

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING PREPARE, ORGANIZE, WRITE, EDIT,  
REWRITE (POWER) STRATEGY ON WRITING DESCRIPTIVE  
TEXT AT THE TENTH GRADERS  
OF SMA MA'ARIF 05 PADANG RATU**

**By:**

**ROFIQOH**

**Student Number: 1501070111**



**Tarbiyah and Teacher Training Faculty**

**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441/2020**

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING PREPARE, ORGANIZE, WRITE, EDIT,  
REWRITE (POWER) STRATEGY ON WRITING DESCRIPTIVE  
TEXT AT THE TENTH GRADERS  
OF SMA MA'ARIF 05 PADANG RATU**

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

**By:**

**ROFIQOH**

**Student Number: 1501070111**

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

Sponsor: Drs. Kuryani, M.Pd.

Co-sponsor : Syahreni Siregar, M.Hum.

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H / 2020 M**



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

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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : THE INFLUENCE OF USING POWER STRATEGY ON WRITING  
DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA  
MA'ARIF 05 PADANG RATU

Name : Rofiqoh

Students Number : 1501070111

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

**Pembimbing I**

**Drs. Kuryani, M.Pd.**  
NIP. 19620215 199503 1 001

Metro, June 25<sup>th</sup> 2020

**Pembimbing II**

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



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the munaqosyah  
of Rofiqoh**

To:  
The Honorable of the Dean of Faculty of  
Tarbiyah and Teacher Training  
State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : Rofiqoh  
Students Number : 1501070111  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : **THE INFLUENCE OF USING POWER STRATEGY ON WRITING  
DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA  
MA'ARIF 05 PADANG RATU**

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

*Wassalmu'alaikum Wr. Wb*

**Pembimbing I**

**Drs. Kurvani, M.Pd.**

NIP. 19620215 199503 1 001

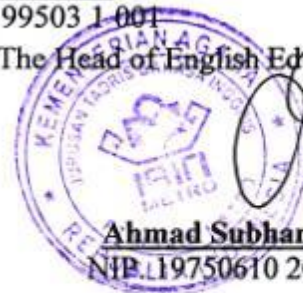
Metro, June 25<sup>th</sup> 2020

**Pembimbing II**

**Svahreni Siregar, M.Pd.**

NIP. 19760814 200912 2 004

The Head of English Education Department



**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014



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

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

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Munaqosyah**

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

*AssalamualaikumWr.Wb.*

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

Name : Rofiqoh  
Students Number : 1501070111  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : THE INFLUENCE OF USING POWER STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANG RATU

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

**Pembimbing I**

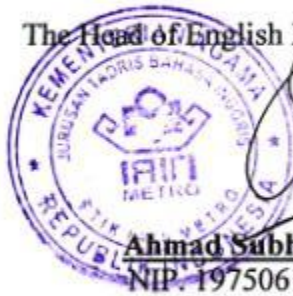
**Drs. Kurvani, M.Pd.**  
NIP. 19620215 199503 1 001

Metro, 25 Juni 2020

**Pembimbing II**

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

The Head of English Education Department



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





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


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

**RATIFICATION PAGE**

B-2083/In-28.1/D/PP-00.9/07/2020

An undergraduate thesis entitled: THE INFLUENCE OF USING PREPARE, ORGANIZE, WRITE, EDIT, REWRITE (POWER) STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANG RATU written by: Rofiqoh, Student Number 150107111, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July, 3<sup>rd</sup> 2020 at 09.00 – 11.00 a.m.

**BOARD OF EXAMINERS**

Chair person	: Drs. Kuryani, M.Pd.	
Examiner I	: Dr. Mahrus As'ad, M.Ag.	
Examiner II	: Syahreni Siregar, M.Hum.	
Secretary	: Linda Septiyana, M.Pd.	

The Dean of Tarbiyah and Teacher Training Faculty



**Dr. Akla, M.Pd.**  
NIP. 19691008 200003 2 005 f

## ABSTRACT

### **THE INFLUENCE OF USING PREPARE, ORGANIZE, WRITE, EDIT, REWRITE (POWER) STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANG RATU**

**By:  
ROFIQOH**

The main purpose of this research was to determine whether there was any positive and significant influence of using POWER Strategy on students' writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu. The students faced difficulties to develop their ideas in writing descriptive text. This research was carried to discuss POWER Strategy influenced the students' writing descriptive text.

This research was quantitative research. The population of this research was the tenth graders students. The samples of this research are divided into Treatment Group and Control Group, established through the clustering sampling technique. The treatment Group consisted of 31 students and the Control Group consisted of 29 students. The researcher used test, documentation, and observation as the data collecting method. To analyze the data, the researcher used SPSS application.

Based on the result and discussion of this research, it could be concluded that normality test are: pre-test Treatment Group Sig. = 0.171 > 0.05, post-test Treatment Group Sig. = 0.093 > 0.05, pre-test Control Group Sig. = 0.109 > 0.05, and post-test Control Group Sig. = 0.131 > 0.05. The result of homogeneity test was Sig. = 0.264, then the result of paired sample test (2-tailed) post-test Treatment Group was less than alpha ( $0.000 < 0.05$ ). Moreover, the result of the independent sample test of post-test Treatment Group Sig. (2-tailed) = 0.008 < 0.05. Regarding to these results, it could be concluded that there was a positive and significant influence of using POWER Strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

**Keyword:** *POWER Strategy; Writing Descriptive Text; Quantitative Research*

## ABSTRAK

### PENGARUH PENGGUNAAN STRATEGI PREPARE, ORGANIZE, WRITE, EDIT, REWRITE (POWER) TERHADAP TULISAN TEKS DESKRIPTIF DI KELAS X SMA MA'ARIF 05 PADANG RATU

Oleh:  
**ROFIQOH**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan dari penggunaan strategi POWER pada kemampuan menulis teks deskriptif siswa di kelas X SMA Ma'arif 05 Padang Ratu. Masalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan idenya dalam menulis teks deskriptif. Penelitian ini diadakan untuk mendiskusikan bagaimana strategi POWER berpengaruh terhadap siswa dalam menulis teks deskriptif.

Penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X. Sampel penelitian ini dibagi menjadi Kelompok Eksperimen dan Kelompok Kontrol, yang ditentukan dengan teknik cluster sampling. Kelompok Eksperimen berjumlah 31 siswa, dan Kelompok Kontrol berjumlah 29 siswa. Peneliti menggunakan tes, dokumentasi, dan observasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan aplikasi SPSS.

Berdasarkan hasil dan pembahasan pada penelitian ini, dapat disimpulkan bahwa normalitas tes yaitu: pre-test Kelompok Eksperimen Sig. = 0.171 > 0.05, post-test Kelompok Eksperimen Sig. = 0.093 > 0.05, pre-test Kelompok Kontrol Sig. = 0.109 > 0.05, dan post-test Kelompok Kontrol Sig. = 0.131 > 0.05. Hasil dari homogenitas tes adalah Sig. = 0.264, kemudian hasil dari paired sample test yang nilai signifikan level (2-tailed) post-test Kelompok Eksperimen lebih rendah dari alpha ( $0.000 < 0.05$ ). Selain itu, hasil independent sample test yang nilai signifikan level (2-tailed) post-test Kelompok Kontrol =  $0.008 < 0.05$ . Sehubungan dengan kondisi tersebut, ini dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari penggunaan Strategi POWER pada menulis teks deskriptif siswa kelas X SMA Ma'arif 05 Padang Ratu.

**Kata Kunci :** *Strategi POWER, Menulis Teks Deskriptif, Penelitian Kuantitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : ROFIQOH  
Student's Number : 1501070111  
Department : English Education (TBI)  
Faculty : Tarbiyah and Teacher Training

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

Metro, June 2020

The researcher,



**ROFIQOH**  
**NPM. 1501070111**

## ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : ROFIQOH  
NPM : 1501070111  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Juni 2020

Peneliti,



**ROFIQOH**  
**NPM. 1501070111**

## MOTTO

إِذَا سَمِعْتَ شَيْئًا فَارْتَبِهُ وَلَوْ فِي الْحَائِطِ

“When you hear something (knowledge), write it down even in a wall.”

(HR. Abu Khaitamah in Al-Ilmu number 146)

*“You can learn new things at any time in your life if you are willing to be a beginner. If you actually learn to like a beginner, the whole world opens to you.”*

(Barbara Sher)

*“No challenge? No change!”*

(Choi Siwon)

## DEDICATION PAGE

*This undergraduate thesis is especially dedicated to:*

*My beloved parents, Mr. Sodikun and Mrs. Fatimah who always pray, support,  
love, and believe me endlessly.*

*My beloved brothers, sister, nephew, niece who always support me in any  
circumstances.*

*My beloved Almamater of State Institute for Islamic Studies of Metro.*

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful, the Lord of universe, because of Him, the researcher could finish this undergraduate thesis as one of the requirement for *Sarjana Pendidikan* in English Education Department of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro in 2020. Then, peace and salutation always be given to our prophet Muhammad SAW who has guided from the darkness to the brightness.

This undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude. Therefore, the researcher would like to say thanks to:

1. Prof. Dr. Enizar, M.Ag., as a rector of State Institute for Islamic Studies of Metro.
2. Dr Hj. Akla, M.Pd., the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
3. Ahmad Subhan Roza M.Pd, as the head of English Education Department of State Institute for Islamic Studies of Metro.
4. Drs. Kuryani, M.Pd., and Syahreni Siregar, M. Hum., as the first and the second advisor, thank you so much for your valuable knowledge, kindness, and guidance in finishing this undergraduate thesis.
5. Mr. Sodikun and Mrs. Fatimah, as my parents, my grandmother (Mrs. Sadiyah), my brothers (Muslihan & Ahmadin), my sister (Siti Alfiyah),

my nephew (Alansyah), and my niece (Alifa Khofidatul Latifah) thank you so much for your best support, pray, and financial in finishing this undergraduate thesis.

6. Lectures and administration staff of English Education Department of IAIN Metro.
7. Headmaster, teachers, staff and students of SMA Ma'arif 05 Padang Ratu, who give permission to the researcher to conduct the research.
8. All of my friends in IAIN Metro, especially Six Tower (Kurnia, Novi, Nurul, Ririn, and Zain), and my study group Linking Coffee, thanks for your help in finishing this undergraduate thesis.
9. All of my beloved *Sahabat* in PMII Metro and Umbul Teduh, thanks for your support, knowledge, and experiences.
10. All of my beloved friends who cannot be mentioned one by one.

As human being, the researcher realized that this undergraduate thesis still has weaknesses. The researcher do apologizes for all mistakes that have been made in this writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 12<sup>th</sup> May 2020

The researcher,



**ROFIQOH**  
**NPM. 1501070111**



## TABLE OF CONTENTS

COVER .....	i
TITLE PAGE .....	ii
APPROVAL PAGE .....	iii
NOTIFICATION PAGE .....	iv
NOTA DINAS .....	v
RATIFICATION.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
STATEMENT OF RESEARCH ORIGINALITY .....	ix
ORISINILITAS PENELITIAN .....	x
MOTTO .....	xi
DEDICATION PAGE .....	xii
ACKNOWLEDGMENT.....	xiii
TABLE OF CONTENTS.....	xv
LIST OF TABLES .....	xviii
LIST OF FIGURES .....	xix
LIST OF GRAPH .....	xx
LIST OF APPENDICES .....	xxi
CHAPTER I INTRODUCTION.....	1
A. Background of Study .....	1
B. Problem Identification.....	5
C. Problem Limitation .....	6
D. Problem Formulation .....	6
E. Objective and Benefit of The Study.....	6
F. Prior Research .....	7
CHAPTER II THEORETICAL REVIEW .....	11
A. Writing Descriptive Text.....	11
1. Concept of Writing .....	11
a. The Definition of Writing .....	11
b. Writing Process .....	13
c. Writing Assessment .....	14

2. The Concept of Description Text.....	17
a. The Definition of Descriptive Text.....	17
b. The Structure of Descriptive Text.....	18
c. Language Features of Descriptive Text .....	19
B. Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy .....	19
1. The Definition of Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy.....	19
2. The Procedure of Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy in Teaching Writing .....	21
3. The Advantages of Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy.....	22
C. Research Hypothesis .....	23
1. Ha (alternative hypothesis) .....	23
2. Ho (null hypothesis).....	23
CHAPTER III RESEARCH METHODOLOGY .....	24
A. Research Design.....	24
B. Variable and Operational Definition of Variable.....	24
1. Variable .....	24
2. Operational Definition of Variables.....	25
C. Population, Sample, and Sampling Technique .....	27
1. Population .....	27
2. Sample.....	27
3. Sampling Technique.....	27
D. Data Collection Technique.....	28
1. Test.....	28
2. Documentation .....	29
3. Observation .....	29
E. Research Instrument.....	29
1. Instrument Blueprint .....	29
2. Instrument Calibration .....	31
F. Data Analysis Technique .....	32
CHAPTER IV RESULT OF THE RESEARCH .....	33
A. Description of the Research .....	33

1. The Description of Research Location.....	33
a. The History of SMA Ma'arif 05 Padang Ratu.....	33
b. The Vision and Mission of SMA Ma'arif 05 Padang Ratu.....	34
c. The Organizational Structure of SMA Ma'arif 05 Padang Ratu	35
d. The Condition of Teachers of SMA Ma'arif 05 Padang Ratu .	36
e. The Condition of Students of SMA Ma'arif 05 Padang Ratu..	36
f. The Facilities of SMA Ma'arif 05 Padang Ratu .....	36
g. The Sketch of SMA Ma'arif 05 Padang Ratu .....	37
2. The Description of Research Data .....	37
a. The Result of Pre-Test Score .....	37
b. The Result of Post-Test.....	42
B. The Influence of Using Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy on Writing Descriptive Text at the Tenth Graders of SMA Ma'arif 05 Padang Ratu .....	47
1. Prerequisite Test.....	48
a. Descriptive Statistics Test.....	48
b. Normality Test .....	49
c. Homogeneity Test .....	50
d. Paired Sample Test.....	51
e. Independent Sample Test .....	52
C. Discussion .....	53
D. Limitation.....	55
CHAPTER V CONCLUSION AND SUGGESTION .....	56
A. Conclusion .....	57
B. Suggestion.....	58
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>DOCUMENTATION</b>	
<b>OBSERVATION</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

Table 1.1 Pre-survey Result in Writing Descriptive Text.....	2
Table 1.2 The Data of Categorization of Writing Descriptive Text .....	4
Table 2.1 Writing Assessment .....	15
Table 3.1 Instrument Blueprint .....	30
Table 4.1 The Condition of Teachers of SMA Ma'arif 05 Padang Ratu .....	36
Table 4.2 The Condition of Students of SMA Ma'arif 05 Padang Ratu.....	36
Table 4.3 The Facilities of SMA Ma'arif 05 Padang Ratu .....	36
Table 4.4 The Treatment Group's Pre-Test Score on Writing Descriptive Text	38
Table 4.5 The Frequency of Treatment Groups' Pre-Test Result.....	
on Writing Descriptive Text.....	39
Table 4.6 The Control Group's Pre-Test Result	
on Writing Descriptive Text.....	40
Table 4.7 The Frequency of Control Groups' Pre-Test Result.....	
on Writing Descriptive Text.....	41
Table 4.8 The Treatment Group's Post-Test Result in	
Writing Descriptive Text.....	43
Table 4.9 The Frequency of Treatment Group's Post-Test Result	
on Writing Descriptive Text.....	44
Table 4.10 The Control Group's Post-Test Result on	
Writing Descriptive Text.....	45
Table 4.11 The Frequency of Treatment Group's Post-Test Result	
on Writing Descriptive Text.....	46
Table 4.12 The Descriptive Statistics of the Data.....	48
Table 4.13 The Result of Normality Test by Using SPSS .....	49
Table 4.14 The Result of Homogeneity Test .....	50
Table 4.15 The Result of Paired Sample Test.....	52
Table 4.16 The Result of Independent Sample Test .....	53

## LIST OF FIGURE

Figure 4.1 Location of SMA Ma'arif 05 Padang Ratu .....	33
Figure 4.2 The Organizational Structure of SMA Ma'arif 05 Padang Ratu.....	35
Figure 4.3 The Sketch of SMA Ma'arif 05 Padang Ratu .....	37

## LISTS OF GRAPHS

Graph 4.1 The Result of the Treatment Group's Pre-test on Writing Descriptive Text.....	39
Graph 4.2 The Result of the Control Group's Pre-test on Writing Descriptive Text.....	41
Graph 4.3 The Treatment Group's Post-Test Result on Writing Descriptive Text.....	44
Graph 4.4 The Control Group's Post-Test Result on Writing Descriptive Text.....	47



## **LIST OF APPENDICES**

1. Silabus
2. RPP
3. Prerequisite Test
4. Score List of Pre-test
5. Score List of Post-test
6. The Documentation of the Research
7. Observation Guidance
8. Instrument of Pre-Test
9. Instrument of Post-Test
10. Hasil Kerja Siswa
11. Kartu Konsultasi Bimbingan Skripsi
12. Surat Izin Pra-Survey
13. Surat Balasan Pra-Survey
14. Surat Bimbingan Skripsi
15. Surat Tugas
16. Surat Izin Research
17. Surat Balasan Research
18. Curriculum Vitae

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Language has an important role for humans. Languages could be used to communicate, interact, and negotiate with others. People could express their thoughts, feelings, and research by using language. As an international language, English is almost used in all countries, as a mother tongue, second language and foreign languages. Mastering the English language is very useful for those who want compete in various aspects, one of it is education. Learning English has an important role, namely to transfer knowledge in English and use it in daily life. English learning consists of four skills, namely listening, speaking, reading, and writing.

