

AN UNDERGRADUATE THESIS

**INCREASING DESCRIPTIVE WRITING ABILITY THROUGH
FOCUSED LISTING TECHNIQUE AMONG THE TENTH
GRADERS OF THE SMA N 1 BATANGHARI
EAST LAMPUNG**

By :
MILA DIVANI
STUDENT. ID. 1292587

Tarbiyah and Teacher Training Faculty
English Education Department



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H/2017 M**

**INCREASING DESCRIPTIVE WRITING ABILITY THROUGH
FOCUSED LISTING TECHNIQUE AMONG THE TENTH
GRADERS OF THE SMA N 1 BATANGHARI
EAST LAMPUNG**

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

By :
MILA DIVANI
STUDENT.ID. 1292587

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor: Dr. Mahrus As'ad, M.Ag
Co-Sponsor: Syahreni Siregar, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H/2017 M**

**PENINGKATAN KEMAMPUAN MENULIS DESKRIPTIF MELALUI
TEKNIK PENCATATAN TERFOKUS DI KELAS SEPULUH SMA N 1
BATANGHARI LAMPUNG TIMUR**

ABSTRAK

Oleh:

MILA DIVANI

Penelitian ini bertujuan untuk meningkatkan proses pembelajaran menulis deskriptif serta kemampuan menulis deskriptif dengan menggunakan teknik pencatatan terfokus.

Berdasarkan data pra survey, permasalahan yang ditemukan adalah 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 X terutama di kelas X A2.

Akhirnya, diperoleh hasil bahwa nilai rata-rata dalam pre-tes adalah 61.33, post-test 1 adalah 67.48, dan post test 2 adalah 76.15. Dapat disimpulkan bahwa hasil tersebut telah melampaui indikator sukses dengan 70% di akhir siklus. Kesimpulan dari penelitian ini adalah penggunaan teknik pencatatan terfokus dapat meningkatkan kemampuan menulis deskriptif siswa di kelas sepuluh SMA N 1 Batanghari Lampung Timur.

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

**INCREASING DESCRIPTIVE WRITING ABILITY THROUGH
FOCUSED LISTING TECHNIQUE AMONG THE TENTH
GRADERS OF THE SMA N 1 BATANGHARI
EAST LAMPUNG**

ABSTRACT

By:

MILA DIVANI

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

Based on the data pre survey, the problems which encountered is that the students find difficulties in descriptive writing because of not having ideas. Focused listing technique was helped 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 tenth grade especially in the class X A2.

Finally, the result shows that the average of students' score in pre-test is 61.33, the post-test 1 is 67.48 and the post-test 2 is 76.15. It can be inferred that the result has reached out the criteria of the indicator of success with percentage until 75% in the last cycle. The conclusion of this research is that the use of focused listing technique can increase descriptive writing ability among the tenth graders of the SMA N 1 Batanghari East Lampung.

Keyword : Descriptive Writing, Focused Listing Technique, Writing Ability



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

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

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

Nama : Mila Divani
NPM : 1292587

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	wednesday 07/06/2017	✓		Revise Table of content Revise Abstract Revise chapter ii	
2.	Thursday 08/06/2017	✓		Revise Abstract	
3.	Monday 12/06/2017	✓		Revise Abstract	
4.	Tuesday 13/06/2017	✓		Revisi skripsi? see ds munas asahle	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008031 1 014

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

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

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

Nama : Mila Divani
NPM : 1292587

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday 16/05/17		✓	Revise chapter IV - V	
2	Tuesday 06/06/17		✓	Acc and continue for the first sponsor	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008031 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**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

APPROVAL PAGE

**Title : INCREASING DESCRIPTIVE WRITING ABILITY
THROUGH FOCUSED LISTING TECHNIQUE
AMONG THE TENTH GRADERS OF THE SMA N 1
BATANGHARI EAST LAMPUNG IN THE
ACADEMIC YEAR OF 2016/2017.**

**Name : Mila Divani
Student Number : 1292587
Department : English Education
Faculty : Tarbiyah and Teacher Training**

APPROVED BY:

To be examined in munaqosyah in Tarbiyah and Teacher Training Faculty of IAIN Metro.

Sponsor,

Dr. Mahrus As'ad, M.Ag
NIP.1961122199603 1 001

Co-Sponsor,

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

Head of Department,

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



**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

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) berkas
Perihal : **Mohon Dimunaqosahkan Skripsi
Saudari Mila Divani**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan
IAIN Metro
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Mila Divani
NPM : 1292587
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : INCREASING DESCRIPTIVE WRITING ABILITY THROUGH
FOCUSED LISTING TECHNIQUE AMONG THE TENTH
GRADERS OF THE SMA N 1 BATANGHARI EAST
LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

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

Wassalamu'alaikum Wr. Wb.

Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP.1961122199603 1 001

Metro, Juni 2017

Pembimbing II,

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**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

NOTIFICATION LETTER

Number :
Appendix : 1
Matter : **In Order to Hold the Munaqosyah
Of Mila Divani**

To: The Honorable
The Dean of Tarbiyah and
Teacher Training Faculty
IAIN Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Nama : Mila Divani
Student Number : 1292587
Faculty : Tarbiyah and Teacher Training
Department : English Education
Judul Skripsi : INCREASING DESCRIPTIVE WRITING ABILITY
THROUGH FOCUSED LISTING TECHNIQUE AMONG
THE TENTH GRADERS OF THE SMA N 1
BATANGHARI EAST LAMPUNG IN THE ACADEMIC
YEAR OF 2016/2017

It has been agreed so it can be continued to the Tarbiyah and Teaching Training Faculty in order to be examined on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Sponsor,

Dr. Mahrus As'ad, M.Ag
NIP.1961122199603 1 001

Metro, June 2017

Co-Sponsor,

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**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

RATIFICATION PAGE

No: *In.28/FTIK/D/15/0116/2017*

An Undergraduate thesis entitled: **INCREASING DESCRIPTIVE WRITING ABILITY THROUGH FOCUSED LISTING TECHNIQUE AMONG THE TENTH GRADERS OF THE SMA N 1 BATANGHARI EAST LAMPUNG.**

Written by MILA DIVANI, student number 1292587, English Education Department, has been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, July, 12th 2017 at 13:00-15:00.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag
Examiner 1 : Ahmad Subhan Roza, M.Pd
Examiner 2 : Syahreni Siregar, M.Hum
Secretary : Eka Yuniasih, M.Pd

(*Ahmad Subhan Roza*)
(*Syahreni Siregar*)
(*Eka Yuniasih*)

The Dean of Tarbiyah and Teacher Training Faculty



Dr. Akla, M.Pd.

NIPN 1969100820000320051

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Mila Divani
Npm : 1292587
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Juli 2017
yang menyatakan



MILA DIVANI
NPM. 1292587

STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : Mila Divani
Student Number : 1292587
Department : English Education
Faculty : Tarbiyah and Teaching Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, July 2017
The Writer



MILA DIVANI
NPM. 1292587

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write (therewith)”
(QS. Al-Qalam:1)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved family, father Mr. Suyoko, mother Mrs. Murtiwanti, and my sister Kiky Elasari who always pray and support me in their endless love.
2. My beloved friends of Damascus class and Mj Sister that always give me a lot of motivation. Team of KKN, and Team of PPL, I will be proud to remember our togetherness.
3. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro.

ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. Shalawat and salam to our best prophet Muhammad SAW, who has brought us from the darkness to the lightness and he also taught all Moslem by many knowledge based on the holy Qur'an and As-sunnah.

An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Department entitled: "Increasing Descriptive Writing Ability Through Focused Listing Technique Among The Tenth Graders Of The Sma N 1 Batanghari East Lampung In The Academic Year Of 2016/2017."

The writer would like to express his gratitude especially to the Principal of IAIN METRO Prof. Dr. Enizar, M. Ag, Dean of Tarbiyah and Teacher Training Faculty Dr. Hj. Akla, M. Pd., The Head of English Education Department Mr. Ahmad Subhan Roza, M. Pd., Sponsor Dr. Mahrus As'ad, M.Ag, and Co-sponsor, Syahreni Siregar, M.Hum who have sincerely guided the writer to accomplish this undergraduate thesis in time. The writer also appreciated to all helps and supports from, my parents, my sister and all my friends and also staffs and students of SMA N 1 Batanghari East Lampung.

Finally, the writer realizes that this undergraduate thesis is inadequate. So, the writer would greatly appreciate all Suggestion and critics for the improvement of this undergraduate thesis and hopefully this undergraduate thesis will be useful and gives a good contribution for the writer self and all of the readers.

Metro, July 2017

The writer



MILA DIVANI
St.ID. 1292587

TABLE OF CONTENTS

COVER	i
ABSTRACT	iii
APPROVAL PAGE	v
NOTA DINAS	vi
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii

CHAPTER I INTRODUCTION

A. Background of The Study	1
B. Identification of Problem	5
C. Limitation of Problem	5
D. Formulation of Problems	5
E. The Objective of the Research	5
F. Benefit of The Study	6

CHAPTER II REVIEW OF RELATED THEORIES

A. The Concept of Descriptive writing Ability	7
1. The Definition of Descriptive Writing Ability	7
a. Writing Ability.....	7
b. The Definition of Descriptive Writing.....	11
2. The Characteristics of Descriptive Writing	13
3. Kinds of Descriptive Writing Abilities	14
B. The Concept of Focused Listing Technique	16
1. The Definition of Focused Listing technique	16
2. The Purpose of Focused Listing Technique.....	18
C. The Use of Focused Listing Technique to Increase Descriptive Writing Ability	20
1. Procedure of focused Listing Technique	21
2. The Steps of Teaching Descriptive Writing Through Focused listing Technique.....	22
3. The Advantages and The Disadvantages of Focused Listing Technique	23
D. Action Hypothesis	25

CHAPTER III RESEARCH METHOD

A. Operational Definition of Variables	26
B. Research Setting.....	26
C. Research Subject.....	26
D. Research Procedures	27
1. Cycle I	28
2. Cycle II	30
E. Data Collection	32
F. Data Analysis	33
G. Indicator of Success	35

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile of the Research Setting	36
1. The History of SMA N 1 Batanghari.....	36
2. The School Identity.....	36
3. Organization Structure of SMA N 1 Batanghari....	37
4. The Condition of Teacher and Staff of SMA N 1 Batanghari	39
5. The Facilities and Infrastructure of SMA N 1 Batanghari	41
6. Location Sketch of SMA N 1 Batanghari	43
B. Result of the Research.....	43
1. Cycle 1	44
2. Cycle 2	50
C. Interpretation.....	54
1. The Result of the Students' Observation Sheet	54
2. The Result of the Students' Learning	56
D. Discussion	62

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Suggestion.....	64

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

	Page
1. The data of pre-survey at the tenth graders of SMA N 1 Batanghari East Lampung	2
2. Example of Objective description and subjective description.....	12
3. The subject of the research	27
4. Analytical scoring rubric	34
5. Names of Principles of SMA N 1 Batanghari	36
6. List of Names of Teachers and Staff	39
7. Facilities and Infrastructure in SMA N 1 Batanghari.....	42
8. The schedule of Action in cycle 1	45
9. The students' result in Pre-test	45
10. The students' result in post test 1	47
11. The Result of the Students' Activity in the Learning Process of Cycle 1	48
12. The schedule on Action in cycle 2.....	50
13. The students' result in post test 2	51
14. The Result of the Students' Activity in the Learning Process of Cycle 2.....	53
15. The Result of the Students' Activity in the Learning Process of Cycle 1 and Cycle 2.....	54
16. The Increasing Point of Students' Score between Pre-test and Post test 1.....	56
17. The increasing point of students' score between post test 1 and posttest 2	58
18. The Recapitulation of Students' Improvement.....	60

LIST OF FIGURES

	Page
1. Example of creates a topic-specifics list.....	22
2. Kurt Lewin's Action Research Design.....	27
3. The Organization Structure of SMA N 1 Batanghari.....	38
4. Location Sketch of SMA N 1 Batanghari.....	43
5. Chart of The Students' Activities Result in Cycle 1 and Cycle 2	55
6. Chart of The Students' Result in Pre test and Post test 1	57
7. Chart of The Students' Result in Post test 1 and Post test 2.....	59
8. Chart of The Students' Result in Pretest, Post test 1, and Post test 2.....	61

LIST OF APPENDICES

	Page
1. Syllabus	1
2. Lesson Plan	5
3. Instrument	25
4. The Result Of Pre-Test.....	28
5. The Result Of Post-Test 1 in Cycle 1.....	29
6. The Result Of Post-Test 2 in Cycle 2.....	30
7. The Students' Answer Sheets.....	32
8. The Teachers' Observation Sheets.....	41
9. The Students' Observation Sheets	43
10. Field Note.....	47
11. The Research Letter of IAIN METRO.....	48
12. The Research Letter of SMA N 1 BATANGHARI.....	52
13. Documentation	54

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is also a set of rules, which is used as a tool of human communication. It is used to communicate ideas, feelings, believes, love, knowledge, culture, etc.

English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. At Senior High School, the students are able to use English as a means of communication in both spoken and written form. The students that have graduated from senior High School are expected to master the four skills of language namely listening, speaking, reading and writing. Therefore, English in senior High School is aimed at developing the four skills in order that the students can communicate in English language on the certain literary.

