AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018

By:

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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1439 H / 2018 M

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IN THE ACADEMIC YEAR OF 2017/2018**

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

By:

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Sponsor   :   Dra. Umi Yawisah, M.Hum.
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ABSTRACT

By:
Nurul Indah Prismawati

Descriptive text is one of text types in English learning. The descriptive writing deals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. Many students consider that write a text is as difficult as write an essay. This condition was found by the researcher at the seventh grader of MTs Muhammadiyah Metro it is caused the students still difficult when they have to start describe about something. Moreover, the students are lack of enthusiasts in following the learning process. The students are also passive during teaching learning process. To improve the students' writing descriptive text, the researcher used *scaffolding technique* as the technique in learing process.

The researcher had outlined the problem in this research focused in writing descriptive text. The aimed of this research was to use the scaffolding technique to improve the students' ability in writing descriptive text at the seventh graders of MTs Muhammadiyah Metro in academic year of 2017/2018 that consisted of 20 students. This research conducted in two cycles. This research was classroom action research consisted of 4 steps namely, planning, acting, observing, and reflecting. Test, observation, documentation, and field note were used as the data collecting methods.

Regarding to the research process, the researcher gave the pre-test for the students to know their writing descriptive score. Then, the researcher did the treatment for the students. In addition, the change of the students` writing descriptive text score could be known through post-test that had been given in every cycle. The test consisted 1 items of essay form. The result of the research illustrated the average of the students score in pre-test was 51.95 (15%), post-test 1 was 63.2 (20%) and post-test 2 was 74.6 (85%). It indicated that indicator of success has been achieved at least 85% students was passed the Minimum Standard Criteria (MSC) at least 70 and it is obvious that by using Scafolding technique could improve students in writing descriptive text. It means that this research was successful.

Key Words: Writing, Desciptive Text, Scaffolding Technique

MENINGKATAN MENULIS TEKS DESKRIPTIF SISWA
MELALUI PENERAPAN TEKNIK *SCAFFOLDING*
PADA SISWA KELAS TUJUH MTs MUHAMMADIYAH METRO
TAHUN AJARAN 2017/2018

ABSTRAK

By:
Nurul Indah Prismawati

Teks deskripsi adalah salah satu dari jenis text dalam pembelajaran Bahasa Inggris Ini adalah salah satu jenis teks yang bercerita seperti apa seseorang atau sesuatu benda. Teks deskripsi berhubungan dengan panca indera, jadi ini menggambarkan bagaimana sesuatu dilihat, dirasakan, dibau, dirasa dan didengarkan. Banyak siswa menganggap bahwa menulis sebuah teks sama sulitnya menulis sebuah esai. Hal ini penelitian temukan pada kelas tujuh Mts Muhammadiyah Metro hal ini disebabkan para siswa masih kesulitan ketika mereka harus memulai mendeskripsikan sesuatu. Selain itu, para siswa kurang antusias dalam mengikuti proses pembelajaran. Siswa juga tidak aktif selama proses belajar mengajar.

Permasalahan yang diangkat oleh penulis dalam penilitian ini berkaitan dengan kemampuan *menulis teks deskriptif siswa.* Tujuan penelitian ini adalah untuk menerapkan teknik scaffolding untuk meningkatkan kemampuan siswa dalam menulis teks deskripsi siswa kelas tujuh di MTs Muhammadiyah Metro tahun akademik 2017/2018 yang terdiri dari 20 siswa. Dalam penelitian ini, penulis menggunakan penelitian tindakan kelas (PTK) sebagai metodologi penilitian yang terdiri dari perencanaan, tindakan, pengamatan dan pencerminan. Tes, observasi, interview, dokumentasi, dan catatan digunakan sebagai metode pengumpulan data.

Tahapan-tahapan dalam proses penelitian adalah sebagai berikut. Dalam tahap awal, peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan *menulis teks deskriptif siswa*. Kemudian, peneliti memberikan tindakan atau perlakuan kepada siswa dalam setiap siklusnya sebagai bentuk tindak lanjut hasil pre-test yang telah dilakukan. Selanjutnya, perubahan nilai dari masing-masing siswa akan dapat diketahui melalui hasil post-test yang telah dilakukan dalam setiap siklusnya. Test ini terdiri dari 1 soal berbentuk essay. Kemudian, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 51.95 (15%), post-test 1 adalah 63.2 (20%) dan post-test 2 adalah 74.6 (85%). 85% siswa lulus Standar Minimum Kriteria (MSC) minimal 70 dan jelas bahwa dengan teknik Scaffolding dapat meningkatkan siswa dalam menulis teks deskripsi. Artinya penelitian itu berhasil.
Kata Kunci: Menulis, Teks Deskriptif, Teknik Scaffolding

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Munaqosyah Skripsi**
                 Saudari Nurul Indah Prismawati

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

Assalamu'alaikumWr.Wb.

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

Nama   : NURUL INDAH PRISMAWATI
NPM   : 13107957
Judul Skripsi   : Improving The Students' Writing Descriptive Text By Applying The Scaffolding Technique At The Seventh Grade of MTs Muhammadiyah Metro In The Academic Year of 2017/2018

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

Wassalamu'alaikumWr.Wb.

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APPROVAL PAGE

Title	:	IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018
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Department	:	English Education
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APPROVED BY:

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To :
The Honorable of Tarbiyah
Departement of State Islamic Institute of
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Assalamu'alaikum, Wr. Wb

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

Name   : NURUL INDAH PRISMAWATI

Student Number : 13107957

Title   : Improving The Students' Writing Descriptive Text By Applying
                   The Scaffolding Technique At The Seventh Grade of MTs
                   Muhammadiyah Metro In The Academic Year of 2017/2018

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

Wassalamu'alaikum Wr. Wb

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	Second Sponsor
Dra. Umi Yawisah, M.Hum.	**Trisna Dinillah Harya, M.Pd.**
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An Undergraduate Thesis entittled: IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY APPLYNG THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018

Written by Nurul Indah Prismawati, student number 13107957 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 25th, 2018 at 08.00-10.00

BOARD OF EXAMINERS:

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Examiner I   : Dedi Irwansyah, M.Hum   (.............................)

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name	: NURUL INDAH PRISMAWATI
NPM	: 13107957
Study Program	: English Education Study Program (TBI)
Department	: Tarbiyah

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

Metro,   2018

The Write

<u>**NURUL INDAH PRISMAWATI**</u>
St. ID 13107957

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini

      Nama   : NURUL INDAH PRISMAWATI

      NPM   : 13107957

      Program Studi   : Tadris Bahasa Inggris (TBI)

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,   2018
Penulis

NURUL INDAH PRISMAWATI
St. ID 13107957

x

MOTTOS

نٓ ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun. By the pen and that which they write (therewith)

(QS. Al-Qalam:1)

- *Every Cloud has a Silver Lining*

DEDICATION PAGE

"I highly dedicate this an undergraduate thesis to :

Firstly, my beloved mother Marsinah and my beloved brother Bagas Gumawang.

Secondly, My beloved fiance (Pratu) Oreda Sanjaya.

Thirdly my beloved sponcor Mrs.Dra Umi Yawisah, M.Hum and co-sponsor Mrs. Trisna Dinillah Harya, M.Pd and all of My beloved lectures of English Education Department of State Institute of Islamic Studies of Metro.

Finally, My beloved friends in class E especially Eksanti, Retno Eviyanti, Selly Wulandari, Ika Sri Wahyuningsih, Novi Teryzzeta, Elya Mawarni and all of my beloved friends IAIN Metro.

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DEDICATION PAGE

I highly dedicate this an undergraduate thesis to

My Beloved Mother and Brother
(Mrs. Marsinah and Bagas Gumawang)

My Beloved Fiance
(Pratu. Oreda sanjaya)

My Best Friends
(Eksanti, Retno Eviyanti, Selly Wulandari, Elya Mawarni and Novi Teryzzeta)

My Almamater

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All praises to Allah SWT, the Most Gracious, and the Most Merciful, who always gives us what we need and has taught human being what we didn't know before. All thanks to Allah SWT for His gift especially the precious health to the writer that she could accomplish the undergraduate thesis. Peace always gives to our prophet Muhammad SAW, the best person in the world thanks for good guidance.

The undergraduate thesis entitles "IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018". This undergraduate thesis is arranged as fulfillment of requirement of the degree of Sarjana Pendidikan (S.Pd) in English education Department of IAIN Metro.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this thesis that the researcher can not mention one by one. First of all, the writer would like to express her thanks to Mrs. Dra. Umi Yawisah, M.Hum. as the first advisor who has contributed her expertise and idea to assist the writer. The writer also wishes to express her deep thanks to Mrs. Trisna Dinillah Harya, M.Pd as the second advisor who has given his knowledge and experience in finishing this undergraduate thesis and become the inspiration man.

To make mistake is humanity. Nobody is perfect. The writer realizes the imperfectness of this work, nevertheless she hopes that this little piece of work can contribute for better English teaching in general.

Metro, Januari , 2018
The Researcher

Nurul Indah Prismawati
St. N. 13107957

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an Important international language used to comunicate with others. It has many important roles in the proces of comunication. It is easy for the speakers to convey the message by having good English mastery. English consists of productive and receptive language skills. Productive language skills belong to speaking and writing skills. Meanwhile, receptive skills belong to listening and reading skills. All of the language skills are very important. By mastering all of them, it is very effective to comunicate both in the spoken and written language.

Futhermore, in the context of English as a foreign language in Indonesia, the teaching and learning of English especially writing is one of the important subject. Writing becomes crucial for the university students especially in English departement because most of the literature is written in English. By writing, the learners can share information and ideas with other through written text. Writing ability can help them to think critically and to clarify their thoughts smoothly. In addition, good writing skill contributes the great influence on someone English performance. By being able to write effectively in English, it is easy for the writer to transfer the important massage to the readers. In the other words, without having good writing skill,

it is hard for the readers to understand well the real information conveyed by the writers.

Futhermore, in teaching English the teacher also has to incrase the students teaching ability by implementing suitable technique. It is be done because the teacher not use more media or technique in teaching descriptive text. Beside that, the condition of teaching learning process in there is still done passive. the teacher seldom gave group work or questioning and also students lack of vocabulary and grammar mastery. If they do the assignment from the teacher, they are just forced so they get bad score.

The writer had done a pre survey on march 30, 2017 and get the data such as the students have difficulties in writing at the seventh grade of MTs Muhammadiyah Metro, especially in descriptive text. Most of students have lack vocabulary. The students' are not interested in the writing activity. The students' have low ability in writing. The students' have difficulties to develop their descriptive text. Therefore the writer chooses improving students' writing descriptive text through scaffolding technique in MTs Muhammdiyah Metro. The writer should understand students' characteristics. Moreover, toward students' in writing skill, the writer should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process. Improving students' writing descriptive text through Scaffolding Technique can help the student understand the condition in their around and can develop their idea. By using this technique the writer

assumes that the teaching learning process in the classroom can be interesting and enjoyable.

The other student problem in writing subject at this score. Bellow the students score in writing such as, that is :

Table 1
Data pre-survey of writing descriptive text at the VII grades students of MTs Muhammadiyah Metro

No	Score	Frequency	Percentage
1.	85-100	-	-
2.	75-84	2	9%
3.	65-74	5	23%
4.	40-64	15	68%
5.	0-39	-	-
Total		22	100 %

Source : The English teacher of MTs Muhammadiyah Metro.

Based on the table above it is know that there are 20 students at the Seventh Grade of MTs Muhammadiyah Metro. The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. In fact, there are not students who get 80 - 100, there are only 2 students who got 75 − 84, 5 students got score 65 − 74, and 15 students got score 0 − 55. The average score is 32,38 % the total of students, it can be concluded that students' writing score at the seventh grade is still low.

Refering to the problem above, the resercher should be find a way to teach writing and also to change the students' perception that writing is difficult. Furthermore, the problems occur in writing many of kind of the text, including in writing descriptive text. Descriptive text is a text that tells about an experience or event in the past. Therefore, there must be such kind of great

effort to improve their writing skill. The teacher also should find a way to make it be an interesting for students.

There are so many ways to improve students' writing skills is by implementing the appropirate teaching technique in teaching and learning process. While the teachers choose an interesting technique, the student will be enthusiast and enjoy in learning English. Therefore, they will be easy to understand the material that has been given by the teachers. One of the effective teaching techniques in the learning proccess is implementation of scaffolding technique.

Futhermore, the researcher use Scaffolding Technique in teaching descriptive text. Scaffolding is an intructional technique where by the teacher models the desired learning strategy or task and then gradually shifts responsibility to the student. Scaffolding is one such approach to teach writing skills as it builds students' writing skills gradually from simple to complex tasks, and helps students become better writers. Scaffolding can be defined as a technique to give support in a structured study, conducted at an early stage to encourage students to study independently, to give encouragement to the students. Therefore, scaffolding technique can be applied in the classroom to improve writing descriptive students.

Based on problem above, the writer assusmes that using Scaffolding technique can help students in writing skills. Therefore, the writer will conduct the research entitled "Improving the students' writing descriptive text by

applying the scaffolding technique at the seventh grade of MTs Muhammadiyah Metro in Academic Year of 2016/2017".

B. Problem Identification

The researcher identifies problems, they are:

1. The students have lack of vocabulary.

2. The students are not interested in the writing activity.

3. The students have low ability in writing.

4. The students have difficulties to develop their descriptive text.

C. Problem Limitation

In this research, the writer will focuses on the students' still have low ability in writing and the students' have difficulties to develop their descriptive text. The writer focused on the improving the students' writing descriptive text by applying scaffolding technique at the seventh grade of MTs Muhammadiyah Metro in the Academic Years of 2017/2018.

