

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE DIFFICULTIES  
OF USING SHOWDOWN TECHNIQUE  
IN TEACHING WRITING SKILL  
OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

**By :  
BAYU PUTRA UTAMA  
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**Tarbiyah & Teacher Training Faculty  
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021 M**

**AN ANALYSIS OF THE DIFFICULTIES  
OF USING SHOWDOWN TECHNIQUE  
IN TEACHING WRITING SKILL  
OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

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

**BY :**

**BAYU PUTRA UTAMA  
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**Co-Sponsor : Ahmad Subhan Roza M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021 M**



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**NOTIFICATION LETTER**

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Matter : **In order to hold the Munaqosyah of Bayu Putra Utama**  
To:  
The Honorable the Head of Tarbiyah Department  
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*Assalamu'alaikum, Wr. Wb*

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

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Title : AN ANALYSIS OF THE DIFFICULTIES OF USING  
SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL  
AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

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

*Wassalmu'alaikum Wr. Wb*

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**NOTA DINAS**

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Perihal : **Pengajuan Munaqosyah  
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*AssalamualaikumWr.Wb.*

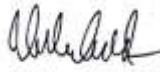
Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka  
Proposal yang disusun oleh:

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SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL  
AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR


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

*Wassalmu'alaikum Wr. Wb*


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**APPROVAL PAGE**

Title : AN ANALYSIS OF THE DIFFICULTIES OF USING  
SHOWDOWN TECHNIQUE IN TEACHING WRITING  
SKILL AT THE TENTH GRADE OF MAN 1 LAMPUNG  
TIMUR

Name : Bayu Putra Utama

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**APPROVED BY:**

To be discussed in the Munaqosyah in Tarbiyah Faculty of State Institute of Islamic  
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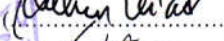


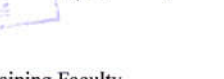
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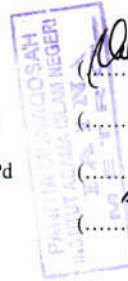
**RATIFICATION PAGE**

No. B-2992/IN.28.1/D/PP.00.9/09/2021

The Undergraduate Thesis entitled: AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR written by: BAYU PUTRA UTAMA, Student Number 1601070143, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, July 13, 2021 at 10.00-12.00 a.m.


**BOARD OF EXAMINERS**

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**AN ANALYSIS OF THE DIFFICULTIES  
OF USING SHOWDOWN TECHNIQUE  
IN TEACHING WRITING SKILL  
OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

**ABSTRACT**

**BY : BAYU PUTRA UTAMA**

This research was conducted to know the difficulties of using showdown technique in teaching writing skill at the tenth grade of MAN 1 Lampung Timur. The technique was used on the qualitative research to be implemented of the tenth grade of MAN 1 Lampung Timur.

In this research, reseacher would interview the teacher of English subject to know the effect of showdown teachique in the proces of learning, especially in writing descriptive text. The data were obtained through interviews and online observations. Based on the result of the research, Showdown technique cannot be used in all times, it was depend on the situation of the students and on the material that will be given. The difficulties in applying the showdown technique is on controlling the class sometimes the class can be noisy and disturbing the other class of the ten graders of MAN 1 Lampung Timur.

Moreover, The effects are improve the participation of the students in the class, it reveals showdown technique can increase the motivation of the students, It also found that the showdown technique can improve the writing skill of the students in all of the aspect of writing even it can improve the skill of the introvert students and encourage the students to work independently.

**Keywords :** *showdown technique, qualitative research and writing skill*

**AN ANALYSIS OF THE DIFFICULTIES  
OF USING SHOWDOWN TECHNIQUE  
IN TEACHING WRITING SKILL  
OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

**ABSTRAK**

**BY: BAYU PUTRA UTAMA**

Penelitian ini dilakukan untuk mengetahui kesulitan menggunakan teknik showdown dalam mengajarkan keterampilan menulis di kelas sepuluh MAN 1 Lampung Timur. Teknik tersebut digunakan pada penelitian kualitatif untuk implementasi di kelas sepuluh MAN 1 Lampung Timur.

Dalam penelitian ini, peneliti akan mewawancarai guru bahasa Inggris untuk mengetahui efek teknik showdown dalam proses pembelajaran terutama dalam menulis teks deskriptif. Data diperoleh melalui wawancara dan pengamatan. Berdasarkan hasil penelitian, teknik Showdown tidak dapat digunakan setiap saat, itu tergantung pada situasi siswa dan pada materi yang akan diberikan. Kesulitan dalam menerapkan teknik showdown adalah pada mengendalikan kelas yang bisa berisik dan mengganggu kelas siswa kelas sepuluh di MAN 1 Lampung Timur.

Selain itu, Efeknya adalah meningkatkan partisipasi siswa di kelas, meningkatkan motivasi siswa, juga dapat meningkatkan keterampilan menulis siswa dalam semua aspek penulisan bahkan dapat meningkatkan keterampilan siswa introvert dan mendorong siswa untuk bekerja secara mandiri.

**Keywords :** *teknik showdown, penelitian kualitatif, ketrampilan menulis*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Bayu Putra Utama

Student number : 1601070143

Department : English Education

Faculty : Tarbiyah and Teachers Training

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

Metro, 13 July 2021

The Researcher



**Bayu Putra Utama**  
NPM 1601070143

### ORISINALITAS PENELITIAN

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Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 13 Juli 2021

Penulis



**Bayu Putra Utama**  
NPM 1601070143

**MOTTO**

مَنْ جَدَّ وَجَدَّ

**“He who strive will find”**

## **DEDICATION PAGE**

*I highly dedicate this undergraduate thesis to :*

*My beloved parents brother sister and all of my friends, Mr. Sukiyo, Mrs. Waris Jarwigati, Ricky Seta Nugraha, Gita Ayu, Cindy Kharisma, and all of my friends in IAIN Metro, for their endless love, understanding and supports to finish this undergraduate thesis.*

*All of the lecturers and staff of the Department of English Education at State Institute for Islamic Studies of Metro (IAIN METRO)*

## ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always gives to Prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems This proposal is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S Pd.) in English Education Department entitled: “An Analysis Of The Difficulties Of Using Showdown Technique In Teaching Writing Skill At The Tenth Grade Of MAN 1 Lampung Timur

The writer would like to express his gratitude to the sponsor, Dr.Mahrus As,ad M.Ag, and the co-sponsor Ahmad Subhan Roza, M.Pd. who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is far for perfect. At last, he hopes that the result of the research will give significant contribution in teaching learning English in IAIN METRO.

