

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME
STRATEGY IN WRITING DESCRIPTIVE TEXT AT THE TENTH
GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN
IN THE ACADEMIC YEAR 2019/2020**

By:

RATIH SULIS STIWATI

Student Number: 1501070100



**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/ 2019M

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

BY:

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1441 H/ 2019



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APPROVAL PAGE

The Title : THE EFFECTIVENESS OF USING PRE-TASK
PLANNING TIME STRATEGY IN WRITING
DESCRIPTIVE TEXT AT THE TENTH GRADERS OF
SMK MUHAMMADIYAH SEPUTIH RAMAN IN THE
ACADEMIC YEAR 2019/2020

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NOTA DINAS

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of Ratih Sulis Stiawati

Assalamu'alaikum, Wr. Wb

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St. Number : 1501070100
Department : English Education
Faculty : Tarbiyah
The Title : The Effectiveness of Using Pre-Task Planning Time
Strategy in Writing Descriptive Text at The Tenth Graders
of SMK Muhammadiyah Seputih Raman in the Academic
Year 2019/2020


It has been agreed so it can be continued to the tarbiyah department in order to be discussed on the munaqosah. Thank you very much.

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To The Honorable,
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Assalamu'alaikum, Wr. Wb

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

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RATIFICATION PAGE

No. B-3482/n-23.1/D/PP-00.9/10/2019

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME STRATEGY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN IN THE ACADEMIC YEAR 2019/2020, Written by RATIH SULIS STIAWATI, student number 1501070100, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, October 18th 2019 at 15.00- 17.00 p.m

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**THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME
STRATEGY IN WRITING DESCRIPTIVE TEXT AT THE TENTH
GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN**

IN THE ACADEMIC YEAR 2019/2020

ABSTRACT

**By:
RATIH SULIS STIAWATI**

The objective of the research is to find out whether the pre-task planning time strategy is effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman. Writing is one of the skills in the English. It means that the aim of teaching English learning is the students should be mastery the four skills in English. In writing the students must be able to express their idea on the written text, to use correct grammar, punctuation and vocabulary, and so on. In teaching learning process, the teacher should be able to choose or create the strategy that suitable and good to applied in learning process. Pre-task planning time strategy is one of the strategy that can be applied in teaching writing, one of them is teaching writing descriptive text. Pre-task planning time is about opportunities for students to prepare everything before do the real task to make a good written with more times that given by teacher.

This research is quantitative research. The population of this research was the tenth grade students. A sample of this research is 23 students established through the random sampling technique. The researcher used test and documentation at the data collection technique. Then, used SPSS application to analyze the data.

In this research, the result of normality test are: pretest sig= 0.641 > 0.05, posttest sig= 0.129 > 0.05 and the result of homogeneity test is sig= 0.648 > 0.05, then the result of t-test that has been calculated using one sample t-test formula which is significant level (2-tailed) of post-test was less than alpha (0.000 < 0.05). based on the condition, It means there is a significant, so pre-task planning time strategy was effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman.

Keyword: *Pre-Task Planning Time Strategy, Writing, and Descriptive Text.*

**EFEKTIFITAS STRATEGI PRE-TASK PLANNING TIME DALAM
MENULIS TEKS DESKRIPSI PADA KELAS SEPULUH
SMK MUHAMMADIYAH SEPUTIH RAMAN
TAHUN PELAJARAN 2019/2020**

ABSTRAK

Oleh:

RATIH SULIS STIAWATI

Tujuan penelitian ini adalah untuk mengetahui apakah strategi pre-task planning time efektif dalam menulis teks deskripsi pada siswa kelas sepuluh SMK Muhammadiyah Seputih Raman. Menulis adalah salah satu keterampilan dalam bahasa Inggris. Ini berarti bahwa tujuan pengajaran pembelajaran bahasa Inggris adalah siswa harus menguasai empat keterampilan dalam bahasa Inggris. Dalam menulis para siswa harus dapat mengekspresikan ide mereka pada teks tertulis, menggunakan tata bahasa, tanda baca dan kosa kata yang benar, dan sebagainya. Dalam proses belajar mengajar, guru harus dapat memilih atau membuat strategi yang cocok dan baik untuk diterapkan dalam proses pembelajaran. Strategi pre-task planning time adalah salah satu strategi yang dapat diterapkan dalam pengajaran menulis, salah satunya adalah pengajaran menulis teks deskriptif. Pre-task planning time adalah tentang peluang bagi siswa untuk mempersiapkan segala sesuatu sebelum mengerjakan tugas yang sebenarnya untuk membuat tulisan yang baik dengan lebih banyak waktu yang diberikan oleh guru.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas X. Sampel penelitian ini adalah 23 siswa yang ditetapkan melalui teknik random sampling. Peneliti menggunakan tes dan dokumentasi pada teknik pengumpulan data. Kemudian, digunakan aplikasi SPSS untuk menganalisis data.

Dalam penelitian ini, hasil uji normalitas adalah: pretest sig = 0.641 > 0.05 dan posttest sig = 0.129 > 0.05 uji homogenitas adalah 0.648 > 0.05 maka hasil uji-t yang telah dihitung menggunakan rumus satu sampel uji-t yang tingkatannya signifikan 0.000 < 0.05 hasil post-test kurang dari alpha itu. Berdasarkan kondisi tersebut, itu berarti ada yang signifikan, sehingga strategi pre-task planning time efektif dalam menulis teks deskriptif pada siswa kelas X SMK Muhammadiyah Seputih Raman.

Kunci: *Strategi pre-task planning time, Menulis, dan Teks Deskripsi.*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in expection of certain parts which are expected from the bibliography mentioned.

Metro, Oktober 2019
The Researcher



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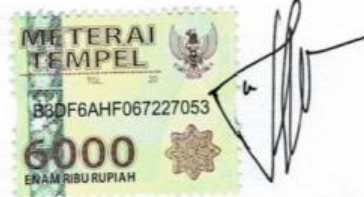
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumber nya dan disebutkan dalam daftar pustaka.

Metro, Oktober 2019
Yang Menyatakan



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MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will increase the people who believe between you and the people who are given knowledge.

(Al-Mujadalah:11)

Life is like riding a bicycle. To keep your balance, you must keep moving.

(Albert Einstein)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents (Mr. Miskun and Mrs. Rohaenah) who always pray and support in their endless love.

My beloved friends (Heni Nurul Fadilah, Nora Isnaini Susiwi, Mega Kusuma Wati, Eva Nurul Fadilah, Puji Mariyana, Bunga Puspita Sari, rosiana saputri) always support me.

My beloved almamater of state institute for islamic studies of Metro.

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Thanks and all praise to My Allah who was given the researcher mercies and blessing, so that the researcher can finish the undergraduate thesis. Sholawat and salam may always be given to our prophet muhammad SAW who has guided us from the darkness into the brightness. Realizing that this undergraduate thesis would not be able to be accomplished without any help and support from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledge the gratitude.

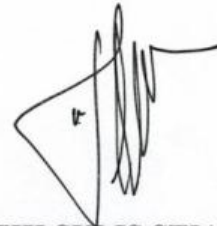
Furthermore, this research could not be successful without support, advice, help, guidance and encouragement to finish the undergraduate thesis soon. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr Hj. Akla, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro
2. Ahmad Subhan Roza M.Pd, as the head of English Education Department of IAIN Metro.
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6. All of the staff of English Education Department who helped the researcher in processing of administration.

7. All of the teachers of SMK Muhammadiyah Seputih Raman who has given the researcher opportunity to conducted this research.
8. My parents, my beloved brother and sister and all of my friends who always supports in the process of writing this undergraduate thesis.

As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, Oktober 2019
The Researcher



RATIH SULIS STIAWATI
St. Number 1501070100

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means way of achieving or doing something to talk and give information to other people. It can be a process by which information that exchanged between individuals through a common system or symbol, signs or behavior. There are many languages in the world and people in each country also have different background, hence, they need a tool to communicate by using particular language as a lingua franca. English is the international language that plays an important role in the globalizing era, it is to communicate in the world and important for someone in the process of adapting and following the flow of increasingly advanced global development, and having increasingly open insights.

In Indonesia, English is a foreign language. It means that English is a compulsory learning subject where must be taught for the students in the school from the elementary school until university. Mastering English as a foreign language of course is not easy as learning English as a national language. The teacher must be able to teach English using various strategies that are accordance with the materials to be taught, so that student will enjoy and not feel bored. Learning English with suitable strategies can help the students to understand English materials well. In the context of English

language teaching in Indonesia, English has four main skills, they are listening, speaking, reading and writing.

Writing is one of the skills in the English. The students must be able to express their idea on the written text, to use correct grammar, punctuation and vocabulary, and so on. Writing has similarity with speaking. They express ideas or opinions. Writing is an idea on the written text, while speaking is an idea on spoken text. Beside that, writing is mostly known as the most reflective skill to know how good your English is. Thus, writing must be taken into account for people who want to start studying English. Currently, English writing is divided into some layers such as phrase, clause, sentence, paragraph and so forth.

Furthermore, The researcher has conducted a pre-survey in February 25th, 2019 at SMK Muhammadiyah Seputih Raman, it was investigated that the tenth graders have insufficient writing skill. The description of pre-survey will be shown in the table below:

Table 1
The Data of Pre-Survey of Students' Writing in February 25th, 2019
at the Tenth Graders of SMK Muhammadiyah Seputih Raman

No.	Students' Initial	Score	Category
1	AAP	65	Failed
2	AW	60	Passed
3	AP	65	Failed
4	AAS	75	Failed
5	AF	60	Failed
6	CF	65	Failed
7	DP	68	Failed
8	DJ	68	Failed
9	EW	70	Passed
10	ENA	66	Passed
11	FN	65	Failed
12	GMP	68	Failed

13	IK	60	Failed
14	IAS	65	Failed
15	LL	60	Failed
16	MRS	65	Failed
17	ODP	60	Failed
18	PI	65	Passed
19	R	70	Failed
20	SA	65	Failed
21	SA	60	Failed
22	V	70	Passed
23	WNW	70	Failed

Source: Students' writing pre-survey test taken in February 25th, 2019

Table 2
The Result Pre-Survey of Students' Writing in February 25th, 2019
at the Tenth Graders of SMK Muhammadiyah Seputih Raman

No.	Score	Categorie	Frequency	Percentages
1.	≥ 70	Passed	5	21.7 %
2.	≤ 70	Failed	18	78.3 %
Total			23	100%

Source: Pre-survey data at tenth grade, taken in February 25th, 2019

From the table above, it was investigated that students' English score is categories into low level. There are 5 students' who passed and 18 students' who failed from 23 students, on 7 students or 21.7 % who pass the standard minimum requirement (SMR) which the standard minimum requirement 70 for English.

There are some factors which makes students' writing skills low. The basic factor is related to the students' habit. In reality, the students only practice their writing in their school but do not practice it in their daily life. They are not accustomed to English words, so students lack vocabulary and make errors in grammar and spelling in their writing. This habit makes the students have a difficulty to express their ideas in the written form. Students

should practice their writing regularly to make a good writing. This factor also affects the writing mastery and makes students' writing ability low.

Beside that, the students also get difficult to convey some words or sentences in writing. It is according to compose sentences in a good grammar, appropriate vocabulary, conjunction, and punctuation. Then, sometimes students do not feel confident and think that they can write. They do not have motivation, they do not want to write and they do not get enjoyable in writing classroom. Some of the students feel bored and look do not enthusiastic follow learning activity in the class.. The teacher need to create enjoyable atmosphere in the class to stimulate their motivation and provoke them to have urge to study English especially in writing class.

Based on the problem above, in overcoming the students' problem, enjoyable activity and new strategy is needed to support the learning process in the classroom. An enjoyable activity can make the students more enthusiastic to follow learning process and make them feel comfortable in studying English. Pre-task planning time is appropriate way to motivate the students in teaching writing descriptive text. It can be alternative strategy and an interesting activity in the class to engage the students to study.

In this research, the researcher focus on descriptive writing text materials because many of students difficult to inflict the differences kinds of the text such as recount text, descriptive text and report text. Then, descriptive text is a text that usually used in daily activity by students where every students often describing something like person, things and others.