Writing is the activity of expressing thoughts, ideas, and feelings into written form. Writing has several benefits; the first benefit is to communicate clearly. That means writing helps someone to describe what is in his mind and allows someone to communicate complex ideas in a more effective way. The second benefit is improving verbal and written skills. It means when someone writes something, they become more careful in choosing the right words. The third benefit is maintenance and expansion of vocabulary. Writing helps someone to maintain vocabulary in their minds and get new vocabularies.

The ability of someone's writing is closely related to the problems they face when writing. This is influenced by various aspects that can be categorized in linguistic and non-linguistic aspects. Linguistic aspects that contribute significantly to the progress of one's writing skills include mastery of English vocabulary, mastery of English grammar, mastery of development ideas, mastery of writing mechanics, and mastery of using punctuation. While non-linguistic aspects include the use of learning media, the application of learning media, and motivation.

Related to the problems written above, the writer has conducted a pre-survey to find out the problems of student writing at the tenth graders of SMA Ma'arif 05 Padang Ratu. Pre-survey carried out on a date January 9<sup>th</sup> 2020. The pre-survey results were illustrated in the following table:

**Table 1.1**  
**Pre-survey Result**  
**Writing Descriptive Text**  
**of the Tenth Graders of SMA Ma'arif 05 Padang Ratu**

<b>Nu.</b>	<b>Student's Name</b>	<b>Grade</b>	<b>Criteria</b>
1	ABK	55	Low
2	AMH	56	Low
3	ASR	54	Low
4	BIR	64	Fair
5	BRO	60	Low
6	DFI	58	Low
7	DAW	56	Low
8	DRI	58	Low
9	FRI	56	Low
10	LAA	62	Fair
11	MRI	56	Low

12	MSH	58	Low
13	MAH	55	Low
14	MAS	57	Low
15	MRY	60	Low
16	NHH	56	Low
17	PPA	58	Low
18	PAM	56	Low
19	RRI	56	Low
20	RBI	65	Fair
21	RMP	61	Fair
22	RAH	57	Low
23	SAA	56	Low
24	SRI	71	Fair
25	SLI	75	Fair
26	SSI	55	Low
27	SST	56	Low
28	SHT	54	Low
29	TRN	59	Low
30	UHH	54	Low
31	WRH	56	Low
<b>TOTAL</b>			<b>1810</b>
<b>AVERAGE</b>			<b>58,3</b>
<b>THE HIGHEST SCORE</b>			<b>75</b>
<b>THE LOWEST SCORE</b>			<b>54</b>

Note:

Excellent : 81-100

Good : 71-80

Fair : 61-70

Low : 0-60

*Source:* The pre-survey result of students' writing Descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

**Table 1.2**  
**The Data of Categorization of Writing Descriptive Text at The Tenth**  
**Graders of SMA Ma'arif 05 Padang Ratu**

No.	Score	Quantity of Students	Percentage	Criteria
1	81-100	0	0%	Excellent
2	71-80	0	0%	Good
3	61-70	5	16%	Fair
4	0-60	26	84%	Low
<b>Total</b>		<b>31</b>	<b>100%</b>	

Based on the result of the pre-survey above, the English standard score in this school was 63. Therefore, it could be concluded that the writing ability of the tenth graders of SMA Ma'arif 05 Padang Ratu were not satisfactory. It indicated that 26 students (84%) got low score and 5 students (16%) got fair score.

Furthermore, from the explanation above, the writer identified that there were some problems in students' writing Descriptive text, namely: limited vocabulary that causes them to express their ideas, weakness mastery of English grammar so that it was difficult for students to deliver messages in written form using the right sentence structure, and they have difficulty developing ideas from a writing topic. In addition, they also experienced obstacles in applying the concept of writing mechanics in the writing process, and their lack of motivation and interest in writing English texts was also one of the problems faced by the tenth graders of SMA Ma'arif 05 Padang Ratu.

In connection with the problems faced by the tenth graders of SMA Ma'arif 05 Padang Ratu required an effective effort in teaching writing. One effort in teaching writing was the use of effective learning strategy as an

example of using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy. POWER strategy guided students on how to write well that makes students to be good writers.

The implementation of POWER strategy has a tremendous contribution in the effort in teaching writing, for example it could manage their ideas by following steps of writing in this strategy. Their ideas could be stimulated without ignoring the main point, and the students can indicate the errors in their writing.

Based on all the illustrations above, the writer sought to implement effective teaching strategy to teach writing. In this case the, writer conducted quantitative research in the form of an experimental study by implementing POWER strategy as a teaching strategy for teaching writing.

## **B. Problem Identification**

Based on the pre-survey, the writer identified several problems experienced by students in the tenth graders of SMA Ma'aris 05 Padang Ratu, including the following:

1. The students have limited vocabulary mastery.
2. The students have weaknesses in writing mechanic.
3. The students have difficulty to develop ideas from the topic.
4. The students did not have adequate grammar mastery.
5. The students have low motivation in writing.
6. The students have insufficient writing abilities.



### **C. Problem Limitation**

After identifying the problems of the tenth graders of SMA Ma'arif 05 Padang Ratu, the writer limited the problem by focusing on the students have insufficient on writing Descriptive text. Therefore, the writer has conducted a study entitled THE INFLUENCE OF USING PREPARE, ORGANIZE, WRITE, EDIT, REWRITE (POWER) STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANG RATU.

### **D. Problem Formulation**

After looking at the problem of the research, the writer formulated the research problem as follows: "Is there any positive and significant influence of using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy on writing Descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu?".

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

#### **1. Objective of the study**

This study aimed to determine whether there is any positive and significant influence of using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy on writing Descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

## **2. Benefits of the study**

### a. For the students

The implementation of POWER strategy was expected as a stimulation students' ideas in writing. Therefore, the students were able to develop key ideas easily. Moreover, it could be a way that helped the students to write well.

### b. For the lecturer

By using POWER strategy in the learning process was expected as a motivation in teaching writing to use any kinds of teaching strategies, and as an effective way to achieve goals in writing learning by using POWER strategy.

### c. For the other researchers

This research was expected to be as a reference for the next researchers who will implement POWER strategy in teaching writing. In addition, this research could be used as a guide for the next researchers to get information about the implementation of POWER strategy in teaching writing both in theory and practice.

## **F. Prior Research**

The research has been done by considering some prior researches associated with the implementation of POWER strategy in the teaching

writing. In this study, the writer took three previous studies as comparison for the study.

First prior research was done by Saraswati, Yunus, and Fiftinovi which entitled “Improving Descriptive Text Writing Achievement by Using POWER Strategy”. This research aimed to find out whether or not there was significant improvement in Descriptive text writing achievement before and after the students were taught by using POWER strategy, to find out whether there was a significant difference in Descriptive text achievement between the students who were taught by using POWER strategy and those who were not, and to describe the students’ ability in writing Descriptive text before and after treatment. This study used a mixed-method design that involved 62 students of SMK Negeri 7 Palembang as research samples. Based on the result of the data analysis, there was a significant improvement on students’ Descriptive writing achievement before and after they were taught by using POWER strategy, there was significant difference in Descriptive writing achievement between students who were taught by using POWER strategy and who were not, and the students’ performance after the treatment was better than before treatment.<sup>1</sup>

The second prior research was done by Reka Tia Susanti and Fitri Novia who conducted a study entitled “Using POWER strategy to Teach Writing Skill”. The objectives of this research was to find out whether or not there was a significant difference in writing achievement between students

---

<sup>1</sup> Diah Dwihning Saraswati, M. Yunus, and Fiftinova, Improving Descriptive Text Writing Achievement by Using POWER Strategy, *The Journal of English Literacy Education*, volume 5, number 2 (2018): 144-146

who were taught through POWER strategy and that those who were not. Moreover, this study was conducted by using quasi-experimental method with 2 classes of XMIA2 and XMIA3 at SMAN 1 Kayuagung were selected to be research samples. The result showed there was significant difference in writing achievement between students who were taught through POWER strategy and that of those who were not.<sup>2</sup>

The third prior research was done by Muhari, Utami Widiati, and Furaidah with the entitled “Implementing POWER Strategy Combined with The Animated Film to Improve the Writing Ability in Narrative Text for Junior High School”. This research has a purpose to improve students’ narrative writing by implementing POWER strategy combined with the animated film at class VIII of SMP. The writers used Classroom Action Research (CAR) as their research method that involved 35 students at class VIIIB of SMPS Kartika Kendari as the research sample. The results of this study indicated that POWER strategy can improve the students’ narrative writing ability in terms of organization, content, mechanic, vocabulary, and language use.<sup>3</sup>

In line with the first prior research above, it could be inferred that the similarities between this research and the first prior research were using POWER strategy as a teaching writing Descriptive text and the similarity of case study. In contrast, this research and the first prior research have

---

<sup>2</sup> Reka Tia Susanti and Fitri Novia, Using POWER Strategy to Teach Writing Skill, *Language and Education Journal*, volume 1, number 2 (2016): 65

<sup>3</sup> Muhari, Utami Widiati, and Furaidah, Implementing POWER Strategy Combined with The Animated Film to Improve the Writing Ability in Narrative Text for Junior High School, *Jurnal Pendidikan Humaniora*, volume 5, number 3 (2007): 104-113

differentiation, such as different research location, research method, and number of participants.

In accordance with the second prior research, it could be described that the second prior research and this study have similarity that was using POWER strategy as a teaching writing and case study. Moreover, this research and the second prior research have some differences. The first difference is number of participants. The second difference is the different method in conducting the research. The third difference was research setting. The second prior research used quasi-experimental research, and this study used experimental study. Then, the second prior research focused on general writing, whereas this study specifically focused on writing Descriptive text.

Based on the third prior research, it could be understood that this research and the third prior research have similarity in using POWER strategy as a strategy in teaching writing. Meanwhile, the difference of this research and the third prior research are different research method, number of participants, case study, research location, and focus of the writing.

According to this study and the first, the second, and the third prior research, it could be concluded that the researchers use POWER strategy in teaching writing. Those researches have the difference such as in the case of study, in using research method, in the research location, in the focus of writing, and the number of participants.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Writing Descriptive Text

##### 1. Concept of Writing

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

Writing is among the most important skills that are needed to develop by students. Ken Hyland points out writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>4</sup> It can be understood that writing is the way of expressing personal's thoughts on a topic.

According to Nunan, writing can be defined both physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs that will be clear to a reader.<sup>5</sup> It conveys that writing is an activity of expressing thought whether it is typed

---

<sup>4</sup> Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 9

<sup>5</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.88



into computer or printed onto paper that will be understood by the readers.

Another linguist, Hamp-Lyons and Kroll state that writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.<sup>6</sup> It means writing is an activity to communicate between writer and reader in order to achieve a specific goal.

It is described by Caroline T. Linse that writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. It is also said in her book that writing can be defined as the act or composing a piece of text.<sup>7</sup> It has a meaning that writing is an act of arranging letters into a piece of text, written in a paper.

Based on the definitions above, it can be comprehended that writing is an act of delivering point of views on a certain topic in a printed or written form to the readers. Writing stimulates people to focus accurate language use and it may well provoke language development as they resolve problems which the writing puts into their mind, because they think as they write.

---

<sup>6</sup> Liz Hamp-Lyons and Barbara Kroll. "TOEFL 2000 – Writing: Composition, Community, and Assessment." In *Assessing Writing*. Sara Cushing Weigle (ed.). (United Kingdom: Cambridge University Press, 2002), p. 19

<sup>7</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill), p. 98

## b. Writing Process

According to Harmer, there are four stages of writing process: planning, drafting, editing, and final draft.<sup>8</sup>

### 1) Planning

Before starting to write or type, the writers try and decide what they are going to say. It may include making detailed notes. There are three issues that should be considered in planning to write i.e. purpose, audience, and content structure. Firstly, the purpose of writing will influence not only the type of the text, but also the language use, and the information. Secondly, the audience will influence not only the shape of writing (how it is laid out, how the paragraph are structured), but also the choice of language, for example formal and informal tone. Thirdly, the content structure of the piece that is, how the best to sequence the facts, arguments, or ideas which have been decided to include.

### 2) Drafting

Draft can be defined as the first version of a piece of writing. Drafts may be produced on the way to the final version as the writing process proceeds into editing. The most important thing in drafting is getting words onto paper. Spelling, punctuation, grammar or the best wording are not concerned.<sup>9</sup> In

---

<sup>8</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 4-5

<sup>9</sup> Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English*, (Australia: Cambridge university press, 1989), p. 14

this stage, the writer will focus on the first draft only and punctuations, spellings or grammars are not worried here.

### 3) Editing (reflecting and revising)

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness.<sup>10</sup> It is the writing process to change the draft which is confusing or ambiguous as individual word and grammatical.

Reflecting and revising are often helped by the readers who make suggestion and comment.<sup>11</sup> The audiences or readers can give feedback to the writer in order to encourage in editing process.

### 4) Final version

The final stage in writing process is to write a clean version of the paragraph with all the revisions and editing carried out.<sup>12</sup> The written text is ready to send to the readers.

## c. Writing Assessment

There are 5 categorizes of writing assessment; organization, content, grammar, mechanical consideration, and vocabulary.<sup>13</sup>

---

<sup>10</sup> I. S. P. Nation, *Teaching Esl/Efl: Reading and Writing*, (New York: Routledge, 2009), p. 121

<sup>11</sup> Jeremy Harmer, *How to Teach Writing...*, p. 5

<sup>12</sup> Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraphs and Essay*, Third Edition, (New York: Pearson Education, 2008), p.40

**Table 2.1**  
**Writing Assessment**

<b>Competences</b>	<b>Scores</b>	<b>Levels</b>	<b>Standardization</b>
Organization: (introduction, body, conclusion)	20-18	Excellent to good	a. Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan; supporting evidence is existed; conclusion logical and complete.
	17-15	Good to adequate	b. Adequate title, introduction, and conclusion; body of essay is acceptable; sequence is logical but transitional expression is missed.
	14-12	Adequate to fair	c. Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Unacceptable -not	d. Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
	5-1	College- level work	e. Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.
Logical development of ideas: Content	20-18	Excellent to good	a. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material.
	17-15	Good to adequate	b. Essay addresses the issues but misses some points; ideas could be more fully develop; some irrelevant materials are present.
	14-12	Adequate to fair	c. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right.