Metro, July 2021

The writer,



**Bayu Putra Utama**  
**NPM. 1601070143**

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Free Letter of English Department Library

ACC of Seminar Consultation Card

ACC of APD Consultation Card

ACC of Thesis Guidance Consultation Card

Instrument Test

Documentation Activities

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

English is an international language that is very important for many people in the world to master. In the process of communication both in oral and in written, it played many kinds of important roles

Meanwhile, English is an international language and almost all of nations in the world know and learn it. In Indonesia, English is one of subjects in the school and English as a second foreign language. The role and the function of English as a first foreign language in Indonesia are very important. It is taught from junior high school until senior high school even University.

Actually, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Writing is one of the productive skills in English. It doesn't only need the theory such as grammar and punctuation but also need a skill to produce and develop the ideas in writing.

Teaching by using a great technique is to be important necessary to improve skill in the process of teaching and learning writing. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encourage students' participation, the students' will not be bored and will more creativity during the lesson. Besides that, teacher also need a technique that has character work in group to make students can

contribute ideas each other in order to the students can more easy to develop ideas in their writing.

Showdown Technique is a cooperative learning technique that has principle purpose to ask students work in group. Showdown Technique cooperative learning model recommended Kagan & Kagan to develop social skills, communication skills, knowledge, information processing, and thinking skills. This technique is be able to solve the problem about students' difficulties in developing ideas and to solve the problem students' motivation in writing.

To identify the students' writing skill before doing a treatment, the researcher held the pre survey that is focused on students' descriptive writing skill by doing a test. Below is the students' test result of descriptive writing skill at the tenth grader of MAN 1 Lampung Timur:

Table1. The Result of Pra Survey

No	Score	Category	Frequency	Percentage
1	80 – 100	High	5	16,67 %
2	70 – 79	Fair	7	23,33 %
3	0 – 69	Low	18	54,00 %
Total			30	100%

Source: The Student's Test Result of Descriptive Writing Skill that was taken on Pra survey at January 25<sup>th</sup>, 2021.

Based on the result of pre-survey above, It can be seen that the student's descriptive writing skill is still low, there are only 12 from 30 students get score more than Minimum Mastery Criteria (MMC) and 18

students who failed from 75 as the Minimum Mastery Criteria (MMC) or low category. The problem is caused by students' difficulty in developing ideas and they have low motivation in writing.

Based on situation above the writer will conduct a research entitled:  
“AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN  
TECHNIQUE IN TEACHING WRITING SKILL AT THE TENTH GRADE  
OF MAN 1 Lampung Timur

## **B. Research Question**

1. How is the implementation of The Difficulties Of Using Showdown Technique In Teaching Writing Skill Of The Tenth Grade Of MAN 1 Lampung Timur,
2. What is the effect of the implementation of The Difficulties Of Using Showdown Technique In Teaching Writing Skill Of The Tenth Grade Of MAN 1 Lampung Timur

## **C. Objectives and Benefit of Study**

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

- a. To investigate the implementation of The Difficulties Of Using Showdown Technique In Teaching Writing Skill Of The Tenth Grade Of MAN 1 Lampung Timur.
- b. To find out the effect of implementation of The Difficulties Of Using Showdown Technique In Teaching Writing Skill Of The Tenth Grade Of MAN 1 Lampung Timur

### **2. Benefits of Study**

The benefits of the study in this research can be organized as follows:

a. Theoretical benefits

The result of the research paper can be useful input English teaching learning process for teaching writing using Showdown Technique.

b. Practical benefits

There are three kinds of practical benefit in this research namely:

1. For the English teacher

This research will be as appositive input for the teacher in teaching and learning process, especially in teaching writing that can implementate Showdown Technique.

2. For the students

The students can more participate fully in the class. So they will have more motivation in writing descriptive text.

#### **D. Prior Research**

Based on a study entitled “The Effect of Using Showdown Strategy on Students’ Reading Comprehension at MtsN Andalan Pekan baru”. The preliminary research of the eighth grade students at MtsN Andalan Pekan baru, the writer found the problem in learning English especially in reading comprehension. The students still got problems in reading text. Based on some of the students did not know what they were reading. When the teacher gave them a textbook, they could not understand the text well. It occurred because the students had difficult vocabularies in the text and they also could

not find the main idea. The purpose of this research was to find out whether or not there was significant of using showdown strategy on students' reading comprehension of the eighth grade students at Mt sN Andalan Pekanbaru.<sup>1</sup>

In another previously study by Margieles A. Custodio entitled "*Performance in Algebra of Students Exposed to Showdown Strategy*" Showdown strategy is a cooperative learning activity where students answer questions and when the showdown captain calls "Showdown", teammates will display their own answers. Teammates will either celebrate or tutor the team while doing the activity. This study tried to answer the following objectives:<sup>2</sup>

- 1) Find out the significant difference on the pretest scores in Algebra of the students when grouped to Showdown strategy and Lecture method;
- 2) Find out the significant difference on the posttest scores in Algebra of the students when exposed to Showdown strategy and Lecture method and
- 3) Find out the significant difference on the pretest and posttest scores in Algebra of the students when exposed to Showdown strategy and Lecture method.

The study utilized the true experimental research design, the randomized pretest-posttest control group design. Result revealed a significant difference on the pretest and posttest scores in Algebra of the

---

<sup>1</sup> Fikriyah Hidayati, The Effect of Using Showdown Strategy on Students' Reading Comprehension At MTsN Andalan Pekanbaru, (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru : 2014). p. 4

<sup>2</sup> Margieles A. Custodio and Arlene C. Dolotallas. *Performance in Algebra of Students Exposed to Showdown Strategy*. *Journal of Education & Social Policy*. Vol. 5, No. 3, September 2018

students when exposed to Showdown strategy and Lecture method. This study concluded that Showdown strategy can improve the performance in Algebra of the students.

