AN UNDERGRADUATE THESIS

IMPROVING THE DESCRIPTIVE PARAGRAPH WRITING SKILLS THROUGH
PRESENTATION, PRACTICE, PRODUCTION (PPP) METHOD AMONG
THE EIGHTH GRADER OF SMPN 01 PEKALONGAN
EAST LAMPUNG

By:

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STATE INSTITUTE FOR ISLAMIC

STUDIES OF METRO

1438 H / 2017 M

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in English Education Department

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ABSTRACT
By:
PUTRI RIANNDARI

The main purpose of this research is to show the improvement of Presentation, Practice, Production (PPP) method can improve the students' writing skill and it can improve the students' learning process. The writer tries to attest that Presentation, Practice, Production (PPP) method can be one of the teaching strategy to improve the students' writing skills.

The focus of this research is paragraph writing skills. The problem is related on the problem identification that the students do not understand about the passage, they do not interest in writing subject.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research is 29 students $VIII^2$ of SMPN 1 Pekalongan. In collecting the data, the researcher used test (pre-test, post test 1 and posat test 2), observation, documentation and field note. The research is conducted collaboratively with an English teacher of SMPN 1 Pekalongan.

The result of this research shows that there are some improvement in students' writing skills by using Presentation, Practice, Production (PPP) method in descriptive paragraph writing skills. The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 60 in pre-test to 67.20 in post-test I, and 75.51 in post-test II. It means that the increase of the student score in cycle I to cycle II is 8.31 point. The percentage of students who success in second cycle is 86,2%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using Presetation, Practice, Production (PPP) method to improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan is successful because criteria used in this research was achieved well.

MENINGKATKAN KEMAMPUAN MENULIS PARAGRAF DESKRIPTIF MELALUI METODE PRESENTATION, PRACTICE, PRODUCTION (PPP) PADA SISWA KELAS VIII DI SMPN 1 PEKALONGAN

ABSTRAK

Oleh :

PUTRI RIANNDARI

Tujuan dari penelitian ini adalah untuk menunjukkan metode Presentation, Practice, Production (PPP) dapat membantu proses pembelajaran siswa. Peneliti mencoba untuk membuktikan bahwa metode Presentation, Practice, Production (PPP) dapat menjadi salah satu metode pembelajaran untuk meningkatkan kemampuan membaca siswa.

Inti permasalahan dalam penelitian ini berkaitan dengan kemampuan menulis paragraph. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi menulis dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas.

Jenis penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu, perencanaan *(planning),* pelaksanaan *(action),* pengamatan *(observation),* dan pengayaan *(reflection).* Subjek penelitian ini adalah 29 siswa dari kelas VIII^2 di SMPN 1 Pekalongan. Dalam mengumpulkan data, peneliti menggunakan metode, tes (pre-tes, pos tes 1 dan post tes 2), observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam penggunaan metode Presentation, Practice, Production (PPP) dalam menulis paragraf deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre-test, post-test I dan post-test II. Peningkatannya dari 60 di pre-tes menjadi 67.20 di post-tes I dan menjadi 75.51 di post-tes II. Ini berarti terdapat peningkatan nilai pada siklus I ke siklus II sebesar 8.31 poin. Persentase siswa yang sukses pada siklus 2 adalah 86,2%. Itu lebih baik daripada 70% yang telah ditentukan peniliti dalam penelitian ini. Kesimpulan dari penelitian ini adalah penggunaan penggunaan metode Presentation, Practice, Production (PPP) untuk meningkatkan kemampuan menulis paragraf deskriptif siswa kelas VIII di SMPN 1 Pekalongan dapat dikatakan sukses karena kriteria sukses yang ditentukan dalam penelitian ini mendapatkan hasil yang baik.

APPROVAL PAGE

The Title   : Improving The Descriptive Paragraph Writing Skills Through Presentation, Practice, Production (PPP) Method Among The Eighth Grader of SMPN 01 Pekalongan.

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NOTA DINAS

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                 Saudari Putri Rianndari

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

Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

Name   : Putri Rianndari
Student Number : 13108077
Title   : Improving The Descriptive Paragraph Writing Skills Through Presentation, Practice, Production (PPP) Method Among The Eighth Grader of SMPN 01 Pekalongan.

Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr.Wb

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Number   :

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Matter   : **In order to hold the Munaqosyah**
             of Putri Rianndari

To: The Honorable the

Dean of Faculty of Tarbiyahand Teacher Training

The State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Putri Rianndari

Student Number : 13108077

Title   : Improving The Descriptive Paragraph Writing Skills Through Presentation, Practice, Production (PPP) Method Among The Eighth Grader of SMPN 01 Pekalongan.

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

Wassalmu'alaikumWr.Wb

Sponsor,	Metro, June 2017
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RATIFICATION PAGE

No: In.28. / FTIK / D / S / 0045 / 2017

The undergraduate thesis entittled: Improving The Descriptive Paragraph Writing Skills Through Presentation, Practice, Production (PPP) Method Among The Eighth Grader of SMPN 01 Pekalongan East Lampung.

Written by Putri Rianndari, student number 13108077 English Education Department, had been examined (*Munaqosah*) in Tarbiyah and Teacher Training Faculty on June 21th, 2017 at 10.00-12.00 a.m.

BOARD OF EXAMINERS:

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

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name	: Putri Rianndari
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Department	: English Education

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

Metro,   June 2017

The Writer,

Putri Rianndari
NPM. 13108077

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

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Fakultas   : Tarbiyah dan Ilmu Keguruan

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

Metro,   Juni 2017

Yang Menyatakan,

Putri Rianndari
NPM. 13108077

MOTTO

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝

For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.

(QS. Al – Insyirah: 5-6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

"The first is dedicated o almighty Allah SWT, thanks God all about the precious gift inside to me".

"My beloved father (Bp. Drs. Purnomo) and my beloved mother (Ibu. Sumirah) for loving, praying and great support to finish this paper".

"My beloved young brother (Reza Ilham Rahmadani and Rehan Tri Anggio) thank you very much for your support".

"My beloved friends (Maya Gusnita, Eni Qistia Mubarokah, Sintya Ayuningtias, Rizka Hariyati, Tri Sri) thank you for your support and beautiful friendship and my beloved friends (A Class/2013) and all people whom I love".

"All of my lecturers in IAIN Metro Lampung".

"My beloved almamater my campus State Institute for Islamic Studies (IAIN) Metro Lampung".

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The writer modestly would like to thanks to the following people:

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(j) Thanks for everyone who gives the writer love and spirit who can not be mentioned one by one.

Finally, the writer realizes that her study is still far from being perfect. There are many weaknesses of this final project. The writer welcomes for critics and suggestions to make this final project better.

Metro,   June 2017
The Writer

Putri Rianndari
NPM. 13108077

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of the Languages in the world. It has become an International Language that is almost used by all countries as the first, the second or the foreign Language. Moreover, English has been declared as a formal Language on International communication for a long time ago.

The four skills of the Language that must be mastered by all Language learners namely listening, speaking, reading and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

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

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

One of the writing activities is writing a descriptive paragraph. Descriptive paragraph is a type of written text which has the specific function to give description about an object. It is one of the kinds of paragraph that should be understood by students. In writing a descriptive paragraph, the students also face many problems especially process of putting ideas down on paper to transform thoughts into words and coherent organization. Moreover, a descriptive paragraph is difficult to be written because the students are not led by using media. Some students feel hard to write a descriptive paragraph, because they think that it is difficult to keep coherence, cohesion and unity in a paragraph. Writing is effectives if one sentence to the others interrelate each other, so that the writing will be easy to read and understand by the readers.

In fact, when the researcher conducted the Pre survey on September 3th 2016, the researcher found that some students have low writing skill of the eighth grader of SMPN 01 Pekalongan. Especially, in writing descriptive paragraph. It causes the students have poor vocabulary, confusion the grammar and structure of the descriptive paragraph, lack ideas, less self-confidence and less motivation. When the teacher gave a text, the student difficult to

understand what kind of the text itself. This fact can be seeing on data score of

the students's descriptive writing result of pre-survey, as follows:

Table 1

The Students' Descriptive Writing Ability Result of The Eighth Grade of

SMPN 01 Pekalongan

NO.	NAME	SCORE	CATEGORIES
1	AP	68	Failed
2	AA	50	Failed
3	BK	50	Failed
4	BRA	75	Passed
5	BA	60	Failed
6	CMF	70	Passed
7	CAA	65	Failed
8	CTS	50	Failed
9	DP	70	Passed
10	DM	60	Failed
11	EY	60	Passed
12	ES	65	Failed
13	GWR	50	Failed
14	HRP	65	Failed
15	IWW	50	Failed
16	IZ A	68	Failed
17	LP	60	Passed
18	M	60	Passed
19	NAA	60	Failed
20	NA	60	Failed
21	NHF	60	Failed
22	OA	75	Passed
23	OF	50	Failed
25	R	50	Failed
26	SSA	60	Failed
27	SZ	73	Passed
28	SFS	75	Passed
29	TMN	60	Failed
30	V S	60	Failed
TOTAL		1.839	
AVERAGE		61,3	

Source: The Data of Pre Survey on September 3th 2016.

Table 2
The Categories of The Students' Score

No.	Score	Category	Frequency	Percentage
1.	>70	Passed	6	20%
2.	<70	Failed	24	80%
	Total		30	100%

Source: Pre-survey in the eighth graders of SMPN 01 Pekalongan.

Based on the table 2 above, it can be concluded that there are only 6 students who can pass from the Minimum Mastery Criteria (MMC) and 24 students who can not pass. The Minimum Mastery Criteria (MMC) in this school is 70. It means that, 24 student's in class VIII^2 are low in writing. So, it can be known that the students' writing result is poor, especially on writing descriptive paragraph.

There are several factors influence a students' writing skill. Therefore, the teacher should be able to make an interesting writing teaching. The teacher should be able to invite the students's participation in the learning activity and also the student should be able to apply the suitable technique and media to teaching in order the goal of learning can be achieve.

So, to solve the problem, the researcher used Presentation, Practice, Production (PPP) as method to improve the students' writing skills. Presentation, Practice, production (PPP) is a common way to introduce a new word to students in the English Foreign Language classroom. It can be used with any subject matter.

Based on explanation above, the researcher conduct the research entitled: Improving The Descriptive Paragraph Writing Skills Through Presentation, Practice, Production (PPP) Method Among The Eighth Grader of SMPN 01 Pekalongan.

B. Problem Identification

Based on the background explained above, the researcher can identify some problems which may be caused by:

1. The students have difficulties to understand the schematic structure of descriptive paragraph.

2. The students have poor vocabulary and lack ideas in writing performance.

3. The students are confusion the grammar structure.

4. The students are less of motivated to participate in the teaching writing.

5. The teaching technique is not efficient yet.

C. Problem Limitation

Limitation of the problem is very useful for the researcher to determine the problem that will be analyzed. In this case, the researcher just explains about Improving The Descriptive Paragraph Writing Skills Through Presentation, Practice, Production (PPP) Method Among The Eighth Grader of SMPN 01 Pekalongan.

D. Problem Formulation

Based on the background of the study above, there is problem that can be identified in this research. The researcher formulated the problem in this

research is " Can Presentation, Practice, Production (PPP) Method Improve The Descriptive Paragraph Writing Skills Among The Eighth Grader of SMPN 01 Pekalongan? ".

E. Objectives and Benefit of Study

1. Objectives of The Study

The purpose of this research to show that presentation, practice, production (PPP) method can improve the descriptive paragraph writing skills of the eighth grader of SMPN 01 Pekalongan.

2. Benefits of Study

a. Theoretical benefit, the result of the study is expected to be able to give the positive contribution for the school and other to help in learning process of English.

b. Practical benefit, there will be at least three kinds of practical benefit; they are for the students, English teacher and researchers:

1) For The Teachers

The result of this study is intended to become an input for them for the importance of giving more exercises about writing descriptive paragraph and the method can to be a alternative method in teaching learning. The teacher can make this method to be an interesting method in other the students easy to understand in learning writing.