<sup>13</sup> H. Brown Douglas, *Language Assessment: Principles and Classroom Practice*, (New Jersey: Pearson Education, 2004), p. 244-245

	11-6 5-1	Unacceptable -not College-level work	d. Ideas incomplete; less enough effort in area of content. e. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Excellent to good	a. Fluency grammar; correct of clauses, prepositions, articles, verb forms, modals, tense sequencing; no fragments or run-on sentences.
	17-15	Good to adequate	b. Advanced in grammar although the reader aware of them; no fragments or run-on sentences.
	14-12	Adequate to fair	c. Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences of fragments present.
	11-6 5-1	Unacceptable -not College-level work	d. Getting serious grammar problems interfere with communication of the writer's ideas; difficult to read sentences. e. Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Mechanical consideration (punctuation and spelling)	20-18	Excellent to good	a. Correct use of English writing conventions; margins, all needed capitals, paragraph intended, punctuation, and spelling.
	17-15	Good to adequate	b. Some problems of punctuation and error spellings.
	14-12	Adequate to fair	c. Spelling problems disturb the reader, and punctuation errors disturb the ideas.
	11-6 5-1	Unacceptable- not College-level work	d. Serious problems of punctuation in sentence and spelling. e. Complete disregard of English writing conventions.
Vocabulary	20-18	Excellent to good	a. Appropriate vocabulary usage; concise, parallel structures, register good.
	17-15	Good to adequate	b. Good vocabulary, not wordy, style fairly concise, register OK.

	14-12	Adequate to fair	c. Too wordy, lack of awareness of register, some vocabulary misused.
	11-6	Unacceptable-not	d. Poor expression of ideas; lacks of vocabulary.
	5-1	College-level work	e. Inappropriate in using vocabulary; no concept of sentence variety or concept of register.

## 2. The Concept of Descriptive Text

### a. The Definition of Descriptive Text

Susan Anker defines Description is writing that creates a clear and vivid impression of the topic.<sup>14</sup> It means that Description is writing that describes topic vividly.

Description is writing that paints a word picture of a person, place, or object by appealing to one or more of the five senses (smell, taste, hearing, touch, and sight).<sup>15</sup> It can be understood that Description is a text describes object by appealing senses (sight, hearing, taste, smell, and touch).

Mursyid point out that Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, or others.<sup>16</sup> It means that Descriptive text is a text that gives information of particular thing, person, animal, or others.

<sup>14</sup> Susan Anker, *Real Essay with Reading*, Third Edition, (New York: Bedford/St. Martin's, 2009), p. 185

<sup>15</sup> Julie Robitaille and Robert Connelly, *Writer's Resources: from Paragraph to Essay*, Second Edition, (Boston: Thomson Wadsworth, 2007), p. 117

<sup>16</sup> M Mursyid PW, *English Learning Handout for Grade VIII*, (Banyumas: SMPN 1 Karangdadap, 2005), p. 4

Descriptive text explains how someone or something looks or feels.<sup>17</sup> In another word, Descriptive text is a text that describes something or someone based on their senses (feels or looks).

It can be concluded that Descriptive text is a text that describes object based on their senses (sight, touch, feels, hearing, and smell). Descriptive text helps the readers see the places, people, or object being described. It is better to use specific detail in writing Descriptive text.

b. The Structure of Descriptive Text

According to Laurie G. Kirszner and Stephen R. Mandel, a descriptive text generally has following structure:<sup>18</sup>

- 1) Topic sentence. A descriptive text should begin with a topic sentence that state the main point you want to write in the text.
- 2) Detail sentence. A descriptive text should has details sentences that support the topic sentence in a clear spatial order, the order in which you observed object, scene, or person you are describing.
- 3) Concluding sentence. A descriptive text should ends with the concluding statement that sums up the main idea stated in the topic sentence.

---

<sup>17</sup> Dorothy E Zemach and Lisa A Rumisek, *College Writing: from Paragraph to Essay*, (Oxford: Macmillan, 2003), p. 25

<sup>18</sup> Laurie G. Kirszner and Stephen R. Mandel, *Writing First: Practice in Context with Readings*, Fourth Edition, (New York: Bedford/St. Martin's, 2009), p. 69

### c. Language Features of Descriptive Text

According to Mursyid, the language features of Descriptive text as follows:<sup>19</sup>

- 1) Using Simple Present Tense, however sometimes it uses Simple Past Tense if the thing to be described does not exist anymore.
- 2) Using “be” and “have”, sometimes it can use verbs “being” and “having”.
- 3) Focusing on specific participants/object.
- 4) Using descriptive adjectives.
- 5) Using detailed Noun Phrase to give information about the subject.
- 6) Using action verbs.
- 7) Using adverbials to give additional information about behavior.
- 8) Using Figurative language.

## B. Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy

### 1. The Definition of Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy

According to Nur Kamilasari and Riny Dwitya Sani, Prepare, Organize, Write, Edit, Rewrite (POWER) strategy is a strategy to develop and improve student’s ability in writing skill that work through systematic processes: Prepare, Organize, Writing, Edit, and Rewrite.<sup>20</sup> It means

---

<sup>19</sup> M Mursyid PW, *English Learning ...*, p. 4-5

<sup>20</sup> Nur Kamilasari and Rini Dwitya Sani, Teaching Writing by Combining RAFT (Role, Audience, Format, Topic) and POWER (Plan, Organize, Write, Edit, Revising) Strategy at Senior



POWER strategy has systematic processes: Prepare, Organize, Write, Edit, and Rewrite that increase and develop student's ability in writing.

Rika Tia Susanti and Fitri Novia point out that Prepare, Organize, Write, Edit, Rewrite (POWER) strategy is a writing strategy that will guide the student to be an independent writer through the several stages that includes writing process stages.<sup>21</sup> In another word, POWER strategy can make students to be good writers through several steps of writing process.

Prepare, Organize, Write, Edit, Rewrite (POWER) strategy is a writing strategy that aims to provide explicit instruction to students on how to write.<sup>22</sup> It can be comprehended that POWER strategy is a strategy that teach the students how to write a good writing.

Based on the definitions above, it can be concluded that Prepare, Organize, Write, Edit, Rewrite (POWER) strategy is a strategy in teaching writing that helps students to improve their writing ability through several steps of writing process; Prepare, Organize, Write, Edit, and Rewrite. It aims to make students to be a good writer.

---

High School, *Jurnal Mahasiswa Bahasa Inggris Genap 2012-2013*, volume 2, number 2 (2013): p. 7

<sup>21</sup> Reka Tia Susanti and Fitri Novia, Using Power Strategy to Teach Writing Skill, *Language and Education Journal*, volume 1, no 2 (2016): p. 68

<sup>22</sup> NSW Department of Education and Training, *Writing and Spelling Strategies: Assisting Students who have Additional Learning Support Needs*, (New South Wales: NSW Department of Education and Training, 2007), p.95

## 2. The Principles of Prepare, Organize, Write, Edit, Rewrite (POWER)

### Strategy in Teaching Writing

According to Englert et.al, the steps in Prepare, Organize, Write, Edit, Rewrite (POWER) strategy in writing process are:<sup>23</sup>

- a. Prepare. It was designed to help students consider an array of strategies related to identifying their audience and purpose, retrieving relevant ideas from background knowledge, and developing a plan that subsumed group of brainstormed ideas in categories.
- b. Organize. It was designed to help students organize their ideas into text structure categories and use text structure.
- c. Write. Students then write their first draft on the write think-sheet. During drafting, students were encouraged to reread their plans, translate their plans into text by fleshing out their ideas and adding key words, engage their reader through introductions and conclusions, and consider strategies for introducing readers to text structure categories to provide “reader considerate” text.
- d. Edit. Students reflect on their own or their peers’ paper in terms of content and the text of organization, and guided them to make revision plans.
- e. Rewrite. Students reflect on their editing plans by listing the suggestions generated and received, and deciding on which revision to implement.

---

<sup>23</sup> Carol Sue Englert, et.al, Making Strategies and Self-Talk Visible: Writing Instruction in Regular and Special Education Classrooms. *American Education Research Journal*, volume 28, number 2 (1991): p. 345-347

Steps in the POWER writing process	
<b>P</b> repare	Pick a topic. Use the think sheet to write down your ideas. Think about whether you need more information. If so, find out more. Write the main idea.
<b>O</b> rganise	Cross out ideas you won't use. Group ideas that go together. Number ideas in the order you want to write them.
<b>W</b> rite	Write the facts as sentences. Use paragraph form.
<b>E</b> dit	Use the edit sheet and think about how your paragraph will sound to your partner. Edit with a partner.
<b>R</b> ewrite	Write your final draft. Check your sentences, capitals, punctuation and spelling.

### 3. The Advantages of Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy

According to Kamilasari and Riny Dwitya Sani, POWER strategy brings some advantages in writing, they are:<sup>24</sup>

- a. It helps students to manage their ideas through several stage of writing in this strategy.
- b. Think sheet in preparing stage helps students to encourage their ideas without ignoring the important point.
- c. Edit sheet helps students in correcting students' work, and makes them to be independent writer.
- d. It makes students to write quickly.

---

<sup>24</sup> Nur Kamilasari and Rini Dwitya Sani, Teaching Writing ..., p. 5

### **C. Research Hypothesis**

#### **1. Ha (alternative hypothesis)**

There is any positive and significant influence in writing Descriptive text after implementing POWER strategy in instruction at the tenth graders of SMA Ma'arif 05 Padangratu.

#### **2. Ho (null hypothesis)**

There is no any positive and significant influence in writing Descriptive text after implementing POWER strategy in instruction at the tenth graders of SMA Ma'arif 05 Padangratu.

Based on the explanation above, it can be written in statistical hypothesis below:

- a. If  $T_o > T_t$ , Ha accepted and Ho is rejected.
- b. If  $T_o < T_t$ , Ha rejected and Ho is accepted.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used the quantitative research (experimental research). This research was an experimental research by using true experimental design which consists of control group pre-test post-test design. Jhon W. Best said that experimentation is the classic method of the science laboratory where element manipulated and effects observed can be controlled.<sup>25</sup> Experimental research applies pre-test, post-test control group design, the researcher administered pre-test and post-test to both experimental and control group. This design was used to compare the condition before and after treatment with control group. This research was conducted at the tenth graders of SMA Ma'arif 05 Padangratu, especially in X IPS 2 as the Treatment Group and X IPS 1 as the Control Group.

#### B. Variable and Operational Definition of Variable

##### 1. Variable

A variable referred to the conditions or characteristics that the experimenter manipulates controls, or observes.<sup>26</sup> This research

---

<sup>25</sup> John W. Best and James V. Kahn, *Research in Education*, Tenth Edition, (United States: Pearson Education, 2006), p. 164

<sup>26</sup> John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall of India Private Limited, 1995), p. 137

consisted of two variables; they were independent variable and dependent variable.

The independent variable in this research was POWER strategy as a strategy that be applied in teaching writing descriptive text. Moreover, the dependent variable of this research was descriptive text.

## 2. Operational Definition of Variables

An operational definition is a definition based on the characteristic of the things that will be defined, and it could be observed or measured. The operational definition variables as follows:

### a. Independent Variable (POWER strategy)

The independent variable which is a stimulus variable or input operates either within a person or within environment to affect his behavior.<sup>27</sup> It is factor which was manipulated, measured, or selected by the researcher to determine its relationship to be observed phenomena. Independent variable of this research was Prepare, Organize, Write, Edit, Rewrite (POWER) strategy (X).

Moreover, the indicators of POWER strategy were following:

- 1) Plan: the students could identify their purpose and audience, and stimulate students' ideas.
- 2) Organize: it helped students to organize their ideas that will be written.

---

<sup>27</sup> Yongesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 63

- 3) Write: the students could write their draft in written form.
- 4) Edit: the students could check on their writing and guide them to make a revision.
- 5) Revise: the students could write the final draft of their writing.

b. Dependent Variable (Descriptive text)

The dependent variable is response variable or output. It was an observed aspect of the behavior of an organism that has been stimulated.<sup>28</sup> The dependent variable was a factor which was measured and observed to determine the effect of independent variable. Dependent variable in this research was writing descriptive text (Y).

In this research, the researcher limits writing descriptive text that measured through a written test by composing a writing descriptive text. Moreover, the students' essay were measured by using five indicators, they were:

- 1) Organization,
- 2) Content,
- 3) Mechanical writing,
- 4) Grammar, and
- 5) Vocabulary.

---

<sup>28</sup> *Ibid.*, 63-64

## **C. Population, Sample, and Sampling Technique**

### **1. Population**

According to Yonges Kumarsingh, “population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed”.<sup>29</sup> It could be understood that the population is the whole subject in observation. The total population in this research was 93 students who are divided into 3 classes of the tenth graders of SMA Ma’arif 05 Padangratu.

### **2. Sample**

A sample is a small proportion of the population that is selected for observation and analysis.<sup>30</sup> It means sample is a part of population that will be observed. The research sample of this study is class X IPS 2 as Treatment Group that consisted of 31 students, and X IPS 1 as the Control Group that consisted of 29 students.

### **3. Sampling Technique**

There are three classes of the tenth graders of SMA Ma’arif 05 Padangratu. In this study, the researcher applied cluster random sampling technique by randomizing the name of the class in some small roll of papers. In this technique, the researcher took two small papers. Then, the

---

<sup>29</sup> *Ibid.*, 82

<sup>30</sup> John W. Best and James V. Kahn, *Research in Education*, Tenth Edition..., p.13



researcher knew the name of the class to be investigated. In this study, the researcher chooses class X IPS 2 and X IPS 1 to be investigated.

#### **D. Data Collection Technique**

##### **1. Test**

According to Brown, “A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.”<sup>31</sup> The researcher used pre-test and post-test to collect data and to measure of the students’ writing descriptive text. Then, it was conducted for Treatment Group and Control Group.

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

The researcher gave the pre-test to the students of Treatment Group and Control Group. This step have been done before presenting the special treatment (especially for Treatment Group) to find out the capability and to know how far the students’ writing descriptive text.

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

The post-test have been done after giving treatment for Treatment Group in order to find out whether using POWER strategy makes any positive and significant influence of the students’ writing descriptive text. Moreover, the researcher gave post-test for Control Group after giving pre-test without giving any special treatment.

---

<sup>31</sup> H. Brown Douglas, *Language Assessment: ...*, p.3

## **2. Documentation**

Documentation is a method which was used to get information from written language of document (for example: books, magazine, rule, note and others), photos, recordings or videos. The researcher used the documentation method to get detail information about the sum of the lectures, employers, students and organization structure of SMA Ma'arif 05 Padang Ratu.

## **3. Observation**

The researcher asks some questions to the lecturer to get information about writing class, problems that students were faced in writing class, and to know the results of the students learning activities.

## **E. Research Instrument**

Instrument is a tool of the research which was used in each method. It meant that instrument is a tool or facility that was used by the researcher to collect the data completely and systematically. Furthermore, the research instrument involves:

### **1. Instrument Blueprint**

To obtain the data related to the research problem. The researcher used written test. The pretest instrument was different with the posttest instrument, but had the same difficulty level. The pre-test was given both of Treatment Group and Control Group. The pre-test have

been done to measure the ability of the students' in writing descriptive text before giving experimental treatment by using POWER strategy for Treatment Group. The researcher tested the students to make a descriptive text based on the topic.

After the pre-test, the researcher gave the post-test to know the ability of the students' in writing descriptive text by using POWER strategy as a teaching writing strategy for Treatment Group. The post-test carried out after giving experimental treatments for several times. Meanwhile, in Control Group, the post-test was given without giving any special treatment.