The aim of the urging is to know the effects of the concept and confrontational link strategies (reveal your papers) on mathematical achievement and the development of logical thinking among middle school students, in order to achieve the goals of the research. The first according to the concept links strategy, and the second experimental group, which was studied according to the confrontational strategy (reveal your papers), and the research sample consisted of (54) students from the second intermediate class students distributed equally among the three groups, and they were examined. The sample of the research is divided into a total of a control group (taught in the traditional way, and they are 28). To apply the research, the research tools were built, and they are an achievement test that included (40 paragraphs) consisting of objective questions of the type (multiple choice), after the decision was analyzed and then verified. From his honesty and consistency, with the formulation of behavioral goals, and a logical thinking test in mathematics. The sincerity of the building was verified by presenting it to a group of arbitrators and specialists in educational sciences and methods and methods of teaching mathematics, and the experiment was applied in the first and second semesters of the academic year 2018/2019, as the researcher Teaching two research groups For two experimental experiments, the first experimental relying on the concept and concept experimental links strategy



with the confrontational strategy (reveal your papers), while the control group studied it according to the usual method.<sup>3</sup>

Based on the research above, the similarities and differences between previous research and this study, Fikriyah Hidayati's first research, virtual research with this study used the Showdown strategy. Furthermore, the research differences between prior research and this research is the prior research focus in learning reading comprehension. The second is Margieles A. Custodio journal, namely Margieles A. Custodio journal using the Showdown technique. The difference between Margieles A. Custodio, especially in learning Algebra. The latest, from Basim Mohamed Jasim's journal, the differences between Jasim's journals using the showdown technique. The research differences between prior research and this research is focus in learning mathematic.

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<sup>3</sup> Basim Mohamed Jasim, The Effectiveness of Showdown and Concept Connection Strategies on Logic Thinking of Second Intermediate Grade Students and Their Achievement In mantematics (Department of Mathematics, College of Education 2020.p. 1

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Descriptive Writing Skill

##### 1. The Definition of Descriptive Writing Skill

According to Jonathan elaborated that “Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of psychological studies, which consider both physical psychomotor abilities and mental cognitive abilities”.<sup>4</sup> So, skill is the abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Furthermore, Jonathan elaborated that “Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of psychological studies, which consider both physical psychomotor abilities and mental cognitive abilities”.<sup>5</sup> So, skill is the abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

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<sup>4</sup> Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

<sup>5</sup> Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

moreover, Jonathan elaborated that “Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of psychological studies, which consider both physical psychomotor abilities and mental cognitive abilities”.<sup>6</sup> So, skill is the abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Meanwhile, in his another book Sanggam defined that “It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he is writing to transfer the information s/he has in her or his mind readers effectively”.<sup>7</sup> This means that what is meant by writing is a skill in sharing information and expressing ideas from the author to the reader through the written form the author has written. In addition, the author must use systematic language that is in accordance with language rules that are easily learned by the reader in the process of delivering information.

According to Sanggam Siahaan, “Writing is a psychological activity of the language user to put information in the written text”.<sup>8</sup> It can be conclude that writing is an activity that involves human

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<sup>6</sup> Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

<sup>7</sup> Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), p. 2

<sup>8</sup> Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 215

thoughts and actions or involves mental and physical activities on a particular topic in a context with a specific purpose

Furthermore, Graham and Perrin Karen (2009) explain that 'writing is used to explore ideas across the curriculum. It is a primary means for learning and expressing their world knowledge'.<sup>9</sup> This is a primary tool for learning and expressing their world knowledge'. So, keep in mind that the ideas expressed in writing must be based on the background of the investigation of knowledge or the results of information gathering in the social environment.

Furthermore, Graham and Perrin Karen (2009) explain that 'writing is used to explore ideas across the curriculum. It is a primary means for learning and expressing their world knowledge'.<sup>10</sup> This is a primary tool for learning and expressing their world knowledge'. So, keep in mind that the ideas expressed in writing must be based on the background of the investigation of knowledge or the results of information gathering in the social environment.

Furthermore, Harmer says that "writing as a skill, is basic language skill just as important as speaking, listening, and reading."<sup>11</sup> The researcher aims that the beautiful written need the knowledge which get from reading, training writing and also practice

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<sup>9</sup> Karen Kuelthau Allan, ed., *Learning to Write with Purpose: Effective Instruction in Grades 4-8, Solving Problems in the Teaching of Literacy* (New York ; London: Guilford Press, 2009), 47.

<sup>10</sup> Karen Kuelthau Allan, ed., *Learning to Write with Purpose: Effective Instruction in Grades 4-8, Solving Problems in the Teaching of Literacy* (New York ; London: Guilford Press, 2009), 47.

<sup>11</sup>Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), p. 79

of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation. On the other hand, Graham and Perrin in Karen (2009) explained that 'writing is used to explore ideas across the curriculum. It is a primary means for learning and expressing their world knowledge'.<sup>12</sup> So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge probing or the result of collecting information in the social environment.

Furthermore, Graham and Perrin Karen (2009) explain that 'writing is used to explore ideas across the curriculum. It is a primary means for learning and expressing their world knowledge'.<sup>13</sup> This is a primary tool for learning and expressing their world knowledge '. So, keep in mind that the ideas expressed in writing must be based on the background of the investigation of knowledge or the results of information gathering in the social environment.

According to Alice Oshima, Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind

So it can be conclude that descriptive writing skills is the ability to apply ideas, information, and knowledge in written language.

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<sup>12</sup> Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, ( New York: The Guilford Press, 2009). p. 47

<sup>13</sup> Karen Kuelthau Allan, ed., *Learning to Write with Purpose: Effective Instruction in Grades 4-8*, Solving Problems in the Teaching of Literacy (New York ; London: Guilford Press, 2009), 47.