2) For The Students

     To motivate students to be more interested in learning and developig their writing skill. The researcher hopes the students will be able to improve and developing their ability in writing performance especially on the descriptive paragraph.

3) For The Researchers

     This result can be used as a reference of our experience to teach English for the future and other consideration to investigate the problem in a writer field and further research.
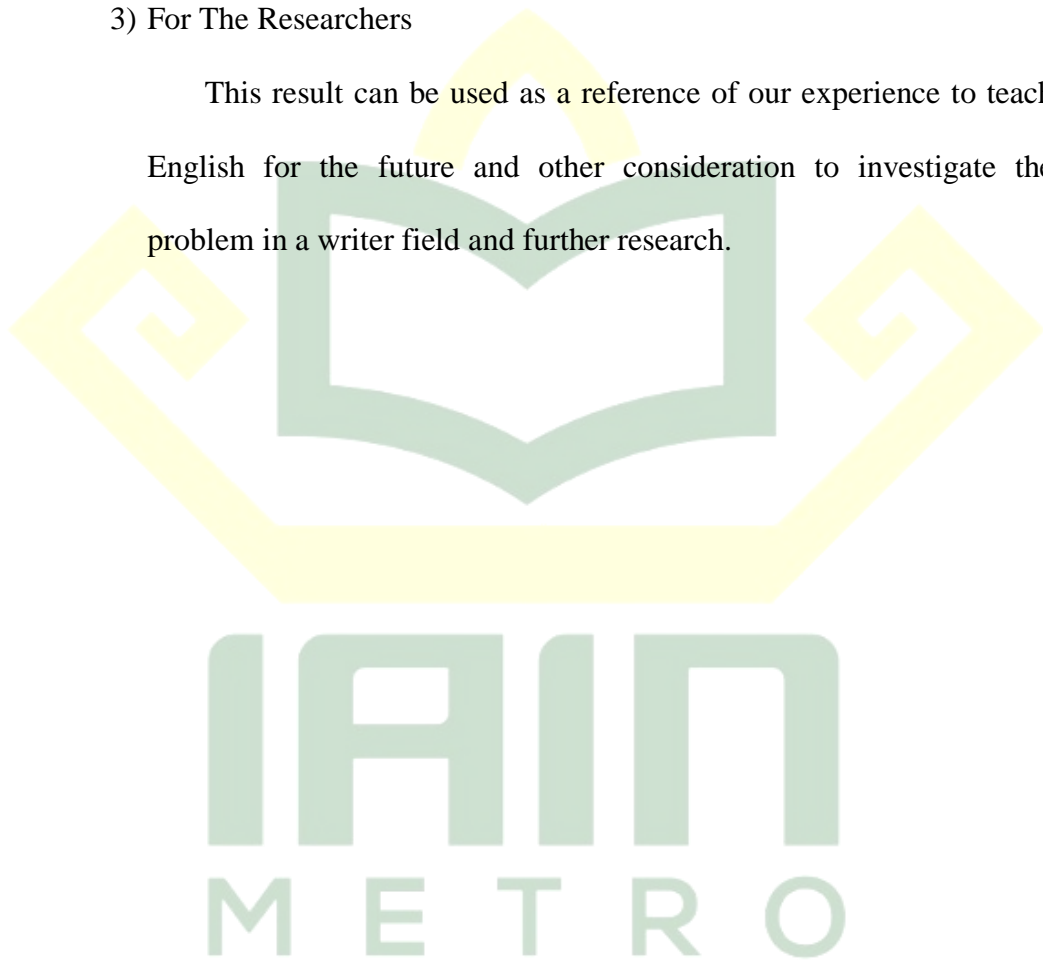
CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Paragraph Writing Skill

1. The Definition of Writing Skill

As we have known that writing activity involves the procedure of thinking process and making decision to produce written text used for communication in daily activity. Writing is the a skill not only to put ideas from mind to paper but also to generate more meaning and make ideas clear.

As one of four 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 also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Jeremy Harmer mentions the reasons for teaching writing to students of English as foreign language include reinforcement. Writing is used as an practice tool to help students practise and work with language they have been studying.[1] For example, ask the students to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students.

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[1] Jeremy Harmer, *How To Teach English,* (Longman. 2007) p. 112

Sanggam Siahaan assumed that, writing is the written productive language skill.[2] It means that, writing is a psychological activity of the language user to put information in the written text. It should be noted that writing involves physic and mental activities of someone in the form of written about certain topic in a context.

According Douglas Brown, writing is a way to end up thinking something you could not have started out thinking.[3] Writing is, in fact a transaction with words whereby you free yourself from what you presently think, feel an perceive.

While, Andre adds that writing is having ideas, organizing ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves.[4]

Based on the explanations above, it can be concluded that writing is a skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. It is one of the productive skills that should be mastered in using a language, because it has significances in improving a communicative competence of learning the language.

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[2] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 2

[3] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Edition.* (Longman: University Press, 2001), p. 336.

[4] Andre P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging), 2008. p. 203

2. Element of Writing Skill

In writing there are five elements. They are purpose, audience, clarity, unity, coherence.[5] More detail, it can be explained asfollows:

a. Purpose

For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

b. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers should know who their audience is before they start writing. Goods writers keep thier audience in mind as they write every sentence in their paragraph.

c. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language.

d. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

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[5] *Ibid,*

e. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

From the explaination above, it can be concluded that writing has several components that should be understood because it is important to learn in writing skill.

3. Process of Writing

Writing is essentially a thinking process and those thoughts are finally imprinted in a written form as writing. Not only it can help to reconstruct thinking into the written form, it also supplies important clues for improving the coherence of the text. It can give us a fornicating insight into what goes on as we struggle to translate meaning into words.

When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing. Andrew mention that the steps of writing process consist of five types. There are pre-writing, drafting, revising, editing, publishing and sharing.[6] As follows:

1) Pre-writing

The goal of prewriting is to generate ideas. Listing, brainstorming,outlining, silent thinking, conversation with a neighbor, or

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[6]Andre P. Johnson, *Teaching Reading and Writing.,* p. 179

power writing (described below) are all ways to generate ideas. It is means that before the students write , they must plan or generate ideas.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students look for flow and structure. The students reread paragraphs and move things around.

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and

connecting ideas will instead be utilized worrying about writing mechanics.

5) Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying shortsamples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

From the definition above, it can be cncludd that writing has five steps consists of pre-wiriting, drafting, revising, editing, publishing and sharing.

4. Assessment of Writing

Assessment of writing is the activities undertaken to acquire the information about writing learning outcomes of the students after the teaching and learning activities. Assessments may be conducted for many purposes, but the ultimate goal is always to improve instruction for each students.

Brown mention that there are five general categories that often the basis for the evaluation of student writing. There are as below:

Table 3
The Rating Score of Student Writing

Aspect	Score	Performance Description	Weighting
Content (30%)	4	The topic is compete and clear and the details are relating to the topic.	
- Topic			3x
- Details	3	The topic is compete and clear but the delails are almost relating to the topic.	
	2	The topic is compete and clear and the details are not relating to the topic.	
	1	The topic is not clear and the details are relating to the topic.	
Organization (20%)	4	Identification is complete and the descriptions are arranged with proper connectives.	
- Identification			
- Description	3	Identification is almost complete and the descriptions are arranged with almost proper connectives.	2x
	2	Identification is not complete and descriptions are arrenged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arrenged with few of connectives.	
Grammar (20%)	4	Very few grammatical or agreement inaccuracies.	
- Use present tense	3	Few grammatical or agreement inaccuracies but not affect on meaning.	2x
- Agreement			

	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (15%)	4	Effective choice of words and word forms.	
	3	Few misuse of vocabularies, word forms, but not change the meaning.	1.5x
	2	Limmited range confusing words and word form.	
	1	Very poor knowledge of words, word forms and not understandable.	
Mechanics (15%) - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization.	1,5x
	3	It has occasional errors of punctuation, punctuation and capitalization.	
	2	It has frequent errors of punctuation, punctuation and capitalization.	
	1	It is dominated by errors of punctuation, punctuation and capitalization.[7]	

5. The Definition of Paragraph

A paragraph is a group of about 6-12 sentences about one topic.[8]

Every sentence explains the writer's main idea (most imporant idea) about

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[7] H. Brown Douglas. *Language Assessment Principles and Classroom Practices* . (Longman University Press, 2003), p. 244-246.

that topic. When, the writer wants to write about a new main idea, he or she begins a new paragraph.

A paragraph can give information, tell an opinion, explain something or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

It means that, before learning of all other types of academic writing, such as: an article, report or research paper, we have to undestand how to write a good paragraph.

In academic writing, paragraph is a part of piece of writing that usually consists of introduction, body, and conclusion.[8] In the first sentence introduces the topic and main idea of the paragraph. It is called by the topic sentence.

The midle part of the paragraph is called by the body pargraph. It has the purpose to supports, shows, explains, or proves the min point with support sentences. The last sentence is called by the concluding sentence, which end the paragraph by reminding the readers of the maint point and often makes an observation of the paragraph.

6. **Kinds of Paragraph**

A paragraph is the smallest unit of prose composition. A paragraph may be defined as a group of sentences relating to a single topic. Paragraph

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[8] Zemach, Dorothy E, and Carlos Islam. *Paragraph Writing From Sentence to Paragraph.* (Oxford : MacMillan, 2005), p.9
[9] Cynthia A Boardman, and Jia Frydenberg. *Writing To Communicate Paragraphs and Essays 3rd Ed.* (New York: Pearson Education, 2008), p.3

has four types, they are, narrative, descriptive, expository and persuasive.[10] Here is an overview:

a. Narrative Paragraph

Narrative is the form of writing used to relate the story of acts or events. Narrative places occurrences in time and tells what happened according to natural time sequence. Sometimes narration explains a writer's purpose. Sometimes it is part of other means of development, such as character sketches, autobiographies, biographies, and short stories.

b. Descriptive Paragraph

Descriptive paragraph is a kind of text with a purpose to give information. Description relies on the five senses. The reader should see, hear, taste, smell, and feel. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

c. Expository Paragraph

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, expository supports and illustrates.

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[10] Sharon Sorenson, Webster's New World Student Writing Handbook, (Canada: Wiley, Hoboken, NJ, 2010), p.90-109.

d. Persuasive Paragraph

Persuasive is part of every facet of our lives. Persuasive paragraph is a form of writing in which the writer uses words to convince the reader that the writer's opinion is correct in regard to an issue.

7. The Characteristics of Descriptive Paragraph

In academic writing, many types of paragraph. Each paragraph has the characteristics. Descriptive is a type of written text, which has the specific function to give description about an object. Descriptive paragraph explains how something or someone looks or feels.[11] It gives an impression of something.

Example :

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

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

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

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

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

Descriptive paragraph has several characherictics. The characterisrics can be seens from the generic structure and languag feature of paragraph.

a. Generic Structure of Descriptive Paragaraph

Every text or paragraph has its own structure. There are the generic structures of descriptive paragraph, as follows:[12]

1) Identification : an introduction to the subject of the description. It contains of the identification of the topic that will be described.