D. Problem Formulation

Based on the background above, the problem that the writer wants to know. "Can scaffolding technique improve the students' writing descriptive text of MTs Muhammadiyah Metro in the Academic Year of 2017/2018?"

E. Objective and Benefit of the study

1. Objective of the Study

In line with the problem formulation above, this research has an objective to investigate whether media scaffolding technique can improve the students writing skills.

2. Benefits of the Study

a. For the Students

Hopefully, the result of research can stimulate the writing skill of students of MTs Muhammadiyah Metro so that they are active in writing activity.

b. For the Teacher

This research is expected to support the teachers of MTs Muhammadiyah Metro teaching writing subject. It is also beneficial for English teacher to enable give some ideas of various ways of teaching writing to students in the classroom and to give more motivation toward students in writing descriptive text.

c. For the Researcher

This research is a provement that the theory of scaffolding technique is used to improve students ability in writing descriptive text at the seventh grade of MTs Muhammadiyah Metro in the Academic Year of 2017/2018.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing Descriptive Text

1. Writing

a. Concept of Writing

There are four skills in English which should be mastered, they are: reading, listening, speaking and writing. It can be define that writing is one of the most important. Siahaan defines writing as a psychological action of the language user to describe information in the printed text.[1] In the other words, writing is a process of expressing ideas, thoughts, and feeling of the writer by using a conventional system, so that the reader understand the message or information sent.

In addition, according to Harmer stated that writing has always been used as a means of reinforcing language that has been taught.[2] Its mean that the teacher can askt the students to write recently material such as paragraph. It can be added that reinforcement writing guides the students to improve their performance.

Moreover, Siahaan explains that writing is the written productive language skill.[3] The written productive language skill ability is called writing. It is ability of a writer to explain information to a reader or group of readers.

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[1] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215
[2] Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman), P.32
[3] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

Based on the explaination above, writing is a process in comunication which uses a conventional graphic systbe learnt. In order to have good writing skill, someone should know the steps of arranging letters, words, sentences, paraghraph by using knowledge of structute and some other related to another. It is also important that communication will be succesful if the readers understand the message because writing is drawing the graphic symbols that people can understand.

The purpose of writing is to give information from the writer to the reader and convey the message or information accuarately, effectively, and correctly. In order to attain the purpose, the purpose, the writers should be able to communicate their ideas or thought into the written language clearly, so it can be understood by the reader.

In conclusion, writing is very important to develop the students' performance in English because writing is one of the main parts in English. Writing is an activity of using language in written text consisting of sentences or clauses or even only phrase to express thought to the readers in written form. Therefore, it will be easily understood by the reader.

As one of four language skills, writing is important because it constitutes the clarification of someone's through and felling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using words od papers. Indeed, in writing the

students can express their ideas, thought, and fact in well-formed structure.

b. Process of Writing

In order to result the good writting, the writers must be able to maximize their effort in the writing process. Andrew P. Johnson explains that there are five types of writing process, as follows : [4]

1) Prewriting

The goal of this step is to produce ideas, to list, to brainstorm, to outline in order to produce ideas.

2) Drafting

Drafting is the first attempt of writer to catch ideas on paper. Drafting is a way to organize and develop a sustained place of writing or procedure for determining whether the information that is discovered during prewriting can be shaped into a successful piece of writing.

3) Revising

This is the point of writing process. Revising is a way to re-examine and reevaluate the choices that have created a piece of writing is revised and reformed many times. In this process, the writer looks for flow and stucture. It is better for the writer to reread paragraph and move thing around.

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[4] Andrew P. Jhonshon, *Teaching Reading and Writing A guidebook for Tutoring and Recomendiating Students*, (New York: Rowman and Littlefield Education,2008), p.179.

4) Editing

This is the step where the students correct grammar, spelling, and punctuation errors. If writers are editing about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing are bad.

5) Publishing and Sharing

In this step, students share their writing with audience. At this stage, writing becomes real and alive. Publishing can implicate putting together class books, collections of writing, school class newspappers, school or class magazines, or displaying short of writing in the hallor out in the community.

c. **The measurement rubrics of writing**

According to Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing descriptive text is 100[5]. Here is the measurement rubric according to Reid:

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[5] Joy M. Reid, *Teaching ESL Writing,* (USA: Prentice Hall Regent, 1993), p.236-237

Table 2.

The Measurement Rubrics of Writing

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to	Limited range, frequent errors of

		Poor	work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

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

d. Teaching Writing

Writing reinforces listening and speaking, and very commonly, students feel more confident when they are dealing with the written language.[6] However, teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form. In relation to teaching writing, teaching writing is unique way to reinforce learning. The reasons of why teaching writing takes important part are explained as follow :[7]

1) Writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have been teaching the students.

2) When the students write, they also have a chance to be adventurous with the language, to go beyond what they also have just learned to say, to take risks.

3) When they write, they necessarily become very involved with the new langiage ; the effort to express ideas and the constant use of eye, hand , and brain.

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[6] Kathleen Graves, *Teachers as Course Developers,* (Cambridge University Press), p.120.
[7] Ann Raimes, *Technique in Teaching Writing* (Oxford University Press, 1983), p.3

It means teaching writing is very important in order to build students' language skill. Therefore, teacher should know the problem faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

Furthermore, there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph, arrangement, and coherence. Teaching writing means that teaching language ability and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence, organization, vocabulary, and mechanic in order words, teaching writing guides the students not only to write sentence in text but also to organize idea in written form.

2. **Concept of Descriptive Writing**

   a. **Descriptive Writing**

   In learning English, writing is a text which gives written information which is written in piece of papper or more. It is result of writing activty. Some kinds of texts are taught to the students and the students are expected to be able to understand, explore and apply them in form writing ability. One of kind of writing is descriptive.

   Descriptive is writing about characteristic features of a particular thing. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells,

tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of good description is like an artist, who paints a picture that can be "seen" clearly in the mind of the reader. [8]

Based on explaination above, the descriptive writing performance is a type of writing what a person or thing is like in particular. Therefore, in choosing a subject that will be written in the descriptive text composition, the writers must focus on the topic sentence, the supporting details, and the conclusion because all of them will make impressed and will be easier to describe.

b. Purpose of Descriptive Writing

The purpose of writing based on Greenville is the basic aim of getting ideas from one brain into another. [9] Brown stated the purpose of writing is to give some information.[10] Kinds of purpose in writing are provided as follow:[11]

1) Writing to Entertain

Writing to entertain generally takes the form of so called imaginative writing or creative writing (of course, all writing requires some imagination and creativity). Examples of

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[8] Alice oshima and Ann Hogue, *Introduction to Academic Third edition*, (The United States of American : Logman, 2007), p. 61

[9] Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), p.1.

[10] H. Doughlas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition)*, (Great Britain: Logman, 2001), p. 348.

[11] Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), p.1-2.

imaginative writing are novels, stories, poem, song lyrics, plays and screenplays.

2) Writing to inform

This kind of writing can also be "entertaining" in the sense that they a good read. But entertaining the reader is not their main purpose that just a bonus. To inform means to transmit neccesary information about a subject to the readers, and usually this also means telling the readers what the facts are of what happened. Examples of writing to inform are newspaper articles, scientifc or bussiness reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

Persuassion is very important things in human's like. The writers will use persuassion attempt to get someone to do something they want to achieve benefits for others, or to solve the problem. This inc.ludes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the writers' opinion, but as part of a logical case backed up with evidence, rather that just as a exspression of their feelings. Mentioned above that imaginative writing occasionallu pretends to be a true story, but if the writers are writing to inform or persuade, they shouldn't make things up.

Meanwhile, Grenville stated that any piece of writing will be trying to do at least one of the following thing:[12]

a) Entertaining the readers so they laugh, at least engaging their feelings in some way.

b) Informing the readers about something.

c) Persuading used to convince the reader of something.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps the writers share their perceptions. As human beings, the writers have a compelling desire to connect with other people by sharing our experiences with them.

c. **Language Features of Descriptive Writing**

Description often uses 'be' and 'have'. Tense which is often used is simple present tense. The specific grammatical features of descriptive text are as follow:[13]

1) Using simple present tense to describe the thing, the fact, in order to get detail and clear explaination or description. However, sometimes it uses past tense if the thing to be describe doesn't exist anymore.

2) Focusing on spesific participants such as the title of *My English teacher, Andini's cat, My Favourite place*

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[12] *Ibid,* p.1

[13] M Mursyid PW, *English Learning Handout For grade VIII Learning Descriptive Text*, p.4

3) Most of the verb which is used in writing descriptive text is verbs of being and having such as *Andini's cat has four short legs and two beautiful eyes.*

4) Using descriptive adjectives such as *strong legs, white fangs* in order to describe the characteristic or the condition of the topic.

5) Using detailed noun phrase to give information about the subject such as *a very beautiful scenery, a sweet young lady, very thick fur*.

d. Organization of Descriptive Writing

The genric structure of descriptive text consist of idetification and description.[14]

1) Identification : about introducing subject or thing that will be describe.

2) Description : brief detail about who, or what of the subject.

B. Concept of Scaffolding Technique

1. Definition of Scaffolding Technique

One who is self- governing in language skills can be resulted from the support of scaffolding through his/her language acquisition. A study on numerous published research report demonstrate that definitions of scaffolding may differ although they have fundamental factors. This short of scaffolding, a kind of supportive framework for the contruction of

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[14] Imelda Wardani, Hasan Basri, and Abdul Waris. *E-journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014- ISSN 233-1841 p.2

knowledge, will be removed when the learners can appropriate the knowledge for themselves.

Scaffolding is a metaphor that has been used to explain how effective adult–child or peer interaction provides support for a child's learning.[15] Scaffolding is an interactional process related to learning , which is highly mentioned in many research studies. Scaffolding is an intructional technique where by the teacher models the desired learning strategy or task and then gradually shifts responsibility to the student[16]

In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, student are encouraged to develop their own creativity, motivation, and resourcefulness.[17] Therefore, based on the explanation above, it is concluded that scaffolding is a metaphor that has been used to explain how effective adult–child or peer interaction provides support for a child's learning.

2. **Purpose of Scaffolding Technique**

There are three purposes of scaffolding technique, as follow:

a. It is aimed at a new level of student competence achieved through teacher support of student activities and problem-solving, but without

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[15] Ros Garrick, *Playing Outdoors in the Early Years (2nd Edition),* (New York : Continum, 2009), p. 29

[16] Warithorn Samana, *journal Teacher's and Student's Scaffolding in an EFL Classroom*, Dhurakij Pundit University, Thailand, Volum 2 no 8 ISSN 2281-3993

[17] Veeramuthu A/L Veerapan, *The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners*, (Multimedia University, Malaysia 2011), Volum 2, No 4 ISSN 1798-4769

the teacher taking over, and actively assists learners to construct their own understandings.[18]

b. As with all *Scaffolding Literacy* activities, the aim is to provide learners with high levels of support to enable them to undertake high level and challenging tasks—tasks that would be beyond them without the scaffolded support provided by the teaching sequence.[19]

c. Need to be alert to when a child is ready to move forward in learning, identifying what the next step might be.[20]

3. Benefit of Scaffolding Technique

The Benefits of Scaffolding Technique are as follow:

a. Scaffolding provides a metaphor for the *quality* of teacher intervention in learning, again meaning more than just help to accomplish a task.[21]

b. Enables the child to perform at a level beyond his or her independent capability but within what is termed the 'zone of proximal development' (ZPD). The ZPD is the level of functioning that young children can work within, given adult or peer support.[22]

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[18] Pauline Gibbons, *Briding Discourses in the ESL Classroom*, (Lodon, New York : Continuum, 2006), p.175

[19] Beverley Axford, Pam Harders and Fay Wise, *Scaffolding Literacy*, Australia 2009, p. 86

[20] Ros Garrick, *Playing Outdoors in the Early Years (2nd Edition),* (New York : Continum, 2009), p.29

[21] Pauline Gibbons, *Briding Discourses in the ESL Classroom*, (Lodon, New York : Continuum, 2006), p.175

[22] Ros Garrick, *Playing Outdoors in the Early Years (2nd Edition),* (New York : Continum, 2009), p.29

4. Steps to teach writing using Scaffolding technique

In Scaffolding Literac*y,* the Writing Plan is constructed by the teacher and shared with the learners as a way of making explicit how the author of the selected text has constructed his or her text. in *Scaffolding Literacy* the Writing Plan is introduced into the teaching sequence at the point of 'reconstructed writing'. The writer explain how to prepare a Scaffolding Writing Plan first. This is because the teacher needs to do this in preparation for the reconstructed writing activities. That is, the teacher needs to have the goal of Text Patterning in mind before these activities begin. Preparing a Writing Plan is not hard to do but takes a little practice at the beginning. A simple exercise teachers can use to help them prepare their first Writing Plan is provided as part of the strategy.[23]

a. Step 1 : Preparing the Writing Plan

The aim of the Writing Plan is to reinforce for the learners what the author's language is doing. Analysing the author's language in this way gives the teacher the opportunity to teach learners about writing techniques they can employ in their own writing.

b. Step 2 : Reconstructing the author text

So far in the teaching sequence the teacher and learners have been 'deconstructing' the selected text to understand its component parts.

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[23] Beverley Axford, Pam Harders and Fay Wise, *Scaffolding Literacy*, Australia 2009, p. 86, p. 88

c. Step 3 : Generating new text using the Text Paterning

The aim of Text Patterning is to make the author text, which learners can now read and write with accuracy and fluency, a resource the learners can use to construct their own text.

d. Step 4 : Providing constractive feedback

A great strength of this approach to writing is that the common knowledge about text that has been developed throughout the *Scaffolding Literacy* work (from Text Orientation to Text Patterning) can be drawn on to provide explicit suggestions and constructive feedback to learners on how to develop their writing further.

