

AN UNDERGRADUATE THESIS

**IMPROVING DESCRIPTIVE WRITING ABILITY USING FOCUSED
LISTING TECHNIQUE AMONG THE SECOND YEAR STUDENTS OF
SMA TMI ROUDHOTUL QUR'AN METRO**

By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

**IMPROVING DESCRIPTIVE WRITING ABILITY USING FOCUSED
LISTING TECHNIQUE AMONG THE SECOND YEAR STUDENTS OF
SMA TMI ROUDHOTUL QUR'AN METRO**

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

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TARBIYAH AND TEACHING TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018**



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APPROVAL PAGE

Title : IMPROVING DESCRIPTIVE WRITING ABILITY USING
FOCUSED LISTING TECHNIQUE AMONG THE SECOND
YEAR STUDENTS OF SMA TMI ROUDHOTUL QURAN
METRO

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Assalamu'alaikum, Wr. Wb

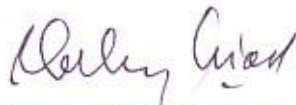
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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

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RATIFICATION PAGE

No. B-0325/In-28-1/D/PP-00.9/01/2019

An Undergraduate thesis entitled: IMPROVING DESCRIPTIVE WRITING ABILITY USING FOCUSED LISTING TECHNIQUE AMONG THE SECOND YEAR STUDENTS OF SMA TMI ROUDHOTUL QURAN METRO., written by Nur Islah Way Kurni, student number 14121897, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, January 16th 2019 at 13.00 – 15.00 a.m.

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The Dean of Tarbiyah and Teaching Training Faculty,



MENINGKATKAN KEMAMPUAN MENULIS DESKRIPTIF DENGAN MENGUNAKAN TEKNIK PENCATATAN TERFOKUS DI TAHUN KEDUA MURID SMA TMI ROUDHOTUL QURAN METRO

ABSTRAK

Oleh:

NUR ISLAH WAY KURNI

Penelitian ini bertujuan untuk menunjukkan bahwa teknik pencatatan terfokus dapat meningkatkan proses pembelajaran menulis deskriptif serta kemampuan menulis deskriptif.

Peneliti menemukan permasalahan seperti para siswa mengalami kesulitan dalam penulisan deskriptif karena tidak mempunyai ide serta penggunaan cara dan aktifitas pembelajaran yang konvensional. Teknik pencatatan terfokus adalah salah satu teknik yang dapat membantu siswa lebih fokus pada informasi yang berkaitan dengan topik pembahasan sehingga dapat mengembangkan kemampuan menulis siswa.

Penelitian ini merupakan penelitian tindakan kelas. Data-data yang digunakan dikumpulkan dengan metode observasi, test, field note, serta dokumentasi. Subjek penelitian ini adalah Siswa kelas XI terutama di kelas XI IPA. Akhirnya, diperoleh hasil bahwa nilai rata-rata dalam pre-tes adalah 61.80 %, post-test 1 adalah 70.20%, dan post test 2 adalah 83.12 %. Dapat disimpulkan bahwa hasil tersebut telah melampaui indikator sukses. Kesimpulan dari penelitian ini adalah penggunaan teknik pencatatan terfokus dapat meningkatkan kemampuan menulis deskriptif siswa di kelas sepuluh SMA TMI Roudhotul Quran Metro.

Kata kunci: Karangan Deskriptif, Teknik Pencatatan Terfokus, Kemampuan Menulis.

IMPROVING DESCRIPTIVE WRITING ABILITY USING FOCUSED LISTING TECHNIQUE AMONG THE SECOND YEAR STUDENTS OF SMA TMI ROUDHOTUL QUR'AN METRO

ABSTRACT

By:

NUR ISLAH WAY KURNI

This research aims to show that the focused listing technique can increase both of the process of teaching learning descriptive writing ability and the descriptive writing ability itself.

The researcher finds the problems such as the students find difficulties in descriptive writing because of not having ideas. Focused listing technique helps the students in finding the ideas. Using this technique can be alternated in order to make better descriptive writing ability. Focused listing technique is a useful technique to help the students more focus recall the important information related to the topic, as the result the students can develop their writing ability.

This research is classroom action research (CAR). The data is collecting by observation, test, field note and documentation. The subject of this research is the students at second year students especially in the class XI IPA. Finally, the result shows that the average of students' score in pre-test is 61.80 %, the post-test 1 is 70.20% and the post-test 2 is 83.12 %. It can be inferred that the result has reached out the criteria of the indicator of success. The conclusion of this research is that the use of focused listing technique can improve descriptive writing ability among the second year students of the SMA TMI Roudhotul Qur'an Metro.

Keyword : Descriptive Writing, Focused Listing Technique, Writing Ability

STATEMENT OF RESEARCH ORIGINALITY

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

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MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ (المجادلة: ١١)

Allah will raise up, to rank, those of you who believe and who have been granted knowledge. (Qs. Al Mujaddallah: 11)

*“Never Try Never Know”
(Nur Islah Way Kurni)*

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved parents (Mr.Sumarwan and Mrs.Istiqomah).
3. My beloved sisters (Utami Nur Fatimah, Ana Anis Kurli and Naura Alifia Salsabila) thanks for all of your loving, praying and supporting until finished this undergraduate thesis.
4. My beloved friends TBI 14th, All of SEMA Institute members 2018, EFG (*English Friendship Generation*), All of Cadres PMII METRO specially in rayon PBI, RAKOM, Gemblung Family that always support me whatever and whenever I am.
5. My beloved almamater IAIN METRO.

ACKNOWLEDGEMENTS

Thanks to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, just because of His Mercies, the writer can finish this thesis.

Moreover, Sholawat and Salam give to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world. Amin

In writing this thesis, there are many helpful individuals that the writer can not mention one by one. His deepest gratitude will be addressed to his beloved parents who always give the highly motivation.

My greatest acknowledgements go to both of their advisors, Mr. Mahrus As'ad, M.Pd and Mr. Ahmad Subhan Roza, M.Pd. May Allah SWT give them reward for supporting and guiding to finish this undergraduate thesis.

The writer realizes that this undergraduate thesis is inadequate. So, the writer really needs your valuable comment, criticism, and suggestion. Finally, the writer apologizes for all mistakes in this undergraduate thesis in which it is made in writing.

Metro, Desember 10th 2018
The Researcher



Nur Istah Way Kurni
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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the four skills that is very important to learn. Furthermore, the students have to be master in English components such as vocabulary, grammar, spelling and pronunciation. In the first year of Senior High School, the basic competency that should be achieved in writing English subject is that the students have the ability to develop and produce written simple function text in recount text, narrative text, and descriptive text, report text etc.

However, descriptive text is a type of text functioning to describe particular person, place, or thing. The students can use simple present and adjective clause in writing descriptive text. the problems are the students still feel strange and face some difficulties with English lesson especially in developing paragraph, because they cannot find ideas to express the writing.

Teaching by using technique is necessary to improve skill in teaching learning process. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encouraging students' participation using technique, the students' will not be bored and will be more creative during the lesson.

In this case, the writer will choose focus listing as the technique in teaching descriptive writing. The focus listing is a useful learning strategy in education. Originally, it is used to help the students build the paragraph by creating a list of term or ideas related to the topic.

To know the students ability in descriptive writing, the writer held a pre survey in SMA TMI Roudhotul Qur'an which is shown in the table below:

Table 1
The data of Pre-survey at the second year of SMA TMI Roudhotul Qur'an Metro

No	Name	Result of writing	
		Score	Category
1	AA	60	Low
2	BN	65	Fair
3	BDR	55	Low
4	DA	65	Fair
5	FAS	60	Low
6	FD	75	Good
7	GAS	60	Low
8	KK	65	Fair
9	LA	55	Low
10	MFA	76	Good
11	MS	50	Low
12	MAA	65	Fair

13	MB	65	Fair
14	MFA	53	Low
15	MS	60	Low
16	MA	66	Fair
17	MS	53	Low
18	GAS	65	Fair
19	OF	77	Good
20	M. AB	50	Low
21	LA	53	Low
22	DP	65	Fair
23	AP	50	Low
24	FD	55	Low
Total		1463	--
Average		60,95	Fail
The Higher Score		77	--
The Low Score		50	--

Source: Students' Descriptive Writing Ability taken on February, 12th 2018

This statement corroborated by the result of pre survey the second year of SMA TMI Roudhotul Qur'an at Metro on February, 12th 2018, the result as follows:

Table 2
The pre-survey data of daily test of TMI Roudhotul Qur'an at Metro

No	Score	Descriptive Writing	
		Frequency	Percentage
1.	≥ 70	3	12,5%
2.	< 70	21	87,5%
Total		24	100%

Source: The English teacher archive at second year students of SMA TMI Roudhotul Qur'an Metro, taken on February, 12th 2018

From the table above, it can be seen that the students' writing abilities are low and it should be improved. The total subject of this research is 24 students, while only 3 students who reach or pass score ≥ 70 with percentage 12.5%. It shows that many students who still have difficulties in writing descriptive text because the students' minimum mastery criterion (MMC) for English of SMA TMI Roudhotul Qur'an Metro is 70.

Based on the result of pre-survey data at the second year of SMA TMI Roudhotul Qur'an at Metro, shows that many students can not express their ideas in writing form, although they might know what will be written. They still can not understand or create a descriptive text although the teacher has explained it. They are still found some grammar mistakes or inappropriate vocabulary use. Most of students are not able to construct sentence in present form. Then, this strategy is suitable with the student needed. Therefore, they should use the focus listing technique to get it. Therefore, the researcher would like to conduct this research entitled "Improving Descriptive Writing

Ability Using Focus Listing Technique at The Second Year Students of SMA TMI Roudhotul Qur'an Metro”

Focus Listing is a technique that helps the students to easily describe or build sentences or paragraph and understand in using present tense by listing down related term to comprehend the topic and recall the information and experiences related to the topic, develop their writing ability and express their idea.

Considering the problem above, the researcher conducts classroom action research in which they uses focus listing technique in the writing instruction. The study is an attempt to improve the students' ability in writing descriptive text at the second year of SMA TMI Roudhotul Qur'an Metro, because the students are not only be interested in descriptive text using focus listing technique, but also it can help them describe or building sentence using focus listing technique.

B. Identification of The Problems

Based on the background above, some problems are identified as follows:

1. The students have low ability in writing descriptive text.
2. Students find difficulties in using grammar.
3. The students have difficulties in express their idea in descriptive writing.
4. The students have low vocabulary to express their idea.

C. Limitation of The Problems

Based on the problem identification above, there are several problems which experienced by the students, but the researcher focuses on the some students difficulties to express their idea and organizing the sentences in writing.

D. Formulation of The Problems

Based on the problems limitation above, the writer problem is formulated as follows:

1. Can the use of Focus Listing Technique improve the students' descriptive writing ability among the second year of SMA TMI Roudhotul Qur'an Metro.
2. Can the use of Focus Listing Technique improve learning activity among the second year of SMA TMI Roudhotul Qur'an Metro.

E. The Objective of The Research

Related to the formulation of the problem above, this research to show that the use of focused listing technique can improve both the process of teaching learning descriptive writing ability and the descriptive writing ability itself.

F. Benefits of The Study

1. For the Students

The students can improve their writing ability and stimulate them to develop their writing ability especially ability to write descriptive text.