2) Description : characteristic feature of the subject. It contains of the explanation or description of the thing or person to mention a few properties.

b. Language Features of Descriptive Paragraph

Descriptive text has some characteristics, there are:[13]

a) In descriptive paragraph only focus on one topic or object.

b) Use the simple present tense for telling the facts of object descriptions. For example: *My mother is a teacher.*

c) Use a variety of types of adjectives, for example, be used for the following expression: *A beautiful beach, a handsome man, ohers.*

d) Use of relating verbs to provide information about the subject, for example: *He stands about 172 cm.*

e) Using Action verbs to describe the subject's behaviour, for example: *Moreover, he is very friendly that makes him loveable.*

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[12] Joko Priyana, *Scaffolding*, (Jakarta: Ganesa Exact, 2008), p.31
[13] *Ibid.*

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

B. The Concept of Presentation, Practice, Production (PPP) Method

1. The Definition of Presentation, Practice, Production (PPP) Method

Presentation, Practice and production (PPP) is a method can be separated because they related among that. This consists of Presentation, Practice and Production. Harmer defines that PPP method can be seen as a development of Audiolingualism. One of the criticisms leveled at Audiolingualism was that controlled drills do not result in the kind of language behavior found in the real-life context thus fail to developer communicative activities. This means, PPP have similar with the Audiolingualism method with controlled drills without result in the kind of language behavior in the real life context.[14] This case, the teacher how to makes students' competence in teaching process.

Tomlinson affirms that this it is emerges as an method to teaching language items which follows a sequence of presentation of the item, practice of the item and then production of the item.[15]

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[14] Jeremy Harmer, *How To Teach English New Edition*, (Longman, 2007), p. 49-50.

[15] Raquel Criado. "The Communicative Processes-Based Model Of Activity Sequencing' (Cpm): A Cognitively And Pedagogically Sound Alternative To The "Representation-Practice-Production Model Of Activity Sequencing" (P-P-P) In Elt",

Penny Ur mentioned that, PPP is a three-parts teaching paradigm: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill. The high degree of teacher control which characterizes the first and second stages of this method lessens as the class proceeds, allowing the learner to gradually move away from the teacher's support towards more automatic production and understanding.[16]

Based on the explanation above, the researcher concluded that Presentation, Practice and Production (PPP) is a method to teach a foreign language. It is a method to help the students to create their idea, opinion, and knowledge. Through this method students also can express their idea to the paragraph. Then, the students understand the text very well.

2. Principle of Presentation, Practice Production (PPP) Method

Presentation, Practice, Production (PPP) method is a common way to introduce a new word to students in the English Foreign Language (EFL) classroom. Presentation, Practice, Production (PPP) method in English teaching is a three steps lesson plan that helps the students learn, understand and practice new vocabulary. Presentation, Practice, Production (PPP) method not only can be applied to teach grammar and vocabulary items, but It can be used with any subject matter.

Departamento de Filología Inglesa, Universidad de Murcia, 2009.
[16] Parviz Maftoon and Saeid Najafi Sarem. "A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT" , *Department of English, Science and Research Branch*. Iran: Islamic Azad University, Volume 3/December 2012.

In applied Presentation, Practice, Production (PPP) method, for the first is the teacher introduction of lesson and give explanation about the material that want to deliver to the students. Then, in practice it focused on the teacher and the students working and interacting together to put the new marerial into practice, and the last production is a chance to students express their idea in a test. it is also to measure how far the students understand about the material. These three stages of Presentation, Practice, Production (PPP) method help the student to consolidate the new word in their mental vocabulary bank.

3. **The Procedure of Presentation, Practice, Production (PPP) Method**

There are the procedures of Presentation, Practice, Production (PPP) method, as follows:[17]

a. Presentation, The teacher explains about the material that want to deliver to the students. The process of presenting the lesson focuses on the teacher giving information to the students. The goal of presentation stage is to introduce the new material to the learners, for example; a brief description of the new topic, idea or pictures.

b. Practice, the practice process is focused on teacher and students working and interacting together to put the new material into practice. For example; brainstorming, exercise (on the board worksheet completed with the teacher), question & answer comprehension

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[17] Jeremy Harmer, *How To Teach English New Edition*, (Longman, 1998), p.31

exercises, games that involve the teacher, drills or repetition, and demonstration or role playing.

c.   Production, production is chance to students express their idea in the writing test. In this case, students make a text based on topic that giving by the teacher. It is also to measure how far the students understand about the material. In this process the teacher is; receiving information and indirectly students mistakes, monitoring the students as they complete exercises or activities that enable them to demonstrate comprehension without giving the answers.

4. **The Steps of Teaching**

Here are the steps to teach writing skill use Presentation, Pratice, Production method (PPP) method, as follows:

a. Pre-teaching activities

1. The researcher greets the students.

2. The researcher guide the student to pray together before start the teaching learning process.

3. The researcher checks the attendance list of the students.

b. While Teaching Activities

1. Presentation

a. The teacher shows one of the object pictures tourist, then the teacher asked the students to guess and give comment about these pictures.

    b. The teacher presents the model paragraph shaped descriptive with all of the elements (social function, generic stucture, and language features).

    c. The teacher shows another example of descriptive paragraph while explain the elements (social function, generic stucture, and language features).

2. Practice

    a. The teacher asks the student to make small group that consist of 2 students.

    b. Then, one of students have to described about her friend (character of her/his friend).

    c. The teacher guide the students to make a descriptive paragraph about her friend.

3. Production

    a. The teacher gives some topics to the students, then the students choose one of these topic.

    b. The teacher asks the students to make a descriptive paragraph based on the topic.

c. Post-teaching Activities

1. The researcher collects students' work.

2. The researcher checks and gives evaluation to students' works.

3. The researcher gives feedback and conclusion.

4. The researcher closed the lesson with greeting.

C. Action Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the hypothesis is by using Presentation, Practice and Production (PPP) method can improve the students' writing skill in descriptive paragraph at the eighth graders of SMPN 1 Pekalongan.

CHAPTER III

RESEARCH METHOD

A. Setting of The Research

The research was conducted at SMPN 1 Pekalongan East Lampung. This school had 19 of classrooms. There were 50 teachers and 565 students from all grade.

The researcher used classroom action research to conduct this research. Action research was a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.[18]

Classroom action research designed to solve practical problems in the process of teaching and learning, especially in teaching writing. Donal Ary mention that, Action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.[19]

In the classroom action research the writer would be conducted the research in cycles. Each cycle consist of planning, acting, observing and reflecting. More detail, there is the model of the classroom action research, as follows:

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[18] Eileen Ferrance, *Action Research*, (New York: Brown University, 2000), p. 1
[19] Donal Ary, Introduction to Research in Education, (Wadsworth, 2010), p. 514
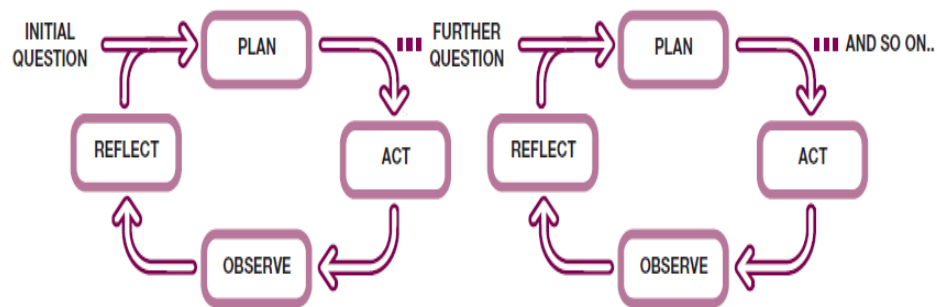
Figure 1.3 Cycles in Action Research[20]

B. Subject of The Study

In this research, the researcher had chosen one class only. The writer was chosen the students of VIII^2 as the subject because this class had problems in writing, especially in writing descriptive text. It was expected that the result of the research would be useful to improving their writing skill. There were 30 students. More detail data of students would be explained as below:

Tabel 1.4

Subject of Research

No.	Class	Gender		Total
		Male	Female	
1.	VIII^2	13	16	29

Source : data of students at VIII^2

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[20] Walton Hall Mlton Keynes, Action Research a Guiden for Asociate lectures, 2005, p.5..

C. Action Plan

In the classroom action research, the researcher was conducted 2 cycles. Each cycle consist of planning, acting, observing and reflecting. More detail four kinds of cycle would be explained as follows:

Cycle I

1. Planning

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

1. The researcher identified the problem and found the problem solving.

2. The researcher prepared the material and technique of teaching.

3. The researcher made the lesson plan.

4. The researcher prepared the source of learning.

5. The researcher prepared guidance to observe and evaluate.

2. Acting

Action is the realization from the planning that the researcher had made. In other words, action is the implementation of planning that that had made the researcher. The researcher tried to implementating the Presentation, Practice, Production (PPP) method in the teaching learning process. Here the steps that the researcher did in the class:

d. Pre-teaching activities

4. The researcher greets the students.

5. The researcher guided the student to pray together before start the teaching learning process.

6. The researcher checks the attendance list of the students.

e. While Teaching Activities

4. The researcher applied the lesson plan.

5. The researcher explained the material by using Presentation, Practice, Production (PPP) method.

6. The researcher gives a test to the students to make a simple paragraph based on the topic. This test as practice and give a feedback to measure the skill of the students.

f. Post-teaching Activities

5. The researcher collected students' work.

6. The researcher checks and gives evaluation to students' works.

7. The researcher gives feedback and conclusion.

8. The researcher closed the lesson with greeting.

3. Observing

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

4. Reflecting

Reflection is the last step in this process. The writer analyzed and made evaluation by eliminating the not useful action. The writer analyzed and discussed result of students work during teaching learning, like strength and weakness done by writer and students during teaching learning process by using PPP method and learning result in writing skills. Learning process analyzed done based on observation. Based on analyses and reflection, it is decided that next cycle focused based on the weakness in previous cycle.

Cycle II

1. Planning

1. The researcher identified the problem in the cycle 1 and found the cause of the problem.

2. The researcher prepared the lesson plan.

3. The researcher prepared the material, method and media of teaching.

4. The researcher prepared the source of learning.

5. The writer prepared guidance to observe and evaluate.

2. Acting

a. Pre-activity

1. The researcher greets the students.

2. The researcher guided the student to pray together before start the teaching learning process.

3. The researcher checks the attendance list of the students.

b. While Teaching Activities

1. The researcher applied the lesson plan.

2. The researcher give the explanation to the students how to make a good descriptive paragraph.

3. The researcher give a test to the students to make a descriptive paragraph.

4. The researcher gives evaluation.

c. Post-teaching Activities

1. The researcher gives feedback and conclusion.

2. The researcher closed the lesson with greeting.

3. Observing

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

4. Reflecting

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

D. Data Colleting Technique

In this research the writer collected the data by using three methods. Those are test, observation, and documentation.

1. **Test**

   Test is a series of questions which used to measure the skills, knowledge, intelligence, ability or tallent possessed by individual or groups. The writer used test as data collection method to measure the students' skill and performance in writing, especially in writing descriptive paragraph. The are two kinds of test used in this research. Those are pre-test and post-test.

   a. Pre-test

   Before doing the treatment the writer will give the students pre-test by asking the students to write or make a descriptive paragraph based on the topic given.

   b. Post-test

   Post-test would be applied after doing the treatment. It is implemented in order to know the students' writing performance after doing the treatment. The test is like the pre-test where the students are asked to make a descriptive paragraph, but the topic given in the post-test in different.

2. **Observation**

   In this research, the researcher used observation to see the teaching learning process. Where, the researcher observed the students' activities in teaching and learning process to know how the process of teaching and

learning is held. In doing the observation the writers make the observaton sheet that consist of list of students' name and students' activities. The researcher observes the students and then the researcher, written it in the observation sheet. It was also used to know and then review the problems or mistakes during teaching learning process. From this note, the writer could analyzed what should be repaired on the next teaching learning process.

3. Documentation

Documentation is the way that used to get more information about the setting of the research. In this research, the researcher looks the data about total of students, the teachers and the condition of the school. To got the data, the researcher asked to the English teacher of the eight grade, the head master and the staff of SMPN 01 Pekalongan.

E. Data Analysis Method

In this research, the writer conducted the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the writer also compare between pre-test and post-test score.

Then, the results would be matched with the minimum standard in the school. In the eighth grader of SMPN 01 Pekalongan, the minimum standard in English subject is 70. If 70 % of the students got score at least 70 in the post-test, it means that circle of learning method could improve the students' writing performance on descriptive paragraph.