However, Writing is one of the four skills that is very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. 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 difficult enough to be learned by the students, 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 chooses focused listing as the technique in teaching descriptive writing. In an age of learning, the Focused 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 N 1 Batanghari at the tenth graders which is shown in the table below:

Table 1.1
*The Data of Pre-Survey at the Tenth Graders of SMA N 1 Batanghari
East Lampung*

No	Name	Result of writing	
		Score	Category
1	AP	53	Fail
2	AA	62	Fail
3	ANM	34	Fail
4	AD	50	Fail

5	AM	50	Fail
6	AAV	58	Fail
7	AND	34	Fail
8	BAY	63	Fail
9	DH	50	Fail
10	DCP	58	Fail
11	EVA	45	Fail
12	EHN	46	Fail
13	FYS	53	Fail
14	FS	58	Fail
15	IFA	52	Fail
16	KR	35	Fail
17	KNF	43	Fail
18	MDS	45	Fail
19	MI	52	Fail
20	MFS	45	Fail
21	NI	51	Fail
22	NK	40	Fail
23	PT	52	Fail
24	QNA	40	Fail
25	RR	34	Fail
26	REY	41	Fail
27	RO	50	Fail
28	SB	36	Fail
29	SA	50	Fail
30	SR	42	Fail
31	VM	51	Fail
32	WF	51	Fail
33	YA	53	Fail
Total		1577	--
Average		47,79	Fail
The Higher Score		63	--
The Low Score		34	--

Based on the result of pre-survey data at the tenth grade students of SMA N 1 Batanghari, show that many students could not express their ideas in written form although they might know what would be written. They still could not understand or create a descriptive text although the teacher had explained it. They were still found some grammar mistakes or inappropriate

vocabulary use. Most of students were not able to construct sentence in present form. Furthermore, they were not active during teaching learning process.

All these problems happened because the teacher usually taught the lesson by using way that is more conventional. The teacher explained more the rule or formula of tenses (sometimes applying Grammar Translation Method).

Considering to the importance of descriptive text for the students to master, it was very important for the teacher to apply the best way to make the students aware on the use the text in their daily lives. Based on the reason above, the researcher conducted a classroom action research by using focused listing technique to improve the students' descriptive text writing ability.

Focused Listing is a technique that helps the students to easily describe or build sentences or paragraph 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 conducted classroom action research in which she used focused listing technique in the writing instruction. The study was an attempt to improve the students' ability in writing descriptive text at the tenth grade students of SMA N 1 Batanghari, because the students not only be interested in descriptive text using focused listing technique, but also it can help them describe or building sentence using focused listing technique.

B. Identification of the Problems

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

1. The students have low ability in writing descriptive text.
2. The teacher teaches the lesson by using way that is more conventional learning material and activities.
3. The students have difficulties in express their idea in descriptive writing.

C. Limitation of the Problems

Based on the identification of the problems above, this research focused on the teacher teaches the lesson by using way that is more conventional learning material and the students have low ability in writing descriptive text. Therefore, this research was focused on using focused listing technique to increase the students' descriptive writing ability.

D. Formulation of the Problems

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

“Can the use of Focused listing Technique increase the students' descriptive writing ability among the tenth graders of the SMA N 1 Batanghari in the academic year of 2016/2017.

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 increase 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 writer 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 Institution

The writer hopes that this research will give positive contribution to the teaching learning activity in English subject in SMA N 1 Batanghari to increase the quality of the English Instruction especially in the process of teaching in descriptive writing ability by using focused listing technique.

4. For the Other Researchers

The writer hopes that this research can give motivation and information to conduct further research in order to increase the quality of English teaching learning especially in writing.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Descriptive Writing Ability

1. The Definition of Descriptive Writing Ability

a. Writing Ability

1) Definition of Writing Ability

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.”¹ According to Hyland,

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.²

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 expert, Sharples stated that, “writing is primarily a mental activity, but it relies on physical tools and resources from

¹ Steve Peha, *The Writing Teacher’s Strategy Guide*, Teaching That Makes Sense, Inc, 1995-2003 www.ttms.org p.58

² Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), p.9

pens and paper to word processors".³ It means, when someone wants to write something, he/she must know what he/she intend to write about based on their thought.

Another definition was given by Armstrong said that writing is thinking on a paper. Writing and reading are away into knowing, learning, and communicating.⁴ 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.

Sometimes the act of writing helps writers to clarify their own thoughts, organize ideas or 'get it off their chest'. The purposes for writing might be academic or personal, but in a social view of writing it is the act of communicating which makes it meaningful.⁵

The writer aim that writing is ability of the writer to show his or her feeling to the readers which used by the writer to show

³ Mike Sharples, *How We Write: Writing as Creative Design*, (New York: Routledge, 1999), p.6

⁴ Joyce Armstrong C. and Edward E. W, *How to Teach Writing*, , (USA: Teacher Idea Press, 1993), p.6

⁵ Department of Education and Training, *Focus on Literacy: Writing*, (Sydney: State Literacy and Numeracy Plan, 1999), p.12

information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

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.

From the definition above, writing skill deal with ability to arrange word, and sentences of certain language being used in writing communication in order that the reader can understand the message or information.

2) Kinds of Writing

According to Wyse and Kane there are the kinds of writing as follow:

a) Exposition

Exposition is a text whose plan to describe or explain objectively, to inform, or discuss, or argue.⁶ It means that exposition intends to inform, explain, describe or define the information to the reader. Exposition is a piece of text that present one of side of an issue, the purpose of this text is to

⁶ Dominic Wyse and Russell Jones, *Teaching English, Language and Literacy*, (New York, RoutledgeFalmer, 2001), p.139

persuade the reader or listener is presenting one side of an argument.

b) Description

Description is deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: *above/below, before/behind, right/left* and so on.⁷ It means that description is writing about what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

c) Narration

Narration is a series of related events—a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.⁸ Based on explanation above narration is a kind of writing in which report event or experience that happened in the past.

d) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of *argument*, offering evidence or logical proof. Another form of persuasion is *satire*, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of *eloquence*, appealing to ideals and noble sentiments.⁹

⁷ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York, Offord University Press, Inc, 1988),. p.7

⁸ Ibid.

⁹ Ibid.

It means that persuasion is a type of writing used to convince the reader to agree with the writer about an issue. In persuasion, the writer never expresses their personal opinion, but the writer use fact to convince the reader to agree with the issue.

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 describing you will follow the outline of an object visually and then write it down or “draw” it in word”.¹⁰ 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.¹¹

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.¹² Another expert, Ploeger proposed that a descriptive is used to add details about something physical: a person, place, or thing. This

¹⁰ Frank J. D’Angelo, *Process and Thought in Composition*, (Massachusettes: Winthrop Publishers,Inc, 1977), p.123

¹¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies For Teaching and Assessing Writing*, (Australia: University of New Wales Press Ltd, 2005), p.97

¹² Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: Macmillan Educatio Australia Pty Ltd, 1998), p.26

method uses sensory language, that is, words that appeal to the five senses.¹³

Based on all of statement above, the writer got an understanding that. descriptive is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. According to Kane,

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.¹⁴

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 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 2.1

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

¹³ Katherine ploeger, *Simplified Paragraph Skills*, (USA: NTC Publishing Group,200), p.239

¹⁴ Thomas S. Kane, *The Oxford Essential.*, p.351-352

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

There are the characteristics of descriptive as follows:¹⁵

- a) Using variety of words. It means that use of variety of adjective, nouns, adverbs and phrases to suggest colors, movements, expressions and feeling.
- b) Using any detail. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.
- c) Using adjective to describe the feature of subject.
- d) Use of simple present tense.¹⁶

From the characteristics of descriptive writing above, we have to know the generic structures of description are as follows:¹⁷

¹⁵ Sofiana Zahara, “*The Effectiveness Of Teaching Descriptive Text Using Picture Media On Students Ability*”, Skripsi 2014 (Unpublised), p.17

¹⁶ Ayu Ramadani Saptania, “*Improving Students’ Writing Ability In Writing Descriptive Texts Through Field Trip At SMA N 1 Godean*”, Thesis 2003 (Unpublished) ,p.23

¹⁷ Tossi Ana Ari Utami, “*Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At SMP N 1 Piyungan*”, Thesis 2014 (Unpublished) ,p.35

a) Identification

In identification contains the identification of the phenomenon to be described.

b) Description

In description contains the description of the person or thing to describe feature in order of importance, namely parts/things (physical appearance), Qualities (degree of beauty, excellence, or worth/value), other characteristics (prominent aspects that are unique).

3. Kinds of Descriptive Writing

As we know that descriptive is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:¹⁸

a) Description of People

People are different, and writing description of people is different. You are probably already aware of some the complications. In description of people, you might resort to identification, an impression, or character sketch, depending on the situation. The explanation as follow:

¹⁸ Ibid ,p.32-35

1) Identification

In identification consist of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's distinctive traits. Following is example of impression in description about people:

3) Character Sketch

More complete descriptions of people are usually called character sketch. A character sketch delineates the character of a person, or at least his or her main personality traits. The following is example of Character Sketch in description about people:

b) Description of places

In describing a place for example a room, The description must be organized so that the reader can imagine the scene being described. The arrangement of the details in your description depends on your subject and purpose.

c) Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting to the readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting.

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’¹⁹.

According to Srinivas, 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.²⁰ 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”.²¹ K. Patricia Cross and Thomas A. Angelo mentioned that, “focused listing is asking students to list ideas that are critically related to important course topic is a simple, flexible way to collect feedback on students knowledge.”²²

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

¹⁹ Thomas A. Angelo and K. Patricia Cross. *Classroom Assessment Technique: A Handbook for College Teacher*. (San Fransisco: Josse-Bass Publishers, 1993). p.126

²⁰ Hari Srinivas. “*Collaborative Learning Structures and Techniques*”. University of Texas. Teaching Resource center. Web. 26 march 2016 <<http://www.gdrc.org/kmgmt/c-learn/methods.html>>

²¹ Page Keeley. *Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning*. (USA: Corwin Press, 2008), p.95

²² K. Patricia Cross and Thomas A. Angelo, *Classroom Assessment Technique. A Handbook for Faculty*, The University of Michigan: National Center for Research to Improve Postsecondary Teaching and Learning, 1988, p.22

experiences”.²³ 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.’²⁴ 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.”²⁵

Based on all of the statement above, the writer got 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 write.

2. The Purpose of Focused Listing technique

The purpose of focused 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”.²⁶ From the statement above, it means that the purpose of focused listing is to recall information from learners’ mind, than the learner gets more inspiration what they

²³ Luis A. Nazario et al, *Bridges To Better Writing*, (United States: Wadsworth Cengage Learning), 2010, P.28

²⁴ Judith George and John Cowan, *A Handbook of Techniques for Formative Evaluation: Mapping the Student’s Learning Experience*. (New York: Routledge), 1999, P.68

²⁵ Mia B. Ingels and Acco, *Legal English Communication Skills*, (Belgie: Academische Cooperatieve Vennootschap cvba), 2006, p.72-73

²⁶ K. Patricia Cross and Thomas A. Angelo, *Classroom Assessment Technique. A Handbook for Faculty*,

want to write related to the topic. Keeley mentioned the purpose of focused 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.”²⁷

From that statement, it can be known that it is important to use focused listing in learning process because this technique can help the student to recall information to open their mind 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 students connect with that point. Practicing this technique can help students learn to focus attention and improve recall.”²⁸

Based on all of the statement above, the writer got an understanding that the purpose of focused 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.

²⁷ Page Keeley, *Formative Assessment.*, p.95-96

²⁸ Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Technique: A Handbook for College.*,

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

To write good Descriptive writing, the teacher must to know the process of writing descriptive text to help the students write effectively. This set of easy to follow guidelines will help the students write an effective descriptive writing as follow:²⁹

- 1) The topic should be a person, place, or thing (an idea, event, or situation).
- 2) The dominant impression (the overall feeling) that want to the reader to experience.
- 3) Dominant impression word included in topic sentence.
- 4) List of the detail in the paragraph that will support and clarify the dominant impression.
- 5) Use sensory details and figurative language to create descriptive images.
- 6) The sensory images and figurative devices support the dominant impression.
- 7) Proofread for punctuation errors, sentence fragments, and run-on sentences. If possible, have another person read the paragraph.

Effective description creates images in the reader's mind by using specific details.³⁰ Effective Description adds clarity, depth, and feeling to

²⁹ Gayle feng C. & Lawrence C., *The write Start Sentences to Paragraphs: With Professional And Student Reading*, USA, Wadsworth, Cengage Learning, 2010. p.170

³⁰ Gayle feng C. & Lawrence C., *The write Start.*, p.159

your writing.³¹ The specific details help develop the word-painting that describes persons, places, things, and emotions.

1. 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. (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.³²

Nilson mentioned the procedures of focused listing technique as follow:

(1) Direct students' attention to a single important name, concept, or relationship, and (2) Ask them to list as many related concepts and ideas as they can. (3) Then limit the exercise to two to three minutes or five to ten items. (4) With these constraints, the results give a pretty accurate picture of the features students identify and recall as salient and not just those they think that want to hear.³³

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.

³¹ Ibid, p.160

³² Page Keeley, *Formative Assessment.*, p.96

³³ Linda B. Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*, (USA: Jossey-Bass A Wiley Imprint, 2010), Third Edition, p.275

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

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

- a) For the first, the teacher explains to the student about writing descriptive text.
- b) After that, the teacher explain the steps how to use focused listing technique.
- c) After they understand, then allow students to work in small groups to develop the same topic. Each group consists of 2-3 students.
- d) 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. The following is example of create topic-specifics list:

Figure 2.1

Example of creates a topic-specifics list

Visiting Relatives³⁴

Uncle is boring	Can't remember their	Everyone is church turned to
My cousin Alex is cool	specialties	look
My three aunts are weird	Don't like anything too	Too any colors like ties
Joe plays baseball an	formal	Darn, Aunt Kathy sure is a
awful lot	A pain to dress up	weird dresser
Dusty field that he thinks	Hate ties	But a darn good cook
is for baseball	Ties get more and more	Too many secret recipes
Molly and Eric are always	colorful	Cooking can be kind of fun
on diet	The more colors, the easier to	That wedding cake was the
My aunt Kathy is a great	match	best I've seen
Cook	My uncle is boring but a cool	
Love her spaghetti sauce	dresser	
Yes, great atmosphere in	My aunt Kathy should take	
that Italian restaurant	lessons from him	

³⁴ Luis A. Nazario et al, *Bridges To*, P.28-30

- e) 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.
- f) After All of the group finish writing descriptive paragraph, Teacher asks the students to revise / rewrite their writing to get the better result.
- g) After that, ask the students to do the activity that they do before individually.
- h) 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.
- i) For the last, Teacher and students made a conclusion and closing the class.