Pre-Task Planning Time strategy is the strategy when the teacher give more time for students to prepare their self to finish the task, then students will have more time to think more or found the big idea to write in their paper. Students will feel relax to develop their writing ability. So they feel easy in composing sentences into correct grammatically.

In this research, the researcher would like to conduct the research on the effectiveness of using Pre-Task Planning Time in Writing Descriptive Text at the tenth graders of SMK Muhammadiyah Seputih Raman in The Academic Year 2019/2020.

B. Problem Identification

Regarding to the background of the study above, some related problems are identified as follows:

1. Learning English materials especially writing skill is not easy for student.
2. The students get difficult to convey some words or sentences in writing.
3. The students are have low competency in writing descriptive text.
4. The students seems less interested in writing activity.
5. The students have lack of vocabularies.

C. Problem Limitation

Based on the problem identification above, the researcher will limit the problem in the third problem that the students are still low in writing descriptive text. Hence, the researcher will use pre-task planning time

strategy in teaching writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman in the academic year 2019/2020.

D. Problem Formulation

The problem in this research can be stated by this formulation: “Is pre-task planning time strategy effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman in the academic year 2019/2020?”

E. Objective and Benefit of Study

1. The objective of study

The objective of this research is “to find out whether the pre-task planning time strategy is effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman in the academic year 2019/2020”.

2. The Benefit of study

The benefit of the study are:

a. For the teacher

The writer gives inspiration to the teachers of SMK Muhammadiyah Seputih Raman in teaching writing descriptive text by using pre-task planning time strategy.

b. For the students

The writer hopes the students will be able to improve their skill in writing.

c. For the Researcher

The result of this research will inform other researcher whether using pre-task planning time strategy give effect to the students' writing skill.

F. Prior Research

The first prior research was conducted by Nejad,et.al with title “*The Effects of Pre-Task Planning on Iranian EFL Learners’ Accuracy of Writing Performance*”, found that the significantly superior effects of form- and meaning-based Pre-Task Planning on the accuracy of the writing performance.¹ The differentiation between the first prior research with this study is this study uses tenth graders as the sample of the research, the prior research uses EFL Learners’ university. Other differentiation if this study focus on writing descriptive text while prior research focus on accuracy of writing performance.

The second prior research was conducted by Biria and Karimi with title “*The Effects of Pre-task Planning on the Writing Fluency of Iranian EFL Learners*” stated to scrutinize the efficacy of pre-task planning on the

¹ Nejad. Maryam sharafi, et.al, Journal of Studies in Education, “*The Effects of Pre-Task Planning on Iranian EFL Learners’ Accuracy of Writing Performance*”, Vol. 6, No. 4, ISSN 2162-6952 2016, School of Educational Studies University Sains Malaysia, Faculty Member of Medicine Department University of Medical Sciences, Kerman, Iran. November 20, 2016. Access at November 15, 2018.

fluency of composition composed by Iranian intermediate learners.² The differentiation between the first prior research and this study is The prior research focus to investigate the effect of pre-task planning on the fluency of the argumentative essay, while this research focus on writing descriptive text.

The third prior research was conducted by Ghavamnia, Tavakoli and Masood with title “*The Effect of Pre-Task and Online Planning Conditions on Complexity, Accuracy, and Fluency on EFL Learners’ Written Production*”, found that Pre-Task Planning group produced more complex and fluent writings, whereas the online planning group produced more error free clauses indicating a more accurate writing performance.³ The differentiation is this study focus on writing descriptive text while prior research focuses on Complexity, Accuracy, and Fluency on Written Production.

The fourth prior research was conducted by Rahimpour and Safarie with title *The Effects of On-line and Pre-task Planning on Descriptive Writing of Iranian EFL Learners*”, found that planning time had no effect on complexity and accuracy of participants’ performance but it influenced positively the fluency of PTP (Pre-Task Planning) group⁴. The differentiation

² Reza Biria and Zahra Karimi, “*The Effects of Pre-task Planning on the Writing Fluency of Iranian EFL Learners*”, Depart University, Isfahan, Iran Department of English, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran ISSN 1798-4769 Journal of Language Teaching and Research, Vol. 6, No. 2, pp. 357-365, March 2015. Access at November 15, 2018.

³ Maedeh Ghavamnia, Mansoor Tavakoli and Masood Esteki, *Porta Linguarum*, “*The Effect of Pre-Task and Online Planning Conditions on Complexity, Accuracy, and Fluency on EFL Learners’ Written Production*”, University of Isfahan, Iran, 20 June 2013, ISSN: 1697-7467, access at November 15, 2018.

⁴ . Massoud Rahimpour and Mohsen. Safarie, *International Journal of English Linguistics*, “*The Effects of On-line and Pre-task Planning on Descriptive Writing of Iranian EFL*

is this study just focus on using pre-task planning while prior research focuses on using on-line and pre-task planning.

The last prior research was conducted by Potradinata with title "*An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives international*", found that students still have difficulties aspects in writing descriptive text with a chronological schematic structure, the inability in adjusting the social function of the text, and the difficulty in filling the text with appropriate language features.⁵ The differentiation is this study focus to investigate of using pre task planning time in writing descriptive text at the tenth graders of senior high school while prior research focus on analysis systematic functional linguistic perspective international on writing descriptive text.

Learners", Vol. 1, No. 2, The University of Tabriz, Iran & The University of Queensland, Australia, English Department, Faculty of Persian Literature and Foreign Languages The University of Tabriz, Iran, September 2011 Access at november 15, 2018.

⁵ Sihab Lapoto Ade Potradinata., International Journal of Languages, Literature and Linguistics, Vol. 4, No. 2, June 2018, "*An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives international*". Access at November 15, 2018.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Descriptive Text

1. The Definition of Writing

Writing is skill that student should mastered. Writing helps the students when they get difficult in speaking. When the students can speak spontaneous, they will write their ideas in writing before they convey their ideas in conversation. Writing can be defined in various ways. There are some definitions of writing proposed by experts.

Firstly, Nunan holds that, “writing is a real activity from the delivery of ideas or ideas, either in the form of hieroglyphics or e-mails typed in computers. In addition, writing can express the thoughts set in the form of statements and paragraphs that the reader can clearly enjoy”.

Secondly, Nunan also states that, “Writing is the result of student learning about the use of grammar, the rules of writing that are distributed in writing. In addition, the use of correct grammar makes it an important aspect in mastering students' writing.”⁶

Thirdly, Brownalso states that “a written work is the result of a person's thoughts with the preparation and revision procedures that require specialized skills that are not owned by any person, other than that

⁶ David. Nunan, “*Practical English Language Teaching*”, (Singapore: The Mc Grow-Hill companies, 2003), p.88-89

each individual also has a different ability to manage his writings. Then writing is also one way to express what is felt and experienced.”

Forthly, Allan argues that, “many people write as the way they explore the results of their thoughts that are poured out in writing on a piece of paper. Collecting various kinds of ideas and ideas from various sources both from journals, books, or documents owned”.⁷

Finally, Bell and Burnaby point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrated control of a number of variable simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. ⁸ In addition according to Marianne, “Writing is used as one of the communication suggestions that need to be encouraged and developed in tandem with student language learning programs. Writing is used as an activity of interaction between writers and readers using text media.”⁹

In line with the quotations above, it is safe to state that writing is the way that is used by language user to expressing the ideas and communicate the information, knowledge and many others in written text

⁷Allan, et.al., *Learning to Write with Purpose*, (United States of America: The Guilford Press, 2009) p.71

⁸ David, Nunan, *Designing Tasks for the Communicative Classroom*. (Cambridge: Cambridge University Press, 1989.) p. 36

⁹ Marianne Celce and Murcia, *Teaching English as A Second or Foreign Language*”, 3rded, (United States of America: Thomson Learning, 2001), P.207

by using an easy language in order to make the readers understand what the writer means. It means that writing is an activity to deliver all forms of ideas in the mind in the form of a useful article as the delivery of information to others as a reader.

2. Kinds of Writing

There are some kinds of writing according to Wishon and M. Burks, such as:¹⁰

a. Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in order the reader believe or disbelieve something.

b. Description

In a description type, uses a lot of visual words, such as the feel, sound, taste and smell to help the readers see the person, a place or thing that the writer is writing about that. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

c. Narration

Narationis a type of writing that the writer tries to recount an event. It tells the readers what happened in the story according to natural time sequence.

¹⁰ George E. Wishon and Julia M. Burks, *Lets Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p. 377

d. Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

3. The Process of Writing

Harmer states that process writing is a way of looking at what people do when they compose written text.¹¹ According to Oshima and Hogue, there are four stages in writing process¹², there are as follows:

a. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting, because you do the step before you start writing. In this section there are 2 steps:

1) Choosing and Narrowing A Topic

This step explain, If you are given a specific writing assignment (such as essay question on an examination), then what you can write about is limited. However, when you can choose your own topic, here are two tips for making a good choice, there are choose a topic that interests you and choose a topic that fits the assignment.

¹¹Jeremy. Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.12

¹² Alice Oshima and Ann Hogue, *Writing Academic English*, 4th Ed, (United States of America : Pearson Education, 2006), p. 265-275

2) Generating ideas

This step is to collect information and develop ideas by brainstorming, such as get information from newspaper, magazine and library books.

b. Planning (outlining)

The planning stage is to organize the ideas into an outline. In this section there are 3 steps:

1) Making sublist

As a first step toward making an outline, divide the ideas in the communication problems list further into sublists and cross out any items that do not belong or that are not useable.

2) Writing the topic sentence

This step is to write a topic sentence. The topic is clearly communication problems.

3) Outlining

An outlining is a formal plan for a paragraph. This outline should be relatively easy to write a paragraph.

c. Writing

The next step the students write a draft using the outline as a guide. They develop sentences as they can without think about grammar, spelling, or punctuation correctly, just write their own ideas on the paper.

d. Polishing

Polishing is also called revising and editing. In this step the students polish what they have written. They check the whole of the content (revising) and then check on grammar, punctuation, and mechanic (editing).

4. The Purpose of Writing

Nunan argues that there are some of the reasons why writing systems may have evolved:¹³

- a. To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.
- b. To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.
- c. To entertain or instruct through creative literature such as stories, novels, and poems.
- d. To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.
- e. To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.

¹³ David, Nunan *Teaching English to Speakers of other Languages at: An Introduction*. (Newyork and London: Routledge, 2015), p. 78

Besides, there are three purposes of writing in everyday life according to Halliday in Nunan as follows:¹⁴

a. Primarily for action

Public signs, e.g. on roads and stations; product label and instructions, e.g. on food, tools or toys purchased; recipes; maps; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts. For social contact: personal correspondence; letter, postcards, greeting cards.

b. Primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; non-fiction books, including textbooks; public notices; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

c. Primarily for entertainment

Light magazines, comic strip; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games.

From the theories above, it can be concluded that generally the purposes of writing are to give information and to entertain the readers. Writing also is used to communicate with other in different time place (e.g. letter and short message service.).

¹⁴ -----*Language Teaching Methodology: A Textbook for Teachers.* (Sidney: Prentice Hall, 1991), p. 84

5. The Characteristics of Good Writing

There are five characteristics of good writing based on Harcourt, such as:¹⁵

a. Good writing is interesting

Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers.

b. Good writing is clearly

Its ideas have been organized so logically, words selected so carefully, and sentences crafted so skillfully that readers do not need to struggle to understand what the writer means.

c. Good writing is concise

It contains no unnecessary words, phrases, or sentences. Consequently, readers will not feel that their time is wasted.

d. Good writing is effective

It conveys a message to readers in such a way that it will achieve the effect that the writer intended.

6. Teaching Writing

The reason for teaching writing to students of English as a foreign language include reinforcement, language development, language style and most importantly writing as a skill in its own right. Reinforcement is some students acquire language in a purely oral/aural way, but most of us

¹⁵ Harcourt Brace Jovanovich, *The Writing Commitment*, (United States of America: Orlando Publisher, 1984), p.4

benefit greatly from seeing the language written down. Language development, it seems that the actual process of writing (rather like the process of writing) helps us to learn as we go along. Learning style is some students are fantastically quick at picking up language just by looking and listening. The last is writing as a skill, by far the most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media.¹⁶

Furthermore, There are some tasks that the teacher has to do before, during and after students writing are in the following.

a. Demonstrating

The students need to be aware of writing conventions and genres constraints in specific types of writing, teacher have to be able to draw these features to their attention. It can be said that the teacher have to show and to explain the types of writing, so that students will understand clearer.¹⁷

b. Motivating and Provoking

This is where the teacher can motivate and provoke the students into having ideas. It means that teacher also has the task to help the students in getting the ideas.