If the result score of the students had been fulfilled more than 70 and 70% of the students had been passed, so the researcher could stop the research. But, if there are some students not successful and got score less 70 from 70% of the total students, so the research must be continued in the next cycle. In the classroom action research the minimum cycle that must be conducted are two cycles.

To analyzed the result of study, the researcher used the formula below :

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

Notes:

$\overline{X}$ = Mean

$\sum$ = Sum of

X = Raw score

N = Number of cases[21]

F. Indicator of Success

The indicator of success in this research is based on both the process and the result of the research. The indicator of succsess could be grouped into two aspects, they were:

1. The indicator of success of the process. It could be described, as follows:

   a. The learning process become interesting and fun.

   b. The students could contributed and shared knowledge, idea and experience with other.

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[21] Donal Ary, *Introduction to Research in Education,* (Wadsworth, 2010), p.108-109.

c. The students become more enthusiastic and active in th learning process.

2. The indicator of success of the result. It is determined, as follows:

a. 70 % of students got score at least 70 in post test.

b. The students' writing score increase significantly.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research Setting

1. A Brief History of The School

This research was conducted at SMPN 1 Pekalongan. It was located on Gantiwarno 37A village East Lampung. SMPN 1 Pekalongan was built on 17 November 1983 that legitimated by Departemen Kependidikan dan Kebudayaan with no SK. 0472/1983.

SMPN 1 Pekalongan changed leader in six times. The first headmaster was Drs. Haki Akhyar from 1985 until 1990. The second headmaster was Dra. Nurmaida from 1990 until 1995. The third headmaster was Drs. Tukijo Ha,MM. from 1995 until 2000. The fourth headmaster was Budi Santoso from 2000 until 2006. The fifth headmaster was Warto S.Pd,M.M. from 2006 until July 2012. The sixth headmaster was H. Suroso S.Pd,M.Si. from 2012 until Mei 2017. And the last headmaster was Hj. Aida Aini, S.Pd., MM. from Mei 2017 until now.

2. Profile of The School

a. Name of School : SMPN 1 Pekalongan

b. Address : Street of Rawa Mangun No.37A Gantiwarno, Pekalongan, East Lampung.

c. Province : Lampung

d. NSS/NIS/NPSN : 2011 2041 0033/ 200260 / 10805965

e. Large : 17.709 m2

B. Result of the Research

In this research, the researcher was as an English teacher with Mrs. Endang Purwati S.Pd as collaborator. Before the learning process begin the researcher and the collaborator plan what have to do. This research was conducted in two cycles and before it did pre-test. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, and each meeting in these cycles took 2x45 minutes. As it was mentioned before, each cycle consist of planning, action, observation, and reflection.

1. **Pre-Test**

The date May 13th, 2017 the researcher gave pre-test about writing descriptive paragraph. The researcher conducted the pre-test to know the student's score early and it used to comparison score with post test. All of the students were given pre-test that must be done individually. The students must choice one of the topics. There were four topics namely, my mother, my pet, my self and my friend.

From the pre-test, it was gained that the highest score was 80 and the lowest score was 40, the average score of pre-test was 60. Based on the standard of KKM (Competence Minimal Standard), there are 7 students that able to pass the exam with score > 70 with the percentage 24, 13%.

2. **Cycle I**

a. Planning

In this stage the researcher and the collaborator planned to gave material about writing. The researcher and the collaborator prepared

several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the media that used in learning writing, made observation sheet of the students activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to gave evaluation to measure how far the material that had been taught could be accepted by the students.

b. Acting

The action in the cycle 1 consist of 3 meetings. The first meeting was used to pre-test. The second meeting was used to the treatment and the third meeting as the last meeting in the cycle 1 used to post-test 1. The explanation of every meeting would be explained below:

1. The First Meeting

The first meeting was conducted on Saturday, May 13th 2017 for 2x45 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying, and checking attendance, and asking the students condition. Then, the researcher gave pre-test to the students. The kind of test was writing test, the researcher gave a topics and the students made descriptive paragraph based on the topics. The result of pre-test could be seen on table below:

Table 5

The Result of Students Pre-Test Score

No.	Name	Score	Target >70
1	AP	60	Failed
2	AA	40	Failed
3	BK	50	Failed
4	BRA	60	Failed
5	BA	40	Failed
6	CMF	70	Passed
7	CAA	53	Failed
8	CTS	80	Passed
9	DP	60	Failed
10	DM	70	Passed
11	EY	47	Failed
12	ES	70	Passed
13	GWR	60	Failed
14	HRP	50	Failed
15	IWW	60	Failed
16	IZ A	70	Passed
17	LP	62	Failed
18	M	58	Failed
19	NAA	53	Failed
20	NA	60	Failed
21	NHF	62	Failed
22	OA	60	Failed
23	OF	60	Failed
24	R	48	Failed
25	SSA	77	Passed
26	SZ	65	Failed
27	SFS	65	Failed
28	TMN	60	Failed

29	V S	70	Passed
TOTAL ($\sum x$)		**1.740**	
AVERAGE $\overline{x}$		**60**	

Source: The result of pre-test on May, 13th 2017

From the result of pre-test, it could be seen that the score of the students were various. The highest score was 80 and the lowest score was 40. The average score of pre-test was 60.

From the table 5 above, we known that there were 22 students who got the score below the target (under the MSC) and 7 students got score above the MSC. So, based on the result of pre-test, it could be seen that the target of teaching based on Minimum Standard Criteria (MSC) had not been achieved yet.

2. The Second Meeting

The second meeting was used as the implementation of the action in the cycle 1. The second meeting was conducted on Monday, May 15th 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. And then the researchers ask the students about descriptive paragraph. After that, the researcher gave the example about descriptive paragraph. Then the teacher gave a piece of tasks to each student. The researcher gives them a time to made a descriptive paragraph. In the end of meeting, the teacher gave motivation to the students and stimulating the

students to concluded the material. And then, the researcher greets to closing the meeting.

3. The Third Meeting

The third meeting was conducted on Saturday, May 20th 2017 for 2x45 minutes. This meeting used to post-test 1 after the students given treatment. This meeting started by praying, greeting, checking the attendance list, and asking the students condition. Then, the researcher gave post-test to the students.

The kind of test was written test, and then the researcher gave time about 60 minutes to students and they should made a descriptive paragraph based the topic. In the post-test only 13 students who got good score, but the result of the students test was better than the students test before giving the treatment. The result of post-test 1 could be seen on table below:

Table 6
The Result of Students Post-test 1 Score

No.	Name	Score	Target >70
1	AP	70	Failed
2	AA	50	Failed
3	BK	65	Failed
4	BRA	70	Passed
5	BA	65	Failed
6	CMF	72	Passed
7	CAA	62	Failed
8	CTS	81	Passed

9	DP	62	Failed
10	DM	72	Passed
11	EY	68	Failed
12	ES	71	Passed
13	GWR	65	Failed
14	HRP	58	Failed
15	IWW	62	Failed
16	IZ A	74	Passed
17	LP	65	Failed
18	M	68	Failed
19	NAA	60	Failed
20	NA	68	Failed
21	NHF	80	Passed
22	OA	70	Passed
23	OF	62	Failed
24	R	50	Failed
25	SSA	80	Passed
26	SZ	70	Passed
27	SFS	70	Passed
28	TMN	70	Passed
29	V S	71	Passed
TOTAL ($\sum$x)		**1.949**	
AVERAGE $\overline{x}$		**67.20**	

Source: The result of post test 1 on May, 20th 2017

c. Observing

In this stage, the observation was done by the researcher and collaborator. There were some observations that had been done such as; observation on the students activities and observation on the result of the evaluation. These were explanation from the point above:

1) Students activities

There were four indicators used and mentioned to know the students activities. Every students who active in learning process given a tick in observation sheet. For students were not active in learning, let the observation sheet empty. It could be seen on the appendix. The indicators of the students activity were:

a) The students pay attention to the teacher explanation.

b) The students could learn individually.

c) The students were did the task descriptive paragrah based on the topic.

d) The students were made note from the material about descriptive paragraph.

The data of the students activity could be seen in the table below:

Table 7

The Result of the Students Activity in Cycle 1

No.	Students Activity	Frequency	Percentage
1.	Paying attention to the teachers explanation	21	72.41%
2.	Could learn individually	14	48.27%
3.	Did the task given from the teacher	25	86.27%
4.	Made note from the material	17	58.62%

From table above, it was revealed that there were 21 students (72.41%) who paid attention to the teacher explanation, 14 students (48.27%) ccould learn individually, 25 students (86.27%) of

students did the task given from the teacher, and 17 students (58.62%) of students made the notes from the material.

The weaknesses in the implementation of the learning process in cycle I were the students still confuse with the material was given and some students noisy with their friends.

2) Evaluation

We have done pre-test in second meting of cycle 1 on Monday, May 13th, 2017 and post test 1 in third meeting of cycle 1 on Saturday, May 20th, 2017. From the result of pre test that was given the researcher it was gained that the highest score was 80 and the lowest was 40. The average score of pre test was 60. Then, the result of post test 1 that was given the researcher it was gained that the highest score was 80 and the lowest 50. The average score of post test 1 was 67.20.

d. Reflecting

From the result observation in learning process in cycle 1, it could be concluded that the learning process by using Presentation, Practice, Production (PPP) method and also students participation had not achieved criteria of success of this research yet. This failure could be seen from the meeting in cycle 1.

In giving subject material the researcher was not maximum in giving explain the material. And only 72.41% of the students were active in the class.

Cycle 1 was done but the result was not success. It caused of the researcher giving subject material did not run well, so some students could not clear in understanding descriptive paragrph. The researcher could not make the class in good condition and the researcher did not use method correctly. Some students were not satisfied because they did not get chance the answer of the question and some students got failure in test of cycle 1. So, we have to continue cycle 2.

3. **Cycle II**

a. Planning

Based on observation and reflection in cycle 1, it showed failure. So, the researcher and collaborator try to revised it and arrange the planning for cycle 2. In this meeting the researcher and collaborator would gave the writing material more interested. The researcher and collaborator prepare lesson plan, the material by using Presentation, Practice, Production (PPP) as the method, made the observation sheet of students activity 2 and teacher activity 2.

b. Acting

The action of this meeting consist of two meetings, one meeting for the action and one meeting for the post test. The explanation of every meeting will be explained below :

1.) The first meeting

The first meeting was done on Monday, May 22th, 2017. This meeting was opening by greeting, checking the attendance list, and motivating the students. After that the researcher gave explanation the material about descriptive text by using Presentation, Practice, Production (PPP) as the method more clearly and the researcher gave the example how to made a descriptive paragraph. The researcher shows some pictures and ask the students to describe it together. The students gave full attention for this action. Some students wanted to know more about it, they asked the researcher to explain it again, and the researcher explain it one more. And the last the researcher give exercise.

2.) The second meeting

The second meeting was done on Monday, May 29th, 2017. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test 2 to the students. In this meeting, most of the students could written a descriptive paragraph and could choose a good word to made descriptive paragraph. It could be seen from the result of post-test II.

The result of post-test II could be seen on table below:

Table 8

The Result of Students Post-test II Score

No.	Name	Score	Target >70
1	AP	70	Passed
2	AA	68	Failed
3	BK	68	Failed
4	BRA	75	Passed
5	BA	70	Passed
6	CMF	80	Passed
7	CAA	78	Passed
8	CTS	85	Passed
9	DP	70	Passed
10	DM	78	Passed
11	EY	80	Passed
12	ES	83	Passed
13	GWR	72	Passed
14	HRP	65	Failed
15	IWW	72	Passed
16	IZ A	85	Passed
17	LP	70	Passed
18	M	80	Passed
19	NAA	73	Passed
20	NA	73	Passed
21	NHF	85	Passed
22	OA	73	Passed
23	OF	65	Failed
24	R	80	Passed
25	SSA	88	Passed
26	SZ	80	Passed
27	SFS	80	Passed
28	TMN	72	Passed

29	V S	72	Passed
TOTAL ($\sum$ x)		**2.190**	
AVERAGE $\overline{x}$		**75.51**	

Source: The result of post test 2 on May, 29th 2017

From the table above, there were 25 of 29 students got score above the MSC (Minimum Standard Criteria) and 4 of students not pass. The minimum standard criteria in English subject was 70.

c. Observing

In this stage, the observation was done by the researcher and collaborator. There were some observations that had been done such as; observation on the students activities and observation on the result of the evaluation.

