be able to use the correct transitions.

¹⁹Tanskanen, S. Kaisa, *Collaborating towards Coherence: Lexical Cohesion in English Discourse*, (Philadelphia: John Benjamins Publishing, 2006), p. 7

- d) Students should be able to use the correct discourse markers.
- e) Students should be able to build cohesion in the whole writing result.
- f) Students should be able to use reference.
- g) Students should be able to use variation.

4) Syntax

Syntax is also the key of writing. The students should comprehend the knowledge about syntax to compose a good sentence structure. They are expected to have abilities about syntax as follows:

- a) Students should be able to understand the word order.
- b) Students should be able to understand the phrase structure.
- c) Students should be able to understand the kinds of phrase.
- d) Students should be able to understand the clause structure.
- e) Students should be able to identify the kinds of clause.
- f) Students should be able to mastery the subject-verb agreement.
- g) Students should be able to arrange the phrase and clause into a meaningful sentence.

5) Vocabulary

Vocabulary mastery is needed in order to create an understandable descriptive writing. The students are supposed

to select the most suitable vocabulary based on the context of the sentences. The detail abilities about vocabulary to write descriptive writing are mentioned as follows:

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.
- c) Students should be able to use regular and irregular verb.
- d) Students should be able to use synonym and antonym.

6) Mechanics

Mechanics is also the significant part of writing. The abilities which should be comprehended by students about mechanics are mentioned as follows:

- a) Students should be able to write the correct spelling.
- b) Students should be able to use the correct punctuation.
- c) Students should be able to write citation of reference (if applicable).
- d) Students should be able to write the neatly.

Therefore, there are many abilities which should be comprehended by the students to write descriptive writing. All the abilities should be mastered and applied well during the writing process in order to write a good descriptive writing.

e. The Measurement of Descriptive writing Ability

According to H. Douglas Brown explained that process of writing approach tend to be framed in three stages of writing, such as the prewriting, the drafting, and the revising.

Moreover, Jacobs. Et.al. stated that in measurement of English writing ability included five core components, such as content, organization, vocabulary, grammar, mechanical considerations. Moreover, it explained that the components of measurement can be formulated as follows:

Table 3
The Measurement of Descriptive Writing Ability

Competences	Scores	Levels	Standardization
Content	30-27	Excellent	<ul style="list-style-type: none">• Students really understand and they are able to express knowledge which matching of the title in content widely and completely.
	26-22	Good	<ul style="list-style-type: none">• Students are able to understand and express knowledge which matching of the title in content widely and completely although it is not effective.
	21-17	Fair	<ul style="list-style-type: none">• Students are able to understand the content limitedly.

	16-13	Poor	<ul style="list-style-type: none"> • Students are not able to understand the content effectively.
Organization	20-18	Excellent	<ul style="list-style-type: none"> • Students are really able to organize the generic structure of writing clearly and effectively.
	17-14	Good	<ul style="list-style-type: none"> • Students are able to organize the generic structure clearly.
	13-10	Fair	<ul style="list-style-type: none"> • Students are less able to organize the generic structure clearly and effectively.
	9-7	Poor	<ul style="list-style-type: none"> • Students are not able to organize the generic structure clearly and effectively.
Vocabulary	20-18	Excellent	<ul style="list-style-type: none"> • Students are really able to use and choose vocabulary widely and effectively.
	17-14	Good	<ul style="list-style-type: none"> • Students are able to use and choose vocabulary widely and effectively.
	13-10	Fair	<ul style="list-style-type: none"> • Students are able to use and choose vocabulary limitedly.
	9-7	Poor	<ul style="list-style-type: none"> • Students are not able to understand world building.
Grammar	25-22	Excellent	<ul style="list-style-type: none"> • Students are really able to use

	21-18	Good	<p>grammar in arrange the sentences.</p> <ul style="list-style-type: none"> • Students are able to use grammar in arrange simple sentences.
	17-11	Fair	<ul style="list-style-type: none"> • Students have many mistakes in arrange simple sentences grammatically.
	10-5	Poor	<ul style="list-style-type: none"> • Students are not able to mastery grammar in using arrange sentences.
Mechanical consideration	5	Excellent	<ul style="list-style-type: none"> • Students are really able to mastery mechanical of words and punctuations.
	4	Good	<ul style="list-style-type: none"> • Students are able to mastery mechanical of words and punctuations.
	3	Fair	<ul style="list-style-type: none"> • Students are less able to mastery mechanical of words and punctuations and they still have many mistakes in mechanical of writing.
	2	Poor	<ul style="list-style-type: none"> • Students are not able to mastery and produce mechanical words and punctuations effectively.

Based on the quotations above, it can be concluded that process writing approach tend to be framed in three stages of writing, such as the prewriting, the drafting, and the revising that it can produce good writing in final product. The stages can be measured through five core components, such as content, organization, vocabulary, grammar, mechanical considerations.

2. The Concept of Index Card Match

a. Definition of Index Card Match

Index is points to or indicates.²⁰ Meanwhile, card is one of a set pieces of card or cardboard printed with marks or figures used in playing various games.²¹ Then, match is to equal or be equal to.²²

Index card match is a teaching strategy that very interested and enjoyable can used by repetition of a material of lesson gave.²³ It means, this strategy is used in a class that the students once learned a similar subject. Index card match is a good strategy that is used to repeat material that had been given previously. However, the new material can still be taught with this strategy with a record of students given the task of topic to be

²⁰ Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1974.

²¹ Glolier, *The New Glolier Webster International Dictionary of the English Language*, Glolier Incorporate, New York, 1974,p 151

²² Ibid, p586

²³ Hartanto, J.S. dkk.2003. *English Grammar*. Surabaya: Indah Surabaya (IKAPI).

taught prior to class, so that when they already have sufficient knowledge. Teaching Strategy Index Card Match is one of the strategies which is compatible for improving the students' ability in English reading. Index Card Match (Seeking Couples) is a strategy that invites students to actively learn and aims at enabling students to have a life of independence in learning and nurture creativity.

According to Alfred, index-card match is a strategy that cannot only be used to review the previous material but also to provide enjoyable learning.²⁴ In addition, index-card match is small card inserted by vocabulary. By using this card, students can see, read, spell and know the meaning of words. Besides, this media makes students active in class. Students should find out their partners. Index-card match is identical with cooperative learning for students.

According to Silberman, the index card match strategy allows the students to pair up and quiz the rest of the class.²⁵ Besides, index-card match is also a fun games. Learners can learn by playing. It makes enjoyable learning. Learners can decrease their stress when they receive materials. Moreover, it is used to check or review the previous material. Teacher can check the student's comprehension through the card.

²⁴ Alfred, *Inovasi Pendidikan*, STAIN Salatiga, Salatiga, 2010. p.120

²⁵ Silberman, Melvin, *Active Learning*, Pustaka Insan Madani, Yogyakarta, 1996.

An active learning strategy 'Index Card Match' is a strategy that invites students to be an active learner in order to make students independent and creative where students play to learn.

b. Procedures and Steps of Index Card Match Strategy

1) Procedures of Index Card Match Strategy

The index card match strategy is a way that teachers uses with the intention of inviting learners to find answers that match the questions that have been prepared. Index card matching or looking for pairs of cards is a pretty fun method used to repeat material that has been previously provided. However, new materials can still be taught with this strategy with notes, learners are given the task of studying the topics to be taught first, so that when they enter the class they already have knowledge. This procedures of index card match is related to ways to recall what they have learned and test their current knowledge and abilities by searching for a pair of cards that is the answer or question while learning about a concept or topic in a fun atmosphere.

From the explanation above can be concluded that the method of index card match (Looking for Pair Cards) is a method of learning that invites students to learn actively and aims for students have a soul of independence in learning and foster creativity. The game elements contained in this method

certainly make learning not boring. Of course the elaboration of the game rules needs to be given to the students to make this method more effective.

2) Steps of Index Card Match Strategy

Using index-card match can be modified with other ways. Teacher may decide to change the form, size or color of index card. Teacher ought to be creative to create forms index-card and give various colors as well. This purpose is to stimulate students to learn so they are interested in learning.

To make learning more attractive, teacher should use the procedures and instructions of index card match as follows:²⁶

- 1) Teacher makes pieces of paper or card of student's number.
- 2) There is question or answer in each card or teacher makes vocabulary with its meaning.
- 3) Shuffle the card.
- 4) Teacher distributes the card to students. Each student gets one card.
- 5) Teacher asks students to find their partners. They should do the learning activities with their partners. They should match the question and the answer from the card.

²⁶ Alfred, *ibid.* p,120-121

- 6) After students find out their partners, teacher asks them to sit closely.
- 7) Students must do discussion and conclusion to others.

In the teaching-learning process, teacher asks students to find their partners. Then, students must give clarification about the card that they have. Students should make some sentences from the word in card. However, the other students could help his partner. Finally, teacher should give conclusion about these activities. Teacher could read loudly and give their meaning and students repeated the words.

c. The Advantages of Index-Card Match

Index-card match provides new learning model because teacher leaves the conventional method as lecturer method to cooperative learning. This is necessary to vocabulary building the clear meaning vocabulary taught. There are many benefits index-card as follows:

- 1) Students will be more active in learning process.
- 2) The materials will be easy to catch.
- 3) Students will be easy to comprehend the materials and easy to remember it.
- 4) Teaching is interesting because students learn by playing.
- 5) Students are motivated to learn material.

6) Students improve their cooperation with others.

The other advantages of index-card match are this characteristically useful review the previous material.²⁷ This can be used to stimulate and help students to remember or restore the materials received. Index-card match can be used to evaluate the student's comprehension and ability later.

According to Hisyam Zaini, model of index cards match is a pretty fun strategy used to repeat the material that has been given before.²⁸ However, the new material can still be taught with this strategy with notes, learners are given the task of studying the topics that will be taught first, so that when entering the classroom they already have sufficient knowledge.

Benefits of using index card match strategy:

- 1) Growing excitement
- 2) Matery lessons conveyed attract more students
- 3) Able to make learning active and fun
- 4) Able to improve student learning outcomes achieved completeness level of learning
- 5) Can improve students ability especially in reading.