¹⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2001), p.79

¹⁷ -----, *How to Teach Writing*, (England : Pearson Longman, 2004), p. 41

c. Supporting

The students need a lot of support in writing, so that the teacher needs to be extremely supportive when students are writing in the class, except in writing exam. The students are the participants in the writing class. It can be defined that in learning process, the supports from teachers is really needed to make them confident.

d. Responding

When responding, we respond to the content and construction of the writing and give the suggestion for better writing. The teacher should respond all of the students questions because the teacher is a facilitator in the classroom.

e. Evaluating

When we hand back marked script we can get our students to look at the errors. This is the last teachers' task in writing class. Evaluating the students' script will motivate them to write well.¹⁸

7. Scoring Methods for Responsive and Extensive Writing

At responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers.¹⁹

¹⁸ *Ibid.*, p.42

¹⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States of America: Pearson Education, 2004), p. 341-343

a. Holistic Scoring

A rubric for scoring oral production holistically was presented. It means the point on a holistic scoring is given a systematic set of descriptors, and the reader-evaluators usually (but not always) follow a prescribed pattern. In other side holistic scoring is assigned to an essay, which represents a reader's general overall assessment.

b. Primary trait scoring

The Primary trait scoring focuses on "how well students can write within a narrowly defined range of discourse", this type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. In the primary trait score would assess are; the accuracy of the account of the original, the clarity of the steps of the procedure and the final result, the description of the main features of the graph, and the expression of the writer's opinion.

c. Analytic Scoring

Analytical scoring breaks a test-taker's written text down into a number of subcategories (organization and grammar) and gives a separate rating for each. Analytical scoring may be more appropriately called assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey designed an analytical scoring scale that specified five major

categories and description of five different levels in each category, ranging from “*unacceptable*” to “*excellent*”

Table 3
The Scoring of Writing²⁰

Component	Score	Criteria
Content	30-27 Excellent	Knowledge, substantive, etc.
	26-22 Good	Sure knowledge of subject, adequate range, etc.
	21-17 Fair	Limited knowledge of subject, little substance, etc.
	16-13 Bad	Does not show knowledge of subject, non-substantive, etc.
Organization	20-18 Excellent	Fluent expression, ideas clearly stated, etc.
	17-14 Good	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 Fair	Non-fluent, ideas confused or disconnected, etc.
	9-7 Bad	Does not communicate, no organization, etc.
Vocabulary	20-18 Excellent	Sophisticated range, effective word/idiom choice and usage, etc.
	17-14 Good	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
	13-10 Fair	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7 Bad	Essentially translation, little knowledge of English vocabulary
Language use	25-22 Excellent	Effective complex constructions, etc.
	21-18 Good	Effective but simple construction, etc.
	17-11 Fair	Major problems in simple/complex constructions,

²⁰ J. B. Heaton, 1988. *Writing English Language Tests*. New Edition. (Hongkong: Longman Grou, 1988), p. 146

		etc.
	10-5 Bad	Virtually no mastery of sentence construction rules, etc.
Mechanics	5 Excellent	Demonstrates mastery of conventions, etc.
	4 Good	Occasional errors of spelling, punctuation, etc.
	3 Fair	Frequent errors of spelling, punctuation, capitalization, etc.
	2 Bad	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

From the explanation above the researcher concluded that the total is 100 which described in following table:

Table 4
Total Scoring of Writing

No.	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language use	25
5.	Mechanic	5
Total		100

8. The Definition of Descriptive Text

A.S Hornby stated descriptive is saying what something like or describing something.²¹ On the other side is saying how language is actually used, without giving rules for how it should be used. descriptive text is a text which describe about something.

²¹ A. S.Hornby, *Oxford Advanced learner's Dictionary*, (New York: Oxford University Press, 1995), p.395

Descriptive is a written English in which the writer describes an object. In this text, the object can be a concrete or abstract object.

Kaneargues that descriptive text is description about sensory experience- how something look, sound, and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception.²²

Descriptive text is a text containing two components, there are identification and description. The identification is to identify the object to describe while the description is to describe of the part of the object. The social funtion of descriptive is to describe a particular person, place or thing.

According to Emilia, descriptive text is a kind of text that has a purposes to give the information about something or someone.²³ In descriptive text, writer describe about person, object, appearances, landscape ot phenomenon naturally, so they can make the reader imagine and feel it.

Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one

²² Sihab Lapoto Ade Potradinata, International Journal of Language, Literature and Linguistics, “*An Analysis of Student’s Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspective*”, Vol. 4, No. 2, June 2018

²³ Alma Prima Nurlaila, Journal of English and Education, “*The Use of Mind Mapping Technique in Writing Descriptive Text*”, Vol. 1(2), English Education Study Program in Indonesia University of Education, February 2013

comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.²⁴

From the quotation above the writer infers that descriptive is the text that contains the description of parts, specifications and everything related to the object in the form of a person, place, or things are observed directly, which is useful information to others, especially to readers. It can be conclude that descriptive text is used to describe everything, which seen by a writer in detail.

Based on the explanation above, it can be conclude that writing descriptive text is the activity write an object into a text, it means to describe an object who she/he seen with there eyes based on phsycly, part and other aspects. The object is like person, place, and thing depend on grammatical stucture in writing.

9. Types of Descriptive Writing text

Jolly asserts that there are five types of descriptive writing paragraph, such as.

a. Decsribing Process

To Describe a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

²⁴ Tiur Asih Siburian, International Journal of Language Learning and Applied Linguistics World, "Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share", Vol. 3 (3), Faculty of Language and Arts, University Negeri Medan, Indonesia., EISSN : 2289-2737 & ISSN: 2289-3254, July 2013

b. Describing and Event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about tsunami that was happened in japan. In case he/she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing and Personality

To describe a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attribute (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

d. Describing a Place

To describe a place is Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

10. Part of Descriptive Text

There are three parts of descriptive text, as follow:

a. Social Function

Describe the characteristics and conditions of the object person, thing lace or animal by using adjectives and attribut

b. Generic Structure

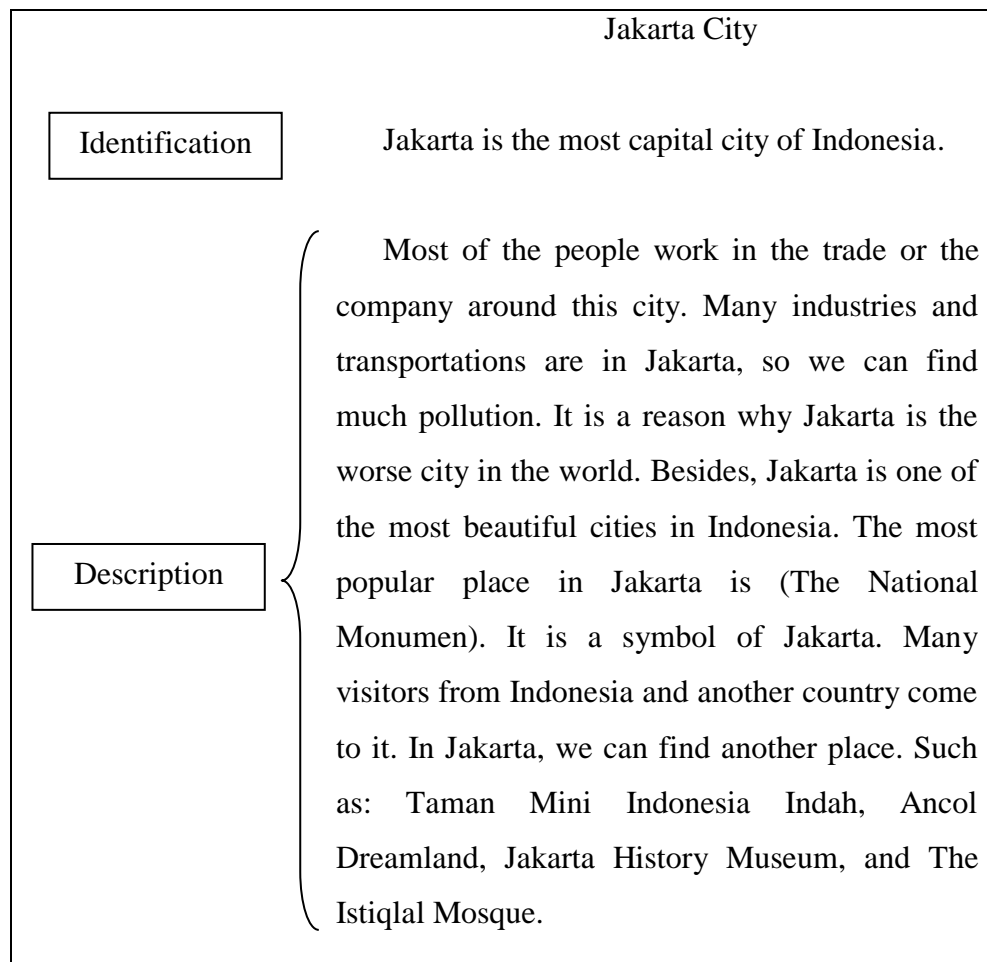
It was divided into two part, there are; (a) identification was to identify the phenomenon that was described, and (b) description was to describe the qualities, characteristics, condition, and part of an object in detail.

c. Grammatical Feature

In description paragraph, it use present tense as normally.²⁵

²⁵*Ibid.*,

11. The Example of Descriptive Text



B. The Concept of Pre-Task Planning Time

1. The Definition of Pre-Task Planning Time Strategy

Firstly, Ellis defines that strategic planning or pre-task planning as “the process by which learners plan what they are going to say or write before commencing a task”.

Secondly, according to Skehan pre-task planning as a task implementation condition lies in information-processing models originally established in cognitive psychology but applied to language learning.²⁶

Thirdly, Hulstijn and Hulstijn stated ‘planning involves the activation and retrieval of knowledge about linguistic forms and their meaning, stored in the speaker’s memory’), which indicates planning processes may promote a focus on form.

In the case of pre-task planning. Learners plan propositional content and isolated chunks of language to encode it. Even if they do make an attempt at more detailed formulation, it is unlikely they will be able to remember the pre-planned forms when they are performing and thus will be obliged to formulate on-line. Just as readers tend to remember the propositional content of what they have read, not the linguistic encodings.²⁷ In other word, pre-task planning leads to better quality texts and greater fluency in writing simply because it affords learners more time overall.

Fouthly, Grabe’s assertion that “a writer who plans for no more than 10 seconds will write a predictable essay with less information (and most likely a lower quality essay) than a student who plans for 4 minutes”.²⁸

²⁶ Parissa, Asgarikia, *Procedia Social and Behavioral Sciences*, “*The Effects of Ask Type, Strategic Planning and No Planning on Written Performance of Iranian Intermediate EFL Learners*”, Institute of Training, Research & Operational Consultancy for Tourism, Applied-Science University of Beyond, 1936753143 Tehran, Iran, Elsevier Ltd, 2014

²⁷ Rod. Ellis and Fagyuan. Yuan, “*The Effect of Planning on Fluency, Complexity, and Accuracy in Second Language Narrative Writing*”, *SSLA*, Vol. 26, 59-84, 2004.

²⁸ *Ibid*

Next , Hayes and Flower highly appreciated planning time because writers have a change to get information from the task environment and long-term memory, which makes the writing process less complicate.²⁹

Moreover, Richards and Rodgers believe that task-based language teaching is an approach based on the utilization of task as the fundamental units of planning which have a significant part in language teaching.³⁰

According to Ellis, planning help learners gain access to their linguistic knowledge which has not been automatized.

Beside that, Ellis argues that guided planning is used for pre-task planning to provide learners with detailed instructions about what and how to plan. In fact, through guided planning. Learners can learn either form or meaning of language or learn both meaning and form, which help students to pay attention on several aspects of language to improve their writing performance..³¹

The importance of the planning stages of the task-based framework, since planning time did seem to have a beneficial effect on the quality of the language produced during the tasks. It seems that the planning stage of the task cycle can work as a device to help students balance the demands of fluency, accuracy and complexity placed upon them.