**Table 3.1**  
**The Instrument Blueprint**

NO	Variable	Indicator	Item Number (Pre-test)	Item Number (Post-test)	Form
1.	POWER strategy	a. The students generated and explored their ideas easily. b. The students organized their ideas to be written. c. The students wrote their ideas in written form. d. The students checked their writing and made revision plan. e. The students wrote	1	1	ay writing

		their final draft.			
2	Descriptive text	<ol style="list-style-type: none"> <li>1. The students were able to write a good descriptive text.</li> <li>2. The students were able to make good content.</li> <li>3. The students were able to use correct mechanical writing.</li> <li>4. The students were able to write grammatically in writing descriptive text.</li> <li>5. The students were able to write descriptive text with appropriate words and vocabularies</li> </ol>	1	1	ay writing

Based on the table above, it could be seen that there were some indicators for both of variables (X) and (Y). It consisted of item number of pre-test and post-test, and essay writing descriptive text as test form.

## 2. Instrument Calibration

Instrument calibration is the scale of measurement used to decide the instrument standard. The researcher used validity content. The validity of a measure is the extent to which it measures what you intend it

to measure.<sup>32</sup> It means that validity was the accuracy item of the measurement result. The researcher used content validity to measure whether the test has good validity or not. Content validity was a concerned whether the test was sufficiently representative and comprehensive for the test. To get the content validity, the test adapts with the students' book, English syllabus and materials based on the curriculum of the tenth graders of SMA Ma'arif 05 Padang Ratu.

#### **F. Data Analysis Technique**

In this research, the researcher used SPSS application version 16.0 in analyzing the data to know the differences between pre-test and post-test of the Treatment Group and Control Group. SPSS is used to know Descriptive Statistics Test, Normality Test, Homogeneity Test, Paired Sample Test, and Independent Sample T-Test.

---

<sup>32</sup> Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods A Process Approach*, Eighth Edition, (New York: McGraw-Hill, 2008), p. 133.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of the Research

##### 1. The Description of Research Location

This research was conducted at SMA Ma'arif 05 Padang Ratu. Below the descriptions of SMA Ma'arif 05 Padang Ratu, they are:

##### a. The History of SMA Ma'arif 05 Padang Ratu

SMA Ma'arif 05 Padang Ratu is a private school located at KH. Wahid Hasyim street, Surabaya, Padang Ratu, Lampung Tengah, Lampung. It was established on April 14<sup>th</sup> 2004 by Muhammad Taufur on area 1.000 M<sup>2</sup>.

**Figure 4.1**  
**The Location of SMA Ma'arif 05 Padang Ratu**



**b. The Vision and Mission of SMA Ma'arif 05 Padang Ratu****1) The Vision of SMA Ma'arif 05 Padang Ratu**

SMA Ma'arif 05 Padang Ratu has a vision to be “religious, pious, achievers, well-mannered, and archipelago concept”.

**2) The Mission of SMA Ma'arif 05 Padang Ratu**

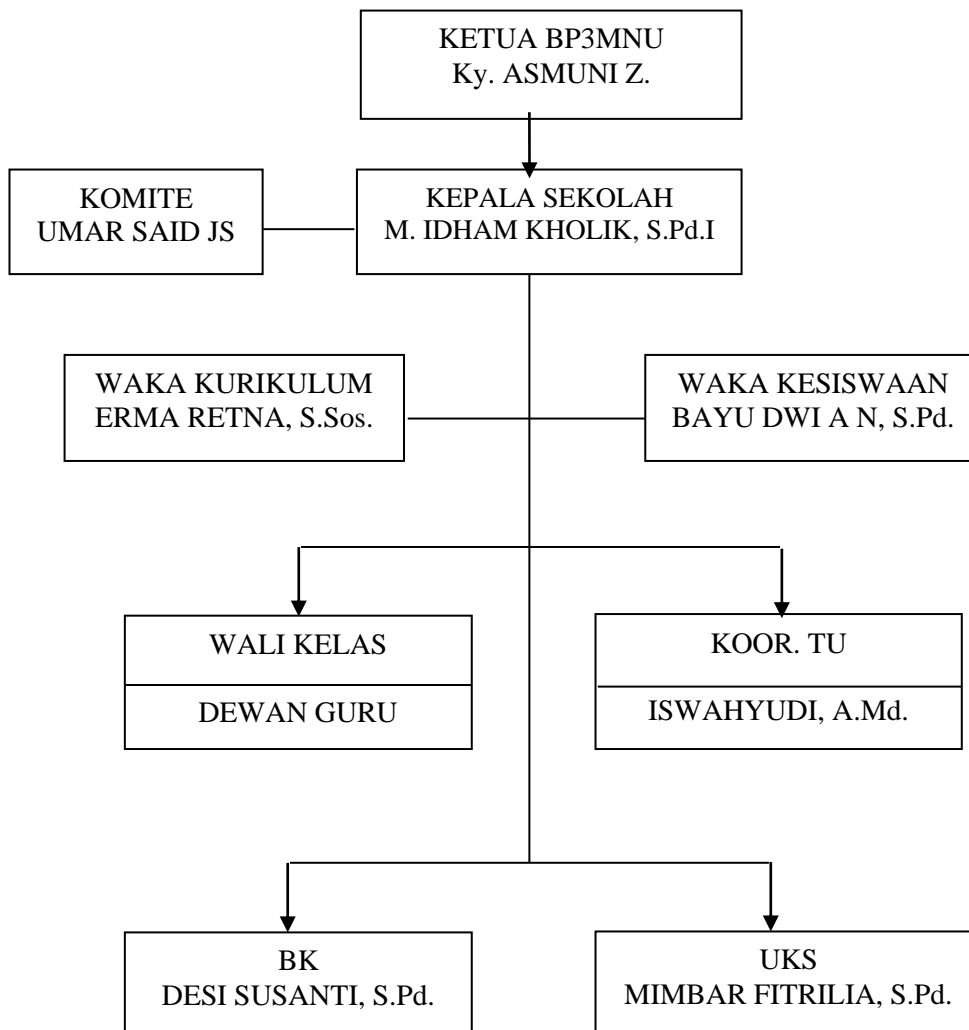
The missions of SMA Ma'arif 05 Padang Ratu are stated as follow:

- a) Improving the professionalism of teachers and educational staff.
- b) Improving the work ethic of teachers and educational staff.
- c) Improve the welfare of teachers and educational staff.
- d) Developing an innovative and joyfull learning.
- e) Improving the facilities and infrastructures in supporting the learning process.
- f) Providing the tutoring classes during a year for twelfth graders.
- g) Increasing the average national exam score.
- h) Providing extracurricular.
- i) Fostering appreciation and implementing religion.
- j) Adapting the development of technology and information.

### c. The Organizational Structure of SMA Ma'arif 05 Padang Ratu

The organization of SMA Ma'arif 05 Padang Ratu is illustrated in the following figure:

**Figure 4.2**  
**The Organizational Structure of**  
**SMA Ma'arif 05 Padang Ratu**





**d. The Condition of Teachers of SMA Ma'arif 05 Padang Ratu**

The teachers' condition is represented as follows:

**Table 4.1**  
**The Condition of Teachers of SMA Ma'arif 05 Padang Ratu**

<b>Education</b>	<b>M</b>	<b>F</b>	<b>Total</b>
S1	9	12	21
D3	1		1
Senior High School	1		1
Junior High School	1		1
<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>

**e. The Condition of Students of SMA Ma'arif 05 Padang Ratu**

The students' condition is demonstrated in the table below:

**Table 4.2**  
**The Condition of Students of SMA Ma'arif 05 Padang Ratu**

<b>CLASS</b>	<b>M</b>	<b>F</b>	<b>TOTAL</b>
Tenth Graders	44	55	99
Eleventh Graders	38	39	77
Twelfth Graders	26	25	51
<b>TOTAL</b>	<b>108</b>	<b>119</b>	<b>227</b>

**f. The Facilities of SMA Ma'arif 05 Padang Ratu**

The school facilities are described in the following table:

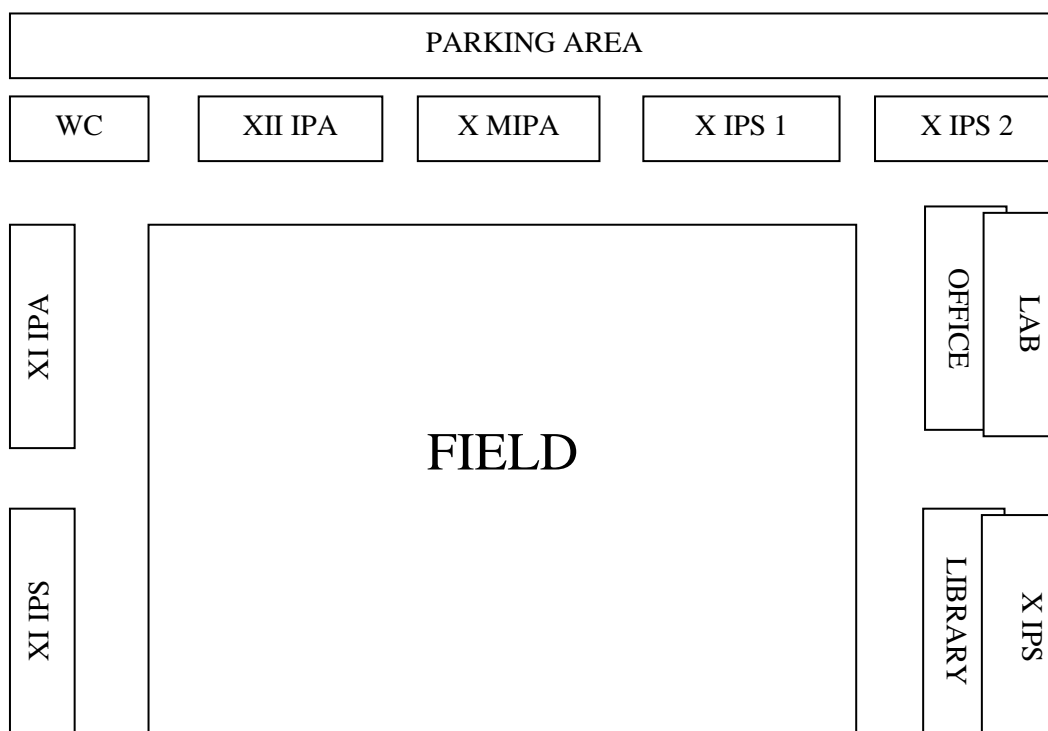
**Table 4.3**  
**The Facilities of SMA Ma'arif 05 Padang Ratu**

<b>No.</b>	<b>Facility</b>	<b>Total</b>
1	Classroom	7
2	Laboratory	1
3	Library	1
4	WC	9

**g. The Sketch of SMA Ma'arif 05 Padang Ratu**

The sketch is represented as follows:

**Figure 4.3**  
**The Sketch of SMA Ma'arif 05 Padang Ratu**



**2. The Description of Research Data**

**a. The Result of Pre-Test**

The researcher conducted a pre-test of Treatment Group on January 23<sup>rd</sup> 2020 and Control Group on January 22<sup>nd</sup> 2020. The researcher used the pre-test in order to find out the students' prior knowledge of Descriptive text. In this pre-test, the researcher used written test. The result of the pre-test score can be seen as follow:

**Table 4.4**  
**The Treatment Group's Pre-Test Score on Writing Descriptive Text**

<b>Nu.</b>	<b>Students' Name</b>	<b>Pre-Test Score</b>	<b>Category</b>
1	ABK	61	Fair
2	AMH	59	Low
3	ASR	59	Low
4	BIR	65	Fair
5	BRO	59	Low
6	DFI	58	Low
7	DAW	57	Low
8	DRI	62	Fair
9	FRI	55	Low
10	LAA	56	Low
11	MRI	59	Low
12	MSH	59	Low
13	MAH	62	Fair
14	MAS	60	Low
15	MRY	60	Low
16	NHH	60	Low
17	PPA	60	Low
18	PAM	62	Fair
19	RRI	57	Low
20	RBI	61	Fair
21	RMP	65	Fair
22	RAH	59	Low
23	SAA	57	Low
24	SRI	65	Fair
25	SLI	59	Low
26	SSI	58	Low
27	SST	61	Fair
28	SHT	60	Low
29	TRN	63	Fair
30	UHH	57	Low
31	WRH	60	Low
<b>TOTAL</b>			<b>1855</b>
<b>AVERAGE</b>			<b>59,8=60</b>
<b>THE HIGHEST SCORE</b>			<b>65</b>
<b>THE LOWEST SCORE</b>			<b>55</b>

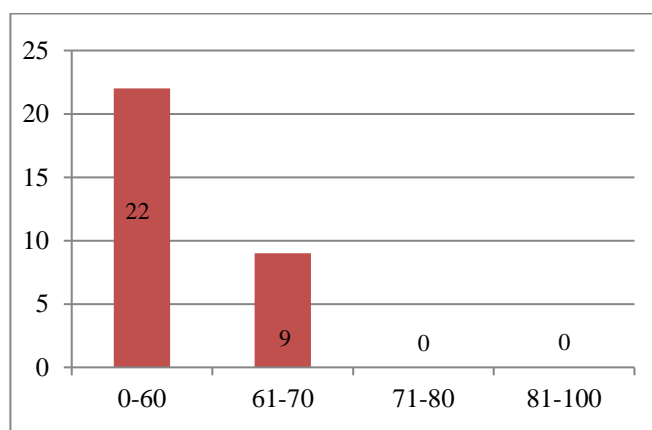
*Source:* the pre-test result of treatment group's writing descriptive text ability on January 23<sup>rd</sup> 2020

**Table 4.5**  
**The Frequency of Treatment Group's Pre-Test Result**  
**on Writing Descriptive Text**

<b>Nu.</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
1	81-100	0 student	0%	Excellent
2	71-80	0 student	0%	Good
3	61-70	9 students	29%	Fair
4	0-60	22 students	71%	Low
<b>Total</b>		<b>31 students</b>	<b>100%</b>	

Based on the table frequency above, it could be concluded that most of students got score <61 or as many as 71% of the total students in Treatment Group.

**Graph 4.1**  
**The Result of Treatment Group's Pre-Test**  
**on Writing Descriptive Text**



Based on the graph 4.1 above, it could be inferred that from 31 students as the Treatment Group of the research just 9 students students who had got score between 61-70. Meanwhile, 22 students

get score between 0-60. It showed that the Treatment Group's pre-test result was low.

**Table 4.6**  
**The Control Group's Pre-Test Result on Writing Descriptive Text**

<b>Nu.</b>	<b>Students' Name</b>	<b>Pre-Test Score</b>	<b>Category</b>
1	ASI	59	Low
2	ANI	64	Fair
3	ARN	60	Low
4	BPO	64	Fair
5	DFA	63	Fair
6	DPR	62	Fair
7	DUI	58	Low
8	EWO	59	Low
9	FAY	58	Low
10	FYO	65	Fair
11	FCI	60	Low
12	FAI	60	Low
13	HDH	64	Fair
14	ISI	63	Fair
15	MWI	65	Fair
16	MNI	65	Fair
17	NRR	64	Fair
18	PAS	65	Fair
19	RNI	60	Low
20	REA	63	Fair
21	RSP	59	Low
22	RZA	66	Fair
23	SMP	63	Fair
24	THT	66	Fair
25	UIA	66	Fair
26	VOA	67	Fair
27	VYD	62	Fair
28	WSO	64	Fair
29	YTI	63	Fair
<b>TOTAL</b>			<b>1824</b>

<b>AVERAGE</b>	<b>62,8= 63</b>
<b>THE HIGHEST SCORE</b>	<b>67</b>
<b>THE LOWEST SCORE</b>	<b>58</b>

*Source:* the pre-test result of control group's writing descriptive text ability on January 22<sup>nd</sup> 2020

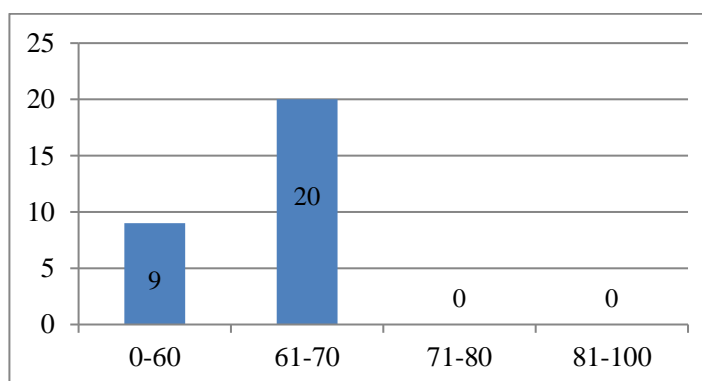
From the data above, it could be inferred that the highest score was 67 and the lowest score was 58. Based on the data, the researcher measured the frequency. It can be seen on the table of frequency distribution bellow.