C. Action Hypotesis

Based on the frame of theories and assumption the writer formulates the action hypothesis "Improving the Students' Writing Descriptive text by Applying the Scaffolding Technique at the Seventh Grade of MTs Muhammadiyah Metro in the Academic Year of 2017/2018".

CHAPTER III

RESEARCH METHODOLOGY

A. Object of Research

Object of the Research is improving the studets' writing descriptive text by applying Scaffolding Technique at The Seventh Grade of MTs Muhammadiyah Metro, The writer chooses descriptive text because of the students in this school are still difficult when they have to write a descriptive text. They consider that write a text is a difficult as write an essay.

B. Setting and Subject of Research

The writer conducted the research the seventh grade of MTs Muhammadiyah Metro in the Academic year of 2017/2018, which consist of 20 students. MTs Muhammdiyah Metro located in K. H Dewantara Street, No. 01, Imopuro Pusat

The subjects of this research are the students of class VII C at the seventh grade. There are 20 students in this class. The writer choose this class because based on the teacher's experience during teaching and learning process and the students' result test in descriptive text writing. This class has the lowest score among the others. The total studentss of class VII C as follows :

Table 2
Subject of the Research

Class	Gender		Total
	Male	Female	
VII C	13	7	20

While, the object of this research in the descriptive text at seventh graders of MTs Muhammdiyah Metro.

C. Research Procedure

1. Classroom Action Research

The research is aimed to Improving the Students' Writing Descriptive Teks by Applaying Scaffolding Technique so the writer using classroom action research.

The kinds of this research is Classroom Action Research. Acording to Donald Ary, Action Research is about taking action based on research and researching the action taken.[24]

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students.[25]

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following :

a. It aims improve workplace practice throught improving learning.

b. It aims to promote the on going democratic evaluating of learning and practices.

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[24] Donald Ary, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

[25] Anne Burns , *Doing Action Research in English Language Teaching,* (Roudledge: New York and London, 2001) p.1

c. It aims to create good social orders by influencing the education of social formation.

Actions research is a form of collective self-reflective enquiry undertaken by participants is social situation in order to improve the rationality and justince of their own social or education practice, as well as their understanding of these. It is practices and the situation in which these practices are carried out. The idea of self-reflection is central. In traditional form of research, research does research on themselves in company with other people, and those other are doing the same.

2. **Action Plan**

In this classroom action research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design :

Here is step of classroom action research design:
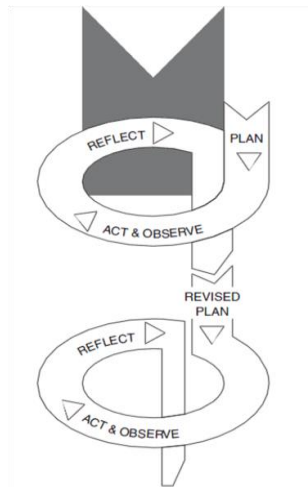
(*Activities in CAR, adapted from Mc Taggart design*)[26]

Refer to the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

Cycle 1

1. Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be focus. Here is step that writer can make in planning :

a. The researcher and collaborator prepare the lesson plan.

b. The researcher and collaborator prepare the material.

c. The researcher and collaborator prepare source learning.

d. The researcher and collaborator prepare observation sheet.

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[26] Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

2. Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follows :

a. Pre Teaching Activities

1) Pray and greets the students.

2) Check the attendant list.

3) Asks the students condition.

4) The teacher chooses the appropriate with the material going to be taught.

b. While Teaching Process

1) The teacher applies the lesson plan.

2) The teacher explains about the descriptive text, sentence, and good text.

3) The teacher asks the students to make a descriptive text entitle " describing (**Pets**) individually.

4) The teacher gives evaluation.

c. Post Teaching Activities.

1) The teacher asks to the students to answer some question related to the topic.

2) The teacher inform the students about next meeting lesson material.

3) The teacher closed the meeting.

3. Observation

In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

4. Reflecting

Reflecting is the last step in this process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

Cycle II

1. Planning

a. To study of the reflection result in the first action.

b. To discuss about the action that would be done cycle 2.

c. To arrange the detail plan about the action on cycle 2.

d. To collect the subject material and the learning media.

3. Acting

The teaching learning process in the second meeting is as follow:

a. The teacher began the lesson by greeting students and then give them motivation to participate in the learning process actively.

b. The teacher investigate the students previous knowledge about descriptive.

c. The teacher give the students chance to ask if there is something that they still did not understand about the material.

d. The teacher give the students a picture and the teacher ask the students to make a decriptive text choose one in picture.

e. The teacher together with the students make conclusions about learning process that had been done.

f. The teacher ask the students to review the material that had been learn in their home, and then close the class.

4. Observing

In this step the researcher observe the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

5. Reflecting

The researcher correct and analyze the result of the action. By reflecting, the researcher would know the strength and weakness of the action. In the step the researcher would compare the score distribution of pre-test and post-test, the researcher review and reflect on the student's

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attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

D. Data Collection Method

Bellow some technique to collect the data:

1. Observation

Observation is a monitoring and recording systematically to the phenomenon that is Investigate. Moreover, the research used activities given and whether they get bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer.

2. Test

To collect the data, the writer used the test in order to know the student's ability in understanding the material given by the teacher

a. Pre test

After observing the subject's activities, the writer gave pre test to know how far the students' ability to write descriptive text before giving treatments. This was done to determine the readiness for instructional program and to diagnose individuals specific strengths and weakness in ability to write descriptive text.

b. Post test

After treatments the writer gave them post test. It was done to know the students' result in learning to write descriptive text by using picture after giving twice treatment.

3. Documentation

In this research, the writer took the data from the documentation of school such as the profile of the school, the total of students, teachers, and the condition of the school.

4. Field Note

In this research, to collect the data more accurate, the writer used field note. This is to know the students' activities during teaching learning process. It will be conducted after finishing the teaching learning process.

E. Data Analysis Technique

Data analysis will be taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

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

Note

$\overline{X}$ = Average score

$\sum x$ = Total Score of the Students

N   = Total of Students.[27]

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle. and then to know the percentage of increasing score in students learning activities, the writer will use the percentage formula as follow:

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[27] Donald Ary, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.108

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P   = Percentage

$\sum x$ = Total Score of the Students

N   = Total of Students.

F. Indicator of Success

Indicator it can be started successful in teaching learning process if the result of the cycle II more successful that cycle I. This research is called success if 80% students get referring Minimum Standard Criteria (MSC) is 70.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

   1. Description of Research Location

      a. The History of MTs Muhammadiyah Metro

MTs Muhammadiyah was one of the State Madrasah Tsanawiyah in Metro. It was located on street of MTs Muhammadiyah Metro Jl. KH Ahmad Dahlan No. 01 of Metro City. It was built on 242 M^2. This school established on years 1978. The headmaster of MTs Muhammadiyah Metro is Busro, S.Ag.

      b. Vision and Mission of The Junior High School Karya Bakti

         a.) Vision of School

Superior, creative and noble

         b.) Mission of School

         1.) Optimizing the ability to understand, live, and practice the teaching of Islam.

         2.) Improving the mastery of science and technology, both cognitively, affectively and motor.

         3.) Improving the skills of students in the field of Information Technology, Computers, Sports and Ismuba.

c.) The Condition of Teacher and Official Employers at MTs Muhammadiyah Metro

Condition of Teacher and Official Employers in MTs Muhammdiyah Metro, the numbers of teacher and official employers in MTs Muhammdiyah Metro in the academic years of 2017/2018 could be identified as follows:

Table 4
The Condition of Teacher and the Official Employers at MTs Muhammadiyah Metro

No.	Name	Last Eduaction	Position
1.	Busro, S.Ag	S1	Headmaster
2.	Andi Kurniawan, S.Pd	S1	Sains Teacher
3.	Drs. Sahriza	S1	Social Teacher
4.	Saifudin, S.Pd	S1	Counselor
5.	Hanif Yulianto, S.E	S1	Social Teacher
6.	Dra. Rahmah Mustikawati	S1	Fiqih Teacher
7.	Sukardi, S.Sos.I	S1	SKI Teacher
8.	Eko Sumanto, S.Kom.I	S1	Lampung Language Teacher
9.	Sri Hariati, Pg SLTP	S1	Administration
10.	Holman	MAN	Arabic Language Teacher
11.	Isamudin, S.Sos.I, M.Pd	S2	KMD Teacher
12.	Suwanto, S.Ag, M. P. I	S1	Qur'an Hadits Teacher
13.	Maharani Patama. MR, S.Pd	S1	English Teacher
14.	Muniroh, S.Pd. I	S1	Aqidah Akhlak Teacher
15.	Rahmayani, S.Pd. I	S1	Treasurer
16.	Frida Trisati, S.Pd	S1	Mathtematic Teacher
17.	Dwi Yanti, S.Pd	S1	Indonesian Language Teachers
18.	Arfi Adi Sukmawan , S.Pd	S1	Sport Teacher
19.	Badar Aziz, S.Kom	S1	Administration
20.	Eva Oktaviana Hasan , S.Pd	S1	Art Teacher
21.	Arief Permana, S.Pd	S1	English Teacher

22.	Parmiati, S.Pd	S1	Indonesian Language Teacher
23.	Hery Polsen, S.Pd	S1	Matemathics Teachers
24.	Fathiyah, S.Pd	S1	Library Staff/ Pkn Teachers
25.	M. Ilyas Saputra, A. Md	D III	Staff Administration
26.	Edi Sutarianto	SMA	Cleaning Servise

Source : Documentation of MTs Muhammadiyah Metro Academic Year 2017/2018

d.) The Quantity Students of MTs Muhammadiyah Metro

The Quantities of the students at MTs Muhammadiyah Metro that could be identified as follows:

Table 5
The Students Quantity of MTs Muhammdiyah Metro

No.	Class	Male	Female	Score
1.	**VII**	39	27	66
2.	**VIII**	20	21	41
3.	**IX**	28	38	66
	**Score**	**85**	**83**	**173**

Source : Documentation of MTs Muhammadiyah Metro Academic Year 2017/2018

e.) The Organization Structure of MTs Muhammdiyah Metro

The organization Structure of MTs Muhammadiyah Metro in the Academic Year of 2017/2018 could be shown in the figure as follows:

Figure 2

The Organization Structure of MTs Muhammadiyah Metro

KOMITE HOLMAN	**CHAIRMAN OF THE FOUNDATION** BUSRO, S.Pd	**MAJELIS DIKDASMEN** M. JAINI, M. Pfis	**MAPENDA OF METRO** Dra. NURYANAH

VICE PRINCIPAL OF SARPRAS HANIF YULIANTO, S.E	**VICE PRINCIPAL OF CURRICULUM** ANDI KURNIAWAN, S.Pd	**VICE PRINCIPAL OF STUDENT** SAIFUDIN, S.Pd	**VICE PRINCIPAL OF AL-ISLAM, & KMD** Drs. SAHRIZA

TREASURER SRI HARTATI	**HEAD of Adm.** BADAR AZIZ, S.kom

LABORATORY OFFICER ANDI KURNIAWAN, S.PD	**LIBRARY OFFICER** FATHIYAH, S.Pd	**COMPUTER OFFICER** RAHMAYANI	**COUNCELOR** SAIFUDIN, S.Pd	**IPM** EKO SUMANTO, S.Kom.I

TEACHERS

STUDENTS

2. Description of the Research

This research was clasroom action research, and it was conducted at the Seventh Grade of MTs Muhammdiyah Metro in the academic years of 2017/2018. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, action, observing, and reflecting which accomplished in two meeting. The students result of writing descriptive text was gained through test which consisted of pre test and

post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

a. **Pre Test**

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on November, Thursday, 16th , 2017 at 10.30-12.00 A.M and it took about 90 minutes. In this meeting the resarcher was being an observer and the collaborator was being a teacher.

Firstly, the collabolator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the colabolator gave the explanation to the students about descriptive text for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used essay test which consisted of four topics which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

Table 7
The Result of Pre-Test Score of Descriptive Text in Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		Cont	Org	Voc	Lang	Mech		

1	AP	13	10	9	10	3	45	Failed
2	AA	14	10	7	10	2	43	Failed
3	APS	13	7	7	10	2	39	Failed
4	AS	14	14	10	11	3	52	Failed
5	BZA	14	12	13	11	3	53	Failed
6	EBP	13	16	16	12	3	58	Failed
7	FAF	19	16	16	17	3	70	Passed
8	IN	18	18	16	15	4	71	Passed
9	IA	13	13	14	13	3	56	Failed
10	LA	14	7	6	8	2	37	Failed
11	MS	14	11	7	8	3	43	Failed
12	NSA	17	15	11	13	3	59	Failed
13	PR	13	10	7	8	3	41	Failed
14	FJ	16	8	9	10	3	46	Failed
15	VI	20	16	17	18	4	75	Passed
16	RA	16	15	11	13	3	58	Failed
17	PP	13	10	9	10	3	45	Failed
18	FR	14	13	10	10	3	50	Failed
19	DFP	17	11	6	13	3	50	Failed
20	RJ	14	11	10	10	3	48	Failed
High Score							**75**	
Loweat Score							**37**	
Average							**51,95**	

Note :

Cont : Content

Org   : Organization

Voc   : Vocabulary

Lang : Language

Mech: Mechanic

Table 8
Percentage of Students Writing Descriptive Text Pre-Test
Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥70	3	15%	Complete

<70	17	85%	Incomplete
Total	**20**	**100%**	

Then the graph of percentage students Descriptive text writing pre-test score could be seen as follow:

Figure 3
Percentage of Students Writing Descriptive Text Pre-Test Score in Cycle I
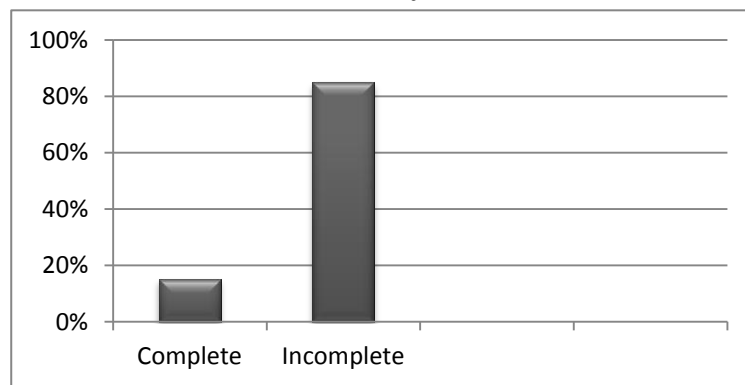
Based on the result of students' Descriptive text pre-test score, it could be inferred that there was only 15% or 3 students for the score among the interval of ≥ 70 who passed the Minimum Standart Criteria (MSC) at least 70 while 85% or 17 students for the score among the interval of ≤ 70 did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students descriptive text in writing was still low. It was the reason why the writer used scaffolding technique to increase students ability in writing descriptive text. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Cycle I

Cycle 1 was divided into planning, ating, observation and reflection.