²⁹ Maryam Sharafi-Nejad, et.al, Journal of Studies In Education, “ *The Effect of Pre Task Planning Time on Iranian Efl Learners’ Accuracy of Writing Performance*”, ISSN 2161-6952, Vol. 6, No. 4, 2016.

³⁰ Reza Biria and Zahra Karimi, Journal of Language Teaching and Research, “*The Effect of Pre-Task Planning on The Writing Fluency of Iranian EFL Learners*”, Vol. 6, No. 2, ISSN. 1798-4769, Department of English, Khorasgen (Isfahan) Branch, Islamic Azad University, Isfahan, Iran, March 2015.

³¹ Maryam Sharafi-Nejad, et.al, Journal of Studies In Education, “ *The Effect of Pre Task Planning Time*

Based on those definitions, it can be conclude that pre-task planning which.

Based on the definition above, it can be concluded that Pre-Task Planning Time refers to planning that takes place before performing the task. It involves preparatory attention that helps in performing actions with greater accuracy and speed. The performance of the task is regarding as a preparation for the main and final performance. This strategy focuses on giving time to students to think first on the topic that given by the teacher. Students are given the opportunity to think, gather ideas and compile sentences more systematically to produce better writing

2. The Procedures of Using Pre-Task Planning Time

The procedure of pre-task planning time in teaching writing were adapted and complie from yuan and ellis was described as follows:³²

- a. The researcher introduce the topic first and encouraged the students to activate the related schema and the background knowledge
- b. The students have been given time for 10 minutes to plan what they were going to write.
- c. In making a plan, the students were given a sheet of paper used as a note in making plan.
- d. After 10 minutes, the note was takes, and the real task were given.

³² Rod. Ellis and Fagyuan. Yuan, “*The Effect of Planning on Fluency, Complexity, and Accuracy in Second Language Narrtive Writing*”, *SSLA*, Vol. 26, 59-84, 2004.

- e. The students should finish their writing in 17 minutes and to produce at least 200 words, so that the students will have finish the task with limited opportunities for online planning.
- f. After 17 minutes, the students' writing were taken and analyzed as the research data.

3. Advantages and Disadvantages of Pre-Task Planning Time

a. Advantages of Pre-Task Planning Time

There are some advantages of pre task planning time, as follow:

- 1) Planning can give more chance to introduce task and task topic to learners.
- 2) It also can serve as a motivator since it informs learners about the outcome of the task and what they are supposed to do to fulfill the task.
- 3) Planning can provide learners with vital vocabulary items and phrases or help them remember relevant word or phrases.
- 4) If the topic familiar one, teachers can elicit the known phrases and language related to the topic. In the process, teacher can have an opportunity to observe what learners actually know and what they need to know.
- 5) Giving time to learners to prepare themselves for the task enhances the use of various vocabulary items, complex linguistic forms, fluency and naturalness with which the task are carried out.

6) Helping learners to overcome their limitation in learning English.³³

b. Disadvantages of Pre-Task Planning Time

There are some disadvantages of pre task planning time, as follow:

- 1) It is difficult to know whether the students use planning or not. If they do not really use it, then it will be a waste of time.
- 2) Since the students are given unlimited time to finish their task, some students will finish it faster than others. Therefore, they will have nothing to do while waiting for other friend to finish. It will lead to other problems such as noisy class disturbing their friends

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research consists of two variables. They are independent variable (X) and dependent variable (Y). The independent variable (X) is pre-task planning time and dependent variable (Y) is writing descriptive text.

In this case, the researcher assumes that if the teacher using pre-task planning time in writing descriptive text, the students will have good English lesson especialli in writing descriptive text. The reason is because teacher has objectives; to creat good situation and condition thta can influence learning achievement of them, and to make the students easier to accept writing descriptive text material and they will achieve the lesson.

³³ Maria, Da Gloria Guara Tavares, “*The Relationship Among Pre-Task Planning, Working Memory Capacity, and L2 Speech Performance: A Pilot Study*”, *Linguagem & Ensino*, Pelotas, Vol. 12, (1)., 165-194. 2009.

2. Paradigm

Paradigm is the way that used by individual or group to match an indication or even base on the paradigm, so that they can research that indication. The paradigm in this research can be described as the following:

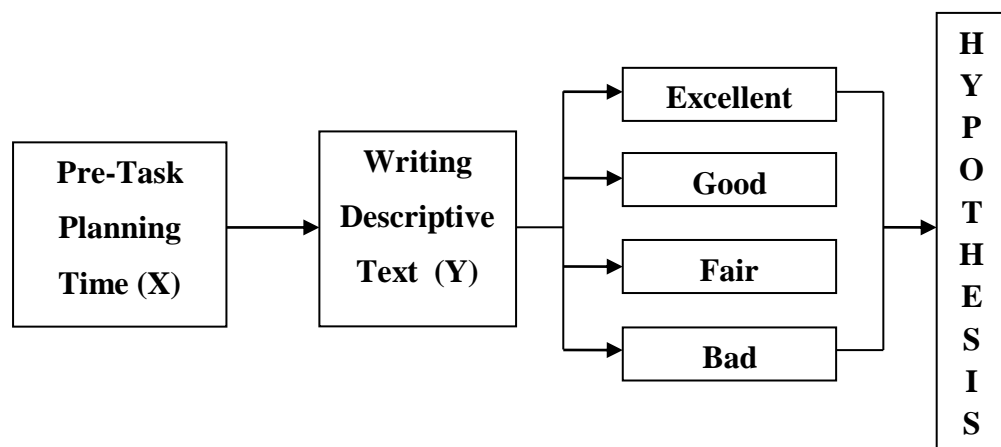


Figure 1

The Effectiveness of Using Pre-Task Planning Time in Writing Descriptive Text

Based on the paradigm above, the writer assume that if the students' get good sore in English writing test so pre-task planning time is effective on students writing descriptive text. However, if the students' get poor score in English writing test so pre-task planning time is not effective on students' writing descriptive text.

D. Research Hypothesis

Gray states that hypothesis is a specific prediction that follows directly from theory.³⁴ There are two kinds of hypothesis, such as alternative and null hypothesis.

Based on assumption above, hypothesis of this research can be formulated as follows:

- a. Ha: Pre Task Planning Time strategy is effective in Writing Descriptive Text at The Tenth Graders of SMK Muhammadiyah Seputih..
- b. Ho : Pre Task Planning Time strategy is not effective in Writing Descriptive Text at The Tenth Graders of SMK Muhammadiyah Seputih.

Based on the explanation above, the writer can predict that Pre Task Planning Time strategy is effective strategy in Writing Descriptive Text at The Tenth Graders of SMK Muhammadiyah Seputih Raman in the Academic Year 2019/2020.

³⁴ Paul. S Gray, *The Research Imagination An Introduction to Qualitative and Quantitative Research Method*, (New York: Cambridge University Press, 2007), p.4

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is classified into quantitative research. According to muijs, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistic).

This research conducted at SMK Muhammadiyah Seputih Raman. In this research the researcher investigated the tenth graders. The researcher gave pre-test, treatment, and pos-test to the students. The pre-test conducted to know the students' prior knowledge about writing descriptive text before giving the treatment. After that, the post-test was conducted to know the students' improvement about writing descriptive text after giving the treatment.

B. Population, Sample and Sampling Technique

1. Population

According to kumar singh, “ population or universe means the entire mass of observation, which is the parent group from which a

sample is to be formed.³⁵ While, marczyk assume that population ia all individuals of interest to the researcher.³⁶

Mark Balvanes and Peter Caputi, population are operationally defined by researcher. They must accessible and quantifiable are related to the purpose of the research.³⁷ Then, Daniel defines the population is the group of people we want to generalize to³⁸. It means that population is all subject which will be presumed in this research.The target population of this research is the tenth graders of students SMK Muhammadiyah Seputih Raman in Academic Year 2019/2020. The total population is 143 students which are divided into seven classes.

2. Sample

Sample is a part of population that was been researched.³⁹ The sample of this research is students at tenth graders of SMK Muhammadiyah Seputih Raman. The researcher took one class as the sample, namely X TKJ 1 class that consist of 23 students.

³⁵*Ibid* p.82

³⁶ Geoffrey. Marczyk, *Essential of Research Design and Methodology*, (New Jersey: John Eilley & Sons, Inc. 2015), p. 98

³⁷ Mark. Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods Investigative Approach*, (New Delhi: Sage Publication, 2001)., p.91

³⁸ Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Population, 2004)., p. 15

³⁹L. R. Gay, *Educational Research-Competencies for Analysis and Application*, (new york: Mc. Millan Publishing Company, 1990), Second Edition, p.102

3. Sampling Technique

In this research, the researcher used probability include in sample random sampling as a technique in choosing a sample. It is a act of determining sample done based on random without regard to exiting stara in population.⁴⁰

C. The Operational Definition Variables

Operational definition is the definition which based on characteristics of the things that will be defined and can be observed and measured. Operational definitions of variables in this research are:

1. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is pre-task planning time strategy in tenth graders of SMK Muhammadiyah Seputih Raman. Pre-Task Planning Time is a strategy where students will given some time to prepare themselves, ideas, the grammar that was been used in accordance with the existing language structure. Next, students work on the assignment given. Then, students describe a topic that is determined both in the form of image, living things, objects and events that exist more optimally. The indicator variable of pre-task planning time strategy

⁴⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.174

is the students are able to understand making a plan based on the topic that given by reseracher.

Pre-task planning time strategy was been used in learning writing descriptive text by dividing students of SMK Muhammadiyah Seputih Raman (class X TKJ 1). By using this strategy, the researcher will give written test to the students. The researcher wants to measure level of student writing descriptive text by using pre-task planning time strategy through making a plan like minp mapping based on the topic that mush described at least 10 sentences.

2. Dependent variable (Y)

Dependent variable of this research is the variable which was observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing descriptive text. Writing skill includes content, organization, vocabulary, grammar and mechanic. Moreover, writing a must be attention how to write into a good paragraph.

- a. Be able to use correct content in writing skill.
- b. Be able to use correct organization in writing skill.
- c. Be able to use correct vocabulary in writing skill.
- d. Be able to to use correct grammar in writing skill.
- e. Be able to to use mechanic in writing skill.

This variable can be measured by using written test. There is one in this test consist of making a descriptive paragraph essay. The test is consisting only one question about making the descriptive paragraph.

D. Data Collecting Technique

1. Test

According to Ary, “test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁴¹ test is a way that is used to measure a person ability or knowledge in a given domain. Based on the explanation above, the researcher uses test to collect the data. The researcher uses pre-test and post-test as data collection method to measre of the students’ writing skill.

a. Pre-test

Pre-test was been given by the researcher before the researcher start the experiment or taught by using pre-rask planning time strategy. The test is an essay. It is to measure the student’s writing skill before they get the treatment. The researcher uses an essay test, the students are asked to make a descriptive text based on the topic that the teacher gives.

⁴¹ Donald Ary, et.al *Introduction to Research in Education*, (USA:Wadsworth Cengage Learning, 2010), Eight Edition, p. 154

b. Post-test

Post test was been given to the students after the researcher taught with pre-rask planning time strategy. It was measure the student's writing skill after the researcher gives a treatment.. The researcher used an essay test, the students are asked to make a descriptive text based on the topic that the teacher gives.

2. Documentation

Documentation as the method which is used to get information in the private form and formal form. It can be written languages or documents, private form (such as photo, diary, private letter, story from the other people) and formal form (the score of the lesson, general letter, and others).

The researcher uses the documentation method to get detail information about condition of the teacher, employers, and organization structure of SMK Muhammadiyah Seputih Raman.

E. Research Instrument

Daniel defines, "instrument is used to assess the effect of the experimental test before the treatment is given, and post test. Usually on the same instrument, after the treatment has been given."⁴²

as the tool research which is used in each method". Forthemore, the research instrument involves:

⁴² Daniel. Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, 2004), p.8

1. Instrument Blueprint

The research instruments in this research such as:

- a. The instrument that used is written test as to measure of skill, knowledge and intelligent of students. There are two kinds of test namely pre-test and post-test. The kind of the test was written test there were 4 questions.