Students must be able to apply all mastery of grammar, vocabulary and background information to do this task so the teacher can assess students' writing skills such as making paragraphs or text.

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

Based on statements above, the researcher conclude that descriptive writing is the text that has principle purpose to describe the object (person, thing or place) from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing. To find all of characters of the object, the writer can look at the appearance or looking for the factual data of the object.

## **2. The Characteristics of Descriptive Writing Skill**

Descriptive writing has characteristics as follow :

As we know that each kind of genre text has generic structure. Descriptive also has a generic structure and significant lexical grammatical features. Generic structures of descriptive, identification is the topic that the writer will describe and description is the detail information about the topic; it can be characteristics, colors, shape, etc.

Language features of descriptive are use specific participant, written in simple present tense, use linking verb, use of adjective, use rational and material processes. In other hand, the position of language features of any kinds of text explains the kinds of text itself. As the purpose of descriptive text; to describe things, people, etc.

### 3. Structure of Descriptive Writing

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.<sup>14</sup> It means that structure stands as a direction to write a text with a good coherence or meaning relationship.

There are two generic structures of descriptive text namely:

#### a. Identification

Identification is about introducing subject or thing that will be described.

#### b. Description

Description is brief details about who, or what of the subject.<sup>15</sup>

Related to the statement above, there are two structures in descriptive text namely general identification and description. Below is text:

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<sup>14</sup> Graeme Kennedy, *Structure and Meaning*, p.321

<sup>15</sup> Imelda Wardani, et al, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

Text Structure<sup>16</sup>**My Toy****Identification**

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday last year.

**Description**

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

So it can be conclude that descriptive writing skills is the ability to apply ideas, information, and knowledge in written language. Students must be able to apply all mastery of grammar, vocabulary and background information to do this task so the teacher can assess students' writing skills such as making paragraphs or text.

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<sup>16</sup> *Ibid.*, p.3



## B. The Concept of Showdown Technique

### 1. Definition of Showdown Technique

Showdown is considered as one kind of cooperative learning techniques in teaching and learning activity that is created by Spencer Kagan. According to Kagan, Showdown technique is one of cooperative learning technique which set the students into some groups and give them the opportunity to write down their own answer, show and compare with teammates.<sup>17</sup>

Besides that, Margieles A. and Custodio Arlene C. Dolotallas define that Showdown strategy is where students answer questions and when the showdown captain calls “Showdown”, teammates will display their own answers. Teammates will either celebrate or tutor the team while doing the activity.<sup>18</sup>

According to Kagan in Virginia, she stated that showdown is to identify elements of literature in response to questions; express an opinion, Summarize, explain, discuss, and communicate ideas in an organized express a point of view providing supporting facts.<sup>19</sup> Regarding this idea, this strategy does not only require the students answer question, but it also

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<sup>17</sup> Spencer Kagan, *Cooperative Learning*(San Clemente, CA:Kagan, 1994). 6.35

<sup>18</sup>Margieles A. Custodio and Arlene C. Polotallas, *Performance In Algebra Of Students Exposed To Showdown Strategy*, VOL. 5. No. 3; 2018 – Journal Of Education Dan Social policy, P 1

<sup>19</sup>Kagan. 2009. *Cooperative Learning Resources*, (Article of Description: Showdown), retrieved on March 9, 2014.

builds their thinking to express their opinions, summarize, discuss, communicate ideas, and cohesive way.<sup>20</sup>

Regarding to the concept of cooperative learning. Van Dat Tran elaborated that “cooperative learning comprises instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.<sup>21</sup>Also, Damon and Phelps argued that,” three types of group learning may be distinguished: Tutoring, cooperative learning, and collaborative learning. In cooperative learning, students are seated in groups and have a mutual goal. Typically, student assignments in a cooperative learning setting do not require students to work together: The assignments can also be completed individually.”<sup>22</sup>

The relevant theory also comes from Jack C. Richard, “with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members”.<sup>23</sup>

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<sup>20</sup> Virginia P.Rojas. *Strategies for Success with ELL: A Toolkit for Teachers* .(EARCOS institute, 2009), p.20

<sup>21</sup>Van Dat Tran, *The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention*, International Journal of Higher Education Vol. 3, No. 2; 2014, p.131.Print.

<sup>22</sup>EddaLuzzattoand Giordano DiMarco, *Collaborative Learning Methodology Types of Interactions and Techniques*, (New York : Nova Science Publishers Inc., 2010), p.199

<sup>23</sup> Jack C. Richardsand Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 52

Based on the elaborations about cooperative learning above, it can be noted that the principal purpose of cooperative learning is not only has student to solve and finish a project together but also it has purpose to increase individual ability through contribution of all members in the group. So, although it has character works in groups, the evaluation in cooperative learning is allocated individually. Then, as a instructional method that applies work in group, cooperative learning also can be a solution to develop student's motivation in learning process.

## **2. The Advantages and Disadvantages of Showdown Technique**

The advantages and disadvantages of using Showdown technique can be mentioned are as follows:

### a. The advantages

- 1) Showdown technique can motivated students to help their teammates succeed.<sup>24</sup> From the definition above we can take conclude that every student can help each other friends express the ideas.
- 2) Other advantages that showdown is meet students' need for status or dominance. Structures with reflection components allow Bullies time to think. High structuring is important to reduce aggressive behavior.<sup>25</sup>

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<sup>24</sup> Spencer Kagan, *Cooperative Learning*(San Clemente, CA:Kagan, 1994).p 4.9

<sup>25</sup>Spencer Kagan,*Kagan Cooperative*, p.11.32

b. The disadvantages

- 1) There are some advantage from showdown technique one of them is the chairman or leader has a big responsibility because it has a vital role in the discussion forum, where the chairman gives an overview of the material to be conveyed and checks the work of friends
- 2) This technique may make class little noisy.<sup>26</sup>

**C. The Teaching of Descriptive Writing Skill Through Showdown Technique**

**1. The Procedure of Descriptive Writing Skill Showdown Technique.**

Based on the teaching procedure of Showdown technique that is elaborated by Spencer Kagan in the previous discussions. The researcher designs a teaching procedures of descriptive writing through Showdown technique are as follows:

1. The teacher explains the material about descriptive text; definition, structure, language feature, and example.
2. The teacher divides students into some groups. Then the teacher asks each group to seat around the table.
3. The teacher gives different descriptive writing topics to group.
4. The teacher choose one student as leader for the first..
5. The leader take the card to show the picture about the objective of descriptive text and give the time for crewmates to write

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<sup>26</sup>Spencer Kagan, *Kagan Cooperative*, p.6.34

6. All students including the leader write the answers and give the signal to the teacher when they finished.
7. The leader will say "showdown" to order crewmates show and discuss the answer. The checking conducted by the leader.
8. The last, the teacher correct the word and grammatical aspect from students writing.