2. For the Teacher

The researcher hopes that this research will develop the teacher ability in teaching learning process, especially in teaching descriptive writing ability that can use focused listing technique too.

3. For the Other Researchers

As the prior information about the students' writing ability especially by using focused listing technique and the researcher can carry out the technique to the next teaching and learning in the classroom.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Descriptive Writing Ability

1. The Definition of Descriptive Writing Ability

a. The Definition of Writing Ability

1) The Definition of Ability

As we know that that writing is one of important skill to express ideas, feeling or emoticon through written form. The purpose of writing is to give information from the written text to the reader and convey the message and interact indirectly. From it, we can see that how important writing is for our daily activity and for our communication especially.

The word “ability” has some definitions. David F.Lohman says that the concept of ability has been defined in differential psychology:¹

- a) As a latent trait inferred from patterns of individual differences across tasks.
- b) As level of performance on a particular task or class of tasks.
- c) As a latent cognitive process inferred from within-subject patterns of performance across trials within a task.
- d) As an affordance - affectivity relaxation.

¹F.Lohman,David, *Issues in The Definition and Measurement of Abilities*,(UK, Bluestone Press,2003) , p.2.

It means that ability is coming from internal form in human life. In an earlier draft the authors are even more focused: Ability is "how well a person performs a defined task if he does his best."² 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.

2) The Definition of Writing

Writing is the activity of writing, in contrast to reading, speaking etc 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

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Because Writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas.⁴

It means that writing is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

Another definition is given by Armstrong said that writing is thinking on a paper. Writing and reading are away into knowing,

² Ibid, p.8

³ Steve Peha, The Writing Teacher's Strategy Guide, Teaching That Makes Sense, Inc, 1995-2003, p.58

⁴ Ken Hyland, Second Language Writing, (New York: Cambridge University Press, 2004), p. 9

learning, and communicating.⁵ It means that writing is activities which used by the writer to show information by stages and has purpose to the reader.

As one of basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. Through this skill the students can explore their own thinking various feeling, and so the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Based on statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure in written forms and hopes the reader understand what the writer means. in writing, a person puts down a letters, word and symbols that have meaning and they should be in the right rules. And here the writer will more focus on descriptive writing.

b. The Definition of Descriptive Writing

“The word descriptions from two words: *Scriber*, Meaning “to write” and *de*, Meaning “down” or “about”. There is a hint in the

⁵ Joyce Armstrong C. and Edward E. W, How to Teach Writing, (USA: Teacher Idea Press, 1993), p.6

describing you will follow the outline of an object visually and then write it down or “draw” it in word”.⁶ According to Knapp.

Describing is also used extensively in many text types, such as information reports, literary descriptions, and descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.⁷

According to Mark and Kathy that descriptive or description describe a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinion.⁸ Another expert, Ploeger proposed that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses.⁹

Descriptive writing is of two broad kinds: objective and subjective. In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself. In subjective (also called impressionistic) description a writer project his or her feelings into the percept.¹⁰

It means that objective description is “denotative” because it isn’t likely to carry any emotional charge. It conveys information but not much feeling about information. It doesn’t make feel positive or negative about

⁶ Frank J. D’Angelo, *Process and Thought in Composition*, (Massachusetts: Winthrop), p.123

⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies For Teaching and Assessing Writing*, (Australia: University of New Wales), p.97

⁸ Mark Anderson and Kathy Anderson, *Text Types in English3*, (Australia: Macmillan Educatio Australia), p.26

⁹ Katherine ploeger, *Simplified Paragraph Skills*, (USA: NTC), p.239

¹⁰ Ibid

the subject description. But subjective description is “connotative” because it conveys a good or bad impression of subject.

It conveys attitude, feeling, perspective, mood (appositive or negative charge). The following is example of objective description and subjective description:

Table 3
Example of Objective Description and Subjective Description

Objective Description	Subjective Description
There was a long line of traffic on 322 today, probably four miles long, and it took me 45 minutes to get from Rt. 1 to I-95.	There was an endless line of traffic on Rt. 322 today; the road was clogged for four claustrophobic miles; I had to inch my way for 45 minutes before I got to I-95

It means that descriptive writing is able to provide detail information about the particular thing in order to make the readers understand what the writer means. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced. Furthermore, descriptive writing can be presented as writer or spoken texts. In a descriptive writing, the writer as authority informs something to the unknown readers.

2. The Characteristics of Descriptive Writing

Hogins on his book, contemporary exposition stated that description calls for specific details and accurate, fresh ways of characterizing a particular object, setting it apart from all others.¹¹

Therefore, the important thing in descriptive writing is to combine three essential elements such as mood, dominant impression, and logical development in writing. Language features of descriptive writing are its focuses on specific participants as I, you, animals, place, or people. It uses attributive and identifying processes, and it uses the simple present tense. Moreover, there are two schematic structures of description such as identification and description.

Descriptions usually include the following grammatical features:¹²

a. Verb in present tense

In tenses there are several verbs. But in present tense always use verb one to make sentence or paragraph.

b. Adjectives to describe the features of the subject

It explains the characteristic of the subject with detail, and used to the descriptive text give the description that using adjective in descriptive text.

c. Topic sentences to begin paragraph and organize the various aspects of the description.

¹¹ James Hogins, *Contemporary Exposition*, New york: J.B. Lippincott Company, p.116.

¹² Anderson, Mark, et al. *Text Type in English*, Melbourne:Macmillan Education Ltd

3. The Kinds of Descriptive Writing

In this point, the researcher will explain the kinds of descriptive texts.

They are as follow:

a. Description of a people

People are different, and writing description of people is different. The researcher are probably aware of some of the complications because the researcher has often been asked, "What's so-and-like?" In replying, the researcher might resort to identification, an impression, or a character sketch, depending on the situation. Those are :

1) Identification

Although the researcher might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an over all ideas of them. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it

may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketch. They may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.¹³

b. Description of a place

In describing a place for example a room, the students can choose the object to describe the text, such as; the walls, the floor, or other. Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

¹³ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanovich), p. 149

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.¹⁴

c. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make the subjects are interesting and vivid to the readers it is recomended to use proper nouns and effective verbs.

1) Using Proper Noun

To filling the descriptive writing with concrete details and figures of speech, it is necessary to include a number of *proper nouns*, that is the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

Beside that the verbs of narration, the effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting.

¹⁴ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York), p.69

For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.¹⁵

4. The Ability to Write Descriptive Writing

In the process to produce the good descriptive writing, there are some abilities which should be concerned as follows:¹⁶

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 use the appropriate description, to explain the events.
- d) 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 text. The students are 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.

¹⁵ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies), p 267

¹⁶ H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman), p. 357-358

- c) Students should be able to draw the conclusion.
- d) Students should be able to determine the length of the writing result.

3) 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.

4) 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 pronunciation.
- 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 especially in senior high school. The students' of senior high school are still low in vocabularies and don't understand in general structure of the text.

As we know that each kind of genre text has generic structure. Descriptive also has a generic structure and significant lexical grammatical features. Generic structure of descriptive identification is the topic that the writer will describe and description is the detail information about the topic; it can be characteristics, colors, shape, etc.¹⁷

Afterwards, we know that to write descriptive writing ability that must be concerned: Ability to be able to describe historical profile, place, time and event, Ability to be able to explain venture profile, Ability to be able to report from interview, field observation and Ability to be able to tells about characteristic someone.

The conclusion, there are some criteria to measure the students' descriptive writing ability and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' descriptive writing ability.

¹⁷ Mursyid M ,*Learning Description*,(Yogyakarta: Graha Ilmu,2008),p.04

B. The Concept of Focused Listing Technique

1. The Definition of Focused Listing Technique

According to Angelo, “Focused listing is a technique focuses students’ attention on a single important term, name, or concept from a particular lesson or class session and direct them list several ideas that are closely related to the ‘focus point’”.¹⁸

Another expert, Srinivas said that, “focused listing is a technique to generate descriptions and definitions for concept. Focused listing asks the students to generate word to define or describe something”.¹⁹ It means that, focused listing is a technique that helps the students to easy describe or building sentences or paragraph by list down related term to comprehend the topic.

According to Keeley, “Focused listing asks students to recall ideas and experiences related to a science topic they encountered in a prior instructional unit or grade. Students list as many concepts, facts, and ideas as they can recall from prior instruction”.²⁰

K. Patricia Cross and Thomas A. Angelo mentioned that, “focused listing is asking students to list ideas that are critically related to important

¹⁸ Thomas A. Angelo and K. Patricia Cross. *Classroom Assessment Technique: A Handbook for College Teacher*. (San Fransisco: Josse-Bass). p.126

¹⁹ Hari Srinivas. “*Collaborative Learning Structures and Techniques*”. University of Texas. Teaching Resource center. Web13september 2018<http://www.gdrc.org/kmgmt/clearn/methods.html>

²⁰ Page Keeley. *Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning*. (USA: Corwin Press), p.95

course topic is a simple, flexible way to collect feedback on students knowledge.²¹

Meanwhile according to Nazario, “listing is probably the simplest prewriting strategy and is usually the first method writers use to generate ideas. Listing means exactly what the name implies-listing your ideas and experiences”.²² George and Cowan mentioned that ‘focused list is a technique that ask the students to write a word or phrase, chose by teacher, which sums up the learning on which the activity just completed should have concentrated.’²³ Ingels mentioned that,

“listing technique is a technique can help the writer writes down as many words and phrases about a topic organizing the words in list form. When all ideas have been poured out, the list may be reviewed. Irrelevant ideas that do not fit in the list may be discarded, while others may be added. Ideas may then be regrouped into a number of subsets that may form the embryonic basis for paragraphs.”²⁴

Based on all of the statement above, the writer gets an understanding that this technique helps the students to recall the information and experiences related to the topic and develop their writing ability. Through this technique the students can explore their own thinking various feeling, and express their ideas, thoughts, and fact from the list that they have been written.

²¹ K. Patricia Cross and Thomas A. Angelo, *Classroom Assessment Technique. A Handbook for Faculty*, The University of Michigan, p.22

²² Luis A. Nazario et al, *Bridges To Better Writing*, (United States: Wadsworth Cengage Learning), p.28

²³ Judith George and John Cowan, *A Handbook of Techniques for Formative Evaluation: Mapping the Student’s Learning Experience*. (New York: Routledge), p.68

²⁴ Mia B. Ingels and Acco, *Legal English Communication Skills*, (Belgie:Academische Cooperatieve Vennootschap cvba), p.72-73

2. The Principle of Focused Listing Technique

The principle of focus listing based on Cross and Angelo, “Focused Listing quickly determines what learners recall as the most important points related to a specific subject, topic, or lesson”.²⁵ From the statement above, it means that the purpose of focus listing is to recall information from learners’ mind, than the learner gets more inspiration what they want to write related to the topic. Keeley mentioned the purpose of focus listing technique are:

“Focused listing helps students differentiate between what they think they learned in school and prior conceptions they may have developed outside of formal learning experiences. Second, Focused Listing helps the teacher gauge students’ readiness and familiarity with facts, ideas, knowledge, or skills from a previous unit of instruction. The third, the lists students generate provide information to the teacher about the web of recalled information and classroom experiences students’ associate with a curricular topic. The information is used to make decisions on how to best build from students’ prior experiences and knowledge.”²⁶

From that statement, it can be known that it is important to used focus listing in learning process because this technique can help the student to recall information to open their main about everything that related to the topic and help the student more understanding about the topic by the word and statement on their list. Meanwhile according to Angelo said that,

“Focused Listing is a tool for quickly determining what learners recall as the most important points related to a particular topic. It can help faculty assess how well students can describe or define a central point in a lesson, and it can begin to illuminate the web of concepts

²⁵ K. Patricia Cross and Thomas A. Angelo, *Classroom Assessment Technique. A Handbook for Faculty*, The University of Michigan, p.30

²⁶ Page Keeley, *Formative Assessment, 75 Practical Strategies for Linking Assessment, Instruction and Learning*. (USA: Corwin Press) p.95-96

students connect with that point. Practicing this technique can help students learn to focus attention and improve recall.²⁷

Based on all of the statement above, the researcher gets an understanding that the purpose of focus listing technique is a useful technique to help the students more focus recall the important information related to the topic, and then express the idea to their writing.