1.) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

1.) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Wednesday, November 22th 2017	10.30 – 12.00 a.m
2nd	Thursday, November 23th 2017	10.30 – 12.00 a.m

a.) First meeting

The first meeting was conduct on Wednesday, November 22th 2017 at 10.30 – 12.00 a., and it took about 2x45 minutes or 90 minutes. In this meeting the researcher

was a teacher and Mrs. Maharani Patama, S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the researcher greeted students by saying "salam and good morning" and all of students answered by saying "salam and good morning miss" friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example "what do you know about Text?". Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is Text in English first before she explained about descriptive.

Then, the researcher explained about the characteristics of text and how to make a good text. After that, the explanation continued about descriptive text. Most of students still did not understand about it. Next, the researcher invited the students to play a picture. The researcher gave some pictures in whiteboard and the students had to descript what it is.

After 2 x 45 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

b.) Second Meeting

The second meeting was conducted on Thursday, November 23th, 2017 at 10.30-12.00 A.M. this meeting used to post-test I, for 2x45 minutes after the students given the action. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text and how to create it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to create a descriptive text based on the themes given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 10

**The Result of Students Descriptive Text Post-Test I
Score in Cycle I**

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		Cont	Org	Voc	Lang	Mech		
1	AP	19	13	12	12	3	59	Failed
2	AA	18	13	11	12	3	57	Failed
3	APS	17	10	10	13	3	53	Failed
4	AS	20	15	13	12	4	64	Failed
5	BZA	18	13	14	12	3	60	Failed
6	EBP	19	16	16	13	3	67	Failed
7	FAF	20	17	17	18	4	75	Passed
8	IN	21	19	17	16	4	77	Passed
9	IA	19	14	15	13	3	64	Failed
10	LA	18	12	11	11	3	55	Failed
11	MS	19	13	12	12	3	59	Failed
12	NSA	20	17	14	16	4	71	Passed
13	PR	19	13	12	12	3	58	Failed
14	FJ	19	13	12	13	3	60	Failed
15	VI	22	17	17	18	4	78	Failed
16	RA	20	18	14	15	4	71	Passed
17	PP	18	13	12	11	3	57	Failed
18	FR	19	14	13	12	3	61	Failed
19	DFP	18	13	12	13	3	59	Failed
20	RJ	18	13	13	12	3	59	Failed
High Score							**78**	
Lowest Score							**53**	
Average							**63,2**	

Note :

Cont : Content

Org   : Organization

Voc : Vocabulary

Lang : Language

Mech: Mechanic

Table 11
Percentage of Students Writing Descriptive Text Post-Test I Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥70	4	20%	Complete
≤70	16	80%	Incomplete
Total	**20**	**100%**	

Then the graph of percentage students writing Descriptive Text post-test score could be seen as follow:

Figure 4
Percentage of Student Writing Descriptive Text
Post-Test I Score in Cycle I
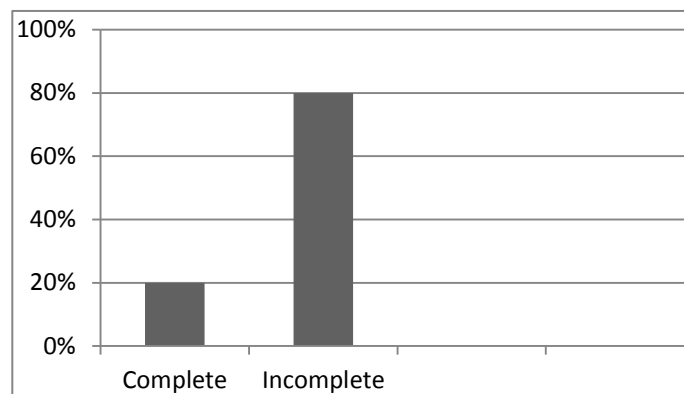
Based on the result of students' writing descriptive text post-test I score, it could be conclude that there was 80% or 16 students for the score among the interval ≤70 did not passed the Minimum Standard Criteria (MSC) at least while 20% or 4 students for the score among the interval of ≥70 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 63,2. It indicated that the result of students writing descriptive text was increase that the pre-test score was 51,95, but viewed from the indicator of success of this research that 70% of the total students must pass the

Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

2.) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially descriptive text by using scaffolding technique.

While the treatment was being executed, the student activities during the learning process wer also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

a) The students pay attention of the teacher explanation.

b) The students answered the question from the teacher.

c) The students able do the task.

d) The students active in the class.

The result of the students' learning activities could be seen as follow:

Table 12

The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	16	80%
2	The students' ask/answer question	13	65%
3	The students able do the task	15	75%
4	The students active in the class	16	80%
	Total Students	**20**	

Then the graph of percentage students activities in cycle I as follow:

Figure 5
Percentage of Students Activities in Cycle I
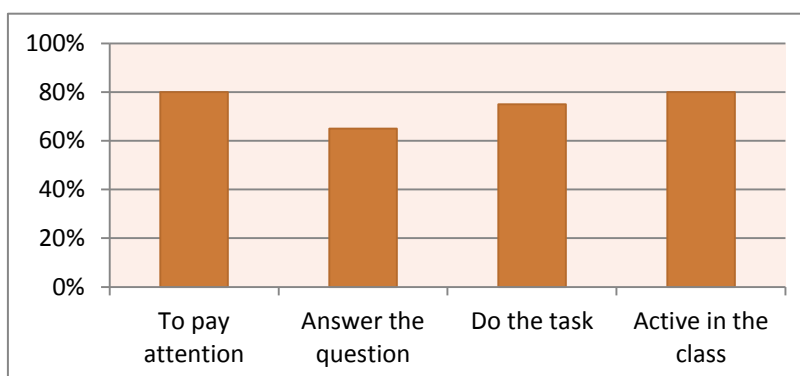
The table showed that not all the students' active in learning process. There were 16 students (80%) who gave attention to the teacher explanation. 13 students (65%) who understood the materials, 16 students (80%) who active in the class, and 15 students (75%) were able to do the task.

3.) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used sacffolding technique. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

4.) Reflection

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result pf students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 13
The Comparison Between Pre-Test and Post-Test I
Score in Cycle I

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	AP	45	59	14	Increased
2.	AA	43	57	17	Increased
3.	APS	39	53	14	Increased
4.	AS	52	64	10	Increased
5.	BZA	53	60	7	Increased
6.	EBP	58	67	9	Increased
7.	FAF	70	75	5	Increased
8.	IN	71	77	6	Increased
9.	IA	56	64	8	Increased
10.	LA	37	55	18	Increased
11.	MS	43	59	16	Increased
12.	NSA	59	71	12	Increased

13.	PR	41	58	17	Increased
14.	FJ	46	60	14	Increased
15.	VI	75	78	3	Increased
16.	RA	58	71	13	Increased
17.	PP	45	57	12	Increased
18.	FR	50	61	11	Increased
19.	DFP	50	61	9	Increased
20.	RJ	48	59	11	Increased
Total		**1039**	**1264**	**226**	
Average		**51,95**	**63,2**		

Table 14
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
$\geq$70	3	4	Complete
$\leq$70	17	16	Incomplete
Total	**20**	**20**	

Then, the graph of comparison students writing descriptive text

pre-test and post-test I score in cycle I could be seen as follow:

Figure 6
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I
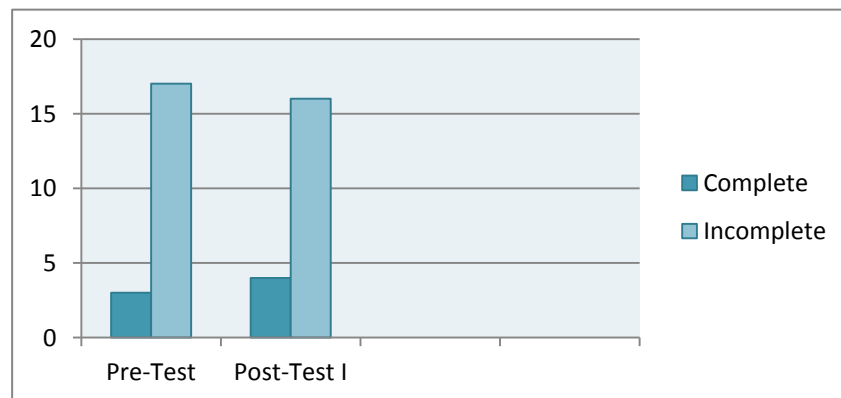
that total from 20 students, it could be conclude that 15% or 3

students among the interval $\geq$70 students, was completethe minimum

standard criteria. Then the students who were incomplete the minimum standard criteria were 85% or 17 students among the interval ≤70. In post-test I, it could be conclude that 20% or 4 students among the interval ≥70 students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 80% or 16 students among interval ≤70. Average score of pre-test was 51,95 and average score of post-test I was 63,2 and the mean improvement score was 11,25 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. **Cycle II**

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

1.) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to preparethe lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2.) Action

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 15

The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1st	Wednesday, November 27th 2017	10.30 – 12.00 a.m
2nd	Thursday, November 28th 2017	10.30– 12.00 a.m

a) **First Meeting**

The first meeting was held on Wednesday, November 27th, 2017 at 10.30-12.00 A.M and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Maharani Patama, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about writing descriptive text. In section the researcher as the teacher also explained used of simple present tense as the requirements of formula to make writing descriptive text well.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to listen the and

pay attention to what is explained by the teacher until the students understand about the material.

Afterward the researcher gave the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen their result learning the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Them the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Thursday, November 28th, 2017 at 10.30-12.00 A.M, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 16
The Result of Students Writing Descriptive Text
Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		Cont	Org	Voc	Lang	Mech		
1	AP	20	18	14	15	4	71	Passed
2	AA	20	18	15	15	4	72	Passed
3	APS	18	12	11	14	4	59	Failed
4	AS	22	17	16	15	4	74	Passed
5	BZA	20	18	16	15	4	73	Passed

6	EBP	22	18	19	16	4	79	Passed
7	FAF	23	19	19	18	5	84	Passed
8	IN	23	20	18	18	5	84	Passed
9	IA	21	18	17	15	4	75	Passed
10	LA	18	13	12	11	3	57	Failed
11	MS	22	17	17	16	4	76	Passed
12	NSA	22	19	18	17	5	81	Passed
13	PR	21	17	16	15	4	73	Passed
14	FJ	20	18	16	15	5	74	Passed
15	VI	23	20	19	18	5	85	Passed
16	RA	22	19	17	16	5	79	Passed
17	PP	21	19	18	16	5	79	Passed
18	FR	21	17	18	16	5	77	Passed
19	DFP	22	17	14	15	4	72	Passed
20	RJ	18	14	14	13	4	64	Failed
High Score							**85**	
Lowest Score							**57**	
Average							**74,6**	

Note :

Cont : Content

Org   : Organization

Voc : Vocabulary

Lang : Language

Mech: Mechanic

Table 17
Percentage of Students Descriptive Text Post-Test II
Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥70	17	85%	Complete
≤70	3	15%	Incomplete
Total	**20**	**100%**	

Then, the graph of comparison students writing descriptive text

pre-test and post-test I score in cycle I could be seen as follow:

Figure 7
Percentage of Students Writing Descriptive Text
Post-Test II Score in Cycle II
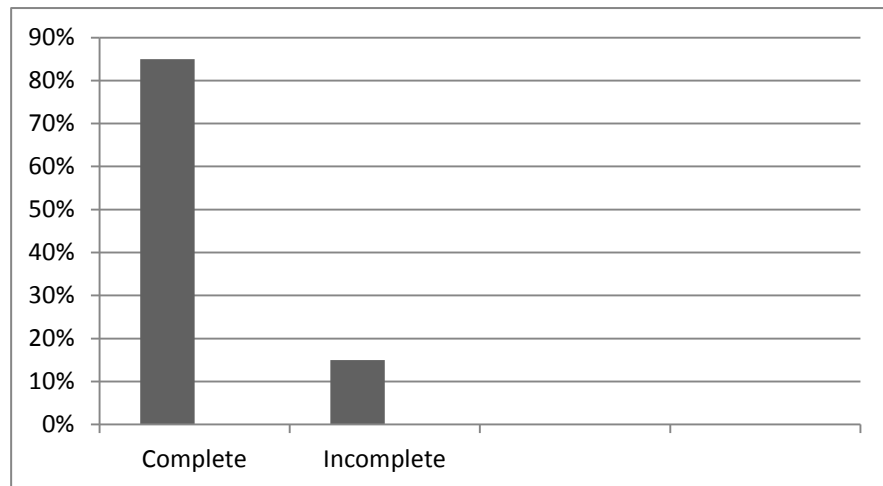
Based on the result of students' writing descriptive text post-test II score, it can be inferred that there was 85% or 17 students' for the score among the interval of ≥70 who complete the Minimum Standard Criteria (MSC) at least 70, while 15% or students' for the score among the interval ≤70 who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 85% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successful.