²⁷ Silberman, Melvin, *Op.Cit.* p.238-240

²⁸ Zaini, Hisyam, *Strategi Pembelajaran Aktif*, Pustaka Insan Madani, Yogyakarta, 2008.p.55

Based on the opinions above, learning Index Card Match strategy is a learning strategy that requires students to work together and to increase students' sense of responsibility for what is learned in a way that fun. Students work together and help one another to resolve questions and posing questions to other couples. This shared learning activities can help stimulate active learning and the ability to teach through collaborative activities that allow small groups to gain an understanding and mastery of the material.

B. Action Hypothesis

Based on the frame of theories and assumptions above, the writer formulates the hypothesis using index-card match can improve the students' writing skill in descriptive paragraph at the first level of SMP Manba'ul ulum Seputih Agung.

CHAPTER III

RESEARCH METHOD

A. Definition of Operational Variables

Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organization studied.²⁹

In this research the researcher divides the variables into two namely independent variable and dependent variable.

1. Independent variable

Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using index card match strategy which can be defined as a atrategy that invites students to be an active learner in order to make students independent and creative where students play to learn. Moreover, indicator of this variable is the students can find idea and illustration for compose the topic in written text.

2. Dependent variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is descriptive text writing ability that defined as activities in describing a person, place, or thing which purposes the readers get information and understand what the meaning from the texts. Moreover, in this variable has some indicators involve, content, organization, vocabulary, grammar, and mechanical of writing.

B. Research Setting

This research will be conducted at SMP Manba'ul ulum Seputih Agung. This setting is located on Jl. Pesantren no 4 Ds. Gayau Sakti Kec. Seputih Agung Kab.

²⁹ Hatch and Farhady, *Research Design and Statistics For Applyied Linguistics*, (Massachussetts: Newbury House Publisher, 1982), p.12

Lampung Tengah. This school was established on June, 21st 2001. The writer chooses this setting because most of students have low motivation and low creativity in teaching and learning process.

C. Subject of the Study

The subject of the study is VII students of SMP Manba'ul Ulum Seputih Agung which consist of 20 (twenty) students, the result proves that the students of the first level had the low achievement in writing and they needed an appropriate strategy to improve their writing in using Index Card Match Strategy.

D. Research Procedure

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for improving and modifying the working system of a classroom in school.³⁰ It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Anne burns states that action research is the part of a broad movement that has been going on in education generally for some time. It is relate to the ideas of reflective practice and the teacher as the researcher. Action research involves taking a self reflective, critical, and systematic approach to exploring your own teaching contexts.³¹

From the definition above, it can be concluded that classroom action research is an obvious research that is used to investigate and to evaluate their work

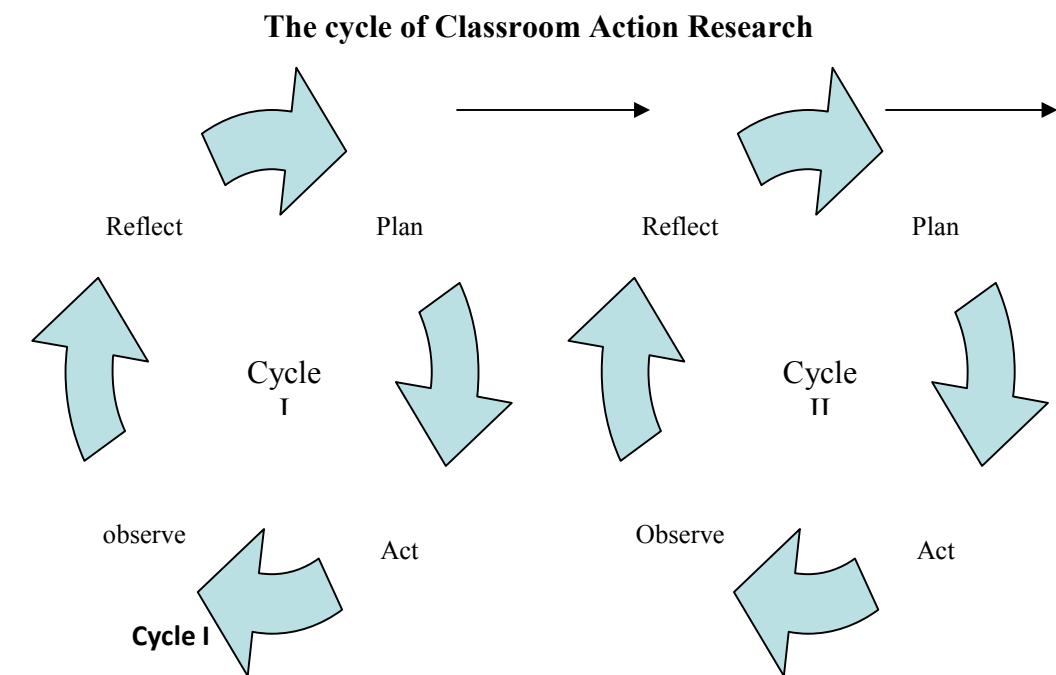
³⁰ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

³¹ Anne burns, *Doing Action Research in English Language Teaching* (New York: Routledge,2009), p.2.

in teaching and learning process in the class to improve their performance and teaching skills in the classroom.

1. The Steps of the Research

In this classroom action research, the research is conducted based on the post test design. The writer takes one class where the students are given on doing the task before they are given material about descriptive writing. The students are also given post test after they are given the treatment. There are four steps in cycle; they are planning, acting, observing, and reflecting. If the first cycle had fail, the cycle must be reviewed for the second cycle and so on. There is a relationship between one and other. According to Walton Hall Milton Keynes we will use simple two-phase cycle in action research.³²



³²Walton Hall Milton Keynes, *Action Research a Guide for Associate Lecturers*, (the open University, 2005), p9.

1. Planning

Planning is the first step in each cycle. Without planning, this research will be not focus. In this phase, the writer prepared lesson plan, instructional material and teaching media. In planning stages, the researcher prepared the teaching learning instrument as the following:

- a) The writer identify the problem and find the problem solving.
- b) The writer prepare the material and technique of teaching.
- c) The writer make the lesson plan.
- d) The writer prepare the source of learning.
- e) The writer prepare guidance to observe and evaluate.

2. Acting

Action is the realization of the planning that the writer made. In other words, action is the implementation of planning that is already made by the writer. The writer tries to implementate the index card match strategy in the teaching learning process.

To make learning more attractive, teacher should use the procedures and instructions of index card match as follows:³³

- 8) Teacher makes pieces of paper or card of student"s number. There is question or answer in each card or teacher makes vocabulary with its meaning.
- 9) Shuffle the card. After that, teacher distributes the card to students. Each student gets one card.

³³ Alfred, *ibid.* p,120-121

10) Teacher asks students to find out their partners. And ask them to sit closely. They should match the question and the answer from the card.

11) Students must discuss about the material with their partners to make conclusion.

3. Observing

Observation is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data are achieved or not. The qriter uses some better preparations for the next action.

4. Reflecting

Reflection is the last step in this process. The writer analyse and make evaluation by eliminating the useless action. The writer analyse and discuss about the result of students work during teaching learning, like strength and weakness done by writer and students during teaching learning process by using ICM strategy and learning result in writing skills. Learning process analyzed done based on observation. Based on analyses and reflection, it is decided that next cycle focused based on the weakness in previous cycle.

Cycle II

1. Planning

a. The researcher identify the problem in the cycle 1 and fnd the cause of the problem.

b. The researcher prepare the lesson plan.

- c. The researcher prepare the material, method and media of teaching.
- d. The researcher prepare the source of learning.
- e. The writer prepare guidance to observe and evaluate.

2. Acting

a. Pre-activity

- 1) The researcher greets the students.
- 2) The researcher guide the student to pray together before start the teaching learning process.
- 3) The researcher checks the attendance list of the students.

b. While Teaching Activities

- 1) The researcher apply the lesson plan.
- 2) The researcher gives the explanation to the students how to make a good descriptive paragraph.
- 3) The researcher gives a test to the students to make a descriptive paragraph.
- 4) The researcher gives evaluation.

c. Post-teaching Activities

- 1) The researcher gives feedback and conclusion.
- 2) The researcher close the lesson with greeting.

3. Observing

In this step, the writer is observed learning process by observing format and field note to collect the data on cycle 2.

4. Reflecting

This step is reflecting and evaluating the acting that was performed. By reflecting writer will know the strength and weakness of acting was done. This matter to knowing whether still need done next cycle or not.

E. Data Collecting Technique

To sustain the validity of the research result, the writer collect data which are derived from several ways such as test, observation, and documentation, here the explanation as follows:

1. Test

In educational research achievement tests are most commonly used.³⁴ The writer uses test to get data result of students' writing descriptive text. The result of this test is students' descriptive paragraph based on the topic given by the teacher. The aim of this test is to measure the students' ability in writing descriptive text based on the topic. These tests are of two types there are:

a. Pre- test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research. The pre-test used in this research is in the form of writing ability test. Pre test use as a based score of the student and also a guidance for the researcher to observe the improvement before and after implementing index card match strategy.

b. Post-test

³⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

Post-test is conducted to assess the effectiveness of the independent variable.³⁵ The post-test will be done after the treatment, after having the treatment; the student will have a post-test. The form and the procedure of the post-test are the same as pretest.

2. Observation

Donald Ary defines that observation are made with respect to some characteristic of the behavior of the subject employed in the research.³⁶ Here, the observation focused on entire process of teaching learning writing through clustering technique.

Anne states that observation involves the writer in observing systematically the effects of the action and documenting the context. Action and opinions of those involved. It was a data collection phase where you use open-eyed and open-minded tools to collect information about what is happen.³⁷

Moreover, the writer uses observation as data collection technique to know how teaching descriptive text through clustering technique and to know the students' development and how far this approach can help the students descriptive text mastery.

3. Documentation

During the process of conducting the research, the writer may need documentation as a proof of the data. The writer uses the documentation to obtain data about state of students, the history of SMP Manba'ul Ulum Seputih Agung, state of teachers, staff and organizational structure, and geographical

³⁵ *Ibid .,*

³⁶ Donald Ary, et. al., *Introduction to Research in Education*, (United State of America: Holt, Reinchart and Wiston, 1979), p. 237

³⁷ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2009), p.8

condition of school. Moreover, the researcher uses documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

F. Data Analysis Technique

Data analysis will be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will be using analytical scoring rubric adapted from Weigle to analyze the students' paragraph writing as follow:³⁸

Table 4
Writing Scoring Rubric

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
anizatio	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized;

³⁸ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

		logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

The formula to get the average as follow:³⁹

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

Note:

M = Average/ Mean

$\sum X$ = Total of Score

N = Total of Students.

³⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

G. Indicator of Success

Indicator of success is the act to be assessed as being successful when the percentage these of each indicators liveliness communicate in learning reached the target in the final expected.⁴⁰

Using index card match can be said that if it is successful improve the students writing ability in descriptive text when:

1. The percentage of students' activity increases in every cycle, and reaches high predicate or $\geq 80\%$ of Minimum Mastery Criteria (KKM) 70.
2. There are increased average score in every cycle.

CHAPTER IV RESULT OF THE RESEARCH

⁴⁰ Zainal Aqib, *Penelitian Tindakan Kelas*, (Bandung: CV. Yrama Widya, 2006), p. 22

In this chapter the researcher will discuss about result of the research and interpretation.

A. Description Of The Result Location

1. Research Setting

a. A Brief History of SMP Manba'ul Ulum

This research is conducted which is located on Ds. Gayau Sakti Seputih Agung Central Lampung. It is established on 2008 and it has accreditation Status B. SMP Manba'ul Ulum Seputih Agung has been led by several Period as follows:

Table 5
The period of SMP Manba'ul Ulum

No	Names of Principals	Period
1.	Fitriyanto, S.Ag	2008-2010
2.	Drs. Sukiman	2010-2012
3.	Afifi Isa Anshori, S.Pd.I	2012 – 2014
4.	Ahmad Abroza, M.Pd.I	2015 – 2017
5.	Khofid Nawawi M.Pd	2017- now

b. The Profile of SMP Manba'ul Ulum

- 1) Name : SMP Manba'ul Ulum
- 2) Address : Gayau Sakti
- 3) District : seputih Agung
- 4) Regency : Central Lampung
- 5) Province : Lampung
- 6) Phone number : 0725-49105

c. Infrastructure of SMP Manba'ul Ulum

SMP Manba'ul Ulum Seputih Agung has a permanent infrastructure which is divided into several rooms for supporting the teaching learning process, such as:

Table 6

The infrastructure of SMP Manba'ul Ulum

No	Kinds of Room	Total	Condition
1	Classroom	6	Good
2	Head Masters' Room	1	Good
3	Teachers' Room	1	Good
4	Computer Laboratory	1	Good
5	Library Room	1	Good
6	School Health Serves (UKS) Room	1	Good
7	Counselors' Room	1	Good
8	Official Employees Room	1	Good
9	Canteen	2	Good
10	WC of Teacher	1	Good
11	WC of Student	2	Good
12	Mosque	1	Good
13	Store Room	1	Good
20	Parking Area	1	Good

Source: school archive taken on August 31st, 2016.

d. The Conditions of Teachers and Official Employees of SMP Manba'ul Ulum.

The total number of the teachers and officers are 21 person which can be seen as the table below:

Table 7

The List Teachers and Employees of SMP Manba'ul Ulum

NO	NAME	NIP	OCCUPATION
1	Ahmad Abroza, M.Pd.I	NON-PNS	Principal
2	Lilik Indrawati, S.Pd	196804141991032010	Vice Principal Curriculume
3	Drs. Bahrudin	NON-PNS	Islamic religion teacher
4	Eni Sumaryanti, S.Kom	NON-PNS	Computer teacher
5	Ensi Dwi Eliawati, S.Pd.I	NON-PNS	English Teacher
6	Farhan Rodli, S.Pd.Ing	NON-PNS	The Head of Administration
7	Indri Restu Setiani, S.Pd.	198610082010012005	Art & Culture Teacher
8	Kaseri, S.Pd.	196105071986031009	Indonesian Language Teacher
9	Khamidin, S.Pd	197402122006041012	History Teacher
10	Arini, S.E	NON-PNS	Teacher
11	Nur Baiti, S.Pd	NON-PNS	English Teacher
12	Peni Astuti, S.Pd.I	NON-PNS	Teacher
13	Rajiyo, A, Ma.Pd	19690328 199703 2 002	Lampung Language Teacher
14	Sakiran, S.Pd	196306061987031007	Teacher
15	Siti Saudah, S.Pd	196312061985032005	Teacher
16	Drs. Sukiman	195508241981121002	Teacher
17	Sukiyatno	NON-PNS	Arabic Teacher
18	Sunarto, S.Pd.I	NON-PNS	PENJAS Teacher
19	Tatok Suranto, S.Pd.	NON-PNS	MathTeacher
20	Wiwik Khoiriyah S.Pd.I	198007022008012015	Islamic religion Teacher
21	Zainul Mubtadi'in, M.Pd	NON-PNS	Teacher

e. The Students' Quantity of SMP Manba'ul Ulum

The students' quantity of SMP Manba'ul Ulum is 145 that can be identified as follows:

Table 8

The students' quantity of SMP Manba'ul Ulum

No	Class	Total
1	VII	57
2	VIII	48
3	IX	40
Total		145

f. The Structural Organization of SMP Manba'ul Ulum

The structural organization of SMP Manba'ul Ulum as follows:

Figure 1

The Organization Structure of SMP Manba'ul Ulum

School Committee Hi. Asfar S.

Principal A.Abroza, M.Pd.I

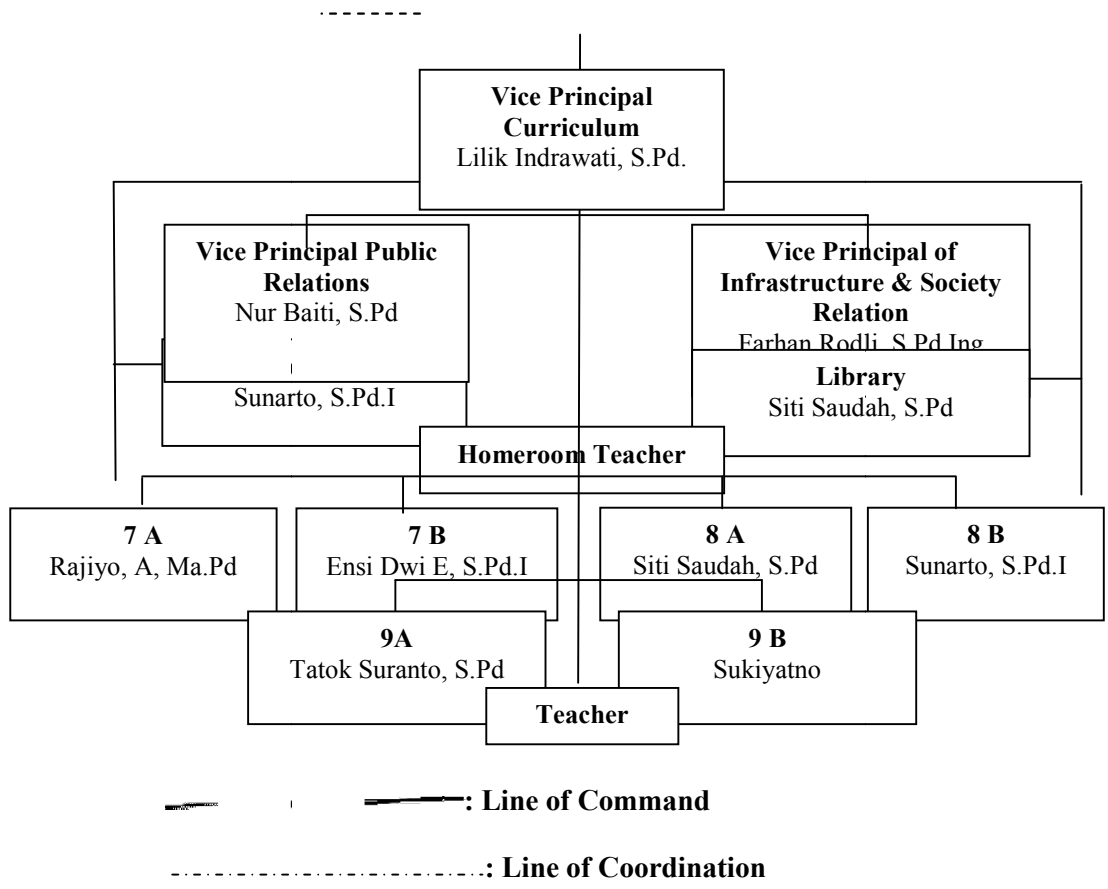
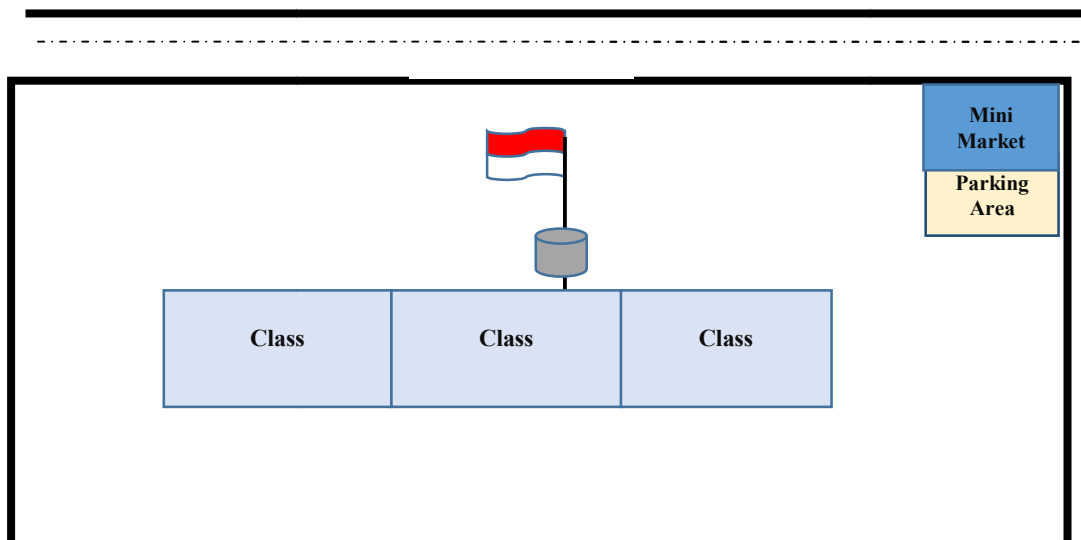
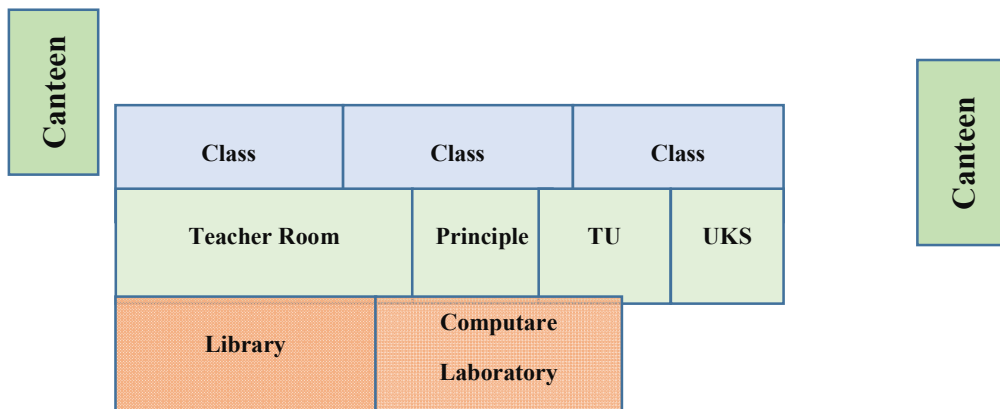