3. The Advantages and The Disadvantages of Focused Listing Technique

According to Angelo, there are the advantages and the disadvantages of Focused Listing Technique as follow:

a. The Advantages of Focused Listing Technique

- 1) Focused Listing is an extremely simple, quick, and flexible way to collect information on student knowledge about a particular topic.
- 2) It gives the teacher a clear idea of which specific terms and concepts the students recall and which they don't, allowing for more focused and effective review.
- 3) The resulting responses often indicate what the most salient information is from the learner's point of view, rather than what the students think the teacher wants to hear.
- 4) Stimulating students to recall anything they may know about a topic before reading or hearing about it. They will be more likely to connect and remember the new information they encounter.

²⁷ Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Technique: A Handbook for College*. The University of Michigan, p.50

5) This technique to activate students' prior knowledge before teach a topic and to help them review afterward.

b. The Disadvantages of Focused Listing technique

1) In its basic form, Focused Listing requires only recall, and so makes no demands, or very limited ones, on higher-level cognitive skills.

2) Some students may be able to produce a list of relevant terms without necessarily understanding their meanings or interrelationships.

3) This technique focuses on one idea at a time, but many of the most difficult learning problems have to do with students' difficulty in understanding the relationships between and among ideas.²⁸

C. The Use of Focused Listing Technique to Increase Descriptive Writing Ability

1. The Procedures of Focused Listing Technique

Keeley mentioned The procedures of focused listing technique as follow:

1) Select a topic that is an important part of your curricular unit. Make sure it is not too broad or too narrow.

2) Have students write the word or phrase at the top of a sheet of paper and list as many terms, facts, ideas, concepts, definitions, or experiences as they can that they remember from previous lessons in other grades or units of study.

²⁸ Ibid p.130

- 3) Students can also work in small groups to develop collective Focused Lists.
- 4) Examine the lists or have small groups post their charts.
- 5) Look for similarities, noting which things students readily recall and whether the ones that are critical to learning are missing.²⁹

Based on the explanations above, the procedures of focused listing technique can help the teacher to planned learning experiences in the class. Therefore, the procedure of focused listing technique is important to recall important information related to the topic and produce a better writing and it can develop positive attitudes toward writing.

2. The Steps of Teaching Descriptive Writing Ability Through Focused Listing Technique

Based on the researcher's experience after reading the explanation from the experts, the researcher concluded that there are several steps to using focused listing technique in writing descriptive text as follow:

- 1) For the first, the teacher explains to the student about writing descriptive text.
- 2) After that, the teacher explains the steps how to use focused listing technique.
- 3) After they understand, then allow students to work in small groups to develop the same topic. Each group consists of 2-3 students.

²⁹ Page Keeley, Formative Assessment. *75 Practical Strategies for Linking Assessment, Instruction and Learning*. (USA: Corwin Press) p.96

- 4) Ask the students create a topic-specifics list about the topic which they want to describe. Set a limit for the student's activity of writing list 5-10 minutes is more than enough.
- 5) After all of member group finish write the list, and then ask the student to collect their focused list and continue write the paragraph with connected the word that they have been list before.
- 6) After All of the group finish writing descriptive paragraph, Teacher asks the students to revise / rewrite their writing to get the better result.
- 7) After that, ask the students to do the activity that they do before individually.
- 8) Teacher moves among the students to control their activities and help them if it is necessary. After the students finished their work, teacher collects their work.
- 9) For the last, Teacher and students make a conclusion and closing the class.³⁰

D. Action Hypothesis

Based on the frame of the theories and assumptions the writer formulates the hypothesis of the study is that using Focused Listing Technique can improve descriptive writing ability among the second year of SMA TMI Roudhotul Qur'an Metro in academic year 2018/2019.

³⁰ Ibid. p.29

CHAPTER III

RESEARCH METHOD

A. Research Setting

The research follow the principal working of Classroom Action Research (CAR) that contains four steps; there are planning, acting, observing and reflecting. This research will hold around two cycles namely the first and the second cycle. Each cycle is the series of activities which have close relation.

The realization of the second cycle is continued and repaired from the first cycle. This research will conduct at SMA TMI Roudhotul Qur'an. SMA TMI Roudhotul Qur'an is located at Mulyojati 16C Metro.

B. Research Subject

The subject in this research is the students of the second year at SMA TMI Roudhotul Qur'an Metro Lampung. The students consist of 24 members. The students are as the subject of the study since they have poor ability in descriptive writing.

C. Research Procedures

The kind of research used in this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.³¹ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and

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

McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting.³²It 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.

CAR is applied in this research since it is regarded important to researcher to improve writing ability of the second year at SMA TMI Roudhotul Qur'an by applying focused listing technique. By applying this technique it is expected to solve students' problems in teaching learning process of descriptive writing.

In this phase, The researcher prepares the lesson plans, the materials, and the research instruments that used to implement the action and to collect the data. Lesson plans are used as scenarios of the teaching and learning process. The materials designed are in the form of multimedia data, copied handout, and the others are written on the whiteboard. Meanwhile the research instruments such as the pretest.

Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:

³² Ibid, p. 8-9

Figure 1
Cyclical Classroom Action Research

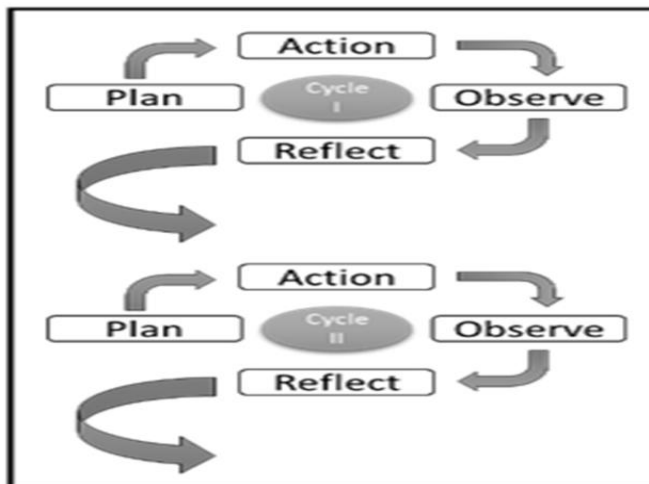


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that will be conducted by the researcher in classroom action research. The plans per cycle are described as follows:

1. Cycle I

a. Planning

- 1) The researcher analyses syllabus to know basic competency to be conveyed to student by focused listing technique
- 2) The researcher makes lesson plan of using focused listing technique, and also make instrument evaluation that is used in classroom action research cycles ending.
- 3) The researcher arranges instruction evaluation instrument
- 4) The researcher prepares observation forms for observe the students activities in learning proces.

b. Acting

This activity is the scenario of learning process. It is based on the focused listing technique in learning English especially in descriptive writing ability through focused listing technique. After giving pre-action, the student is given English materials by using focused listing technique for five times of meeting. Each meeting spent 45 minutes. The activity is expected to be:

- 1) The researcher explains about focused listing technique used in learning process.
- 2) The researcher makes a paragraph according to material given by the researcher for students, includes the following steps:
 - a) Students write as many ideas which they want to describe, Set a limit for the student's activity of writing list 5-10 minutes.
 - b) Students create a topic-specifics list about the one topic they have selected in their group. This list will help the students look for a focus for their descriptive paragraph.
 - c) Students write the paragraph with connected the word that they have been list before.
 - d) Optional: at the end of the writing time, reread the writing and revise their writing to get the better result.

c. Observing

- 1) The researcher identifies and makes note all the problems needed when teaching and learning process based on observation paper that has been arranged.
- 2) The researcher conducts evaluation by using the result of the study to know how far they have improvement.
- 3) The researcher gives the students' chance for giving suggestion in action research.

d. Reflecting

The results of the data have been done continued in the analysis until reflection after research. The reflection discusses as well as a guidance lecturer while teacher makes research planning for the next cycle. The research plan is planned for the next cycle which has been reparsed from cycle II.

2. Cycle II

a. Planning

- 1) The researcher continues the activities that have done in the first cycle.
- 2) The researcher improves the weakness in the first cycle.
- 3) The researcher makes planning against in the scenario learning process from the result of cycle I reflection.
- 4) Action research is repaired

b. Acting

- 1) The researcher explains about focused listing technique used in learning process.
- 2) The researcher makes a paragraph according to material given by the researcher for students, includes the following steps:
 - a) Students write as many ideas which they want to describe, Set a limit for the student's activity of writing list 5-10 minutes.
 - b) Students create a topic-specifics list about the one topic they have selected in their group. This list will help the students look for a focus for their descriptive paragraph.
 - c) Students write the paragraph with connected the word that they have been list before.
 - d) Optional: at the end of the writing time, reread the writing and revise their writing to get the better result.

c. Observing

In the reality the observation done at the cycle II is almost the same with the observation at the cycle I.

d. Reflecting

According to the achieved result of the observation that has been collected and analyzed. From the result of the research, the researcher concludes that focused listing technique can improve the students' descriptive writing ability.

E. Data Collection

In collecting the data, the researcher uses the following method:

1. Observation

The researcher uses this technique to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities will be observed and noted by the observer.

2. Test

The researcher will use pre-test and post-test form to see their ability before and after given treatment.

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.

b. Post-test

The post-test is employed in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not.

3. Documentation

The researcher uses the documentation method to support and obtain the detail information about the history of SMA TMI Roudhotul Qur'an, the number of teacher, official employer, and structure of organization. Also, this method used to collect the valid data of the students' descriptive writing ability in pre-test and post-test.

4. Field Note

To collect the data more accurately, the researcher uses field note to make easy when analysis the data. This is to know the students activities during teaching proses. It is done after finishing of teaching learning process.

F. Data Analysis

In analyzing the data related to the students' test of writing ability, the researcher uses analytical scoring rubric adapted from Weigle to analyze the students' paragraph writing as follow:³³

Table 4
Analytical scoring rubric

Score	Level	Criteria
Content	30-27	Excellent to Very Good: knowledgeable, substantive, through development of the 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, non-substantive, inadequate development of topic
	16-13	Very Poor: does not show knowledge of subject, nonsubstantive, not pertinent, or not enough to

³³ Anne Burns, Collaborative Action Research for English Language Teachers, (New York: Cambridge University Press, 1999), p.80

		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, lack 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 and 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	22-25	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/complex constructions, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to Very Good: demonstrates 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, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

To find out the mean score, the following formula will apply:³⁴

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

\bar{X} : Mean

$\sum X$: Total of number the respondents

N : Total of the students that follow the test.