Table 5
The Research Instrument Blueprint

Variable	Variable Indicators	Item Number (Pre-Test)	Item Number (Post-Test)	Test Form
Pre-Task Planning Time Strategy(X)	<ol style="list-style-type: none"> 1. The students are able to generate explore their ideas 2. The students be able to making a plan based on the topic 	1	1	Written test (making a plan as key word from the topic like main mapping)
Writing Descriptive Text(Y)	<ol style="list-style-type: none"> 1. The students be able to use correct grammar in writing skill. 2. The students be able to use correct content in writing skill. 3. The students be able to use correct organization in writing skill. 4. The students be 	1	1	Written test (make a string of descriptive text based on the topic)

	able to use correct vocabulary in writing skill.			
	5. The students be able to use correct mechanic in writing skill.			

b. The instrument that used in documenttion method guidance, such as:

- 1) Documentation about the story of SMK Muhammadiyah Seputih Raman.
- 2) Documentation about condition of the teacher in SMK Muhammadiyah Seputih Raman.

2 Instrument Calibration

The instrument calibration is measured scale that was been used to make instrument standard. In this research, the researcher used logical validity in the form of content validity. As we know that content validity is to know the suitability between the instrument with the purpose or the problem will be researched. The researcher composed the test instrument based on the subject matter content of the syllabus and materials at the tenth graders of SMK Muhammadiyah Seputih Raman.

F. Data Analysis Technique

In this research, the researcher used SPSS application type 21 for windows to analyze the data. SPSS (The Statistical Package for the Social Sciences) is a package of programs for manipulating, analyzing, and presenting the data. Where this program is widely used in the social and behavioral sciences.⁴³ Then, the implications of the result are fairly evident and statistically valid. There are some steps using SPSS program to analysis the data:

1. The first we must have the SPSS program in our computer.
2. The second, load the excel file with all the data. Once collect all the data, keep the excel file ready with all data inserted using the right tabular forms.
3. The third, import the data into SPSS.
4. Next, give specific SPSS commands
5. Then, retrieve the results
6. Next, analyse the graphs and charts
7. Finally, postulate conclusion based on personal analysis

⁴³ Sabina. Landau and Briand S. Everitt, *A Handbook of Statistical Analyses Using SPSS*, (USA: Chapman & Hal/HRC Press LLC, 2004), p.1

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description

1. The Description of Research Location

This research was conducted at SMK Muhammadiyah Seputih Raman. This vision and mission. Vision of this school is to become a vocational education institution that produces graduates who are pious, have an entrepreneurial spirit, and capable of carrying out preaching amar makruf nahi munkar. Then, the mission of this school such as: First, equips students with standardized competencies according to their expertise program. Second, carry out training for competency-based life skills and entrepreneurship competencies. Third, equips students with entrepreneurial skills. Last, forming the attitudes and behaviors of students rooted in the teachings of Islamic religion. Next, the location of SMK Muhammadiyah Seputih Raman at Raden Intan street, Rukti Harjo, Seputih Raman, Central Lampung.

Below is the location of MTs Ma'arif Mengandungsari.

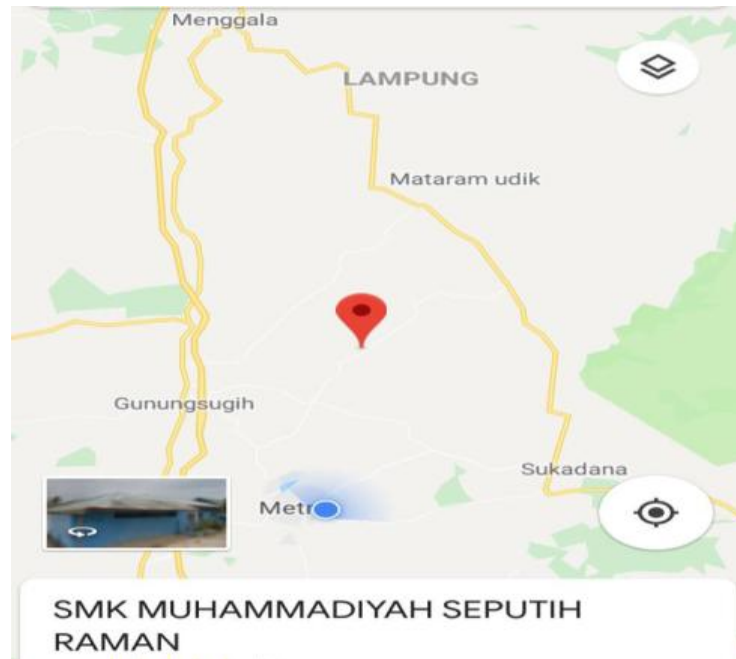


Figure 2
The Location of SMK Muhammadiyah Seputih Raman



Figure 3
The Picture of SMK Muhammadiyah Seputih Raman

- a. The condition of teacher of SMK Muhammadiyah Seputih Raman

Tabel 6
The Condition of the Teacher of SMK Muhammadiyah Seputih Raman

Background Education	Male	Female	Total
S 1 /Fakultas Tarbiyah	4	12	16
S 1 / Fakultas Syariah	2	1	3
S 1 / keperawatan	-	1	1
S 1 / Teknik Mesin	3	-	3
S 1 / Manajemen Informatika	-	2	2
S 1 / Pend. Jasmani	2	-	2
D 3/ Teknik Otomotif	2	-	2
D 2 / SLTA	4	1	5
Jumlah	17	17	34

It can be seen in table 6 most of the teachers of SMK Muhammadiyah Seputih Raman are S1 degree holders, D3 and the first graduate from senior high school.

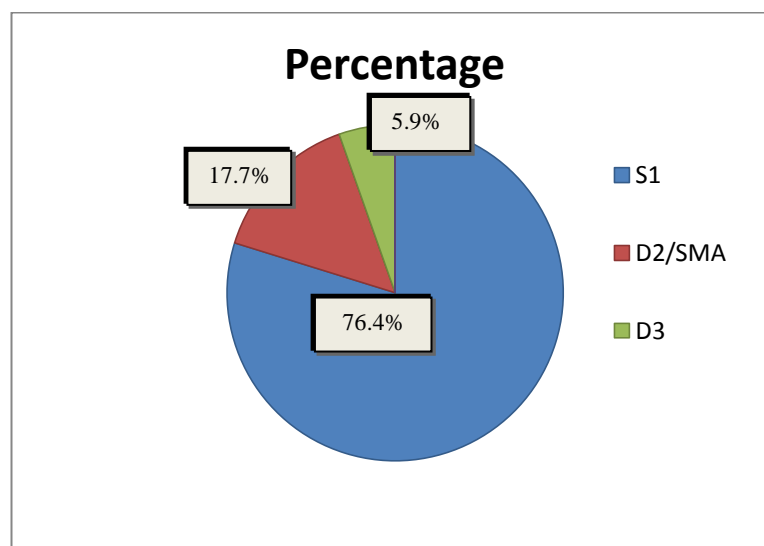


Figure 4
The Teacher Condition

The figure above affirms that more than 76.4% teachers of SMK Muhammadiyah Seputih Raman from S1 programs, 5.9% are D3 and the other one graduate from Senior high school. It means that the quality of the teachers of SMK is good.

b. The Number of Students in SMK Muhammadiyah Sepuih Raman

The number of the students at SMK Muhammadiyah Sepuih Raman in academic year 2019/2020 can be identified as follows:

Table 7
The Number of Students in SMK Muhammadiyah Sepuih Raman

No.	Grade	Σ Classes	Σ Students
1	X	7	143
2	XI	7	147
3	XII	4	87
Total		18	377

2. Description of Research Data

a. The Result of Pre-Test Score

To measure the students' writing descriptive text the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that was used in the research was written test. The result of pre-test can be identified as follows:

Table 8
The Result of Pre-Test In Writing Descriptive Text at the Tenth
Graders of SMK Muhammadiyah Seputih Raman

No	Score	Categorie	Frequency	Percentages
1	≥ 70	Passed	2	8.7%
2	≤ 70	Failed	21	91.3%
Total			23	100%

See Appendix 10 for the comprehensive

From the table above, it was investigated that result of students' pre-test score is categories into low level. There are 2 students' who passed and 21 students' who failed from 23 students. The researcher measured the class interval:

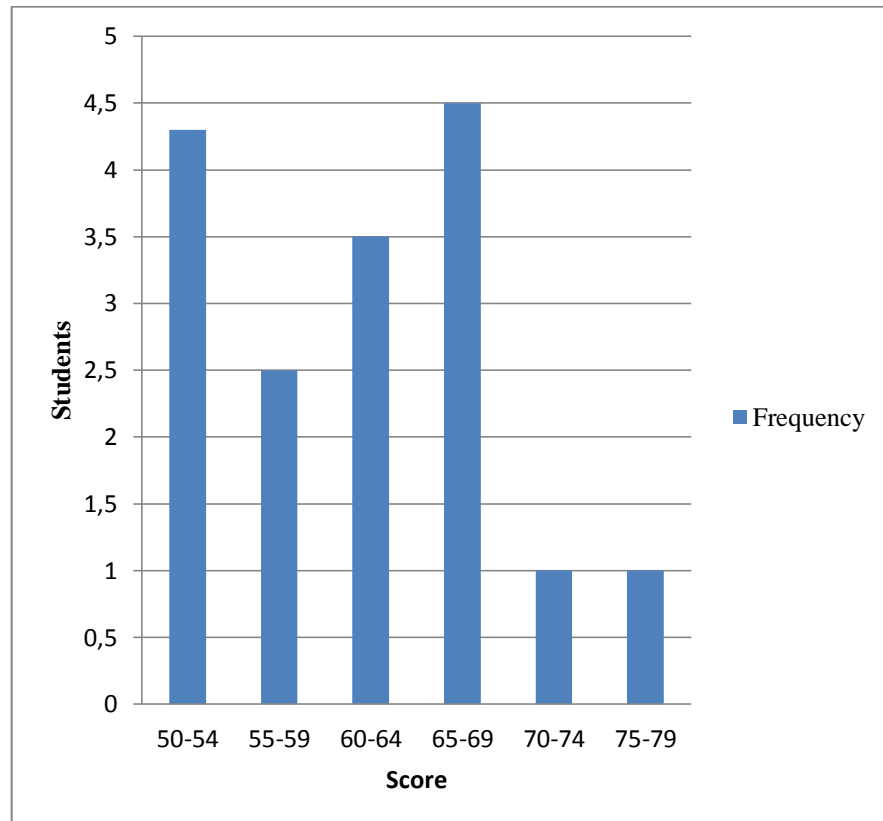
The total of class interval of this pre-test was 6 after knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 9
The Table of Frequency Distribution of Pre-Test Score

No	Interval	Frequency	Percentage
1.	75 - 79	1	4.3%
2.	70 - 74	1	4.3%
3.	65 - 69	3	13.1%
4.	60 - 64	6	26.1%
5.	55 - 59	8	34.8%
6.	50 - 54	4	17.4%
Total		23	100%

If the data put into graphic, it can be seen as follow:

Graph 1
Frequency Distribution of Pre-Test Score



Based on the table and graphic above, can be seen that most of students got score <70 . So it means that most of students of SMK Muhammadiyah Seputih Raman got low score in pre-test.