## **2. The Steps of Showdown Technique**

There are several step of Showdown technique that can be elaborated such as follows:

- 1) The teacher selects one student on random team to be the Showdown Captain for the first round.
- 2) The Showdown Captain draws the top card, reads the question, and provides think time.
- 3) Working alone, all students, including the Showdown Captain, write their answers.
- 4) When finished, teammates signal they're ready.
- 5) The Showdown Captain calls, "Showdown."
- 6) Teammates show and discuss their answers.
- 7) The Showdown Captain leads the checking.
- 8) If correct, the team celebrates; if not, teammates tutor, and then celebrate.

- 9) The person on the left of the Showdown Captain becomes the Showdown Captain for the next round.<sup>27</sup>

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<sup>27</sup> Spencer Kagan, *Cooperative Learning*(San Clemente, CA:Kagan, 1994).p 6.35

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type and Characteristics of Study

This study followed qualitative research procedures. Creswell pointed out that qualitative research is informative study, where you make a personal evaluation of the appropriate description according to the situation or themes that capture the key knowledge categories.<sup>28</sup> It means that qualitative research is a basically interpretive study that examines personal evaluation toward the phenomenon, and the data was interpreted by the researcher.

The type of this research was basic interpretative studies in qualitative approach. According to Ary et al., a fundamental interpretative research offers a descriptive account aimed at interpreting a phenomenon using knowledge that can be obtained in a number of ways, for instance interviews, observations, and document review. The objective is to understand someone else's world or experience.<sup>29</sup> This implies that fundamental interpretive research offers descriptive descriptions aimed at interpreting a phenomenon in different ways.

In the qualitative approaches, Creswell states that qualitative approaches make it possible to be creative and to work more within a

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<sup>28</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (United States: Pearson Education, Inc., 2012), 238.

<sup>29</sup> Donald Ary, Lucy Cheser Jacobs, and Christine K. Sorensen, *Introduction to Research in Education*, 8th ed (Canada: Nelson Education, 2010), 29.

system developed by researchers.<sup>30</sup> Moreover, Burns defines the goal of qualitative approaches is to provide a naturalistic social context with explanations, interpretations and clarifications. Thus, qualitative study depends on the data obtained by the researcher to make sense of human actions within the research background, as compared to formulating, evaluating, and confirming or disconfirming hypotheses.<sup>31</sup> In short, qualitative research refers to data collected by researchers to understand human behavior in the context of study.

In this study, the researcher analyzed the difficulties of using showdown technique in teaching writing skill the writer uses a qualitative approach to investigate and to analyze the difficulties using showdown technique in writing skill

Furthermore, the writer used a purposive sample as the participants. By some arbitrary process, the purposive sampling was chosen because it was known to present the total population or it was known to generate homogeneous groups.<sup>32</sup> The writer selected the tenth grade students of MAN 1 Lampung Timur as participants.

The characteristics of qualitative research according to Creswell, as follows:<sup>33</sup>

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<sup>30</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 2nd ed. (California: Sage Publications, Inc., 2003), 23.

<sup>31</sup> Anne Burns, *Collaborative Action Research for English Language Teachers* (United Kingdom: Cambridge University Press, 1999), 22.

<sup>32</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publishers, 2006), 91.

<sup>33</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (2009: Sage Publications, Inc., 2009), 173.



1. Investigating an issue and gaining a thorough understanding of a central phenomenon.
2. Having a literature review that confirms the problem but plays a minor role.
3. Defining the objective and research questions in terms of the participant's experiences in a broad and general way.
4. Collecting data from a limited number of people based on their words in order to gain the participants' perspectives.
5. Use text analysis to analyze the data for descriptions and patterns, as well as understanding the results' broader context.
6. By writing reports with a versatile framework and criteria, researcher improves their reflexivity and reduces their subjective bias.

According to the preceding description, the researcher investigation used descriptive qualitative analysis to explain and interpret the data or the result.

## **B. Data Resource**

It should to discovered substantial and reliable data from qualified sources for collecting information. Literature reviews, as Creswell states, materials from both primary and secondary sources are commonly used. The primary literature is that which was recorded by the individual who carried out the study or came up with the ideas. However, secondary literature is literature summarizing primary sources. It is not content released by the

original researcher or the idea's creator. The researcher divided the sources into two categories in this study as follow:

1. Primary Sources

Primary sources were original sourced on which study focused. This research's primary sourced in this study was taken from the teacher' Interview of difficulties of using showdown technique in teaching writing skill. The data was taken from Tenth grade students of MAN 1 Lampung Timur in the academic year of 2020/2021.

2. Secondary Sources

The secondary sources were taken from a book, journal article, encyclopedia, and documentation related to the research gained. This sources offers interpretation centered on primary sources and used to help a particular claim or convince the reader to consider a particular point of view.

### **C. Data Collecting Technique**

Creswell said that "in many qualitative studies, inquires collect multiple form of data and send a considerable time in the natural setting gathering information".<sup>34</sup> Therefore, the data will be gained through several techniques in triangulation as follows:

1. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses. To get the students' understanding

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<sup>34</sup> John W. Creswell, *Educational Research: Planing, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed.* (Lincoln: Pearson, 2012) P.184

about writing ability and how the teacher taught the English subject. The researcher will use structured interviews for the English teacher. This research the researcher interview the English teacher of MAN 1 Lampung Timur. The interview consists of 13 questions, most of them asking about the problem of writing descriptive text, how the process of writing descriptive text as usually, and what are the practices that usually their teacher gave. The interview consists of 13 questions, most of them asking about the problem of the teacher's in writing descriptive text, and what method that the teacher use in teaching and learning process.