G. Indicator of Success

The use of Focused Listing Technique to Improve Descriptive Writing can say successful if the students are active in learning process and get the 70 score or more, so this research can be stopped.

³⁴ Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning), p.108

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the research

1. The Description of Research Location

SMA TMI Roudhotul Qur'an is located in 16C west Metro Lampung. SMA TMI Roudhotul Qur'an is established in 2008 opened by Islam Leader Society and the total student are 15. SMA TMI Roudhotul Qur'an is established to improve the level of education, especially for the community, for the first time the students come from around that environment SMA TMI Roudhotul Qur'an with a simply education system, tools, and infrastructure.

For a long time process SMA TMI Roudhotul Qur'an gets the trusty from society in Metro and outside until SMA TMI Roudhotul Qur'an is able to improve their quality and quantity. During the first academic year until now of the establishment SMA TMI Roudhotul Qur'an the first headmaster is Mr. Ngaliman, SH. I.

a. The Condition of Teacher and Official Employees in SMA TMI Roudhotul Qur'an Metro

There are 26 teachers and official employees in SMA TMI Roudhotul Qur'an Metro. It could be shown in the following table above:

- 1) Ngaliman, SH. I
- 2) Sriyati, S.Pd I
- 3) Patmawati, S.Pd I
- 4) Deka Esa Putera
- 5) Muhammad Arief Rahman Hakim, M. Pd
- 6) Satria Erdianto, S. Pd. Kor
- 7) Ahmad Abdullah, S. Pd I
- 8) Evita Sari
- 9) Anis Fauziah
- 10) Ambar Yogyanti, S. Pd
- 11) Nurkaif
- 12) Amrina Rosyada
- 13) Ahmad Sumhadi, SH
- 14) Muhammad Fatkhul Ansyori, S. Pd I
- 15) Mustopa
- 16) Siti Munawaroh, S. Pd I
- 17) Hariyadi, S. Sos
- 18) Sugeng Siswoyo, SE
- 19) Chusnul Chotimah, S. Pd I
- 20) Siti Raihan
- 21) Elisa Mardiana
- 22) Joko Yuwono, S. Pd I
- 23) Henny Andriani, S. Pd I

24) Sulistyono Adhi Nugroho, M. Pd

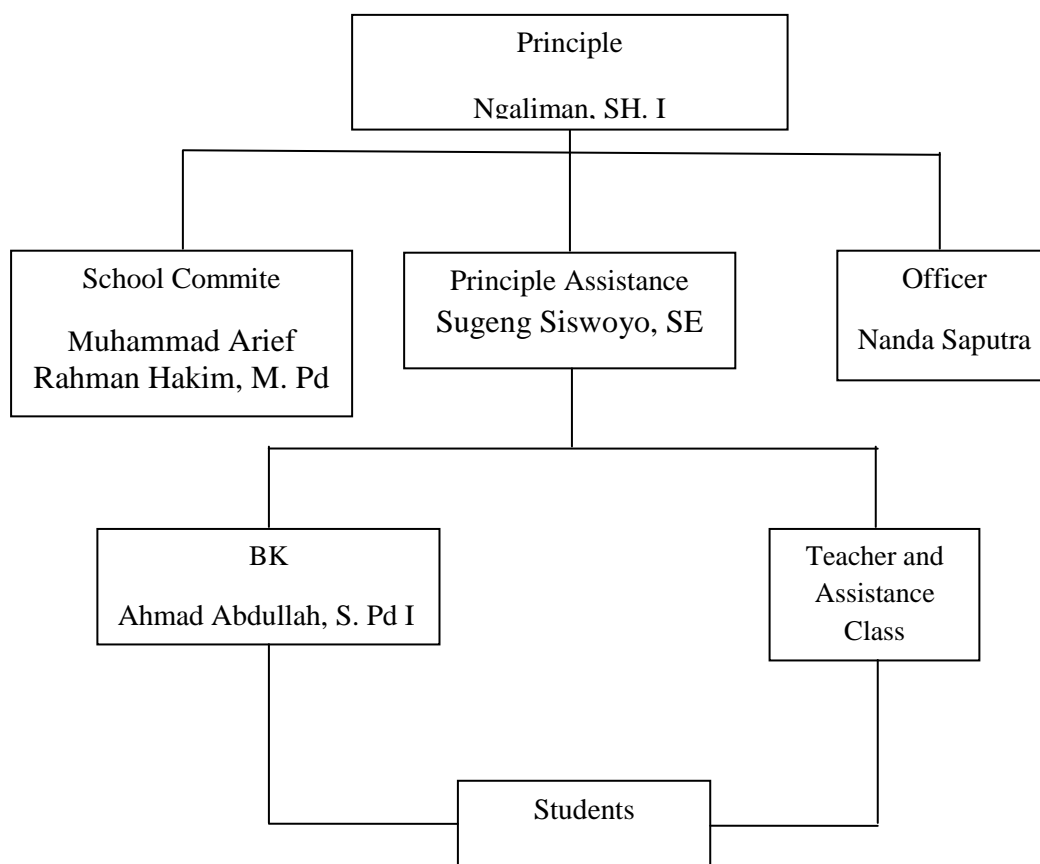
25) Rizki Sevtyn Pratiwi

26) Mar'atul khusna

b. Organization Structure SMA TMI Roudhotul Qur'an Metro in the Academic Year of 2018/2019

The headmaster at SMA TMI Roudhotul Qur'an is Mr. Ngaliman, SH. I and other teacher are subordinate here. For figure of organization structure, it could see here.

Figure 2
Organization Structure SMA TMI Roudhotul Qur'an



c. Total of the Students at SMA TMI Roudhotul Qur'an Metro in the Academic Year of 2018/2019

SMA TMI Roudhotul Qur'an Metro has 240 students. It divides into some classes that can identify as follow:

Table 5
Total of the Students of SMA TMI Roudhotul Qur'an Metro in the academic year 2018/2019

No	Class	Sex		Amount
		Male	Female	
1	X	36	67	103
2	XI	23	67	90
3	XII	17	30	47
Total				240

2. Description of the Research Result

In this research was conducted in 2 cycles. In the first cycle the researcher conducted the pre-test on December 8th 2018. The result of the students' pre-test score can be seen on the table as follows:

Table 6
Table of the Students Pre-test Result

No	Name	Score
1	AA	60
2	BN	55
3	BDR	65

4	DA	65
5	FAS	70
6	FD	60
7	GAS	60
8	KK	50
9	LA	60
10	MFA	65
11	MS	50
12	MAA	70
13	MB	60
14	MFA	67
15	MS	65
16	MA	50
17	MS	65
18	GAS	75
19	OF	60
20	MAB	60
21	LA	67
22	DP	70
23	AP	55
24	FD	55
Total		1479

Average	61.62 %
High Score	75
Low Score	50

Figure 4
The average of the students' descriptive writing ability score on pre test

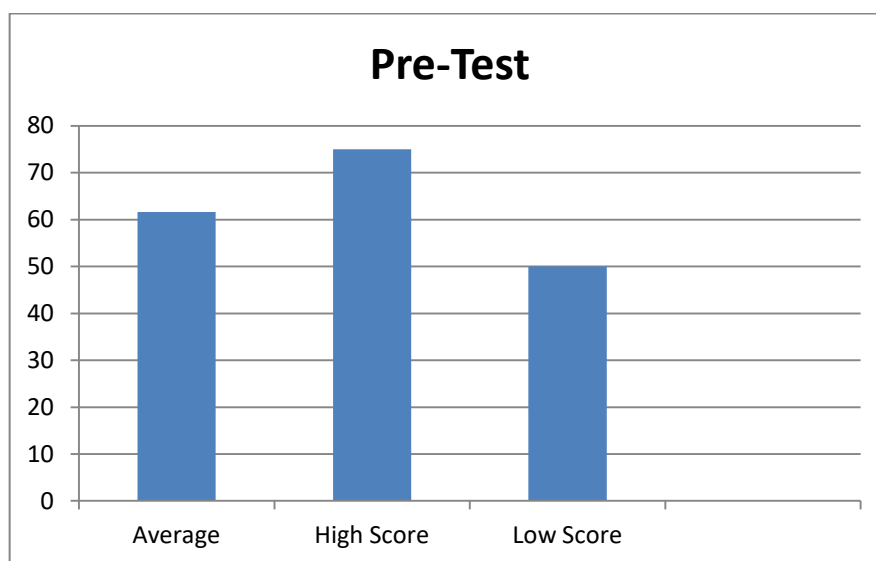


Table 7
Frequency of Students' Score at Pre-test

No	Students' score	Frequency	Percentages (%)
1	66 – 100	6	25 %
2	51 – 65	15	62,5 %
3	00 – 50	3	12,5%
Total		24	100%

The table above shows that there is 25% (6 students) who get 66-100 then, 62.5% (15 students) get score 51-65 and 12.5% (3 students) get low score 0-50. The complete students are the students who fulfill the minimum standard at SMA TMI Roudhotul Quran Metro at least 70. It is the reason why the research uses Focused Listing Technique to improve the students' descriptive writing ability.

a. Cycle I

1) Planning

In this stage the researcher to collaborative with an English teacher class was Mrs. Sriyati, S. Pd planned to give several things that were linked to teaching and learning process such as: the lesson plan, the descriptive material, made the instrument that would be examined as the pre-test and post-test in the cycle 1: prepared the tools that would be used in learning descriptive writing, made observation sheet of the students' activity, recognized the problem and the causes of problems at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the descriptive material that have been taught can be accepted by the students.

2) Action

The action in the cycle 1 consists of 2 meetings. The first meeting was used to pre-test. The second meeting was used to give post-test 1, the explanation of every meeting will be explained as follows:

a) The First Meeting

The first meeting was conducted on December 10th 2018. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying, and asking the students' condition and 70 minutes gave to researcher completely. The researcher gave pre-test to the students. The topics in the pre-test were "your brother or sister", "your mother". The students may choose one the topics to make a description about it.

b) The Second Meeting

The third meeting was conducted on December 12th 2018. This meeting used to post-test 1. The meeting was started by greeting, praying and checking the attendance list, and asking the students' condition. Then, the researcher gave the topics in post-test 1 are "your home", and "your school". The students were supposed to choose one topic and then they made a descriptive text about it. Moreover, the Focused Listing Technique was used by the students in making the descriptive text.

