

**AN UNDERGRADUATE THESIS**

**APPLYING SMALL GROUP DISCUSSION TECHNIQUE  
TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL  
AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA  
EAST LAMPUNG**

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1439 H / 2018 M**

**APPLYING SMALL GROUP DISCUSSION TECHNIQUE  
TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL  
AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA  
EAST LAMPUNG**

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

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Title : THE EFFECTIVENESS OF APPLYING SMALL GROUP  
DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING  
DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMA N  
1 RAMAN UTARA IN THE ACADEMIC YEAR OF 2017/2018

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*Assalamualaikum Wr.Wb.*

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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

*Wassalmu'alaikum Wr.Wb*

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An Undergraduate Thesis entitled: APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Written by Eva Nuraini, student number 13107237 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 24<sup>th</sup>, 2018 at 15.00-17.00

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## **ABSTRACT**

### **APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA EAST LAMPUNG**

**BY:  
EVA NURAINI**

The purpose of this research is to show that the effectiveness of applying Small Group Discussion Technique towards the students' writing skill. The students of SMA N 1 Raman Utara have difficulties in understanding a text. Moreover, they also have difficulties to achieve writing skill. This research is conducted to discuss how the influence of Small Group Discussion Technique towards the students' writing skill to write descriptive text in English.

This research is categorized to Classroom Action Research (CAR). In this research, the researcher conducted Classroom Action Research (CAR) which is done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is the students of X.1 of SMA N 1 Raman Utara, East Lampung. In collecting data, the researcher used test, observation, and documentation.

The results of the research showed that, from two cycles, the average scores of students' writing descriptive text skill are (a) 45,35 in pre-test, and (b) 54,8 in post-test 1 as well as (c) 58,3 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 8 active students (40%) and 12 inactive students (60%) in the first meeting, (b) 13 active students (65%) and 7 inactive students (35%) in the second meeting. In cycle 2, the students' activities consisted of 12 active students (65%) and 8 inactive students (35%) in the first meeting 15 active students (75%) and 5 inactive students (25%) in the second meeting. This result also drew conclusions that Small Group Discussion Technique was able to improve the students' writing descriptive text skill.

*Key words: Writing Descriptive, Small Group Discussion Technique, and Classroom Action Research*

## **ABSTRAK**

### **PENERAPAN SMALL GROUP DISCUSSION TECHNIQUE UNTUK MENINGKATKAN MENULIS TEKS DESCRIPTIVE TERHADAP SISWA KELAS X SMA N 1 RAMAN UTARA LAMPUNG TIMUR**

**OLEH:  
EVA NURAINI**

Tujuan penelitian ini adalah untuk menunjukkan bahwa penerapan Small Group Discussion Technique terhadap kemampuan menulis siswa. Masalah yang dihadapi siswa di SMA N 1 Raman Utara yaitu masih mempunyai kemampuan rendah dalam menulis sebuah teks. Penelitian ini dilakukan untuk mendiskusikan bagaimana pengaruh Small Group Discussion Technique terhadap kemampuan siswa dalam menulis teks deskriptif dalam bahasa Inggris.

Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini dilakukan menggunakan CAR (Classroom Action Research) atau PTK (Penelitian Tindakan Kelas) yang terdiri dari 2 siklus. Setiap siklus terdiri dari planning, acting, observing and reflecting. Subjek penelitian ini adalah siswa kelas X.1 SMA N 1 Raman Utara, Lampung Timur. Teknik yang digunakan dalam pengumpulan data ialah test, observasi dan dokumentasi.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata dalam kemampuan menulis teks deskriptif siswa adalah (a) 45,35 di pre-test, dan (b) 54,8 di post-test 1, serta (c) 58,3 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 8 siswa aktif (40%) dan 12 siswa tak aktif (60%) di pertemuan pertama, (b) 13 siswa aktif (65%) dan 7 siswa tak aktif (35%) di pertemuan kedua. Pada siklus kedua, aktivitas siswa terdiri dari 12 siswa aktif (65%) dan 8 siswa tak aktif (35%) di pertemuan pertama serta 15 siswa aktif (75%) dan 5 siswa tak aktif (25%) di pertemuan kedua. Hasil ini menggambarkan bahwa Small Group Discussion Technique dapat meningkatkan kemampuan siswa dalam kemampuan menulis teks deskriptif.

*Kata Kunci: Menulis Deskriptif, Small Group Discussion Technique, and Penelitian Tindakan Kelas*



#### STATEMENT OF RESEARCH ORIGINALITY

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Metro, Januari 2018  
Penulis



## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“Verily, with every difficulty there is relief.”*

*(Q.S. Al-Insyirah: 6)*

*“You have to endure caterpillars if you want to see butterflies.”*

*(Evan D. Saint)*

## **DEDICATION PAGE**

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

1. My beloved father Suparmin and My mother Turyati who always pray me, give me support and guidance to be succes in my study. I do love you and you are my everything.
2. My beloved brothers Affan Fahmi Abbas and Dian Saputra. Do not ever leave me because I need your support and thanks for always taking care of me.
3. My sponsor Dra. Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum, it will not be real without your assistance.
4. My beloved friends Aizul Fachrunnisa, Tari Asha, Nindi, Anggun, Rialita, Riska, Riski, Fya, Putri, and Riski. Thanks for your help, support, and care, and thanks for all your assistance, so that I could finish My undergraduate thesis.
5. My headmaster and English teacher of SMA N 1 Raman Utara, East Laampung.
6. My Almamater IAIN Metro is the best.

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Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the writer so that she is able to accomplish this undergraduate thesis. *Shalawat* and salaam may always be upon the holy world leader, Prophet Muhammad SAW.

This undergraduate thesis is entitled “Applying Small Group Discussion Technique to Improve Students’ Writing Descriptive Text Skill at the Tenth Graders of SMA N 1 Raman Utara in the East Lampung”.

This undergraduate thesis was conducted through Classroom Action Research.


This paper is written as partial fulfillment of requirement for obtaining Sarjana Pendidikan (S.Pd) degree of English Education Department in IAIN Metro. In this chance, the writer would like to express his sincere gratitude to those who have involved in the process of conducting this undergraduate thesis. First of all, gratitude is upon Dr.Hj. Akla, M.Pd as Dean of Tarbiyah Faculty and Ahmad Subhan Roza, M.Pd as Head of English Education Department. Her massive thank is also given to both supervisors; Dra. Umi Yawisah, M.Hum as the first sponsor who has contributed his expertise and idea to assist the writer and Syahreni Siregar, M.Hum as the Co-sponsor who has given her knowledge and experience. Her gratitude is also for all the lecturer in English Education Department.

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Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the better of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows success and guides to the Right Path.

Metro, January 2018  
The writer,



**Eva Nuraini**  
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that is very important to master by many people around the world. In Indonesia, English is taught as a foreign language. By mastering English, it is very effective to gain important information stated by English. English consists of receptive and productive language skills. Receptive language skills cover reading and listening; meanwhile, productive language skills cover speaking and writing skills. All of four language skills about have their own importance function in the process of communication. In order to master English language skills there must be certain grade effort down by the people who you like you English.

In line with the language skills in English above, writing is one of the important language skills that refer to productive language skills. Writing skill can be interpreted as a language skill used to communicate the mind or idea by using written symbols so that other people who read it will be understand what the researcher mean. By writing, it is easy for the researcher to share information, to give knowledge and to establish communication. Therefore, it is urgent to realize how important writing in our life. In the other word, writing plays an important role in foreign language setting since the main indicator of success in learning a language is the ability to speak that language.

However, writing is not an easy matter. There are many problems in writing which comes from the inside researchers and outside of them. The writing problems in writing which comes from the inside of researchers are having lack of vocabularies and grammatical mastery, having low motivation to write and unconfident to practice writing. In addition, some of people to be afraid to write because they do not have ideas to write and they have difficulties in organizing their ideas.

Furthermore, the writing problems which came from the outside of researchers are inconducive environment which rarely supported the researcher to write and practice writing in English, limited learning media to be used to support writing. Moreover, it is also hard for the researcher to have good writing performance if they were not instructed by using appropriate teaching technique.

In relation with the general writing undergraduated thesis above, it was found that there were also specific writing problem as the result of pre-survey by the researcher which was done on April, 28<sup>th</sup> 2017 at SMA NEGERI 1 Raman Utara East Lampung. The data of pre-survey is provided as follow:

**Table 1.1**  
**The Data of Pre-survey among the Tenth Grade Students of SMA N 1**  
**Raman Utara East Lampung**

No	Name	Score	Criteria
1	AD	45	Incomplete
2	AAL	45	Incomplete
3	AP	50	Incomplete

4	AS	40	Incomplete
5	ADA	40	Incomplete
6	BCW	50	Incomplete
7	DR	40	Incomplete
8	DNK	50	Incomplete
9	EN	68	Complete
10	ES	70	Complete
11	FN	50	Incomplete
12	FMS	40	Incomplete
13	LF	70	Complete
14	OES	45	Incomplete
15	PCP	55	Incomplete
16	RY	65	Complete
17	RNB	68	Complete
18	RF	40	Incomplete
19	SW	50	Incomplete
20	SL	60	Incomplete

Source: The researcher's data pre-survey on 28 April 2017

In addition, the result of pre-survey above was categorized in to two kind's criteria such as complete and incomplete based on the minimum mastery criterion. The categorization of pre-survey result was provided in the following table:

**Table 1.2**  
**Passing Grade Criteria**

No	Grade	Criteria	Total of student	Percentage
1	$\geq 65$	Complete	5	25%
2	$\leq 65$	Incomplete	15	75%
Total			20	100%

Based on the pre-survey above, it was known that most of the students were not able to pass grade of 65 as the minimum mastery criterion. The students could be successful in achieving the material if 70% of the students in class get at least 65. However, it was only 25% of students that were able pass minimum mastery criterion. It was because there were only five of twenty students were able to achieve minimum mastery criterion. All in all, it were concluded that the writing skill of descriptive text in the tenth grader of SMAN 1 Raman Utara were categorized into low category.

Therefore, to overcome the problem above, the researcher decided to apply a teaching technique that was effective to improve students' writing descriptive text skill. This technique was called small group discussion. Small Group Discussion is technique that can make students easier to accept the lesson and easier to write in English. The researcher would conduct a research focusing on applying small group discussion technique to improve the students' writing descriptive text skill. In line with the reason above, the researcher purposes a title of this research entitled "APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA EAST LAMPUNG"

## **B. Problem Identification**

Referring the background above the problem can be identified as follows:

1. The students have low motivation and unconfident to write the descriptive text.
2. The students do not have ideas and get difficulties in organizing their ideas.
3. The students feel hard to write descriptive text.
4. Most of the students are difficult to write certain words correctly.
5. The technique that was given is not variation in teaching learning process.

## **C. Problem Limitation**

Based on the problem identification above, the researcher limited and focused the problem of students' are difficulties in writing descriptive text skill by applying small group discussion technique at the tenth graders of SMA N 1 Raman Utara East Lampung.

## **D. Problem Formulation**

Based on the background study above, the problem of this research is: "Can small group discussion technique improve the students' writing descriptive text skill and their learning activities at the tenth graders of SMA N 1 Raman Utara East Lampung?"



## **E. Objective and Benefit of Study**

### **1. Objective of the Study**

In line the problem formulation above, the objective of the research is to know whether Small Group Discussion Technique improve the students' writing descriptive text skill and their learning activities.

### **2. Benefit of the Study**

This research was conducted with the purpose to give some benefits for some sides. Theoretically and practically this research was conducted from some sides as follows:

a. For students as a development technique

The students could be easy create a descriptive text by using small group discussion technique develop their skill in writing.

b. For English teacher as an alternative technique

The small group discussion technique could be an alternative to the teachers in solving the problems in the class.

c. For the headmaster as the problem solving

For the headmaster this research was an input of matter to improve and facilitate the learning of English process.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Review

##### 1. The Concept of Writing Descriptive Text Skill

###### a. The Definition of Writing Skill

According to Jeremy harmer explained that “writing has always been used as a means of reinforcing language that has been taught”.<sup>1</sup>It means that the teacher can ask students to write sentence, grammar, and the other. Student can then be asked to write about something that happened of them. Moreover, Trudy Wallace,et.al. explain that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.<sup>2</sup>

Then, Brown states that writing was a skill that what the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people was carried out orally.<sup>3</sup> Its mean that writing as representative for common was carried out spoken by people in life. Halliday suggest that writing has evolved in societies as a result of cultural changes

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32.

<sup>2</sup> Trudy Wallace, et.al, *Teaching speaking, listening, and writing, Educational Practices Series-14*, (France: Typhon, 2004), p.15.

<sup>3</sup> H. Douglas Brown, *Language Assessment “Principle and Classroom Practices”*, (California: Pearson Longman, 2003), p.218.

creating communicative needs which cannot be readily met by spoken language.<sup>4</sup>

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Through this skill, the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

In addition, Jordan explains that writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing, human being constructs their communication in various ways.<sup>5</sup> Meanwhile, Ahmed argued that writing is a reflective activity which takes time to think about a specific topic. It also deals with analyzing and classifying any background knowledge possessed by a writer.<sup>6</sup>

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<sup>4</sup> David Nunan, *Language Teaching Methodology "A textbook for teachers"*, (Sydney: Macquarie Univesity, 1991), p.84.

<sup>5</sup> R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), p.41.

<sup>6</sup> Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives", *Literacy Information and Computer*

Based on the quotations above, it could be inferred that writing is one of nonverbal communication that requires the linguistic skill. It is used by the people to share their thoughts, feelings, and ideas with others. It needs a composing process in order to produce a good product. The products of writing take a form in written result that it should be comprehended so that a good communication takes place.

#### **b. The Process of Writing**

Donald Graves stated to five-step process writing approach is presented there are:<sup>7</sup>

- 1) *Prewriting*. The goal here is generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.
- 2) *Drafting*. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas.
- 3) *Revising*. This is the heart of the writing process. Here a piece is revised and reshaped many times. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.
- 4) *Editing*. This is the stage where grammar, spelling, and punctuation errors are corrected. Precious brain space that is

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*Education Journal (LICEJ)*, (Egypt: Infonomics Society), Vol.1/Issue 4, December 2010, p.211.