3.) Observing

In this step, the researcher presented the material by sacffolding technique. In learning process, there were also four

indicators used to know the st udents' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 18
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	17	85%
2	The students' ask/answer question	14	70%
3	The students able do the task	18	90%
4	The students active in the class	17	85%
Total Students		**20**	

Then, the graph of percentage students activities in cycle II, as follow:

Figure 8
Percentage of Students Activities in Cycle II
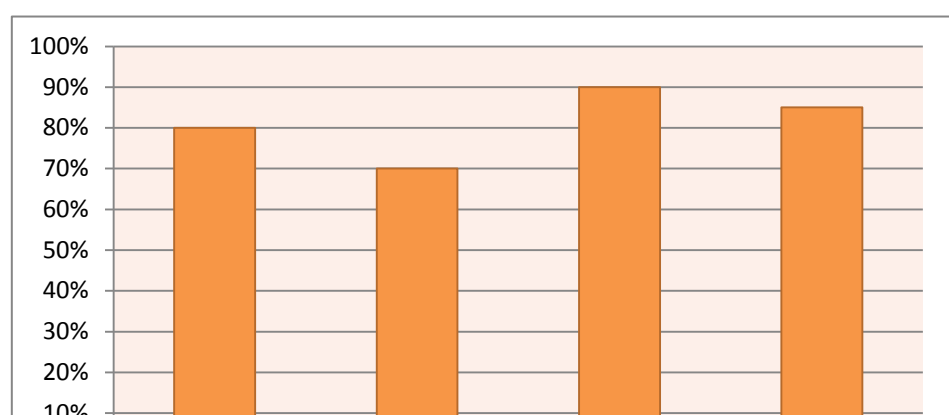
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students able do the task 90%, the first high percentage was the students pay attention of the teacher explanation 85% and the students active in the class 85%, and the last the students ask/answer the question from the teacher 70%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the threeth students' activity got percentage $\geq 70\%$.

4.) Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

5.) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The

comparison between students post0test I score and post-test II score

could be compared on the following table.

Table 19
The Comparison Between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

NO	Name Initial	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1.	AP	59	71	12	Increased
2.	AA	57	72	15	Increased
3.	APS	53	59	5	Increased
4.	AS	64	74	10	Increased
5.	BZA	60	73	13	Increased
6.	EBP	67	79	12	Increased
7.	FAF	75	84	9	Increased
8.	IN	77	84	7	Increased
9.	IA	64	75	11	Increased
10.	LA	55	57	2	Increased
11.	MS	59	76	17	Increased
12.	NSA	71	81	10	Increased
13.	PR	58	73	15	Increased
14.	FJ	60	74	14	Increased
15.	VI	78	85	7	Increased
16.	RA	71	79	8	Increased
17.	PP	57	79	22	Increased
18.	FR	61	77	16	Increased
19.	DFP	59	72	13	Increased
20.	RJ	59	64	9	Increased
Total		**1264**	**1492**	**222**	
Average		**63,2**	**74,6**		
Lowest Score			**57**		
Highest Score			**85**		

Table 20
The Comparison of Students' Post-Test I Score in Cycle
I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	4	17	Complete
≤ 70	16	3	Incomplete
Total	**20**	**20**	

Then, the graph of comparison students writing descriptive text post-test I and post-test II score in cycle II could be seen as follow:

Figure 9
The Comparison of Students Writing Descriptive Text
Post-Test I Score and Post-Test II Score in Cycle II
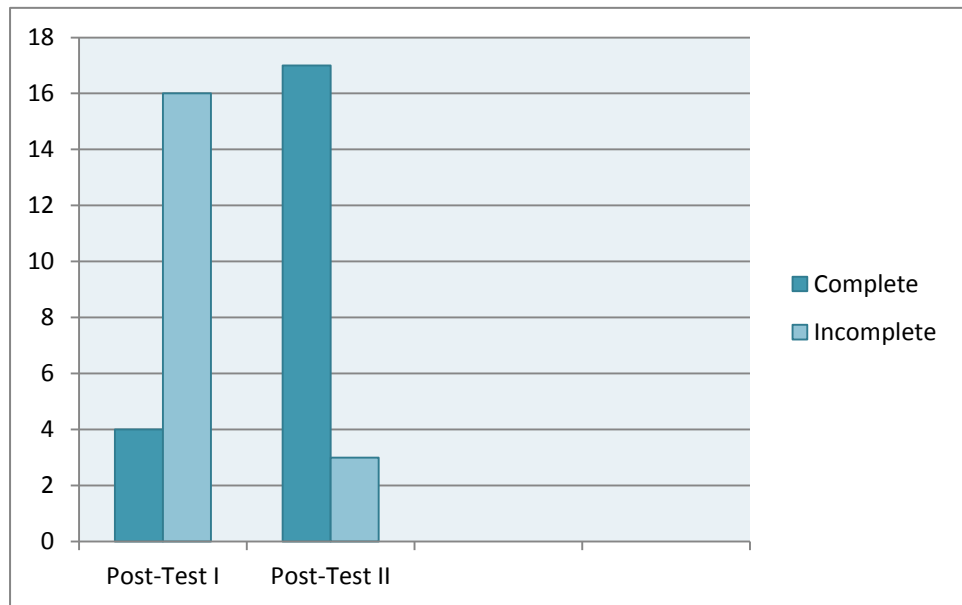
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 85 and the lowest score is 57. The average score of post-test II was 74,6. Besides, the percentages of students' successfulness of post-test II score was 85% or 17 students of the total students passed the minimum standard criteria and 15% or 3 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 70. It indicated that the students' writing descriptive text was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be

continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that scaffolding technique could increase students ability in writing descriptive text.

B. INTERPRETATION

Writing descriptive text would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explaination in learning process.

The researcher assumes that teaching writing by using Scaffolding Technique can improve students writing descriptive. Scaffolding is process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, student are encouraged to develop their own creativity, motivation, and resourcefulness. So, it has proved that Scaffolding Technique could be one the interesting technique to teaching writing descriptive text.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students abilitybefore implementing the treatment. The writer obtained the data through test in the from of essay which completed for 90

minutes. It was done on Thursday, November, 16th, 2017. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 7 the students average were 51,95 , it showed that most of the students have not passed yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 3 students out of 20 students passed of the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing descriptive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on November, Wednesday, 22th, 2017. Based on the table 9 the students average was 63,2 it shown that most of the students have not passed yest in achieved the minimum standard criteria at least 70. In this stage there are 4 students out of 20 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 20 % passed the minimum standard criteria. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data trough test in the from of essay which completed for 90 minutes. It was done on Wednesday 27th, 2017. Based on the table 15 students average

were 74,3 , it showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In this phase, 17 students out of 20 students of 85% students passed of the minimum standatd criteria and the research was successful.

2. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

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

Table 21
The Comparison of Writing Descriptive Text of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	45	59	71
2.	43	57	72
3.	39	53	59
4.	52	64	74
5.	53	60	73
6.	58	67	79
7.	70	75	84
8.	71	77	84
9.	56	64	75
10.	37	55	57
11.	43	59	76

12.	59	71	81
13.	41	58	73
14.	46	60	74
15.	75	78	85
16.	58	71	79
17.	45	57	79
18.	50	61	77
19.	50	59	72
20.	50	59	64
Total	**1039**	**1264**	**1492**
Average	**51,95**	**63,2**	**74,6**
Complete	**3**	**4**	**17**

Table 22
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	3	4	17	Complete
≤ 70	17	16	3	Incomplete
Total	**20**	**20**	**20**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score .70, 3 to 4 became 17. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10
The Comparison Score of Students Writing Descriptive Text
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
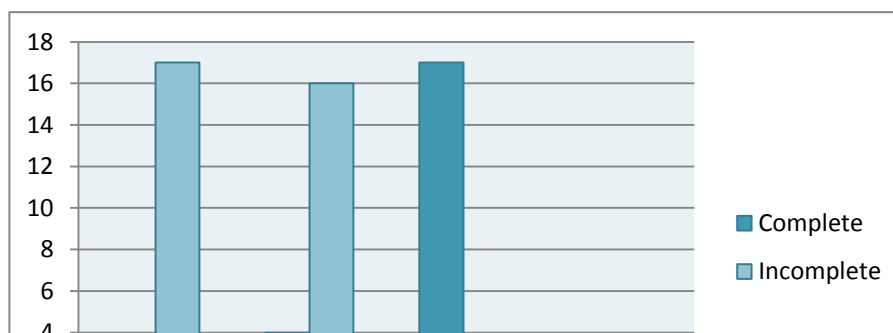
Based on the graph above, it could be inferred that scafollding technique could increase the students' ability in writing descriptive text . It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

3. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 23
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	80%	17	85%	5%
2	The students' ask/answer question	13	65%	14	70%	5%
3	The students able do the task	15	75%	18	90%	15%
4	The students avtive in	16	80%	17	85%	5%

	the class					

Figure 11
Figure of Students' Result of Learning Activity in Cycle I and Cycle II
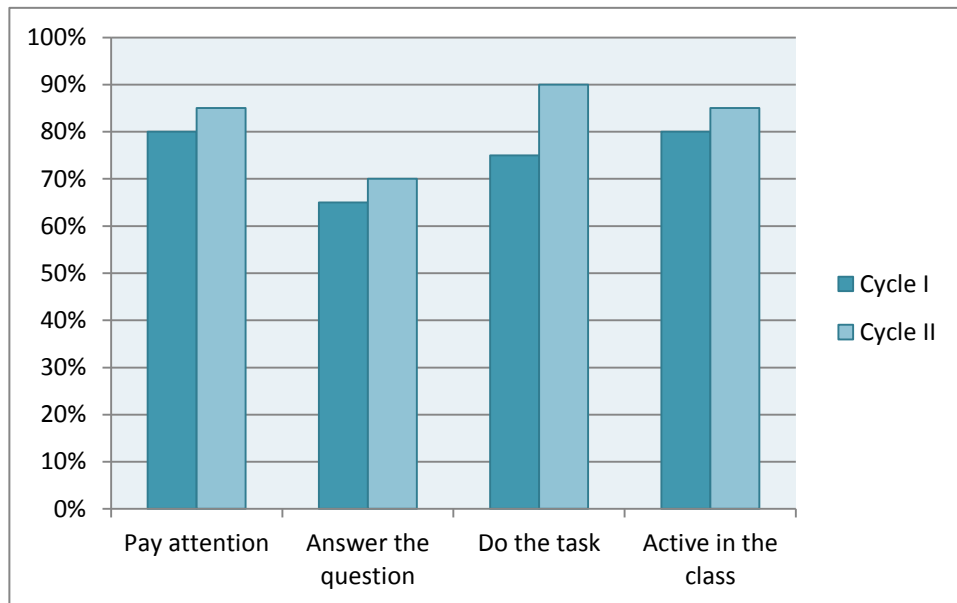
a) **The Students pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the the first meeting to the next meeting was increased. In cycle I was only 80% and in cycle II 85%, it improved 5%

b) **The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 5%, from cycle I 70% and cycle II 65%.

c) **The students able do the task**

the students who had done the task were increased. It could be seen on the cycle I 75% and cycle II 90%, it increased 15%.

d) The students active in the class

The active students in class were increased. It could be seen on the cycle I 80% and cycle II also 85%, it increased 5%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when Scaffolding Technique was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Scaffolding Technique increase the students' ability in writing descriptive text. There was progress average score from 51,95 to 63,2 and to 74,6.

From the graph 10, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 51,95 and only 3 students or (15%) passed the test.

Moreover, in the post-test I and II there was 4 students or (20%) passed the test the indicator students get score ≥70 with average 63,2, 17 students or (85%) who passed the test indicator students get score ≥70 with average 74,6. From the explanation, the researcher

concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score .70 was reached.

C. DISCUSSION

In teaching writing to the MTs Muhammadiyah Metro especially in students of class VII C, based on the pre survey there are some problems like some students difficulties to express their idea in writing. The researcher chose scaffolding technique to increase the students' ability in writing descriptive text.

The researcher used this strategy to organize idea students and made students more active in writing especially desctiptive text in learning English. There was appositive increasing about students learning activities using scaffolding technique. Therefore scaffolding technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of scaffolding technique could increase the students' ability in writing descriptive text. There was progress from the students get score $\geq$70 from pre-test 15% or 3 students, post-test I 20% or 4 students and post-test II become 85% or 17 students. We could be seen that was an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 70 in this research, in the post-test I there was 4 students or 20% passed the test with the average 63,2 and the post-test II was students 17 students or 85% who passed the test with average 74,6. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score $\geq$70 was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 80% become 85%, the students ask/answer question from 65% become 70%, the students able do the task from 75% become 90%, the students active in the class from 80% become 85%. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

CHAPTER V

CONCLUSION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of implementation the Scaffolding Technique in teaching writing descriptive text. There was progress average score from pre-test was 51,95 , post test I was 63,2 and become 74,6 in post test II.