In the post-test I the result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 8
Table of the Students Post-test 1 Result of Cycle 1

No	Name	Score
1	AA	70
2	BN	70
3	BDR	65
4	DA	70
5	FAS	70
6	FD	75
7	GAS	70
8	KK	70
9	LA	60
10	MFA	70
11	MS	60
12	MAA	70
13	MB	80
14	MFA	70
15	MS	70
16	MA	65
17	MS	70
18	GAS	80
19	OF	80
20	M. AB	80

21	LA	70
22	DP	80
23	AP	60
24	FD	60
Total		1685
Average		70.20%
High Score		80
Low Score		60

Figure 4
The average of the students' descriptive writing ability score on post-test 1

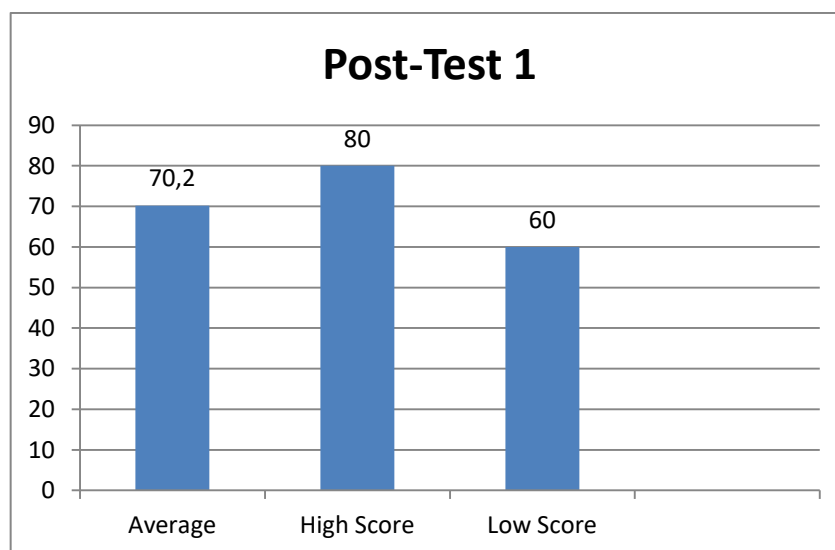


Table 9
Frequency of Students' Score at Post-test I in Cycle I

No	Score	Frequency	Percentages
1	66 – 100	18	75 %
2	51 – 65	6	25 %
3	00 – 50	0	0 %
Total		24	100 %

Based on the data above can be seen that 75 % (18 students) get 66-100 score, 25 % (6 students) get score 51-65. It is higher than the result of pre-test. The criterion on of students who is successful in mastering the material is the students who get minimum score of 70. Learning process is said success, when 80% gets score above 70.

3) Observing

At this stage the observation was done by the researcher and collaborator during learning process. There were some observations that have been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation. Those were explanations from the points above:

a) Students' Activities

In observing, the researcher presented in one meeting in cycle 1 of teaching writing that related with descriptive text. In this time the researcher gave the material to the students but the students still

faced some difficulties in learning writing descriptive text. The data was below:

Table 10
The Students' Activities Result in Cycle I

No	Indicator of Process Success in English Learning	Result	
		1 st Meeting	2 nd meeting
1	Pay attention of teacher's explanation	95%	95%
2	Understanding the material	29%	33%
3	The students active ask the teacher in class	16%	25%
4	The students discussion in class	12%	16%
5	The students able do the task	20%	41%

Source: The result of observation sheet

The table shows that not all the students' active in learning process. There gets (95%) who gives attention to the teacher explanation, and (29%) who understands in the material and the students get 16% in active asking and 12% who could discuss in the class and (20%) are able to do the task.

Based on the result above, it could be inferred that the learning process of cycle I is not successfully because only one activity gets percentage 95% that pay attention to the teacher's explanation and the others get <60%.

b) Teachers' Note

At this stage the researcher made a note of teacher activities as the collaborator. From the observation on cycle 1 in the beginning of learning before the researcher used the focused listing technique, the teacher had prepared the lesson well but there were most of students' that still seemed confused of the lesson, most of students were not active in the learning process and they still did not fully understand the teacher explanation.

4) Reflecting

From the result of cycle I, it shown that there was an improving of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still didn't focus on the material, and made the condition be noise.

English learning process at cycle 1 was succesful enough, although the students' average score was low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score.

This was the table of illustration score in cycle 1:

Table 11
Table of the Result Score of Students' Descriptive Writing Ability Pre test and Post test 1

No	Name	Students result			
		Pre test	Post test 1	Increase	Category
1	AA	60	70	10	Improve

2	BN	55	70	15	Improve
3	BDR	65	65	0	Constant
4	DA	65	70	5	Improve
5	FAS	70	70	0	Constant
6	FD	60	75	15	Improve
7	GAS	60	70	10	Improve
8	KK	50	70	20	Improve
9	LA	60	60	0	Constant
10	MFA	65	70	5	Improve
11	MS	50	60	10	Improve
12	MAA	70	70	0	Constant
13	MB	60	80	20	Improve
14	MFA	67	70	3	Improve
15	MS	65	70	5	Improve
16	MA	50	65	15	Improve
17	MS	65	70	5	Improve
18	GAS	75	80	5	Improve
19	OF	60	80	20	Improve
20	M. AB	60	80	20	Improve
21	LA	67	70	3	Improve
22	DP	70	80	10	Improve
23	AP	55	60	5	Improve
24	FD	55	60	5	Improve
Total		1479	1685		
Average		61	70		
High score		75	80		
Low score		50	60		

In this research the researcher gave pre-test and post-test it aimed the students descriptive writing ability before treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improvement of students descriptive writing ability.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

- a) The researcher should manage class well.
- b) The researcher should ask students to focus on study and not make noises.
- c) Teacher should motivate students to be more active in the class.

b. Cycle II

Cycle II was similar to cycle I, it was divided into planning, acting, observing, and reflecting. It would explain more detail as follows:

1) Planning

In this step the researcher to collaborative with an English Teacher was Mrs. Sriyati and the collaborator would like to make and discussed about the lesson plan. Based on the students' result in cycle I, The researcher and collaborator concluded that the problems were some students did not understand how to use grammar and still difficult to express their idea. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing in cycle II.

2) Acting

a) The first meeting

The meeting conducted on December 17th 2018. For the first, the researcher was opened the meeting by greeting, asking students to pray together, checking students' attendance, and then the researcher tried to talk with the students about the difficulties in comprehend the text. After that, the researcher announced the result of writing descriptive ability score at last meeting. The researcher told that the students should be more active in learning process. When the researcher explained, the students more active joined the learning and they paid attention to the explanation.

After explaining the material, the researcher gave the paper of descriptive text. Before closing the material the researcher and student made conclude the material.

During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was more controlled than last meeting. The students' more confident to convey their prediction after comprehend the text. After finishing the discussion, the researcher closed the meeting.

b) The second meeting

The meeting conducted on December 18nd 2018, researcher began the meeting by greeting, asking students to pray together, checking students' attendance, and asking the students' condition.

After that the researcher asked the students to present their result from the discussion last meeting as evaluated for post-test 2 in cycle 2.

Table 12
The Students' Writing Descriptive Score of the Post-Test 2 in Cycle 2

No	Name	Score
1	AA	90
2	BN	80
3	BDR	90
4	DA	90
5	FAS	85
6	FD	85
7	GAS	80
8	KK	85
9	LA	75
10	MFA	80
11	MS	75
12	MAA	80
13	MB	90
14	MFA	75
15	MS	80
16	MA	75
17	MS	85

18	GAS	90
19	OF	85
20	M. AB	90
21	LA	80
22	DP	90
23	AP	75
24	FD	85
Total		1995
Average		83.12 %
High Score		90
Low Score		75

Figure 5
The average of the students' descriptive writing ability score on post test 2

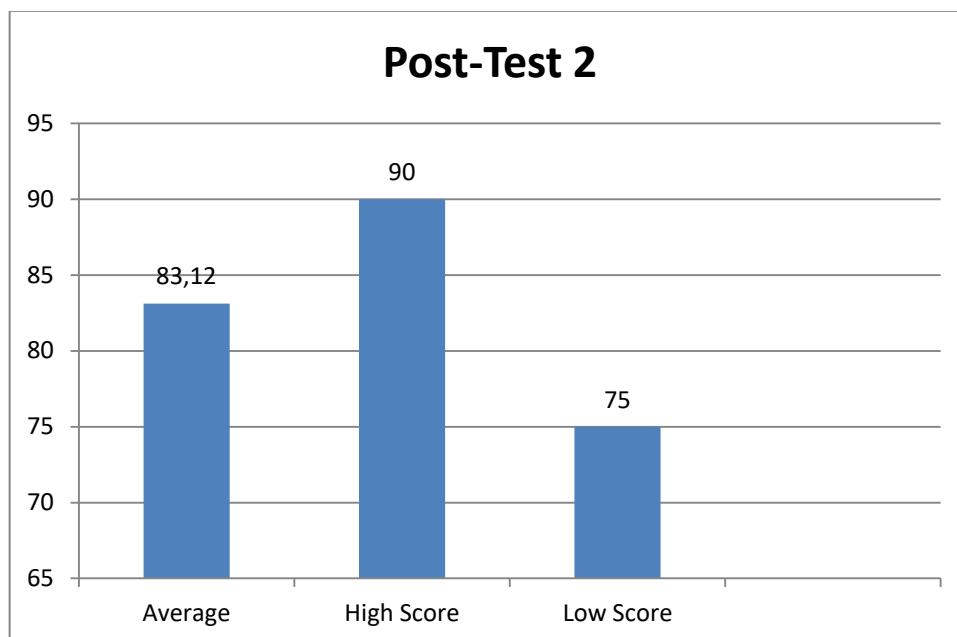


Table 13
Frequency of Students' Score of the Post-test 2 in Cycle 2

No	Score	Frequency	Percentage
1	80-100	19	79.16%
2	61-79	5	20.83%
3	0-60	0	0%
	Total	24	100%

The table above is the result of students' score at post-test 2. It could be seen that there is an improving from the score of post-test 1 and post-test 2. There are 79.16% (19 students) get 80-100 score and 20.83% (5 students) get score 61-79. The lowest score is 75, the highest score is 90, and the average score is 83. The average score on post-test 1 is 70. It means that there increases 13 points from post-test 1 and post-test 2.

3) Observing

The observing is done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 14
Frequency of Students Activities Result in Cycle 2

No	Indicator of Process Success in English Learning	Result	
		1 st Meeting	2 nd meeting
1	Pay attention of teacher's explanation	100%	100%
2	Understanding the material	91%	95%
3	The students active ask the teacher in class	50%	58%
4	The students discussion in class	8%	41%
5	The students able do the task	79%	91%

According to the result of the observation above it can be concluded that the learning proces is successful. It can be inferred that the learning process have done well and the student more active than cycle 1 in the class.

4) Reflecting

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listen to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and the student more confident, bravest to present and express their idea.

Finally, the researcher concluded that the problems have been solved by focused listing technique. The teacher should motivate students to always read a lot of English texts and motivate the passive

students in order to be brave to express their idea. Furthermore, it proved that focused listing technique could improve the students' writing descriptive ability.

Table 15
The result score of students post test 1 and post test 2

No	Name	Post test 1	Post test 2	Increase	Category
1	AA	70	90	20	Improve
2	BN	70	80	10	Improve
3	BDR	65	90	25	Improve
4	DA	70	90	20	Improve
5	FAS	70	85	15	Improve
6	FD	75	85	10	Improve
7	GAS	70	80	10	Improve
8	KK	70	85	15	Improve
9	LA	60	75	15	Improve
10	MFA	70	80	10	Improve
11	MS	60	75	15	Improve
12	MAA	70	80	10	Improve
13	MB	80	90	10	Improve
14	MFA	70	75	5	Improve
15	MS	70	80	10	Improve
16	MA	65	75	10	Improve
17	MS	70	85	15	Improve

18	GAS	80	90	10	Improve
19	OF	80	85	5	Improve
20	M. AB	80	90	10	Improve
21	LA	70	80	10	Improve
22	DP	80	90	10	Improve
23	AP	60	75	15	Improve
24	FD	60	85	25	Improve
Total		1685	1995		
Average		70	83		
High Score		80	90		
Low Score		60	75		

B. Interpretation

1. Action and Learning Result at Cycle 1

English learning process at cycle 1 was successful enough, although the student's average score was low. Nevertheless, there was an improvement score of the students post test 1.