<sup>7</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook For Tutoring And Remediating Students*, (America: British Library Cataloguing, 2008), p.179.

devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

- 5) *Publishing and sharing*. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Writing experience become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

### c. **The Characteristic of Good Writing**

According Boardman explains that there are three characteristic of in writing a good text or paragraph, namely:<sup>8</sup>

#### 1) Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

#### 2) Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence.

#### 3) Unity

The final of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or

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<sup>8</sup> Natanael Saragih, et all, "The Effectiveness of Using Recount Text to Improve Writing Skill", *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, ([www.iosrjournals.org](http://www.iosrjournals.org)), Vol.XII, 19 February 2014, p.57.

paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

#### **d. Teaching Writing**

Jeremy states that writing is also used in questionnaire-type activities. Writing is used to help students perform a deferent kind of activity.<sup>9</sup> Students need to able to write to do these activities, but the activities do not teach students write. Writing activities necessarily help students to write more affectively, or, if they do, that is by-product of the activity rather than its main purpose.

Teaching ‘writing for writing’ is entirely different, however, since our objective here is to help students to become better writers and to learn how to write in various genres using different registers. General language improvement may, of course, but that is a by-product of a ‘writing for writing’ activity, not necessarily its main purpose. When teaching ‘writing for writing’ the teacher need to make sure that our students have some writing aim. Effective writers usually have a purpose in mind and construct their writing a view to achieving that purpose.

The most effective learning of writing skill is likely to take place when students are writing real messages for real audience, or at

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<sup>9</sup> Jeremy Harmer, *How to Teach Writing*, p.34.

least when they are performing tasks which they are likely to have to do in their out-of-class life.

**e. The Measurement of Writing**

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:<sup>10</sup>

Table 2.1  
The Measurement Rubrics of Writing Skill

Writing Skill	Score	Criteria	Details
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
	16-1	Very Poor	Does not show knowledge of subject,

<sup>10</sup>Douglas H Brown, *Language Assessment Principles*, p.244.

			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. <sup>11</sup>
	-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	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

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<sup>11</sup>*Ibid*, p.245.

#### **f. The Types of Writing**

There are several types of writing, in this section the writer has been taken from Thomas S. Kane Books. He said that the types of writing as follow:<sup>12</sup>

- 1) Exposition explains. How thing work-an internal combustion engine. Ideas a theory of economics. Facts of everyday how many people get divorced. Controversial issues laden with feelings-abortion, politics, region. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, and assertion/denial.
- 2) Description deals with perceptions- most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.
- 3) Persuasive is a piece of work in which uses words to convince the reader that the writer's opinion is correct with regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste,

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<sup>12</sup>Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.7.

feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

- 4) Narrative text is an account or description of events in the past which entails following a time sequence or chronological order.<sup>13</sup>
- 5) Argumentative is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. Argument is also used to convince someone to take (or not take) an action.<sup>14</sup>

Related to explanation of the types of writing above, the researcher chose writing descriptive text as the particular thing to do in research. The goal of this research is to know the students are able to make writing descriptive text in the phase.

## **2. The Concept of Descriptive Text**

### **a. The Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is the text that is always in around us when we want to describe something or someone.<sup>15</sup> Susan states, description is a writing that creates clear and vivid impression. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders

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<sup>13</sup> R.R Jordan, *Academic Writing Course*, p.27.

<sup>14</sup> Susan Anker, *Real Writing with Reading: Paragraph and Essays for Collage, Work, and Everyday Life, Fifth Edition*, (Boston: Bedford/st, 2004), p.258.

<sup>15</sup> Edwin Goldwasser, *Method in Teaching of English*, (New York: New York Public Library Press, 2000), p.211.

them for immediate subjectively, depending on the learning area or intent of the writer.

Describing is also used extensively in many text types, such as information reports, literary descriptions, and descriptive recounts and, does to need to classify and/ or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature or narrative text providing the means for developing characterization, sense of place and key themes. Students describe when they are:<sup>16</sup>

1) Talking or writing about a picture:

‘This is beach. There are lots of umbrellas on it and boats on the sea’.

2) Writing about a character or place in a story:

‘Theo in James Valentine’s book Jump Man is an interesting character. He has spiky hair that changes color all the time and wears a coat that speaks’.

3) Reporting on an animal:

‘A platpus is a monotreme. It has a bill and sharp claws. It lives in and near stream and isn’t seen by people very often.’

Based on the explanation above, the researcher concluded that description text is a text which says about how something, person,

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<sup>16</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Ltd, 2005), p.97.

place, and so on. It means that a description text in a story provides the reader with an accurate mental picture of the subject of the text.

#### **b. The Grammatical Features of Describing**

There are some grammatical features of describing such as:<sup>17</sup>

- 1) When describing things from a technical or factual point of view, the present tense is predominantly used, for example: Has eats, sings, and lays, swim.
- 2) Although present tense may be used in literary descriptions; it is past tense that tends to dominate, for example: Had, was, enjoyed, seemed, sparkled.
- 3) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).
- 4) Action verbs are used when describing behaviors/uses; for example: The queen ant *lays* the eggs. Ants *live* in colonies.
- 5) In literary and commonsense descriptions, action verbs are used metaphorically to create affect; for example: Mia *bubbled* with enthusiasm. Declan *smashed* the record.
- 6) Mental verb are used when describing feelings in literary descriptions; for example: She *felt* unhappy. He *liked* dancing.
- 7) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example,

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<sup>17</sup> *Ibid.* p.98.

Possums are *nocturnal*.

It is *grey* and *brown*.

Her appearance was *majestic*.

Adjectives can be used on their own, as above, or as part of a noun group, as below:

Turtles are covered with a **hard, box-like** shell.

He has **cool** hairstyle.

His **luminous, dark** coat gave him an eerie quality.

- 8) Adverbs are used to add extra information to verbs to provide more detailed descriptions, for example:

Turtles swim *slowly*.

She was *always* hassling her mother.

- 9) Adverbial phrases are used in descriptions to add more information about the manner, place or time; for example:

Walruses have hair *on their lips*.

The student only worked diligently *just before exams*.

Personal and literary descriptions generally deal with individual things, for example: my favorite toy, my house, my big bear

### c. The Generic Structure of Descriptive

Formally, describing orders things into various ways of knowing them. The ordering process works in several ways; first; it generally

names the thing, then it classifies it, and then it deals with its attributes, behaviors, functions and so on.<sup>18</sup>

Moreover, for making a good descriptive text easier, the researcher should know about the generic structure of it. There are two generic structures of descriptive text that are commonly used by some writers:

- 1) Identification (introduction about the subject): it contains introduction about the people, the thing, the animal, or the place generally.
- 2) Description (describing): it contains about the characteristic of the subject (people, thing, animal, or place) like physical, quality, behavior, or other special characteristics that are significantly shown.

### **3. The Concept of Small Group Discussion Technique**

#### **a. The Definition of Technique**

According to Diane Larsen-Freeman, “technique is the behavioral manifestation of the principles” Technique must be consistent with a method and therefore in harmony with an approach as well.<sup>19</sup>

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<sup>18</sup> *Ibid.*, p.100.

<sup>19</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000 ), p. 11.



According to Richard, technique is implementation which actually takes place in a classroom.<sup>20</sup> It is a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Then, According to Brown, he defines that technique as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson activities.<sup>21</sup>

Based on the explanation above, the researcher concluded that technique is a way of doing a lesson activities divided from an application of principle in the classroom. Technique must be consist with a method and therefore in harmony with an approach as well.

Thus, small group discussion technique is one of the technique in teaching and learning writing because it is a teachers' technique which implemented in the classroom.

#### **b. The Definition of Small Group Discussion Technique**

According to Ernest, small-group discussion is presenters to announce a topic or idea for group discussion among participants.<sup>22</sup> A small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter.

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<sup>20</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (New York: Cambridge University Press, 1989), p. 15.

<sup>21</sup> H. Brown Douglas, *Teaching By Principles; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p 16.

<sup>22</sup> Ernest W. Brewer, *Prevent Ways to Get Your Message Across: The Essential Reference for Teacher, Trainers, Presenters, and Speaker*, (California: Corwin Press, Inc), p.22.

Moreover, Jonathan states that small group is the dominant pedagogic genre in English studies, on most modules in most departments taking up the lion's share of face to face interaction between lectures and student.<sup>23</sup> Then, Helen Davies states discussion is an effective way to facilitate learning.<sup>24</sup> It is mean that small group discussion can motivated when the students are actively involved and can make learning is more interesting.

Based on the explanation above, the researcher concluded that small group discussion technique is the physical or technical means of communication with the sound, gesture, paintings, books etc, that use some students consist of leader and member that discuss to the something topic in work time. It use the people or the teacher that in teaching and learning in the classroom for discussion consist of there until five person and then working with that problem solve in the case.

### **c. The Purpose of Small Group Discussion Technique**

The purposes of small group discussion are:<sup>25</sup>

- a. It is contributed and circulates information on a particular topic and analyzes and evaluates the information for supported evidence in order to reach an agreement on general conclusions.

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<sup>23</sup> Jonathan Gibson, *Small Group Teaching in English Literature: A Good Practice Guide*, (University of London: Royal Holloway, 2010), p.3.

<sup>24</sup> Helen Davies. "Improving Discussion", Kansas State University, Vol. 29(3)/January 1986.

<sup>25</sup> Ernest W. Brewer, *Prevent Ways to Get Your Message Across: The Essential Reference for Teacher, Trainers, Presenters, and Speaker*, (California: Corwin Press, Inc), p.23.

- b. It is human nature to be curious about our surroundings and other people; and the best way to find out answers to our questions is to talk with one another.
- c. A discussion may be information based, consent raining on fact, or it may focus on personal opinion and the feelings.
- d. People enjoy discussions and the arenas of thought they uncover.
- e. Talking with friends reveals attitudes and values and offers insight into ways of solving personal problems.

In addition, small-group discussions serve intellectual, emotional and social purpose. Intellectually, discussion helps participants become aware of the diversity of opinions on an issue. In this case, the participants must discern the different between fact and opinion and thus they must practice the skill of listening.

Emotionally, the participants may have some sort of personal involvement in the issue they are discussing, making it important to them. The participants want other to realize that their opinions matter, and once the groups' response to this, each participant retains a feeling of self-worth. This is an important effective quality that is key to the building of self-confidence and sense of belonging.

Socially, group discussions build a sense of cohesion and trust with one another. Discussion groups are an arena in which different in opinion, race, gender, and participation should be accepted and celebrated. Group work of any sort helps participants build their

interpersonal skills and confidence about offering individual opinions in a group atmosphere.

A well-conducted group discussion will end in acceptance of different opinion, respect for well-supported beliefs, and improved problem-solving skills. Overall, it will promote the sharing of information and all members will gain insight concerning the thoughts of others before reaching consensus on a topic. Bellon and Blank states, believe participants in small groups concentrate better on the topic at hand due to the support of their peers and individual motivation.

#### **d. The Procedures of Small-Group Discussion Technique**

To do this, several steps must be taken when conducting small-group discussion.<sup>26</sup>

##### a) Introduction

The presenter must prepare before the discussion for it to be successful. The presenter should try to introduce a topic on which all of the participants have some background knowledge so they have a basis for discussion. The introduction should have four parts.

1. Instructional Objective. An instructional objective should be given to the participants at the beginning of the discussion.

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<sup>26</sup> Ernest W. Brewer, *Prevent Ways to Get Your Message Across: The Essential Reference for Teacher, Trainers, Presenters, and Speaker*, (California: Corwin Press, Inc), p.24.

2. Purpose. The presenter should explain why the groups will be discussing the chosen topic.
3. Relationship. The presenter must explain how this information fits in with what has already been learned or what will be learned in the future.
4. Advanced organizer. An advanced organizer is some sort of attention-grabber that attracts participants' interest. Many discussion topics fail because participants aren't drawn into the discussion at the beginning.

b) Directing the Discussion

The presenter is in charge of directing the discussion to get it started. The presenter should ask the participants if they have questions about the topic at hand. The question can start the discussion, or the presenter may want to ask a few questions from a prepared list to stimulate thought toward the topic. Questions are excellent motivators for discussion.

Sometimes the participants will take different thought paths and deviate from the instructional objective, so the presenter might have to reroute the thinking. Leading questions from the presenter can direct the participants back to the topic. They should contain key words and related to the objective of the discussion. These presenter questions will be a model for participants to ask of the peers in their group. King and Rosen

shin found that participants who ask thought-provoking questions in small-group discussion encourage creative answers that increase the learning potential for all.

As the presenter directs the discussion, he or she should decide whether or not the participants are spending too much time on insignificant points. The presenter should try keeping control of the discussion, yet not dominating it. To avoid having the discussion centered on the presenter, he or she should try to enter in only when necessary.

c) Summarizing the Discussion

Sometimes the participants may be confused or retain a wrong idea as right. The presenter should summarize to make sure that participants understand what has been discussed. For small-group discussion seeking consensus, it is important to summarize to make sure all the participants are thinking along the same lines. A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them. The presenter should ask the participants how they would use the information. At times, a discussion will result in the participants' having incorrect ideas. Basically, summarization is helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus.<sup>27</sup>

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<sup>27</sup>*Ibid*, p.25.

### **e. The Variations of Small-Group Discussion Technique**

There are some variations of small –group discussion such as:

#### **a) Cooperative Learning Groups**

In cooperative learning, a small group of participants works to gather to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when they work together. The goal cooperative learning is positive interdependence, face-to-face interaction among participants, individual accountability within the group, and interpersonal and small-group skills. This teaching method fosters cognitive development in the areas of retention and achievement and affective development through socialization and self-esteem. Moreover, Henson notes that small-group discussion allow the participants to get to know each other on a personal level and give a sense of belonging to a team.