**Table 4.7**  
**The Frequency of Control Group's Pre-Test Result**  
**on Writing Descriptive Text**

<b>Nu.</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
1	81-100	0 student	0%	Excellent
2	71-80	0 student	0%	Good
3	61-70	20 students	69%	Fair
4	0-60	9 students	31%	Low

Based on table above, it could be understood that most of students in Control Group of SMA Ma'arif 05 Padang Ratu got score >61 or as many as 69% of the total students in Control Group.

**Graph 4.2**  
**The Result of Control Group's Pre-Test on Writing Descriptive**  
**Text**



Based on the graph 4.2 above, it could be concluded that from 29 students as the Control Group of the research, 20 students got score between 61-70. Then, there were 9 students got score between 0-60.

In summary, from the result of pre-test between Treatment Group and Control Group, the researcher found that most of the students in Treatment Group had problems in writing descriptive text. As a result, the majority students in treatment group got score  $>61$ .

#### **b. The Result of Post-Test**

After doing the pre-test of writing descriptive text in written test, the researcher conducted a treatment for Treatment Group by using POWER Strategy in order to help the students understood about writing descriptive text such as the generic structure of descriptive text, and language features of descriptive text. Therefore, the researcher could identify the difficulties faced by the students, and offered a concept of POWER Strategy to know if there is any positive and significant influence of it.

Furthermore, after implementing this strategy and the students had already understood about writing descriptive text, the researcher gave a post-test to measure their ability in writing descriptive text by using written test. The result of post-test of Treatment Group could be seen as follow:

**Table 4.8**  
**The Treatment Group's Post-Test Result on Writing Descriptive Text**

<b>Nu.</b>	<b>Students' Name</b>	<b>Post-test Score</b>	<b>Category</b>
1	ABK	72	Good
2	AMH	73	Good
3	ASR	64	Fair
4	BIR	79	Good
5	BRO	59	Low
6	DFI	79	Good
7	DAW	66	Fair
8	DRI	60	Low
9	FRI	66	Fair
10	LAA	83	Excellent
11	MRI	77	Good
12	MSH	68	Fair
13	MAH	83	Excellent
14	MAS	71	Good
15	MRY	64	Fair
16	NHH	69	Fair
17	PPA	70	Fair
18	PAM	69	Fair
19	RRI	80	Good
20	RBI	68	Fair
21	RMP	72	Good
22	RAH	63	Fair
23	SAA	83	Excellent
24	SRI	84	Excellent
25	SLI	81	Excellent
26	SSI	70	Fair
27	SST	71	Good
28	SHT	68	Fair
29	TRN	80	Good
30	UHH	67	Fair
31	WRH	70	Fair
<b>TOTAL</b>			<b>2229</b>
<b>AVERAGE</b>			<b>71,9=72</b>
<b>THE HIGHEST SCORE</b>			<b>84</b>
<b>THE LOWEST SCORE</b>			<b>59</b>



*Source:* the Treatment Group's post-test result writing descriptive text on January 30<sup>th</sup> 2020

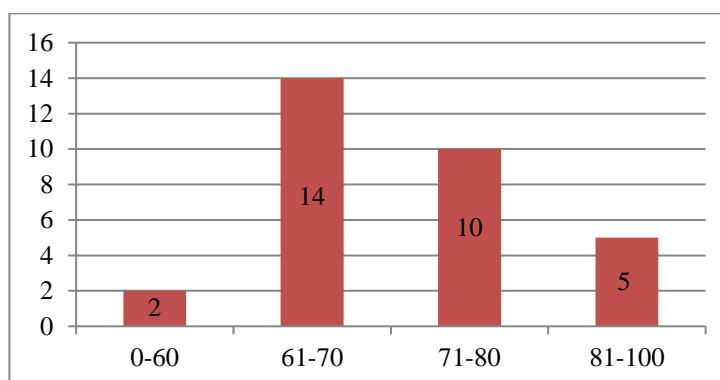
From the data above, it could be found that the highest score was 84 and the lowest score was 59. Based on the data, the researcher measured interval class. The total interval class of the Treatment Group's post-test result was 5. It can be seen on the table frequency distribution below:

**Table 4.9**  
**The Frequency of Treatment Group's Post-Test Result**  
**on Writing Descriptive Text**

Nu.	Interval	Frequency	Percentage	Category
1	81-100	5 students	16,1%	Excellent
2	71-80	10 students	32,2%	Good
3	61-70	14 students	45,1%	Fair
4	0-60	2 students	6,4%	Low
<b>Total</b>		<b>31 students</b>	<b>100%</b>	

Based on the table above, it could be construed that the score of the Treatment Group' post-test increased. As the result, only 6,4% of the total students in Treatment Group got low score.

**Graph 4.3**  
**The Treatment Group's Post-Test Result**  
**on Writing Descriptive Text**



According to the Graph 4.3 of Treatment Group's post-test above, it could be interpreted that from 31 students as the sample of Treatment Group there were 5 students who got the highest score between 81-100. The data explained that 2 students got score between 0-60. Meanwhile, the students who got score between 61-70 were 14 students. Then, 10 students got score between 71-80.

The researcher also gave a post-test for Control Group without using POWER Strategy in written test. The Control Group's post-test result could be seen from the table below:

**Table 4.10**  
**The Control Group's Post-Test Result on Writing Descriptive Text**

<b>Nu.</b>	<b>Students' Name</b>	<b>Post-Test Result</b>	<b>Category</b>
1	ASI	76	Good
2	ANI	67	Fair
3	ARN	65	Fair
4	BPO	67	Fair
5	DFA	72	Good
6	DPR	61	Fair
7	DUI	54	Low
8	EWO	69	Fair
9	FAY	69	Fair
10	FYO	76	Good
11	FCI	77	Good
12	FAI	55	Low
13	HDH	65	Fair
14	ISI	55	Low
15	MWI	63	Fair
16	MNI	71	Good
17	NRR	68	Fair
18	PAS	68	Fair
19	RNI	66	Fair
20	REA	67	Fair

21	RSP	68	Fair
22	RZA	71	Good
23	SMP	63	Fair
24	THT	65	Fair
25	UIA	75	Good
26	VOA	76	Good
27	VYD	68	Fair
28	WSO	58	Low
29	YTI	71	Good
<b>TOTAL</b>			<b>1946</b>
<b>AVERAGE</b>			<b>67,1= 67</b>
<b>THE HIGHEST SCORE</b>			<b>77</b>
<b>THE LOWEST SCORE</b>			<b>54</b>

*Source:* the Control Group's post-test result writing descriptive text on January 22<sup>nd</sup> 2020

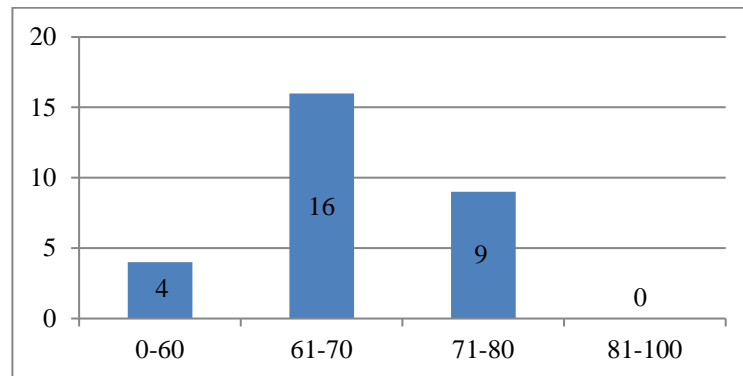
From the data above, it could be found that the lowest score was 54 and the highest score was 77. Based on the data, the researcher measured the frequency. It could be seen on the table frequency distribution below:

**Table 4.11**  
**The Frequency of Control Group's Post-Test Result**  
**on Writing Descriptive**

<b>Nu.</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
1	81-100	0 students	0%	Excellent
2	71-80	9 students	31%	Good
3	61-70	16 students	55%	Fair
4	0-60	4 students	14%	Low
<b>Total</b>		<b>29 students</b>	<b>100%</b>	

Based on the table above, it could be understood that the score of the Control Group' post-test is good enough, the students who got score >60 was 86% of the total students in Control Group.

**Graph 4.4**  
**The Control Group's Post-Test Result**  
**on Writing Descriptive Text**



According to the data frequency distribution of Control Group's post-test above, it could be interpreted that from 29 students as the sample of Control Group there were 4 students who got score between 0-60. The data explained that 16 students got score between 61-70. Meanwhile, the rest of students got score between 71-80.

In summary, the Treatment Group who had been taught the concept of POWER Strategy could be categorized into sufficient category even though there were several students that still lacked on implementing POWER Strategy on writing descriptive text. However, compared with the Control Group, the Treatment Group was better.

**B. The Influence of Using Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy on Writing Descriptive Text at the Tenth Graders of SMA Ma'arif 05 Padang Ratu**

After implementing POWER Strategy, the researcher analyzed the data by using SPSS version 16.0 in order to prove whether there was any positive and significant influence of using POWER Strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu, as follow (Ha) is accepted, if there was any positive and significant influence of using POWER Strategy on writing descriptive text and (Ho) was rejected, if there was no any positive and significant influence of using POWER Strategy on writing descriptive text.

**1. Prerequisite Test**

a. Descriptive Statistics Test

Descriptive Statistics test was used to describe the research data.

It included the total data, maximum score, minimum score, mean score, etc. The result of descriptive statistics data could as follow:

**Table 4.12**  
**The Descriptive Statistics of the Data**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Treatment Group	31	55	65	59.84	2.518
Post Test Treatment Group	31	59	84	71.90	7.162
Pre Test Control Group	29	58	67	62.90	2.623

Post Test Control Group	29	54	77	67.10	6.298
Valid N (listwise)	29				

b. Normality Test

Normality test is a test that conducted to determine whether the distribution of the data was normally distributed or not. The researcher used Shapiro-Wilk statistivs to get the data about normality test.

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

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

**Table 4.13**  
**The Result of Normality Test by Using SPSS**  
**Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Pre Test Treatment Group	.152	31	.066	.951	31	.171
Post Test Treatment Group	.140	31	.127	.942	31	.093
Pre Test Control Group	.142	29	.141	.941	29	.109
Post Test Control Group	.128	29	.200*	.944	29	.131

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the table above, it can be concluded that:

- 1) Pre-test Treatment Group Sig. = 0.171 > 0.05 then  $H_a$  was accepted and  $H_0$  was rejected.
- 2) Pre-test Control Group Sig. = 0.109 > 0.05 then  $H_a$  was accepted and  $H_0$  was rejected.
- 3) Post-test Treatment Group Sig. = 0.093 > 0.05 then  $H_a$  was accepted and  $H_0$  was rejected.
- 4) Post-test Control Group Sig. = 0.131 > 0.05 then  $H_a$  was accepted and  $H_0$  was rejected.

c. Homogeneity Test

Homogeneity test is a test that conducted to know whether the variants of two or more group of the data were homogeneity or heterogeneity.

**Table 4.14**  
**The Result of Homogeneity Test**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.275	1	58	.264
	Based on Median	.796	1	58	.376
	Based on Median and with adjusted df	.796	1	57.509	.376
	Based on trimmed mean	1.304	1	58	.258

Based on the table above, it could be seen the Sig. score based on Mean was  $0.264 > 0.05$ . Therefore, it could be understood that variants data of Post-Test Treatment Group and Pos-Test Control Group was homogeny.

d. Paired Sample Test

Paired Sample Test is a test that used to know if there were any differences of two paired samples. It was used to answer the problem formulation of this research “Is there any positive and significant influence of using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy on writing Descriptive text at the tenth graders of SMA Ma’arif 05 Padang Ratu?”.

Ha : there is any positive and significant influence.

Ho : there is not any positive and significant influence.



**Table 4.15**  
**The Result of Paired Sample Test**  
**Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test Treatment Group - Post Test Treatment Group	-12.065	7.248	1.302	-14.723	-9.406	-9.268	30	.000
Pair 2 Pre Test Control Group - Post Test Control Group	-4.448	6.265	1.163	-6.832	-2.065	-3.823	28	.001

From the table above, Pair 1 (Pre-Test Treatment Group and Post Test Treatment Group) got Sig. (2-tailed)= 0.000<0.05. It could be concluded that there is any positive and significant influence of using POWER Strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

e. Independent Sample T-Test

Independent Sample T-Test was used to know if there is any differences of independent sample. It was used to know if there are the

differences between students' post-test score on writing descriptive text of Treatment Group and Control Group.

**Table 4.16**  
**The Result of Independent Sample Test**

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Hasil Belajar Siswa	1.275	.264	2.749	58	.008	4.800	1.746	1.305	8.295	
Equal variances assumed										
Equal variances not assumed			2.761	57.789	.008	4.800	1.738	1.320	8.280	

Based on the data above, Sig. (2-tailed) was  $0.008 < 0.05$ . It could be concluded that there are any differences between students' score on writing descriptive text of Treatment Group and Control Group.

### C. Discussion

This research observed on students' writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu. The researcher used X IPS 2 as the Treatment Group because they have difficulties in writing descriptive text. Based on the problems, the researcher applied Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy to help the students in writing descriptive text systematically.

The implementation of using Prepare, Organize, Write, Edit, Rewrite (POWER) strategy on writing descriptive text as follows:

**Prepare** : The students choose a certain topic for example descriptive text about historical building, identify whose the audience and the purpose of their writing, then they identify what they know about the topic.

**Organize** : The students organize their ideas into text structure categories and cross out the ideas that they will not use in their writing.

**Write** : The students write down the topic and ideas about historical building related to Prepare and Organize steps.

**Edit** : The students reflect on their writing and make revision plan.

**Rewrite** : The students write their final writing about historical building.

Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' about writing descriptive text before given by treatment especially for Treatment Group. The pre-test result

showed that the highest score of Treatment Group was 65 while the lowest score was 55 and the average score was 60. After finishing treatment, the researcher gave the post-test. The result of the post-test showed that highest score was 83 while the lowest score was 59, and the average score was 72.

In other hand, the pre-test result of Control Group showed that the lowest score was 58, the average score was 63, and the highest score was 67. Moreover, the post-test result of Control Group showed that the highest score was 77, the lowest score was 54, and the average score was 67.

Based on the discussion above, the researcher concluded that Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy could be a new solution for the teacher to apply this strategy in teaching and learning process as especially in writing subject namely in writing descriptive text because the steps in this strategy are appropriate and helpful the students on writing descriptive text, and it was proved by the mean score of pre-test that built up from 60 before treatment, up to 72 after treatment.

#### **D. Limitation**

The research was conducted at tenth graders of SMA Ma'arif 05 Padang Ratu. The subjects of this research were the tenth graders of SMA Ma'arif 05 Padang Ratu especially X IPS 1 and X IPS 2. The researcher chose POWER Strategy to be applied in writing skill especially in descriptive text. The results of this research showed that POWER Strategy succeeded in helping students in writing descriptive text systematically.

Therefore, after conducting the research and getting the data test and documentation, the researcher found some limitations such as there were obstacles in the students' writing descriptive text. The first was the students were various, some students understood about the teacher's explanation and the other did not understand yet. The second was the teacher seldom used English in learning process. Therefore, the students looked difficult when the teacher explained the material by using English.