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:³⁵

- 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.

³⁵ Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Technique: A Handbook for College.*, p.130

- 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 therefore be more likely to connect and remember the new information they encounter.
 - 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.

D. Action Hypothesis

Based on the frame of the theories and assumptions the writer formulates the hypothesis of the study is by using Focused Listing Technique can increase descriptive writing ability at the tenth graders of SMA N 1 Batanghari.

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variables

The variables of the research consist of focused listing technique as the independent variable and the dependent variable that consist of the the students' descriptive writing ability.

B. Research Setting

The research followed the principal working of Classroom Action Research (CAR) that contains four steps; there were planning, acting, observing and reflecting. This research was held around two cycles namely the first and the second cycle. Each cycle was the series of activities which have close relation. The realization of the second cycle was continued and repaired from the first cycle.

This research was conducted at SMA N 1 Batanghari East Lampung. SMA N 1 Batanghari was located at Jl. Kapten Harun 47 Nampirejo Kec. Batanghari East Lampung.

C. Research Subject

The subject in this research was the students of tenth graders and the students of class X A2 at SMA N 1 Batanghari – East Lampung at the second semester of academic year 2016/2017. The students consist of 33 members. The students were taken as the subject of the study since they have poor

ability in descriptive writing. Below the data of the subject of the research as follows:

Table 3.1

The subject of the research

Class	Sex	
	Female	Male
X	24	9
Total	33	

D. Research Procedures

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, Observing and reflecting. The writer described the cycles through the scheme of action research design by Kurt lewin as follows:

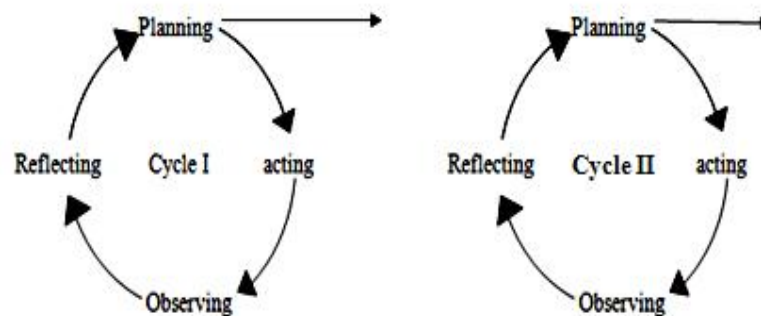


Figure 3.1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)¹

CAR was Applied in this research since it is regarded important to researcher to develop writing ability of the tenth graders of SMA N 1

¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.41

Batanghari East Lampung by applying focused listing technique. By applying this technique it was expected to solve students' problems in teaching-learning process of descriptive writing.

In this phase, The researcher prepared the lesson plans, the materials, and the research instruments that used to implement the action and to collect the data. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of multimedia data, copied handout, and the others were written on the whiteboard. Meanwhile the research instruments such as the pretest. The researcher also prepared a camera for documenting the activities in the class in the form of pictures. The plans per cycle were described as follows:

1. Cycle I

- a) Planning

- (1) Researcher analyzed syllabus to know basic competency to be conveyed to student by focused listing technique
 - (2) Researcher made lesson plan of using focused listing technique, and also made instrument evaluation that is used in classroom action research cycles ending.
 - (3) Researcher arranges instruction evaluation instrument
 - (4) Researcher prepared 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 was given English materials by using focused listing technique for five times of meeting. Each meeting spent 90 minutes. The activity is expected to be:

- (1) The teacher explained about focused listing technique used in learning process.
- (2) The teacher made a paragraph according to material given by the writer 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) Researcher identified and made note all the problems needed when teaching and learning process based on observation paper that has been arranged.
- (2) Researcher conducts evaluation by using the result of the study to know how far they have improvement.
- (3) 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 was planned for the next cycle which has been repaired from cycle.

2. Cycle II

a) Planning

- (1) Researcher continued the activities that have done in the first cycle.
- (2) Researcher improved the weakness in the first cycle.
- (3) Researcher made planning against in the scenario learning process from the result of cycle I reflection.
- (4) Action research was repaired

b) Acting

(1) The teacher explains about focused listing technique used in learning process.

(2) The teacher makes a paragraph according to material given by the writer 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 was 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 concluded that focused listing technique can improve the students' descriptive writing ability.

E. Data Collection

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

1. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.²

The writer used the method to get the data about student's activities such as students' comprehension in question answer, students' writing activity, and students' good participation. The lecturer and students' activities observed and noted by the observer.

2. Test

The writer used writing text test of some texts to measure students' prior knowledge in writing descriptive text. Furthermore, the writer used test to collect the data that consist of pre-test and post-test as data collection method to measure of the students' writing descriptive text.

a. Pre-test

The writer given the pre- test to the students. This step has done before given presenting the special treatment to find out the capability and to know how far the students' descriptive writing ability.

² Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

b. Post-test

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

3. Documentation.

The writer used the documentation method to support and obtain the detail information about the history of SMA N 1 Batanghari, 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

In this research, the writer used field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, The researcher made field note related to the classroom situation, classroom management, classroom interactions between teacher and students or students with students, etc.

F. Data Analysis

In analyzing the data related to the students' test of writing ability, the writer used analytical scoring rubric adapted from Weigle to analyze the students' paragraph writing as follow:³

³ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

Table 3.2
Analytical scoring rubric

Score	Level	Criteria
C O N T E N T	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, non-substantive, not pertinent, or not enough to evaluate.
O R G A N I Z A T I O N	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.
V O C A B U L A R Y	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.
L A N G U A G E U S E	25-22	Excellent to Very Good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple/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.
M	5	Excellent to Very Good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

E C	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
H A N	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
I C	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 was applied:⁴

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

Notes: \bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

G. Indicator of Success

The indicator of success was taken from minimum passing grade (KKM) in SMA N 1 Batanghari for English subject namely 70.

⁴ Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighths edition, p.108

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile of the Research Setting

1. The History of SMA N 1 Batanghari

SMA N 1 Batanghari is the state Senior High School that is located in Kapten Harun street 47/A, Nampirejo, Batanghari, Lampung Timur. It was built in 1993 covering 15080 m². At first establishment, SMA N 1 Batanghari was led by Drs. Abdullah Makmur H. A in academic year 1993-1997. The name of the principles of SMA N 1 Batanghari is shown in the following table.

Table 4.1
Names of Principles of SMA N 1 Batanghari

Name of Principle	Year
Drs. Abdullah Makmur H. A	1993-1997
Drs. Jahidin Husein	1997-2000
Drs. Slamet Sudioanto	2000-2004
Drs. Ketut Sutarta	2004-2012
Siman Ragil, S. Pd	2012-2013
Drs. I Nengah Surata	2013-2014
Drs. Budi Rahayu, M M. Pd	2014
Suripto, S. Pd	2014-present

2. The School Identity

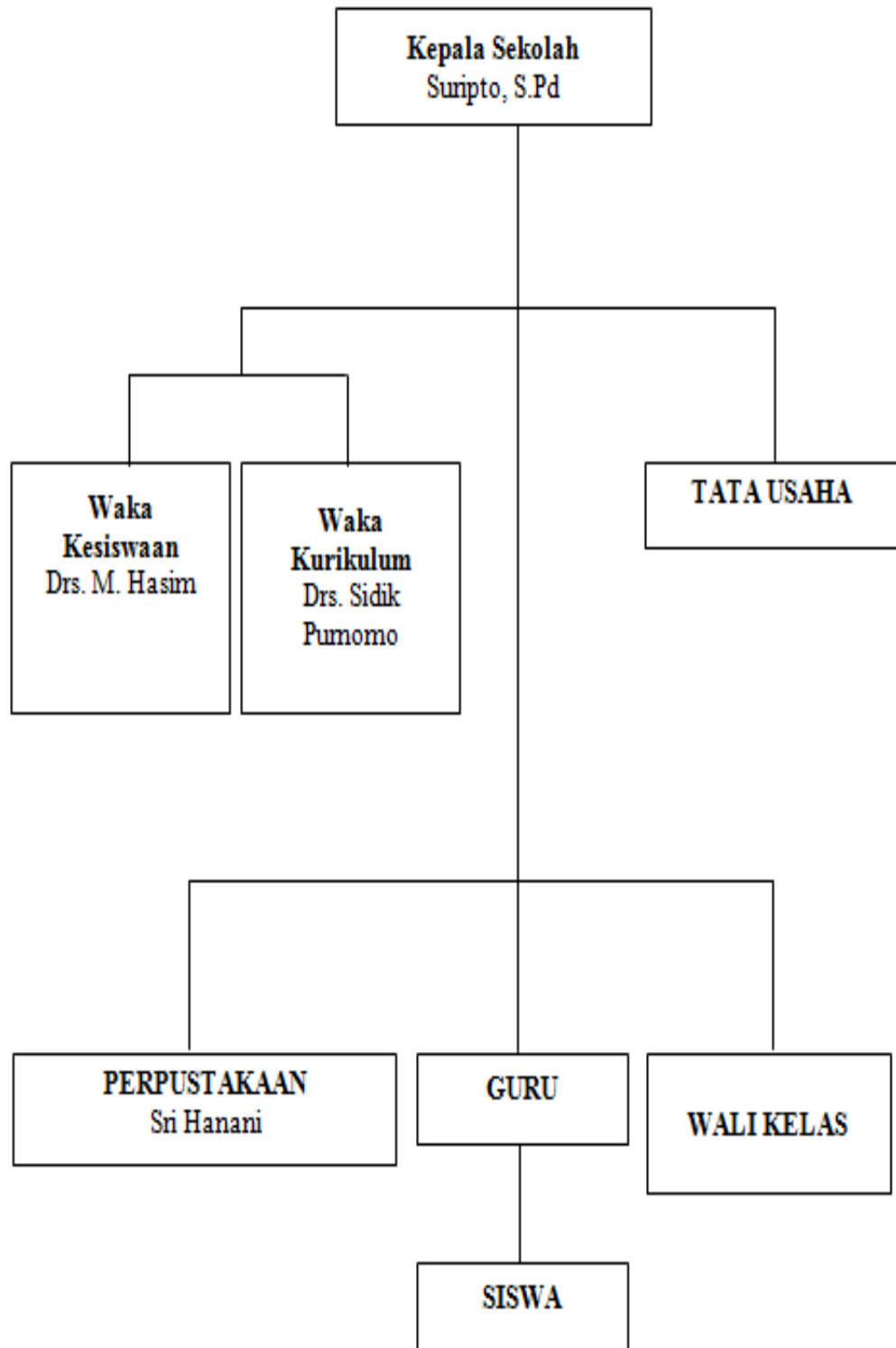
1. Name : SMA N 1 Batanghari
2. Accreditation : B
3. Established / Certificate Number : 1993 / af. 508059. 08. 03.

	07. 06. 4. 00001
4. NSS/NDS	: 301120402007
5. NPSN	: 10805998
6. NIS	: 300070
7. Address	: Jln. Kapten Harun 47/A, Nampirejo, Batanghari
District	: Lampung Timur
Province	: Lampung
8. Phone	: (0725) 75118502
9. Land Area	: 15. 080 m ²
10. Building Area	: 3. 460 m ²
11. Status	: State
12. School Boundaries	
North	: bordered by residential area
South	: bordered by residential area
East	: bordered by Jln. Kapten Harun residential area
West	: bordered by rice field and river in the valley behind the school

3. Organization Structure of SMA N 1 Batanghari

The organization structure of SMA N 1 Batanghari in academic year 2016/2017 is as follow:

Figure 4.1
The Organization Structure of SMA N 1 Batanghari



4. The Condition of Teachers and Staff of SMA N 1 Batanghari

There were 57 teachers and staff of SMA N 1 Batanghari that could be shown in the following table.

Table 4.2
List of Names of Teachers and Staff

NO	NAME	OCCUPATION	STATUS
1	Suripto,S.Pd	Principle	PNS
2	Drs. L. Supiyono	Bhs. Indonesia	PNS
3	Drs. Mulyaniwati	Counseling Board	PNS
4	Drs. Mujiono (F)	Physics	PNS
5	Drs. Giyarto	Geography	PNS
6	Drs. Warsun	Sociology	PNS
7	Drs. Muhajir	Islamic Education	PNS
8	Dra. Elisa Rostiana	Economy	PNS
9	Drs. M. Hasim	Economy	PNS
10	Drs. Tuwuh	PKn	PNS
11	Drs. Mujiono (M)	Mathematic	PNS
12	Dra. Nikmaturrahmah	Islamic Education	PNS
13	Joni Ali, S. Pd	Biology	PNS
14	Dra. Srijayanti	History	PNS
15	Dra. Suwarti	PKn	PNS
16	Abdi Simatupang, S. Pd	Chemistry	PNS
17	M. Ruspandi, S. Pd	Physics	PNS
18	Dra. SuciAstuti	Sociology	PNS
19	Drs. Purwanto	Mathematic	PNS

20	Dra. DwiAnggraini	History	PNS
21	Drs. Sigit Riyono. S	Mathematic	PNS
22	Alex Priatna DP, S. Pd	Mathematic	PNS
23	Drs. Warsiyo	Bhs Indonesia	PNS
24	Geni Lia Rosidah, S. Pd	Biology	PNS
25	Riduan, S. Pd	Mathematic	PNS
26	Drs. Sidik Purnomo	Biology	PNS
27	L. Sondang Pane, S. Pd. Kim	Chemistry	PNS
28	Chandra Jaya, M. Pd	English	PNS
29	Drs. Agung Adi S	Sport	PNS
30	Ida Riyani, S. Pd	Sociology	PNS
31	Murdiyanto, S. Pd	English	PNS
32	Sukimin, S. Pd	Agriculture	PNS
33	Lady Theresya, S. Pd	Economy	PNS
34	Y. Dwi Setiawan, S. Pd	Chemistry	PNS
35	Lely Yuriana, S. Pd	Biology	PNS
36	Indriani, S. Pd	Geography	PNS
37	Taufiq A. Furqon, S. Pd	Sport	PNS
38	Yeyen Kurniawan, S. Pd	Counseling Board	PNS
39	Purwono, S. Ag	Catholic Education	PNS
40	Zain Robyarta, M.Pd	Islamic Education	Honorer
41	Rusam, S. Pd	Administration Runner	PNS
42	Tukijo	Chief of Administration	PNS