#### **b) Problem-Solving Groups**

These groups exist in order to cooperate, discover, inquire, and think critically. For example, several participants might work together to solve mathematical problems through exploration. The purpose of the problem-solving group is to approach real-life problems with an appropriate strategy. The participants find many approaches to the problem and test them for the best possible solution. Cooper states that problem-solving groups help

participants come to logical solutions and make responsible decisions.

c) Group Investigation

The presenter breaks participants up into small group based on particular interests. Each group has a certain category, and they gather information and analyze it for meaning. The participants then prepare and deliver a presentation to the class about what they discovered. The process teaches participants to work together, listen to one another, and support each others' work and opinions. This is a group-skill-building teaching method that strengthens peer interaction.

**f. The Advantages and Disadvantages of Small-Group Discussion Technique**

When using the small-group discussion, the presenter should be aware following advantages and disadvantages of this instructional strategy.

a. The Advantages of Small-Group Discussion Technique

There are some the advantages of small-group discussion such as:

- 1) All participants in the group can participate.
- 2) It is a good way to get participants interested in a topic.
- 3) Participants may more easily understand another participant's explanation than a presenter's explanation.
- 4) The presenter can identify participants who need assistance.
- 5) The presenter can identify individual opinions about the topic.



6) It helps the participant see relationships among ideas or concepts related to the topic at hand.

b. The Disadvantages of Small-Group Discussion Technique

In general, it is possible to say that small group discussion of around five students provoke greater involvement and participation than large group. They are small for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary. Jeremy states that disadvantages of small group discussion are:

- 1) It is likely to be noisy (though not necessarily as loud as pair work can be). Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
- 2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.
- 3) Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
- 4) Groups can take longer to organize than pairs, beginning and ending group work activities, especially where people move around the

class, can take time and be chaotic.

### **B. Action Hypothesis**

Based on the above theoretical framework above, the researcher formulated the action hypothesis this research is the applying of small group discussion technique can improve the students writing descriptive text skill at the tenth graders of SMA N 1 Raman East Lampung.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Operational Definition of Variable**

There are two variable in this research, they are:

##### **1. Dependent Variable**

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing skill that defined as activities to getting, and put in formations greeting.

Moreover, the data collection technique of this variable is test and the instrument of this variable is using questions or items that have get score in pre-test. The forms of questions are making a descriptive text about English teacher.

In addition, descriptive text for SMA N 1 Raman Utara has indicator involve, content, vocabulary, organization, grammar, and mechanical of writing.

##### **2. Independent Variable**

Independent variable is the major variable which is hoped to investigate. It is the variable which selected, to control, and measured by the writer. Independent variable of this research is using Media Small Group Discussion as a media which can be defined as tool to teaching English that interesting in front of the class and to help students' easier to

writing in English. Actually to improve students descriptive text writing skill, it because media small group discussion can make the students more enjoy the learning process, also the students more easy understand the materials. Moreover, indicator of this variable is the students can write in the class for descriptive text writing skill.

## **B. Research Setting**

This research conducted in SMA N 1 Raman Utara East Lampung. SMA N 1 RAMAN Utara is one of school that has located on Raman Aji Desa Raman Aji Kecamatan Raman Utara Kabupaten Lampung Timur. The total of teachers here is 50 and the head master, and the total of students is 326.

## **C. Research Subject**

Subject of the study was students' writing skill. The teacher or researcher should chose the material appropriately to teach writing descriptive text in the classroom. In this research, the researcher chose descriptive text because it included in the syllabus. The students practiced to find information of the text. After using Small Group Discussion Technique in the process, it would be hoped that it could be improving learning result and studies activity. The subject of this research was X<sup>1</sup>, that included 20 students.

**Table 3.1**  
**The Whole Data of Class X<sup>1</sup> SMA N 1 Raman Utara East Lampung**

Class	Gender	
	Male	Female
X <sup>1</sup>	3	17
<b>Total</b>	<b>20</b>	

After finishing the problems, the researcher examined the problem solution. It was teaching writing by using Small Group Discussion Technique.

#### **D. Research Procedure**

The research that would be conducted is a classroom action research. Simply stated, action research is a systematic process of solving educational problems and making improvements. Action research is different from quantitative and qualitative research, but has characteristics of both. An action researcher utilizes an appropriate intervention to collect and analyze data and to implement action to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g., quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving a problem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research is more concerned with improvements within the context of the study (i.e., solving a given problem).<sup>28</sup>

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<sup>28</sup>Daniel R. Toman, *Action Research for Educators*, (USA: Scarecrow Press, 2003), p. 5.

According to Anne Burn, action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'.<sup>29</sup> So, one of the main aims of classroom action research is to identify a 'problems' situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.

Moreover, McNiff states a form practitioner research that can be used to help you improve your professional practice in many different types of workplaces.<sup>30</sup> It means that the research is done by individuals themselves into their own practices.

Based on the explanation above, the researcher could be conclude that action research is a research in teaching and learning in the classroom which the purpose is to repair something or to solve problem.

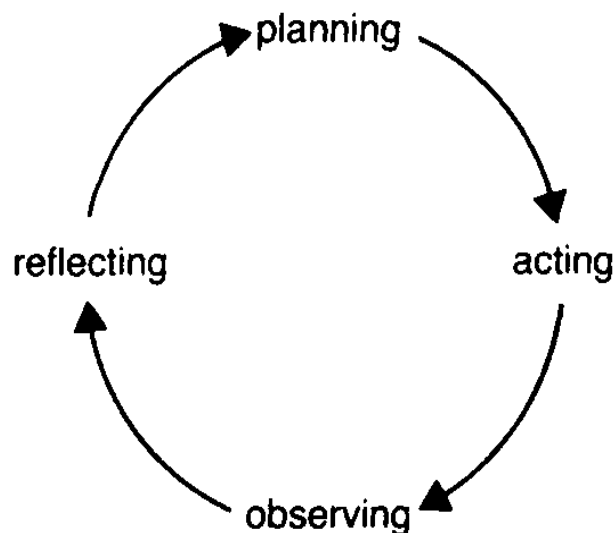
In the research, the writer conducted in 2 cycles. The first cycle was not successful; it continued in the second cycle. It conducted until there is an increasing on the students' writing skill. There were four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

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<sup>29</sup> Anne Burns, *Doing Action Resaerch in English Language Teaching*, (New York: Routledge, 2010), p.2.

<sup>30</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41.

**Figure 1.1**  
**Design of Classroom Action Research Model**



Classroom Action Research model of Jean and Jack<sup>31</sup>

### **Cycle 1**

The first cycle in this classroom action research consist of acting, observing, and reflecting as follow:

#### **1. Planning**

- a) Researcher prepared the lesson plan including teaching procedure, media and relevant material to be applied in acting phase.
- b) Researcher analyzed syllabus to know basic competency to be conveyed by the students using small group discussion technique.
- c) Researcher maked lesson plan of using small group discussion technique, and also made instrument evaluation that used in classroom action research cycles ending.

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<sup>31</sup> *Ibid.*

- d) Researcher arranged instruction evaluation instrument.
- e) Researcher prepared form for observe the students' activities in learning process.

## 2. Acting

The activity is the scenario learning process; it is the implementation from the planning which has made by the researcher.

The activities are:

- a) In each class, English lesson consist of 45 minutes. In this class learned about descriptive text. Then, the teacher divided the students into some group, each group consist of two until four students. The teacher must be balance the time between meeting individual needs of students and addressing as many important principles and activities as possible.
- b) If the time allotted for small group discussion technique interaction is less than 45 minutes, or if students' progress at such as a pace that lesson do not get complete, it was still important to build in review and reinforcement into each lesson.
- c) The welcome activity begun every lesson.
- d) Followed by the review of previous material. After taht, the teacher gave a topic in each group students'. After that, the students discuss about the topic and made descriptive text.
- e) Other activities could be introduced in the time available.
- f) Each lesson ends with reviewing (material in that lesson).



### 3. Observing

Observation is the activity to record the event and action. In this research, the researcher identifies and makes all the problems needed when teaching and learning process based on observation paper that has been arranged. Then, the researcher conduct evaluation by using the result of the study to know how far they hav improvement. The last, researcher gives students' chance for giving suggestion in action research.

### 4. Reflecting

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

## **Cycle II**

Based on cycle 1 evaluation of the weakness the felt, and then the cycle of action are developed and so on. The step at the second cycle is same with the first cycle and the cycle will be successful if the indicators of success have been achieved.

## **E. Data Collection Technique**

In collecting the data, the researcher will use the following technique:

### **1. Test**

The researcher used writing text test of some texts to measure students' prior knowledge in writing descriptive text. In this research, researcher used the written test.

Furthermore, the researcher used tests to collect the data that consist of pre-test and post-test as data collection method to measure of the students' writing descriptive text skill.

#### **a. Pre-test**

The researcher gave the pre- test to the students. This step would be done before give presenting the special treatment to find out the capability and to know how far the students' descriptive text writing skill.

#### **b. Post-test**

The post-test was be employed in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not. The improvement could be seen if average score of post-test is higher than pre-test. This step will be done after the treatment can improve students' writing descriptive text skill by applying small group discussion technique.

## **2. Observation**

The researcher used the technique to get the data about student's activities such as students' comprehension in question answer, students' writing activity, and students' good participation. The object of observation was the teacher as a using small group discussion technique, and students' learning activities. This section was taken in each cycle to get the data about implementation of small group discussion technique to improve students' writing descriptive text.

## **3. Documentation**

The researcher would use the documentation method to support and obtain the detail information about the history of SMA N 1 Raman Utara East Lampung, the number of teacher, official employer, and structure of organization. Also, this method was used to collect the valid data of the students' writing skill in pre-test and post-test.

## **4. Field Note**

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

## **F. Data Analysis**

Data analysis was conducted by taking the average of the pre-test and post-test. To know students achievement the action were conducted and given

test at the early and the last cycle. Then, the results the tenth grade students of SMA N 1 Raman Utara, the minimum mastery criterion (KKM) for English subject is 65.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follow:

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

Where:

$\bar{X}$ : The mean score

$\sum x$ : the sum of all scores

N: the number of students<sup>32</sup>

Then, to know the result the researcher compered between pre-test and post-test. The result was matched by the minimum standard in this school at least 65. If in cycle I there were some students not successful, so the researcher would like to conduct in cycle II.<sup>33</sup> The minimum cycle in CAR (Classroom Action Research) was to cycles, if from cucle II all of students were successful from Minimum Standard Criterion (MSC), the cycle able to be stoped until cycle II.

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<sup>32</sup> Donal Ary, et.all, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p.108-109.

<sup>33</sup> Daniel R. Tomal, "*Action research for Educator. Second edition*", (United Kingdom: Rowman & Littlefield Publisher. Inch, 2010), p.109.

To calculate the presentage of the students' score, the formula which is used as:<sup>34</sup>

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of Students Activity

F = frequency of the correct answer

N = Total of Students

### **G. Indicator of Success**

The research reputed to be success if 70 % of students got minimum score at least 65 and was improvement student learning activity in teaching and learning process. Therefore, the students become more active and enthusiastic in learning English.

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<sup>34</sup> Timothy C. Urda, "*Statistics in Plain English*", (London: Lawrence Erlbaum Associate Publishers, 2015), p.10.

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**A. Description of the Data**

**1. Research Setting**

**a. The History of SMA N 1 Raman Utara**

SMA N 1 Raman Utara was founded by the government in 2004. SMA N 1 Raman Utara is located in the village of Raman Aji East Lampung. District SMA N 1 Raman Utara was established by the government by 19500 m<sup>2</sup>, across geography posisi -5.019, and lengthwise geography posisi 105, 4215. SMA N 1 Raman Utara began to receive an operating permit on September 30<sup>th</sup> 2004 and operational in 2004/2005.

**b. Total of Students at SMA N 1 Raman Utara**

SMA N 1 Raman Utara has 326 students, and about 2 students each class, it divided into some classes that could identify as follow:

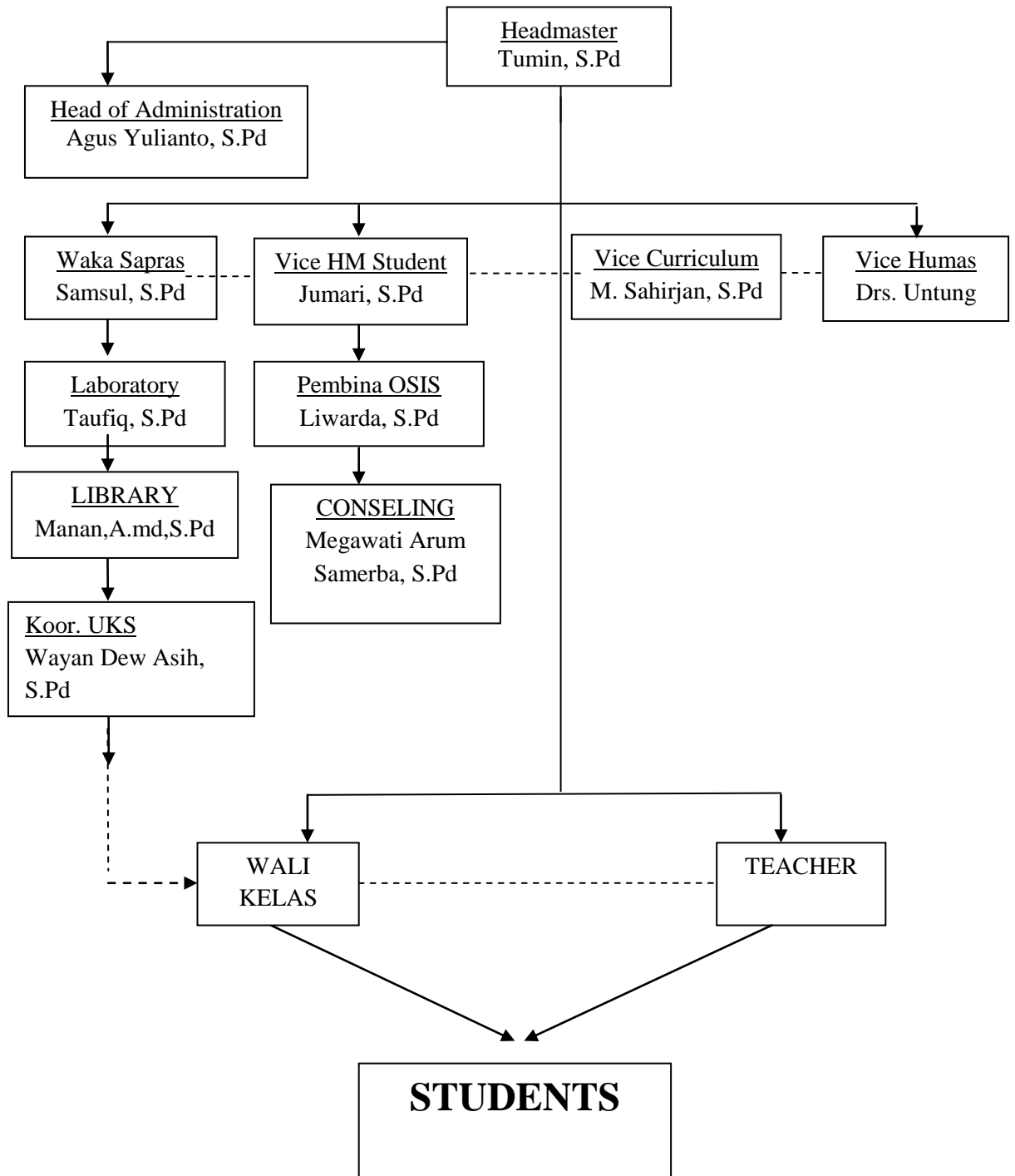
**Table 4.1**  
**Total of Students at SMA N 1 Raman Utara**