In this research, the researcher gave pre-test and post-test 1 it aimed to know the students' writing descriptive ability before and after treatment. From the average score of pre-test and post-test 1 above it can be seen that score in pre-test was 60 increased to 70 in post-test 1, so there was an improvement 10 point.

2. Action and Learning Result at Cycle II

Teaching and learning process at cycle 2 was on climax situation. The students score was improved significantly and the condition of the class was conducive.

Table 16
The Table of the Result Score of Students' Pre test, Post test 1 and Post test 2

No	Name	Students result			
		Pre test	Post test 1	Post test 2	Category
1	AA	60	70	90	Improve
2	BN	55	70	80	Improve
3	BDR	65	65	90	Improve
4	DA	65	70	90	Improve
5	FAS	70	70	85	Improve
6	FD	60	75	85	Improve
7	GAS	60	70	80	Improve
8	KK	50	70	85	Improve
9	LA	60	60	75	Improve
10	MFA	65	70	80	Improve
11	MS	50	60	75	Improve
12	MAA	70	70	80	Improve
13	MB	60	80	90	Improve
14	MFA	67	70	75	Improve
15	MS	65	70	80	Improve

16	MA	50	65	75	Improve
17	MS	65	70	85	Improve
18	GAS	75	80	90	Improve
19	OF	60	80	85	Improve
20	M. AB	60	80	90	Improve
21	LA	67	70	80	Improve
22	DP	70	80	90	Improve
23	AP	55	60	75	Improve
24	FD	55	60	85	Improve
Total		1479	1685	1995	
Average		60	70	83	
High score		75	80	90	
Low score		50	60	75	

3. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle I and Cycle II can be seen in this table as follow:

Table 17
The Result of the Students' Activity in cycle 1 and 2

No	Name	Cycle 1		Cycle 2	
		Meet 1	Meet 2	Meet 1	Meet 2
1	AA	1	2	4	4

2	BN	2	2	3	4
3	BDR	2	2	3	4
4	DA	2	3	4	4
5	FAS	1	2	3	4
6	FD	2	2	4	5
7	GAS	1	2	3	4
8	KK	2	1	3	4
9	LA	3	3	3	3
10	MFA	2	3	4	4
11	MS	3	4	5	5
12	MAA	1	2	3	4
13	MB	2	3	3	3
14	MFA	2	1	3	4
15	MS	3	3	3	3
16	MA	3	2	4	5
17	MS	1	1	3	3
18	GAS	2	1	4	4
19	OF	2	3	3	5
20	MAB	1	2	3	3
21	LA	1	1	2	3
22	DP	1	2	4	5
23	AP	2	2	2	3

24	FD	1	1	3	4
Total		43	52	79	94
Average		179	216	329	391

Based on the table above, it could be concluded that there is an improving of students' activities during the learning processing cycle I and cycle II through focused listing technique. It means that focused listing technique had positive effect toward the teaching learning process.

Based on the result of post-test cycle 2 the researcher concludes that every students gets minimal of score 75. It means that this research is already achieve the indicator of success and it is regarded as finished.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Focused Listing Technique can improve the student's descriptive writing ability. The Students are achieving during teaching learning process. Focused Listing Technique applies learning community that makes students to be more active. It makes them enthusiastic and more confidence to comprehend the text. It is supported by the improvement of their result score that can be seen from the score of post-test 1 and post-test 2. There are 71% (17 students) get 80-100 score and 29.1% (7 students) get score 61-79. The lowest score is 75, the highest score is 90, and the average score is 82. The average score on post-test 1 is 69. It means that there is an improving 13 points from post-test 1 and post-test 2.

It means that the result of the 2 cycle has already reached the indicator of success that is 80% of the students get score 75 or more and it is regarded as finished.

B. Suggestion

Based on the result of the conclusion above, the researcher would like to suggestion as follow:

1. For English Teacher, suggested to:
 - a. Have various technique such as focused listing technique to teach English, especially to improve writing descriptive ability.

- b. Prepare some books to improve their knowledge especially in English subject.
2. For Students, suggested to:
 - a. Active in learning process in English subject especially in writing descriptive ability.
 - b. Improving their writing descriptive ability through focused listing technique.
 - c. Enthusiast to read many various texts.
 3. For the other researchers, suggested to:
 - a. They should study more about focused listing technique in other education fields.

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APPENDIXES

SILABUS
TAHUN PELAJARAN 2016 / 2017

Nama Sekolah : SMA TMI METRO
Mata Pelajaran : BAHASA INGGRIS
Kelas : XI

Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi dasar	Materi pokok	Pembelajaran	Penilaian	Alokasi waktu	Sumber belajar
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	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat dan bangunan</p> <p><i>Fungsi Sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik,</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif. Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD Suara Guru Koran / majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/

Kompetensi dasar	Materi pokok	Pembelajaran	Penilaian	Alokasi waktu	Sumber belajar
<p>komunikasi fungsional</p> <p>3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4. struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>5. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>1) Penyebutan nama orang, tempat dan Bangunan dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>2) Penyebutan sifat orang, tempat dan bangunan dan bagiannya, dan</p> <p>3) Penyebutan tindakan dari atau terkait dengan orang, tempat dan bangunan.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur Kebahasaan</i></p> <p>1) Kata benda yang terkait dengan orang, tempat</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan. Berkelompok, siswa menggambarkan tempat dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat, bangunan dengan fokus pada struktur 	<ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Untuk Kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat, bangunan didepan 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 cinta damai, dalam 		<p>files/ae/resource-files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi dasar	Materi pokok	Pembelajaran	Penilaian	Alokasi waktu	Sumber belajar
<p>6. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan bangunan 2) Kata sifat yang terkait dengan orang, tempat dan bangunan 3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi 4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>teks, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat / bangunan sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat atau bangunan yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam 	<p>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. Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi dasar	Materi pokok	Pembelajaran	Penilaian	Alokasi waktu	Sumber belajar
		<p>menggambarkan tempat dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa dapat menggunakan learning journal. 	<p>dipublikasi.</p> <ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Mengetahui,
Kepala Sekolah SMA TMI METRO

Ngaliman, SH. I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA TMI Roudhotul Quran Metro
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: XI / IPA
Semester	: 1
Materi	: Descriptive text
Jumlah Pertemuan	: 2 Pertemuan (4 x 45 menit)

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 1.4 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 1.5 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- 1.6 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi kata sifat yang berhubungan dengan describing people.
2. Mengidentifikasi generic structure dari descriptive text
3. Menyusun text tulis berdasarkan daftar kata yang telah dibuat.

D. TUJUAN PEMBELAJARAN

1. Diberikan beberapa kata sifat yang berhubungan dengan ciri khusus yang dimiliki seseorang, siswa dapat mengidentifikasi kata sifat yang berhubungan dengan describing people dengan benar.
2. Diberikan teks descriptive tentang describing people, siswa dapat mengidentifikasi generic structure dari descriptive text dengan benar.
3. Berdasarkan daftar kata yang telah dibuat, siswa dapat menulis text descriptive dengan bantuan daftar kata tersebut sesuai dengan struktur isi dan ciri bahasa.

E. MATERI PEMBELAJARAN

Descriptive Text

- a. Definition of Descriptive text
Descriptive text adalah, “..... 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.” Or Is a text which used to describe something, someone, or place. [teks yang menjelaskan gambaran seseorang atau benda.
- b. Function of Descriptive text:
used to describe something, someone, or place. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu. Jadi, bisa dikatakan bahwa descriptive text ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

Cute Handsome Cool Funky Sexy And etc	Middle Aged Old	Tall Short	Skinny Fat	Wave Hair Blonde Hair Curly hair Straight Hair (Size+Shape+Colour+Noun)) Eg: Long curly brown hair
Face		Eyes		Nose
Thin Face Round Face Square Face		Blue Eyes Brown Eyes Black Eyes		Long Nose Sharp Nose/Pointed Nose Flat Nose

- Personality

- Funny
- Nice
- Good
- Polite
- Friendly
- Rude
- Naughty

Example:

My Lovely Sister Susan Smith

I want to tell you about my lovely sister. My lovely sister is Susan Smith.

She is very beautiful and attractive. She is young, slim, sexy, and tall. She has long straight blonde hair and small blue eyes. Her nose is pointed and her mouth is big. She is funny, nice, and friendly.

F. METODE PEMBELAJARAN

1. Teknik : focused Listing Technique

G. MEDIA DAN SUMBER PEMBELAJARAN

1. Media : Contoh teks descriptive
2. Sumber Pembelajaran : Buku Bahasa Inggris yang relevan

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

Pendahuluan:

1. Guru mengucapkan salam.
2. Guru meminta salah satu siswa untuk memimpin doa bersama.
3. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:

Mengamati

1. Siswa memperhatikan beberapa contoh teks tentang penggambaran seseorang.
2. Siswa menirukan contoh secara terbimbing.
3. Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.

Mempertanyakan (questioning)

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
2. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif.

Mengeksplorasi

1. Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.
2. Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
3. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.
4. Berkelompok, siswa menggambarkan salah satu teman di kelasnya.

Mengasosiasi

1. Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang.
2. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengkomunikasikan

1. Berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya.
2. Siswa menyunting deskripsi yang dibuat teman.
3. Siswa menyampaikan deskripsinya didepan guru dan teman.

Penutup

1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan**Kedua Pendahuluan:**

1. Guru mengucapkan salam.
2. Guru meminta salah satu siswa untuk memimpin doa bersama.
3. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:**Mengamati**

1. Siswa memperhatikan teks tulis descriptive sederhana.
2. Siswa diminta menjawab pertanyaan dari teks tulis descriptive sederhana.
3. Siswa diminta untuk mengidentifikasi cirri-ciri kebahasaan dan generic structure dari teks tulis descriptive sederhana.

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure dari teks descriptive sederhana.

Mengeksplorasi

1. Siswa membuat daftar kata untuk teks descriptive yang menggambarkan tentang seseorang.
2. Siswa mengembangkan daftar kata yang sudah ditulis.

Mengasosiasi

1. Siswa membandingkan teks tulis descriptive yang sudah ditulis dengan teman sebangku.

2. Siswa merevisi teks yang telah ditulisnya.

Mengomunikasikan

1. Siswa menayangkan teks descriptive yang telah ditulisnya di depan kelas.
2. Siswa yang lain memberi feedback pada teks descriptive yang telah ditayangkan

Penutup

1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. PENILAIAN

1. Teknik penilaian : Pengamatan, Tes untuk kerja.
2. Bentuk penilaian : Tes Untuk Kerja.
3. Prosedur penilaian : Kinerja (praktik)
 - Melakukan monolog tentang deskripsi seseorang di depan kelas/berpasangan.
 - Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif.
4. Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian:
 - Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.
 - Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif.
 - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.
 - Ketepatan dan kesesuaian menggunakan strategi dalam membaca.
5. Praktek (Writing)
 - Soal
 1. Please write the text correctly! Please choose one of the themes below and then write descriptive text based on the themes that you have chosen!
 - a. Your brother or sister.
 - b. Your mother.
 2. Write the text based on the generic structure!