1) Students activity

Observation was done on the cycle II was almost similar with the observation of the cycle I. The result of the students activity as follows:

Table 9
The Result of the Students Activity in Cycle II

No.	Students Activity	Frequency	Percentage
1.	ɩying attention to the teachers explanation	29	100%
2.	Could learn	23	79.31%

individually

3.	ld the task given from the teacher	29	100%
4.	ade note from the material	25	86.20%

The table above shows that the fourth students activity in cycle II was increase. There were 29 students (100%) who paid attention to the teacher explanation, 23 students (79.31%) could learn individually, 29 students (100%) of students did the task given from the teacher, and 25 students (86.20%) of students made the notes from the material.

2) Evaluation

Evaluation was given on cycle II were post test II was given at the end of learning. The result of post test in cycle II it was gained that the highest score were 88 and the lowest was 65. The average score of post-test in cycle 2 was 75.51.

d. Reflection

From the result of observation learning process cycle 2, it was concluded that most of the students pay attention the teacher and they could accept the material more clearly. Based on the test result, it ccould be seen that the teaching learning process was successful, because the students who got score under the Minimum Standard Criteria (MSC) only 4 students.

It means that, the teaching learning process by using Presentation, Practice, Production (PPP) method had positive effect and it ccould increase the students' writing skills in descriptive paragraph.

C. Discussion

1. The Result of The Students Observation Sheet

The researcher 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 10

The Comparison of the Students Activity in Cycle I and Cycle II

No.	Students' Activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1.	...ying attention to the teachers' explanation	21	72.41%	29	100%	Increase
2.	...ould learn individually	14	48.27%	23	79.31%	Increase
3.	...d the task given from the teacher	25	86.27%	29	100%	Increase
4.	...ade note from the material	17	58.62%	25	86.20%	Increase
	Average		**66.39%**		**91.37%**	**Increase**

Figure 2

Chart of the Students Activities Result in Cycle 1 and Cycle 2
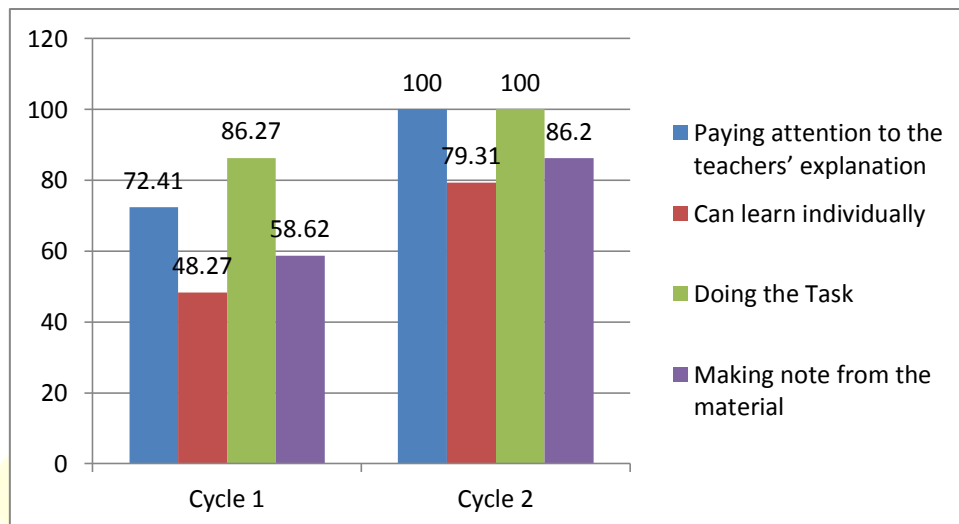
Based on the data had gotten, it could be explained as follows:

a. Giving attention to the teacher's explanation.

The students attention to the teacher explanation from meeting to next meeting was increased. In cycle 1 was only 72.41% and in cycle 2 100%, it increase 27.59%.

b. Could learn individually.

The students who could learn individually was increase from meeting to next meeting. It shown when the students describe based on comic strip in front of the class. For this activity was increase 4.31%, from cycle 1 48.27% and cycle 2 79.31%.

c. Did the task.

For the students did the task is also showed that the result was increasing. It can be seen in cycle 1 86.27% and cycle 2 100%, it increase 13,73%.

d. Making note from the material.

All of students making note from the material about descriptive text. It could be seen in cycle 1 58.62% and cycle 2 86.20%, it increase 27.58%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most students shown good increasing in learning process from cycle 1 to cycle 2.

2. **The Result of The Students Learning**

a. **The Result of the Students Learning in Cycle 1 and Cycle 2**

The researcher found that the score of the post test 1 was better than the pre test and the score of the post test 2 was better than post test 1. The score ccould be seen in the following table below:

Table 10

The Comparison of the Students Writing Descriptive Score in Pre Test, Post Test 1 and Post Test 2 Cycle

No	Students Name	Pre-Test	Cycle 1		Cycle 2		Note
			Post-Test 1	Increasing Score	Post-test 2	Increasing Score	
1	AP	60	68	10	70	2	Increase
2	AA	40	50	10	68	18	Increase
3	BK	50	65	15	68	3	Increase
4	BRA	60	70	10	75	5	Increase
5	BA	40	65	25	70	5	Increase
6	CMF	70	72	2	80	8	Increase
7	CAA	53	62	9	78	16	Increase
8	CTS	80	81	1	85	4	Increase
9	DP	60	62	2	70	8	Increase
10	DM	70	72	2	78	6	Increase
11	EY	47	68	21	80	12	Increase
12	ES	70	71	1	83	12	Increase
13	GWR	60	65	5	72	7	Increase
14	HRP	50	58	8	65	7	Increase
15	IWW	60	62	2	72	10	Increase
16	IZ A	70	74	4	85	11	Increase
17	LP	62	65	3	70	5	Increase
18	M	58	68	10	80	12	Increase
19	NAA	53	60	7	73	13	Increase
20	NA	60	68	8	73	5	Increase
21	NHF	62	80	18	85	5	Increase
22	OA	60	70	10	73	3	Increase
23	OF	60	62	2	65	3	Increase
24	R	48	50	2	80	30	Increase
25	SSA	77	80	3	88	8	Increase
26	SZ	65	70	5	80	10	Increase
27	SFS	65	70	5	80	10	Increase
28	TMN	60	70	10	72	2	Increase
29	V S	70	71	1	72	1	Increase
	Total ($\sum x$)	1.740	1.949	211	2.190	241	Increase
	Average $\overline{X}$	60	67.20	7.27	75.51	8.31	Increase
	Highest Score	80	80		88		
	The Lowest Score	40	50		65		

Figure 3

Chart of the Students Result in Pre-Test, Post-Test 1, and Post-Test 2
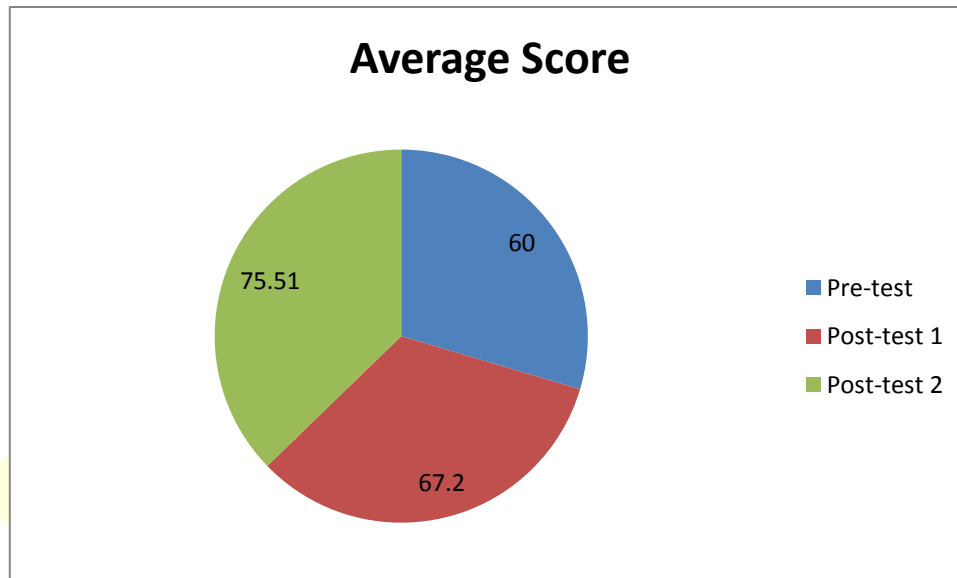
Based on the table 10 and chart 3 above, it could be concluded that using Presentation, Practice, Production (PPP) method could improved the descriptive paragraph writing skills. There was increasing of students score in pre-test, post-test 1 and post-test 2. The average of students' score was increased from 60 to 67.20 and finally became 75.51. So, the increasing students' score in cycle I to cycle II were 8.31 point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the descriptive paragraph writing skills could be increased through Presentation, Practice, Production (PPP) method, as folows:

1. Presentation, Practice, Production (PPP) method can be used as an alternative way in learning process of writing. The student's activity in the implementation of cycle I and II is very active. It means that Presentation, Practice, Production (PPP) method can improve the student's activeness. The average student's activity in cycle I is 66.39%, then increase to be 91.37% in cycle II.

2. Presentation, Practice, Production (PPP) method makes students understand easily in descriptive paragraph writin skills. While, Presentation, Practice, Production (PPP) method is also able to develope the descriptive paragraph writing skills score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 60, and in cycle I is 67.20, while in cycle II is 75.51.

3. Based on the table above, it can be inferred that Presentation, Practice, Production (PPP) method can improve the descriptive paragraph writing skills of the students. It can be seen there was an increasing score of the students.

Based on the data above, it can be concluded that Presentation, Practice, Production (PPP) method can improve the descriptive paragraph writing skills at the eighth grade of SMPN 1 Pekalongan.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the teachers

   The teacher is suggested to use the suitable method in teaching English, especially in writing subject. In order, the students could understand the material which the teacher gave if interested. Automatically, the students' motivation in learning process could be improved and made them to try the best effort to accepting the material which taught by the teacher.

2. For the students

   a. The students are suggested to be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should be ask to the teacher.

   b. The students are suggested to improve their descriptive paragraph writing skills through Presentation, Practice, Produton (PPP) method.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMPN 1 Pekalongan

Kelas/semester : VIII (Delapan)/2

Mata Pelajaran : **BAHASA INGGRIS**

Semester : **1 (Satu)**

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

si Dasar	Materi mbelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	1. Teks fungsional pendek berupa : • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa • Kalimat sederhana	1.Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2.Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak	1. *Complete the following senten-ce / text using suitable word / words* 2. *Arrange the word into good senten-ces.* 3. *Write simple sentences based*	4 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumuman, SMS 2. Gambar yang relevan

si Dasar	Materi mbelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
untuk berinteraksi dengan lingkungan sekitar 6.2.Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	- mengundang - mengumumkan - menyampaikan pesan 3.Kosa kata - Kata terkait tema dan jenis teks 4.Tanda baca 5. Spelling 1. Teks rumpang berbent uk	3.Menulis kalimat sederhana terkait jenis teks 4.Menulis teks fungsional pendek berdasarkan konteks 1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive dan recount gambar/realia. 3. Melengkapi	1. Melengkapi rumpang teks essai pendek berbentuk *descriptive* 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptivedan recount.* 3. Menulis teks essai dalam bentuk a. *descriptive dan recount .*	Tes tulis	Essay *1.Completion*	*on the situation given* *4. Write an invita-tion/ an announ-cement / messa-ge based on the situation given.* *1. Comp lete the*	4 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik

si Dasar	Materi embelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	-*descriptive* - *recount* 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks -kata penghubung	rumpang dalam teks descriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.		Tes tulis Tes tulis	2. *Jumbled sentences* 3. *Essay*	*paragraph using the suitable words.* 2.*Rearrange the Following sentences correctly.* 3.*Write an essay* *a. describing something or a certain*		3.Benda-benda sekitar

si Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	and, then, after that, before dsb 4. Tanda Baca, Spelling					*place.* *b. Telling what you did last Sunday*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Pekalongan,   Mei 2017

Mengetahui;

Kepala Sekolah SMPN 1 Pekalongan

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMPN 1 Pekalongan

MataPelajaran **:** Bahasa Inggris

Kelas/Semester **:** VIII (Delapan) / II

Jenis teks **:** Descriptive Text

Tema : Home Life

Aspek/Skill : Menulis (writing)

Alokasi Waktu **:** 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive text.