43	Hidayati Kustini	Administration Runner	Honorer
44	Sunariah	Administration Runner	Honorer
45	Asnawati	Administration Runner	Honorer
46	Sri Rahayu	Administration Runner	Honorer
47	Sustyawati	Administration Runner	Honorer
48	Sri Hanani	Administration Runner	Honorer
49	Yulianingsih	Librarian	Honorer
50	Sri Widayat, Amd	Administration Runner	PNS
51	Tri Wahyuni, S. Pd	Administration Runner	PNS
52	Suyetno	Gardener	Honorer
53	Sugiyono	Administration Runner	PNS
54	Sugeng Widiyanto	Security	Honorer
55	Ponimin	Gardener	Honorer
56	Ngadiri	Security	Honorer
57	Cica Kusanti	Laboran	Honorer

5. The Facilities and Infrastructure of SMA N 1 Batanghari

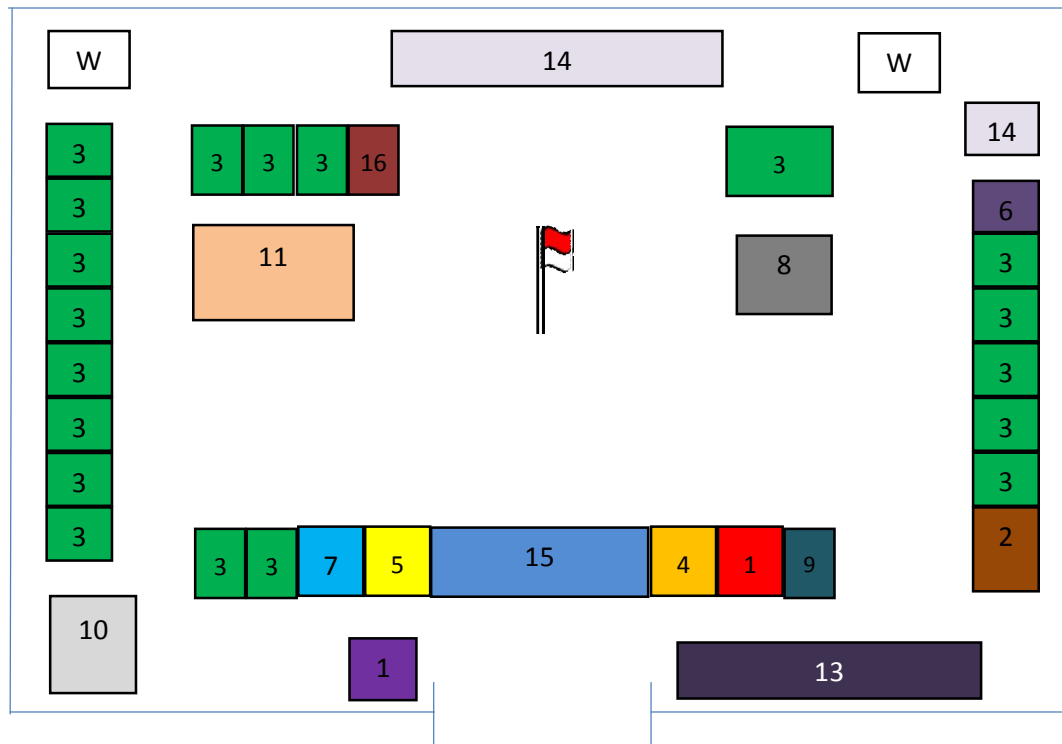
In order to support teachers and students, there are some facilities in SMA N 1 Batanghari which is detailed in the following table:

Table 4.3
Facilities and Infrastructure in SMA N 1 Batanghari

No	Nama Ruangan	Jumlah	Fasilitas
1	Principle room	1	Table, chair, TV, fan, cupboard, laptop
2	Administration room	1	Table, chair, cupboard, computer
3	Teacher room	1	Table, chair, cupboard, fan
4	Computer Laboratory	1	Table, chair, computer, cupboard
5	Library	1	Table, chair, cupboard, books
6	Classroom	19	Table, chair, whiteboard
7	Toilet	16	Bucket, brush, scoop
8	Mosque	1	Rug, prayer rug, <i>mukenah</i> , Al-Quran
9	Counseling Room	1	Table, chair
10	Health Unit	1	Cupboard, medicine box
11	Kitchen	1	Stove, eating utensils
12	Parking lot	1	
13	Cafeteria	4	
14	Basketball yard	1	Basketball ring
15	Field	1	Flagpole
16	Duty Office	1	Table, Chair, book
17	GSG	1	
18	Security Post	1	

6. Location Sketch of SMA N 1 Batanghari

Figure 4.2
Location Sketch of SMA N 1 Batanghari



Note :	
1. Head Master Room	9. Kitchen
2. Teacher Room	10. GSG
3. Class Room	11. Basketball yard
4. Administration Room	12. Security Post
5. Counseling Room	13. Parking lot
6. Computer Laboratory	14. Cafeteria
7. Library	15. Duty Office
8. Mosque	16. Health Unit

B. Result of the Research

This rear was conducted in 2 cycles. Action in cycle 1 and 2 was conducted in five meetings in each cycle and each meeting in these took 2 x 45 minutes. Each cycle consisted of planning, action, observing, and

reflecting. In planning, the researcher made lesson plan which was used in the class. The researcher also prepared observation sheet. The observation sheet was filled by collaborator, which is the English teacher, to know the students' activities in learning process. The detailed description in each cycle is as follow:

1. Cycle 1

a. Planning

In this stage, the researcher and collaborator planned to give the material about descriptive writing. The researcher and the collaborator prepared several things that were linked to teaching and learning process such as: the lesson plan, the descriptive material, makes 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.

b. Acting

Cycle 1 began on Tuesday, March 7, 2017 at 7.15 am until 8.45. The researcher told them that the researcher would do a research in their class to know their ability of the students before giving the action.

Table 4.4
The schedule of Action in cycle 1

Meeting	Day, Date	Time	Activities
1 st	Tuesday, March 7, 2017	7.15-8.45	Giving pre-test
2 nd	Wednesday, March 8, 2017	7.15-8.45	Doing action using Focused Listing Technique.
3 rd	Saturday, March 11, 2017	7.15-8.45	Giving the posttest 1

In the first meeting, the researcher gave a pretest to all of the students, which had to be done individually. The topics in the pretest were “your brother or sister”, “your mother”. The students might choose one the topics to make a description about it. The result of pre-test could be seen on table below:

Table 4.5
The students' result in Pre-test

No	Name	Score	Target>70	No	Name	Score	Target>70
1	AP	67	Failed	18	MDS	67	Failed
2	AA	34	Failed	19	MI	65	Failed
3	ANM	59	Failed	20	MFS	65	Failed
4	AD	65	Failed	21	NI	65	Failed
5	AM	65	Failed	22	NK	65	Failed
6	AAV	55	Failed	23	PT	54	Failed
7	AND	55	Failed	24	QNA	63	Failed
8	BAY	68	Failed	25	RR	55	Failed
9	DH	65	Failed	26	REY	64	Failed
10	DCP	65	Failed	27	RO	60	Failed

11	EVA	60	Failed	28	SB	71	Completed
12	EHN	57	Failed	29	SA	60	Failed
13	FYS	66	Failed	30	SR	37	Failed
14	FS	60	Failed	31	VM	72	Completed
15	IFA	60	Failed	32	WF	68	Failed
16	KR	60	Failed	33	YA	70	Completed
17	KNF	62	Failed				
Total						2024	
Average						61,33	
Highest						72	
Lowest						34	

Based on the table above, it could be seen that the score of the students were various. From the result of pre-test, the average of the score was 61,33 and the highest score was 72 and the lowest score was 34. From the table above, we know that there were 30 students who got the score below the target (under the KKM) and 3 students got score above the KKM. Therefore, the result was not satisfactory. It was the reason why the researcher used Focused Listing Technique.

In the second and third meeting, the cycle 1 was begun. The treatment was given in the second meeting through Focused Listing Technique. Afterwards, in the third meeting, the students were provided with post-test 1. The topics in posttest 1 were “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. The result of the post-test 1 could be seen as follow:

Table 4.6
The students' result in post test 1

No	Name	Score	Target>70	No	Name	Score	Target>70
1	AP	69	Failed	18	MDS	70	Completed
2	AA	60	Failed	19	MI	70	Completed
3	ANM	64	Failed	20	MFS	71	Completed
4	AD	69	Failed	21	NI	70	Completed
5	AM	70	Completed	22	NK	67	Failed
6	AAV	60	Failed	23	PT	59	Failed
7	AND	60	Failed	24	QNA	75	Completed
8	BAY	76	Completed	25	RR	60	Failed
9	DH	76	Completed	26	REY	69	Failed
10	DCP	67	Failed	27	RO	66	Failed
11	EVA	67	Failed	28	SB	60	Failed
12	EHN	67	Failed	29	SA	65	Failed
13	FYS	68	Failed	30	SR	60	Failed
14	FS	71	Completed	31	VM	75	Completed
15	IFA	67	Failed	32	WF	76	Completed
16	KR	65	Failed	33	YA	70	Completed
17	KNF	68	Failed				
Total						2227	
Average						67,48	
Highest						76	
Lowest						59	

Based on the table above, it could be seen that 21 students were not success and 12 students were success. The result showed that its

higher than the result of pre-test. However, the result still appeared unsatisfactory.

c. Observing

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

1) Students' Activities

In observing, the researcher presented in one meeting in cycle 1 of teaching writing that relate 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 of the students activity could be seen in the table belows:

Table 4.7
The Result of the Students' Activity in the Learning Process of Cycle 1

No	Students' Activity	Frequency	Percentage
1	Paying attention to the teachers' explanation	16	50%
2	Respond to the teacher's explanation-question	21	65%
3	Doing the Task	13	40%
4	Making note from the material	8	25%

The data above explained that the total of students who paid attention to the teacher explanation were 16 (50%). Students

were be able to study in each of their team, they were only 21 students (65%) but there were 13 students (40%) still did the task given from the teacher. The poor activity was only 8 students (25%) were very lazy to make the note based on the material.

2) 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.

d. Reflecting

Concerning on the result in cycle 1, the average of students' score on descriptive writing was increased namely from 61,33 in the pretest to 67,48 in the posttest 1. Similarly, the students' activity was also increased. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 3 students in the pretest and 12 students in the posttest 1. Therefore, the research must be continued to cycle 2.

2. Cycle 2

a. Planning

Based on the observation and reflection in cycle 1, the result showed failure. So, the researcher and collaborator try to evaluate and arrange the planning for cycle 2. In this cycle, the researcher and collaborator would give the descriptive writing material more fun and interested than before. The researcher prepared the lesson plan, material, media that use in focused listing technique, make observation sheet for the students' activity 2, teacher's activity 2, and try to identified the problems and found the cause of problems, then try to solve the problems.

b. Acting

Cycle 2 began on Saturday, March 18 at 7.15 until 8.45. Action in cycle 2 was divided into two meetings which could be seen in the following table:

Table 4.8
The schedule on Action in cycle 2

Meeting	Day, Date	Time	Activities
1 st	Saturday, March 18, 2017	7.15-8.45	Doing action using Focused Listing Technique
2 nd	Wednesday, March 22, 2017	7.15-8.45	Giving the post-test 2

In the first meeting in cycle 2, the researcher gave deeper material about descriptive text and how to write it correctly. The

researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, Focused Listing Technique was applied during the learning process.

After giving treatment in the first meeting which consisted of giving material and giving exercise, the researcher provided the students with post-test 2. The topics for posttest 2 were "your grandmother" or "your favorite destination in your holiday". The students were supposed to choose one topic and then they made a descriptive text about it. Moreover, Focused Listing Technique was used by the students in making the descriptive text. The result of the post-test 2 could be seen as follow:

Table 4.9
The students' result in post test 2

No	Name	Score	Target>70	No	Name	Score	Target>70
1	AP	70	Completed	18	MDS	75	Completed
2	AA	70	Completed	19	MI	77	Completed
3	ANM	72	Completed	20	MFS	77	Completed
4	AD	80	Completed	21	NI	76	Completed
5	AM	76	Completed	22	NK	75	Completed
6	AAV	76	Completed	23	PT	75	Completed
7	AND	72	Completed	24	QNA	82	Completed
8	BAY	78	Completed	25	RR	76	Completed
9	DH	82	Completed	26	REY	75	Completed
10	DCP	79	Completed	27	RO	82	Completed
11	EVA	75	Completed	28	SB	75	Completed
12	EHN	71	Completed	29	SA	75	Completed
13	FYS	76	Completed	30	SR	81	Completed

14	FS	75	Completed	31	VM	76	Completed
15	IFA	78	Completed	32	WF	77	Completed
16	KR	78	Completed	33	YA	76	Completed
17	KNF	75	Completed				
Total						2513	
Average						76,15	
Highest						82	
Lowest						70	

The above table showed that the result of posttest 2 could fulfil the success criterion in which 33 students passed the minimum passing grade. The result also showed that the lowest score was 70 and the highest score as 82. The average score as 76,03 which can be told that the students passed the material successfully.

c. Observing

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students' activities, teachers' note, and observation on the result of the evaluation.

1) Students' Activities

Observation was done on the cycle II was almost similar with the observation of the cycle I. The data of the students activity could be seen in the table belows:

Table 4.10
*The Result of the Students' Activity in the Learning
Process of Cycle 2*

No	Students' Activity	Frequency	Percentage
1	Paying attention to the teachers' explanation	30	90%
2	Respond to the teacher's explanation-question	26	80%
3	Doing the Task	33	100%
4	Making note from the material	26	80%

From the observation of the students' activities on cycle II, could be seen that gave an attention to the teachers' explanation 90%, able to study in each of their team 80%, active in working cooperatively to identify the generic structure of descriptive text 100%, and practice make a paragraph writing and responsible toward their rule in team 80%.