Figure 2

Location Sketch of SMP Manba'ul Ulum





B. DESCRIPTION OF THE RESEARCH

In this research, before the process of cycle one, the researcher conduct the pre-test on April 03rd 2018 to know the students' ability in writing ability before giving treatment and it uses as the comparison score with post-test. The students are given task to make descriptive paragraph. After they are finishing the pre-test, the researcher ask them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 9
The Pre-test Score

No	Name	Score Pre-Test of the Cycle I					Total
		Co	Or	Vc	Gr	M	
1	AF	19	10	9	9	3	50
2	ABP	22	14	10	11	3	60
3	AW	24	15	11	14	6	70
4	AR	21	13	10	11	5	60

5	AYH	19	10	9	9	3	50	
6	AY	20	16	11	9	4	60	
7	AF	20	15	14	15	6	70	
8	CI	17	14	10	7	2	50	
9	EB	22	13	12	5	3	55	
10	EAA	15	11	8	8	3	45	
11	FFD	20	15	14	15	6	70	
12	FF	18	12	11	13	6	60	
13	FMS	20	16	11	9	4	60	
14	GM	17	10	12	12	4	55	
15	MIIA	10	11	8	8	3	40	
16	MAJ	16	15	11	10	3	55	
17	SAQ	25	13	11	10	6	65	
18	RHM	22	13	10	11	4	60	
19	RNH	14	13	10	10	3	50	
20	RM	16	8	9	8	4	45	
	Total							1130
	Average							56.5
	Highest							70
	Lowest							40

Students who get 70 or more = 3 Students

Note:

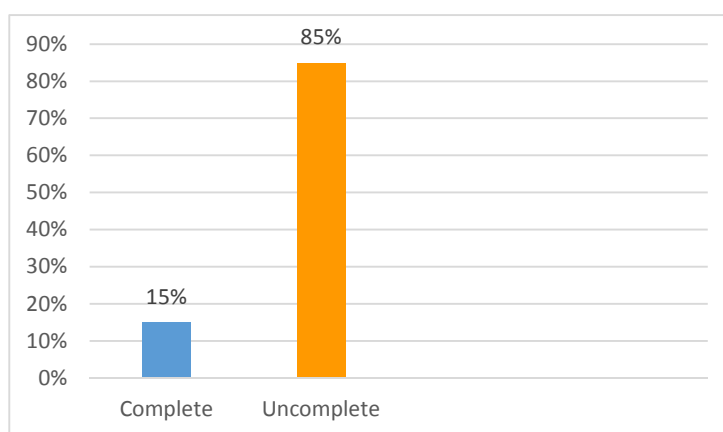
CO : Content
 OR : Organization
 VC : Vocabulary
 GR : Grammar
 M : Mechanic

Table 10
frequency of Students' Score at Pre-Test

No	Score	Category	Frequency	percentage
1	≥ 70	Complete	3	15%
2	≤ 70	Uncomplete	17	85%
Total			20	100%

Figure 3

Graph of student's pre test of SMP Manba'ul Ulum



Based on the result of students' pre-test, the writer get the total of pre test by summarizing the scores. It means that there are only 3 students (15%) who passed the pre-test. Meanwhile, there are 17 students (85%) who failed pre-test with standard minimum is 70. The researcher target of the research is success if there are 80% of population or students' score has increased at least ≥ 0.1 .

The table also show their weakness in writing descriptive ability. It is the reason why the researcher uses index card match strategy as an alternative learning to increase the students' writing descriptive paragraph. So the researcher briefly can fix their error and explain more about the materials.

1. Action and Learning Process in Cycle I

In cycle 1 consist of planning, acting, observing, and reflecting.

1) Planning

In planning phase, the writer prepared the lesson plan and the material that suitable with students' need. The researcher together with collaborator identify the problem based on the pre-test that had done before and found the causes of the problem. Then the researcher and the collaborator plan to give the task and evaluation. The evaluation was about making paragraph of descriptive text.

In cycle 1 the resercher and the collaborator also designed the students' worksheet as teaching media. The observation sheet also was used to make some notes of the important thing that happens between teacher and students' activities on situation and condition of class with teaching learning process.

2) Acting

The implementation of the action was conducted in two meetings related the schedule. The cycle 1 consists of two meeting and here is the schedule.

Table 11
The Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Monday, September 24 th 2018	10.35 – 11.25
2 nd	Monday, October 1 st 2018	10.35 – 11.25

a) The First Meeting

Classroom action research in cycle 1 it is done on Monday, September 24th 2018 at 10.35 until 11.25 p.m, the researcher told them that to do research in their class. In this chance, the researcher wants to increase students' ability in writing descriptive text through individually, at the beginning of teaching learning process in cycle 1, the researcher greeting students, praying and check the attendance list. Learning is started. The researcher explain them about the descriptive text while explain about the generic structure and the characteristic or language features. Based on the pre-test yesterday showed that they have to improve:

- (1) How to start writing a text
- (2) Learning more about the generic structure of descriptive text.
- (3) Writing descriptive text completely.

After the students get about the matererial that is given by the researcher, then the teacher give some questions about the component in writing such as content, organization, vocabulary, grammar and mechanic. After 90 minutes the bell ring, then the teacher closes the lesson and reminded the students that it will be discussed in the next meeting.

b) The Second Meeting

The second meeting is done on Thursday, September 13rd 2018. Started learning by greeting, praying, checking the attendance list and

1	AF	22	15	11	11	6	65
2	ABP	23	15	14	13	5	70
3	AW	25	17	16	15	7	80
4	AR	22	12	12	10	4	60
5	AYH	20	12	14	10	4	60
6	AY	22	16	13	14	5	70
7	AF	24	16	15	14	6	75
8	CI	23	15	14	12	6	70
9	EE	20	14	13	13	5	65
10	EAA	19	13	10	9	4	55
11	FFD	23	14	16	12	5	70
12	FF	24	15	16	14	6	75
13	FMS	21	15	14	15	5	70
14	GM	16	14	13	10	6	60
15	MIIA	16	12	10	9	3	50
16	MAJ	18	12	12	10	3	55
17	SAQ	20	13	14	11	4	60
18	RHM	23	15	14	12	6	70
19	RNH	20	14	13	13	5	65
20	RM	24	15	16	14	6	75
Total							1320
Average							66.00
Highest Score							80
Lowest Score							50

The number of students who get 70 or more = 10

Note:

CO : Content
OR : Organization
VC : Vocabulary
GR : Grammar
M : Mechanic

From the table 10, it can be analyzed that the students' average score was 66.00. The highest score is 80 and the lowest score is 50. Based on the minimum mastery criterion (KKM), there are 10 students that has passed on post-test 1 or get score ≥ 70 .It means that in cycle 1 the students' achievement can improve enough, but it is not successful yet.

3) Observing

In observing of the researcher action, the writer present two meeting in cycle 1 of learning writing descriptive text through index card match strategy. The first meeting the writer gives descriptive text by using index card match strategy. In second meeting, the writer gives post-test about the material that is the writer gives.

4) Reflecting

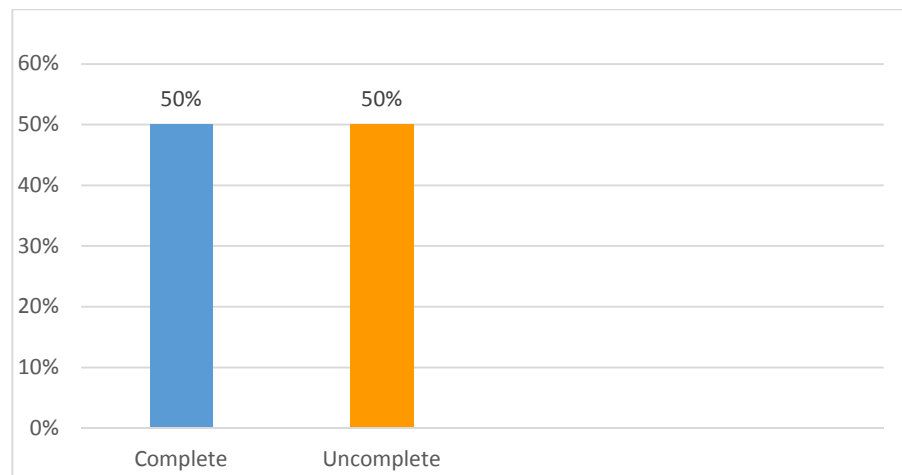
In the end of cycle 1, there is result of the students' score. Based on the table of post-test 1, it can see that there are 10 students (50%) who passed the post-test. Meanwhile, there are 10 students (50%) who failed post-test .So the post test still failed. The criteria of students who are

successful in achieving the material if 80% of students in that class get score at least 70. The students' score as follows:

Table 13
Frequency of Students' Score in Post-Test 1

No	Score	Category	Frequency	percentage
1	≥ 70	Complete	10	50%
2	≤ 70	Uncomplete	10	50%
Total			20	100%