B. Kompetensi Dasar

5.3 Merespon makna dan generic structure teks esei sederhana berbentuk deskriptive text.

C. Indikator

- ❖ Menemukan informasi rinci dalam teks deskriptive.
- ❖ Menjelaskan tujuan komunikatif teks deskriptive.
- ❖ Menjawab pertanyaan sesuai dengan text.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- ❖ Menemukan informasi rinci dalam teks deskriptive.
- ❖ Menjelaskan tujuan komunikatif teks deskriptive.
- ❖ Menjawab pertanyaan sesuai dengan text.

Karakter siswa yang diharapkan :

- Dapat dipercaya (Trustworthines)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)

E. Materi Pembelajaran

1. Definition of Descriptive Paragaraph

Descriptive paragraph is a kind of text with a purpose to give information. Description relies on the five senses. The reader should see, hear, taste, smell, and feel. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

2. Generic Structure of Descriptive Paragraph

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

3. Language Feature of Descriptive Paragraph

a. In descriptive paragraph only focus on one topic or object.

b. Use the simple present tense for telling the facts of object descriptions. For example: *My mother is a teacher.*

c. Use a variety of types of adjectives, for example, be used for the following expression: *A beautiful beach, a handsome man, ohers.*

d. Use of relating verbs to provide information about the subject, for example: *He stands about 172 cm.*

e. Using Action verbs to describe the subject's behaviour, for example: *Moreover, he is very friendly that makes him loveable.*

4. **Example of Decriptive Paragraph**

Keukenhof Flower Park

Keukenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world's largest flower garden. Keukenhof is more than 150 years old. Its firts grounds were founded around 1840.

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54, 520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May. However, it depends on the weather. In seven weeks Keukenhof has about 800,000 visitors.

F. **Metode Pembelajaran :** Presentation, Practice, Production

G. **Langkah-langkah Kegiatan**

a. **Pre-teaching Activities**

7. The researcher greets the students.
8. The researcher guide the student to pray together before start the teaching learning process.
9. The researcher checks the attendance list of the students.

b. **While Teaching Activities**

7. Presentation
   d. The teacher shows one of the object pictures tourist, then the teacher asked the students to guess and give comment about these pictures.
   e. The teacher presents the model paragraph shaped descriptive with all of the elements (social function, generic stucture, and language features).
   f. The teacher shows another example of descriptive paragraph while explain the elements (social function, generic stucture, and language features).

8. Practice
   d. The teacher asks the student to make small group that consist of 2 students.
   e. Then, one of students have to described about her friend (character of her/his friend).

f. The teacher guide the students to make a descriptive paragraph about her friend.

9. Production

c. The teacher gives some topicss to the students, then the students choose one of these topic.

d. The teacher asks the students to make a descriptive paragraph based on the topic.

c. Post Teaching Activities

1. The researcher collects students' work.

2. The researcher checks and gives evaluation to students' works.

3. The researcher gives feedback and conclusion.

4. The researcher closed the lesson with greeting.

H. Sumber Belajar   :

a) Buku PR Bahasa Inggris untuk SMP/MTS Kelas VIII,   Intan Pariwara, 2006, hal.21.

b) English on Sky 2 for Junior High School Students Year VIII, Penerbit Erlangga, 2007. Hal.19.

I. Penilaian

a. Teknik   : Tes Tertulis

b. Bentuk   : make a descriptive paragraph based on the topic.

c. Instrumen   : choose one of the titles below and then write the descriptive paragraph based on the title that you have chosen. The paragraph consist of six sentences.

a. My Mother   d. My House

b. My Friend   e. My School

c. My Lovely Pet

d.   Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100.

Nilai siswa = _Skor perolehan x_ 100

Skor Maksimal

e. Rubrik Penilaian

No.	Criteria of Evaluation	Level	Score
1.	**Content** • The topic is compete and clear and the details are relating to the topic. • The topic is compete and clear but the delails are almost relating to the topic. • The topic is compete and clear and the details are not relating to the topic. • The topic is not clear and the details are relating to the topic.	Excellent Good Fair Low	27-30 22-26 17-21 13-16
2.	**Organization** • Identification is complete and the descriptions are arranged with proper connectives. • Identification is almost complete and the descriptions are arranged with almost proper connectives. • Identification is not complete and descriptions are arrenged with few misuse of connectives. • Identification is not complete and descriptions are arrenged with few of connectives.	Excellent Good Fair Low	18-20 14-17 10-13 7-9
3.	**Grammar** • Very few grammatical or agreement inaccuracies. • Few grammatical or agreement inaccuracies but not affect on meaning. • Numerous grammatical or agreement inaccuracies. • Frequent grammatical or agreement inaccuracies.	Excellent Good Fair Low	22-25 18-21 11-17 7-9
4.	**Vocabulary** • Effective choice of words and word forms. • Few misuse of vocabularies, word forms, but not change the meaning. • Limmited range confusing words and word form. • Very poor knowledge of words, word forms and not understandable.	cellent Good Fair Low	18-20 14-17 19-13 7-9

5.	echanics		
	• It uses correct spelling, punctuation and capitalization.	Excellent	18-20
	• It has occasional errors of punctuation, punctuation and capitalization.	Good	14-17
	• It has frequent errors of punctuation, punctuation and capitalization.	Fair	19-13
	• It is dominated by errors of punctuation, punctuation and capitalization.	Low	7-9

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMPN 1 Pekalongan

MataPelajaran : Bahasa Inggris

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Aspek/Skill : Menulis (writing)

Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

J. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive text.

K. Kompetensi Dasar

5.3 Merespon makna dan generic structure teks esei sederhana berbentuk deskriptive text.

L. Indikator

❖ Menemukan informasi rinci dalam teks deskriptive.

❖ Menjelaskan tujuan komunikatif teks deskriptive.

❖ Menjawab pertanyaan sesuai dengan text.

M. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

❖ Menemukan informasi rinci dalam teks deskriptive.

❖ Menjelaskan tujuan komunikatif teks deskriptive.

❖ Menjawab pertanyaan sesuai dengan text.

Karakter siswa yang diharapkan :

- Dapat dipercaya (Trustworthines)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)

N. Materi Pembelajaran

5. Definition of Descriptive Paragaraph

Descriptive paragraph is a kind of text with a purpose to give information. Description relies on the five senses. The reader should see, hear, taste, smell, and feel. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

6. Generic Structure of Descriptive Paragraph

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

7. Language Feature of Descriptive Paragraph

a. In descriptive paragraph only focus on one topic or object.

b. Use the simple present tense for telling the facts of object descriptions. For example: *My mother is a teacher.*

c. Use a variety of types of adjectives, for example, be used for the following expression: *A beautiful beach, a handsome man, ohers.*

d. Use of relating verbs to provide information about the subject, for example: *He stands about 172 cm.*

e. Using Action verbs to describe the subject's behaviour, for example: *Moreover, he is very friendly that makes him loveable.*

8. Example of Decriptive Paragraph

MY MOTHER

Every people certainly have a mother. It is because people are born from her. The existance of her among us is very important. And here is my mother.

My mother's is Aisyah. She was born 49 years old. She is short, but not too short. She is little fat. She has got short black straight hair. She has got brown skin. She is beautiful women. She never stops support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. She is the best mother. That is why I love her so much

O. Metode Pembelajaran : Presentation, Practice, Production

P. Langkah-langkah Kegiatan

a. **Pre-teaching Activities**

10. The researcher greets the students.
11. The researcher guide the student to pray together before start the teaching learning process.
12. The researcher checks the attendance list of the students.

f. **While Teaching Activities**

10. Presentation

g. The teacher shows one of the object pictures tourist, then the teacher asked the students to guess and give comment about these pictures.

h. The teacher presents the model paragraph shaped descriptive with all of the elements (social function, generic stucture, and language features).

i. The teacher shows another example of descriptive paragraph while explain the elements (social function, generic stucture, and language features).

11. Practice

g. The teacher asks the student to make small group that consist of 2 students.

h. Then, one of students have to described about her friend (character of her/his friend).

i. The teacher guide the students to make a descriptive paragraph about her friend.

12. Production

    e. The teacher gives some topics to the students, then the students choose one of these topic.

    f. The teacher asks the students to make a descriptive paragraph based on the topic.

g. Post Teaching Activities

1. The researcher collects students' work.
2. The researcher checks and gives evaluation to students' works.
3. The researcher gives feedback and conclusion.
4. The researcher closed the lesson with greeting.

Q. Sumber Belajar   **:**

c) Buku PR Bahasa Inggris untuk SMP/MTS Kelas VIII, Intan Pariwara, 2006, hal.21.

d) English on Sky 2 for Junior High School Students Year VIII, Penerbit Erlangga, 2007. Hal.19.

R. Penilaian

a. Teknik   : Tes Tertulis

b. Bentuk   : make a descriptive paragraph based on the topic.

c. Instrumen   : choose one of the titles below and then write the descriptive paragraph based on the title that you have chosen. The paragraph consist of six sentences.

a. My Mother

b. My Friend

c. My Lovely Pet

h. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100.