Rincian Aspek Penilaian

Rubrik Penilaian Kemampuan Menulis (Writing Skill)		
Score	Level	Criteria
Content	30-27	Excellent
	26-22	Good
	21-17	Fair
	16-13	Poor
Organization	20-18	Excellent
	17-14	Good
	13-10	Fair
	09-07	Poor
Vocabulary	20-18	Excellent
	17-14	Good
	13-10	Fair
	09-07	Poor
Language use	25-22	Excellent
	21-18	Good
	17-11	Fair
	10-5	Poor
Mechanic	5	Excellent
	4	Good
	3	Fair
	2	Poor
Total score	100	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA TMI Roudhotul Quran Metro
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: XI / IPA
Semester	: 1
Materi	: Descriptive text
Jumlah Pertemuan	: 2 pertemuan (4 x 45 menit)

J. KOMPETENSI INTI

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

K. KOMPETENSI DASAR

- 1.7 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.8 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 1.10 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 1.11 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- 1.12 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

L. INDIKATOR PENCAPAIAN KOMPETENSI

4. Menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.
5. Menyusun text deskripsi tentang tempat / bangunan sesuai dengan fungsi sosial, tujuan, struktur dan unsur kebahasaannya.

M. TUJUAN PEMBELAJARAN

4. Siswa dapat mengidentifikasi deskriptif teks yang berhubungan dengan tempat / bangunan dengan benar.
5. Diberikan teks descriptive tentang / bangunan, siswa dapat identifikasi generic structure dari descriptive text dengan benar.
6. Berdasarkan daftar kata yang telah dibuat, siswa dapat menulis text descriptive dengan bantuan daftar kata tersebut sesuai dengan struktur isi dan ciri bahasa.

N. MATERI PEMBELAJARAN

Descriptive Text

e. Definition of Descriptive Text

Descriptive text adalah, “..... 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.” Or Is a text which used to describe something, someone, or place. [teks yang menjelaskan gambaran seseorang atau benda.

f. Function of Descriptive Text

used to describe something, someone, or place. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu. Jadi, bisa dikatakan bahwa descriptive text ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

g. Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

3. Identification

This part identifies particular things to be described. What is the text about? (berisi tentang identifikasi hal/seorang yang akan dideskripsikan).

4. Description

This part describes the parts and characteristics. (Berisi tentang penjelasan / penggambaran tentang hal/seseorang dengan menyebutkan beberapa sifatnya).

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

1) Descriptive about place

Useful Expressions	Location	Atmosphere/Adjectives
It offers.....	By the sea	Peaceful / Quiet
The views are...	On the coast	Ancient
You shouldn't miss...	In the country	Beautiful
It's located in...	In the north / south / west / east of	Charming / Picturesque
It's far away from...	On the river (name)	Cosmopolitan
The good thing about this place is...	In the valey	Boring
A popular tourist attraction is...	On a plain	Bustling
It's popular with tourists because...	In the mountains	Compact
You can see...	Near a	Noisy
It close to.....		Stunning
		Lively
		Fascinating
		Huge
		Polluted
		Touristic
		Exciting
		Popular
		Crowded

Example :

The National Monument

(Indonesian: Monumen Nasional, popularly abbreviated as Monas) is a 132 m (433ft) tower in the centre of Merdeka Square, symbolizing the fight for Indonesia. It was built to memorialize the struggle for Indonesian independence.

The monument consists of a 117.7 m obelisk on a 45m square platform

and at a height of 17 m. Towering monument represents the philosophy of Lingga and Yoni. Resembles a phallus, or pestle and Yoni resembles mortar, two important things in the tradition of Indonesian agriculture.

O. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Teknik : Focused Listing technique

P. MEDIA DAN SUMBER PEMBELAJARAN

1. Media : Contoh teks descriptive
2. Sumber pembelajaran : Buku Bahasa Inggris yang relevan

Q. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

Pendahuluan:

1. Guru mengucapkan salam
2. Guru meminta salah satu siswa untuk memimpin doa bersama
3. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:

Mengamati

1. Siswa memperhatikan beberapa contoh teks tentang penggambaran tempat / bangunan.
2. Siswa menirukan contoh secara terbimbing.
3. Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.

Mempertanyakan (questioning)

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
2. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif

Mengeksplorasi

1. Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.

2. Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
3. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan
4. Berkelompok, siswa menggambarkan salah satu tempat / bangunan.

Mengasosiasi

1. Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan tempat / bangunan.
2. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengkomunikasikan

1. Berkelompok, siswa menyusun teks deskripsi tentang tempat / bangunan sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
2. Siswa menyunting deskripsi yang dibuat teman.
3. Siswa menyampaikan deskripsinya didepan guru dan teman.

Penutup

1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua

Pendahuluan:

1. Guru mengucapkan salam
2. Guru meminta salah satu siswa untuk memimpin doa bersama
3. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:

Mengamati

1. Siswa memperhatikan teks tulis descriptive sederhana
2. Siswa diminta menjawab pertanyaan dari teks tulis descriptive sederhana
3. Siswa diminta untuk mengidentifikasi cirri-ciri kebahasaan dan generic structure dari teks tulis descriptive sederhana

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure dari teks descriptive sederhana.

Mengeksplorasi

1. Siswa membuat daftar kata untuk teks descriptive yang menggambarkan tentang tempat / bangunan.
2. Siswa mengembangkan daftar kata yang sudah ditulis

Mengasosiasi

1. Siswa membandingkan teks tulis descriptive yang sudah ditulis dengan teman sebangku
2. Siswa merevisi teks yang telah ditulisnya

Mengomunikasikan

1. Siswa menayangkan teks descriptive yang telah ditulisnya di depan kelas.
2. Siswa yang lain memberi feedback pada teks descriptive yang telah ditayangkan

Penutup

1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

R. PENILAIAN

1. Teknik penilaian : Pengamatan, Tes untuk kerja
2. Bentuk penilaian : Tes Untuk Kerja
3. Prosedur penilaian : Kinerja (praktik)
 - Melakukan monolog tentang deskripsi tempat / bangunan di depan kelas/berpasangan
 - Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsure kebahasaan dalam membuat teks deskriptif.
4. Observasi

Penilaian untuk tujuan memberi balikan. Sasaran penilaian :

 - Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.
 - Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif.
 - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

- Ketepatan dan kesesuaian menggunakan strategi dalam membaca.
5. Praktek (Writing)
- Soal 1
 1. Please write the text correctly! Please choose one of the themes below and then write descriptive text based on the themes that you have chosen!
 - a. Your home
 - b. Your School
 2. Make your focused list before begin your write!
 3. Write the text based on the generic structure!
 - Soal 2
 1. Please write the text correctly! Please choose one of the themes below and then write descriptive text based on the themes that you have chosen!
 - a. Your grandmother
 - b. Your grandfather
 - c. Your favorite destination in your holiday
 2. Make your focused list before begin your write!
 3. Write the text based on the generic structure!

Rincian Aspek Penilaian

Rubrik Penilaian Kemampuan Menulis (Writing Skill)		
Score	Level	Criteria
CONTENT	30-27	Excellent
	26-22	Good
	21-17	Fair
	16-13	Poor
ORGANIZATION	20-18	Excellent
	17-14	Good
	13-10	Fair
	9-7	Poor
VOCABULARY	20-18	Excellent
	17-14	Good
	13-10	Fair
	9-7	Poor
LANGUAGE USE	25-22	Excellent
	21-18	Good
	17-11	Fair
	10-5	Poor
MECHANIC	5	Excellent

	4	Good
	3	Fair
	2	Poor
Total Score	100	

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMA TMI Roudhotul Quran Metro
 Grade/Semester : XI
 Day/Date/Cycle : Monday/December 10th 2018/Cycle 1

No	Name	Aspect					Total score	Criteria	Percentage
		A	B	C	D	E			
1	Ahmad Arfani	√					1	V.Low	20%
2	Beni Nugroho	√	√				2	Low	40%
3	Bagas Dwi Ramadhan	√	√				2	Low	40%
4	Desi Anggraini	√	√				2	Low	40%
5	Fara Amelia Safitri	√					1	V.Low	20%
6	Febriani Doruroh	√		√			2	Low	40%
7	Gilang Angga Saputra	√					1	V.Low	20%
8	Kristina Khoirunnisa	√		√			2	Low	40%
9	Leni Astuti	√			√	√	3	Good	60%
10	Muhammad Fauzi Akbar	√	√				2	Low	40%
11	Meilina Saraswati	√			√	√	3	Good	60%
12	M'aruf Amin Angkasa	√					1	V.Low	20%
13	Mustika Berliana	√	√				2	Low	40%
14	Muhammad Fauzi Ahmad	√		√			2	Low	40%
15	Mey Sulistya	√	√			√	3	Good	60%
16	Marfu'atu A'yuni	√			√	√	3	Good	60%
17	Muhammad Syamsudin	√					1	V.Low	20%
18	Gobi Aangga Setiawan	√		√			2	Low	40%
19	Ony Fitriani	√				√	2	Low	40%

20	Muhammad Aziz Badowi	√					1	V.Low	20%
21	Layin A'ini	√					1	V.Low	20%
22	Dedi Purnawirawan				√		1	V.Low	20%
23	Angel Prastiti	√	√				2	Low	40%
24	Faiz Damayanti	√					1	V.Low	20%
	Total students'	23	7	4	4	5			
	Percentage (%)	95	29	16	12	20			

Aspect

- A. The students pay attention of the teacher's explanation
- B. The students understanding the material
- C. The students active ask the teacher in class
- D. The students discussion in class
- E. The students able do the task

Criteria:

- 1 : Very Low
- 2 : Low
- 3 : Good
- 4-5 : Very good

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMA TMI Roudhotul Quran Metro
 Grade/Semester : XI
 Day/Date/Cycle : Wednesday/ December 12th 2018/Cycle 1

No	Name	Aspect					Total score	Criteria A	Percentage B
		A	B	C	D	E			
1	Ahmad Arfani	√		√			2	Low	40%
2	Beni Nugroho	√	√				2	Low	40%
3	Bagas Dwi Ramadhan	√	√				2	Low	40%
4	Desi Anggraini	√			√	√	3	Good	60%
5	Fara Amelia Safitri	√			√		2	Low	40%
6	Febriani Doruroh	√		√			2	Low	40%
7	Gilang Angga Saputra			√		√	2	Low	40%
8	Kristina Khoirunnisa	√					1	V. Low	20%
9	Leni Astuti	√	√			√	3	Good	60%
10	Muhammad Fauzi Akbar	√		√		√	3	Good	60%
11	Meilina Saraswati	√	√		√	√	4	V. Good	80%
12	M'aruf Amin Angkasa	√	√				2	Low	40%
13	Mustika Berliana	√	√	√			3	Good	60%
14	Muhammad Fauzi Ahmad	√					1	V. Low	20%
15	Mey Sulistya	√	√			√	3	Good	60%
16	Marfu'atu A'yuni	√				√	2	Low	40%
17	Muhammad Syamsudin	√					1	V. Low	20%
18	Gobi Aangga Setiawan	√		√			1	Low	40%

19	Ony Fitriani	√			√	√	3	Good	60%
20	Muhammad Aziz Badowi	√				√	2	Low	40%
21	Layin A'ini	√					1	V.Low	20%
22	Dedi Purnawirawan	√				√	2	Low	40%
23	Angel Prastiti	√	√				2	Low	40%
24	Faiz Damayanti	√					1	V. Low	20%
	Total students'	23	8	6	4	10			
	Percentage (%)	95	33	25	16	41			