From the English learning process, The result of students activities in cycle I and cycle II, there are increasing about students learning activities. It can be seen that the students' more active in the class, can write descriptive text, more understand about descriptive text, and the students enjoy doing the task in the class. So, could be concluded that the Scaffolding Technique could increase the students' ability in writing descriptive text at the seventh grade of MTs Muhammadiyah Metro in Academic Year 2017/2018.

B. Suggestion

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. **For The Students**

    The students must be more active in learning process in order to they can understand the material and increase their result especially in writing performance.

2. **For The English Teacher**

    The English teacher can apply the Scaffolding Technique that effective to increase and to motivate the students in learning writing especially in writing descriptive text.

3. **For The Headmaster**

    The headmaster should take a positive side of this Scaffolding technique this technique for learning in the class because of this technique can make the students more attractive in the class.

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APPENDICES

DENAH RUANG MTs MUHAMMADIYAH METRO
MTs MUHAMMADIYAH METRO
TP. 2017/2018

KELAS VII	KELAS VII	KELAS VIII	KELAS VIII	PERPUS	KANTOR SMA 2 M
LAB	KELAS IX	KELAS IX B	KELAS IX	KANTOR	
KANTOR					S M A 2 M

GERBANG MASUK

GERBANG KELUAR

masjid

s w c

BANK METRO MADANI

SD M

SD M
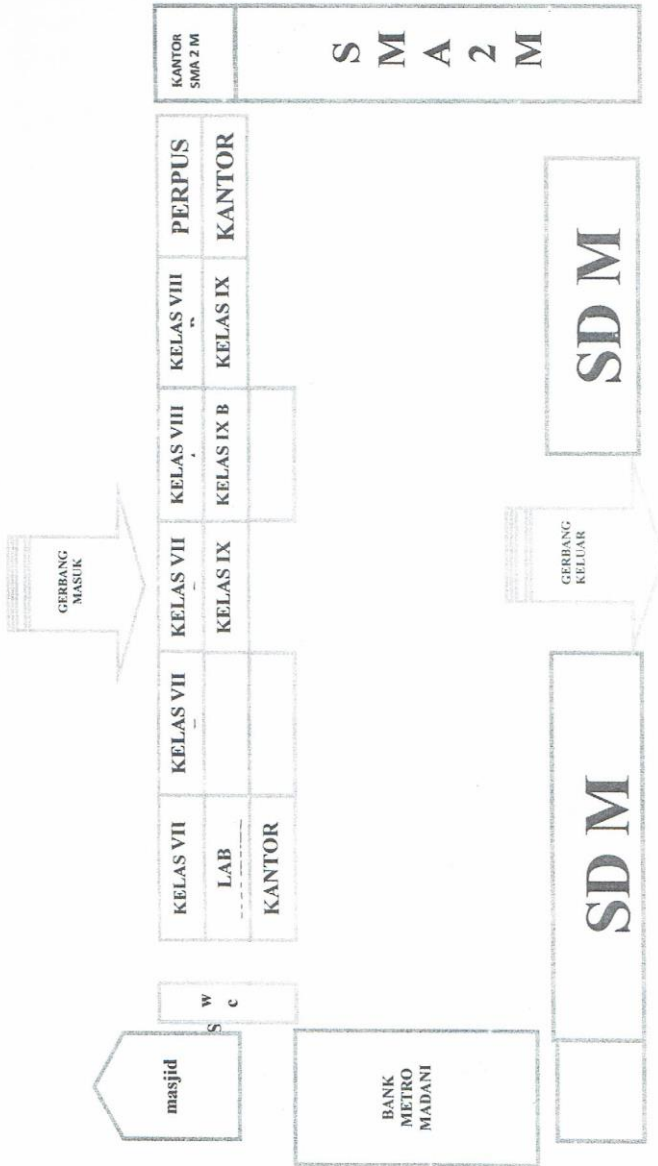
The Building of MTs Muhammadiyah Metro

The condition of facilities in MTs Muhammadiyah Metro in the academic year of 2017/2018 could be seen on the table below:

Table 6
The Building of MTs Muhammadiyah Metro

No	Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Library	1
5.	Language Laboratory	1
6.	Computer Laboratory	1
7.	Canteen	1
8.	Kitchen	1
9.	Classroom	9
10.	Mosque	1

Source : Documentation of MTs Muhammadiyah Metro Academic Year 2017/2018

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

xcvi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda **Fungsi sosial** Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb. ***Struktur text*** **(gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 3 (tiga) kalimat. ***Unsur kebahasaan***	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks deskriptif **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan	24 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyengli sh.com - http://america nenglish.state. gov/files/ae/re source_files - http://learnen glish.britishco uncil.org/en/ - https://www.g oogle.com/

(1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).	tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.	tentang deskripsi orang, binatang, benda, dalam teks deskriptif.
(2) Kata ganti *it, they, she, we, dst.; our, my, your, their, dst.*	• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.	**CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.
(3) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful*, dll.	• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:	
(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take*, dll.	– fungsi sosial setiap teks	**Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal	– nama orang, binatang, benda yang dideskripsikan	• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.
(6) Ucapan, tekanan kata, intonasi	– sifat orang, binatang, benda yang dideskripsikan	
(7) Ejaan dan tanda baca	– tindakan orang, binatang, benda yang dideskripsikan	
(8) Tulisan tangan	– kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan	
Topik Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan	• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks	• Observasi terhadap

tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengkomunikasikan

- Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang

kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.

Tes tertulis

Membaca dan menulis teks deskriptif yang menuntut pemahaman dan

sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

pemaparan tentang deskripsi orang, binatang, benda.

- Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb.

Portofolio

- Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.

- Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.

- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Lembar soal dan hasil tes

- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : Mts Muhammadiyah Metro

Kelas/Semester   : VII/II

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 2 x 45 menit

Pertemuan   : 1

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

B. Kompetensi Dasar :

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. **Indikator Pencapaian Kompetensi (IPK)**

1.1.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.

2.2.1 Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.

2.3.1 Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek

2.4.1 Menunjukan ekspresi dari sebuah kalimat dan dapat mengungkapkan fungsi dari ekspresi tersebut

D. **Tujuan Pembelajaran**

- Siswa dapat menggunakan kata kerja dalam bentuk lampau dengan benar.

- Siswa dapat menggunakan kata-kata yang menunjukan urutan kejadian dalam teks descriptive dengan benar.

- Siswa dapat menerapkan generic structure dari teks descriptive dengan benar.

- Siswa mampu menulis teks descriptive sederhana, komunikatif, akurat, dan diterima.

E. Materi Pembelajaran

Descriptive Paragraph (My Favorite Animal)

a. Definition of Descriptive Paragraph

A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

b. The Generic Structure of Descriptive Paragraph

The generic structure is:

- Identification: to identify phenomenon to be described.

- Description: to describes the parts, the characteristics, or qualities of something.

c. The Language Feature of Descriptive Paragraph

The language feature of Descriptive:

- Using simple present tense

The formula of simple present tense is:

$$S + Verb1(+s/es) + O$$

Example: The monkey *likes* banana.

- Using adjectives

Example: The elephant has a *long* trunk.

- Using of linking verbs

Example: The dress *looks* beautiful.

d. The Examples of Descriptive Paragraph

Bongo the Orangutan

Identification
{
There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan.

Description
{
She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them.

F. Metode Pembelajaran

1. Pendekatan = Kontekstual
2. Model = Scaffolding Technique
3. Metode = Diskusi dan Refleksi

G. Media, Alat, dan Sumber Pembelajaran.

1. Buku Siswa.
2. Papan Tulis/Spidol.
3. Lembar Kerja Siswa.

H. Kegiatan Pembelajaran

No	Kegiatan	Alokasi Waktu
1.	Pendahuluan • Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *"Assalamualaikum, Good Morning"* • Mengecek kehadiran siswa • Guru menanyakan kondisi siswa. • Guru memberikan apresiasi yang berkaitan dengan materi *Descriptive Text*	15 menit

2.	Kegiatan Inti	60 menit
	• Guru memulai pembelajaran.	
	• Guru memberikan beberapa pertanyaan kepada siswa.	
	1. What did you go in your last holiday ?	
	2. Where did you go in your last holiday ?	
	3. How did you go there ?	
	4. Whom did you go there with ?	
	• Guru menjelaskan pengertian tentang recount teks, generic structure dan significant lexicon grammatical feature dalam recount teks.	
	• Guru memberikan contoh bentuk recount paragraph	
	My Beloved Pet	
	I have a beautiful pet. It is a cat. Its name is "Si Manis."	
	It has black and white fur. It has four legs and long tail. It likes fish, salty fish and milk. It usually meows when it feels hungry.	
	Manis very like sleep in my bedroom. Manis always follow me everywhere. I love my cat.	
	• Guru dan siswa menentukan orientation, event, re-orientation dalam paragraph tersebut.	
	• Guru meminta siswa untuk membuat recount paragraph berdasarkan liburannya.	
	• Guru memberikan evaluasi	

3.	Penutup.	15 menit
	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari	
	• Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.	
	• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.	
	• Salam penutup *"Wassalamualaikum, See you next time"*	

I. Instrumen

Instrument of Pre-Test

Name   :

Class   :

Directions:

1. Write a Descriptive text about your family.
   Good Luck !!

Worksheet

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
……………………………

J. Penilaian

The Measurement Rubrics of Writing

Writng performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate

Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.

	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Score material

$$\text{Grade} = \frac{\text{The Correct Answer}}{\text{Max scores}} \times 100$$

Metro,...........................2017

Collaborator   The Researcher

MAHARANI PATAMA MR. S.Pd   NURUL INDAH PRISMAWATI
NBM. 1035551   NPM. 13107957

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: Mts Muhammadiyah Metro
Kelas/Semester	: VII/II
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 45 menit
Pertemuan	: 2

K. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

L. Kompetensi Dasar :

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

M. Indikator Pencapaian Kompetensi (IPK)

1.1.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.

2.2.1 Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.

2.3.1 Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek

2.4.1 Menunjukan ekspresi dari sebuah kalimat dan dapat mengungkapkan fungsi dari ekspresi tersebut

N. Tujuan Pembelajaran

- Siswa dapat menggunakan kata kerja dalam bentuk lampau dengan benar.

- Siswa dapat menggunakan kata-kata yang menunjukan urutan kejadian dalam teks descriptive dengan benar.

- Siswa dapat menerapkan generic structure dari teks descriptive dengan benar.

- Siswa mampu menulis teks descriptive sederhana, komunikatif, akurat, dan diterima.

O. Materi Pembelajaran

Descriptive Paragraph (My Favorite Animal)

a. Definition of Descriptive Paragraph

A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

b. The Generic Structure of Descriptive Paragraph

The generic structure is:

- Identification: to identify phenomenon to be described.
- Description: to describes the parts, the characteristics, or qualities of something.

c. The Language Feature of Descriptive Paragraph

The language feature of Descriptive:

- Using simple present tense

The formula of simple present tense is:

> S + Verb 1 (+s/es) + O

Example: The monkey *likes* banana.

- Using adjectives

Example: The elephant has a *long* trunk.

- Using of linking verbs

Example: The dress *looks* beautiful.

d. The Example of Descriptive Paragraph

Bongo the Orangutan

Identification {
There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan.

Description {
She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them.

P. Metode Pembelajaran

1. Pendekatan = Kontekstual
2. Model = Scaffolding Technique
3. Metode = Diskusi dan Refleksi

Q. Media, Alat, dan Sumber Pembelajaran.

4. Buku Siswa.
5. Papan Tulis/Spidol.
6. Lembar Kerja Siswa.

R. Kegiatan Pembelajaran

No	Kegiatan	Alokasi Waktu
1.	Pendahuluan • Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *"Assalamualaikum, Good Morning"* • Mengecek kehadiran siswa • Guru menanyakan kondisi siswa. • Guru memberikan apresiasi yang berkaitan dengan materi *Descriptive Text*	15 menit

2.	Kegiatan Inti	60 menit
	• Guru memulai pembelajaran.	
	• Guru memberikan beberapa pertanyaan kepada siswa.	
	5. What did you go in your last holiday ?	
	6. Where did you go in your last holiday ?	
	7. How did you go there ?	
	8. Whom did you go there with ?	
	• Guru menjelaskan pengertian tentang recount teks, generic structure dan significant lexicon grammatical feature dalam recount teks.	
	• Guru memberikan contoh bentuk recount paragraph	
	My Beloved Pet	
	I have a beautiful pet. It is a cat. Its name is "Si Manis."	
	It has black and white fur. It has four legs and long tail. It likes fish, salty fish and milk. It usually meows when it feels hungry.	
	Manis very like sleep in my bedroom. Manis always follow me everywhere. I love my cat.	
	• Guru dan siswa menentukan orientation, event, re-orientation dalam paragraph tersebut.	
	• Guru meminta siswa untuk membuat recount paragraph berdasarkan liburannya.	
	• Guru memberikan evaluasi	

3.	Penutup.	16 menit
	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari	
	• Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.	
	• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.	
	• Salam penutup *"Wassalamualaikum, See you next time"*	

S. Instrumen

Instrument of Post-Test 1 `

Name   :

Class   :

Directions:

2. Choose one of the picture about My Beloved Pets and write a Descriptive text . Good Luck !!

Worksheet

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J. Penilaian

The Measurement Rubrics of Writing

Writng performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate

Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are

			many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Score material

Grade = $\dfrac{\text{The Correct Answer}}{\text{Max scores}}$ X 100

Collaborator

Metro,..........................2017

The Researcher

MAHARANI PATAMA MR. S.Pd
NBM. 1035551

NURUL INDAH PRISMAWATI
NPM. 13107957

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: Mts Muhammadiyah Metro
Kelas/Semester	: VII/II
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 45 menit
Pertemuan	: 3

T. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli

(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

U. Kompetensi Dasar :

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

V. Indikator Pencapaian Kompetensi (IPK)

1.1.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.