## 2. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The students' hand book used to support the researcher to note the event or information related to students' in writing descriptive text and the show down technique.

### **D. Data Analysis Technique**

Data analysis techniques were divided into several components. Here are the steps analyzing the data based on the Miles and Huberman model that the researcher would to use:<sup>35</sup>

1. Data collection is the step when the researcher gathers all data which are used to complete the research.

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<sup>35</sup> Miles, M. B. and Huberman, A. M. *Qualitative Data Analysis: an expended Sourcebook* (London: SAGE Publications, 1994) pg.11.

2. The researcher reduced the data to get summarizing and choosing specific things.
3. To display the data, the researcher usually used graphics, figures, or charts. The display should be able describe the content entire the data.
4. The researcher verified the research by making conclusion of the data finding.

In this research, the researcher decided to use a descriptive qualitative to find result. The researcher gets the data from the Tenth Grades of MAN 1 Lampung Timur. After collecting data, the researcher analyzed the data systematically by using the following steps: first, the researchers look the process of teaching and learning at the classroom by using the showdown technique. Second, the researchers identify the problem and discussed the findings that are related to the objective of the study. Finally, the researcher make general conclusion by relating to the theory and research finding about the implementation and the effect of the showdown technique.

#### **E. Research Approach**

In this study the researcher used six steps in the process of research, they were:<sup>36</sup>

##### 1. Identifying a Research Problem

The researcher started a research by deciding on a subject to investigate, this was a problem or issue in education that need to addressed. Identifying a research issue entails decided on a problem to

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<sup>36</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (United States: Pearson Education, Inc., 2012), 7.

investigated, created a case for the investigation, and recommended the relevance of investigation to specific audience who might read the report.

## 2. Reviewing the Literature

The researcher learned how to use an academic library to find book and journal articles, how to use computerized databases, how to select and evaluate research quality on subject, and how to summarize it in a report. Since the library's resources become overwhelming, having a strategy in place for searching the literature and undertaking the review was crucial.

## 3. Specifying a Purpose for Research

This statement expresses the research's ultimate goal or purpose. The aim of the study was to figure out what the goal was and then narrow it down to specific research questions or hypotheses. In the purpose statement, the main subject of the study, the participant in the study, and the location or site of the investigation was all listed. As a result, it was the most crucial statement in report.

## 4. Collecting Data

To get the provide answers of research questions and hypotheses, the researcher began the processed of gathering or collecting data. Data collection might include identifying and selecting individuals for a study, obtaining their permission to participate in the study, and gathering data by asking people questions or observing their behaviors.

## 5. Analyzing and Interpreting the Data

During or shortly after data collection, the researcher should make sense of the details given by participants. The process of analysis entails “breaking down the data” to evaluate individual responses before bringing it all back together to create a summary. The analysis and interpretation process includes drawing conclusions about the data, presenting it in tables, statistics, and pictures to summarize it, and describing it.

#### 6. Reporting and Evaluating Research

The researcher produced a written report that was distributed to a small group of people who might benefit from knowledge. Choosing audiences, structuring the article in a format suitable for these audiences, and then writing to all readers were all part of reported study. Beside it, evaluating research entails evaluating the study’s consistency using educational criteria proposed by experts.

## CHAPTER IV

### RESULT AND FINDING

#### A. Description of the Data

##### 1. Research Setting

###### a. The History of MAN 1 Lampung Timur

History of the establishment of man 1 Metro (man 1 Metro Lampung Timur) was founded in 1968; at first this Madrasah was named the Metro State Islamic Institute (SPIAIN) Preparatory School. This madrasah stands on the spirit of the Muslim community of Central Lampung to have a high school level school that is characterized by the Islamic religion. In 1970, this Madrasah was transformed into the Preparatory State Islamic Religion Aliyah Madrasah (MAAIN), with its headquarters in MAAIN Tanjung Karang which has now changed to man 1 Bandar Lampung. In 1978, this Madrasah was changed to Madrasah Aliyah Negeri (man) Metro Lampung Tengah, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: November 30, 1978. In 1982, on SANURI, BA's leadership man Metro was able to buy a 1000 m<sup>2</sup> plot of land and build a building on it. So that in 1983, man Metro moved to a location from MIN Metro to a new location in Banjar Rejo Village 38B Batanghari, Lampung Timur Regency. IN 1992, on Machrudi's leadership Period, man 1 Metro Lampung Tengah has developed a boarding school education pattern called Madrasah Aliyah Special Class (MAKK). All students who enter the MAKK selection must live in a dormitory (boarding school). MAKK

was born on the basis of the premise that the ability of man 1 Metro students can study more intensively and compete with other schools and man 1 Metro alumni can get more into their favorite universities, both at home and abroad. On this basis, man 1 Metro Lampung Timur has developed a boarding school education pattern until now.

In 1999, Central Lampung Regency was divided into the district of Central Lampung, East Lampung and Metro City, so man 1 Metro Lampung Tengah was included in the Batanghari District, Lampung Timur Regency, so that it became man 1 Metro Lampung Timur. In 2005, at the time leadership of Drs. H. Moh. Luthfie 'Aziz Hf, MAKK (Boarding School) man 1 Metro received a charter for the establishment of a boarding school under the name Pondok Modern Al-Kahfi Banjarrejo. Giving this boarding school charter with the hope that the boarding school in man 1 Metro Lampung Timur will get more support and attention from the community, local government and central government as well as favorite universities in selecting outstanding students and supporting facilities for learning activities.