2) Teachers' Note

From the observation on cycle 2, most of the students were interested in following the lesson, most of the students could write descriptive text based on the topic, most of the students were active during teaching learning process.

d. Reflecting

Concerning on the result in cycle 2, the average of students' score on descriptive writing was increased successfully namely from 67,48 in the posttest 1 to 76,03 in posttest 2. Similarly, the students' activity was also increased.

After passing cycle 2, the researcher decided not to continue to forward cycle because the result showed that the students' score had increasingly increased.

C. Interpretation

In this session, the researcher will be discussed the interpretation of the result. The researcher would like to explain the result score by comparing the data that use to increase descriptive writing ability among the tenth graders of SMA N 1 Batanghari. The result could be seen as follow:

1. The Result of the Students' Observation Sheet

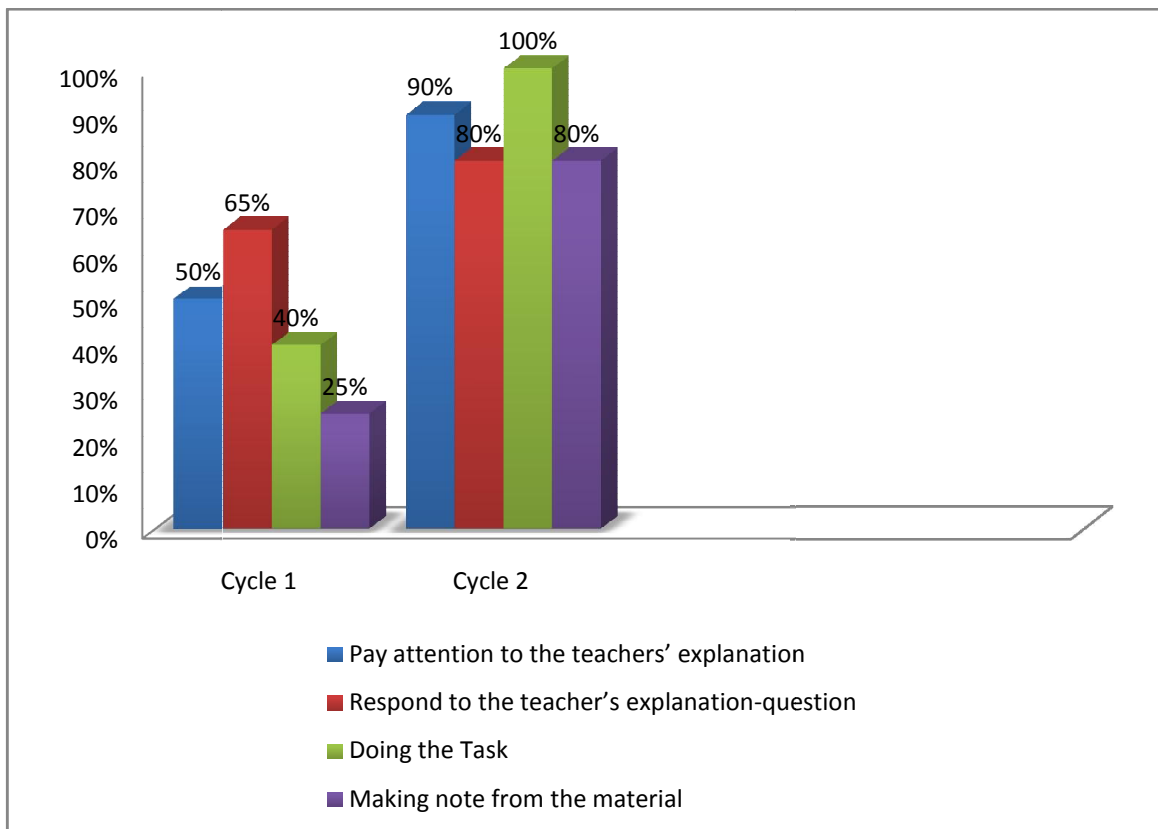
The reseracher approached the students' activities in the learning process by using observation sheet. The comparison of two activities could be seen in the table below:

Table 4.11

The Result of the Students' Activity in the Learning Process of Cycle 1 and Cycle 2

No	Students' Activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1	Pay attention to the teachers' explanation	16	50%	30	90%	Improve
2	Respond to the teacher's explanation-question.	21	65%	26	80%	Improve
3	Doing the Task	13	40%	33	100%	Improve
4	Making note from the material	8	25%	26	80%	Improve
Average			45%		87,5%	Improve

Figure 4.3
Chart of The Students' Activities Result in Cycle 1 and Cycle 2



Based on the table and the chart above, the students' activities get increased from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 16 students (50%) become 30 students (90%). Then there were 21 students (65%) who respond to the teacher's explanation-question become 26 students (80%). Next, the student doing the task was increased from 13 students (40%) become 33 students (100%) and The students' activity in making note from the material was reach out from 8 students (25%) has increased up to 26 students (80%).

With the explanation above, it could be concluding that the improvement of student's activities in cycle 1 and cycle 2 that was from 45% to 87,5% had reach the indicator of success namely 70% of students were active in the learning process. The improvement point was 42,5%.

2. The Result of the Students' Learning

Regarding to the process in cycle 1 and cycle 2, the result could be summarized as follow:

a. Cycle 1

The following table presented the result of cycle 1:

Table 4.12

The Increasing Point of Students' Score between Pre-test and Post test 1

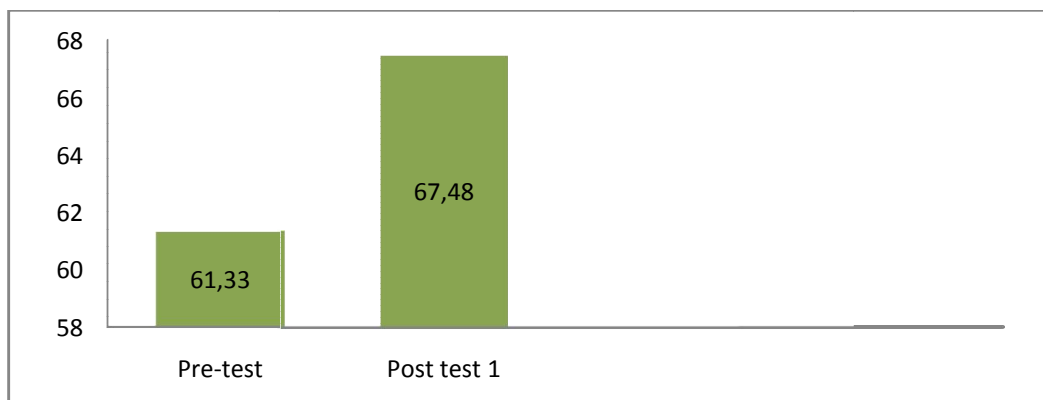
NO	NAME	PRE TEST	POST TEST 1	INCREASING	EXPLANATION
1	AP	67	69	2	INCREASED
2	AA	34	60	26	INCREASED
3	ANM	64	64	0	CONSTANT
4	AD	65	69	4	INCREASED
5	AM	65	70	5	INCREASED
6	AAV	55	60	5	INCREASED
7	AND	55	60	5	INCREASED
8	BAY	68	76	8	INCREASED
9	DH	65	76	11	INCREASED
10	DCP	65	67	2	INCREASED
11	EVA	60	67	7	INCREASED
12	EHN	57	67	10	INCREASED
13	FYS	66	68	2	INCREASED
14	FS	60	71	5	INCREASED
15	IFA	60	67	7	INCREASED
16	KR	60	65	5	INCREASED
17	KNF	62	68	6	INCREASED
18	MDS	67	70	3	INCREASED
19	MI	65	70	5	INCREASED
20	MFS	65	71	6	INCREASED
21	NI	65	70	5	INCREASED
22	NK	65	67	2	INCREASED

NO	NAME	PRE TEST	POST TEST 1	INCREASING	EXPLANATION
23	PT	54	59	5	INCREASED
24	QNA	63	75	12	INCREASED
25	RR	55	60	5	INCREASED
26	REY	64	69	5	INCREASED
27	RO	60	66	6	INCREASED
28	SB	71	60	-11	DECREASED
29	SA	60	65	5	INCREASED
30	SR	37	60	23	INCREASED
31	VM	72	75	3	INCREASED
32	WF	68	76	8	INCREASED
33	YA	70	70	0	CONSTANT
TOTAL		2024	2227	214	
AVERAGE		61,33	67,48	6,48	

In cycle 1, based on the above table, there was an improvement point especially in the average score of 33 students in class X IPA 2 in which in pre-test the average was 61.33 and in the post test 1 was 67,48. There were only 3 students who did not increased their scores in the post test 1 while the rest of the class increased their scores.

The chart of improvement was presented below:

Figure 4.4
Chart of The Students' Result in Pre test and Post test 1



b. Cycle 2

The following table presented the result of cycle 2:

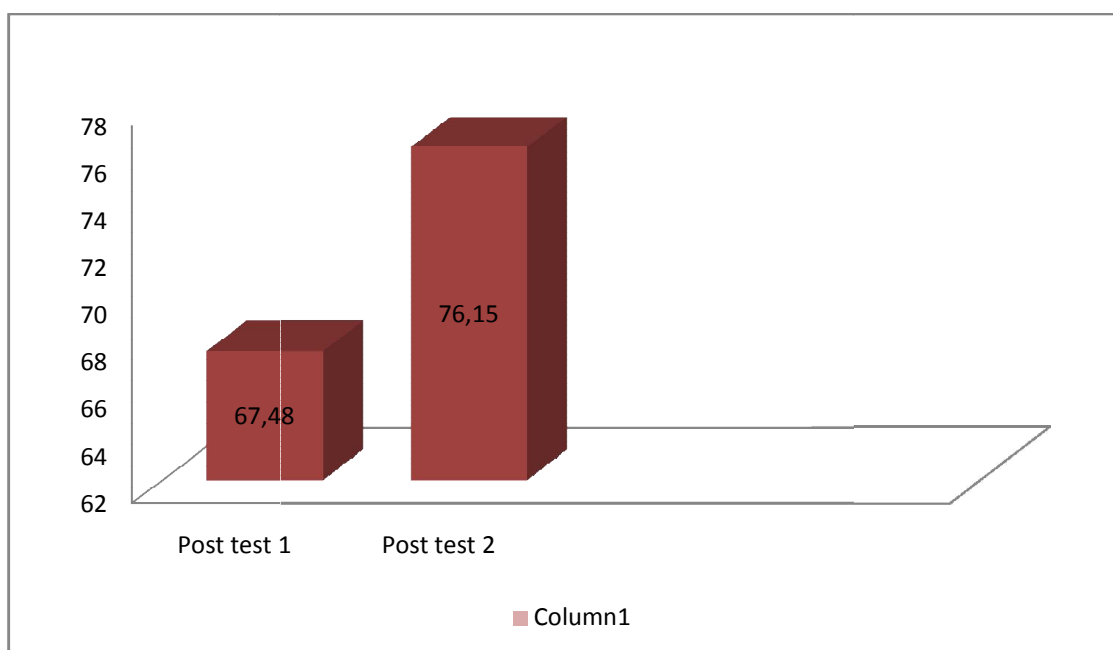
Table 4.13

The increasing point of students' score between post test 1 and post test 2

NO	NAME	POST TEST 1	POST TEST 2	INCREASING	EXPLANATION
1	AP	69	70	1	INCREASED
2	AA	60	70	10	INCREASED
3	ANM	64	72	8	INCREASED
4	AD	69	80	11	INCREASED
5	AM	70	76	6	INCREASED
6	AAV	60	76	16	INCREASED
7	AND	60	72	12	INCREASED
8	BAY	76	78	2	INCREASED
9	DH	76	82	6	INCREASED
10	DCP	67	79	12	INCREASED
11	EVA	67	75	8	INCREASED
12	EHN	67	71	4	INCREASED
13	FYS	68	76	8	INCREASED
14	FS	71	75	4	INCREASED
15	IFA	67	78	11	INCREASED
16	KR	65	78	13	INCREASED
17	KNF	68	75	7	INCREASED
18	MDS	70	75	5	INCREASED
19	MI	70	77	7	INCREASED
20	MFS	71	77	6	INCREASED
21	NI	70	76	6	INCREASED
22	NK	67	75	8	INCREASED
23	PT	59	75	16	INCREASED
24	QNA	75	82	7	INCREASED
25	RR	60	76	16	INCREASED
26	REY	69	75	6	INCREASED
27	RO	66	82	16	INCREASED
28	SB	60	75	15	INCREASED
29	SA	65	75	10	INCREASED
30	SR	60	81	21	INCREASED
31	VM	75	76	1	INCREASED
32	WF	76	77	1	INCREASED
33	YA	70	76	6	INCREASED
TOTAL		2227	2513	286	
AVERAGE		67,48	76,15	8,67	

The result between posttest 1 and posttest 2 was highly increased. There were 286 points of increasing which means the average increasing was 8,67. Furthermore, the average score was also climbed from 67,48 to 76,15. The following chart provided the improvement of students' score:

Figure 4.5
Chart of The Students' Result in Post test 1 and Post test 2



c. Result of the Study

The table below showed the recapitulation of the students' increasing in writing descriptive text in pre-test, post test 1, and post test 2.