Then, it can be concluded that 23 students as the research sample can be divided: first, the number of the students that got score 75-79 was 1 student or 4.3%. then, the number of the students that got score 70-74 was 1 student or 4.3%. Next, the number of the students that got score 65-69 was 3 students or 13.1%. therefore, the number of the students that got score 60-64 was 6 students or 26.1%. After that, the

number of the students that got score 55-59 was 8 students or 34.8 %. The last, the number of the students that got score 50-54 was 4 students or 17.4%

After that, based on these conditions, the researcher found that students' feel difficulties in writing descriptive text because most of the students got low.

b. The Result of Post-Test Score

After analyzing the weakness and understanding of students' writing descriptive text, the researcher conducted the treatment to help the students in understanding of the writing descriptive text. The researcher helps the students about difficulties in writing descriptive text by using pre-task planning time strategy until the students understand it. After the students have been given the treatment and they have understood, further, the researcher gave the post-test to measure their knowing of writing descriptive text. The post-test was done to know the students' writing descriptive text after treatment. The result of post-test can be identified as follows:

Table 10
The Result of Post-Test In Writing Descriptive Text at the Tenth Graders of SMK Muhammadiyah Seputih Raman

No	Score	Categorie	Frequency	Percentages
1	≥ 70	Passed	23	100%
2	≤ 70	Failed	0	0%
Total			23	100%

See Appendix 11 for the comprehensive

From the table above, it was investigated that result of students' post-test score is good, where all of students are passed with number of students is 23 students. The researcher measured the class interval:

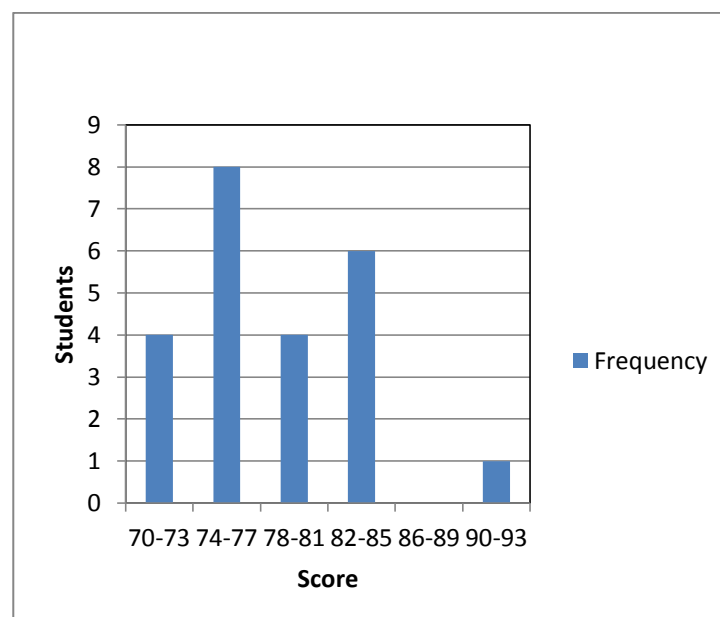
The total of interval class of the result pst-test was 6 it can be seen on the table of frequency distribution below:

Table 11
The Table Frequency Distribution of Post-Test Score

No	Interval	Frequency	Percentage
1	90 – 93	1	4.3%
2	86 – 89	0	0%
3	82 – 85	6	26.1%
4	78 – 81	4	17.4%
5	74 – 77	8	34.8%
6	70 – 73	4	17.4%
TOTAL		23	100%

If the data put into graphic, it can be seen as follow:

Graph 2
Frequency distribution of Post-Test Score



Furthemore, based on the table and graph above, can be seen that most of students got score > 70 . So it means that most of students of SMK Muhammadiyah Seputih Raman got high score in post-test. Then, it can be conclude that 23 students as the research sample can be devided: first, the number of the students that got score 90-93 was 1 student or 4.3%. then, the number of the students that got score 86-89 was 0 students or 0%. Next, the number of the students that got score 82-85 was 6 students or 26.1%. therefore, the number of the students that got score 78-81 was 4 students or 17.4%. Next,the number of the students that got score 74-77 was 8 students or 34.8%. The last, the number of the students that got score 70-73 was 4 students or 17.4%

Finally, based on the result of the post-test score of the students of SMK Muhammadiyah Seputih Raman above, it can be conclude that pre-task planning time strategy can help students in writing descriptive text. As a result, most of students got high score in writing descriptive text.

B. The Effectiveness of using Pre-Task Planning Time in Writing Descriptive Text at the Tenth Graders of SMK Muhammadiyah Seputih Raman

After applying the documentation and test the method, the researcher analyzed the data by using of SPSS program in order to prove whether there

was a significant influence at the tenth graders of SMK Muhammadiyah Seputih Raman, as follow (Ha) is accepted, if there is a positive significant and significant influence of pre-task planning time strategy on students' writing descriptive text, and (Ho) is rejected, if there is no a positive significant influence of pre-task planning time strategy on students' writing descriptive text.

1. Normality Test

Normality test us a set that conducted to determine whether the distribution of the data is normally distributed or not. Normality test useful to determine data that has been collected is normally distributed or taken from a normal population. To ge the data about normality test the researcher used SPSS aplication.

Ha: the data that has been collected is normally distributed.

Ho: the data that has been collected is abnormally distributed.

Table 12
Case Processing Summary of Normality by using SPSS

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pretest	23	100,0%	0	0,0%	23	100,0%
posttest	23	100,0%	0	0,0%	23	100,0%

Table 13
The Result Tests of Normality by using SPSS

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,132	23	,200*	,968	23	,641
posttest	,162	23	,121	,933	23	,129

Based on the table above can be concluded that:

- a. Pretest sig = 0.641 > 0.05, so H_a is accepted and H_o is rejected. It means that the data has been collected is normally distributed.
- b. Posttest sig = 0.129 > 0.05, so H_a is accepted and H_o is rejected. It means that the data has been collected is normally distributed.

2. Homogeneity Test

Homogeneity test is a test of the equal or not the variences of two or more distribution. To get the data about homogeneity test the researcher used SPSS aplication.

Table 14
The Resultof Homogeneity Test by using SPSS

Levene Statistic	df1	df2	Sig.
,212	1	44	,648

Based on the table above it can be concluded that sig 0.648 > 0.05, so H_o is accepted. It means that the data is homogeneous

3. Hypothesis Testing

Hypothesis testing is done to know whether there was effective or not of variable X to variable Y. Based on normality test and homogeneity test, I can be seen that the data is normal and homogeneous. So, the hypothesis testing that used is one sample t-test.

Ha: Pre-Task Planning Time Strategy is effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputh Raman.

Ho: Pre-Task Planning Time Strategy is not effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputh Raman.

Table 15
One-Sample Test

	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pre test	-7,722	22	,000	-10,21739	-12,9615	-7,4733
post test	6,891	22	,000	8,00000	5,5923	10,4077

Based on the table above can be concluded that sig.(2-tailed) of post-test is $0.000 < 0.05$, so Ha is accepted and H0 is rejected. It means that there was an effective of using pre-task planning time strategy in writing descriptive text.

Table 16
The Differences Score Between Pre-Test and Post-Test Students'
Writing Descriptive Text at the Tenth Graders of SMK
Muhammadiyah Seputih Raman

No	Name of Students	Pre-Test Score (X^1)	Post-Test Score (X^2)	$D(X^1-X^2)$	$D(X^1-X^2)^2$
1	AAP	70	85	-15	225
2	AW	58	76	-18	324
3	AP	60	78	-18	324
4	AAS	75	93	-18	324
5	AF	56	74	-18	324
6	CF	52	74	-22	484
7	DP	50	70	-20	400
8	DJ	67	85	-18	324
9	EW	64	83	-19	361
10	ENA	60	78	-18	324
11	FN	68	82	-14	196
12	GMP	65	82	-17	289
13	IK	63	83	-20	400
14	IAS	61	81	-20	400
15	LL	58	75	-17	289
16	MRS	56	74	-18	324
17	ODP	55	72	-17	289
18	PI	58	76	-18	324
19	R	50	71	-21	441
20	SA	54	74	-20	400
21	SA	57	73	-16	256
22	V	56	75	-19	361
23	WNW	62	80	-18	324
Total		$\Sigma X^1 = 1375$	$\Sigma X^2 = 1794$	$\Sigma D = -419$	$\Sigma D^2 = 7707$

Putting the data above and into the formula t-test in order to get t-observed. Moreover, after the data above into formula t-test, the research got observed is

C. Interpretation

1. Interpretation of “ t_{observed} ”

a. Interpretation of t_{observed}

If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected

If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted

The critical value If $t_{\text{observation}}$ was 60.52 the researcher interpreted it base on the question above. It can be known that there is significant effectiveness of using Pre-Task Planning Time Strategy in Writing Descriptive Text at the Tenth Graders of SMK Muhammadiyah Seputih Raman.

b. Statistical Significance

To know critical value of t-test (t_{table}), the researcher firstly counted the df, df is degree of freedom. The formulation of $df = N - 1$, N is the number of the research population.

$$Df = N - 1$$

$$= 23 - 1$$

$$= 22$$

In df 22 with t_{table} 5% is 1.72 and 1% is 2.51 with the t_{observed} is 60.52 Based on the data above, its mean that “ t_{observed} ” higher “ t_{table} ” or it can be written as $1.72 < 60.52 > 2.51$ it can be

inferred that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means there is a positive significant effectiveness of using Pre-Task Planning Time Strategy in Writing Descriptive Text at the Tenth Graders of SMK Muhammadiyah Seputih Raman.

D. Discussion

This research observed the students' at the tenth graders of SMK Muhammadiyah Seputih Raman. The researcher used this class because they have difficulties in writing descriptive text. So, based on the problem the researcher applied pre-task planning time strategy to help students in learning English especially to writing descriptive text systematically.

The researcher assumed that teaching and learning by using pre-task planning time strategy could help students in learning process, especially to writing descriptive text, because this method have a lot of advantage. The advantage of this strategy is pre-task planning time help the students to organize or plan before writing, so it make them easier in writing descriptive text.

In line of the researcher about pre-task planning time strategy which was conducted by Mahfudzoh on April 2016. This research focused on the students' writing skill especially in writing descriptive text and the writing class situation. Based on the discussion of the research pre-task planning time strategy can improve students' writing descriptive text. Besides that, pre-task

planning time strategy can also improve the writing class situation, the students were getting motivated and interested in writing class. Then, previous research was conducted by Agustina on 2016 at West Java This research focused on teaching writing discussion text. Based on the discussion of the research, the researcher conclude that the students' writing descriptive text improved after using pre-task planning time strategy with the level of significant (two-tailed) is less than alpha ($0,0000 < 0,05$).

Based on the previous research above, it makes the researcher more strengthen to was conducted. Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students writing descriptive text before giving the treatment. The result showed that the highest score was 75 while the lowest was 50 and the average score was 59.8 after finishing the treatments, the researcher gave the post-test. The result of the post-test showed that highest score was 93 while the lowest was 70 and the average score was 78.

Based on the discussion above, the researcher conclude that pre-task planning time strategy can be a solution for the teacher to help students' in teaching and learning process as especially in writing subject namely, in writing descriptive text because it was proved by the mean score of pre-test that build up from 59.8 before treatment up to 78 after treatment.

E. Limitation

This research was conducted the tenth graders of SMK Muhammadiyah Seputih Raman. The subject of the research were the tenth graders in the academic year of 2019/2020. The choice of subject was writing descriptive text skill by using pre-task planning time strategy. The result of this research show that pre-task planning time strategy success to help students in writing descriptive text sistematically.

Therefore, after conducting the research and getting the data test, observation and documentation, the researcher found some limitation such as there were some obstacles in the students' writing descriptive text. The first was the students were various, some the students have understood about the explanation of the teacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explaining the material.

Finally, the result of this research explained that theory of the pre-task planning time strategy was success at the tenth graders at SMK Muhammadiyah Seputih Raman in the academic year 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result the research, the researcher can conclude that pre-task planning time strategy was effective in writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman. It can be used as strategy in learning writing especially descriptive text and it can help the students to write the text and make the students easier and enjoyable to understand the material. It can be seen from the result of one sample t-test, sig.(2-tailed) of posttest is $0.0000 < 0.05$. It means that pre-task planning time strategy is effective in teaching writing descriptive text at the tenth graders of SMK Muhammadiyah Seputih Raman.

B. Suggestion

Based on the result of the research, the reseracher give samo suggestion to the side that resalted as the considered as follows:

1. For the teacher

It is suggested that the teacher use pre-task planning time strategy as the teaching learning process in order to increase the students writing descriptive text.

2. For the students

It is suggested that the students be active in learning process in order to they can understand the material in English calss.

3. For the headmaster

The headmaster is supposed to give more facilities to the students in order the students can be more excited in learning English.

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APPENDICES

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Appendix 1 KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3289/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH SEPUTIH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : RATIH SULIS STIAWATI
NPM : 1501070100
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN IN THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH SEPUTIH RAMAN.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris
Ahmad Subhan Roza, M.Pd.
NIP. 197506101008011014



NSS : 34 2 12 02 07 038

**PIMPINAN MUHAMMADIYAH PROPINSI LAMPUNG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMK MUHAMMADIYAH SEPUTIH RAMAN**

**PROGRAM STUDI KEAHLIAN :
TEKNIK OTOMOTIF, TATA BUSANA, TEKNIK KOMPUTER INFORMATIKA DAN KEPERAWATAN**

STATUS : TERAKREDITASI

Izin Operasional Nomor : 420 / 25485 / 03 / D8 / 2006



NPSN : 10810350

*Jln. Raden Intan Komplek Pasar Rukti Harjo Kec. Seputih Raman Lampung Tengah ☎ (0725)7621089 kode pos 34155
e-mail : smkmuhsepraman@yahoo.com*

SURAT KETERANGAN

NOMOR : /56 / KET / IV.4.AU / A / 2018

Lampiran :
Perihal : IZIN PRA - SURVEY

Kepada
Yth. Ketua Jurusan Tadris Bahasa Inggris
Di tempat.