The name MAN 1 Lampung Timur was officially used since 17 September 2014 based on KMA No. 157 of 2014 which was originally the man 1 Metro Lampung Timur. The leadership of MAN 1 Lampung Timur was continued by Drs. H. Imam Sakroni definitively 6 February 2016, previously led by Drs. H. Muh. Luthfie Aziz who entered retirement.



**b. Vision and Mission of MAN 1 Lampung Timur**

## 1) Vision

Akhlakul Karimah, Excellent in Achievement, Professional and Religious

## 2) Mission

- Carry out learning and guidance effectively so that each student develops optimally, according to their potential
- Fostering the spirit of excellence intensively to all school members.
- Encouraging and help each student to recognize his / her potential, so that they can develop optimally.
- Fostering and encouraging excellence in the application of science, technology and art.
- Fostering appreciation and practicing of the teachings of Islam and a good national culture so that competent students are created
- Creating graduates who are qualified, high achievers, have high morals, and have devotion to Allah SWT

**c. School Identity of MAN 1 Lampung Timur**

Number of School : 10816299

Name of School : MAN 1 Lampung Timur

Address : Jl. Lembayung 38 B Kec. Batanghari  
Lampung Timur

Postal Code : 34381

## 2. The Teachers and Official Employers at MAN 1 Lampung Timur

In MAN 1 Lampung Timur, there are some teachers and official employers that keeps the teaching and learning environment going well. The numbers of teacher and official employers in MAN 1 Lampung Timur can be identified as follows:

Table 4.1

Total the Teachers and Official Employers at MAN 1 Lampung Timur

Teachers	68
Official Employers	18
<b>Total</b>	<b>86</b>

Table 4.2

The Condition of Teacher and Official Employers at MAN 1 Lampung Timur

NO	NAMA	JABATAN
1	Drs. H, Iman Sakroni	Principal
2	Drs. Suyatman	Vice Principal
3	Drs.M,Jaeni	Vice Principal
4	Drs, Ali Idris M.Pkim	Vice Principal
5	Drs, Amin Nurdin	Teacher
6	Drs. Evalistianti	Teacher

7	Drs, Mursida	Teacher
8	Hj. Ezy Rimayani S.Pd	Teacher
9	Drs. Bunyamin DS	Teacher
10	Drs, Hj, Isti Rochman Haryani	Teacher
11	Drs. Jauhari S.Pd	Teacher
12	Drs. M.Marheyanto	Teacher
13	Drs.Didi Sudirman	Vice Principal
14	Dra. Umi Purwaningsih	Teacher
15	Mulyono S.Pd	Teacher
16	Drs. Imam Kapandi	Teacher
17	Dra Ismalina	Head of the Library
18	Susi Harnani, S.Si., M.Pd	Teacher
19	Andra Rotama, S.Pd. M.Pd	Teacher
20	Didik Fitri Cahyono, S.Si	Teacher
21	Mugiasih, S.Pd	Teacher
22	Syarifah Handayani, S.Pd.I	Teacher
23	Johan Dwi Wibowo, S.Pd.	Teacher
24	Winarsih, S.Pd	Teacher
25	Warna Sari, S.Pd	Teacher
26	Tabah Erma Damayanti, S.Pd	Teacher
27	Imelda Savitri, S.Pd	Teacher
28	Sudin. S.Ag	Teacher

29	Sri Hidayati, S.Pd.I	Teacher
30	M. Ikhwanuddin, S.Pd	Teacher
31	Kayat, S.Pd.I	Teacher
32	M. Badaruddin, M.Pd.I	Teacher
33	Maylisa Handayani, S.Pd	Teacher
34	Mohammad Zaimul Umam, M. Pd	Teacher
35	Indah Ansani Putri, S.Pd	Teacher
36	Didik Kurniawan, S.Pd.I	Teacher
37	Tika Fitriasih, S.Pd.I	Teacher
38	Ade Siska Febriani, S.Pd	Teacher
39	Indah Yuni Wulandari, S.Pd	Teacher
40	Dwi Puspitasari, S.Pd	Teacher
41	Rizqy Asshiddiqy A. S.	Teacher
42	Burhanuddin	Teacher
43	Eli Purwanti, S.Pd	Teacher
44	Suparlan S.Ag	Teacher
45	Jhon Kenedi S.Pd	Teacher
46	Muhammad Wahyudi	Staff TU
47	Lukman Hakim	Staff TU
48	Wakrun	Staff TU
49	Romadon	Staff TU
50	Nurkholis S.Pd	Staff TU

51	Sutarmi	Staff TU
52	Arif Rahmayadi S.Kom	Staff TU
53	Umiyati S.Pd	Staff TU
54	Maulidia S.Pd	Staff TU
55	Ahmad Junaidi	Staff TU
56	Bunga Saniscaya A.Md	Staff TU
57	Gutik	Staff TU
58	Denti Wulandari	Staff TU
59	Novi Riani, MM	Staff TU
60	Fitriana Hidayati, S.Pd	Staff TU
61	Renold Deri Hermawan	Staff TU
62	Teddy Kurniawan	Staff TU
63	Akmal	Staff TU
64	Evi Purnawati S.Pd	Teacher
65	Drs, Ismalina	Teacher
66	Maya Zayanti S.Pd	Teacher
67	Eni Ratnawati S.Pd	Teacher
68	Eliyana Lusiana S.Pd	Teacher
69	Woro Juli Astuti S.Pd	Teacher
70	Umdzatul Khasanah S.Pd	Teacher
71	Hj.Endang Sri Palupi S.Pd	Teacher
72	Endah Riyanti S.Pd	Teacher

73	Muhammad Nurdin S.Pd	Teacher
74	M Firqi Muslim S.Pd	Teacher
75	Santoso S.Ag	Teacher
76	Nurkholis S.Pd	Teacher
77	Neliyati S.Sos	Teacher
78	Sulasih S.Pd	Teacher
79	Ahmad Sanusi S.Pd	Teacher
80	Arif Ismanto S.Pd M.Pd	Teacher
81	Wardoyo S.Pd	Teacher
82	Anthoni Awaldi Putra S.Pd	Teacher
83	Mahfud Alfu Sahri S.Pd	Teacher
84	Ardi Susanto S.Pd	Teacher
85	Imam Ma'ruf S.Pd	Teacher
86	Syanni Suharti S.Pd	Teacher