2.2.1 Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.

2.3.1 Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek

2.4.1 Menunjukan ekspresi dari sebuah kalimat dan dapat mengungkapkan fungsi dari ekspresi tersebut

W. Tujuan Pembelajaran

- Siswa dapat menggunakan kata kerja dalam bentuk lampau dengan benar.
- Siswa dapat menggunakan kata-kata yang menunjukan urutan kejadian dalam teks descriptive dengan benar.
- Siswa dapat menerapkan generic structure dari teks descriptive dengan benar.
- Siswa mampu menulis teks descriptive sederhana, komunikatif, akurat, dan diterima.

X. Materi Pembelajaran

Descriptive Paragraph (My Favorite Animal)

a. Definition of Descriptive Paragraph

A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

b. The Generic Structure of Descriptive Paragraph

The generic structure is:

- Identification: to identify phenomenon to be described.
- Description: to describes the parts, the characteristics, or qualities of something.

c. The Language Feature of Descriptive Paragraph

The language feature of Descriptive:

- Using simple present tense

The formula of simple present tense is:

$$S + Verb\ 1\ (+s/es) + O/C$$

Example: The monkey *likes* banana.

- Using adjectives

Example: The elephant has a *long* trunk.

- Using of linking verbs

Example: The dress *looks* beautiful.

d. The Example of Descriptive Paragraph

Bongo the Orangutan

Identification { There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan.

Description { She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them.

Y. Metode Pembelajaran

1. Pendekatan = Kontekstual
2. Model = Scaffolding Technique
3. Metode = Diskusi dan Refleksi

Z. Media, Alat, dan Sumber Pembelajaran.

7. Buku Siswa.
8. Papan Tulis/Spidol.
9. Lembar Kerja Siswa.

AA. Kegiatan Pembelajaran

No	Kegiatan	Alokasi Waktu
1.	Pendahuluan • Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *"Assalamualaikum, Good Morning"* • Mengecek kehadiran siswa • Guru menanyakan kondisi siswa. • Guru memberikan apresiasi yang berkaitan dengan materi *Descriptive Text*	15 menit
2.	Kegiatan Inti	60 menit

	• Guru memulai pembelajaran.
	• Guru memberikan beberapa pertanyaan kepada siswa.
	    9. What did you go in your last holiday ?
	    10. Where did you go in your last holiday ?
	    11. How did you go there ?
	    12. Whom did you go there with ?
	• Guru menjelaskan pengertian tentang recount teks, generic structure dan significant lexicon grammatical feature dalam recount teks.
	• Guru memberikan contoh bentuk recount paragraph
	 My Beloved Pet
	    I have a beautiful pet. It is a cat. Its name is "Si Manis."
	    It has black and white fur. It has four legs and long tail. It likes fish, salty fish and milk. It usually meows when it feels hungry.
	    Manis very like sleep in my bedroom. Manis always follow me everywhere. I love my cat.
	
	• Guru dan siswa menentukan orientation, event, re-orientation dalam paragraph tersebut.
	• Guru meminta siswa untuk membuat recount paragraph berdasarkan liburannya.
	• Guru memberikan evaluasi	

3.	Penutup.	17 menit

• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup *"Wassalamualaikum, See you next time"*	

BB. **Instrumen**

Instrument of Post-Test 2

Name :

Class :

Directions:

3. Choose one of the picture about Place and write a Descriptive text.
   Good Luck !!

Worksheet

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J. Penilaian

The Measurement Rubrics of Writing

Writng performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
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Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
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	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate

Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
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Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
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	10-5	Very Poor	Having no mastery in syntax rule, there are

			many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Score material

Grade = $\dfrac{\text{The Correct Answer}}{\text{Max scores}}$ X 100

Metro,...........................2017

Collaborator

The Researcher

MAHARANI PATAMA MR. S.Pd
NBM. 1035551

NURUL INDAH PRISMAWATI
NPM. 13107957

THE MEASUREMENT RUBRICS OF WRITING

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
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Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
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Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
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	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

PRE-TEST

Name : Fitria Rahmawati

Class : 7c

Directions:

1. Write a Descriptive text based on your favorite Actor and Actres.
   Good Luck !!

Answer

I'am Love my mother. She mother is name sulastri.
She very patient, She have blak eye. She have
long hair. She have withe skin. She very beautifull.
I love my mother

PRE-TEST

Name : EGI Bona Pratama

Class : VII C

Directions:

1. Write a Descriptive text based on your favorite Actor and Actres.
   Good Luck !!

Answer

My Brother Idiots

My Brother is a very gentle, Name my brother Idiots is Ilham abdullah, He is very tall, And He is a crazy, He Student mts, my Brother is a very tall & tidy person, he has dry greend and Red Hair which he usually pulls up into abun. he has dark white eyes that twinkle whenever she sees me.

I Really love My Brother idiots is Ilham Abdullah

PRE-TEST

Name   o NAUFAL SABRI ANDIKA

Class   o VII^c

Directions:

1. Write a Descriptive text based on your favorite Actor and Actres.
   Good Luck !!

Answer

MY COUSIN

my cousin name is : ALVIN

She have nose big, She have eye big

She have chair long

She class : VI (six) , she school at maargoreja

She have bike cyclemountain

She have my brother, my brotch' my brother

name is : Satrio

Alvin have kuku long

I love you

POST TEST I

Name   :

Class   :

Directions:

1. Choose one of the picture about My Beloved Pets and write a Descriptive text . Good Luck !!

Worksheet

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POST TEST I

Name : Fitria Rahmawati

Class : 7c

Directions:

1. Choose one of the picture about My Beloved Pets and write a Descriptive text.
   Good Luck !!.

Answer

My Rabbit

I am have a pet. It's a fat cuddly rabbit. My rabbit are a girl. I am named her Nyinyis because she is adorable whit her chubby cheeks. She has a pair of white, long ears. She have clear red eyes. She have white furr all over her body with few black and brown spots. Her fur is very soft. that's why I love petting she.

Nyinyis loves to eat most of vegetables, grasses, and fruits. I love Nyinyis.

POST TEST I

Name : EGI Bona Pratama

Class : VII C

Directions:

1. Choose one of the picture about My Beloved Pets and write a Descriptive text. Good Luck !!.

Answer

My Cat

I Have a Pet cat. It name is winkie. It white and grey. It have lovely green eyes. It is very soft and fur. It eats fish and drink milk.

It plays with I when Iam come back from school. It likes to play whit ball in the garden.

I love my pet very much and take care of it.

POST TEST I

Name : NAFAL UPAL SABRI ANDIKA

Class : VII'

Directions:

1. Choose one of the picture about My Beloved Pets and write a Descriptive text. Good Luck !!.

Answer

My dog Blecky

I have a very cute pet. He name is Blecky. Blecky is a russian Dog. His have white and spotted black fur. His is 2 year old now. His is not only smart but also adroit.

Blecky is a loyal pet that i ever had.

His always acompany me to went the market.

Play foot ball, run and play around - in short, i love Blecky.

POST TEST II

Name   :

Class   :

Directions:

1. Choose one of the picture about Place and write a Descriptive text. Good Luck !!

Worksheet

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POST TEST II

Name : Fitria Rahmawati

Class : 7C

Directions:

1. Choose one of the picture about my PLACEs and write a Descriptive.
   Good Luck !!.

Answer

My Bedroom

My bedroom is comfortable place to take a rest. It is a good Place For relax and sleep in the night. I am can do everything that I want in my room, there is a small wardrobe that contains my clothes, books, and other tools to study there is a small bed that very comfortable For me to sleep. And the last there use a bigscupboard that full of my Family's possesion. All thing makes me feell warm and comfort every time It's a best room in my home.

POST TEST II

Name : EGI Bona Pratama

Class : VII C

Directions:

1. Choose one of the picture about the PLATE s and write a Descriptive. Good Luck !!.

Answer

Our School

This is our school it is MTS muhammadiyah Metro, we school is big and clean. there is some classrooms, a library, a laboratory, a theacher's Rom, and an administrative office. our school has twelve classroom's. Mr. Busro is our Head Master, Mr Dani is we English teacher and Mr. EDI is the Gardener.

In front class there is a beautiful Garden flower there is a first Pond in garden. the circumstance of we school is good because of that all students can study well.

Name : NAUFAL SABRI ANDIKA

Class : VII^C

Directions:

1. Choose one of the picture about ~~My~~ | PLACE . and write a Descriptive.
   Good Luck !!.

Answer

ZOO

Zoo is the Place where animals that have been cared by peoples live. Zoo has many kind of animals. at the zoo we can find some endangered animals.

in holidays or weekend some Peoples visit the zoo to see the animals at there.

There is several food courts at the zoo, it usually because some peoples who visit the zoo dididn't bring their meals. some seller this sell some stuffs from zoo, animals doll, animal.

DAFTAR NILAI PRE-TEST

SEKOLAH   : MTs MUHAMMADIYAH METRO

MATA PELAJARAN   : BAHASA INGGRIS

HARI/TANGGAL   : RABU/ 16 NOVEMBER 2017

KKM   : 70

KELAS   : VII C

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont	Org	Voc	Lang	Mech		
1	AP	13	10	9	10	3	45	Failed
2	AA	14	10	7	10	2	43	Failed
3	APS	13	7	7	10	2	39	Failed
4	AS	14	14	10	11	3	52	Failed
5	BZA	14	12	13	11	3	53	Failed
6	EBP	13	16	16	12	3	58	Failed
7	FAF	19	16	16	17	3	70	Passed
8	IN	18	18	16	15	4	71	Passed
9	IA	13	13	14	13	3	56	Failed
10	LA	14	7	6	8	2	37	Failed
11	MS	14	11	7	8	3	43	Failed
12	NSA	17	15	11	13	3	59	Failed
13	PR	13	10	7	8	3	41	Failed
14	FJ	16	8	9	10	3	46	Failed
15	VI	20	16	17	18	4	75	Passed
16	RA	16	15	11	13	3	58	Failed
17	PP	13	10	9	10	3	45	Failed
18	FR	14	13	10	10	3	50	Failed
19	DFP	17	11	6	13	3	50	Failed
20	RJ	14	11	10	10	3	48	Failed
High Score							75	
Loweat Score							37	
Average							51,95	

DAFTAR NILAI POST-TEST I

SEKOLAH   : MTs MUHAMMADIYAH METRO

MATA PELAJARAN   : BAHASA INGGRIS

HARI/TANGGAL   : KAMIS/ 23 NOVEMBER 2017

KKM   : 70

KELAS   : VII C

NO	Students Code	Criteria of The Score					TOTAL	Note >70
		Cont	Org	Voc	Lang	Mech		
1	AP	19	13	12	12	3	59	Failed
2	AA	18	13	11	12	3	57	Failed
3	APS	17	10	10	13	3	53	Failed
4	AS	20	15	13	12	4	64	Failed
5	BZA	18	13	14	12	3	60	Failed
6	EBP	19	16	16	13	3	67	Failed
7	FAF	20	17	17	18	4	75	Passed
8	IN	21	19	17	16	4	77	Passed
9	IA	19	14	15	13	3	64	Failed
10	LA	18	12	11	11	3	55	Failed
11	MS	19	13	12	12	3	59	Failed
12	NSA	20	17	14	16	4	71	Passed
13	PR	19	13	12	12	3	58	Failed
14	FJ	19	13	12	13	3	60	Failed
15	VI	22	17	17	18	4	78	Failed
16	RA	20	18	14	15	4	71	Passed
17	PP	18	13	12	11	3	57	Failed
18	FR	19	14	13	12	3	61	Failed
19	DFP	18	13	12	13	3	59	Failed
20	RJ	18	13	13	12	3	59	Failed
High Score							78	
Lowest Score							53	
Average							63,2	

DAFTAR NILAI POST-TEST II

SEKOLAH : MTs MUHAMMADIYAH METRO

MATA PELAJARAN : BAHASA INGGRIS

HARI/TANGGAL : KAMIS/ 28 NOVEMBER 2017

KKM : 70

KELAS : VII C

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		Cont	Org	Voc	Lang	Mech		
1	AP	20	18	14	15	4	71	Passed
2	AA	20	18	15	15	4	72	Passed
3	APS	18	12	11	14	4	59	Failed
4	AS	22	17	16	15	4	74	Passed
5	BZA	20	18	16	15	4	73	Passed
6	EBP	22	18	19	16	4	79	Passed
7	FAF	23	19	19	18	5	84	Passed
8	IN	23	20	18	18	5	84	Passed
9	IA	21	18	17	15	4	75	Passed
10	LA	18	13	12	11	3	57	Failed
11	MS	22	17	17	16	4	76	Passed
12	NSA	22	19	18	17	5	81	Passed
13	PR	21	17	16	15	4	72	Passed
14	FJ	20	18	16	15	5	74	Passed
15	VI	23	20	19	18	5	85	Passed
16	RA	22	19	17	16	5	79	Passed
17	PP	21	19	18	16	5	79	Passed
18	FR	21	17	18	16	5	77	Passed
19	DFP	22	17	14	15	4	72	Passed
20	RJ	18	14	14	13	4	64	Failed
High Score							85	
Lowest Score							57	
Average							74,6	