Table 4. 14
The Recapitulation of Students' Improvement

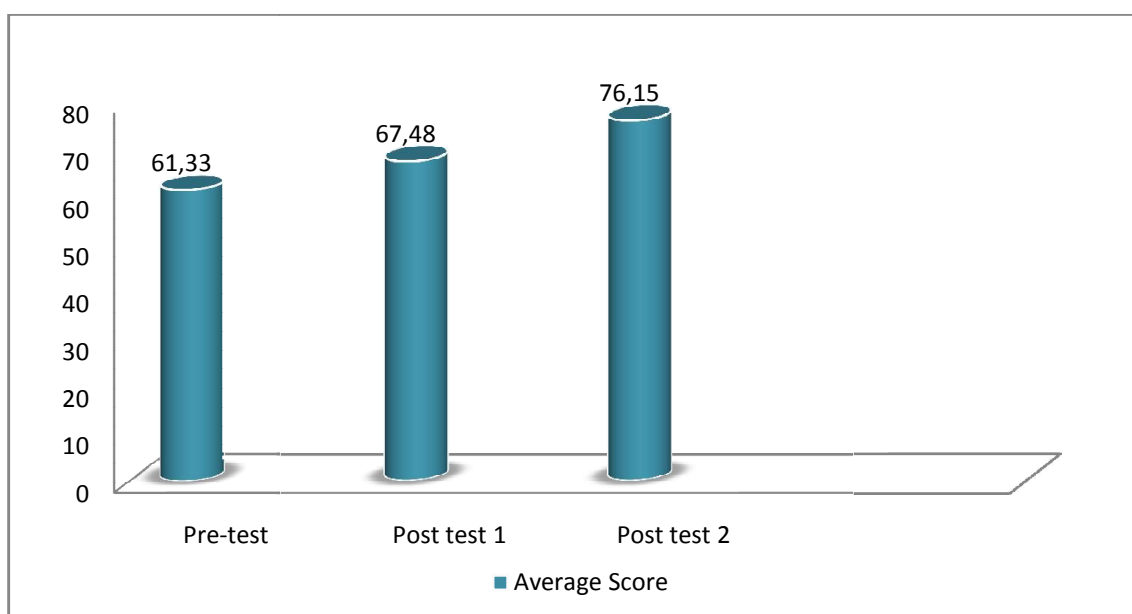
NO	NAME	PRE TEST	POST TEST 1	POST TEST 2	EXPLANATION
1	AP	67	69	70	INCREASED
2	AA	34	60	70	INCREASED
3	ANM	64	64	72	INCREASED
4	AD	65	69	80	INCREASED
5	AM	65	70	76	INCREASED
6	AAV	55	60	76	INCREASED
7	AND	55	60	72	INCREASED
8	BAY	68	76	78	INCREASED
9	DH	65	76	82	INCREASED
10	DCP	65	67	79	INCREASED
11	EVA	60	67	75	INCREASED
12	EHN	57	67	71	INCREASED
13	FYS	66	68	76	INCREASED
14	FS	60	71	75	INCREASED
15	IFA	60	67	78	INCREASED
16	KR	60	65	78	INCREASED
17	KNF	62	68	75	INCREASED
18	MDS	67	70	75	INCREASED
19	MI	65	70	77	INCREASED
20	MFS	65	71	77	INCREASED
21	NI	65	70	76	INCREASED
22	NK	65	67	75	INCREASED
23	PT	54	59	75	INCREASED
24	QNA	63	75	82	INCREASED
25	RR	55	60	76	INCREASED
26	REY	64	69	75	INCREASED
27	RO	60	66	82	INCREASED
28	SB	71	60	75	INCREASED
29	SA	60	65	75	INCREASED
30	SR	37	60	81	INCREASED
31	VM	72	75	76	INCREASED
32	WF	68	76	77	INCREASED
33	YA	70	70	76	INCREASED
Total		2024	2227	2513	
Average		61,33	67,48	76,15	
The Low Score		34	59	70	
The Highest Score		72	76	82	

The data on the table above presented the improvement score of students in descriptive writing ability. It could be said that in pretest the average score was only 61,33 which was far from satisfactory. However, after Focused Listing Technique was applied, the score increased slightly 6,15 points to 67,48.

After preparing more materials, the students' score increased from post test 1 to post test 2 which could be seen from the average i.e. 67.48 to 76,15. The score increased 8,67 point. The improvement could be seen in the following chart:

Figure 4.6

Chart of The Students' Result in Pretest, Post test 1, and Post test 2



Based on the chart above, it could be concluded that using Focused Listing Technique could increased the students' descriptive writing ability. The chart told about the significant improvement of

the students' average score from pretest, posttest 1, and posttest 2. In posttest 2, all of the students successfully passed the minimum passing grade (KKM) namely 70. To sum up, it could be said that using Focused Listing Technique could increased students' score in descriptive writing.

D. Discussion

Focused listing is the technique of teaching that helps the students to easy describe or building sentences or paragraph by list down related term to comprehend the topic. In the learning process, the students were able to implemented focused listing technique to descriptive writing ability. There were some advantages which support the implementation of focused listing technique: the first, the student could explore their own thinking various feeling, and express their ideas, thoughts, and fact from the list and developed their writing ability. The second, student's enthusiasm about the material was increase because they were feeling comfort in the learning process. If the students happy with the learning, of course the result would be better.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result and interpretation of the study, the researcher concluded some points as follows:

1. Using focused listing technique could improved the student's activities in teaching learning process. It could be seen by the teaching learning activities on cycle I as follows: student's attention to the teacher explanation reaches 50%, respond to the teacher explanation reaches 65%, accomplishing the task reaches 40% and making note from the material reaches 25%. Whereas, in teaching learning activities on cycle II as follows: student's attention to the teacher explanation reaches 90%, respond to the teacher explanation reaches 80%, accomplishing the task reaches 100% and making note from the material reaches 80%.
2. The average scores of students' descriptive text score on tenth graders of SMA N 1 Batanghari were (a) 61,33 in pre-test, (b) 67,48 in post-test 1 and (c) 76.15 in post-test 2. As a result, using Focused Listing technique can improve descriptive writing ability among the tenth graders of SMA N 1 Batanghari.

B. Suggestion

The researcher would like to give constructive suggestion after finishing the research as follows:

1. To English Teacher

The English teacher should implement Focused Listing Technique as an alternative strategy in teaching writing. The teacher should be more creative and innovative in applying Focused Listing Technique.

2. To the Students

The students should use Focused Listing Technique in writing, especially descriptive texts. So, the students could try to use some techniques that make them feel at ease and enable them to write more effectively.

3. To the Other Researchers

The researcher suggests other researcher to conduct a further study. So, they can develop of this research and focus on the using Focused listing technique to increase students' writing ability.

BIBLIOGRAPHY

- Anderson, Mark and Anderson, Kathy, *Text Types in English 3*, Australia: Macmillan Educatio Australia Pty Ltd, 1998.
- Angelo, Thomas A. and Cross, K. Patricia. *Classroom Assessment Technique: A Handbook for College Teacher*. San Fransisco, Josse-Bass Publishers, 1993.
- Armstrong C., Joyce and E. W, Edward, *How to Teach Writing*, , Teacher Idea Press, 1993.
- Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Chris and Razavieh, Asghar, *Introduction to Research in Education*, USA: Wadsworth Cengage Learning, 2010, Eighth edition.Hornby, A S., *Oxford Advanced Learner's Dictionary*, New York, Oxford University Press, 2010.
- Ayu Ramadani Saptania, “*Improving Students’ Writing Ability In Writing Descriptive Texts Through Field Trip At SMA N 1 Godean*”, Thesis 2003 (Unpublished).
- Burns, Anne, *Collaborative Action Research for English Language Teachers*, New York: Cambridge University Press, 1999.
- Cross, K. Patricia and Angelo, Thomas A., *Classroom Assessment Technique. A Handbook for Faculty*, The University of Michigan: National Center for Research to Improve Postsecondary Teaching and Learning, 1988.
- D’Angelo, Frank J., *Process and Thought in Composition*, Massachusettes: Winthrop Publishers,Inc, 1977.
- Department of Education and Training, *Focus on Literacy: Writing*, State Literacy and Numeracy Plan, 1999.
- Feng C, Gayle. and C., Lawrence, *The write Start Sentences to Paragraphs: With Professional And Student Reading*, USA, Wadsworth, Cengage Learning, 2010.
- Fulwiler, Toby, *College Writing: A Personal Approach To Academic Writing*, USA: Boynton/cook publishers, Inc, 2002.

- George, Judith and Cowan, John, *A Handbook of Techniques for Formative Evaluation: Mapping the Student's Learning Experience*, New York: Routledge, 1999.
- Hyland, Ken, *Second Language Writing*, New York, Cambridge University Press, 2004.
- Ingels, Mia B. and Acco, *Legal English Communication Skills*, Belgie: Academische Cooperatieve Vennootschap cvba, 2006.
- Kane, Thomas S., *Essential Guide to Writing*, New York, Oxford University Press, 2000.
- Keeley, Page, *Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning*. USA: Corwin Press, 2008.
- Knapp, Peter and Watkins, Megan, *Genre, Text, Grammar: Technologies For Teaching and Assessing Writing*, Australia: University of New Wales Press Ltd, 2005.
- McNiff, Jean and Whitehead, Jack, *Action Research: Principles and Practice*, Second Edition, New York, RoutledgeFalmer, 2002.
- Murray, Rowena, *Helping Students to Learn The Scholarship of Teaching and Learning in Higher Education*, New York: Open University Press, 2008.
- Naughton, Glenda Mac and Hughes, Patrick, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, New York, Open University Press, 2009.
- Nazario, Luis A., Borchers, Deborah D., and Lewis, William F., *Bridges To Better Writing*, United States: Wadsworth Cengage Learning, 2010.
- Nilson, Linda B., *Teaching at Its Best: A Research-Based Resource for College Instructors*, USA: Jossey-Bass A Wiley Imprint, 2010, Third Edition
- Peha, Steve, *The Writing Teacher's Strategy Guide*, Teaching That Makes Sense, Inc, 1995-2003. www.ttms.org

- Ploeger, Katherine, *Simplified Paragraph Skills*, USA: NTC Publishing Group, 2000.
- Sharples, Mike, *How We Write: Writing as Creative Design*, New York: Routledge, 1999.
- Sofiana Zahara, “*The Effectiveness Of Teaching Descriptive Text Using Picture Media On Students Ability*”, Skripsi 2014 (Unpublished).
- Srinivas, Hari, “*Collaborative Learning Structures and Techniques*”. University of Texas. Teaching Resource center. Web. 26 march 2016 <http://www.gdrc.org/kmgmt/c-learn/methods.html>
- Tossi Ana Ari Utami, “*Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At SMP N 1 Piyungan*”, Thesis 2014 (Unpublished).
- Weigle, Sara Cushing, *Assessing Writing*, Cambridge: Cambridge University Press, 2002.
- Wyse, Dominic and Jones, Russell, *Teaching English, Language and Literacy*, New York, RoutledgeFalmer, 2001.
- Zuhairi, Ida Umami, Akla, Siti Zulaikha, Yuyun Yunarti, Elfa Murdiana, Ahmad Subhan Roza, and Imam Mustofa., *Pedoman Penulisan Karya Ilmiah*, Jakarta: Rajawali Press, 2016.

APPENDICES

SILABUS
TAHUN PELAJARAN 2016 / 2017

Nama Sekolah : SMA N 1 Batanghari
Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X

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
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial,</p>	<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, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat dan bangunan. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p>	<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 Kesesuaian format penulisan/ penyampaian 	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/files/ae/resource_files http://learnenglish.br

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. 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>4.10. 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>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 dan bangunan</p> <p>(2) Kata sifat yang terkait dengan orang, tempat dan bangunan</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</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>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 	<p>Unjuk 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 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 <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau 		<p>itishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>berbagai teks yang menggambarkan orang, tempat, bangunan dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • 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 klipng deskripsi tentang orang, tempat atau bangunan yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam 	<p>rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

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"> • Siswadapat menggunakan 'learning journal' 			


 Kepala Pro. M. Rahmat
 Kepala Sekolah SMA N 1
 Batanghari
 LAMPUNG TIMUR
 DIMAS PENDIRI S.M.Pd
 NIP. 19610103 198301 1 003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas / Program : X / IPA
Semester : 2
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.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9 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.
- 4.10 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 untuk mendeskripsikan seseorang.

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.

c. Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

1. Identification

This part identifies particular things to be described. What is the text about?

(berisi tentang identifikasi hal / seorang yang akan dideskripsikan).

2. 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.

d. Example of Descriptive Text

My Favorite Star

I have favorite star.
 My favorite star is Justin Bieber. He is 18 years old. He is a famous singer. He has pointed nose. His skin is white and his hair is blonde. He is handsome. Beside that, he also has beautiful voice.

1) Describing about People.

To describe about a person, we have to include **appearance** and **personality**. What do they look like ?

- **Appearance**

To talk about appearance we can mention:

- General adjectives
- Age
- Height
- Figure
- Hair
- Face
- Eyes
- Mouth
- Nose
- Other characteristics :
earings, tattoo,
glasses, moustache,
beard, and etc.

General Adjectives	Age	Height	Figure	Hair
Beautiful	Young			Long hair
Pretty			Slim	Short hair
Cute	Middle			Wave hair
Handsome		Tall	Skinny	Blonde hair

Cool	Aged	Short	Fat	Curly hair
Funky	Old			Straight hair
Attractive				(Size+Shape+Colour+Noun)
Sexy				Eg: Long curly brown hair
And etc				
Face		Eyes		Nose
Thin face		Blue eyes		Long nose
Round face		Brown eyes		Sharp nose / Pointed nose
Square face		Black eyes		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
	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

Batanghari, Maret 2017

Guru Mata Pelajaran

Peneliti



Murdivanto, S.Pd
NIP. 19690317 200701 1 028



Mila Divani
NPM. 1292587

Mengetahui

Kepala Sekolah SMA N 1 Batanghari



Scripto, S.Pd

NIP. 19610103 198301 1 003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas / Program : X / IPA
Semester : 2
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.

- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat dan bangunan sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat dan bangunan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat dan bangunan dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

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

D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi deskriptif teks yang berhubungan dengan tempat / bangunan dengan benar.
2. Diberikan teks descriptive tentang / bangunan, 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.

c. Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

1. Identification

This part identifies particular things to be described. What is the text about?