No	Class	Sex		Amount
		Male	Female	
1	X	35	58	93
2	XI	27	73	100
3	XII	29	104	133
Total		91	235	

*Source by: Documentation of SMA N 1 Raman Utara in academic year 2017/2018*

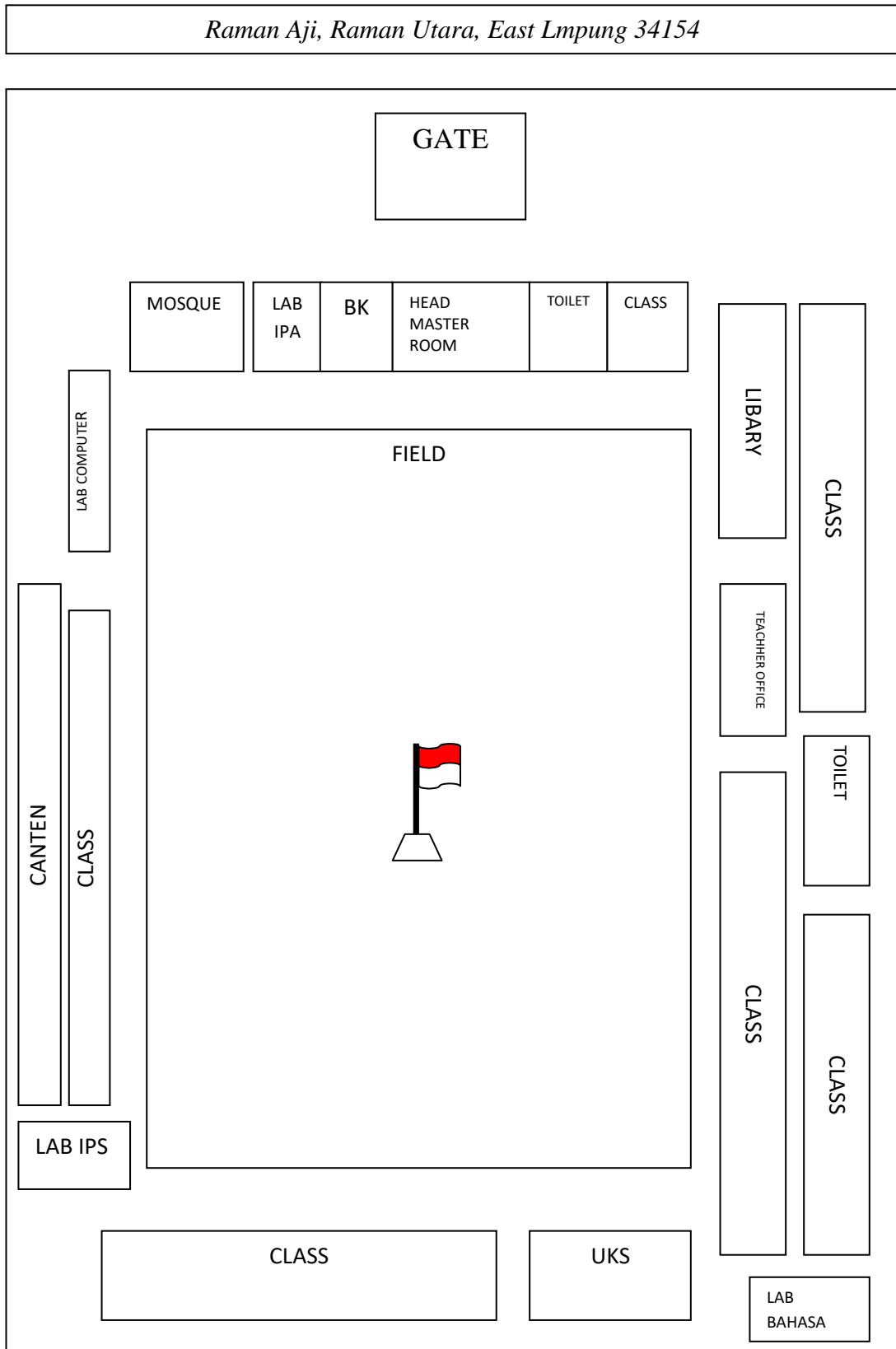
c. Structure Organization at Senior High School 1 Raman Utara

Organization of Senior High School 1 Raman Utara  
in Academic Year of 2017/2018



**d. Location Sketch of Senior High Scholl 1 Raman Utara**

*Location Sketch of Senior High School 1 Raman Utara*





## B. Description of the Research Result

In this research, the researcher conducted the pre-test on November 1<sup>st</sup> 2017 before the process of cycle one is done. The result of the students' mark could be seen on the table as below:

**Table 4.2**  
**The Pre-test Result of Students' Writing Descriptive Text Skill**  
**Class X<sup>1</sup>**

NO	Name	Criteria of The Score					TOTAL	Note >65
		C	O	V	L	M		
1	AD	20	11	20	11	3	65	Complete
2	AYL	17	13	18	13	2	63	Incomplete
3	AP	17	9	12	5	2	45	Incomplete
4	AS	1	7	7	5	2	21	Incomplete
5	ADA	22	14	9	8	2	55	Incomplete
6	BCW	22	17	17	20	4	70	Complete
7	DR	20	14	14	11	2	61	Incomplete
8	DNK	17	13	17	13	2	62	Incomplete
9	EN	1	7	7	5	2	21	Incomplete
10	ES	17	10	14	11	3	55	Incomplete
11	FN	1	7	7	5	2	21	Incomplete
12	FMS	1	10	14	5	2	32	Incomplete
13	LF	22	10	14	18	3	67	Complete
14	OES	16	8	9	5	2	40	Incomplete
15	PCP	17	10	14	5	2	48	Incomplete
16	RY	22	17	13	19	4	65	Complete
17	RNB	30	14	14	13	3	74	Complete
18	RF	1	7	7	5	2	21	Incomplete
19	SW	1	7	7	5	2	21	Incomplete
20	SL	0	0	0	0	0	0	Incomplete
Total							907	
Average							45,35	
High Score							74	
Lowest Score							21	

Source: The result of Pre-test on November 1<sup>st</sup> 2017

**Table 4.3**  
**The Percentage of Students' Writing Descriptive Text Pre-test Score**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	5	25%	Complete
2	$< 65$	15	75%	Incomplete
Total		20	100%	

Source: The result of Pre-test on 1<sup>st</sup> 2017

Based on the table above, it could be seen that there are only 5 students who included completing category and 15 students who included to incomplete category. The standard minimum for English lesson in SMA N 1 Raman Utara is at least 65. So, the researcher chose Small Group Discussion Technique to improve students' writing descriptive text skill at the tenth graders of SMA N 1 Raman Utara East Lampung.

### 1. Cycle I

#### a. Identification of the problem

Based on the teacher's experience and the result of writing descriptive text skill test in SMA N 1 Raman Utara, the researcher concluded that the problem faced by the students is follows: Many students could not understand the descriptive text.

#### b. Alternative of the Problem.

- 1) The teacher explained how to write descriptive text be carefully and understand the structure of descriptive text.
- 2) The teacher should apply Small Group Discussion Technique in teaching writing descriptive text skill.

Based on the cases above, the researcher used Small Group Discussion Technique as the problem solution.

#### 1) Planning

In this planning the researcher and the collaborator planned to give material about writing. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, preparing the text as the media, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that has been taught can be accepted by the students.

#### 2) Acting

The action in cycle I consisted of 2 meetings. The explanation of every meeting will be explained bellows:

##### a) The First Meeting

The first meeting was conducted on Monday, November 6<sup>th</sup> 2017 for 2x45 minutes. This meeting was started by greeting and praying, checking the attendance list and asking the students condition. The researcher explained about descriptive text. Next, the researcher divided the students into some group. The researcher gives the students' one topic in each group. So, each group has one

topic to discuss together. After they were discuss about the topic.

Then, they write descriptive text in individual assignment.

After that, the researcher could start it. After that, the researcher reviewed the material and closed the meeting.

#### b) The Second Meeting

The second meeting was conducted on Wednesday, November 8<sup>th</sup> 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list and asking the students condition. In this occasion, the researcher gave the one topic in each group. The topic is about favorite place, favorite sport, favorite animal and favorite friends or teacher to the students write in descriptive text.

After finishing the exercise, the teacher corrected the students' writing descriptive text together. After that, the teacher reviewed the material and closed the meeting by greeting them.

In the post-test 1, there are 9 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

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

**Table 4.4**  
**The Students' Post-test 1 Result of Writing Descriptive Text Skill**  
**in Cycle I**

NO	Name	Criteria of The Score					TOTAL	Note >65
		C	O	V	L	M		
1	AD	20	12	16	17	3	68	Complete
2	AYL	18	15	18	15	2	68	Complete
3	AP	22	17	17	21	3	70	Complete
4	AS	3	10	14	11	2	40	Incomplete
5	ADA	18	20	15	15	2	70	Complete
6	BCW	20	17	10	10	3	60	Incomplete
7	DR	20	17	10	10	3	60	Incomplete
8	DNK	4	10	13	11	2	40	Incomplete
9	EN	3	10	14	6	2	35	Incomplete
10	ES	20	17	10	10	3	60	Incomplete
11	FN	18	10	10	10	2	50	Incomplete
12	FMS	3	10	14	6	2	35	Incomplete
13	LF	18	15	15	15	2	65	Complete
14	OES	20	12	17	18	3	70	Complete
15	PCP	22	10	17	18	3	70	Complete
16	RY	20	17	10	5	3	55	Incomplete
17	RNB	18	20	15	15	2	70	Complete
18	RF	10	10	9	9	2	40	Incomplete
19	SW	0	0	0	0	0	0	Incomplete
20	SL	22	10	15	20	3	70	Complete
Total							1096	
Average							54,8	
High Score							70	
Lowest Score							35	

Source: The result of Post-test1 on November 8<sup>th</sup> 2017

**Table 4.5**  
**Percentage Students' Score of Post-test I of Writing**  
**Descriptive Text Skill**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	9	45%	Complete
2	$< 65$	11	55%	Incomplete
Total		20	100%	

Source: The result of Post-test I on November 8<sup>th</sup> 2017

Based on the data above, it could be seen that there were 9 students who belong to complete category and 11 students who belong to incomplete category. It was higher than the result of pre-test. Learning process would be called success if 70% of students got the minimum score 65. The fact showed that the result was unsatisfactory.

### 3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave the descriptive text to the students. Some students could active to join the learning. Some of them gave attention to the explanation of teacher about the descriptive text using Small Group Discussion Technique. They could write correctly, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

**Table 4.6**  
*The Students' Activities Result in Cycle 1*

NO	NAME	Meeting 1	Meeting 2
1	AD	75	75
2	AAL	50	75
3	AP	75	75
4	AS	50	50
5	ADA	75	100
6	BCW	75	75
7	DR	75	75
8	DNK	50	75
9	EN	75	75
10	ES	50	75
11	FN	50	50
12	FMS	50	25
13	LF	75	100
14	OES	50	50
15	PCP	50	75
16	RY	25	50
17	RNB	75	100
18	RF	50	50
19	SF	25	0
20	SL	50	100
Percentage of active students		40%	65%
Percentage of inactive students		60%	35%

**The students Mark Criteria:**

1. Give an attention to the teachers explanation
2. Enthusiastically join the learning process
3. Able to understand of material by using Small Group Discussion
4. Responding the teacher question

**Scoring:**

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the result of observation above, the learning process was improving, because there is difference between the students' activities in the first meeting and the second meeting. In the first meeting, there are just 8 students who got good category and there is no student who got excellent category. Furthermore, in the second meeting there are 9 students who got good category and 4 students who got excellent category. In conclusion, the learning process can be called success, because there is improvement of students' activities in the first meeting and second meeting.

**4) Reflecting**

Based on the result of cycle I, it showed that there was an improving of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to read the text.

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

a) The researcher should manage class well.



- b) The researcher motivated the students to focus on study and did not make noises.
- c) The researcher should give more exercises to students.

Concerning on the result in cycle 1, the average of students' score on writing descriptive text skill was improving namely from 45,35 in the pretest to 54,8 in the posttest 1. Similarly, the students' activity was also improving. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 5 students (25%) in the pretest and 9 students (45%) in the posttest 1. Therefore, the research must be continued to cycle 2.