Finally, the result of this research explained that the theory of the positive and significant influence of using POWER Strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu was succeeded.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Regarding to the result of the learning process, the researcher would like to describe the conclusion of this research. The implementation of POWER Strategy brought influences on student's writing descriptive text. It was proven by the result of post-test score of Treatment Group was higher than the Control Group. The detail results are:

1. The average score of Treatment Group's pre-test was 60 and 72 for post-test score. In other hand, the average score of Control Group's pre-test was 63 and 67 for post-test score.
2. Normality test of this research stated that the data that has been collected was normally distributed.
3. The result of Homogeneity test of this research was  $0.264 > 0.05$ . It meant that variant data was homogeny.
4. The result of Paired Sample Test of this research was Sig. (2-tailed)=  $0.000 < 0.05$ . It could be understood that there is any positive and significant influence of using POWER Strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

The result of Independent Sample T-Test in this research was Sig. (2-tailed) was  $0.008 < 0.05$ . It could be interpreted that there were any

differences between students' score on writing descriptive text of Treatment Group and Control Group.

Based on the results above, it could be concluded that the implementation of POWER Strategy brought any positive and significant influence on students' writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

## **B. Suggestion**

Referring to the result of the research, the researcher gives some suggestions to the side that related as the considered as follows:

### **1. For the Teacher**

It is suggested to the teacher to use POWER Strategy as the teaching strategy to helps students in writing descriptive text.

### **2. For the Students**

The students are suggested to be active students in teaching and learning process in order they can understand the material easier, especially in writing class.

### **3. For the Headmaster**

The headmaster is supposed to give more facilities to the students especially in English class, because facilities can improve the students more enthusiastic in English learning.

## BIBLIOGRAPHY

- Anker, Susan. *Real Essay with Reading*. Third Edition. New York: Bedford/St. Martin's, 2009.
- Best, John W., and James V. Kahn. *Research in Education*. Seventh Edition. New Delhi: Prentice-Hall of India Private Limited, 1995.
- Best, John W., and James V. Kahn. *Research in Education*. Tenth Edition. United States: Pearson Education, 2006.
- Boardman, Cynthia A., and Jia Frydenberg. *Writing to Communicate 2: Paragraphs and Essay*. Third Edition. New York: Pearson Education, 2008.
- Bordens, Kenneth S., and Bruce B. Abbott. *Research Design and Methods A Process Approach*. Eighth Edition. New York: McGraw-Hill, 2008.
- Brown, Kristine, and Susan Hood. *Writing Matters: Writing Skills and Strategies for Students of English*. Australia: Cambridge university press, 1989.
- Douglas, H. Brown. *Language Assessment: Principles and Classroom Practice*. New Jersey: Pearson Education, 2004.
- Englert, Carol Sue, et.al. "Making Strategies and Self-Talk Visible: Writing Instruction in Regular and Special Education Classrooms". *American Education Research Journal*, volume 28, number 2 (1991): p. 345-347
- Hamp-Lyons, Liz, and Barbara Kroll, . "TOEFL 2000 – Writing: Composition, Community, and Assessment." In "Assessing Writing". Sara Cushing Weigle (ed.). United Kingdom: Cambridge University Press, 2002.
- Harmer, Jeremy. *How to Teach Writing*. England: Longman, 2004.
- Hyland, Ken. *Second Language Writing*. New York: Cambridge University Press, 2003.
- Kamilasari, Nur, and Rini Dwitya Sani. "Teaching Writing by Combining RAFT (Role, Audience, Format, Topic) and POWER (Plan, Organize, Write, Edit, Revising) Strategy at Senior High School. *Jurnal Mahasiswa Bahasa Inggris Genap 2012-2013*, volume 2, number 2 (2013): p. 7
- Kirszner, Laurie G., and Stephen R. Mandel. *Writing First: Practice in Context with Readings*. Fourth Edition. New York: Bedford/St. Martin's, 2009.



- Linse, Caroline T.,. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Muhari, Utami Widiati, and Furaidah. "Implementing POWER Strategy Combined with The Animated Film to Improve the Writing Ability in Narrative Text for Junior High School". *Jurnal Pendidikan Humaniora*, volume 5, number 3 (2007): 104-113
- Nation, I. S. P.,. *Teaching Esl/Efl: Reading and Writing*. New York: Routledge, 2009.
- NSW Department of Education and Training. *Writing and Spelling Strategies: Assisting Students who have Additional Learning Support Needs*. New South Wales: NSW Department of Education and Training, 2007.
- Nunan, David. *Practical English Language Teaching*. New York: McGraw-Hill, 2003.
- P, M. Mursyid. *English Learning Handout for Grade VIII*. Banyumas: SMPN 1 Karangdadap, 2005.
- Robitaille, Julie, and Robert Connelly. *Writer's Resources: from Paragraph to Essay*. Second Edition. Boston: Thomson Wadsworth, 2007.
- Saraswati, Diah Dwihning, M. Yunus, and Fiftinova. "Improving Descriptive Text Writing Achievement by Using POWER Strategy". *The Journal of English Literacy Education*, volume 5, number 2 (2018): 144-146
- Singh, Yongesh Kumar. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International (P) Limited, 2006.
- Susanti, Reka Tia, and Fitri Novia. "Using POWER Strategy to Teach Writing Skill". *Language and Education Journal*, volume 1, number 2 (2016): 65-68
- Zemach, Dorothy E, and Lisa A Rumisek. *College Writing: from Paragraph to Essay*. Oxford: Macmillan, 2003.

# **APPENDICES**

## SILABUS SMA MA'ARIF 05 PADANG RATU

**Mata Pelajaran** : BAHASA INGGRIS

**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 inggin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung</p>	<p><b>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</b></p> <p><i>Fungsi sosial</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.</li> </ul> <p><b>Mempertanyakan</b></p>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanen</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like ... dan sebagainya</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka,</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari pemaparan jati diri dari berbagai sumber.</li> <li>Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.</li> <li>Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul>	<p>kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog yang menyebutkan jati diri didepan kelas</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri</li> </ul> <p><b>Pengamatan</b></p> <p><b>(observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil</li> </ul>		<p>glish.state.gov/files/ae/resource_files</p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menghargai perbedaan, perdamaian.	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Untuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p>	<p><b>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi memuji bersayap.</li> <li>Siswa mengikuti interaksi memuji bersayap.</li> <li>Siswa menirukan model interaksi memuji bersayap</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memuji bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/</li> <li>SUARA GURU</li> <li>Koran/ majalah ber</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memujibersayapserta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Ungkapan</i></p> <p><i>“Excellent! You really did it well, Tina.”</i></p> <p><i>“That’s nice, Anisa. I really like it.”</i> <i>“It was great. I like it, thank you,”</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning</i></li> </ul>	<p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya .</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunandan kepedulian dalam melaksanakan Komunikasi</li> </ul>		/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<i>journal</i> ).			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menunjukkan perhatian.</li> <li>Siswa mengikuti interaksi menunjukkan perhatian.</li> <li>Siswa menirukan model interaksi menunjukkan perhatian.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teksmenunjukkan perhatian</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes,</p>	1 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/</li> <li>SUARA GURU</li> <li>Koran/ majalah ber</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan</p>	<p><b>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</b></p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i></p> <p>'I'd like to tell my name,' I will tell him about my job, I'm going</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakantentang niat melakukan sesuatu dalam berbagai konteks</li> <li>Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakantentang niat melakukan sesuatu dengan bimbingan guru</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>;</p> <p>tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</li> <li>Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</li> <li>Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris</li> </ul>	<p><b>Kriteria Penilaian:</b></p> <p><b>Observasi (observasi)</b></p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> </ul>		<p>/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan dalam bahasa Indonesia</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan diluar kelas</li> <li>• Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>)</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p>	<p><b>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</b></p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</li> <li>• Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>• Audio CD/ VCD/DVD</li> <li>• SUARA GURU</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber</li> <li>Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat</li> <li>Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>.</li> </ul>	<p>nyata</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>Kumpulan karya siswa</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membuat kartu ucapan selamat</li> <li>Siswa memperoleh feedback dari guru dan teman sejawat</li> </ul>	<p>yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang</p>	<p><b>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</li> <li>Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>,</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara</p>	<p>mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa</li> </ul>	<p>balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	ibu atau bahasa Indonesia. <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</li> </ul>			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	<b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b>  <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <b>Mempertanyakan (questioning)</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <b>Unjuk kerja</b>	9 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://learnenglish.britishcouncil.org</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan</p>	<p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah</p>	<p>yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p>		/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>terkenal (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>kebahasaan.</p> <ul style="list-style-type: none"> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading.</li> <li>Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</li> <li>Siswadapat menggunakan ‘learning journal’</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks,</p>	<p><b>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</b></p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata , tata bahasa,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>announcement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes,</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://learnenglish.britishcouncil.org/en/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<ul style="list-style-type: none"> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan.</li> <li>Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks <i>announcement</i> dalam kerja kelompok</li> <li>Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> </ul> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p><b>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>• Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i></li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Melakukan monolog</li> </ul>	<p>7 x 2 JP</p>	<ul style="list-style-type: none"> <li>• Audio CD/ VCD/DVD</li> <li>• SUARA GURU</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p>	<p>dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>.</li> <li>Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling</li> </ul>	<p>dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> <li>Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa mempresentasikannya di kelas</li> <li>Siswa membuat kliping teks <i>recount</i> dengan menyalin dari beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaiannya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	<b>Teks naratif lisan dan tulis berbentuk legenda sederhana.</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan</li> </ul>	6 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p>	<p>diperdengarkan guru</p> <ul style="list-style-type: none"> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>Siswa secara berkelompok menuliskan /menyalin teks recount dengan</li> </ul>	<p>keruntutan struktur teks naratif</p> <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li> <li>Ketepatan dan kesesuaian</li> </ul>		<ul style="list-style-type: none"> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://learnenglish.britishcouncil.org/en/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat 'learning journal'</li> </ul>	<p>menggunakan strategi dalam membaca</p> <ul style="list-style-type: none"> <li></li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			khusus, komentar, atau bentuk penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p><b>Lagu sederhana</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>akan penilaian formal seperti tes, tetapi untuk tujuan memberikan umpan balik. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>www.youtube</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li>www.dailyenglish.com</li> <li>http://americanenglish.state.gov/files/ae/resource_files</li> <li>http://learnenglish.britishcouncil.org/en/</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menginspirasi.	<ul style="list-style-type: none"> <li>Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</li> <li>Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<p>penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Mengetahui,  
Kepala Sekolah

Idham Kholid, S.Pd .I

Surabaya, Januari 2020  
Guru Mata Pelajaran,

Kurnia Dewi Safitri, S.Pd

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMA Ma'arif 05 Padang Ratu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/II

Alokasi Waktu : 4 x 45 menit (2 kali pertemuan)

Topik Pembelajaran : Descriptive text

### **A. 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.

### **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **C. Indikator**

- 1.1.1 Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang, tempat wisata, atau bangunan bersejarah.
- 2.3.1 Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang, tempat wisata, atau bangunan bersejarah.
- 3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, atau bangunan bersejarah.
- 4.8.1 Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, atau bangunan bersejarah.
- 4.10.1 Menyusun teks deskriptif lisan dan tulis tentang orang, tempat wisata, atau bangunan bersejarah.

### **D. Tujuan Pembelajaran**

- 1.1.1 Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang, tempat wisata, atau bangunan bersejarah.
- 2.3.1 Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang, tempat wisata, atau bangunan bersejarah.
- 3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, atau bangunan bersejarah.
- 4.8.1 Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, atau bangunan bersejarah.
- 4.10.1 Siswa dapat menyusun teks deskriptif lisan dan tulis tentang orang, tempat wisata, atau bangunan bersejarah.

## E. Materi

### 1. Fakta

Descriptive text explains how someone or something looks or feels. It gives information about the description of particular thing, animal, person, or others. Jadi teks deskriptif lisan dan tulis ialah memberi informasi pendek dan sederhana terkait orang, benda, dan temoat sesuai dengan konteks penggunaannya.

### 2. Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb.

### 3. Struktur teks

- a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagianya, dan
- c. Penyebutan tindakandari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

### 4. Unsur kebahasaan

- a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
- b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
- c. Ejaan dan tulisan tangan/cetak yang jelas dan rapi.
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

### 5. Contoh teks Deskriptif

#### Taj Mahal

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river

#### F. Metode Pembelajaran

Dalam pembelajaran ini, metode yang digunakan ialah POWER strategy, presentasi, tanya jawab.

#### G. Media/Alat, dan Sumber Belajar

1. Media/Alat : papan tulis, laptop, proyektor, gambar.
2. Sumber belajar : buku teks

#### H. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam kepada siswa.</li> <li>2. Guru menanyakan kabar siswa.</li> </ol>	menit
<b>Inti</b>	<p><b>Pertemuan 1</b></p> <p><b>Mengamati:</b></p> <ol style="list-style-type: none"> <li>1. Siswa memperhatikan/menonton beberapa contoh teks/film tentang penggambaran orang, tempat</li> </ol>	

	<p>wisata, dan bangunan bersejarah.</p> <ol style="list-style-type: none"> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> </ol> <p><b>Mempertanyakan (questioning):</b></p> <ol style="list-style-type: none"> <li>Guru membimbing siswa mempertanyakan fungsi teks deskriptif.</li> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif.</li> </ol> <p><b>Mengeksplorasi:</b></p> <ol style="list-style-type: none"> <li>Guru menjelaskan fungsi dan struktur teks deskriptif, serta memberikan contoh tentang teks deskriptif.</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Guru mengenalkan POWER strategy dalam menulis teks deskriptif.</li> </ol> <p><b>Mengasosiasi:</b></p> <ol style="list-style-type: none"> <li>Siswa membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari.</li> <li>Guru meminta siswa untuk menganalisis bangunan bersejarah terkenal secara individu.</li> </ol> <p><b>Mengomunikasikan:</b></p> <ol style="list-style-type: none"> <li>Secara berkelompok, siswa diminta untuk menuliskan teks deskriptif tentang bangunan bersejarah terkenal yang telah dianalisis sebelumnya.</li> <li>Guru meminta perwakilan dari siswa untuk menyampaikan hasil pekerjaannya.</li> </ol> <p><b>Pertemuan 2</b></p> <p><b>Mengamati:</b></p> <ol style="list-style-type: none"> <li>Siswa memperhatikan atau menonton beberapa contoh teks/ film tentang penggambaran tempat wisata.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> </ol> <p><b>Mempertanyakan:</b></p> <ol style="list-style-type: none"> <li>Siswa menanyakan gagasan</li> </ol>	
--	---	--

	<p>pokok dan informasi rinci dari sebuah teks deskriptif.</p> <p>2. Guru membimbing siswa menanyakan pertanyaan terkait tempat wisata.</p> <p><b>Mengeksplorasi:</b></p> <p>1. Guru menjelaskan fungsi teks deskriptif tentang tempat wisata.</p> <p>2. Guru memberikan penjelasan tentang kegunaan POWER strategy dalam writing.</p> <p><b>Mengasosiasi:</b></p> <p>1. Guru meminta siswa untuk menganalisis tempat wisata yang ada di lingkungan sekitar.</p> <p><b>Mengomunikasikan:</b></p> <p>1. Siswa diminta untuk membuat teks deskriptif terkait tempat wisata yang ada di lingkungan sekitar.</p> <p>2. Dalam menulis teks deskriptif, siswa diminta untuk menerapkan langkah-langkah menulis dari POWER strategy.</p> <p>3. Guru meminta beberapa perwakilan siswa untuk menyampaikan hasil pekerjaannya.</p>	
Penutup	<p>1. Guru memberikan arahan dan bimbingan kepada siswa untuk menyimpulkan materi yang telah dipelajari.</p> <p>2. Guru menanyakan kepada siswa terkait pembelajaran yang telah berlangsung.</p> <p>3. Guru memberikan umpan balik kepada siswa.</p> <p>4. Guru memberikan tugas terkait materi yang telah diajarkan.</p> <p>5. Guru memberikan rencana informasi kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>6. Guru mengucapkan salam.</p>	

## I. Penilaian

1. Teknik: tertulis
2. Bentuk instrumen
  - a. Pertemuan 1

Directions:

- 1) Describe a famous historic building in Indonesia that consists of 15-30 sentences individually!
- 2) Write the descriptive text based on the generic structure!
- 3) Check your work before submitting!

b. Pertemuan 2 Treatment Group

Directions:

- 1) Describe a famous tourist resort that consists of 15-30 sentences individually!
- 2) Write the descriptive text based on the generic structure!
- 3) Write the descriptive text by using POWER strategy!
- 4) Check your work before submitting!

c. Pertemuan 2 Control Group

Direction:

- 1) Describe a famous tourist resort that consists of 15-30 sentences individually!
- 2) Write the descriptive text based on the generic structure!
- 3) Check your work before submitting!