Aspect

- A. The students pay attention of the teacher's explanation
- B. The students understanding the material
- C. The students active ask the teacher in class
- D. The students discussion in class
- E. The students able do the task

Criteria:

- 1 : Very Low
- 2 : Low
- 3 : Good
- 4-5 : Very good

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMA TMI Roudhotul Quran Metro
 Grade/Semester : XI
 Day/Date/Cycle : Monday/ December 17th 2018/Cycle 2

No	Name	Aspect					Total score	Criteria	Percentage
		A	B	C	D	E			
1	Ahmad Arfani	√	√	√		√	4	V.Good	80%
2	Beni Nugroho	√	√	√			3	Good	60%
3	Bagas Dwi Ramadhan	√	√			√	3	Good	60%
4	Desi Anggraini	√	√		√	√	4	V.Good	80%
5	Fara Amelia Safitri	√	√			√	3	Good	60%
6	Febriani Doruroh	√	√	√		√	4	V.Good	80%
7	Gilang Angga Saputra	√	√	√			3	Good	60%
8	Kristina Khoirunnisa	√	√			√	3	Good	60%
9	Leni Astuti	√	√			√	3	Good	60%
10	Muhammad Fauzi Akbar	√	√	√		√	4	V.Good	80%
11	Meilina Saraswati	√	√	√	√	√	5	V.Good	100%
12	M'aruf Amin Angkasa	√	√			√	3	Good	60%
13	Mustika Berliana	√	√	√			3	Good	60%
14	Muhammad Fauzi Ahmad	√		√		√	3	Good	60%
15	Mey Sulistya	√	√			√	3	Good	60%
16	Marfu'atu A'yuni	√	√	√		√	4	V.Good	80%
17	Muhammad Syamsudin	√	√			√	3	Good	60%
18	Gobi Aangga Setiawan	√	√	√		√	4	V.Good	80%

19	Ony Fitriani	√	√			√	3	Good	60%
20	Muhammad Aziz Badowi	√	√			√	3	Good	60%
21	Layin A'ini	√	√				2	Low	40%
22	Dedi Purnawirawan	√	√	√		√	4	V.Good	80%
23	Angel Prastiti	√	√				2	Low	40%
24	Faiz Damayanti	√		√		√	3	Good	60%
	Total students'	24	22	12	2	19			
	Percentage (%)	100	91	50	8	79			

Aspect

- A. The students pay attention of the teacher's explanation
- B. The students understanding the material
- C. The students active ask the teacher in class
- D. The students discussion in class
- E. The students able do the task

Criteria:

- 1 : Very Low
- 2 : Low
- 3 : Good
- 4-5 : Very good

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMA TMI Roudhotul Quran Metro
 Grade/Semester : XI
 Day/Date/Cycle : Tuesday/ Desember 18th/Cycle 2

No	Name	Aspect					Total score	Criteria	Percentage
		A	B	C	D	E			
1	Ahmad Arfani	√	√	√		√	4	V.Good	80%
2	Beni Nugroho	√	√	√	√		4	V.Good	80%
3	Bagas Dwi Ramadhan	√	√		√	√	4	V.Good	80%
4	Desi Anggraini	√	√		√	√	4	V.Good	80%
5	Fara Amelia Safitri	√	√	√		√	4	V.Good	80%
6	Febriani Doruroh	√	√	√	√	√	5	V.Good	100%
7	Gilang Angga Saputra	√	√	√		√	4	V.Good	80%
8	Kristina Khoirunnisa	√	√	√		√	4	V.Good	80%
9	Leni Astuti	√	√			√	3	Good	60%
10	Muhammad Fauzi Akbar	√	√	√		√	4	V.Good	80%
11	Meilina Saraswati	√	√	√	√	√	5	V.Good	100%
12	M'aruf Amin Angkasa	√	√		√	√	4	V.Good	80%
13	Mustika Berliana	√	√	√			3	Good	60%
14	Muhammad Fauzi Ahmad	√	√	√		√	4	V.Good	80%
15	Mey Sulistya	√	√			√	3	Good	60%
16	Marfu'atu A'yuni	√	√	√	√	√	5	V.Good	100%
17	Muhammad Syamsudin	√	√			√	3	Good	60%
18	Gobi Aangga Setiawan	√	√	√		√	4	V.Good	80%

19	Ony Fitriani	√	√	√	√	√	5	V.Good	100%
20	Muhammad Aziz Badowi	√	√			√	3	Good	60%
21	Layin A'ini	√	√			√	3	Good	60%
22	Dedi Purnawirawan	√	√		√	√	5	Good	80%
23	Angel Prastiti	√	√			√	3	Good	60%
24	Faiz Damayanti	√		√	√	√	4	V.Good	80%
	Total students'	24	23	14	10	22			
	Percentage (%)	100	95	58	41	91			

Aspect

- A. The students pay attention of the teacher's explanation
- B. The students understanding the material
- C. The students active ask the teacher in class
- D. The students discussion in class
- E. The students able do the task

Criteria:

- 1 : Very Low
- 2 : Low
- 3 : Good
- 4-5 : Very good

THE FIELD NOTE

PRE-TEST	December 8 th 2018	The students did not pay much attention when the teacher evaluated the common mistakes and did not spirit in doing the pre-test.
CYCLE 1	December 10 th 2018	Most of students did not pay much attention to the teacher explanation.
	December 12 th 2018	Most of students' that still seemed confused of the lesson, and most of students were not active in the learning process and they still did not fully understand the teacher explanation.
CYCLE 2	December 17 th 2018	Most of the students were interested in following the lesson.
	December 18 nd 2018	Most of the students could write descriptive text based on the topic, most of the students were active during teaching learning process.



**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.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3975/In.28/D.1/TL.01/12/2018

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

Nama : **NUR ISLAH WAY KURNI**
NPM : 14121897
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA TMI ROUDHOTUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING DESCRIPTIVE WRITING ABILITY USING FOCUSED LISTING TECHNIQUE AMONG THE SECOND YEAR STUDENT OF SMA TMI ROUDHOTUL QURAN METRO".
 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 : 06 Desember 2018

Mengetahui,
Pejabat Setempat


NGALIMAN, S.H.

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**

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Nomor : B-3976/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA TMI ROUDHOTUL
QURAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3975/In.28/D.1/TL.01/12/2018,
tanggal 06 Desember 2018 atas nama saudara:

Nama : **NUR ISLAH WAY KURNI**
NPM : 14121897
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA TMI ROUDHOTUL QURAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING DESCRIPTIVE WRITING ABILITY USING FOCUSED LISTING TECHNIQUE AMONG THE SECOND YEAR STUDENT OF SMA TMI ROUDHOTUL QURAN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH 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 : B-3825 /In.28.1/J/PP.00.9/11/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

27 November 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 : Nur Islah Way Kurni
NPM : 14121897
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Descriptive Writing Ability Using Focused Listing Technique
Among The Second Year Student Of SMA TMI Roudhotul Qur'an Metro

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
NIP. 19750610 2008011014



**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.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-15/ln.28/S/OT.01/01/2019**

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

Nama : Nur Islah Way Kurni
NPM : 14121897
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 14121897.

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, 03 Januari 2019
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nur Istah way kurni

NPM : 14121897

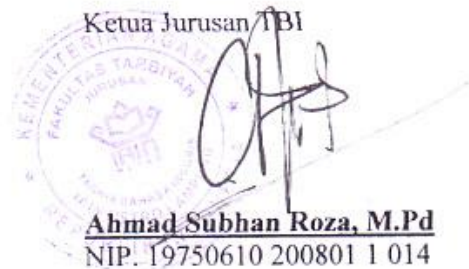
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *The Ideology of Religious studies*

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nur Istah way kurni

NPM : 14121897

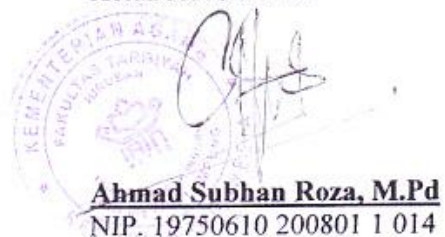
Fakultas : Tarbiyah dan Ilmu Keguruan

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Metro,

Ketua Jurusan TBI



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





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH 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

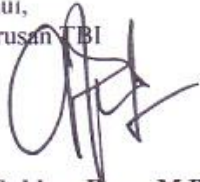
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Islah Way Kurni
NPM : 14121897

Jurusan : TBI
Semester : IX/2019

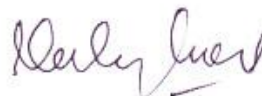
No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Kamis, 10/2019 101	✓		- Change the tenses in chapter 4 into Present tense - change to be suitable between Acting and Result Revisi skripsi see to pengesahan	 

Mengetahui,
Ketua Jurusan TBI



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Dosen Pembimbing I,



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



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

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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Islah Way Kurni
NPM : 14121897

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 28 November 2018	✓		beri contoh paragraf deskriptif	
2.	Rabu / 2018 / 18	✓		Revisi & penyesuaian sisi operasional	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : Nur Islah Way Kurni
NPM : 14121897

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 17 Juli 2018	✓		Table of content Judul BAB I BAB II	
2.	Jumat, 27 Juli 2018	✓		- Add assessment of Descriptive Writing - Revisi table of content	
3.	Selasa, 7 Agustus 2018	✓		- Add the Ability to Improve Descriptive writing	
4.	Senin, 10 Sep 2018	✓		- Describe the ability	
5.	Rabu, 12 Sep 2018	✓		- Put the ability of Senior high school in explaining	
6.	Selasa, 25 Sep 2018	✓		of Ability Pembentukan kemampuan dan keterampilan	

Mengetahui,
Ketua Jurusan TBI

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**KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Islah Way Kurni
NPM : 14121897

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 23/10/18 "		✓	Mu 1-2 Mu instruments	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 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 : Nur Islah Way Kurni
NPM : 14121897

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	17/2018 /12		✓	- Revisi Abstract - Revisi chapter II - Revisi conclusion	
2.	Rabu, 19/2018 /12		✓	- Revisi table of content - Revisi Chapter II	
3.	Jum'at, 21/2018 /12		✓	Revisi Mayor Revisi Minor	

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

DOCUMENTATION



The teacher still open the class of SMA TMI Metro



The teacher gives material of grammar to improve their writing



The students still pay attention when the teacher gives the understanding of descriptive writing



Some of students try to read the result that they have done with their group.

CURRICULUM VITAE



Nur Islah Way Kurni was born in Bandar Jaya, on September 16th 1994. However, he spent his childhood in Bandar Sari, a developing village of Central Lampung. Ethnically speaking, he comes from Javanese family descent. He was raised by a lovely married couple, Mr. Sumarwan and Mrs. Istiqomah. He has four siblings and he is the second child from Utami Nur Fatimah, Ana Anis Kurli and Naura Alifia Salsabila.

He took his elementary school at SD N 8 Bandar Jaya from 2000-2006. Then, he took his junior high school at SMP TMI Roudhotul Quran Metro for three years. Having graduated from junior high school, he continued his study at SMA TMI Roudhotul Quran Metro and finished in 2012. After that, he took his undergraduate program at IAIN Metro, majoring English Education. During his study in college, he was active in Senat Mahasiswa IAIN Metro 2018.