(berisi tentang identifikasi hal / seorang yang akan dideskripsikan).

2. 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) Describing 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
<p>(Indonesian: <i>Monumen Nasional</i>, popularly abbreviated as <i>Monas</i>) 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.</p> <p>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.</p>

F. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. 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 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 ciri-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.

I. 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	

Batanghari, Maret 2017

Guru Mata Pelajaran



Murdiyanto, S.Pd
NIP. 19690317 200701 1 028

Peneliti



Mila Divani
NPM. 1292587

Mengetahui

**Kepala Sekolah SMA N 1
Batanghari**



Ripta, S.Pd
NIP. 19610103 198301 1 003

Table
The Students' Descriptive Writing Score in Pre-Test

No	Name	Co	Or	Vo	LU	M	Total
1	Agnes Pratiwi	21	12	13	17	4	67
2	Ajeng Anggraini	13	7	7	5	2	34
3	Aji Nur Muhammad	22	14	10	10	3	59
4	Alfina Damayanti	20	10	13	18	4	65
5	Alip Maulana	20	10	13	18	4	65
6	Alvina Avrelia	17	10	10	15	3	55
7	Ananda David Nurhidayah	17	10	10	15	3	55
8	Bela Ayu Yustika	22	12	13	17	4	68
9	Danu Herdiyansyah	20	10	13	18	4	65
10	Dea Cahyani Putri	20	10	13	18	4	65
11	Eka Vera Aprilliani	17	10	13	18	2	60
12	Elsy Hikmah Nuraini	20	14	10	10	3	57
13	Fera Yuni Saputri	21	11	13	17	4	66
14	Firliana Sani	22	15	10	10	3	60
15	Inggit Feninda Ayuni	17	10	13	18	2	60
16	Kelvin Renaldi	17	10	13	18	2	60
17	Kholida Nur Fadila	17	12	13	18	2	62
18	Melinda Dwifa Septiana	20	12	13	18	4	67
19	Muhamad Ilham	20	10	13	18	4	65
20	Muhammad Figo Saputra	20	10	13	18	4	65
21	Nadia Istiyani	20	11	13	17	4	65
22	Nur Khasanah	20	10	13	18	4	65
23	Pintam Tiyastirin	16	10	10	15	3	54
24	Qoyimah Nurul Aini	17	12	13	18	3	63
25	Raehan Ramadhan	17	10	10	15	3	55
26	Reni Eka Yanti	20	10	13	17	4	64
27	Riska Oktavia	22	15	10	10	3	60
28	Santi Barokah	22	14	14	17	4	71
29	Sendy Armayuda	17	10	13	18	2	60
30	Suci Rahayu	13	7	7	7	3	37
31	Veni Maisyaroh	22	14	14	18	4	72
32	Waras Felawati	22	12	13	17	4	68
33	Yestina Arini	22	14	13	17	4	70
Total						2024	
Average						61,33	
The highest score						72	
The lowest						34	

Table
The Students' Descriptive Writing Score in Post Test 1 in Cycle I

No	Name	Co	Or	Vo	LU	M	Total
1	Agnes Pratiwi	21	12	15	17	4	69
2	Ajeng Anggraini	20	12	10	15	3	60
3	Aji Nur Muhammad	22	15	12	12	3	64
4	Alfina Damayanti	22	12	13	18	4	69
5	Alip Maulana	22	12	14	18	4	70
6	Alvina Avrelia	20	12	10	15	3	60
7	Ananda David Nurhidayah	18	12	10	17	3	60
8	Bela Ayu Yustika	22	17	15	18	4	76
9	Danu Herdiyansyah	22	16	16	18	4	76
10	Dea Cahyani Putri	22	10	13	18	4	67
11	Eka Vera Aprilliani	20	12	14	18	3	67
12	Elsy Hikmah Nuraini	22	14	13	15	3	67
13	Fera Yuni Saputri	20	14	13	18	3	68
14	Firliana Sani	22	15	14	17	3	71
15	Inggit Feninda Ayuni	20	12	14	18	3	67
16	Kelvin Renaldi	20	11	13	18	3	65
17	Kholida Nur Fadila	20	14	13	18	3	68
18	Melinda Dwifa Septiana	22	13	13	18	4	70
19	Muhamad Ilham	22	12	14	18	4	70
20	Muhammad Figo Saputra	22	13	14	18	4	71
21	Nadia Istiyani	22	13	14	17	4	70
22	Nur Khasanah	22	10	13	18	4	67
23	Pintam Tiyastirin	18	12	11	15	3	59
24	Qoyimah Nurul Aini	22	15	17	18	3	75
25	Raehan Ramadhan	20	10	12	15	3	60
26	Reni Eka Yanti	21	12	15	17	4	69
27	Riska Oktavia	22	15	13	13	3	66
28	Santi Barokah	20	12	10	15	3	60
29	Sendy Armayuda	20	11	13	18	3	65
30	Suci Rahayu	20	12	10	15	3	60
31	Veni Maisyaroh	22	17	14	18	4	75
32	Waras Felawati	22	17	15	18	4	76
33	Yestina Arini	22	14	13	17	4	70
Total						2227	
Average						67,48	
The highest score						76	
The lowest						59	

Table
The Students' Descriptive Writing Score in Post Test 2 in Cycle II

No	Name	Co	Or	Vo	LU	M	Total
1	Agnes Pratiwi	20	15	15	16	4	70
2	Ajeng Anggraini	20	15	14	17	4	70
3	Aji Nur Muhammad	22	15	15	16	4	72
4	Alfina Damayanti	24	17	17	18	4	80
5	Alip Maulana	22	17	15	18	4	76
6	Alvina Avrelia	22	15	17	18	4	76
7	Ananda David Nurhidayah	20	15	16	17	4	72
8	Bela Ayu Yustika	22	17	17	18	4	78
9	Danu Herdiyansyah	26	17	17	18	4	82
10	Dea Cahyani Putri	24	17	16	18	4	79
11	Eka Vera Aprilliani	22	16	15	18	4	75
12	Elsy Hikmah Nuraini	22	15	15	16	3	71
13	Fera Yuni Saputri	22	15	17	18	4	76
14	Firliana Sani	22	16	15	18	4	75
15	Inggit Feninda Ayuni	24	15	17	18	4	78
16	Kelvin Renaldi	24	15	17	18	4	78
17	Kholida Nur Fadila	22	15	16	18	4	75
18	Melinda Dwifa Septiana	22	16	15	18	4	75
19	Muhamad Ilham	24	14	17	18	4	77
20	Muhammad Figo Saputra	25	15	15	18	4	77
21	Nadia Istiyani	22	15	17	18	4	76
22	Nur Khasanah	22	15	16	18	4	75
23	Pintam Tiyastirin	22	17	14	18	4	75
24	Qoyimah Nurul Aini	24	17	17	18	4	82
25	Raehan Ramadhan	24	15	15	18	4	76
26	Reni Eka Yanti	22	15	16	18	4	75
27	Riska Oktavia	24	17	17	18	4	82
28	Santi Barokah	22	16	15	18	4	75
29	Sendy Armayuda	22	15	16	18	4	75
30	Suci Rahayu	25	17	17	18	4	81
31	Veni Maisyaroh	22	17	15	18	4	76
32	Waras Felawati	22	17	16	18	4	77
33	Yestina Arini	22	17	15	18	4	76
Total						2513	
Average						76,15	
The highest score						82	
The lowest						70	

SCORING RUBIC

Writing Competence Specification	Score	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	

Batanghari, March 23th 2017

Collaborator (English teacher)



Murdiyanto, S.Pd
NIP. 19690317 200701 1 028

Researcher



Mila Divani
NPM. 1292587

WRITING SKILL TEST
(Pre-Test)

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : Alvina avrelia
Class / Students Number : X IPA 2 < 06 >

17
10
10
15
3

55

Instruction:

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!

Answer :

a. My younger sister

Her name is Nazwa avrelia. She is a lovely. She is 8 years old younger than me. She was born in Rejoagung on 02 APRIL 2009. She is about 8 years old now. She looks beautiful. She has black short straight hair and also black eyes. Her height is about 110 cm she has Asian-type skin which is not-too-dark-skin.

b. My mother

My mother is a very beautiful woman. Her tall is about 165 cm and her weight 60 kg. She has a black and short straight hair. she also has a pointed nose that makes her beautiful. Her eyes are brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beautiful smile. My mom is not fat and she is skinny too. I think her body is pretty proportional.

17
10
10
15
3

55

WRITING SKILL TEST
(Pre-Test)

22
15
10
10
3

60

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : RISKHA OKTAVIA
Class / Students Number : X IPA 2

Instruction:

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!

Answer :

a. My younger brother

His name is Restu Ramadhani, and I usually call him Restu. My aunt had a child and my little brother was called Restu.

He was born on August 9th, 2010. For this year he was 6 years old and also this year he will enter elementary school. My little brother has brown skin. He has black eyes. He has black hair and he has a sharp nose. His favorite food are meatballs.

He is smart. When he was 3 years old he had known alphabet, numbers and he can read words and read holy books (quran). He has several habits.

He always wakes up at 06.30 in the morning and comes to my room to watch TV, especially cartoon programs. I love him so much.

22
15
10
10
3

60

WRITING SKILL TEST
(Pre-Test)

20
10
13
18
4

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : Alfira Darayanti
Class / Students Number : X IPA 2 (04)

65

Instruction:

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!

Answer :

My Sister

Her name is Actung Olana. She is a lovely. She is 3 years old younger than me. She was born in Sukoharjo on 20 Agustus 1997 She is about 19 years old now. She looks beautiful. She has black long straight hair and also black eyes. Her height is about 150 cm. She has Asian - type skin which is not - too - drak skin.

She is my nice sister because she likes to help me whenever I need a help. She likes to hear my stories and likes to give any advices when I have problems. I love her very much.

person. Even though she likes to read books. I like to read books and she likes to read books. She is a nice girl. She is helpful. I really love talking to her. She is my friend. I love her very much.

20
10
13
18
4

65

WRITING SKILL TEST
(Post Test 1)

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : Alvina aurelia
Class / Students Number : X IPA 2 <06>

20
12
10
15
3

60

Instruction:

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!

Answer :

a. My home

I live in a small house. It has five rooms, there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house, but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

b. My school

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m² and surrounded by high fences. Overall, it has 30 buildings consisting of 19 classrooms, 2 teacher room, a language laboratory a science laboratory, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony. When enter my school, we are greeted by billboards that written "Let's go forward with us" in front of the gate. Beside the gates, there is a blade security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school.

20
12
10
15
3

60

WRITING SKILL TEST
(Post Test 1)

22
15
13
13
3

66

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : RISK A OKTAVIA
Class / Students Number : X IPA 2

Instruction:

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!

22
15
13
13
3

66

Answer :

My Home

2. Focused List:

a. at Jl. Bougenvil no. 04
Adiwarno.

b. Can relax and find our
own space.

c. not big

d. minimalist

e. Like box and square

f. Very simple

g. full colour

h. my bedroom

i. Can do anything there

j. Very comfortable

k. my house is my
Paradise.

My house at Jl. Bougenvil no. 04, Adiwarno. My house is the place where I can relax and find our own space. My house is not big. Model of my house is minimalist. The shape like box and square, that's very simple. My house has full colour, like green, white, pink, blue. In my house, there is a terraco with some flowers and some plants, there is a living room, dining room, there are three bedroom, there is a bathroom, kitchen and a garage. And my favourite room is my bedroom, because I can do anything there, I can dialogue with my little sister and my family, watching tv, studying, doing my homework, playing and sleeping. I like my bedroom so much eventhough it is not big but it is very comfortable to me. And I am very comfortable and very enjoyable spending most of the time staying my own house, because
MY HOUSE IS MY PARADISE.

WRITING SKILL TEST
(Post Test 1)

22
12
13
18
4

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : Afina Damayanti
Class / Students Number : X IPA 2 (04)

69

22
12
13
18
4

69

Instruction:

- 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!
 - Your home
 - Your School
- Make your focused list before begin your write!
- Write the text based on the generic structure!

Answer :

My House

My house is located in Sukoharjo 58 sekampung
Sekampung. My house has a land area of 1550 m²
and a building area only 300 m². The area several
rooms in my house. They are a living room, a family
room, kitchen and bathroom, three bedrooms and a
warehouse.

The first room is the living room. Living room
is used to approve the guests who come to my
house. In which there is some furniture including
sofas, desks, and framed photos on the wall
and lavender flowers on the pot. My living room
is colored green and it looks so calm when you
see it for many times. I love this living room
because the decoration is chosen by myself.

Focused List

- In Sukoharjo 58 Sekampung
- a land area of 1550 m² and a building area only 300 m².
- several rooms
- used to approve the guests
- some furniture
- colored green
- looks so calm
- the decoration is chosen by myself

WRITING SKILL TEST
(Post Test 2)

22
15
17
18
4

76

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : ALVINA AURELIA
Class / Students Number : X IPA 2 <06>

22
15
17
18
4

76

Instruction:

- 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!
 - Your grandmother
 - Your favorite destination in your holiday
- Make your focused list before begin your write!
- Write the text based on the generic structure!

Answer :

Focused list

"MY grandmother"

- * the heavenly gift
- * a strong personality
- * Very religious
- * 60 years old
- * very beautiful woman
- * the household chores
- * my first teacher
- * Prays to Allah
- * honest, truthful and Punctual
- * Very fond of reading
- * to make the habit of reading.

My grandmother is the heavenly gift. I love my grandmother very much. She has a strong personality. She is very religious. She is about 60 years old. She is very beautiful woman. She always does the household chores. She is my first teacher because at first, she taught writing and reading. She always gives us advice to lead an Islamic life. She always prays to Allah for our welfare. She always teaches us to be honest, truthful and punctual. She is very fond of reading books and newspapers. She also inspires me to make the habit of reading books and newspapers. For all these reasons, I like her very much. I am really proud of her. I can not think of passing a day without her. I really love my grandmother very much.