## **2. Cycle II**

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It would be explained more detail as follow:

### **a. Planning**

In this step, the researcher made the lesson plan. Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to understand the structure descriptive text because of their exercise low. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle II would be planned different with cycle I. The teacher was active enough in cycle I, but in the cycle II the students were the active ones to do the task.

b. Acting

Cycle II began on Monday, November 13<sup>th</sup> at 09.30 until 11.15

Action in cycle II was divided into two meetings which can be seen in the following table:

**Table 4.7**  
*The schedule on Action in cycle 2*

Meeting	Day, Date	Time	Activities
1 <sup>st</sup>	Monday, November 13 <sup>th</sup> 2017	9.30-11.15	Doing action using Small Group Discussion Technique
2 <sup>nd</sup>	Wednesday, November 15 <sup>th</sup> 2017	12.30-13.45	Giving the post-test II

In the first meeting in cycle II, the researcher gave deeper material about descriptive text and understands correctly. The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, Small Group Discussion Technique was applied during the learning process.

After gave treatment in the first meeting which consisted of giving material and giving exercise, the researcher divided the students some group consist of 2-4 people each group and provided the students with post-test II. The topics in descriptive text for posttest II are to describe of the President, Via Vallen, Monas (Monument National), and Cat. The students were supposed to discussed and make a descriptive text about the topic. The result of the post-test 2 can be seen as follow:

**Table 4.8**  
**The Students' Score of Writing Descriptive Text Skill**  
**Post-test 2 in Cycle II**

NO	Name	Criteria of The Score					TOTAL	Note >65
		C	O	V	L	M		
1	AD	30	20	20	17	3	90	Complete
2	AYL	30	15	19	18	3	85	Complete
3	AP	0	0	0	0	0	0	Incomplete
4	AS	10	10	9	9	2	40	Incomplete
5	ADA	18	20	15	15	2	70	Complete
6	BCW	18	15	15	15	2	65	Complete
7	DR	30	20	20	17	3	90	Complete
8	DNK	18	20	15	15	2	70	Complete
9	EN	0	0	0	0	0	0	Incomplete
10	ES	30	15	19	18	3	85	Complete
11	FN	18	15	15	15	2	65	Complete
12	FMS	0	0	0	0	0	0	Incomplete
13	LF	30	15	14	18	3	80	Complete
14	OES	18	15	15	15	2	65	Complete
15	PCP	17	17	17	21	4	76	Complete
16	RY	30	15	14	18	3	80	Complete
17	RNB	20	20	18	15	2	75	Complete
18	RF	18	15	15	15	2	65	Complete
19	SW	18	15	15	15	2	65	Complete
20	SL	0	0	0	0	0	0	Incomplete
Total							1166	
Average							58,3	
High Score							90	
Lowest Score							40	

Source: The result of Post-test II on November 15<sup>th</sup> 2017

**Table 4.9**  
**Percentage of Post-test 2 in Cycle II**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	15	75%	Complete
2	$< 65$	5	25%	Incomplete
Total		22	100%	

Source: The result of Post-test II on November 15<sup>th</sup> 2017

The table above was the result of students' mark at post test II. It can be seen that there was an improvement from the mark of post test I and post test II. There are 15 students who included completing category in the percentage of 75%, and there are just 5 students who included to incomplete category in the percentage of 25%. It means that there was improvement score from post test I and the post test II and the learning process was success.

c. Observing

In cycle II, the researcher was still working with the collaborator to observe the students' activities during the learning process. The result was presented as follow:

1. The Students' Activities Result in Cycle II

**Table 4.10**  
*The Students' Activities Result in Cycle II*

NO	NAME	Meeting 1	Meeting 2
1	AD	75	100
2	AAL	75	75
3	AP	75	75
4	AS	50	75
5	ADA	100	100

6	BCW	75	75
7	DR	75	100
8	DNK	50	75
9	EN	75	100
10	ES	75	50
11	FN	50	50
12	FMS	75	75
13	LF	100	100
14	OES	50	75
15	PCP	75	100
16	RY	25	50
17	RNB	75	75
18	RF	50	50
19	SW	25	50
20	SL	50	75
Percentage of active students		65%	75%
Percentage of inactive students		35%	25%

**The students Mark Criteria:**

1. Give an attention to the teachers' explanation
2. Enthusiastically join the learning process
3. Able to understand of material by using small group discussion technique
4. Responding the teacher question

**Scoring:**

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

## 2. The Result of Students' Activity

This observation sheet result was gotten when the learning process was conducted by the researcher. The result of the students' activities in cycle II can be seen as follow:

### a) The First Meeting

From the above table, it could be seen that in the first meeting the percentage of the active students was 65% (13 students) and 35% (7 students) were inactive.

### b) The Second Meeting

In the second meeting, the active students were potentially higher than the first meeting. In this meeting, the active students were 75% (15 students) and 25% (5 students) were not active yet.

### d. Reflecting

Concerning on the result in cycle 2, the average of students' score on writing descriptive text skill was improving successfully namely from 54,8 in the posttest I to 58,3 in post test II. Similarly, the students' activity was also improving.

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

### C. Interpretation

Regarding to the process in cycle I and cycle II, the result can be summarized as follow:

#### 1. Cycle 1

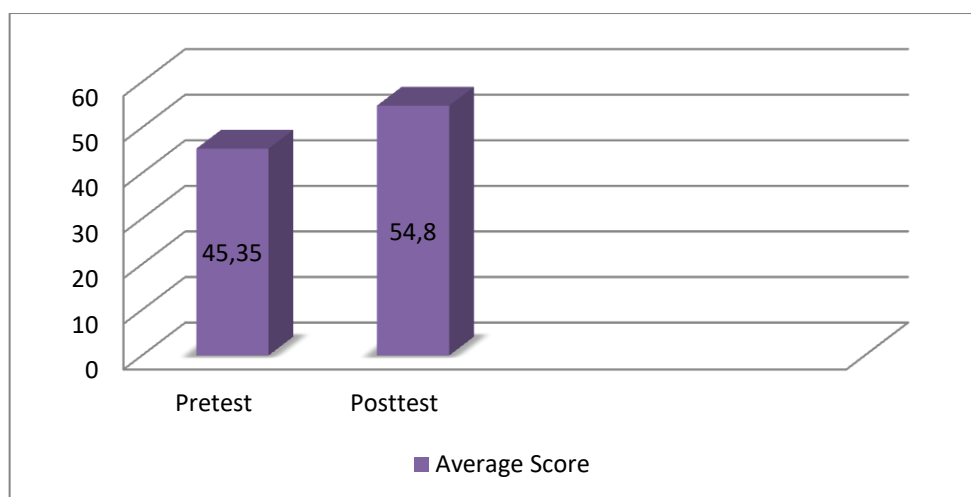
The following table presented the result of cycle I:

**Table 4.11**  
*The Improving Point of Students' Score between Pretest and Posttest I*

NO	NAME	PRE TEST	POST TEST I	IMPROVING	EXPLANATION
1	AD	65	68	3	IMPROVE
2	AAL	63	68	5	IMPROVE
3	AP	45	70	25	IMPROVE
4	AS	21	40	19	IMPROVE
5	ADA	55	70	15	IMPROVE
6	BCW	70	60	-10	DOWN
7	DR	61	60	-1	DOWN
8	DNK	62	40	-22	DOWN
9	EN	21	35	14	IMPROVE
10	ES	55	60	5	IMPROVE
11	FN	21	50	29	IMPROVE
12	FMS	32	35	3	IMPROVE
13	LF	67	65	-2	DOWN
14	OES	40	70	30	IMPROVE
15	PCP	48	70	22	IMPROVE
16	RY	65	55	-5	DOWN
17	RNB	74	70	-4	DOWN
18	RF	21	40	19	IMPROVE
19	SW	21	0	0	CONSTANT
20	SL	0	70	0	CONSTANT
TOTAL		907	1096	145	
AVERAGE		45,35	54,8	8,05	

In cycle I, based on the table above, there was an increasing point especially in the average score of 20 students in class X<sup>1</sup> in which pre test the average was 45,35 and in the posttest I was 54,8. There were only 6 students who did not improve their scores in the post test I while the rest of the class improved their scores. The chart of improvement was presented below:

**Figure 4.1**  
*Chart of the Students' Result in Pretest and Post test I*



From the figure above could be seen that there was an improvement from pre test and post test I. The students' could achieve the target. Most of students got mark  $\geq 65$  in the percentage of 45% and there is also improvement of students' activity. It means that small group discussion technique can improve students' writing descriptive text skill.



## 2. Cycle II

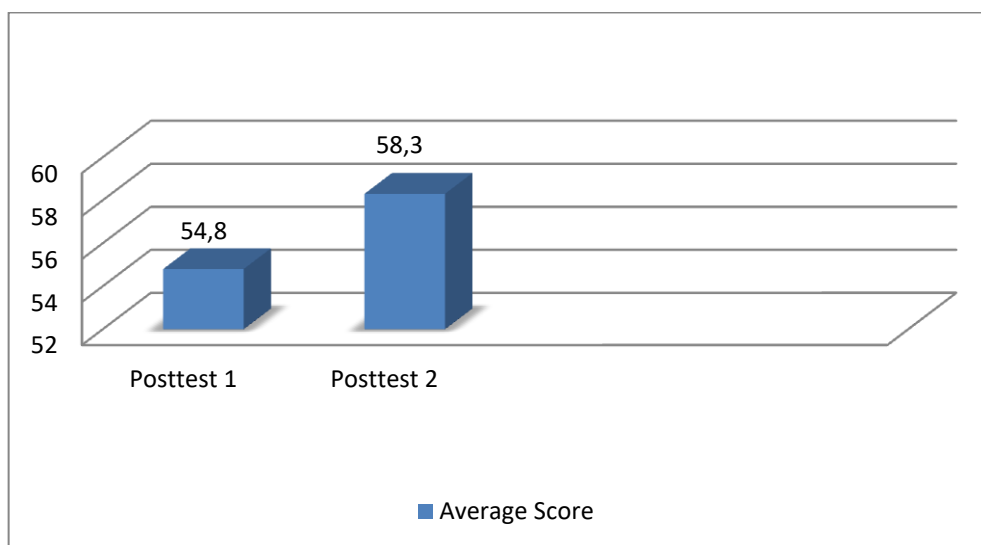
The following table presented the result of cycle II:

**Table 4.12**  
*The improving point of students' score between posttest I and posttest II*

NO	NAME	POST TEST I	POST TEST II	IMPROVING	EXPLANATION
1	AD	68	90	22	IMPROVE
2	AAL	68	85	17	IMPROVE
3	AP	70		0	CONSTANT
4	AS	40	40	0	CONSTANT
5	ADA	70	70	0	CONSTANT
6	BCW	60	65	5	IMPROVE
7	DR	60	90	30	IMPROVE
8	DNK	40	70	30	IMPROVE
9	EN	35	0	0	CONSTANT
10	ES	60	85	25	IMPROVE
11	FN	50	65	15	IMPROVE
12	FMS	35	0	10	CONSTANT
13	LF	65	80	25	IMPROVE
14	OES	70	65	-5	DOWN
15	PCP	70	76	6	IMPROVE
16	RY	55	80	25	IMPROVE
17	RNB	70	75	5	IMPROVE
18	RF	40	65	25	IMPROVE
19	SW	0	65	0	CONSTANT
20	SL	70	65	0	CONSTANT
TOTAL		1096	1166	235	
AVERAGE		54,8	58,3	11,75	

The result between posttest I and posttest II was highly improved. There were 235 points of improving which means the average improvement was 11,75. Furthermore, the average score was also climbed from 54,8 to 58,3. The following chart provided the improvement of students' score.

**Figure 4.2**  
*Chart of The Students' Result in Posttest I and Posttest II*



From the figure above could be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark  $\geq 65$  in the percentage of 75% and there is also improvement of students' activity. It means that small group discussion technique can improve students' writing descriptive text skill.

### 3. Result of the Study

The table below showed the recapitulation of the students' increasing in literal reading ability in descriptive text in pretest, posttest I, and posttest II.

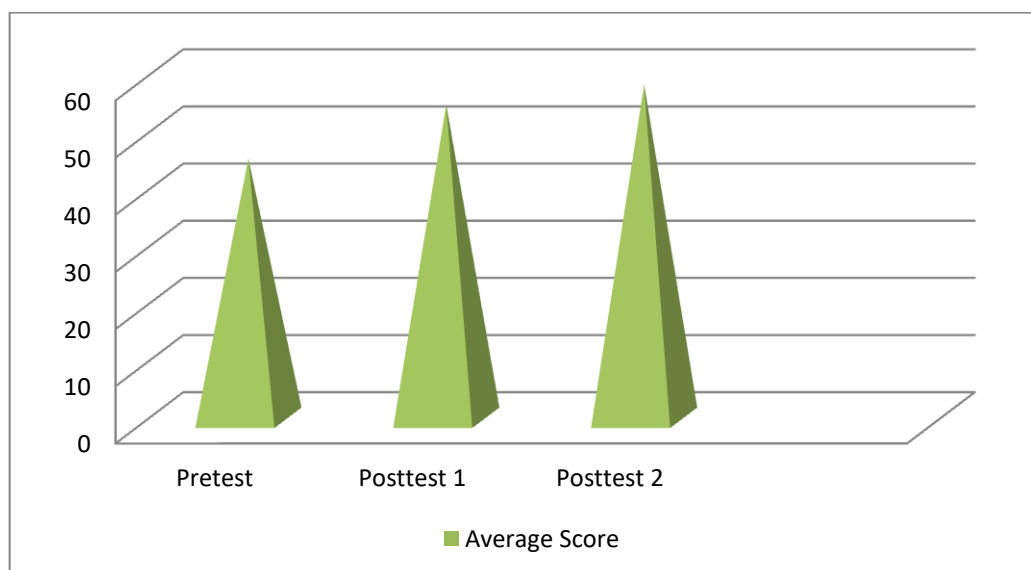
**Table 4.13**  
*The Recapitulation of Students' Improving*

<b>NO</b>	<b>NAME</b>	<b>PRE TEST</b>	<b>POST TEST I</b>	<b>POST TEST II</b>	<b>EXPLANATION</b>
1	AD	65	68	90	IMPROVE
2	AAL	63	68	85	IMPROVE
3	AP	45	70	0	IMPROVE
4	AS	21	40	40	CONSTANT
5	ADA	55	70	70	CONSTANT
6	BCW	70	60	65	IMPROVE
7	DR	61	60	90	IMPROVE
8	DNK	62	40	70	IMPROVE
9	EN	21	35	0	CONSTANT
10	ES	55	60	85	IMPROVE
11	FN	21	50	65	IMPROVE
12	FMS	32	35	0	CONSTANT
13	LF	67	65	80	IMPROVE
14	OES	40	70	65	CONSTANT
15	PCP	48	70	76	IMPROVE
16	RY	65	55	80	IMPROVE
17	RNB	74	70	75	IMPROVE
18	RF	21	40	65	IMPROVE
19	SW	21	0	65	IMPROVE
20	SL	0	70	0	CONSTANT
Total		907	1096	1166	
Average		45,35	54,8	58,3	
The Lowest Score		21	35	40	
The Highest score		74	70	90	

The data on the table above presented the improvement score of students in writing descriptive text skill. It can be said that in pretest the average score was only 45,35 which was far from satisfactory. However, after the small group discussion technique was applied, the score improve slightly 8,65 points to 54,8.