Dengan hormat.
Yang bertanda tangan di bawah ini Kepala Sekolah SMK Muhammadiyah Seputih Raman Menerangkan
Bahwa :

NAMA : RATIH SULIS STIAWATI
NPM : 1501070100
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECTIVENESS OF USING PRE- TASK PLANNING TIME IN
WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMK
MUHAMMADIYAH SEPUTIH RAMAN IN THE ACADEMIC YEAR 2018/2019

Telah kami setuju dan izinkan untuk melaksanakan PRA -SURVEY di SMK Muhammadiyah Seputih Raman.

Hari/Tanggal : Kamis, 8 November 2018
Waktu : 08.00 Wib – Selesai

Demikian surat ini kami sampaikan dan untuk di pergunakan sebagai mana mestinya.



Seputih Raman, 8 November 2018
Kepala Sekolah,

LOKUS SULISTYO, S.E.

NPTAM : 080 7671010 77074



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nomor : B-1653 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

24 Mei 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Ratih Sulis Stiawati
NPM : 1501070100
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Effectiveness Of Using Pre-Task Planning Time Strategy In Writing Descriptive Text At The Tenth Graders Of SMK Muhammadiyah Seputih Raman In Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





Appendix 4

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2502/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH
SEPUTIH RAMAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2501/In.28/D.1/TL.01/07/2019, tanggal 26 Juli 2019 atas nama saudara:

Nama : **RATIH SULIS STIAWATI**
NPM : 1501070100
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME STRATEGY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.



Metro, 26 Juli 2019

Wakil Dekan I,

[Signature]
Dra Isti Fatonah MA

NIP. 19670531 199303 2 003



Appendix 5

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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2501/In.28/D.1/TL.01/07/2019

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

Nama : **RATIH SULIS STIAWATI**
NPM : 1501070100
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK MUHAMMADIYAH SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME STRATEGY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN IN THE ACADEMIC YEAR 2019/2020".
 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 : 26 Juli 2019





NSS : 34 2 12 02 07 038

PIMPINAN MUHAMMADIYAH PROVINSI LAMPUNG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH

SMK MUHAMMADIYAH SEPUTIH RAMAN

PROGRAM STUDI KEAHLIAN :

TEKNIK OTOMOTIF, TATA BUSANA, TEKNIK KOMPUTER JARINGAN DAN KEPERAWATAN

STATUS : TERAKREDITASI

Izin Operasional Nomor : 420 / 25485 / 03 / D8 / 2006



NPSN : 10810350

Jln. Raden Intan Komplek Pasar Rukti Harjo Kec. Seputih Raman Lampung Tengah 34155
Telp. 0725 7621022 – 0725 7621089 Email : smkmuhsepraman@yahoo.com

Nomor : 182/ IV.4.AU / A / 2019
Lampiran :
Perihal : Izin Riset / Penelitian

Seputih Raman, 29 Juli 2019

Kepada
Yth, Wakil Dekan 1
Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
Di

Tempat

Assalamualaikum Wr . Wb

Berdasarkan Surat Izin Riset No : B-2502/ In.28/ D.1 / TL.00/07/2019. Tanggal 26 Juli 2019 atas nama Saudara :

Nama : RATIH SULIS STIAWATI
NPM : 1501070100
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa mahasiswa tersebut diatas akan mengadakan researce/survey di SMK MUHAMMADIYAH SEPUTIH RAMAN. Dalam rangka menyelesaikan Tugas Akhir / Skripsi mahasiswa yang bersangkutan dengan judul " THE EFFECTIVENESS OF USING PRE-TASK PLANNING TIME STRATEGY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMK MUHAMMADIYAH SEPUTIH RAMAN IN THE ACADEMIC YEAR 2019 / 2020.

Demikian surat ini kami sampaikan dan untuk di pergunakan sebagai mana mestinya. Atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.



Seputih Raman, 29 Juli 2019

Kepada Sekolah,

JOKO SULISTYO,S.E

71 NKTAM, 0807 67101077074





KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ratih Sulis Stiawati
 NPM : 1501070100

Jurusan/Fakultas : TBI/FTIK
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	25/09/19			Chapter IV & V - Descriptor of research location (Please elaborate) - Overall, the chapters have been organized very well.	
	26/09/19			Please see me soon after the revision. Ace for Nurayyinda	

Mengetahui,
 Ketua Jurusan TBI



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

Dosen Pembimbing I



Dr. Dedi Irwansyah, M. Hum
 NIP. 19791223 200604 1 001



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

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

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

Nama : Ratih Sulis Stiawati
NPM : 1501070100

Jurusan/Fakultas : TBI/FTIK
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin/23/19 /19		✓	- Revise Abstract - Revise chapter IV - V - Revise Motto	
2	Selasa/24/19 /19		✓	- Revise Abstract - Revise chapter IV - Revise chapter V	
3	Rabu / 25/2019 /19		✓	M. Mungond See I Revisor.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

PRE-TEST

Name :

Class :

Student's Number :

Directions:

1. Please, choose one of the picture below.
2. Describe the picture and woman's activity make into descriptive text based on the picture that you have choose.
3. The time is allotted to you to do this task is 45 minutes.



(1)



(2)



(3)

POST-TEST

Name :

Class :

Student's Number :

Directions:

1. Please, make a descriptive text based on the picture below.
2. Make sure, you use the elements of descriptive text.
3. Make a plan about the picture in a sheet with duration is 10 minutes.
4. Please, submit your sheet plan, and do the real task.
5. The length of the paragraph at least 10 sentences.
6. The time is allotted to you to do this task is 45 minutes.



Appendix 10

SCORE LIST PRE-TEST

No	Students	Score					Total
		Content	Organization	vocabulary	Language Use	Mechanic	
1	AAP	22	13	15	15	5	70
2	AW	20	12	12	10	4	58
3	AP	20	13	13	10	4	60
4	AAS	24	15	16	15	5	75
5	AF	19	11	12	10	4	56
6	CF	17	10	12	10	3	52
7	DP	17	9	11	10	3	50
8	DJ	22	13	14	13	5	67
9	EW	22	12	13	12	5	64
10	ENA	21	11	12	12	4	60
11	FN	22	12	14	15	5	68
12	GMP	21	13	14	13	4	65
13	IK	21	12	13	13	4	63
14	IAS	20	12	13	12	4	61
15	LL	20	11	12	11	4	58
16	MRS	18	10	12	12	4	56
17	ODP	18	11	11	11	4	55
18	PI	19	12	13	12	4	58
19	R	16	10	11	10	3	50
20	SA	17	11	11	11	4	54
21	SA	19	11	12	11	4	57
22	V	18	11	12	11	4	56
23	WNW	20	12	13	12	5	62
Total							1375
Average							59.8

SCORE LIST POST-TEST

No	Students	Score					Total
		Content	Organization	vocabulary	Language Use	Mechanic	
1	AAP	26	17	19	18	5	85
2	AW	22	15	19	16	5	76
3	AP	23	16	18	17	5	78
4	AAS	27	19	22	30	5	93
5	AF	23	15	16	15	5	74
6	CF	22	16	16	15	5	74
7	DP	20	15	16	15	4	70
8	DJ	24	18	19	19	5	85
9	EW	25	17	18	18	5	83
10	ENA	24	16	17	16	5	78
11	FN	25	17	18	17	5	82
12	GMP	24	17	18	18	5	82
13	IK	25	17	18	18	5	83
14	IAS	23	16	16	16	5	81
15	LL	22	17	16	16	4	75
16	MRS	22	16	16	15	5	74
17	ODP	22	15	16	15	4	72
18	PI	23	16	16	16	5	76
19	R	22	15	15	15	4	71
20	SA	23	16	16	15	4	74
21	SA	23	15	16	15	4	73
22	V	24	16	16	15	4	75
23	WNW	24	17	18	16	5	80
Total							1794
Average							78

SILABUS SMK

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks 	18 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><i>Struktur text</i></p> <p>(gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah</p>	<p>deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks</p>	<p>deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan 		<p>ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.g

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>terkenal dan nama bagian-bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Unsur kebahasaan</p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa <i>a</i> dan</p>	<p>tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah terkumpul tsb., secara lebih cermat dengan cara 	<p>menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis, menyunting, dan menghasilkan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal nyata di lingkungan sekitar.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<p>oogle.com/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>the</i>, plural (-s), <i>this, that, those, my, his</i>, dst.</p> <p>(2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very, extremely, dst..</i></p> <p>(3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this</i>,</p>	<p>mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - sifat orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - tindakan orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana 	<ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan</p> <p>Topik</p> <p>orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta</p>	<p>tentang orang, tempat wisata, dan bangunan bersejarah terkenal untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka 	<p>dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	damai, dan bertanggung jawab.	<p>hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang ada dalam kehidupan siswa, dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <p>Siswa membicarakan</p>	<p>Portofolio</p> <ol style="list-style-type: none"> Kumpulan karya teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dibuat. Kumpulan hasil suntingan beberapa teks deskriptif yang dibuat sendiri atau temannya tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal. Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		permasalahan yang dialami dalam membuat teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

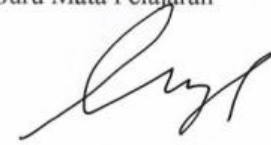


 Tidak diketahui,
 Kepala Sekolah,

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Seputih Raman, 29 Juli 2019

Guru Mata Pelajaran


YULIA NUR ISTIQOMAH, S.Pd
 NKTAM, 0802 9417 1281718

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMK Muhammadiyah Seputih Raman
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 4 x 45 Menit (2 Pertemuan)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator
<p>3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengenali fungsi sosial beberapa teks deskriptif lisan dan tulis sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Membedakan struktur teks beberapa teks deskriptif lisan dan tulis sesuai dengan konteks penggunaannya.</p> <p>3.4.3 Merangkum unsur kebahasaan teks deskriptif lisan dan tulis sesuai dengan konteks penggunaannya.</p> <p>3.4.4 Memberi contoh beberapa teks deskriptif lisan dan tulis terkait tempat, orang, dan kegiatan sehari-hari sesuai dengan konteks penggunaannya.</p> <p>3.4.5 Menerangkan beberapa teks deskriptif lisan dan tulis terkait tempat wisata sesuai dengan konteks penggunaannya</p>
<p>4.4 Teks Deskriptif</p> <p>4.4.1 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1 Mendefinisikan Teks deskriptif</p> <p>4.4.1.1 Menyatakan kembali fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat, kegiatan sehari-hari dan tokoh artis terkenal secara kontekstual.</p> <p>4.4.1.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek</p>

	<p>dan sederhana terkait tempat, kegiatan sehari-hari dan tokoh artis terkenal.</p> <p>4.4.1.3 Mendesain sebuah teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat, kegiatan sehari-hari dan tokoh artis terkenal.</p>
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C. Tujuan Pembelajaran

Dengan penerapan model pembelajara *Inquiry Based Learning* (Pembelajaran Berbasis Informasi yang diperoleh secara mandiri) dan *Project Based Learning* (pembelajaran berbasis proyek) siswa dapat bekerja mandiri dan kelompok serta jujur dalam menentukan fungsi sosial, struktur teks and unsur kebahasaan teks deskriptif tentang kegiatan sehari-hari dan artis terkenal serta meningkatkan rasa cinta terhadap kekayaan budaya tanah air.