Table

Observation Sheet of Students' Activities in Cycle I

Class   : VII

School   : MTs Muhammadiyah Metro

Date   : 22 November 2017

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1	AK	—	✓	✓	✓	3
2	ASP	✓	✓	✓	—	3
3	AA	✓	—	✓	✓	3
4	BK	✓	—	—	✓	2
5	BP	✓	✓	✓	✓	4
6	CRW	✓	—	✓	✓	3
7	CPS	✓	✓	✓	—	3
8	DAI	✓	—	—	✓	2
9	ERL	—	✓	✓	✓	3
10	GBT	✓	✓	✓	✓	4
11	LAS	✓	—	✓	✓	3
12	LH	✓	✓	—	✓	3
13	MAF	✓	—	✓	—	2
14	MFS	✓	✓	—	✓	3
15	NL	✓	✓	✓	✓	4
16	PM	✓	—	—	✓	2
17	RA	✓	—	✓	—	2
18	WIN	—	✓	✓	✓	3
19	SM	✓	✓	✓	✓	4
20	SA	—	✓	✓	✓	3
Total		16	13	16	16	
Percentages		80%	65%	80%	80%	

Note:

- Tick (√) for each positive activity
- Percentages of students' activities:

$$P = \frac{I}{n} \, x \, 100\%$$

P = Percentage

I = Indicator

n = Total of Students

<table>
<tr><td>Collaborator</td><td>Metro,   2017
The Researcher</td></tr>
</table>

MAHARANI PRATAMA MR, S.Pd
NBM. 1035551

NURUL INDAH PRISMAWATI
NPM. 13107957

Table

Observation Sheet of Students' Activities in Cycle II

Class : VII

School : MTs Muhammadiyah Metro

Date : 27 November 2017

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1	AK	√	√	√	√	4
2	ASP	√	—	√	√	3
3	AA	—	√	√	√	3
4	BK	√	—	—	√	2
5	BP	√	√	√	√	4
6	CRW	√	√	√	√	4
7	CPS	√	√	√	—	3
8	DAI	√	—	√	√	3
9	ERL	√	—	√	√	3
10	GBT	√	√	√	√	4
11	LAS	√	√	√	—	3
12	LH	√	√	√	√	4
13	MAF	—	√	√	√	3
14	MFS	√	—	—	√	2
15	NL	√	√	√	√	4
16	PM	√	√	√	—	3
17	RA	—	√	√	√	3
18	WIN	√	—	√	√	3
19	SM	√	√	√	√	4
20	SA	√	√	√	√	4
Total		17	14	18	17	
Percentages		85%	70%	90%	85%	

Note:

- Tick (√) for each positive activity

- Percentages of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P = Percentage

I = Indicator

n = Total of Students

Collaborator

MAHARANI PRATAMA MR, S.Pd
NBM. 1035551

Metro,   2017
The Researcher

NURUL INDAH PRISMAWATI
NPM. 13107957

FIELD NOTE IN CYCLE I

School   : MTs Muhammadiyah Metro

Class   : VII C

Date	Meeting	Activities
22 November 2017	I	- Give Pre-test for the students' - Most of the students' did test confusedly - The teacher give the material about pet and animal. - Some the students did not understand about the Material
23 November 2017	II	- Give post test I to the students' - the students passed the minimum standard criteria, but so many students did not pass the score - Make reflection to students and mode evaluation for the teaching learning Process

Collaborator

Maharani Patama MR. S.Pd
NIP. 1035551

Metro,   2017
The Reasearcher

Nurul Indah P
NPM. 13107957

cl

FIELD NOTE IN CYCLE II

School   : MTs Muhammadiyah Metro

Class   : VII C

Date	Meeting	Activities
27 November 2017	I	- Explain the material clearly - the students give more attention for the teacher - the students' able to do the task In learning proces as the treatment
28 November 2017	II	- the teacher give post -test II after giving treatment - Most of students doing the Task correcly - Most of Students passed the Minimum Standard criteria

Collaborator

Maharani Patama MR. S.Pd
NBM. 1035551

Metro,   2017
The Reasearcher

Nurul Indah P
NPM. 13107957

OBSERVATION SHEET OF TEACHER ACTIVITIES IN CYCLE I

Class   : VII

School   : MTs Muhammadiyah Metro

Date   : 22 November 2017

Teacher Activity	3	2	1
1. Pre Test			
a. Prepare the lesson plan	✓		
b. Prepare the media that will be used.		✓	
c. Ability in opening the learning process.	✓		
2. While Teaching			
a. Inform the objective of learning	✓		
b. Explain the material chronological.		✓	
c. Guide the students to follow the lesson.		✓	
d. Motivate the students to ask.	✓		
e. Practice the students to answer the question about the material.		✓	
3. Post Teaching			
a. Conclude the result learning.	✓		
b. Close the learning activity.		✓	
TOTAL	5	5	

Note :

- Tick (√) for each positive activity.
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator

MAHARANI PRATAMA MR S.Pd
NBM. 1035551

Metro,   2017
The Researcher

NURUL INDAH PRISMAWATI
NPM. 13107957

OBSERVATION SHEET OF TEACHER ACTIVITIES IN CYCLE II

Class   : VII

School   : MTs Muhammdiyah Metro

Date   : 27   November 2017

Teacher Activity	3	2	1
4. Pre Test			
a. Preapare the lesson plan	✓		
b. Preapare the media that will be used.	✓		
c. Ability in opening the learning process.	✓		
d. While Teaching			
Inform the objective of learning	✓		
f. Explain the material chronological.	✓		
g. Guide the students to follow the lesson.	✓		
h. Motivate the students to ask.		✓	
i. Practice the students to answer the question about the material.	✓		
e. Post Teaching			
c. Conclude the result learning.	✓		
d. Close the learning activity.		✓	
TOTAL	8	2	

Note :

- Tick (√) for each positive activity.
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator

MAHARANI PRATAMA MR S.Pd
NBM. 1035551

Metro,   2017
The Reasearcher

NURUL INDAH PRISMAWATI
NPM. 13107957

❖ 1st meeting pre-test (Thursday, November 16st, 2017 at 10.30-12.00

❖ 2nd meeting Treatment(Wednesday, November 22th , 2017 at 10.30-12.00)

❖ 3nd meeting post-test I(Thusday, November 23th , 2017 at 10.30-12.00)

❖ 4ⁿᵈ meeting Treatment(Wednesday, November 27ᵗʰ , 2017 at 10.30-12.00)

❖ 5nd meeting Post test II(Thusday, November 2th , 2017 at 10.30-12.00)

ATTENDANCE LIST

NO	NAME	Pre Test	Treatment I	Post Test I	Treatment II	Post Test II
1	ADLI PUTRA	√	√	√	√	√
2	AISYAH AULIA	√	√	√	√	√
3	ALDA PUSPITA SARI HR	√	√	√	√	√
4	ALMAR'ATUS SHOLIHAH	√	√	√	√	√
5	BILAL ZUBAIR A	√	√	√	√	√
6	DANDI FITRA PRATAMA	√	√	√	√	√
7	EGI BONA PRATAMA	√	√	√	√	√
8	FATHUL AHMAD FATONI	√	√	√	√	√
9	IDA NURANI	√	√	√	√	√
10	ILHAM ABDULLAH	√	√	√	√	√
11	LATHIFAH APRIANTI	√	√	√	√	√
12	M. SADAM	√	√	√	√	√
13	NAUFAL SABRI ANDIKA	√	√	√	√	√
14	PUTRI RIZA	√	√	√	√	√
15	FEMAS JULIANDO	√	√	√	√	√
16	VERDI IRAWAN	√	√	√	√	√
17	RIDHO AGUNG PRATAMA	√	√	√	√	√
18	PANJI PRABOWO	√	√	√	√	√
19	RIKI WIJAYA	√	√	√	√	√
20	FITRIA RAHMAWATI	√	√	√	√	√

clix

Nomor   : Sti.06/JST/PP.00.9/2346/2016   Metro. 24 Oktober 2016
Lamp   : -
Hal   : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah   MTs Muhammadiyah Metro
Di –
　　Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : Nurul Indah Prismawati
NPM   : 13107957
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : Improving the Students' writing descriptive teks by applying Scaffolding Technique at the Seventh Grade Of MTs Muhammadiyah Metro in Academic Years 2016/2017

Untuk melakuan *PRA SURVEY* di   MTs Muhammadiyah Metro

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

Wassalemu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla. M.Pd
NIP. 19691008 200003 2005

MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO
STATUS TERAKREDITASI " B" NSM : 121 218 720 001
Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id

Nomor   :367/III.4/F/AU/2017
Lampran   : -
Perihal   :*Balasan Izin Pra Survey*

Kepada Yth
Dekan IAIN Jurai Siwo Metro
   di Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : Sti.06/JST/PP.00.9/2346/2016, Perihal Izin Pra Survey di MTs Muhammadiyah Metro atas nama :

NamaMahasiswa	: **NURUL INDAH PRISMAWATI**
NPM	. 13107957
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris (TBI)
Tujuan	: Dalam Rangka menyelesaikan Tugas Akhir dengan Judul:

"IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEKS BY APPLYING SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN ACADEMIC YEAR 2016/2017"

Maka kami memberikan izin kepadanya untuk melakukan research di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb

Metro, 30 Maret 2017
Plt Kepala Madrasah

BUSRO, S.Ag
NBM. 637 255

Nomor : B-2561/In.28.1/J/TL.00/11/2017   07 November 2017
Lamp : -
Hal : BIMBINGAN SKRIPSI

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : NURUL INDAH PRISMAWATI
NPM   : 13107957
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
19750610 2008011014

S U R A T   T U G A S

Nomor: B-2648/In.28/D.1/TL.01/11/2017

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

Nama	:	NURUL INDAH PRISMAWATI
NPM	:	13107957
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTs MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal   : 15 November 2017

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Nomor : B-2649/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.
KEPALA MTs MUHAMMADIYAH
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2648/In.28/D.1/TL.01/11/2017, tanggal 15 November 2017 atas nama saudara:

Nama	:	NURUL INDAH PRISMAWATI
NPM	:	13107957
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs MUHAMMADIYAH METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 November 2017
a.n Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO
STATUS TERAKREDITASI " B" NSM : 121 218 720 001
Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id

Nomor   :499/III.4/F/AU/2017
Lampran   : -
Perihal   :**Balasan Izin Research**

Kepada Yth.

Dekan IAIN Jurai Siwo Metro

di

    Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : B-2649/In.28/D.1/TL.00/11/2017 tanggal 15 November 2017, Perihal Izin Research di MTs Muhammadiyah Metro atas nama :

Nama Mahasiswa	: **NURUL INDAH PRISMAWATI**
NPM	: 13107957
Semester	: 9 (sembilan)
Jurusan	: Pendidikan Bahasa Inggris
Tujuan	: Dalam Rangka menyelesaikan Tugas Akhir/Skripsi dengan judul: *"IMPROVING THE STUDENTS WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018"*

Maka kami memberikan izin kepadanya untuk melakukan research di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb

Metro, 20 September 2017
Kepala Madrasah

BUSRO S.Ag
NBM. 637 255

MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO

MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO
STATUS TERAKREDITASI " B" NSM : 121 218 720 001

Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id

SURAT KETERANGAN
Nomor : 533/IV.4/F/AU/2018

بسم الله الرحمن الرحيم

Berdasarkan surat dari Wakil Dekan I IAIN Metro Fakultas Tarbiyah nomor B-2649/In.28/D.1/TL.00/11/2017 tanggal 15 November 2017 perihal Permohonan Izin Research, Kepala MTs Muhammadiyah Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

NO	NAMA	NPM	JURUSAN
1	NURUL INDAH PRISMAWATI	13107957	PENDIDIKAN BAHASA INGGRIS

ISI KETERANGAN :

Bahwa benar nama tersebut diatas telah melakukan research di MTs Muhammadiyah Metro dalam rangka memenuhi tugas Skripsi dengan judul *"IMPROVING THE STUDENTS WRITING DESCRIPTIVE TEXT BY APPLYING THE SCAFFOLDING TECHNIQUE AT THE SEVENTH GRADE OF MTs MUHAMMADIYAH METRO IN THE ACADEMIC YEAR OF 2017/2018"*

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinnya.

Dikeluarkan di: Metro

Pada Tanggal : 28 November 2017

Kepala Madrasah,

B U S R O, S.Ag
NBM. 637 255

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Nurul Indah Prismawati   **Jurusan** : TBI

NPM : 13107957   **Semester** : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 20/12-17		V	Revise Typing - space - missword - misr spelling.	
2.	selasa 02/01-18	V		- Revise the explanation about Pree Test! - Write a clear word!	
3.	08/01-18		V	- Revise conclussion should answer the Problem Formulation!	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

clxvii

FORMULIR KONSULTASI BIMBINGAN

Nama : Nurul Indah Prismawati Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan/TBI
NPM   : 13107957   Semester   : X

No	Hari/Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Senin 15 - 01 - 2017		✓	Acc Ch IV.V.	

Diketahui :
Ketua jurusan TBI

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Dosen Pembimbing II

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Nurul Indah Prismawati   **Jurusan** : TBI

NPM : 13107957   **Semester** : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	15-01-18	√		- Revise cover & title - Revise Abstrack - Revise Dedication Page - Revise List of Tables - Revise List of Figures - Revise Chapter I - Revise chapter IV - Revise Chapter V - Revise CURRICULUM VITAE	
2	16/1-18	√		acc for munaqosya	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

CURRICULUM VITAE

The name of the writer is Nurul Indah Prismawati. She was born in metro, on February 07th, 1996. She is the first child of Mr. Budi Hartono and Mrs. Marsinah. She lived in Ganjar Asri, West Metro.

She was study at SDN 2 Banarjoyo on 2001-2007. She continued her study at SMPN 01 Batanghari, East Lampung, on 2007-2010. She continued her study at SMA MUHAMMADIYAH 01 Metro, on 2010-2013. Finally, at same year, she dedicate to have lecture in English Education Department of State Institute of Metro from 2013 until now.