After preparing more materials, the students' score improved from posttest I to posttest II which can be seen from the average i.e. 54,8 to 58,3 point. The score improved 3,5 point. The improvement can be seen in the following chart:

**Figure 4.3**  
*Chart of The Students' Result in Pretest, Posttest I, and Posttest II*



From the figure above could be seen that there was an improving from post test I and post test II. The students' could achieve the target most of students got mark  $\geq 65$  in the percentage of 75% and there is also

improvement of students' activity. It means that small group discussion technique improve students' writing descriptive text skill.

**Table 4.14**  
**The Percentage of Students' Result Post test I and Post test II**

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	$\geq 65$	9	45%	15	75%	Complete
2	$< 65$	11	55%	5	25%	Incomplete

Source: The result of post test I and post test II

Based on the comparison table above, it showed that there were score improvement in post test 1 and post test 2. There were more than 75% students who were categorized to complete. So, the research would not be continued to the next cycle.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

#### **A. Conclusion**

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Based on the average of the students' score of SMA N 1 Raman Utara, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. It means that small group discussion technique could improve the students' writing descriptive text skill.
2. There was any improving from pretest, posttest I to posttest II. It could be seen the average improve pretest was 45,35 to Posttest I was 54,3 and in the Posttest II was 58,3. It means that there was an improving on students' score from Pretest to cycle I and cycle II.

## **B. Suggestions**

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

### **1. The students**

They have to practise to read the text often especially in descriptive text. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their skill.

### **2. The Teacher**

It is suggested for the English teacher to use small group discussion technique because this technique is effective to practise students' writing descriptive text skill.

### **3. The Headmaster**

The Headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' writing descriptive text skill.

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**The Data of teachers**

<b>No</b>	<b>Name</b>	<b>Sex</b>	<b>Occupation</b>
1	Agus Sudibyو	Male	Penjas
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Eko suaryanto, S.Pd	Male	Penjas
8	Fatwa Suwigati, S.Pd	Female	English Language
9	Hairul Syahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arab Language
11	I Nengah Heri Susanta, A.Md, S.Pd	Male	Mathematics
12	I Nengah Rudiana, S.Pd	Male	physics
13	I Putu Muliadianta, S.Pd	Female	Geography
14	Ika Khoiriyati, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics
17	Kusaeri, S.Pd	Male	PAI
18	Kusairi, S.Pd	Male	Physics
19	Lia Septiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn
24	Manan, A.Md, S.Pd	Male	Indonesia Language
25	Megawati Arum Semerba Putri, S.Pd	Female	Counselor
26	Mertania Suhaya, S.Pd	Female	Perpustakaan
27	Ni Putu Yuli Wiraningsih, S.Ag	Female	Hinduism
28	Ni Wayan Sriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia Yeni Damayanti,	Female	Geography

	S.Pd		
32	Pramudi Astuti, S.Pd	Female	Seni Budaya, History
33	Pristiyani, S.Pd	Female	Mathematics
34	R.A. Fitri Mariana, S.Pd	Female	Counselor
35	Sartika Fitriyani, S.Pd	Female	Chemistry
36	Sartono, S.Mn	Male	Indonesia Language
37	Sazli Ostian, S.E.	Male	Admin
38	Siti Fajar Nurhasanah, S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy
40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	Tengku Melviza, S.Pd	Female	Admin
44	Tumin, S.Pd	Male	Headmaster
45	Drs. Untung Haryanto	Male	TIK
46	Watiman	Male	Admin
47	Wayan Dewi Asih, S.E.	Female	Economy, Seni Budaya
48	Dra. Wiwik Pujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	History
50	Yulius Ferdi Untoro, S.Pd	Male	Penjas

Source by: Documentation of SMA N 1 Raman Utara in the Academic year of 2017/2018

### The Data of Administration Staff

No	Name	Occupation
1	Sazli Ostian, S.E	Leader of TU
2	Darwanto, S.Pd	Administration Management
3	Din	Security

Source by: Documentation of SMA N 1 Raman Utara in academic year 2017/2018

**The List of Students Name Class X<sup>1</sup>**

<b>No.</b>	<b>Name</b>	<b>Sex</b>
1	Alicia Damayanti	Female
2	Amalia Ayu Lestari	Female
3	Anastasia Putri	Female
4	Andrian Saputra	Male
5	Ayu Desi Alfaini	Female
6	Bela Cahya Wardani	Female
7	Destika Rahmadani	Female
8	Dwi Nur Khasanah	Female
9	Elsa Nurmalita	Female
10	Endang Setiawati	Female
11	Firda Nurmala	Female
12	Fitri Maya Sari	Female
13	Leni Fatari	Female
14	Okta Elan Saputra	Male
15	Putri Chindi Pratiwi	Female
16	Rahma Yunida	Female
17	Rizkia Nur Baiti	Female
18	Rizky Fadli	Male
19	Sinta Wulandari	Female
20	Susi Lestari	Female

## SILABUS

Sekolah : SMA N 1 RAMAN UTARA

Kelas : X

Mata Pelajaran : Bahasa Inggris

Semester : 1

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi waktu	Sumber Belajar
12.1 Mengungkapkan makna dalam bentuk tulis descriptive secara akurat, lancar, dan berterima yang menggunakan ragam bahasa tulis dalam konteks	<ul style="list-style-type: none"> <li>• develop paragraph of descriptive texts;</li> <li>• write main idea and its supporting ideas;</li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka</li> </ul>	Mendiskusikan materi pembelajaran tentang descriptive text secara berkelompok.	<ul style="list-style-type: none"> <li>• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.</li> <li>• Menulis gagasan utama.</li> <li>• Mengelaborasi gagasan utama.</li> </ul>	Tugas portofolio	2x45 menit	Developing English Competencies for Grade X Senior High School (SMA/MA)  Kamus

kehidupan sehari-hari.		air, menghargai prestasi, bersahabat, cintai damai, gemar membaca. Peduli lingkungan, peduli sosial, tanggung jawab.	tantangan, mampu memimpin). • Orientasi ke masa depan (punya perspektif untuk masa depan)		<ul style="list-style-type: none"> <li>• Membuat draft, merevisi, menyunting</li> <li>• Menghasilkan descriptive teks.</li> </ul>			Foto/ Poster Gambar
12.2 Mengungkapkan makna dalam esei sederhana secara akurat, lancar dan berterima dalam koteks kehidupan sehari-hari dalam teks berbentuk descriptive.	Write descriptive text.	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat,</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan</li> </ul>	Membuat descriptive text dari hasil diskusi secara individu.	<ul style="list-style-type: none"> <li>• Menggunakan kalimat simple present dalam membuat sebuah deskripsi.</li> <li>• Menggunakan adjective clause dalam menulis sebuah deskripsi.</li> <li>• Menghasilkan teks berbentuk descriptive</li> </ul>	Tugas portofolio	2x45 menit	Developing English Competencies for Grade X Senior High School (SMA/MA)  Kamus  Foto/ Poster Gambar

		cintai damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.	(punya perspektif untuk masa depan).					
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Raman Utara, November 2017  
Guru Mata Pelajaran

**H. Hairul Syahril, S.Pd**  
**NIP. 19650818 199203 1 012**

		cintai damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.	(punya perspektif untuk masa depan).					
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Raman Utara, November 2017  
Guru Mata Pelajaran



H. Hairul Syahril, S.Pd  
NIP. 19650818 199203 1 012



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
(CYCLE I)**

Nama Sekolah : SMA N 1 Raman Utara  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 1  
Topik Pembelajaran : Menulis  
Alokasi Waktu : 4x45 menit (2 pertemuan)

**A. Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk tulis descriptive secara akurat, lancar, dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

**C. Indikator Pencapaian Kompetensi**

1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama.
4. Membuat draft, merevisi, menyunting.
5. Menghasilkan descriptive text.

**D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.
4. Siswa dapat berkerja sama dalam suatu kelompok belajar.
5. Siswa dapat membuat atau menulis dalam bentuk descriptive text.

**E. Karakter siswa yang diharapkan**

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligent)

**F. Materi Pembelajaran**

1. Descriptive text is a description that aims to describe someone, something, place, or thing into word.
2. The generic structure of descriptive text are:
  - a. Identification : the introduction of subject or thing which will be to describe.
  - b. Description: the explanation to give information feature of the subject, such as the nature of psychological, behavioral, physical appearance, feature, quality, and like that.

**G. Metode Pembelajaran: Small Group Discussion Technique****H. Langkah-langkah Kegiatan Pembelajaran****1. Kegiatan Awal**

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek daftar kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan disampaikan.

**2. Kegiatan Inti****a. Eksplorasi**

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian descriptive text.
- 2) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai descriptive text dengan teman-temannya.

**b. Elaborasi**

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa berdiskusi tentang descriptive text.
- 2) Bersama dengan siswa mencari contoh tentang descriptive text.

- 3) Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive text yang sudah diberikan oleh guru dengan cara belajar kelompok kecil yang beranggotakan 4-5 orang perkelompok.
- 4) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri hasil dari apa yang telah mereka diskusikan.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 1) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam decriptive text.

**3. Kegiatan Penutup**

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

**I. Sumber / Bahan / Alat**

1. Script descriptive text
2. LKS Bahasa Inggris
3. Handout
4. Spidol
5. Whiteboard

**J. Penilaian**

1. Bentuk Tes : Tes tertulis
2. Tipe tes : Essay
3. Instrument

Question:

Please write down a writing descriptive text. Please choose one of the topics below:

1. Your favorite animal.
2. Your favorite sport.
3. Your favorite friends or teacher.
4. Your favorite place

### K. Orientasi Penilaian

The Measurement Rubrics of Writing Skill

Writing Skill	Score	Criteria	Details
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
	16-1	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
	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling,

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

Raman Utara, November 6<sup>th</sup> 2017

English Teacher

The Researcher




Hairul Syahri, S.Pd  
NIP.19650818 199203 1 012

Eva Nuraini  
NPM. 13107237

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
(CYCLE II)**

Nama Sekolah : SMA N 1 Raman Utara  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 1  
Topik Pembelajaran : Menulis  
Alokasi Waktu : 4x45 menit (2 pertemuan)

**A. Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari.

**B. Kompetensi Dasar**

Mengungkapkan makna dalam bentuk tulis descriptive secara akurat, lancar, dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

**C. Indikator Pencapaian Kompetensi**

1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama.
4. Membuat draft, merevisi, menyunting.
5. Menghasilkan descriptive text.

**D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.
4. Siswa dapat berkerja sama dalam suatu kelompok belajar.
5. Siswa dapat membuat atau menulis dalam bentuk descriptive text.



**E. Karakter siswa yang diharapkan**

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligent)

**F. Materi Pembelajaran**

1. Descriptive text is a description that aims to describe someone, something, place, or thing into word.
2. The generic structure of descriptive text are:
  - c. Identification : the introduction of subject or thing which will be to describe.
  - d. Description: the explanation to give information feature of the subject, such as the nature of psychological, behavioral, physical appearance, feature, quality, and like that.

**G. Metode Pembelajaran: Small Group Discussion Technique****H. Langkah-langkah Kegiatan Pembelajaran****1. Kegiatan Awal**

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek daftar kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan disampaikan.

**2. Kegiatan Inti****a. Eksplorasi**

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian descriptive text.
- 2) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai descriptive text dengan teman-temannya.

**b. Elaborasi**

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa berdiskusi tentang descriptive text.
- 2) Bersama dengan siswa mencari contoh tentang descriptive text.

- 3) Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive text yang sudah diberikan oleh guru dengan cara belajar kelompok kecil yang beranggotakan 4-5 orang perkelompok.
- 4) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri hasil dari apa yang telah mereka diskusikan.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 1) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam decriptive text.

### 3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

#### I. Sumber / Bahan / Alat

1. Script descriptive text
2. LKS Bahasa Inggris
3. Hand out
4. Spidol
5. Whiteboard
6. Gambar

#### J. Penilaian

1. Bentuk Tes : Tes tertulis
2. Tipe tes : Essay
3. Instrument

Question:

Make a descriptive text based on the pictures below!



### K. Orientasi Penilaian

The Measurement Rubrics of Writing Skill

Writing Skill	Score	Criteria	Details
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 -1	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	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Raman Utara, November 13<sup>th</sup> 2017

English Teacher

The Researcher



H. Hairul Syahri, S.Pd  
NIP.19650818 199203 1 012



Eva Nuraini  
NPM. 13107237

**PRE-TEST OF  
WRITING DESCRIPTIVE TEXT**

**Direction:**

- Please write your name and class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

**Question:**

Please make descriptive text based on your mind!!