Nilai siswa = *Skor perolehan x* 100

              Skor Maksimal

i. Rubrik Penilaian

No.	Criteria of Evaluation	Level	Score
1.	**Content** • The topic is compete and clear and the details are relating to the topic. • The topic is compete and clear but the delails are almost relating to the topic. • The topic is compete and clear and the details are not relating to the topic. • The topic is not clear and the details are relating to the topic.	Excellent Good Fair Low	27-30 22-26 17-21 13-16
2.	**Organization** • Identification is complete and the descriptions are arranged with proper connectives. • Identification is almost complete and the descriptions are arranged with almost proper connectives. • Identification is not complete and descriptions are arrenged with few misuse of connectives. • Identification is not complete and descriptions are arrenged with few of connectives.	Excellent Good Fair Low	18-20 14-17 10-13 7-9
3.	**Grammar** • Very few grammatical or agreement inaccuracies. • Few grammatical or agreement inaccuracies but not affect on meaning. • Numerous grammatical or agreement inaccuracies. • Frequent grammatical or agreement inaccuracies.	Excellent Good Fair Low	22-25 18-21 11-17 7-9
4.	**Vocabulary** • Effective choice of words and word forms. • Few misuse of vocabularies, word forms, but not change the meaning. • Limmited range confusing words and word form. • Very poor knowledge of words, word forms and not understandable.	Excellent Good Fair Low	18-20 14-17 19-13 7-9

5.	**echanics**		
	• It uses correct spelling, punctuation and capitalization.	Excellent	18-20
	• It has occasional errors of punctuation, punctuation and capitalization.	Good	14-17
	• It has frequent errors of punctuation, punctuation and capitalization.	Fair	19-13
	• It is dominated by errors of punctuation, punctuation and capitalization.	Low	7-9

Mengetahui;

Guru Bahasa Inggris

Pekalongan,   Mei 2017

Guru Praktikan,

Endang Purwati, S.Pd
NIP . 197212051999032007

Putri Rianndari
NPM. 13108077

Kepala Sekolah

Hj. Aida Aini, S.Pd., MM
NIP. 19630714 198412 2 002

OBSERVATION SHEET IN PRE-TEST

No.	Student's Name	Score					Total
		content	oganization	grammar	mechanic	vocabulary	
1.	AP	15	10	15	10	10	60
2.	AA	10	10	10	5	5	40
3.	BK	15	15	10	8	2	50
4.	BRA	15	15	10	10	10	60
5.	BA	10	10	10	5	5	40
6.	CMF	20	15	15	10	10	70
7.	CAA	20	10	10	8	5	53
8.	CTS	20	20	20	10	10	80
9.	DP	20	10	10	10	10	60
10.	DM	20	15	15	10	10	70
11.	EY	15	10	10	8	5	47
12.	ES	20	15	15	10	10	70
13.	GWR	20	15	10	10	5	60
14.	HRP	15	15	10	8	2	50
15.	IWW	20	18	10	10	2	60
16.	IZ A	20	15	15	10	10	70
17.	LP	18	12	20	10	2	62
18.	M	20	12	10	8	8	58
19.	NAA	15	15	10	10	3	53
20.	NA	15	15	10	10	10	60
21.	NHF	15	10	15	12	10	62
22.	OA	20	15	10	10	5	60
23.	OF	20	15	10	10	5	60
24.	R	15	10	8	8	5	48
25.	SSA	20	20	10	10	12	77
26.	SZ	20	15	15	10	5	65
27.	SFS	20	15	15	10	5	65
28.	TMN	15	20	10	10	5	60
29.	V S	20	15	15	10	10	70
Total							**1.740**

OBSERVATION SHEET IN POST TEST I

No.	Student's Name	Score					Total
		content	oganization	grammar	mechanic	vocabulary	
1.	AP	20	13	15	12	8	68
2.	AA	10	10	10	10	10	50
3.	BK	15	15	15	10	10	65
4.	BRA	20	15	15	10	10	70
5.	BA	15	15	15	10	10	65
6.	CMF	20	17	15	10	10	72
7.	CAA	20	12	10	10	10	62
8.	CTS	20	20	20	11	10	81
9.	DP	15	12	15	10	10	62
10.	DM	20	17	15	10	10	72
11.	EY	20	15	15	10	8	68
12.	ES	20	16	15	10	10	71
13.	GWR	15	15	15	10	10	65
14.	HRP	15	15	10	10	8	58
15.	IWW	15	12	15	10	10	62
16.	IZ A	20	20	14	10	10	74
17.	LP	15	15	15	10	10	65
18.	M	20	13	15	12	8	68
19.	NAA	18	12	10	10	10	60
20.	NA	20	15	15	10	8	68
21.	NHF	30	20	10	10	10	80
22.	OA	20	15	15	10	10	70
23.	OF	20	12	10	10	10	2
24.	R	15	15	10	5	5	50
25.	SSA	30	20	10	10	10	80
26.	SZ	20	15	15	10	10	70
27.	SFS	20	15	15	10	10	70
28.	TMN	20	15	15	10	10	70
29.	V S	20	16	15	10	10	71
Total							**1.949**

OBSERVATION SHEET IN POST TEST II

No.	Student's Name	Score					Total
		content	oganization	grammar	mechanic	vocabulary	
1.	AP	20	15	15	10	10	70
2.	AA	20	20	10	10	8	68
3.	BK	20	20	10	10	8	68
4.	BRA	20	20	15	10	10	75
5.	BA	20	15	15	10	10	70
6.	CMF	20	20	20	10	10	80
7.	CAA	20	20	15	13	10	78
8.	CTS	20	20	20	15	10	85
9.	DP	20	15	10	10	15	70
10.	DM	20	20	18	10	10	78
11.	EY	20	20	20	10	10	80
12.	ES	20	20	20	13	10	83
13.	GWR	20	17	15	10	10	72
14.	HRP	15	15	15	10	10	65
15.	IWW	20	17	15	10	10	72
16.	IZ A	20	20	20	15	10	85
17.	LP	20	15	15	10	10	70
18.	M	20	20	20	10	10	80
19.	NAA	20	18	15	10	10	73
20.	NA	20	18	15	10	10	73
21.	NHF	20	20	20	15	10	85
22.	OA	20	18	15	10	10	73
23.	OF	15	15	15	10	10	65
24.	R	20	20	20	10	10	80
25.	SSA	20	20	20	10	10	88
26.	SZ	28	20	20	10	10	80
27.	SFS	20	20	20	10	10	80
28.	TMN	20	17	15	10	10	72
29.	V S	20	17	15	10	10	72
Total							**2.190**

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AP	√	√	√	√	4
2	AA					0
3	BK	√		√	√	3
4	BRA	√	√	√	√	4
5	BA			√		1
6	CMF	√	√	√	√	4
7	CAA			√		0
8	CTS	√	√	√	√	4
9	DP	√	√	√		3
10	DM			√		0
11	EY	√	√	√	√	4
12	ES	√		√	√	3
13	GWR					0
14	HRP	√	√	√	√	4
15	IWW	√		√		2
16	IZ A	√	√	√	√	3
17	LP					0
18	M	√		√	√	3

No	Name	1	2	3	4	Total
19	NAA			√		1
20	NA			√		1
21	NHF	√	√	√	√	4
22	OA	√	√	√		3
23	OF	√				1
24	R	√	√	√	√	4
25	SSA	√	√	√	√	4
26	SZ	√		√	√	2
27	SFS	√	√	√	√	3
28	TMN	√		√	√	3
29	V S	√	√	√	√	3
	TOTAL	**21**	**14**	**25**	**17**	

NOTE :

1. The students pay attention to the teacher explanation.

2. The students can learn individually.

3. The students is doing the task descriptive paragrah based on the topic.

4. The students is making note from the material about descriptive paragraph.

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE II

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AP	√	√	√	√	4
2	AA	√		√		2
3	BK	√		√	√	3
4	BRA	√	√	√	√	4
5	BA	√		√		2
6	CMF	√	√	√	√	4
7	CAA	√	√	√		3
8	CTS	√	√	√	√	4
9	DP	√	√	√	√	4
10	DM	√	√	√	√	4
11	EY	√	√	√	√	4
12	ES	√	√	√	√	4
13	GWR	√	√	√	√	4
14	HRP	√	√	√	√	4
15	IWW	√	√	√	√	4
16	IZ A	√	√	√	√	4
17	LP	√		√	√	3
18	M	√	√	√	√	4
19	NAA	√		√		2

20	NA	√		√	√	3
21	NHF	√	√	√	√	4
22	OA	√	√	√	√	4
23	OF	√	√	√	√	4
24	R	√	√	√	√	4
25	SSA	√	√	√	√	4
26	SZ	√	√	√	√	4
27	SFS	√	√	√	√	4
28	TMN	√	√	√	√	4
29	V S	√	√	√	√	4
	TOTAL	**29**	**23**	**29**	**25**	

NOTE :

1. The students pay attention to the teacher explanation.

2. The students can learn individually.

3. The students is doing the task descriptive paragrah based on the topic.

4. The students is making note from the material about descriptive paragraph.

Table 10

The Comparison of the Students Writing Descriptive Score in Pre Test, Post Test 1 and Post Test 2

No	Students Name	Pre-Test	Cycle				Note
			Cycle 1		Cycle 2		
			Post-Test 1	Increasing Score	Post-test 2	Increasing Score	
1	AP	60	68	10	70	2	Increase
2	AA	40	50	10	68	18	Increase
3	BK	50	65	15	68	3	Increase
4	BRA	60	70	10	75	5	Increase
5	BA	40	65	25	70	5	Increase
6	CMF	70	72	2	80	8	Increase
7	CAA	53	62	9	78	16	Increase
8	TS	80	81	1	85	4	Increase
9	DP	60	62	2	70	8	Increase
10	DM	70	72	2	78	6	Increase
11	EY	47	68	21	80	12	Increase
12	ES	70	71	1	83	12	Increase
13	GWR	60	65	5	72	7	Increase
14	HRP	50	58	8	65	7	Increase
15	IWW	60	62	2	72	10	Increase
16	IZ A	70	74	4	85	11	Increase
17	LP	62	65	3	70	5	Increase
18	M	58	68	10	80	12	Increase
19	NAA	53	60	7	73	13	Increase
20	NA	60	68	8	73	5	Increase
21	NHF	62	80	18	85	5	Increase
22	OA	60	70	10	73	3	Increase
23	OF	60	62	2	65	3	Increase
24	R	48	50	2	80	30	Increase
25	SSA	77	80	3	88	8	Increase
26	SZ	65	70	5	80	10	Increase
27	SFS	65	70	5	80	10	Increase
28	TMN	60	70	10	72	2	Increase
29	V S	70	71	1	72	1	Increase
	Total (∑x)	1.740	1.949	211	2.190	241	Increase
	Average $\overline{X}$	60	67.20	7.27	75.51	8.31	Increase
	The Highest Score	80	80		88		
	The Lowest Score	40	50		65		

OBSERVATION SHEET IN PRE-TEST

No.	Student's Name	Score					Total
		content	oganization	grammar	mechanic	vocabulary	
1.	AP	15	10	15	10	10	60
2.	AA	10	10	10	5	5	40
3.	BK	15	15	10	8	2	50
4.	BRA	15	15	10	10	10	60
5.	BA	10	10	10	5	5	40
6.	CMF	20	15	15	10	10	70
7.	CAA	20	10	10	8	5	53
8.	CTS	20	20	20	10	10	80
9.	DP	20	10	10	10	10	60
10.	DM	20	15	15	10	10	70
11.	EY	15	10	10	8	5	47
12.	ES	20	15	15	10	10	70
13.	GWR	20	15	10	10	5	60
14.	HRP	15	15	10	8	2	50
15.	IWW	20	18	10	10	2	60
16.	IZ A	20	15	15	10	10	70
17.	LP	18	12	20	10	2	62
18.	M	20	12	10	8	8	58
19.	NAA	15	15	10	10	3	53
20.	NA	15	15	10	10	10	60
21.	NHF	15	10	15	12	10	62
22.	OA	20	15	10	10	5	60
23.	OF	20	15	10	10	5	60
24.	R	15	10	8	8	5	48
25.	SSA	20	20	10	10	12	77
26.	SZ	20	15	15	10	5	65
27.	SFS	20	15	15	10	5	65
28.	TMN	15	20	10	10	5	60
29.	V S	20	15	15	10	10	70
Total							**1.740**

OBSERVATION SHEET IN POST TEST I

No.	Student's Name	Score					Total
		content	oganization	grammar	mechanic	vocabulary	
1.	AP	20	13	15	12	8	68
2.	AA	10	10	10	10	10	50
3.	BK	15	15	15	10	10	65
4.	BRA	20	15	15	10	10	70
5.	BA	15	15	15	10	10	65
6.	CMF	20	17	15	10	10	72
7.	CAA	20	12	10	10	10	62
8.	CTS	20	20	20	11	10	81
9.	DP	15	12	15	10	10	62
10.	DM	20	17	15	10	10	72
11.	EY	20	15	15	10	8	68
12.	ES	20	16	15	10	10	71
13.	GWR	15	15	15	10	10	65
14.	HRP	15	15	10	10	8	58
15.	IWW	15	12	15	10	10	62
16.	IZ A	20	20	14	10	10	74
17.	LP	15	15	15	10	10	65
18.	M	20	13	15	12	8	68
19.	NAA	18	12	10	10	10	60
20.	NA	20	15	15	10	8	68
21.	NHF	30	20	10	10	10	80
22.	OA	20	15	15	10	10	70
23.	OF	20	12	10	10	10	2
24.	R	15	15	10	5	5	50
25.	SSA	30	20	10	10	10	80
26.	SZ	20	15	15	10	10	70
27.	SFS	20	15	15	10	10	70
28.	TMN	20	15	15	10	10	70
29.	V S	20	16	15	10	10	71
Total							**1.949**