WRITING SKILL TEST
(Post Test 2)

24
17
17
18
4

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : RISKA OKTAVIA
Class / Students Number : X IPA 2.
absen : 27

82

24
17
17
18
4

82

Instruction:

- 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!
 - Your grandmother
 - Your favorite destination in your holiday
- Make your focused list before begin your write!
- Write the text based on the generic structure!

Answer :

Way Kambas National Park

Focused list

- a national park for elephant sanctuary
- Labuhan Ratu sub district, East Lampung
- first school for elephant
- Pusat Latihan Gajah (PLG)
- Pusat Konservasi Gajah (PKG)
- 300 elephants
- Some endangered animals
- Some plants
- Various species of birds

My favorite destination in holiday is Way Kambas National Park. Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant ~~conserv~~ conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya cepit. There are also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Dependang Timur, and some other birds.

WRITING SKILL TEST
(Post Test 2)

24
17
17
18
4

80

Subject / Sub Matter : English / Writing
Sub Subject Matter : Descriptive
Name : ALEWIA DAMAYANTI
Class / Students Number : X IPA 2 (4)

24
17
17
18
4

80

Instruction:

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 favorite destination in your holiday
2. Make your focused list before begin your write!
3. Write the text based on the generic structure!

Answer :

- * Focused List :
1. Pundeh Padado sub district, Pasawaran
 2. Pahawang Besar island and Pahawang Kecil island.
 3. Hills of green trees, white sand
 4. Snorkelling
 5. Tanjung Putus
 6. Only be seen during low tide
 7. Favorite diving spot
 8. Ten minutes
 9. Mostly locals live

* Pahawang Island

My favorite destination in holiday is Pahawang Island.

Pahawang Island is an island located in Pundeh Padado sub district, Pasawaran district, Lampung province. The island is divided into two: They are Pahawang Besar Island and Pahawang Kecil Island.

Pahawang island saves a lot of beauty. Beautiful scenery, hills of green trees, white sand beaches, crystal clear and fresh sea water are all you can enjoy on the island. It is suitable for those who like snorkelling. Moreover, in small Pahawang Island there is a natural bridge called Tanjung Putus. Tanjung Putus connects between the Tanjung Putus island and the Pahawang Kecil island. Tanjung Putus can only be seen during low tide because when the tides rise, this natural bridge will be under water. Tanjung Putus region is also one of the favorite diving spot for the visitors.

Small pahawang island can be reached approximately ten minutes from big Pahawang island. Most visitors stay at Pahawang Big Island because mostly locals live there.

24
17
17
18
4

80

Table
Observation Sheet of The Students' Activities in Cycle I

No	Name	Activity			
		1	2	3	4
1	AP	✓	✓	✓	-
2	AA	✓	✓	✓	✓
3	ANM	-	-	-	-
4	AD	-	✓	✓	✓
5	AM	-	-	-	-
6	AAV	✓	✓	✓	✓
7	ADN	-	-	-	-
8	BAY	✓	✓	✓	✓
9	DH	-	-	-	-
10	DCP	✓	✓	✓	✓
11	EVA	-	✓	-	-
12	EHN	-	✓	-	-
13	FYS	✓	✓	-	-
14	FS	✓	✓	✓	✓
15	IFA	-	-	-	-
16	KR	-	-	-	-
17	KNF	-	-	-	-
18	MDS	-	-	✓	-
19	MI	-	-	-	-
20	MFS	-	-	-	-
21	NI	✓	✓	✓	-
22	NK	✓	✓	-	-
23	PT	✓	✓	-	-
24	QNA	✓	✓	-	-
25	RR	-	-	-	-
26	REY	-	✓	-	-
27	RO	✓	✓	-	-
28	SB	✓	✓	-	-
29	SA	-	-	-	-
30	SR	✓	✓	✓	-
31	VM	✓	✓	✓	-
32	WF	✓	✓	✓	✓
33	YA	-	✓	✓	✓
	Total	16	21	13	8
	Percentage (%)	50%	65%	40%	25%

Notes :

Indicators of the teachers' activities that observed are:

1. Paying attention to the teachers' explanation
2. Respond to the teacher's explanation-question
3. Doing the Task
4. Making note from the material

Direction :

- Give a tick (√) for the active teacher.
- Give a tick (-) for inactive teacher.

Batanghari, March 9th 2017

Collaborator (English teacher)



Murdiyanto, S.Pd
NIP. 19690317 200701 1 028

Researcher



Mila Divani
NPM. 1292587

Table
Observation Sheet of The Students' Activities in Cycle II

No	Name	Activity			
		1	2	3	4
1	AP	✓	✓	✓	✓
2	AA	✓	✓	✓	✓
3	ANM	✓	-	✓	-
4	AD	✓	✓	✓	✓
5	AM	✓	✓	✓	✓
6	AAV	✓	✓	✓	✓
7	ADN	-	-	✓	-
8	BAY	✓	✓	✓	✓
9	DH	✓	-	✓	-
10	DCP	✓	✓	✓	✓
11	EVA	✓	✓	✓	✓
12	EHN	✓	✓	✓	✓
13	FYS	✓	✓	✓	✓
14	FS	✓	✓	✓	✓
15	IFA	✓	✓	✓	✓
16	KR	-	-	✓	-
17	KNF	✓	✓	✓	✓
18	MDS	✓	✓	✓	✓
19	MI	✓	✓	✓	✓
20	MFS	✓	-	✓	-
21	NI	✓	✓	✓	✓
22	NK	✓	✓	✓	✓
23	PT	✓	✓	✓	✓
24	QNA	✓	✓	✓	✓
25	RR	✓	-	✓	-
26	REY	✓	✓	✓	✓
27	RO	✓	✓	✓	✓
28	SB	✓	✓	✓	✓
29	SA	-	-	✓	-
30	SR	✓	✓	✓	✓
31	VM	✓	✓	✓	✓
32	WF	✓	✓	✓	✓
33	YA	✓	✓	✓	✓
	Total	30	26	30	26
	Percentage (%)	90%	80%	100%	80%

Notes :

Indicators of the teachers' activities that observed are:

1. Paying attention to the teachers' explanation
2. Respond to the teacher's explanation-question
3. Doing the Task
4. Making note from the material

Direction :

- Give a tick (√) for the active teacher.
- Give a tick (-) for inactive teacher.

Batanghari, March 23th 2017

Collaborator (English teacher)



Murdiyanto, S.Pd
NIP. 19690317 200701 1 028

Researcher



Mila Divani
NPM. 1292587

OBSERVATION SHEET OF TEACHER ACTIVITIES

Day/Date : March 8 2017

Teacher activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson b. Prepare the media that will be used c. Ability in opening the learning process.	✓ ✓ ✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronological. c. Guide the students follow the lesson. d. Motivate the students for ask e. Practice the students to answer the question about the material	✓ ✓ ✓ ✓	✓ ✓	
3. Post teaching a. Conclusion the result of learning b. Close the learning activity.	✓ ✓		

Direction :

- Give a tick (✓) for the active teacher.
- Give a tick (-) for inactive teacher.

Collaborator (English teacher)



Murdiyanto, S.Pd
NIP. 19690317 200701 1 028

Researcher



Mila Divani
NPM. 1292587

OBSERVATION SHEET OF TEACHER ACTIVITIES

Day/Date : March 18 2017

Teacher activity	Good	Enough	Less
4. Pre teaching d. Prepare the lesson e. Prepare the media that will be used f. Ability in opening the learning process.	✓ ✓ ✓		
5. While teaching f. Inform the objective of learning g. Explain the material chronological. h. Guide the students follow the lesson. i. Motivate the students for ask j. Practice the students to answer the question about the material	✓ ✓ ✓ ✓ ✓	✓	
6. Post teaching c. Conclusion the result of learning d. Close the learning activity.	✓ ✓		

Direction :

- Give a tick (✓) for the active teacher.
- Give a tick (-) for inactive teacher.

Collaborator (English teacher)



Murdiyanto, S.Pd
NIP. 19690317 200701 1 028

Researcher



Mila Divani
NPM. 1292587

THE FIELD NOTE

PRE-TEST	March 7 th 2017	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	March 8 th 2017	Most of students did not pay much attention to the teacher explanation.
	March 11 th 2017	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	March 18 th 2017	Most of the students were interested in following the lesson.
	March 22 nd 2017	Most of the students could write descriptive text based on the topic, most of the students were active during teaching learning process.



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Jl. KH. Dewantara 15 A Kota Metro Telp. (0725) 41507

Nomor : Sti.06/JST/PP.00.9/0288/2017
Lamp : -
Hal : BIMBINGAN SKRIPSI

Metro, 01 Februari 2017

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdri. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Mila Divani

NPM : 1292587

Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.s
 - a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh STAIN Jurai Siwo Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan Tarbiyah

Dr. Akla, M.Pd

NIP. 19691008 200003 2 005 *ll*





**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat . Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/2247/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 10 Oktober 2016

Kepada Yth.,
Kepala Sekolah SMA N 1 Batanghari
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Mila Divani
NPM : 1292587
Jurusan : Tarbiyah
Prodi : PBI
Judul : Increasing Descriptive Writing ability Through Focused Listing Technique Among the Tenth Graders of the SMA N 1 Batanghari in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMA N 1 Batanghari.


Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan

Dr. Hj. Akla, M.Pd

NIP. 19691008 200003 2005 

SURAT TUGAS

Nomor: B-0987/In.28/R/TL.01/02/2017

Rektor Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama : MILA DIVANI
NPM : 1292587
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING DESCRIPTIVE WRITING ABILITY THROUGH FOCUSED LISTING TECHNIQUE AMONG THE TENTH GRADERS OF THE SMA N 1 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017".
 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 : 22 Februari 2017

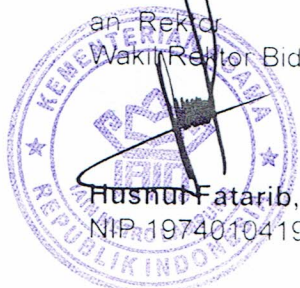
an-Rektor
Wakil Rektor Bidang Akademik.

Mengetahui,
Pejabat Setempat
An. Kep Sek

M. Ruspan
NIP. 196008191993011001




Husnul Fatarib, Ph.D
NIP. 197401041999031004





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

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

Nomor : B-0988/In.28/R/TL.00/02/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala SMA N 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0987/In.28/R/TL.01/02/2017, tanggal 22 Februari 2017 atas nama saudara:

Nama : **MILA DIVANI**
NPM : 1292587
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

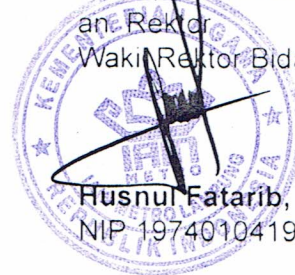
Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING DESCRIPTIVE WRITING ABILITY THROUGH FOCUSED LISTING TECHNIQUE AMONG THE TENTH GRADERS OF THE SMA N 1 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2017

an. Rektor
Wakil Rektor Bidang Akademik,



Husnul Fatarib, Ph.D

NIP. 197401041999031004



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA NEGERI 1 BATANGHARI



"TERAKREDITASI B"

Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181
Telp. (0725) 7611802

SURAT KETERANGAN

Nomor: PL/375/11.SK/SMA.01/2016


Berdasarkan Surat Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Metro Nomor Sti.13/JST/PP.00.9/2247/2016 Tanggal 10 Oktober 2016 dalam hal Izin Pra Survey


Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MILA DIVANI
NPM : 1292587
Jurusan : Tarbiyah
Prodi : PBI
Judul : Increasing Descriptive Writing Ability Through Focused Listing
Technique Among The Tenth Graders of the SMA Negeri 1
Batanghari in Academic Year 2016/2017.

Telah melaksanakan observasi/survey Lapangan di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 26 Oktober 2016.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 26 Oktobe 2016
Kepala Sekolah,

SURIPTO, S.Pd
NIP. 19610103 198301 1 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI B"

Jln.Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 Telp.(0725)7611802

SURAT KETERANGAN

Nomor: PL/ 121 /V.01/SMA.01/2017

Berdasarkan Surat Dekan INSTITUT AGAMA ISLAM NEGERI METRO Nomor: B-0988/In.28/R/TL.00/02/2017 Tanggal 22 Februari 2017 dalam hal permohonan izin penelitian.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MILA DIVANI
NPM : 1292587
Semester/T.A : X (Sepuluh) 2017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : INCREASING DESCRIPTIVE WRITING ABILITY THROUGH FOCUSED LISTING TECHNIQUE AMONG THE TENTH GRADERS OF THE SMA N 1 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

Telah melaksanakan Penelitian di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 1-30 Maret 2017.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari , 3 April 2017

Kepala Sekolah,



Riptoto
SURIPTO,S.Pd

NIP. 19610103 198301 1 003

DOCUMENTATION



The researcher open the classroom and check the attendance list



The researcher asked the students to do a pre-test



The researcher gives explanation about descriptive text, and generic structure of descriptive text



The researcher explain the procedure of Focused Listing Technique



The students make a descriptive text by using focused listing technique in a group



The students make a descriptive text by using focused listing technique in a group



The students make a descriptive text by using focused listing technique



The students make a descriptive text by using focused listing technique

CURRICULUM VITAE



The name of the writer is Mila Divani. She was born in Batanghari, District East Lampung, on January 29, 1995. She is the second daughter of the harmonious couple Suyoko and Murtiwanti.

She was enrolled her study in Kindergarten at TK Pertiwi II Banarjojo Batanghari, East Lampung on 1999 and graduated on 2000. She continued her study at State Elementary School 2 Banarjojo, Batanghari, East Lampung on 2000 and graduated on 2006. And then, she continued her study at State Junior High School 1 Batanghari, East Lampung on 2006 and graduated on 2009. She continued her study at Vocational High School Kartikatama 1 Metro, Lampung on 2009 and graduated on 2012. Actually, on 2012 she was registered as a S1 student of English Education departement of State Institute for Islamic Studies (IAIN) Metro.