**POST-TEST I**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

---

Question :

Please write down a writing descriptive text with the topic:

“Your favorite animal”



**POST-TEST I**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

---

Question :

Please write down a writing descriptive text with the topic:

“Your favorite sport”

**POST-TEST I**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

---

Question :

Please write down a writing descriptive text with the topic:

“Your favorite friends or teachers”

**POST-TEST I**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

---

Question :

Please write down a writing descriptive text about the topic!

“Your favorite place”

**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

Question:

Make a descriptive text based on the pictures below!

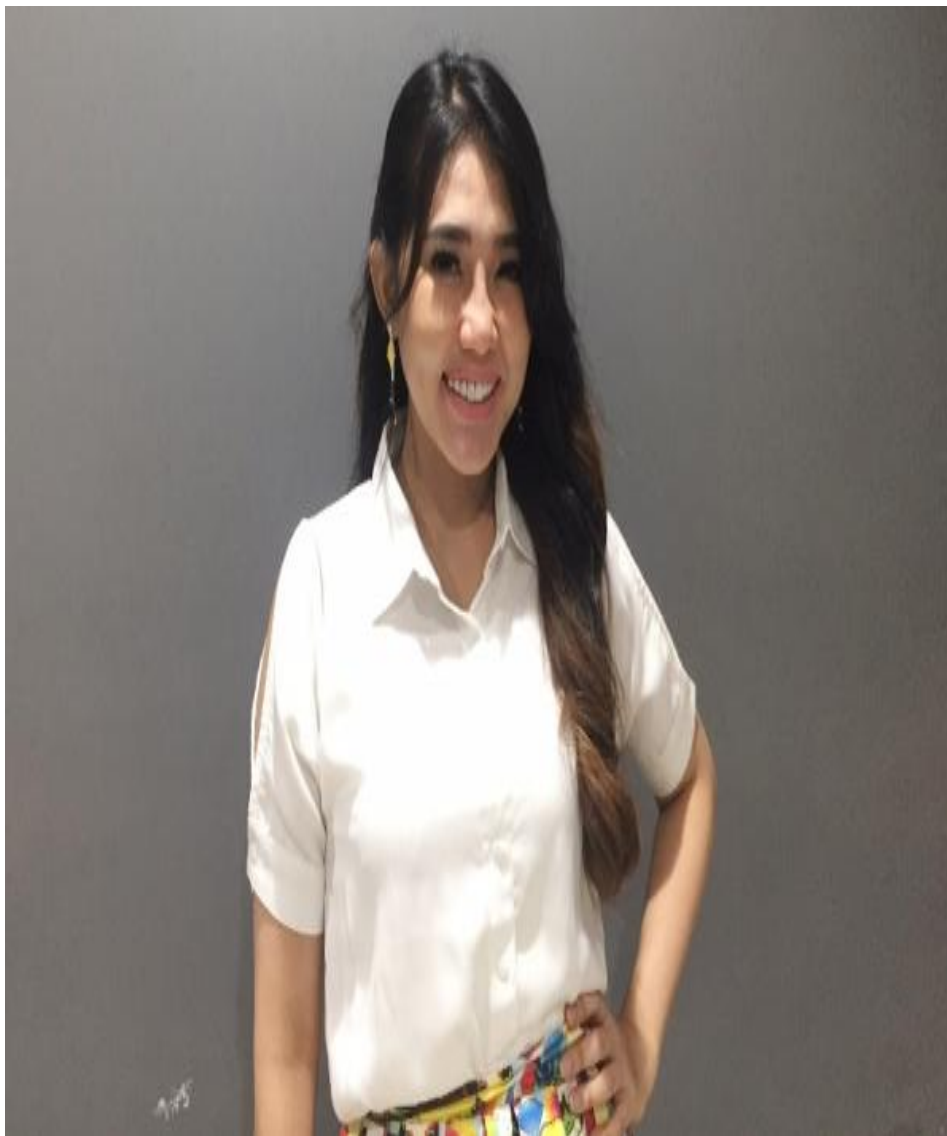


**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

Question: Make a descriptive text based on the pictures below!



**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

Question:

Make a descriptive text based on the pictures below!



**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

Question:

Make a descriptive text based on the pictures below!



Nama : Anastasia Putri

3

**PRE-TEST OF  
WRITING DESCRIPTIVE TEXT**

**Direction:**

- Please write your name and class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

**Question:**

Please make descriptive text based on your mind!!

7321

~~I have a friend named Aji. He is~~

I have a friend. Her name is Riskia nurbaiti. Her body is fat but she very beautiful. Her home in Sempaka ruban. In the class she very smart. Eventhough she's not arrogant. She is very humble to all her friends.

C : 17

O : 9

V : 12

L : 5

M : 2

$$\begin{array}{r} \hline 45 \end{array} +$$



Nama : Ayu Desi Alfaini

5

PRE-TEST OF  
WRITING DESCRIPTIVE TEXT

**Direction:**

- Please write your name and class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

**Question:**

Please make descriptive text based on your mind!!

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has small eyes, he has oval face, he has sharp nose, he has thick lips, he dark down skin, he has thin body, he always wear black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

C = 22

O = 14

V = 9

L = 8

M = 2

+

---

(55)

Name = Amalia Ayu Lestari

2

**PRE-TEST OF  
WRITING DESCRIPTIVE TEXT**

**Direction:**

- Please write your name and class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

**Question:**

Please make descriptive text based on your mind!!

I have a friend. Her name is putria. Her body is fat and small. she is smart and always happy she lives in Raman Aji. everyday always go to school with her.

$$\begin{array}{r}
 C = 17 \\
 O = 13 \\
 V = 18 \\
 L = 13 \\
 M = \underline{2} \quad + \\
 \hline
 63
 \end{array}$$

POST-TEST I  
WRITING DESCRIPTIVE TEXT

Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

Question :

Please write down a writing descriptive text with the topic:

"Your favorite friends or teachers"

I have a favorite teachers  
 At school my most favorite teacher is Patricia Yoni's mother.  
 He is a very good teacher and always give motivation to his  
 students. How to teach him also like because I easily understand  
 it. He is a geography teacher, mother Patricia Beautiful and  
 educated woman. he also always cares for his pupils, he wants  
 his son's son to be a successful child in the future. Thousand  
 Patricia is the homeroom XI IPS 3. Patricia's mother is not only  
 teaching in high school, but she also teaches in high school.

$$\begin{array}{r}
 C = 20 \\
 O = 17 \\
 V = 10 \\
 L = 5 \\
 m = 3 \\
 \hline
 55
 \end{array}$$

Nama : Jestika Kahmadani

**POST-TEST I**  
**WRITING DESCRIPTIVE TEXT**

**Direction:**

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

---

**Question :**

Please write down a writing descriptive text with the topic:

“Your favorite friends or teachers”

I have a Favorite Friend. Her name is Leni Fatari. She is a good, Fussy, sometimes he makes me annoyed. she really likes man from abroad. she also likes handsome, rich, educated man. I was the inspired by her about man overseas. And now I like that. I like her because she is smart to speaking english. And sometimes she teach me english well.

$$\begin{array}{r}
 C = 20 \\
 O = 17 \\
 V = 10 \\
 L = 10 \\
 m = 3 \\
 \hline
 60
 \end{array}
 +$$

Nama = Rizkia Nur Baiq

**POST-TEST I**  
**WRITING DESCRIPTIVE TEXT**

## Direction:

- Please write your name and class on answer sheet.
- Please make a grup consist of 2-4 people.
- Discuss about the topic.
- Please use your own hand writing.
- Please write down carefully.

## Question :

Please write down a writing descriptive text with the topic:

"Your favorite sport"

*Alasan Pemilihan belian*

My favorite sport is run.  
 because run get to burn calori in every body.  
 and get to make my body healthy. In healthy  
 run is sport choosen because make a sliming  
 body very effective. run can to do every  
 morning and evening. *can do*

$$\begin{array}{r}
 C = 18 \\
 O = 20 \\
 V = 15 \\
 L = 15 \\
 M = 2 \\
 \hline
 70
 \end{array}$$

**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

NAME : Bela Cahya Wardani  
CLASS : X.1

The cat has

Cat is very cute animal. that is cat have four feet. the colour fur is brown with Black line. the fur very smooth and he is nose so small and cute. The eyes is round and colour is blue. his earlier very nice and the mount is small. Cat is very sweet and very beautiful.

$$\begin{array}{r}
 C = 18 \\
 o = 15 \\
 v = 15 \\
 L = 15 \\
 m = 2 \\
 \hline
 65
 \end{array}
 +$$

**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

NAME : Amalia Ayu Lestari  
CLASS : X.1

IR. H. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 59 years) was the 7th president of Indonesia who took office on October 20, 2019. He was elected along with Vice President Jusuf Kalla in the 2019 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2019 accompanied Basuki Tjahaja Purnama as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and ended on October 1, 2012 accompanied F. X. Hadi Rudyatmo as Deputy Mayor. The two years of his second period became the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of Struggle (PDI-P), to fight in the election of the Governor of DKI Jakarta to pair with Basuki Tjahaja Purnama (Ahok).

$$\begin{array}{r}
 C = 30 \\
 O = 15 \\
 V = 19 \\
 L = 18 \\
 m = 3 \\
 \hline
 85
 \end{array}$$

**POST-TEST II**  
**WRITING DESCRIPTIVE TEXT**

NAME : Anastasia Putri  
CLASS : X.1

MONAS

90

The National Monument or usually called as Monas is located in central Jakarta Indonesia. This Obelisk was built in 1961 with the purpose to commemorate the struggle in fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.

$$\begin{array}{r}
 100 \\
 0 \\
 \vee \\
 \text{---} \\
 17 \\
 3 \\
 \hline
 90
 \end{array}$$



**The Pre-test Result of Students' Writing Descriptive Text Skill  
Class X<sup>1</sup>**

NO	Name	Criteria of The Score					TOTAL	Note >65
		C	O	V	L	M		
1	AD	20	11	20	11	3	65	Complete
2	AYL	17	13	18	13	2	63	Incomplete
3	AP	17	9	12	5	2	45	Incomplete
4	AS	1	7	7	5	2	21	Incomplete
5	ADA	22	14	9	8	2	55	Incomplete
6	BCW	22	17	17	20	4	70	Complete
7	DR	20	14	14	11	2	61	Incomplete
8	DNK	17	13	17	13	2	62	Incomplete
9	EN	1	7	7	5	2	21	Incomplete
10	ES	17	10	14	11	3	55	Incomplete
11	FN	1	7	7	5	2	21	Incomplete
12	FMS	1	10	14	5	2	32	Incomplete
13	LF	22	10	14	18	3	67	Complete
14	OES	16	8	9	5	2	40	Incomplete
15	PCP	17	10	14	5	2	48	Incomplete
16	RY	22	17	13	19	4	65	Complete
17	RNB	30	14	14	13	3	74	Complete
18	RF	1	7	7	5	2	21	Incomplete
19	SW	1	7	7	5	2	21	Incomplete
20	SL	0	0	0	0	0	0	Incomplete
Total							907	
Average							45,35	
High Score							74	

Lowest Score	21
--------------	----

**The Students' Post-test 1 Result of Writing Descriptive Text Skill  
in Cycle I**

NO	Name	Criteria of The Score					TOTAL	Note >65
		C	O	V	L	M		
1	AD	20	12	16	17	3	68	Complete
2	AYL	18	15	18	15	2	68	Complete
3	AP	22	17	17	21	3	70	Complete
4	AS	3	10	14	11	2	40	Incomplete
5	ADA	18	20	15	15	2	70	Complete
6	BCW	20	17	10	10	3	60	Incomplete
7	DR	20	17	10	10	3	60	Incomplete
8	DNK	4	10	13	11	2	40	Incomplete
9	EN	3	10	14	6	2	35	Incomplete
10	ES	20	17	10	10	3	60	Incomplete
11	FN	18	10	10	10	2	50	Incomplete
12	FMS	3	10	14	6	2	35	Incomplete
13	LF	18	15	15	15	2	65	Complete
14	OES	20	12	17	18	3	70	Complete
15	PCP	22	10	17	18	3	70	Complete
16	RY	20	17	10	5	3	55	Incomplete
17	RNB	18	20	15	15	2	70	Complete
18	RF	10	10	9	9	2	40	Incomplete
19	SW	0	0	0	0	0	0	Incomplete
20	SL	22	10	15	20	3	70	Complete
Total							1096	
Average							54,8	
High Score							70	
Lowest Score							35	

**The Students' Post-test 2 Result of Writing Descriptive Text Skill  
in Cycle II**

NO	Name	Criteria of The Score					TOTAL	Note >65
		C	O	V	L	M		
1	AD	30	20	20	17	3	90	Complete
2	AYL	30	15	19	18	3	85	Complete
3	AP	0	0	0	0	0	0	Incomplete
4	AS	10	10	9	9	2	40	Incomplete
5	ADA	18	20	15	15	2	70	Complete
6	BCW	18	15	15	15	2	65	Complete
7	DR	30	20	20	17	3	90	Complete
8	DNK	18	20	15	15	2	70	Complete
9	EN	0	0	0	0	0	0	Incomplete
10	ES	30	15	19	18	3	85	Complete
11	FN	18	15	15	15	2	65	Complete
12	FMS	0	0	0	0	0	0	Incomplete
13	LF	30	15	14	18	3	80	Complete
14	OES	18	15	15	15	2	65	Complete
15	PCP	17	17	17	21	4	76	Complete
16	RY	30	15	14	18	3	80	Complete
17	RNB	20	20	18	15	2	75	Complete
18	RF	18	15	15	15	2	65	Complete
19	SW	18	15	15	15	2	65	Complete
20	SL	0	0	0	0	0	0	Incomplete
Total							1166	
Average							58,3	
High Score							90	
Lowest Score							40	