D. Materi Pembelajaran

1. Faktual : a. Contoh Teks deskriptif
2. Konseptual : a. Pemahaman fungsi sosial teks deskriptif
b. Pemahaman struktur teks deskriptif
c. Pemahaman unsur-unsur kebahasaan teks deskriptif
3. Prosedural : Langkah-langkah penulisan teks deskriptif
a. Menerapkan tujuan penulisan teks deskriptif
b. Mengevaluasi struktur teks deskriptif
c. Mengumpulkan data pendukung teks deskriptif
d. Menyusun sebuah teks deskriptif
4. Metakognitif : a. menyimpulkan relevansi dan kemanfaatan pemahaman teks deskriptif dalam kehidupan.
b. Menerapkan manfaat teks deskriptif dalam kehidupan sehari-hari

E. Pendekatan/ Metode/ Model

- Pendekatan : Saintific learning
Metode : Diskusi dan penugasan
Model : 1. *Inquiry Based Learning* (pembelajaran berbasis informasi yang diperoleh secara mandiri)
2. *Project Based Learning* (pembelajaran berbasis projek)

F. Media dan sumber belajar

- Media/Alat : Paper, Whiteboard, Board Marker
Bahan : Teks deskriptif tentang kegiatan sehari-hari dan tokoh artis terkenal
Sumber Belajar : 1. Buku Forward An English Course For Vocational School Students Grade X (erlangga)
2. Buku Teks Patways X (Erlangga)
3. Internet

G. Kegiatan Pembelajaran

1. Pertemuan ke-1

a. Kegiatan pendahuluan	1) Guru memberikan salam kepada peserta didik. 2) Peserta didik merespon salam dari guru sebagai tanda mensyukuri anugerah Tuhan dan saling mendoakan. 3) Peserta didik merespon pertanyaan dari guru berkaitan dengan materi pembelajaran sebelumnya 4) Peserta didik memperhatikan penjelasan guru tentang tujuan pembelajaran dan kegiatan yang harus dilakukan peserta didik 5) Guru membagi siswa dalam kelompok	10 menit
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	kecil untuk mendiskusikan teks deskriptif.	
b. Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1) Guru menjelaskan materi tentang deskriptif teks. 2) Guru menyajikan teks deskriptif singkat 3) Peserta didik mengidentifikasi teks bacaan yang ada dan mendiskusikan secara proaktif teks yang disajikan <p>Menanya</p> <ol style="list-style-type: none"> 1) Guru membagikan lembar kerja kepada para siswa dengan jenis teks deskriptif yang berbeda. 2) Peserta didik menemukan dan mencatat fungsi sosial teks deskriptif 3) Peserta didik menemukan dan mencatat struktur teks deskriptif 4) Peserta didik menemukan dan mencatat semua unsur kebahasaan sosial teks deskriptif. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1) Secara mandiri, peserta didik merumuskan fungsi sosial teks deskriptif 2) Secara mandiri, peserta didik merumuskan struktur teks deskriptif 3) Secara mandiri, peserta didik merumuskan unsur kebahasaan sosial teks deskriptif. 	70 menit

	<p>Mengasosiasi</p> <ol style="list-style-type: none"> 1) Peserta didik mempresentasikan hasil kerjanya tentang fungsi sosial, struktur teks dan unsur kebahasaan yang ada dalam teks deskriptif. 2) Peserta didik lain memberikan tanggapan terhadap hasil presentasi peserta didik. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1) Peserta didik membuat simpulan hasil diskusi tentang fungsi sosial, struktur, dan unsur kebahasaan teks deskriptif. 	
c. Kegiatan penutup	<ol style="list-style-type: none"> 1) Peserta didik melakukan konfirmasi dengan guru tentang fungsi sosial, struktur, dan unsur kebahasaan teks deskriptif. 2) Peserta didik bersama guru melakukan refleksi tentang proses pembelajaran yang sudah dilakukan 3) Peserta didik menerima penjelasan tentang tugas mencari teks deskriptif mengenai kegiatan sehari-hari berupa gambar dan keterangan data. 	10 menit

2. Pertemuan ke-2

a. Kegiatan pendahuluan	<ol style="list-style-type: none"> 1) Guru memberikan salam kepada peserta didik. 2) Peserta didik merespon salam dari guru sebagai tanda mensyukuri anugerah Tu- 	10 menit
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	<p>han dan saling mendoakan.</p> <p>3) Peserta didik merespon pertanyaan dari guru berkaitan dengan materi pembelajaran sebelumnya tentang teks deskriptif</p> <p>4) Peserta didik memperhatikan penjelasan guru tentang tujuan pembelajaran dan kegiatan yang harus dilakukan peserta didik</p> <p>5) Peserta didik menerima informasi secara proaktif tentang hal-hal yang akan dipelajari dan dikuasai khususnya dalam menulis teks deskriptif.</p> <p>6) Peserta didik mengumpulkan tugas gambar tempat wisata dan hewan beserta informasi data tempat dan hewan tersebut</p>	
b. Kegiatan inti	<p>Mengamati</p> <p>1) Guru membagikan gambar kepada peserta didik secara berkelompok (tiap kelompok mendapat gambar tentang artis terkenal yang berbeda).</p> <p>2) Peserta didik mengamati gambar yang mereka dapatkan.</p> <p>3) Peserta didik mulai merumuskan tugas penulisan teks deskriptif berdasarkan data yang mereka miliki. Mereka mulai membuat perencanaan yang terkait dengan gambar tersebut (kepribadian, postur tubuh, keahlian, profesi dan lainnya)</p>	70 menit

	<p>Menanya</p> <ol style="list-style-type: none"> 1) Peserta didik menentukan strategi penulisan berdasarkan struktur teks deskriptif. 2) Peserta didik dan guru menentukan durasi waktu penulisan teks deskriptif. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1) Peserta didik mengidentifikasi gambar salah satu artis terkenal yang akan mereka deskripsikan. 2) Peserta didik membuat catatan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif yang akan mereka tulis. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1) Peserta didik merumuskan rancangan teks berdasarkan langkah-langkah penulisan teks deskriptif. 2) Peserta didik mempresentasikan hasil diskusi kelompok tentang perumusan rancangan teks deskriptif yang mereka buat (draft). 3) Kelompok lain memberikan tanggapan kepada kelompok penyaji materi. 4) Peserta didik melakukan konfirmasi dengan guru tentang langkah-langkah menulis teks deskriptif <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1) Peserta didik mengedit rancangan penulisan teks deskriptif yang telah dipresentasikan. 	
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	2) Peserta didik membuat teks deskriptif sesuai dengan data yang mereka miliki	
c. Kegiatan penutup	1) Guru bersama murid menyimpulkan hasil kegiatan penulisan teks deskriptif. 2) Peserta didik menyimpulkan manfaat menulis teks deskriptif dalam kaitannya dengan kehidupan sehari-hari. 3) Peserta didik bersama guru melakukan refleksi tentang proses pembelajaran yang sudah dilakukan 4) Peserta didik menyimak penjelasan guru atas rencana tugas dan pembelajaran pertemuan berikutnya 5) Peserta didik menjawab salam penutup pelajaran dari guru.	

H. Penilaian

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan: Unjuk Kerja/Praktik

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : Uraian dan lembar kerja

c. Unjuk kerja : Praktik/Pedoman Penskoran

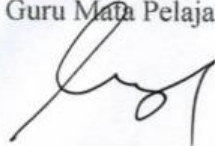
Penilaian

No.	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language use	25
5.	Mechanic	5
Total		100

Seputih Raman, 29 Juli 2019

Mengetahui,

Guru Mata Pelajaran



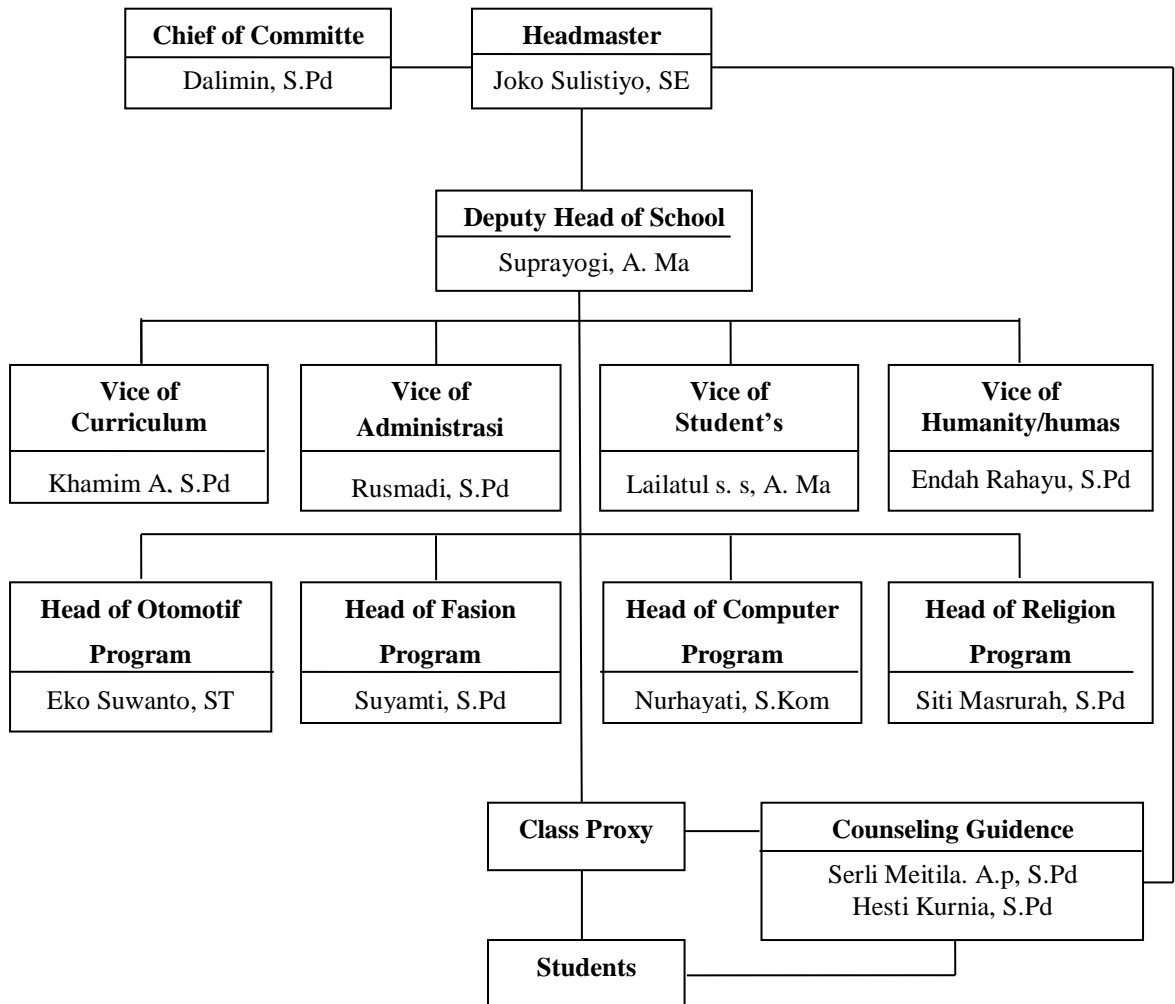
Yulia Nur Istiqomah, S.Pd
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Mahasiswa Peneliti



Ratih Sulis Stiawati
NPM. 1501070100

**THE ORGANIZATION STRUCTURE OF SMK MUHAMMADIYAH
SEPUTIH RAMAN**



DOCUMENTATION OF THE RESEARCH

1. Pre-Test Activity



The researcher dispense the pieces of the question pre-test



The researcher explains the rules to answer the questions pre-test

2. Treatment Activity

The First Treatment



The resercher gave the material about descriptive text



The students make a simple sentence about descriptive text

The Second Treatment



The researcher gave pictures to the student's



The students chosen different picture and describe into paragraph with their group



The researcher checked the students' activity to finish the task



The students asked to the researcher about the task



The researcher corrected student's activity



The researcher gave reward to the student's

3. Post-Test Activity



The researcher dispensed the pieces of the question post-test

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CURRICULUM VITAE

Ratih Sulis Stiawati was born in Rejo Asri, June 28, 1997. She is the second child of Mr. Miskun and Mrs. Rohaenah. She lives in Rejo Asri, Seputih Raman Central Lampung. Beginning from Elementary School Number 011 of Sagulung Batam has been made her ready to interact with



others and to learn further lessons. Then, she continued her study in MTs Ma'arif 06 of Seputih Raman for three years. After graduating, she decided to study in MA Ma'arif 06 Seputih Raman and finished in 2015. Then, she enrolled to English Education Department of IAIN metro Metro up to now.