Figure 4
Graph of Students Post test of SMP Manba'ul Ulum



Source: data of students' post test score

In this research, pre-test and post-test 1 have done individually. It is aimed to know the students' writing ability score before and after treatment. From the result of pre-test and post-test 1, it can be analyzed that there is an improvement from the students' result score. It can be seen from the advantage score in pre-test 56.05 and post-test 1 66.00. Although there is an improvement of the students'

achievement, cycle I is not successful yet because only 10 students (50%) who passed in the post-test 1. It can be concluded that cycle I is not successful yet because the indicator of success is not reached yet and the researcher has to revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

2. Action and Learning Process in Cycle 2

It was the aftermath of the first cycle. The second cycle consists of two meetings and here is the schedule:

Table 14
The schedule of Action Cycle II

Meeting	Day/Date	Time
1 st	Monday, October 8 th 2018	10.35 – 11.25
2 nd	Monday, October 15 th 2018	08.45 – 09.55

a) Planning

Based on observation and reflection in cycle I, it shows that cycle I is not successful yet. Therefore, the researcher and collaborator try to revise the several problems that appear in cycle I and arrange the planning for continuing in cycle II. The researcher prepares the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

1) Acting

a) The First Meeting

The description of the teaching and learning process of cycle II is not different from the previous cycle. In each treatment, the researcher tries to make the students more active. The implementation of this step is conducted in two meetings, namely: treatment and post-test

The treatment in cycle II is conducted on Monday, October 8th, 2018 at 10.35 – 11.25. In the first meeting in cycle 2 the researcher focus on the first cycle weakness, the teacher find that the student's problem is in content, grammatically, vocabulary, organization and mechanism, it is seen clearly that they were lack of vocabulary knowledge. In writing paragraph we must use suitable words and good grammar so that the readers can understand the information easily.

The teacher gives example how to use the right vocabulary and good grammar based on the paragraph itself. Then the teacher gives time to the students to asked about the difficulties from the material to improve their paragraph. The bell ring after 70 minutes, it means that the time is over, the teacher close the lesson and remind the students to always study hard.

b) The Second Meeting

The second meeting is done on Monday, October 15th, 2018 at 10.35-11.25. This meeting is opened by greeting, praying, asking condition of students, checking attendance list and motivating the students. The second meeting in the classroom is relatively active. All of the students are noisy active in the class. The researcher give post-test to measure their ability. So, all of the students write a descriptive text again. They do the treatment of index card match strategy.

Now the researcher asked them to work individually. The researcher give them a students worksheet again and asked the students whether they have some questions or not. After 60 minutes, the bel ring then the writer close the lesson, remaind the students to study hard.

Table 15
The Students' Result at the Post-Test Cycle 2

No	Name	Score Post-Test of the Cycle 2					Total
		Co	Or	Vc	Gr	M	
1	AF	25	17	15	12	6	75
2	ABP	24	18	16	12	5	75
3	AW	27	19	17	20	7	90
4	AR	24	16	13	11	6	70
5	AYH	25	16	16	12	6	75
6	AY	26	17	15	15	7	80
7	AF	27	19	17	15	7	85
8	CI	26	18	15	14	7	80
9	EE	25	16	15	13	6	75
10	EAA	23	14	11	12	5	65

11	FFD	26	17	15	15	7	80
12	FF	26	19	16	13	6	80
13	FMS	25	16	15	13	6	75
14	GM	24	16	14	11	5	70
15	MIIA	22	13	11	10	4	60
16	MAJ	22	15	14	10	4	65
17	SAQ	27	19	17	15	7	85
18	RHM	27	17	15	15	6	80
19	RNH	24	16	13	11	6	70
20	RM	24	16	15	13	7	75
Total							1505
Average							75.25
The Highest Score							90
The Lowest Score							60

The number of students who get 70 or more = 17

Note:

- CO : Content
- OR : Organization
- VC : Vocabulary
- GR : Grammar

Based on the table of pos-test 2, we can see that the result of post-test can fulfill the Criteria Minimum Standar (CMS) where there are of 17 students (85%) who can get score ≥ 70 , and only 3 students (15%) who are not succeed. The average score of post-test is 75.25, it shows that they are successful in teaching

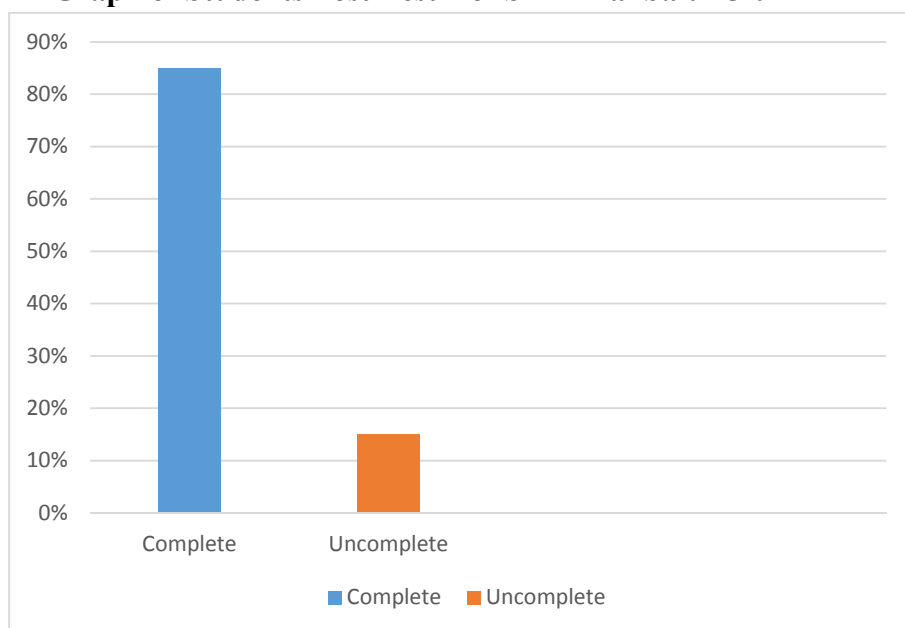
learning activities, because 80% of all students got ≥ 70 .

Here's the table of the results of the students.

Table 16
Frequency of Student's Score at Post-Test 2

No	Score	Category	Frequency	percentage
1	≥ 70	Complete	17	85%
2	≤ 70	Uncomplete	3	15%
Total			20	100%

Figure 5
Graph of Students Post Test 2 of SMP Manba'ul Ulum



2) Observing

From the observation of research action, the researcher presents two meeting in cycle II, and still apply index card match strategy. Those expected able to help the students to understand the meaning of

sentence. Most of the students said that through index card match actually they could share each other, but if had to do the new exercise they still find such difficult in developing idea.

3) Reflecting

The implementing of index card match strategy in teaching writing descriptive text at the cycle II is better than cycle I. It can be seen by students' score increased from the first meeting until the last meeting.

In the beginning test of cycle 2 has gotten average 71 and the students who has succeeded 15 students (75.00%) and not succeeded 5 students (25.00%). In post-test has gotten average 75.25 and the students who have success 17 students (85%) and not success only 3 students (15%).

Finally based on researcher's observation and reflection in this cycle, it can be known that index card match as the strategy of teaching and learning can improve the students' ability in Descriptive Writing Ability.

3. Interpretation

In this session the writer will interpret the research result by comparing the data in cycle 1 and cycle 2.

a) Action and Learning Process in Cycle 1

Here the results of the pre-test and post-test score of the students in cycle 1.

Table 17
Students' Score of Pre-test and Post-test Cycle I

No	Name	Pre-Test Score	Post-Test Score Cycle 1	Increasing	Explanation
1	AF	50	65	15	Increase
2	ABP	60	70	10	Increase
3	AW	70	80	10	Increase
4	AR	60	60	-	Constant
5	AYH	50	60	10	Increase
6	AY	60	70	10	Increase
7	AF	70	75	5	Increase
8	CI	50	70	20	Increase
9	EE	55	65	10	Increase
10	EAA	45	55	10	Increase
11	FFD	70	70	-	Constant
12	FF	60	75	15	Increase
13	FMS	60	70	10	Increase
14	GM	55	60	5	Increase
15	MIIA	40	50	10	Increase
16	MAJ	55	55	-	Constant
17	SAQ	65	60	-5	Decrease
18	RHM	60	70	10	Increase
19	RNH	50	65	15	Increase
20	RM	45	75	30	Increase
	Total	1130	1320		
	Average	56.5	66.00		

In this result of the research pre-test and post-test has done individually. It is aimed to know the ability of the students before and after give the treatment. From the result of pre-test and post-test, we know that there is an increasing from the student's result score it can be seen from the average 56.5 become 66.00.

From the analysis that has done by the teacher, the student's result in pre-test find that most students have difficulties in grammar, vocabulary, and mechanic in writing paragraph. They are confused when they write a paragraph because the teacher only gives a little explanation from the material itself.

Besides that, from the score of post-test at cycle I, it can be seen that there is increasing because the teacher has given more explanation about the problem in pre-test by using a treatment. The teacher also post words that related to the theme, so the students can make a paragraph based on the words given by the teacher.

b) Action and Learning Process in Cycle 2

Here are the students' result of score in learning pre-test and post test cycle 2.

Table 18
Students' Score of Post-test Cycle I and Post-test Cycle II

No	Name	Post-Test Score Cycle 1	Post-Test Score Cycle 2	Increasing	Explanation

1	AF	65	75	10	Increase
2	ABP	70	75	5	Increase
3	AW	80	90	10	Increase
4	AR	60	70	10	Increase
5	AYH	60	75	15	Increase
6	AY	70	80	10	Increase
7	AF	75	85	10	Increase
8	CI	70	80	10	Increase
9	EE	65	75	10	Increase
10	EAA	55	65	10	Increase
11	FFD	70	80	10	Increase
12	FF	75	80	5	Increase
13	FMS	70	75	5	Increase
14	GM	60	70	10	Increase
15	MIIA	50	60	10	Increase
16	MAJ	55	65	15	Increase
17	SAQ	60	85	25	Increase
18	RHM	70	80	20	Increase
19	RNH	65	70	5	Increase
20	F _{RM}	75	75	-	Constant
	Total	1320	1505		
r	Average	66.00	75.25		

From here are pre-test to the post-test at cycle II result, it can be seen that the use of index card match strategy can improve the student's ability in writing descriptive text, because the result of student's score can't achieve the target, the teacher decides to give a test to the students using the same way in cycle 2 but with different topics in every task.