3. Rubrik penilaian

<b>Competences</b>	<b>Scores</b>	<b>Levels</b>	<b>Standardization</b>
Organization: (introduction, body, conclusion)	20-18	Excellent to good	a. Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan; supporting evidence is existed; conclusion logical and complete.
	17-15	Good to adequate	b. Adequate title, introduction, and conclusion; body of essay is acceptable; sequence is logical but transitional expression is missed.
	14-12	Adequate to fair	c. Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Unacceptabl e-not	d. Minimally introduction; fully problems of ideas and



	5-1	College-level work	<p>organization; no evidence and illogical conclusion.</p> <p>e. Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.</p>
Logical development of ideas: Content	20-18	Excellent to good	a. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material.
	17-15	Good to adequate	b. Essay addresses the issues but misses some points; ideas could be more fully develop; some irrelevant materials are present.
	14-12	Adequate to fair	c. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Unacceptable –not	d. Ideas incomplete; less enough effort in area of content.
	5-1	College-level work	e. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Excellent to good	a. Fluency grammar; correct of clauses, prepositions, articles, verb forms, modals, tense sequencing; no fragments or run-on sentences.
	17-15	Good to adequate	b. Advanced in grammar although the reader aware of them; no fragments or run-on sentences.
	14-12	Adequate to fair	c. Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences of fragments present.
	11-6	Unacceptabl e-not	d. Getting serious grammar problems interfere with communication of the writer’s ideas; difficult to read sentences.
	5-1	College-level work	e. Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.

Mechanical consideration (punctuation and spelling)	20-18	Excellent to good	a. Correct use of English writing conventions; margins, all needed capitals, paragraph intended, punctuation, and spelling.
	17-15	Good to adequate	b. Some problems of punctuation and error spellings.
	14-12	Adequate to fair	c. Spelling problems disturb the reader, and punctuation errors disturb the ideas.
	11-6	Unacceptable-not	d. Serious problems of punctuation in sentence and spelling.
	5-1	College-level work	e. Complete disregard of English writing conventions.
Vocabulary	20-18	Excellent to good	a. Appropriate vocabulary usage; concise, parallel structures, register good.
	17-15	Good to adequate	b. Good vocabulary, not wordy, style fairly concise, register OK.
	14-12	Adequate to fair	c. Too wordy, lack of awareness of register, some vocabulary misused.
	11-6	Unacceptable-not	d. Poor expression of ideas; lacks of vocabulary.
	5-1	College-level work	e. Inappropriate in using vocabulary; no concept of sentence variety or concept of register.

Surabaya, January 1<sup>st</sup> 2020

The Researcher



ROFIQOH  
(1501070111)

## PREREQUISITE TEST

### 1. Descriptive Statistics

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Treatment Group	31	55	65	59.84	2.518
Post Test Treatment Group	31	59	84	71.90	7.162
Pre Test Control Group	29	58	67	62.90	2.623
Post Test Control Group	29	54	77	67.10	6.298
Valid N (listwise)	29				

### 2. Normality Test

#### Tests of Normality

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Pre Test Treatment Group	.152	31	.066	.951	31	.171
Post Test Treatment Group	.140	31	.127	.942	31	.093
Pre Test Control Group	.142	29	.141	.941	29	.109
Post Test Control Group	.128	29	.200*	.944	29	.131

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

### 3. Homogeneity Test

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.275	1	58	.264
	Based on Median	.796	1	58	.376
	Based on Median and with adjusted df	.796	1	57.509	.376
	Based on trimmed mean	1.304	1	58	.258

### 4. Paired Sample Test

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test Treatment Group - Post Test Treatment Group	-12.065	7.248	1.302	-14.723	-9.406	-9.268	30	.000
Pair 2 Pre Test Control Group - Post Test Control Group	-4.448	6.265	1.163	-6.832	-2.065	-3.823	28	.001

## 5. Independent Sample Test

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1.275	.264	2.749	58	.008	4.800	1.746	1.305	8.295
	Equal variances not assumed			2.761	57.789	.008	4.800	1.738	1.320	8.280

**DAFTAR NILAI PRE-TEST  
WRITING DESCRIPTIVE TEXT**

**Nama Sekolah** : SMA Ma'arif 05 Padang Ratu  
**Mata Pelajaran** : Bahasa Inggris  
**Hari/Tanggal** : Kamis, 23 Januari 2020  
**KKM** : 63  
**Kelas** : X IPS 2 as the Treatment Group

Nu.	Student's Name	Criteria of Score					Total
		O	C	G	M	V	
1	ABK	15	14	12	8	12	61
2	AMH	15	14	10	8	12	59
3	ASR	13	14	13	8	11	59
4	BIR	15	15	12	11	12	65
5	BRO	13	12	13	9	12	59
6	DFI	12	13	12	10	11	58
7	DAW	13	13	12	8	11	57
8	DRI	13	13	13	10	13	62
9	FRI	13	13	13	10	9	55
10	LAA	13	13	11	8	11	56
11	MRI	14	14	12	7	12	59
12	MSH	13	14	13	8	11	59
13	MAH	14	13	12	11	12	62
14	MAS	13	13	12	10	11	60
15	MRY	12	12	13	10	13	60
16	NHH	13	12	13	10	12	60
17	PPA	13	12	12	10	13	60
18	PAM	13	13	13	10	13	62
19	RRI	14	14	10	9	10	57
20	RBI	13	13	13	12	10	61
21	RMP	13	14	13	12	13	65
22	RAH	12	13	13	9	12	59
23	SAA	13	13	11	9	11	57
24	SRI	15	13	13	11	13	65
25	SLI	13	13	13	9	11	59

26	SSI	13	13	12	8	12	58
27	SST	13	13	13	10	12	61
28	SHT	13	13	12	10	12	60
29	TRN	14	14	14	8	13	63
30	UHH	11	10	13	11	12	57
31	WRH	14	13	13	9	11	60
<b>TOTAL</b>							<b>1855</b>
<b>AVERAGE</b>							<b>59,8=60</b>
<b>THE HIGHEST SCORE</b>							<b>65</b>
<b>THE LOWEST SCORE</b>							<b>55</b>

O: Organization

C: Content

G: Grammar

M: Mechanical Writing

V: Vocabulary

**DAFTAR NILAI PRE-TEST  
WRITING DESCRIPTIVE TEXT**

**Nama Sekolah** : SMA Ma'arif 05 Padang Ratu  
**Mata Pelajaran** : Bahasa Inggris  
**Hari/Tanggal** : Jum'at 22 Januari 2020  
**KKM** : 63  
**Kelas** : X IPS 1 as the Control Group

Nu.	Students' Name	Criteria of Score					Total
		O	C	G	M	V	
1	ASI	13	12	12	11	11	59
2	ANI	14	14	13	9	13	64
3	ARN	13	12	13	10	12	60
4	BPO	13	13	13	12	13	64
5	DFA	14	13	13	10	13	63
6	DPR	14	14	13	8	13	62
7	DUI	13	12	11	10	12	58
8	EWO	14	14	10	9	12	59
9	FAY	14	13	11	9	11	58
10	FYO	13	13	13	13	13	65
11	FCI	13	12	13	10	12	60
12	FAI	14	14	12	10	10	60
13	HDH	14	14	13	10	13	64
14	ISI	14	14	13	10	12	63
15	MWI	15	13	14	9	14	65
16	MNI	15	14	14	9	13	65
17	NRR	13	14	14	10	13	64
18	PAS	15	13	13	11	13	65
19	RNI	13	12	12	11	12	60
20	REA	14	12	12	12	13	63
21	RSP	13	13	12	9	12	59
22	RZA	15	15	13	10	13	66
23	SMP	13	14	14	10	12	63
24	THT	14	14	15	10	13	66
25	UIA	14	13	14	12	13	66



26	VOA	15	14	14	12	12	67
27	VYD	14	14	13	8	13	62
28	WSO	15	14	13	10	12	64
29	YTI	14	14	13	10	12	63
<b>TOTAL</b>							<b>1817</b>
<b>AVERAGE</b>							<b>62,6= 63</b>
<b>THE HIGHEST SCORE</b>							<b>67</b>
<b>THE LOWEST SCORE</b>							<b>58</b>

O: Organization

C: Content

G: Grammar

M: Mechanical Writing

V: Vocabulary

**DAFTAR NILAI POST-TEST  
WRITING DESCRIPTIVE TEXT**

**Nama Sekolah** : SMA Ma'arif 05 Padang Ratu  
**Mata Pelajaran** : Bahasa Inggris  
**Hari/Tanggal** : Kamis, 30 Januari 2020  
**KKM** : 63  
**Kelas** : X IPS 2 as the Treatment Group

Nu.	Student's Name	Criteria of Score					Total
		O	C	G	M	V	
1	ABK	16	16	16	9	15	72
2	AMH	17	17	14	10	15	73
3	ASR	14	13	14	10	13	64
4	BIR	17	15	16	15	16	79
5	BRO	13	13	13	9	11	59
6	DFI	16	16	16	15	16	79
7	DAW	14	13	13	10	13	66
8	DRI	13	12	12	10	13	60
9	FRI	15	14	14	10	13	66
10	LAA	17	17	17	15	17	83
11	MRI	16	16	16	13	16	77
12	MSH	15	15	14	10	14	68
13	MAH	17	17	17	15	17	83
14	MAS	15	15	14	13	14	71
15	MRY	14	13	12	10	13	64
16	NHH	15	14	14	12	14	69
17	PPA	15	15	14	12	14	70
18	PAM	16	15	14	10	14	69
19	RRI	16	16	16	16	16	80
20	RBI	15	15	14	13	11	68
21	RMP	15	15	15	13	14	72
22	RAH	14	13	13	10	13	63
23	SAA	17	17	16	17	16	83
24	SRI	17	17	17	16	17	83
25	SLI	17	16	16	16	16	81

26	SSI	15	15	15	10	15	70
27	SST	16	15	15	11	14	71
28	SHT	15	14	14	11	14	68
29	TRN	17	17	16	13	17	80
30	UHH	14	15	14	10	14	67
31	WRH	16	15	15	10	14	70
<b>TOTAL</b>							<b>2228</b>
<b>AVERAGE</b>							<b>71,8=72</b>
<b>THE HIGHEST SCORE</b>							<b>83</b>
<b>THE LOWEST SCORE</b>							<b>59</b>

O: Organization

C: Content

G: Grammar

M: Mechanical Writing

V: Vocabulary

**DAFTAR NILAI POST-TEST  
WRITING DESCRIPTIVE TEXT**

**Nama Sekolah : SMA Ma'arif 05 Padang Ratu**

**Mata Pelajaran : Bahasa Inggris**

**Hari/Tanggal : Jum'at 22 Januari 2020**

**KKM : 63**

**Kelas : X IPS 1 as the Control Group**

Nu.	Students' Name	Criteria of Score					Total
		O	C	G	M	V	
1	ASI	16	16	16	13	15	76
2	ANI	16	15	14	10	12	67
3	ARN	14	14	13	12	12	65
4	BPO	14	15	14	10	14	67
5	DFA	16	16	15	10	15	72
6	DPR	14	15	13	7	12	61
7	DUI	10	10	11	12	11	54
8	EWO	15	15	13	13	13	69
9	FAY	15	15	14	12	13	69
10	FYO	16	16	15	14	15	76
11	FCI	17	17	15	13	15	77
12	FAI	13	13	10	10	9	55
13	HDH	14	14	12	12	13	65
14	ISI	10	9	14	10	12	55
15	MWI	14	14	14	9	12	63
16	MNI	16	15	15	10	15	71
17	NRR	16	14	14	10	14	68
18	PAS	15	15	14	11	13	68
19	RNI	14	14	13	12	13	66
20	REA	15	14	14	11	13	67
21	RSP	16	14	14	11	13	68
22	RZA	16	16	15	11	13	71
23	SMP	14	13	12	11	13	63
24	THT	15	14	13	10	13	65
25	UIA	16	16	15	13	15	75

26	VOA	16	15	15	15	15	76
27	VYD	15	15	13	10	15	68
28	WSO	13	12	12	9	12	58
29	YTI	16	15	14	12	14	71
<b>TOTAL</b>							<b>1946</b>
<b>AVERAGE</b>							<b>67,1= 67</b>
<b>THE HIGHEST SCORE</b>							<b>77</b>
<b>THE LOWEST SCORE</b>							<b>54</b>

O: Organization

C: Content

G: Grammar

M: Mechanical Writing

V: Vocabulary

## THE DOCUMENTATION OF THE RESEARCH

1. The researcher gave a pre-test to Treatment Group



2. The researcher gave a treatment to treatment group



3. The researcher gave a post-test to Treatment Group



4. The researcher gave a pre-test and post test to Control Group



## OBSERVATION GUIDANCE

No.	Researcher's activities	Yes	No	Description
1	The researcher opens the class by greeting and checking students' attendance.			
2	The researcher introduces the topic to the students.			
3	The researcher identifies students' major understanding about descriptive texts.			
4	The researcher introduces a model of a descriptive text to the students.			
5	The researcher explains the generic structures and language features of descriptive text to the students.			
6	The researcher gives an example of descriptive to the students.			
7	The researcher applies POWER strategy in teaching writing descriptive text.			
8	The researcher divides students into groups.			
9	The researcher provides time for students to write a descriptive text either as a group or individually.			
10	The researcher and the students conclude the material.			
11	The researcher closes the class.			

No.	Students' activities	Yes	No	Description
1	The students' pay attention to the researcher's explanation.			
2	The students are active in the class.			
3	The students understand the explanation of descriptive text.			
4	The students ask the researcher when they do not understand with the material.			



5	The students do the exercise either in groups or individual.			
6	The students submit their tasks.			







## HASIL KERJA SISWA

nama: Febriyanti  
uas : X IPS 2,  
apel : B. Inegris-

5-Maret-2020

### Mosjid Istiqlal.

O = 13  
C = 13  
G = 13  
M = 10  
V = 9 +  
          
    15

The largest mosque in southeast and east Asia. The mosque, which means "independence" in Arabic, was designed by Friedrich Silban on Agustus 24, 1941, it has an international modern Islamic architecture that uses simple geometric shapes and is decorated with ornaments.

Middle eastern architecture in the form of calligraphy also adorn the inside of the dome of the mosque.

Nama : Nikmatul Hasanah .  
Ks : X IPS 2 .

O : 13  
C : 12  
G : 13  
M : 10  
V : 12  

---

60

Descriptions .

## Borobudur Temple .

Borobudur temple is a Buddhist temple location in Borobudur, Magelang central Java, Indonesia . This temple located approximately 100 km southwest of Semarang ; 86 km west of Surakarta and 40 km northwest of Yogyakarta .

This stupa-shaped temple was founded by Hindu Mahayana Buddhists around the year 800 AD during the . The Sailendra House in Indonesian an ancient religious building called candi, the term Candi is also more ~~broadly~~ broadly to refer to all ancient buildings that ~~origia~~ originated from the Hindu budha era Hindu budha in Nusantara .

for example the gate and pertataan the pool gate and shower basin .

Borobudur's name was first written

In the book of the History of Java island  
name Sir Thomas Stamford Raffles?

Raffles wrote about the monument there  
is an older document that mentions:

Bangunan Sacred building which refers  
to Borobudur is Nagakretagama written  
by Mpu Prapanca:

One theory states that the name is  
probably derived from the word Samhara  
Buhara which is "mountain".