**OBSERVATION SHEET  
OF STUDENTS ACTIVITIES IN PRE-TEST**

Date : Wednesday, November 1<sup>st</sup> 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

No	Name	The Students' Activity			
		a	b	c	d
1	AD	√		√	√
2	AAL	√			
3	AP		√		
4	AS	√		√	
5	ADA	√		√	√
6	BCW		√	√	
7	DR	√			
8	DNK	√			√
9	EN	√	√	√	
10	ES				
11	FN	√		√	
12	FMS				
13	LF	√		√	
14	OES	√			
15	PCP	√		√	
16	RY	√			
17	RNB	√	√	√	√
18	RF			√	
19	SW	√	√		√
20	SL				

Note: Tick (√) for each positive activity

- a : Give an attention to teachers explanation
- b : Enthusiastically join the learning process
- c : Able to understand of material by using Small Group Discussion Technique
- d : Responding the teacher question

Raman Utara, November 1<sup>st</sup> 2017

English Teacher

The Researcher



**H.Hairul Syahri, S.Pd**  
NIP.19650818 199203 1 012

**Eva Nuraini**  
NPM. 13107237

**OBSERVATION SHEET  
OF STUDENTS ACTIVITIES IN CYCLE I**

Date : Monday, November 6<sup>th</sup> 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

No	Name	The Students' Activity			
		a	b	c	d
1	AD	√		√	√
2	AAL	√			√
3	AP	√	√		√
4	AS	√		√	
5	ADA	√	√		√
6	BCW	√	√		√
7	DR	√		√	√
8	DNK	√			√
9	EN	√	√	√	
10	ES	√	√		
11	FN	√		√	
12	FMS	√			√
13	LF	√	√	√	
14	OES	√		√	
15	PCP	√			√
16	RY	√			
17	RNB	√	√		√
18	RF	√		√	
19	SW		√		
20	SL		√		√

Note: Tick (√) for each positive activity

- a : Give an attention to teachers explanation
- b : Enthusiastically join the learning process
- c : Able to understand of material by using Small Group Discussion Technique
- d : Responding the teacher question

Raman Utara, November 6<sup>th</sup> 2017

English Teacher

The Researcher



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Eva Nuraini  
NPM. 13107237

**OBSERVATION SHEET**  
**OF STUDENTS ACTIVITIES IN CYCLE I**

Date : Wednesday, November 8<sup>th</sup> 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

No	Name	The Students' Activity			
		a	b	c	d
1	AD	√		√	√
2	AAL	√	√		√
3	AP	√	√		√
4	AS	√		√	
5	ADA	√	√	√	√
6	BCW	√	√		√
7	DR	√		√	√
8	DNK	√	√		√
9	EN	√	√	√	
10	ES	√	√		√
11	FN	√		√	
12	FMS	√			
13	LF	√	√	√	√
14	OES	√		√	
15	PCP	√	√		√
16	RY	√		√	
17	RNB	√	√	√	√
18	RF	√		√	
19	SW				



Note: Tick (√) for each positive activity

- a : Give an attention to teachers explanation
- b : Enthusiastically join the learning process
- c : Able to understand of material by using Small Group Discussion Technique
- d : Responding the teacher question

Raman Utara, November 8<sup>th</sup> 2017

English Teacher

The Researcher



H. Hairul Syahri, S.Pd  
NIP.19650818 199203 1 012



Eva Nuraini  
NPM. 13107237

**OBSERVATION SHEET  
OF STUDENTS ACTIVITIES IN CYCLE II**

Date : Monday, November 13<sup>th</sup> 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

No	Name	The Students' Activity			
		a	b	c	d
1	AD	√		√	√
2	AAL	√		√	√
3	AP	√	√		√
4	AS	√		√	
5	ADA	√	√	√	√
6	BCW	√	√		√
7	DR	√	√		√
8	DNK	√			√
9	EN	√	√	√	
10	ES	√	√		√
11	FN	√		√	
12	FMS	√		√	√
13	LF	√	√	√	√
14	OES		√	√	
15	PCP	√		√	√
16	RY	√			
17	RNB	√	√		√
18	RF	√		√	

Note: Tick (√) for each positive activity

a : Give an attention to teachers explanation

b : Enthusiastically join the learning process

c : Able to understand of material by using Small Group Discussion  
Technique

d : Responding the teacher question

Raman Utara, November 13<sup>th</sup> 2017

English Teacher

The Researcher



H.Hairul Svahri, S.Pd  
NIP.19650818 199203 1 012

Eva Nuraini  
NPM. 13107237

**OBSERVATION SHEET  
OF STUDENTS ACTIVITIES IN CYCLE II**

Date : Wednesday, November 15<sup>th</sup> 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

No	Name	The Students' Activity			
		a	b	c	d
1	AD	√	√	√	√
2	AAL	√		√	√
3	AP	√	√		√
4	AS	√	√	√	
5	ADA	√	√	√	√
6	BCW	√	√		√
7	DR	√	√	√	√
8	DNK	√		√	√
9	EN	√	√	√	√
10	ES	√	√		
11	FN	√		√	
12	FMS	√	√		√
13	LF	√	√	√	√
14	OES	√	√	√	
15	PCP	√	√	√	√
16	RY	√		√	
17	RNB	√	√		√

Note: Tick (√) for each positive activity

- a : Give an attention to teachers explanation
- b : Enthusiastically join the learning process
- c : Able to understand of material by using Small Group Discussion Technique
- d : Responding the teacher question

Raman Utara, November 15<sup>th</sup> 2017

English Teacher

The Researcher



H.Hairul Syahri, S.Pd  
NIP.19650818 199203 1 012

Eva Nuraini  
NPM. 13107237





KEMENTERIAN AGAMA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : P.0503/In.28/FTIK/PP.00.9/04/2017  
 Lamp : -  
 Hal : IZIN PRA SURVEY

*Kepada Yth.,*

Kepala SMA N 1 Raman Utara  
 Di -  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Eva Nuraini  
 NPM : 13107237  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Judul : The Effectiveness of Applying Media Small Group Discussion to Improve Students' Writing Skill at The Tenth Grade of SMA N 1 Raman Utara in Academic Year 2017/2018

Untuk melakukan PRA SURVEY di SMA N 1 Raman Utara

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 April 2017

Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd.

NIP. 19750610 200801 1014



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMA NEGERI 1 RAMAN UTARA  
TERAKREDITASI A**



Alamat : Raman Aji Kecamatan Raman Utara Lampung Timur 34154  
Email : [smansa\\_ramura@yahoo.com](mailto:smansa_ramura@yahoo.com)

**SURAT KETERANGAN**

Nomor : 420 / 065 / 11.SK/ SMA 01 / 2017

Menindaklanjuti surat dari INSTITUT AGAMA ISLAM NEGERI METRO Tanggal, 07 April 2017, Nomor : P.0503/In.28/FTIK/PP.00.9/04/2017, Hal Izin Pra Survey/Research/Survey maka Kepala SMA Negeri 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama	: Eva Nuraini
NPM	: 13107237
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris ( TBI )

Telah diterima untuk mengadakan penelitian di SMA Negeri 1 Raman Utara dalam rangka penulisan tesis dengan judul, " THE EFFECTIVENESS OF APPLYING MEDIA SMALL GROUP DISCUSSION TO IMPROVE STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 RAMAN UTARA ACADEMIC YEAR 2017/2018" sebagai syarat menyelesaikan studi.

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara, 8 Juni 2017  
Kepala SMA Negeri 1 Raman Utara



**TUMIN, S.Pd, M.M**  
NIP. 19630515 1985031009





**KEMENTERIAN AGAMA**  
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 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor : B-2090/In.28.1/J/TL.00/10/2017  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

19 Oktober 2017

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamualaikum Wr.Wb.*

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

Nama : Eva Nuraini  
 NPM : 13107237  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

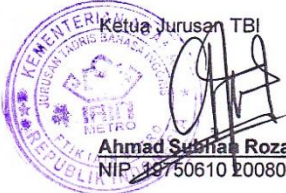
Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing 2 bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester semenjak 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	± 1/6 bagian
b. Isi	± 2/3 bagian
c. Penutup	± 1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamualaikum Wr. Wr.*

Ketua Jurusan TBI  
  
**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2089/In.28/D.1/TL.01/10/2017

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

Nama : EVA NURAINI  
NPM : 13107237  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA 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 : 19 Oktober 2017





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMAN 1 RAMAN UTARA  
TERAKREDITASI A



Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154  
Email : smansa ramura@yahoo.com

**SURAT KETERANGAN**

Nomor : 420 / 016 / 11.SK/ SMA 01 / 2017

Yang bertanda tangan di bawah ini Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : EVA NURAINI  
NPM : 13107237  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah melaksanakan Research di SMAN 1 Raman Utara selama tiga minggu dalam rangka tugas akhir/skripsi dengan judul : "THE EFFECTIVENESS OF APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMA N 1 RAMAN UTARA IN ACADEMIC YEAR OF 2017/2018".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Raman Utara, 1 Desember 2017  
Kepala SMAN 1 Raman Utara

**TUMIN, S.Pd. M.M**  
NIP. 19630515 198503 1 009



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 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

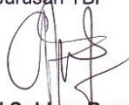
**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eva Nuraini  
 NPM : 13107237

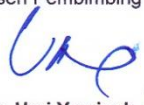
Jurusan : TBI  
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday 12/06/17	✓		Revise : - Cover - Table of contents - Chapter I, II, III	
2.	20/6-17	✓		acc for seminar	

Mengetahui,  
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



**IAIN**  
METRO

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

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

Nama : Eva Nuraini  
NPM : 13107237

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday 18/04/17		✓	- Revise Chapter I - III - Revise your pre-survey	
2.	Tuesday 02/05/17		✓	- Revise Chapter I - Show Reference	
3.	Tuesday 09/05/17		✓	Still show Reference	
4.	Tuesday 06/06/17		✓	Acc and Continue to the first sponsor	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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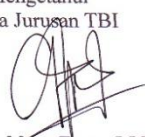
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Eva Nuraini  
 NPM : 13107237

Jurusan : TBI  
 Semester : XI 2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	31/10-17	✓		acc for instrument	

Mengetahui  
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Nama : Eva Nuraini  
 NPM : 13107237

Jurusan : TBI  
 Semester : XI/ 2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 27/10/17		✓	Kenise Iqbur Research Instrument - Make the writing assessment sheet.	
2	Tuesday 31/10/17		✓	Acc Research Instrument	

Mengetahui  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
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**IAIN METRO**

Nama : Eva Nuraini  
 NPM : 13107237

Jurusan : TBI  
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 29/12/2017	✓		- Revise Cover - Revise Abstract - Revise Table of Contents - Chapter I, II, IV	
2	Monday 15/1-2018	✓		acc for munagasyah	

Mengetahui,  
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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





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 Telephone (0725) 41507 Faksimili (0725) 47296 ; website: [www.tarbiyah.metrouiniv.ac.id](http://www.tarbiyah.metrouiniv.ac.id) ; e-mail : [iaimetro@metrouiniv.ac.id](mailto:iaimetro@metrouiniv.ac.id)

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

Nama : Eva Nuraini  
 NPM : 13107237

Jurusan : TBI  
 Semester : VIII/ 2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 8/12/17		✓	Revisi chapter w - ✓	
2	Friday 22/12/17		✓	Acc and Continue to the first sponsor	

Mengetahui  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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

## **DOCUMENTATION OF ENGLISH LEARNING**

### **The First Meeting**

**The teacher gave pre test for the students**



### **The Second Meeting**

**The teacher gave the treatment for students**



**The Third Meeting**  
**The teacher gave the post tes**



**The Fourth Meeting**  
**The teacher gave treatment more for the students**  
**The Fifth Meeting**



The teacher gave the post test II



## FIELD NOTE CYCLE I

Wednesday, November 1<sup>th</sup>, 2017

1. Give pre-test for the students.
2. Most of students still confuse with the material given.
3. Some of students are playing with their friends.
4. Most of the students did the test confusedly.

Monday, November 6<sup>th</sup> 2017

1. The teacher give the material.
2. After the teacher explanation about descriptive text, the teacher gives a topic about descriptive text, then the teacher divided some students to discuss about the topic.
3. So, many students who were noisy didn't pay attention to the teacher explanation.
4. Some students didn't understand about the material.
5. The teacher divided students in the group discussion, after that the teacher asks the students to wrote the difficult in writing and the teacher help them.
6. The teacher dominated in giving question and answer.
7. The teacher made the students to active in the class with the answer question one by one in front of the class.

Wednesday, November 8<sup>th</sup> 2017

1. Give post-test I to the students with the topic about the descriptive text to discuss in group. After that, the students write the result of discuss in individual.
2. Some students passed the minimum standard criteria. But many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

## FIELD NOTE CYCLE II

Monday, November 13<sup>th</sup> 2017

1. Some students were still confused about the material.
2. Then, the teacher divided the students into some group and the teacher explain the material clearly.
3. The students were enthusiastic and interested to the material.
4. Students paid attention more about the teacher explanation.
5. The condition of this meeting was more enthusiastic than before.
6. The students were able to do question given bythe teacher in front of the class.

Wednesday, November 15<sup>th</sup> 2017

1. The teacher gave post-test II after giving treatment.
2. Most of students did the task correctly.
3. Most of students passed the minimum standard criteria.
4. And finally, the teacher gaves motivation and spirit to the students in order that more study diligent.

## CURRICULUM VITAE



The name of the writer is Eva Nuraini. She was born in Jojog, on June 16<sup>th</sup> 1995. She is the first daughter from two siblings, Mr. Suparmin and Mrs. Turiyati. Ethnically speaking, she comes from Javanese family descent.

She was enrolled her study in Gunung Madu Plantation at TK Satya Darma Sudjana in 1999 and graduated in 2001. She continued her study at SD N 1 Gunung Madu and graduated in 2007. She continued her study at SMP Muhammadiyah 1 Pekalongan, East-Lampung and graduated in 2010. Having graduated from junior high school she continued her study at SMA Negeri 1 Terusan Nunyai and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to master of degree.