By using index card match strategy students have understood about making a descriptive text, they can improve their writing ability. It can be seen from their average score 66.00 become 75.25 in the post-test. It shows that they are successful in the teaching learning activities, because 85% gained score ≥ 70 .

c) Students` Score in Pre-test, Post-test I, and Post-test II

English learning process is successfully in cycle I but the students` average score is low. While, the score of the students in post-test I is higher than pre-test. Moreover, in cycle II, the students` average score is higher than cycle I. The following is the table of illustration score in cycle I and cycle II:

Table 19
Students` Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AF	50	65	75
2	ABP	60	70	75
3	AW	70	80	90
4	AR	60	60	70
5	AYH	50	60	75
6	AY	60	70	80
7	AF	70	75	85
8	CI	50	70	80
9	EE	55	65	75
10	EAA	45	55	65
11	FFD	70	70	80
12	FF	60	75	80
13	FMS	60	70	75
14	GM	55	60	70
15	MIIA	40	50	60
16	MAJ	55	55	65
17	SAQ	65	60	85

18	RHM	60	70	80
19	RNH	50	65	70
20	RM	45	75	75
Total Score		1130	1320	1505
Average		56.5	66.00	75.25

Based on the result of pre-test, post-test I and post-test II, it has known that there is a positive significant increasing of the students' score. It can be seen from the average 56.5 to 66.00 became 72.25. Therefore, the researcher concludes that the research is successful because the indicator of success in this research has been achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of learning process on two cycles, the researcher would like to describe the conclusion that the students descriptive writing ability could be improved through Index Card Match (ICM) as strategy, as follows:

1. Index card match strategy can improve the student's writing descriptive ability at the seventh grades of SMP Manba'ul Ulum Seputih Agung Central Lampung.
2. Index card match strategy helps students to understand descriptive writing ability. it makes students and enjoyable to understand the material. It can be seen on the progress from pre-test to cycle I and cycle II. The students' score in cycle I and cycle II improves significantly. The average of students' score in pre-test is 56.5. The average of students' score in cycle I is 66.00. Then the average of students' score in cycle II is 75.25.

B. Suggestion

Based on conclusion above, the research would like to give some suggestion as follows:

1. For the English teacher:

- a. The English teachers should motivate the students to be more active in learning English by helping them to expand their knowledge by descriptive writing.
- b. The English teachers are recommended that they should apply index card match strategy as a variation in descriptive writing which can help them to make a good text.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students:

- a. The students should expand the knowledge about descriptive writing
- b. The students are suggested to improve their ability in writing descriptive text.
- c. The students recommended that they should improve their ability in writing text by using index card match in the class.

3. For the headmaster:

To support the English teacher to use index card match strategy in learning process, because index card match strategy is so helpful.

BIBLIOGRAPHY

- Alice Oshima and Ann Hogue. *Introduction to Academic Writing*. Second Edition. New York: Longman 1997.
- Artono Wadirman et.al. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. 2008.
- Dorothy E Zemach and Carlos Islam. *Paragraph Writing*, Oxford: Macmillan Publisher, 2005.
- Glolier, *The New Glolier Webster International Dictionary of the English Language*. New York: Glolier Incorporate. 1974
- Haryadi.H, *Galileo Bahasa Inggris*: Klaten: CV.Grafika Dua Tujuh, 2015.
- Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1974.
- Jack C. Richards and willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press, 2002
- Jeremi Harmer. *How to Teach Writing*. Edinburg: Pearson Education Limited, 2004
- John Langan, "*English Skil with Reading*".New York: McGraw-Hill Companies, Inc. 2001.

Kane S. Thomas, *Essential Guide to Writing*, New York: Oxford University Press, 2000.

Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text 2ed*,

Mark Anderson and Kathy Anderson. *Text Type in English 2*. Australia: MacMillan. 1998.

R.R Jordan. *Academic Writing Course Study Skill in English*, third edition. England: Logman, 2003

Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2007

Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

Silberman, Melvin, *Active Learning*, Pustaka Insan Madani, Yogyakarta, 1996.

Thomas S. Kane. *The Oxford, Essential Guide Of Writing*. New York: A Berkley Book, 2000.

Vicki Urquhart and Monette McIver. *Teaching Writing in The contents areas*. Alexandria: Association for Supervision and Curriculum Development, 2005.

Zainal Aqib, *Penelitian Tindakan Kelas*, CV. Yrama Widya, Bandung, 2006,

Zaini, Hisyam, *Strategi Pembelajaran Aktif*, Pustaka Insan Madani, Yogyakarta, 2008

<http://genretextinenglish.blogspot.com/2011/10/generic-structure-of-english-text.html> 2015.

APPENDIXES 1

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : 7

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan</p>	<p>Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Tingkat kelengkapan dan keruntutan struktur teks sapaan, 	3 x 4 JP	<ul style="list-style-type: none"> model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. Contoh peragaan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapakan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan sebagainya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.</i>, dan sebagainya</p> <p>c. <i>Thank you. You are welcome.</i>, dan sebagainya</p> <p>d. <i>I'm sorry. That's fine, okay. Alright.</i>, dan sebagainya</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di</p>	<p>permintaan maaf.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa</p>	<p>pamitan, ucapan terimakasih, dan permintaan maaf</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan 		<p>dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris Teks dari buku non-teks Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://america.nenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang benar dan sesuai konteks.	dalam maupun di luar kelas.	<p>Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris 	<p>dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>).</p>	<p>melaksanakan komunikasi</p>		
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar..</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</p>	<p>Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri</p> <p><i>Fungsi sosial</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p><i>My name is ..., I'm ..., I live in ... dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kosakata, • Tata bahasa (<i>be, have,</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi perkenalan diri • Siswa mengikuti interaksi perkenalan diri • Siswa menirukan model interaksi perkenalan diri. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris,</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial perkenalan diri • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p>	<p>1 x 4 JP</p>	<p>Sesuai dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran.</p> <ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial,</p>	<p>kata ganti I, he, she, they; kata ganti kepunyaan, my, your, his, their)</p> <ul style="list-style-type: none"> • ucapan, • tekanan kata, • dan intonasi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memperkenalkan diri dengan bahasa Inggris, di dalam 	<ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi perkenalan diri. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk 		<p>CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>)	<p>memperkenalkan diri ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
1. 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan 	3 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>internasional yang diwujudkan dalam semangat belajar.</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>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk</p>	<p>bentuk angka, tanggal, dan tahun</p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia</p> <p><i>Struktur teks</i></p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?, dan sebagainya.</i></p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January, dan</i></p>	<p>dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Siswa menirukan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan</p>	<p>nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>semacamnya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one, two thirty, half past eight, a quarter to five, dan seterusnya</i></p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya</i></p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and</i></p>	<p>menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>a. Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks <i>simulasi, role-play</i>, dan kegiatanlain yang terstruktur.</p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam</p>	<p>waktu dalam bentuk angka, tanggal, dan tahun</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>three.</i> dan sebagainya.</p> <p><i>Unsur kebahasaan:</i></p> <ol style="list-style-type: none"> (1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (2) Kata kerja dalam simple present tense: <i>be, have.</i> (3) Kata tanya <i>What, When</i> (4) Kata ganti <i>it dan</i> artikel <i>the.</i> (5) <i>Cardinal number</i> dan <i>ordinal number</i> (6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi <p><i>Topik</i></p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan</p>	<p>proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, 	<p>tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	dan tahun dalam jurnal belajarnya.	komunikasi <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi</p>	<p>Teks lisan dan tulis untuk memaparkan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi memaparkan jati diri dan • Siswa mengikuti interaksi memaparkan jati diri. • Siswa menirukan model interaksi memaparkan jati diri. • Siswa membaca beberapa kartu identitas • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memaparkan jati diri • Tingkat kelengkapan dan keruntutan struktur teks memaparkan jati diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	2 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan</p>	<p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti., Is she your friend?</i> dan seterusnya</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms.,</i> dan sebagainya.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama status hubungan keluarga dan kekerabatan</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Kata ganti <i>I, you, we, she, it, they, we.</i> dan seterusnya.</p>	<p>teks, dan unsur kebahasaan)</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara memaparkan jati diri dalam bahasa Inggris, dengan perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memaparkan jati diri yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan memaparkan jati diri 	<p>ucapan, tekanan kata, intonasi</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain simulasi untuk berinteraksi memaparkan jati diri Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(5) Kata ganti <i>my, your, our, her, their, his</i>, dan seterusnya. (6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live</i>, dan sebagainya. (7) Penyebutan kata benda singular dan plural (-s), dan <i>children</i> (8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik kalimat</i></p> <p>Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab,</p>	<p>dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memaparkan jati diri ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dan jujur.		<p>dan peduli dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan</p>	<p>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. • Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik • Tingkat kelengkapan dan keruntutan 	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional..</p>	<p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>It's my cricket.</i> <i>They are my cats. There are many fireflies in the farm., What is it?</i> <i>Are they your toys?</i> <i>Which one is your book?</i> <i>How many cows do you have?</i> <i>The hospital is near the post office.</i> <i>The police station is in the corner.</i> dan sebagainya.</p> <p><i>Unsur kebahasaan</i> (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches,</i></p>	<ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p>struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p><i>mosquitoes.</i></p> <p>(2) Nama bangunan umum: the post office, the bank, the hospital.</p> <p>(3) Kata tanya <i>What?Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p>	<p>Mengeksplorasi</p> <p>a. Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatanlain yang terstruktur.</p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan. Kesungguhan siswa dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.	Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.	<p>lainnya.</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya. 	<p>proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, menghayati pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pada lagu yang didengar atau dibaca. Siswa mempertanyakan cara menemukan informasi rinci dalam lirik. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang dibaca 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menghibur, mengungkapkan perasaan, menghayati pesan moral Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <p>Pertunjukkan menyanyikan lagu dengan ucapan yang tepat.</p>	<p>2 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 		
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	<p>Teks tulis label nama (label) dan daftar barang (list)</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca /mendengar contoh nama-nama benda / daftar barang sesuai dengan pengelompokannya dengan memperhatikan fungsi sosial, 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks 	2 x 4 JP	<p>Sesuai dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran.</p> <ul style="list-style-type: none"> Keteladanan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan</p>	<p>mengidentifikasi, menginventarisasi.</p> <p><i>Struktur text</i></p> <p>Nama benda, dengan atau tanpa jumlah.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Artikel <i>a</i>, kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa,</p>	<p>struktural teks dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa meniru/menyalin contoh-contoh secara terbimbing. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/penyampaian dari berbagai sumber. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa Membaca/ mendengar/ menulis contoh-contoh teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur 	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku 		<p>ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>kebahasaan</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis teks dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan dari jenis teks yang sedang dipelajari. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan dari guru dan teman tentang karya yang dihasilkan/ pesan yang ditangkap dan disampaikan, dll. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan 	<p>tanggung jawab, peduli, kerjasama, dan cinta damai,</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menulis teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan pekerjaan siswa yang mendukung proses teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>) berupa: draft, revisi, dan editing • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks tulis label nama (<i>label</i>) dan daftar barang 		<ul style="list-style-type: none"> • Teks dari buku non-teks <p>Sumber dari internet, seperti:</p> <ul style="list-style-type: none"> • www.dailyenglish.com • http://americannqlish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>meminta maaf dalam jurnal belajar (<i>learning journal</i>).</p>	<p>(<i>list</i>)</p> <ul style="list-style-type: none"> Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, benda 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks 	<p>4 x 2 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan</p>	<p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dan</i> semacamnya.</p> <p><i>It's..., They're..., I'm..., dan</i> semacamnya.</p> <p><i>Is it small? What is he like? What are they like? Are you tired? What do you think?</i> dan semacamnya.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata tanya <i>What? Which? How?</i></p> <p>(2) Nama benda-benda yang sangat lazim di sekitar ruman dan sekolah dan terkait.</p>	<ul style="list-style-type: none"> Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia,</p>	<ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(3) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(4) Kata kerja dalam simple present tense: <i>be, have</i>.</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, benda <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa: draft, revisi, dan editing Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>). 	<p>menyatakan dan menanyakan sifat orang, binatang, benda</p> <ul style="list-style-type: none"> Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Siswa mengikuti interaksi 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan 	<p>3 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam 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>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan</p>	<p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>We exercise in the morning. The cat jumps to the tree., We don't say bad words. He doesn't like noodles.,</i> dan sebagainya.</p> <p><i>What do you do every morning? Do you help your dad? Where do you put your shoes? When does she clean up her house? Where does the dog poo?</i> dan sebagainya.</p> <p><i>Unsur kebahasaan</i> (1) Kata tanya dan</p>	<p>ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p> <ul style="list-style-type: none"> Siswa menirukan model ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang,</p>	<p>keruntutan struktur teks</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>pernyataan negatif <i>What?Do you ...?Does he ...? He doesn't ... They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan –s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in, at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan</p>	<p>binatang, benda dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan 	<p>kerjasama, dan cinta damai,</p> <p>Ketepatan dan kesesuaian dalam menulis ungkapan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan pekerjaan siswa yang mendukung proses ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda berupa:draft, revisi, dan editing Kumpulan karya siswa yang 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam jurnal belajar (<i>learning journal</i>). 	<p>mencerminkan hasil atau capaian belajar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda</p>	<p>Teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis</p> <p><i>Fungsi sosial</i></p> <p>Mencapai tujuan, menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p><i>Struktur teks</i></p> <p>Ungkapan baku dari sumber-sumber otentik:</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca beberapa teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber. Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (<i>scanning</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short</i> 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks instruksi, tanda atau rambu, tanda peringatan Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ 	<p>4 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan</p>	<p><i>not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa yang lazim digunakan</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>Topik</p> <p>Tindakan di sekolah dan</p>	<p><i>notice</i>), tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan informasi tertentu dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat. Siswa berlatih menemukan 	<p>penyampaian</p> <p>CARA PENILAIAN:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, Ketepatan dan kesesuaian dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan pekerjaan siswa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>informasi tertentu dan rinci dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <ul style="list-style-type: none"> • Siswa menulis/menyalin teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis. • Siswa melakukan perbaikan terhadap teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis berdasarkan masukan dari teman dan guru 	<p>yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa: draft, revisi, dan editing</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) • Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dan membandingkannya dengan contoh yang diberikan. Siswa menganalisis bentuk kalimat yang digunakan dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris dengan fokus pada 	<p>penilaian.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan kalimat perintah dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) • Siswa mempresentasikan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang sudah diperbaiki berdasarkan masukan dari guru dan teman • Siswa menyampaikan kesimpulan hasil belajar secara lisan 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan</p>	<p>Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, binatang, benda dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, binatang, bendayang semuanya sesuai</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks deskriptif Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p>	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful</i>, dan semacamnya</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple</p>	<p>teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<ul style="list-style-type: none"> Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. 	<p>cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

LASSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 1

Satuan Pendidikan	:	SMP MANBA'UL ULUM
Kelas	:	VII
Mata Pelajaran	:	Bahasa Inggris
Skill	:	Writing
Tema/Topik	:	Descriptive text
Alokasi Waktu	:	2 x 40 menit (2 pertemuan)

A. KOMPETENSI DASAR

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
5. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. INDIKATOR PENCAPAIAN KOMPETENSI

- Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris
- Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional di lingkungan sekitar.

- Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.
- Bagaimana mendeskripsikan orang, hewan dan benda-benda disekitarnya dengan bantuan gambar.
- Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana

3. TUJUAN PEMBELAJARAN

Siswa terampil dalam mendeskripsikan binatang dengan ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan, dengan menggunakan struktur text dan unsur kebahasaan yang tepat dengan jujur dan santun.

4. MATERI PEMBELAJARAN

Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. The Generic Structure of Descriptive Text

Identification; identifying the phenomenon to be described.

Description; describing the phenomenon in parts, qualities, or/and characteristics.

3. The Language Feature of Descriptive Text

Using attributive and identifying process.

Using adjective and classifiers in nominal group.

Using simple present tense

4. The Example of Descriptive Text

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

A. Fungsi sosial

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

B. Struktur text

- (4) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- (5) Penyebutan sifat orang, binatang, benda dan bagiannya, dan
- (6) Penyebutan tindakan dari atau terkait dengan orang, binatang, bendayang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks : kurang lebih 3 (tiga) kalimat.

C. *Unsur kebahasaan*

- (7) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (8) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*
- (9) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dan semacamnya
- (10) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dan sebagainya.
- (11) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (12) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

D. *Topik*

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

5. MODEL/METODE PEMBELAJARAN

- A. Pendekatan : Scientific
- B. Strategi : Observe – Practice
- C. Metode : Inquiry/Experiential Learning

6. KEGIATAN PEMBELAJARAN

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none">☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris☞ Mengecek kehadiran siswa.☞ Guru dapat memulai dengan menanyakan kapan peserta didik lahir.☞ Pastikan peserta didik mampu merespon	

	<p>ungkapan tentang kapan peserta didik lahir.</p> <ul style="list-style-type: none"> ☞ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ☞ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ☞ Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. ☞ Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif ☞ Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> ☞ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. ☞ Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>Mengeksplorasi</p>	

	<ul style="list-style-type: none"> ☞ Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. ☞ Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat ☞ Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. ☞ Siswa menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> ☞ Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. ☞ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. ☞ Siswa membuat jurnal belajar (<i>learning journal</i>) 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. 	

	<ul style="list-style-type: none"> ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	
--	---	--

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ☞ Mengecek kehadiran siswa. ☞ Guru dapat memulai dengan memberikan motivasi untuk siswa ☞ Pastikan peserta didik mampu merespon ungkapan tentang kapan peserta didik lahir. ☞ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ☞ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ☞ Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. ☞ Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif ☞ Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada 	

	<p>tempatnya untuk membaca dengan bermakna</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> ☞ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. ☞ Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> ☞ Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. ☞ Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat ☞ Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. ☞ Siswa menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> ☞ Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. ☞ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang 	
--	--	--

	<p>disampaikan dalam kerja kelompok.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. ☞ Siswa membuat jurnal belajar (<i>learning journal</i>) 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

7. SUMBER/MEDIA PEMBELAJARAN

- A. Sumber : Buku Paket “When English Rings the Bell” dan Buku LKS.
 B. Media : Media Audio Visual, White Board, Boardmarker, paper.

8. PENILAIAN

FORMAT PENILAIAN KELAS

Tanggal Pelaksanaan :

K e l a s :

Untuk hasil Performance Test (Students’ Writing Ability) atau hasil siswa dalam membuat analytical exposition essay digunakan scoring rubric sebagai berikut:

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic

	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns,

		prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

Total Nilai : 100

Gayau Sakti, September 2018

Collabulator

Researcher

Nurul Arovi, S.Pd

**Munirul Umam
NPM. 14121767**

Mengetahui
Kepala sekolah

M. Khofit Nawawi, A.Ma

LASSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 2

Satuan Pendidikan : SMP MANBA'UL ULUM
Kelas : VII
Mata Pelajaran : Bahasa Inggris

Skill	: Writing
Tema/Topik	: Descriptive text
Alokasi Waktu	: 2 x 40 menit (2 pertemuan)

C. KOMPETENSI DASAR

6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
9. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
10. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. INDIKATOR PENCAPAIAN KOMPETENSI

- Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris
- Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional di lingkungan sekitar.
- Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.
- Bagaimana mendeskripsikan orang, hewan dan benda-benda disekitarnya dengan bantuan gambar.
- Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana

9. TUJUAN PEMBELAJARAN

Siswa terampil dalam mendeskripsikan binatang dengan ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan, dengan menggunakan struktur text dan unsur kebahasaan yang tepat dengan jujur dan santun.

10. MATERI PEMBELAJARAN

Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,

DESCRIPTIVE TEXT

5. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

6. The Generic Structure of Descriptive Text

Identification; identifying the phenomenon to be described.

Description; describing the phenomenon in parts, qualities, or/and characteristics.

7. The Language Feature of Descriptive Text

Using attributive and identifying process.

Using adjective and classifiers in nominal group.

Using simple present tense

8. The Example of Descriptive Text

My Lovely Cat

(Identification)

I have a stray cat as my pet.

(Description)

He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

E. Fungsi sosial

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

F. Struktur text

- (7) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- (8) Penyebutan sifat orang, binatang, benda dan bagiannya, dan
- (9) Penyebutan tindakan dari atau terkait dengan orang, binatang, bendayang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks : kurang lebih 3 (tiga) kalimat.