During the discovery of other Buddhist  
temples, Meru and Pawon temples.

- Mpu Prapanca in his manuscript written  
during the Majapahit Kingdom he  
mentioned that ~~that~~ there was a  
temple in Borobudur.<sup>12</sup> In 1902 the

Commission submitted a proposal on  
the steps to design the preservation  
of Borobudur. It has attracted worldwide  
attention to the last Japanese  
Buddhist civilization. Since 2012 the  
Borobudur Temple area as one of the  
venues for international scale pilgrimage  
events. Borobudur art cultural festival  
attended by artists and culture.

INSTRUMENT OF PRE-TEST  
DESCRIPTIVE TEXT

Name : RUSKA MEILANI PUTRI  
Class : X IPS 2

D = 13  
C = 14  
G = 13  
M = 12  
V = 13 +  
65

Directions:

1. Describe a famous historic building in Indonesia that consists of 15-30 sentences ~~in your group!~~ individually!
2. Write the descriptive text based on the generic structure!
3. Check your work before submitting!

Jakarta's Istiqlal Mosque

First opened to the public by Indonesia's first president Soekarno on 22 February 1978 the grand Istiqlal mosque of Jakarta is the largest mosque in south East Asia both in structure and capacity. at 40 120 00 people.

located at Jalan Taman Wisaya Kusuma in central Jakarta, on the north eastern corner of the merdeka square. The Istiqlal stands out with its 45m diameter dome and tall minarets.



INSTRUMENT OF PRE-TEST  
DESCRIPTIVE TEXT

Name : DWI UTAMI  
Class : X IPS 1

0 = 13  
C = 12  
G = 11  
M = 10  
V = 12  
8

Directions:

1. Describe a famous historic building in Indonesia that consists of 15-30 sentences in your own words!
2. Write the descriptive text based on the generic structure!
3. Check your work before submitting!

"Jani Gadang"

Gadang clock is the name for the clock tower which is located in the center of the high hill city, West Sumatra, Indonesia.

This clock tower has a clock, the language of the Minangkabau language, which means big clock, high hill city. Gadang clock has also been used as a tourist attraction with the expansion of the park around the gadang clock tower. Gadang clock is built without using a buffer iron and mortar mix the mixture is just mixed, white eggs, only white sand. In 1926 as a gift from the queen of the Netherlands to the spirit of the maker. Since it was founded, this clock tower has experienced three changes without the shape of its roof. Then in the Japanese occupation period it was transformed into a pagoda shape. After the independence of Indonesia, the roof of the gadang hour was changed to a conical shape of the roof of the traditional house of Minangkabau, the gadang.

INSTRUMENT OF PRE-TEST  
DESCRIPTIVE TEXT

O : 14  
C : 14  
G : 13  
M : 10  
V :  $\frac{14}{63}$

Name : Ivan Rafiqi  
Class : X IPS 3

Directions:

1. Describe a famous historic building in Indonesia that consists of 15-30 sentences in your group!
2. Write the descriptive text based on the generic structure!
3. Check your work before submitting!

Borobudur temple

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 96 meter high and consists of eight steps like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape - stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

Hikmah Qudim

Istiqal Mosque

O = 15  
C = 14  
G = 14  
M = 12  
V = 12  

---

67

Istiqal mosque is the largest mosque in South East Asia. The nation's Muslim-majority Indonesia can successfully fight for independence and the formation of the State of RI. It is called Istiqal mosque means FREEDOM.

Istiqal mosque was formed by the Committee in the '53 which is headed by Mr. Anwar Tjokroaminoto.

He expressed the idea of the construction of the Istiqal Mosque to the President Dr. Ir. Sukarno and has received favorable reviews, even the President will fully support the construction of the Istiqal mosque.

In 1954 Dr. Ir. Sukarno as chairman of Committee as head of Technical Development Istiqal Mosque, and since then he is active in the activities of Istiqal.

Name : Bagus Ekwanto  
Kelas : X IPS 2

O = 13  
C = 13  
B = 13  
M = 9  
V = 11 T

Location : Denpasar, Bali  
Characteristics : Sandy beach, suitable for surfing

Kawar Beach

Kawar beach is located in Denpasar district, Bali Regency. It is about 85 km towards west from city. It can reach about 60 minutes from the city. Many visitors like spend their vacation here. The beach is famous with its waves crashed against the rocks spouting from the hole that sounds like a bamboo flute. The spouting of waves rush to the beach and cut through the hole spouting about 7 meters high and has a sound like blowing bamboo flute.

Kawar beach has amazing beauty. This beach is really famous for not many visitors that coming to this beach. Kawar beach is very silent; you can even hear the wind that blows and playing the music around the beach.

Kawar beach can be regarded as the beach that suitable for surfing. At certain times, the waves that surge are very suitable for surfing. In addition, the beach surrounding and wide sandy beach will temper for a good spot at this place.



INSTRUMENT OF POST-TEST  
DESCRIPTIVE TEXT

Name : BIRKA MELANI PUTRI  
Class : XPS2

O = 15

C = 15

E = 15

M = 13

V = 14

72

Directions:

1. Describe a tourist resort that consists of 15-30 sentences ~~in your group!~~ <sup>individually!</sup>
2. Write the descriptive text based on the generic structure!
3. Write the descriptive text by using POWER strategy!
4. Check your work before submitting!

1) Kuta Beach

2) Kuta is an extremely wonderful shoreline. Kuta shoreline situated in Bandung rule. It's near to the Haurah Rai air terminal and greats the truth a km from denpasar. Kuta is a shoreline that is extremely well know both in Indonesia and global. In kuta shoreline there are an assortment of offices including settlement, catering, bar, and in addition an exceptionally acclaimed surfing spots on the planet.

In kuta shoreline you will see a great deal of visitors with a mixed bag of exercises in will rest and the time for sunbathing, kite flying, playing volleyball, strolling around, and playing shoreline soccer. This is a shoreline that is extremely swarmed consistently.

3) Location : Bali

How to get there : I go to there by bus

Characteristic : 1. beautiful beach

2. white sand and has a smooth approach to flight.

Nama : Lesa Apriana  
Kelas : KIPS<sup>2</sup>

O = 17  
C = 17  
E = 17  
M = 6  
V = 17  

---

85

Location : Komodo island, East Nusa Tenggara  
Characteristics : the sand is pink, has more than  
1.000 species of fish

### Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

There are ~~so~~ so many marine organisms at Pink Beach. It is no fewer than 1.000 species of fish, 200 species of coral, and 10 species of sponge can be found there. Having so much marine life, this beach is a proper spot for snorkeling and diving for sea sports lovers.

INSTRUMENT OF POST-TEST  
DESCRIPTIVE TEXT

B = 10  
C = 10  
D = 11  
E = 12  
F = 5 +  
9

Name : DWI UTAMI  
Class : X IPS 1

Directions:

1. Describe a tourist resort that consists of 15-30 sentences ~~in your group!~~
2. Write the descriptive text based on the generic structure!
3. ~~Write the descriptive text by using POWER strategy!~~
4. Check your work before submitting!

"Pulau Mahitani"

The water is so clear. Making friends  
will be tempted to get into the water,  
especially when they are on this adorable  
little fish boat. It can be seen as  
if they are welcoming friends all  
with funny acts. It feels like they  
are eager to get acquainted with them.



INSTRUMENT OF POST-TEST  
DESCRIPTIVE TEXT

Name : ALYA NURAINI  
Class : X IPS 1

O = 14  
C = 15  
E = 14  
M = 10  
V = 12 +  
61

Directions:

1. Describe a tourist resort that consists of 15-30 sentences ~~in your group!~~
2. Write the descriptive text based on the generic structure!
3. ~~Write the descriptive text by using POWER strategy!~~
4. Check your work before submitting!

Pulau Pahawang  
The island of pahawang i.e. tourist destinations in the province of Lampung sei ruwai dera. located in kecamatan punduh sunneratia pisawaran regency of Lampung.  
The island of pahawang could be interesting for some fun diver (scuba diver) as well as an admirer of snorkeling.  
Pahawang surrounding the island 1.084 hectares on the one side of the island there is a row of trees is just a lot of palm grove as well as mangroves. Water crystal clear blue sea seemed to contrast with the green of the trees.  
There are many spots snorkeling around the island. One of ~~the island~~ ~~of~~ them there is a fishing boat the sank. There is a disconnect in Cape Island serubofewi, an island just divided into white sand. The surrounding crystal clear ocean waters colored to the, not too deep, such as pirate pools not unbounded framed rows of hills and the islands from a distance when visiting the island of bragan, fine white sand and the water is really clear would meet you. The beaches are really comfortable and quiet to relax and swim.



Nama : Fiqri Cahyani  
Kelas : X IPS 1

D = 17  
C = 17  
G = 15  
M = 13  
V = 15  

---

77

### Labuhan Jukung Beach

Pantai Labuhan Jukung (Labuhan Jukung Beach) is a nice beach for a sightseeing, refresh, as well as surfing or body boarding. The beach is located in the town of Kawi, Pesisir Barat. It is about a kilometers from the town center. The beach is also famous for its surfs - it has two breaks, left-handers and right-handers which are equally & equally good. Surfs are usually good in March - October every year. Much foreign surfers come to this surf. Come, take your boards and see the difference.

Labuhan Jukung Beach is the main destination for local people to hangout for some fresh air, to get away from their daily business. Any time you go to this beach, you'll see some people hanging out. In big holidays, this beach is usually packed with local from towns nearby. In Ramadan, this beach is the most favorite place for local people to visit before sunset, awaiting for the Iftar (fast breaking time).



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


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

Nama : Rofiqoh  
NPM : 1501070111

Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	17 Juni 2020	✓		Lengkapi data sekolah : 1. Sejarah singkat 2. Struktur organisasi 3. Keadaan guru 4. Keadaan siswa 5. Keadaan fasilitas 6. Denah lokasi  Tabel nilai dilengkapi dengan Category & Rentang score 0-100	
2	Kamis, 25 Juni 2020		✓	ACC to Munagor-jah	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

  
**Drs. Kurvani, M.Pd.**  
NIP. 19620215 199503 1 001

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

Nama : Rofiqoh  
NPM : 1501070111

Jurusan : TBI  
Semester : X

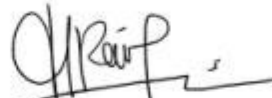
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	15 Mei 2020		✓	1. Revise your problem formulation 2. Key word abstract ditambahkan keterangan quantitative research 3. Tabel disesuaikan dengan data 4. Perjelas bagian conclusion	
2	09 Juni '2020		✓	Revise again	
3	15 Jun '2020		✓	Acc and continue to the first sponsor	

Mengetahui  
Ketua Jurusan TBI



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

Dosen Pembimbing II



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



**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-4389/In.28.1/J/TL.00/12/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMA MA'ARIF 05 PADANGRATU  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **ROFIQOH**  
NPM : 1501070111  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE INFLUENCE OF USING POWER STRATEGY ON WRITING  
DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF  
05 PADANGRATU

untuk melakukan *pra-survey* di SMA MA'ARIF 05 PADANGRATU.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Desember 2019  
Ketua Jurusan  
Pendidikan Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014







**BADAN PELAKSANA PENYELENGGARA PENDIDIKAN  
LEMBAGA PENDIDIKAN MA'ARIF NU KAMPUNG SURABAYA  
SMA MA'ARIF 05 PADANG RATU**

Alamat :Jalan KH. Wahid HasyimKampung Surabaya Kec.PadangRatuKab. Lampung Tengah KodePos 34176  
Provinsi Lampung NSS : 30.2.12.02.12.050 NIS : 2.12.050 NPSN : 10801956 Status : Terakkreditasi  
Website :[smamaarif05padangratu.sch.id](http://smamaarif05padangratu.sch.id) E-mail : [smamaarif05@gmail.com](mailto:smamaarif05@gmail.com)



**SURAT IZIN PRA SURVEY**

Nomor : 005/21.20.50/SMA.MRF/I/2020

Yang bertandatangan di bawah ini Kepala SMA Ma'arif 05 Padang Ratu Kabupaten Lampung Tengah memberikan izin untuk melakukan *Pra Survey* dalam rangka penyelesaian tugas akhir/skripsi kepada :

Nama : Rofiqoh  
NPM : 1501070111  
Jurusan : Tarbiyah dan Ilmu Keguruan  
Prodi : Pendidikan Bahasa Inggris  
Judul : The Influence of Using Power Strategy on Writing Descriptive Text at The Tenth Graders of SMA Ma'arif 05 Padang Ratu

Demikian surat izin *Pra Survey* ini dibuat untuk dapat digunakan sebagaimana mestinya.



Padang Ratu, 09 Januari 2020  
Kepala Sekolah,

**M. IDHAM KHOLIK, S.Pd.I.**



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](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-0 /In.28.1/J/PP.00.9/1/2020  
Lamp : -  
Hal : BIMBINGAN SKRIPSI

02 Januari 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (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 : Rofiqoh  
NPM : 1501070160  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Influence Of Using Power Strategy On Writing Descriptive Text At The Tenth Graders Of SMA Ma'arif 05 Padangratu

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.*





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-0428/In.28/D.1/TL.01/01/2020

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

Nama : ROFIQOH  
NPM : 1501070111  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MA'ARIF 05 PADANGGRATU, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING POWER STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANGGRATU".
  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 : 27 Januari 2020

Mengetahui,  
Pejabat Setempat



M. Idham Kholid, S.Pd. I.



Wakil Dekan I.



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-0429/In.28/D.1/TL.00/01/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA MA'ARIF 05  
PADANGRATU  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0428/In.28/D.1/TL.01/01/2020,  
tanggal 27 Januari 2020 atas nama saudara:

Nama : **ROFIQOH**  
NPM : 1501070111  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MA'ARIF 05 PADANGRATU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING POWER STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANGRATU".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Januari 2020  
Wakil Dekan I

  
Dra. Isti Fatimah MA  
NIP 19670531 199303 2 003





**BADAN PELAKSANA PENYELENGGARA PENDIDIKAN  
LEMBAGA PENDIDIKAN MA'ARIF NU KAMPUNG SURABAYA  
SMA MA'ARIF 05 PADANG RATU**

Alamat : Jalan KH. Wahid Hasyim Kampung Surabaya Kec. Padang Ratu Kab. Lampung Tengah KodePos 34176  
Provinsi Lampung NSS : 30.2.12.02.12.050 NIS : 2.12.050 NPSN : 10801956 Status : Terakreditasi  
Website : [smamaarif05padangratu.sch.id](http://smamaarif05padangratu.sch.id) E-mail : [smamaarif05@gmail.com](mailto:smamaarif05@gmail.com)



**SURAT KETERANGAN**

Nomor : 012/21.20.50/SMA.MRF/I/2020

Yang bertanda tangan di bawah ini Kepala SMA Ma'arif 05 Padang Ratu Kabupaten Lampung Tengah menerangkan bahwa :

Nama : ROFIQOH  
NPM : 1501070111  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Benar – benar telah melakukan observasi/survey di SMA Ma'arif 05 Padang Ratu, guna mengumpulkan data (bahan – bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul “ THE INFLUENCE OF USING POWER STRATEGY ON WRITING DESCRIPTIVE TEXT AT THE TENTH GRADERS OF SMA MA'ARIF 05 PADANG RATU “.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Padang Ratu, 30 Januari 2020  
Kepala Sekolah,

**M. IDHAM KHOLIK, S.Pd.I.**

## **CURRICULUM VITAE**



The name of writer is Rofiqoh. She was born in Surabaya, on July 17<sup>th</sup>, 1996. She is the last child of happy couple, Mr. Sodikun and Mrs. Fatimah.

In 2003, she graduated from Kindergarten RA Al-Hidayah, then in 2009, she graduated from SDN 02 Surabaya. At the time 2012, she graduated from SMP N 01 Padang Ratu. She continued her study to SMA Ma'arif 05 Padang Ratu and graduated in 2015. In 2015, she entered S1 English Education Program of State Islamic Studies of Metro (IAIN Metro).