OBSERVATION SHEET IN POST TEST II

No.	Student's Name	Score					Total
		content	oganization	grammar	mechanic	vocabulary	
1.	AP	20	15	15	10	10	70
2.	AA	20	20	10	10	8	68
3.	BK	20	20	10	10	8	68
4.	BRA	20	20	15	10	10	75
5.	BA	20	15	15	10	10	70
6.	CMF	20	20	20	10	10	80
7.	CAA	20	20	15	13	10	78
8.	CTS	20	20	20	15	10	85
9.	DP	20	15	10	10	15	70
10.	DM	20	20	18	10	10	78
11.	EY	20	20	20	10	10	80
12.	ES	20	20	20	13	10	83
13.	GWR	20	17	15	10	10	72
14.	HRP	15	15	15	10	10	65
15.	IWW	20	17	15	10	10	72
16.	IZ A	20	20	20	15	10	85
17.	LP	20	15	15	10	10	70
18.	M	20	20	20	10	10	80
19.	NAA	20	18	15	10	10	73
20.	NA	20	18	15	10	10	73
21.	NHF	20	20	20	15	10	85
22.	OA	20	18	15	10	10	73
23.	OF	15	15	15	10	10	65
24.	R	20	20	20	10	10	80
25.	SSA	20	20	20	10	10	88
26.	SZ	28	20	20	10	10	80
27.	SFS	20	20	20	10	10	80
28.	TMN	20	17	15	10	10	72
29.	V S	20	17	15	10	10	72
Total							**2.190**

Giving the Post Test I
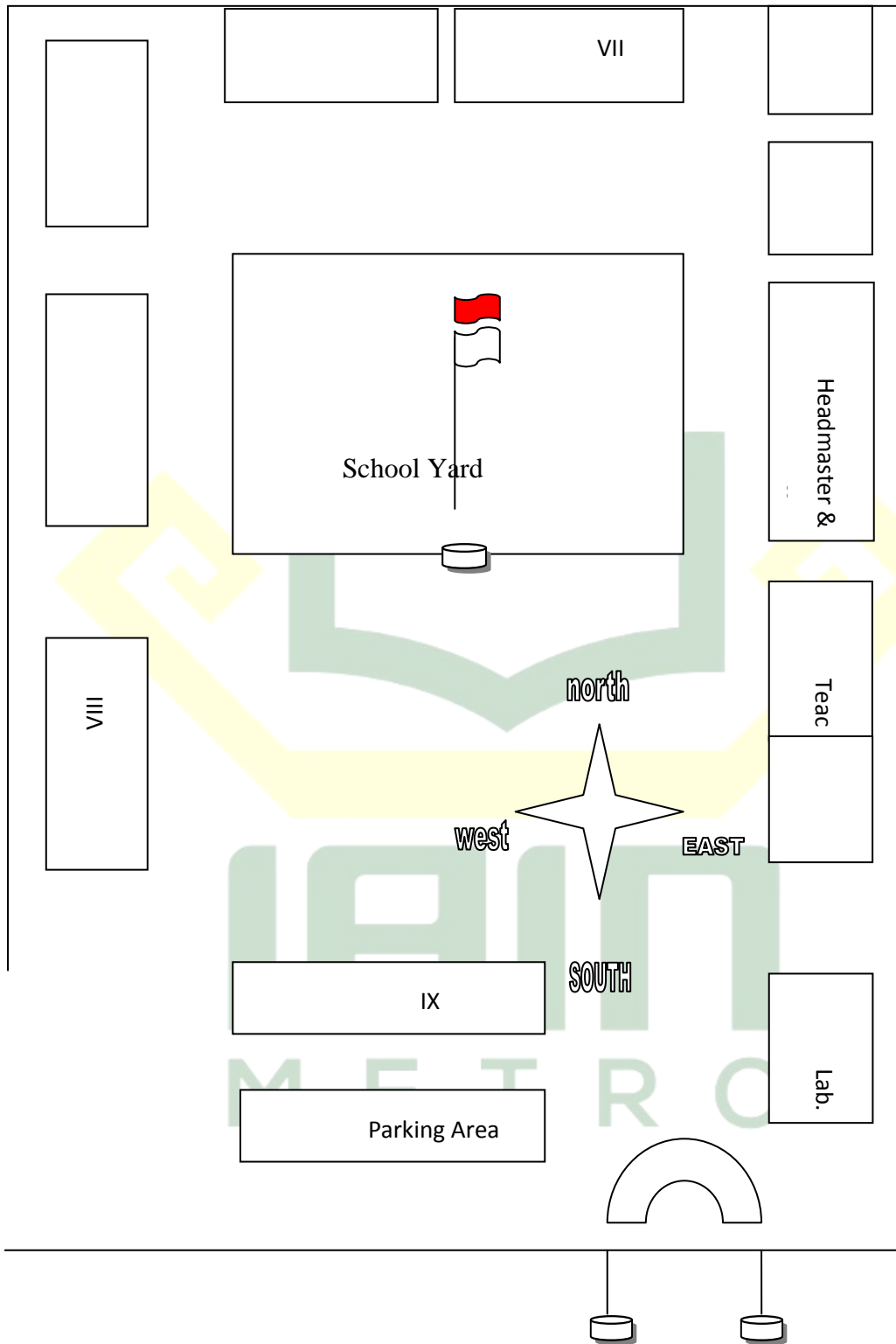
Giving the Treatment

Giving the Post Test II

Giving the Pre - Test

Location Sketch of SMPN 1 Pekalongan

PEMERINTAH KABUPATEN LAMPUNG TIMUR

DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

SMP NEGERI 1 PEKALONGAN

JLn. Rawamangun 37 A Gantiwarno Kec. Pekalongan Lampung Timur Kode Pos 34391

The Number of Teachers and Official Employers of SMPN 1 Pekalongan

No.	Nama Pegawai	NIP	Pangkat, Golongan	Jabatan
1	HJ. AIDA AINI , S.PD., MM	19650509 198703 1 005	Pembina Tk. I, IV/b	Headmaster
2	PUJI ASTUTI, S.Pd	19621029 198412 2 001	Pembina Tk. I, IV/b	Teacher
3	NUR IMANINGSIH	19620209 198301 2 002	Pembina Tk. I, IV/b	Teacher
4	Dra. SUMIYATI	19621105 199601 2 001	Pembina Tk. I, IV/b	Teacher
5	Dra. MARDIYAH	19640518 199512 2 001	Pembina Tk. I, IV/b	Teacher
6	Drs. Hi. TUMIJO, M.MPd	19580826 198203 1 004	Pembina, IV/a	Teacher
7	TRIYATI SUNDAWATI, S.Pd	19610706 198403 2 005	Pembina, IV/a	Teacher
8	SULISTIYOWATI, BA	19590928 198403 2 004	Pembina, IV/a	Teacher
9	SRI REJEKI, S.Pd	19631231 198703 2 097	Pembina, IV/a	Teacher
10	Hi. PAINO, A.Md.Pd	19620407 198403 1 006	Pembina, IV/a	Teacher
11	B U D I M A N	19650701 198803 1 008	Pembina, IV/a	Teacher
12	SUPARNI, BA	19610203 198602 2 001	Pembina, IV/a	Teacher
13	DEWI ANGGRAENI, S.Pd	19670819 198803 2 001	Pembina, IV/a	Teacher
14	YULIANI	19620713 198610 2 001	Pembina, IV/a	Teacher
15	LELAWATI	19620905 198602 2 003	Pembina, IV/a	Teacher
16	IRAMA DIYANTO, BA	19610131 198702 1 001	Pembina, IV/a	Teacher
17	TITIN WINARNI, S.Pd	19700515 199512 2 003	Pembina, IV/a	Teacher
18	ENDAH TRI UTAMI	19650706 198803 2 005	Pembina, IV/a	Teacher
19	LIES FACHLIA	19591110 198403 2 007	Pembina, IV/a	Teacher
20	ENDANG SARI TRININGSIH, S.Pd	19631005 198803 2 011	Pembina, IV/a	Teacher
21	SUGIYO, S.Pd	19650614 199102 1 002	Pembina, IV/a	Teacher
22	ENDANG PURWATI, S.Pd	19721205 199903 2 007	Pembina, IV/a	Teacher
23	NURSIYAH, S.Pd	19630126 198610 2 001	Pembina, IV/a	Teacher
24	JOKO PRIHARTONO, S.Pd	19641013 1989 01 1 003	Pembina, IV/a	Teacher
25	RIMMA HASIANA NASUTION, S.Pd, M.Pd	19720821 200012 2 001	Pembina, IV/a	Teacher
26	KUSNA	19630202 199103 1 012	Penata Tk.I, III/d	Teacher
27	SRI WIYATIN, S.Pd	19651001 199002 2 004	Penata Tk.I, III/d	Teacher
28	SUPOYO	19620605 199103 1 008	Penata Tk.I, III/d	Teacher
29	FEBRIKA ANTRISIA, S.Pd	19750211200903 2 002	Penata Muda Tk.I, III/b	Teacher

30	MUSYRIFAH ROSYIDAH, S.Ag	19731028 201001 2 001	Penata Muda Tk.I, III/b	Teacher
31	ZAENAL ABDANI, S.Ag	19741231 201001 1 003	Penata Muda Tk.I, III/b	Teacher
32	NURHIDAYATI, S.Pd	19841111 200903 2 002	Penata Muda Tk.I, III/b	Teacher
33	MIRATUN, S.Pd	19670826 199103 2 006	Penata Muda Tk.I, III/b	Teacher
34	SRI MULYANI, S.Pd	19691210 200701 2 039	Penata Muda Tk.I, III/b	Teacher
35	DARMILA, A.Md.Pd	19790514 200903 2 002	Pengatur, II/c	Teacher
36	BUDI PRIHTIATI, S.Pd	19760403 201407 2 001		Teacher
37	WILLY OKTORA C., S.Kom	Honor		Teacher
38	LASMINI, S,Ag	Honor		Teacher
39	CHINDY ARIESTA, S.Pd	Honor		Teacher
40	TRI RAHAYU MUSTIKOWATI, S.Pd.B	Honor		Teacher
41	SUMIYATI	19600929 198403 2 003	Penata Muda Tk.I , III/B	TU
42	SURYANI	19641212 198503 2 010	Penata Muda Tk.I , III/B	TU
43	SUKAMTO	19620519 199003 1 005	Penata Muda Tk.I , III/B	TU
44	JUMIATI	19680707 199010 2 001	Penata Muda Tk.I, III/B	TU
45	SUGIANTO	19641005 199203 1 005	Penata Muda Tk.I , III/B	TU
46	NGATIYEM	19630703 199103 2 003	Penata Muda , III/A	TU
47	SANUSI	19660516 198803 1 009	Penata Muda , II/D	TU
48	SUMARTONO	Honorer		Satpam Sekolah
49	SURAJIN	Honorer		P.Kebersihan
50	FERZA NIVIA YUNISE	Honorer		P. Perpustakaan

Curriculum Vitae

Putri Rianndari was born in Central Lampung, on January 10th 1996 and spent her childhood in Sritejokencono, a remote area in Central Lampung. She is the first of three children from of happy couple, Mr. Purnomo and Mrs. Sumirah.

She took her elementary school at SDN 1 Sritejokencono and graduated on 2007. Then, she took her Junior High School at SMPN 1 Kotagajah for three years and graduated on 2010. Having graduated from Junior High School, she continued her study in Senior High School SMAN 1 Pekalongan, East Lampung and was finished in 2013. After graduating from Senior High School, she deciced to have lecture in English major at IAIN Metro. She hopes that one day she can continue her study to master of degree.