G. Unsur kebahasaan

- (13) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (14) Kata ganti *it, they, she, we, dst; our, my, your, their, dst*.
- (15) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dan semacamnya
- (16) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dan sebagainya.
- (17) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (18) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

H. Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

11. MODEL/METODE PEMBELAJARAN

- D. Pendekatan : Scientific
- E. Strategi : Observe – Practice
- F. Metode : Inquiry/Experiential Learning

12. KEGIATAN PEMBELAJARAN

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none">☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris☞ Mengecek kehadiran siswa.☞ Guru dapat memulai dengan menanyakan kapan peserta didik lahir.☞ Pastikan peserta didik mampu merespon ungkapan tentang kapan peserta didik lahir.☞ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.☞ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru	
Inti	<p>Mengamati</p> <ul style="list-style-type: none">☞ Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana.☞ Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif	

	<p>☞ Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</p> <p>Mempertanyakan</p> <p>☞ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>☞ Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif.</p> <p>Mengeksplorasi</p> <p>☞ Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</p> <p>☞ Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>☞ Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif.</p> <p>☞ Siswa menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Mengasosiasi</p> <p>☞ Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada</p>	
--	---	--

	<p>fungsi sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> ☞ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. ☞ Siswa membuat jurnal belajar (<i>learning journal</i>) 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ☞ Mengecek kehadiran siswa. ☞ Guru dapat memulai dengan memberikan motivasi untuk siswa ☞ Pastikan peserta didik mampu merespon ungkapan tentang kapan peserta didik lahir. ☞ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ☞ Jika memungkinkan, guru dapat bertanya ke 	

	<p>beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru</p>	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ☞ Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. ☞ Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif ☞ Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> ☞ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. ☞ Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> ☞ Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. ☞ Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan 	

	<p>yang tepat</p> <ul style="list-style-type: none"> ☞ Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. ☞ Siswa menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> ☞ Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. ☞ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ☞ Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. ☞ Siswa membuat jurnal belajar (<i>learning journal</i>) 	
<p>Penutup</p>	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Siswa diberi tugas berupa Pekerjaan Rumah. 	

13. SUMBER/MEDIA PEMBELAJARAN

C. Sumber : Buku Paket “When English Rings the Bell” dan Buku LKS.

D. Media : Media Audio Visual, White Board, Boardmarker, paper.

14. PENILAIAN

FORMAT PENILAIAN KELAS

Tanggal Pelaksanaan :

K e l a s :

Untuk hasil Performance Test (Students’ Writing Ability) atau hasil siswa dalam membuat analytical exposition essay digunakan scoring rubric sebagai berikut:

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization;

		or no enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing

	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

Total Nilai : 100

Gayau Sakti, September 2018

Collabolator

Researcher

Nurul Arovi, S.Pd

**Munirul Umam
NPM. 14121767**

Mengetahui
Kepala sekolah

M. Khofit Nawawi, A.Ma

DOCUMENTATIONS OF RESEARCH









APPENDIXES 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-0909/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP MANBA'UL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **MUNIRUL UMAM**
NPM : 14121767
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : USING INDEX CARD MATCH STRATEGY TO IMPROVE THE WRITING ABILITY IN DESCRIPTIVE TEXT AMONG THE FIRST LEVEL STUDENTS OF JUNIOR HIGH SCHOOL MANBA'UL ULUM ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di SMP MANBA'UL ULUM.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014





**YAYASAN PENDIDIKAN
“ MANBA’UL ULUM SEPUTIH AGUNG “
SEKOLAH MENENGAH PERTAMA (SMP)
GAYAU SAKTI SEPUTIH AGUNG LAMPUNG TENGAH**

Sekretariat : jl. Pesantren no. 04 akte notaris : Hi. Sri mulyono herlambang, SH. No. 17 tanggal 18 Februari 2016

Nomor : 154/YP-MU/SMP/GS/IV/2018
Lampiran : -
Perihal : Keterangan Pra Survey

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Di
Institut Agama Islam Negri Metro

Menanggapi surat Ketua Jurusan Tadris Bahasa Inggris Institut Agama Islam Negri Metro Tgl
16 Maret 2018, bersama dengan ini kami menerangkan, bahwa mahasiswa :

Nama : MUNIRUL UMAM
Semester : VIII (delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
NPM : 14121767

Telah selesai melakukan Pra Survey di Sekolah Menengah Pertama Manba’ul Ulum Gayau Sakti
Kec. Seputih Agung Kab. Lampung Tengah pada tanggal 03 April 2018 dengan baik.
Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Gayau Sakti, 05 April 2018
Kepala Sekolah

M. KHOFIT NAWAWI





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 2672 /In.28.1/J/PP.00.9/8/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

21 Agustus 2018

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Munirul Umam
NPM : 14121767
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Using Index Card Match Strategy To Improve Descriptive Writing Ability Among Seventh Grade Students Of Junior High School Of Manba'ul Ulum Seputih Agung Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111 .

Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2897/In.28/D.1/TL.01/09/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **MUNIRUL UMAM**
NPM : 14121767
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MANBA`UL ULUM, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING INDEX CARD MATCH STRATEGY TO IMPROVE DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA`UL ULUM SEPUTIH AGUNG CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 21 September 2018



Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2898/In.28/D.1/TL.00/09/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MANBA'UL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2897/In.28/D.1/TL.01/09/2018, tanggal 21 September 2018 atas nama saudara:

Nama : **MUNIRUL UMAM**
NPM : 14121767
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MANBA'UL ULUM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING INDEX CARD MATCH STRATEGY TO IMPROVE DESCRIPTIVE WRITING ABILITY AMONG SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL OF MANBA'UL ULUM SEPUTIH AGUNG CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 September 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**YAYASAN PENDIDIKAN
“ MANBA’UL ULUM SEPUTIH AGUNG “
SEKOLAH MENENGAH PERTAMA (SMP)
GAYAU SAKTI SEPUTIH AGUNG LAMPUNG TENGAH**

Sekretariat : jl. Pesantren no. 04 akte notaris : Hi. Sri mulyono herlambang, SH. No. 17 tanggal 18 Februari 2016

Nomor : 164/YP-MU/SMP/GS/X/2018
Lampiran : -
Perihal : Keterangan Survey

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Di
Institut Agama Islam Negri Metro

Menanggapi surat Ketua Jurusan Tadris Bahasa Inggris Institut Agama Islam Negri Metro Tgl
21 September 2018, bersama dengan ini kami menerangkan, bahwa mahasiswa :

Nama : MUNIRUL UMAM
Semester : VIII (delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
NPM : 14121767

Telah selesai melakukan Survey di Sekolah Menengah Pertama Manba’ul Ulum Gayau Sakti
Kec. Seputih Agung Kab. Lampung Tengah pada tanggal 24 September 2018 s/d 20 Oktober
2018 dengan baik.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Gayau Sakti, 22 Oktober 2018
Kepala Sekolah

M. KHOFIT NAWAWI

SURAT KETERANGAN

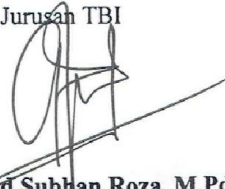
Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Munirul Umam
NPM : 19121767
Fakultas : Tarbiyah (FTIK)
Angkatan : 2014

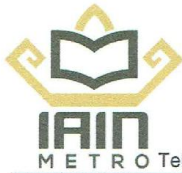
Telah menyerahkan buku berjudul : *Qualitative Data Analysis.*

Metro, 11 Januari 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-35/In.28/S/OT.01/01/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Munirul Umam
NPM : 14121767
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121767.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Januari 2019
Kepala Perpustakaan

Drs. Mokhammad Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Munirul Umam
NPM : 14121767

Jurusan : TBI
Semester/TA : VIII

No	Hari/Tanggal	Pembimbing		Materi yang di konsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 7/05/18	✓		- Revise Table of Content - Revise chapter 1	
2	Selasa, 5/06/18	✓		- Revise chapter 11	
3	Jumat, 8/06/18	✓		Revisi diterima; Ace & seminar	

Mengarahui,
Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19601125 199402 1 000



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Munirul Umam
NPM : 14121767

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 26-04-2018		✓	- Revise title and cover - Revise chapter I	
2.	Kamis, 03-05-2018		✓	- Revise chapter II	
3.	Jumat, 04-05-2018		✓	- Revise chapter III	
4.	Senin, 07-05-2018		✓		

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Munirul Umam
NPM : 14121767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 05/2018	✓		Revise:-Table of Conten - Chapter II	
2.	Senin, 12/11	✓		Revise Chapter II	
3.	Selasa, 04/12	✓		Revise chapter II • Definition of ability • Definition of writing • Definition of Descriptive Revise chapter III • Cycle 1 (planning)	
4.	Senin, 10/12	✓		Revise chapter II • Conclusion p. 8 Revise chapter III • cycle 1 (action) p.33	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Munirul Umam
NPM : 14121767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Kamis, 13/12	✓		Revise chapter III • Reflecting p. 35 • Revise indicator of success • Change tense from present to past in 4 th chapter.	
6.	Kamis 03/01 2019	✓		Revise chapter IV • Grammar • add step/procedure for acting	
7.	Senin, 07/01 2019	✓		Revise chapter V • Give conclusion first before you show data.	
8.	Rabu, 09/01 2019	✓		Revise chapter V	
9.	Kamis 10/01	✓		Revisi di bagian Ade ds ungu esak	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Munirul Umam
NPM : 14121767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1-	Kamis, 25 / 10 / 2018		✓	Revise : <ul style="list-style-type: none">• Cover• Table of Content• Chapter 1• Chapter II• Chapter III	
2	Kamis, 01 / 11 / 2018		✓	Revise : <ul style="list-style-type: none">chapter IVchapter V	
3	Jumat 02 / 11 / 2018		✓	A. Anungoro	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



CURRICULUM VITAE

The name of the writer is Munirul Umam. He was born in Bandar Jaya, on April 15, 1995. He is the second child of Mr. M.Sumaji and Mrs. Siti Aminah.

He was enrolled his study in Elementary school at SD Muhammadiyah Bandar Jaya, Center Lampung, on 2001-2007. Then, he continued his study at Mts Jauharotul Muallimin Gayau Sakti, on 2007-2010. He continued his study at SMA Manba'ul Ulum Gayau Sakti, on 2010 -2013. It was long journey for him to find out his dream. Finally, on 2014, he was registered as a S1 student of English Department of State Islamic Institute (IAIN) Metro.