### 3. The Quantities of Students at MAN 1 Lampung Timur

The students of MAN 1 Lampung Timur is consist of many area in Lampung province. In specifically, most of the student is from east of Lampung. The quantities of students at MAN 1 Lampung Timur are 909 students that can be identified as follows :

Table 4.3  
The Quantities of Students

<b>Class X</b>	120	191	311
<b>Class XI</b>	94	210	304
<b>Class XII</b>	92	202	294
<b>Amount</b>	<i>306</i>	<i>603</i>	<i>909</i>

#### 4. The Building of MAN 1 Lampung Timur

MAN 1 Lampung Timur has following buildings : 1 head master's room, teacher's room, 1 administration's room, 1 living room, 27 classroom, 1 library, 4 laboratory, 1 canteen and 2 parking area.

Table 4.4

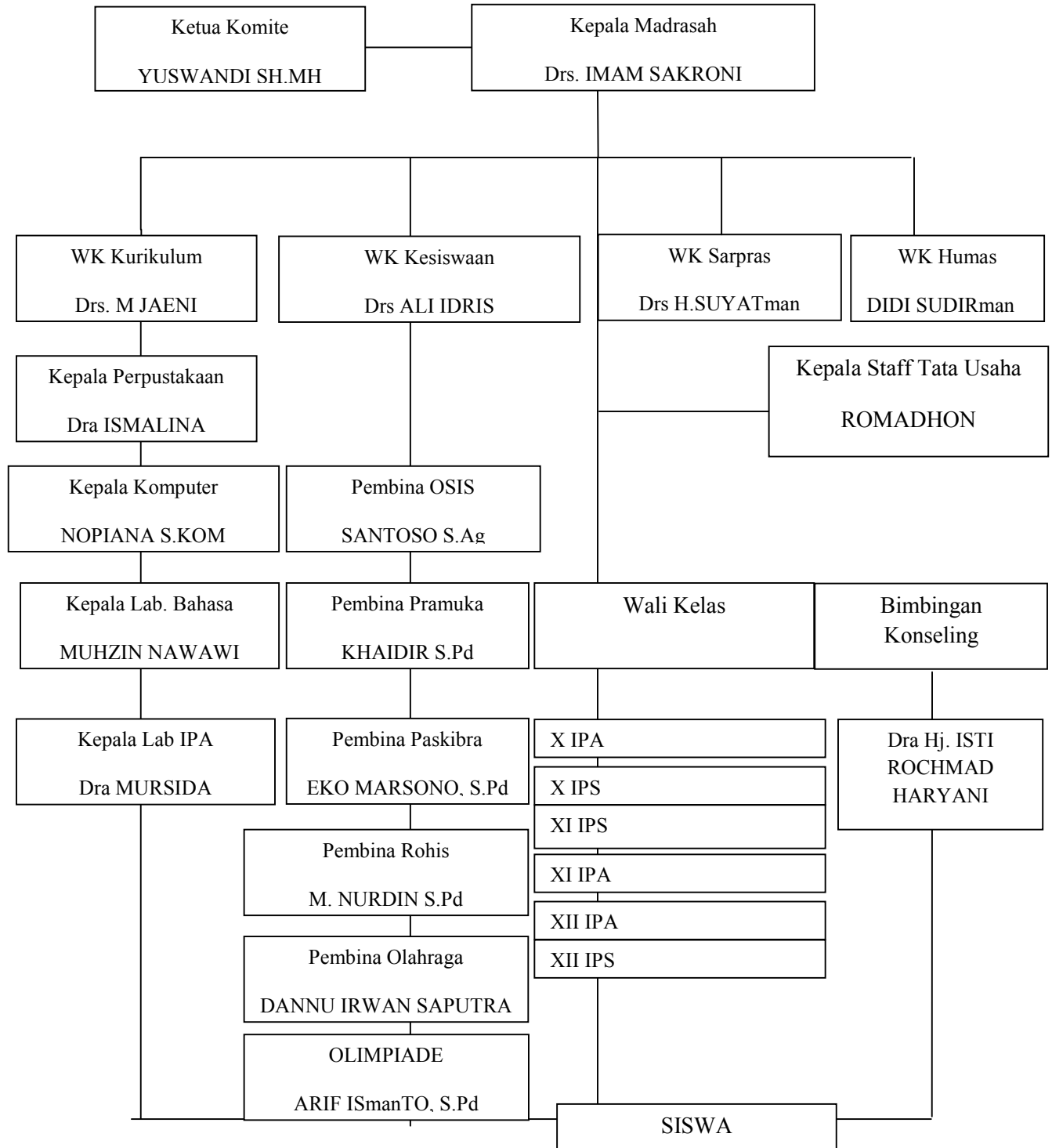
<b>No</b>	<b>Building Facility</b>	<b>Quantity</b>
1	Classroom	27
2	Headmaster Room	1
3	Vice Principal Room	2
4	UKS	1
5	Laboratory Room	4
6	Living Room	1
7	Canteen	1
8	Mosque	1
9	Parking Area	1
10	Student's Toilet	6
11	Library	1
12	Kitchen	1
13	Guidance and Counseling Room	1
14	Administration Room	1

## **5. Structure Organization at MAN 1 Lampung Timur**

In this year, MAN 1 Lampung Timur is led by Drs. Imam Sakroni as Headmaster of MAN 1 Lampung Timur. The committee of MAN 1 Lampung Timur is led by The administration of MAN 1 Lampung Timur is led by Yuswandi, S.H, M.H. The teaching and learning curriculum of MAN 1 Lampung Timur is led by M. Jaeni as the principle of curriculum and Drs. Ali Idris as the vice principle of student section. The infrastructure of MAN 1 Lampung Timur is led by Drs. H. Suyatman as the vice principal of infrastructure of MAN 1 Lampung Timur. All activity of public relationship of MAN 1 Lampung Timur is led by Drs. Didi Sudirman as the vice principle of public relationship.

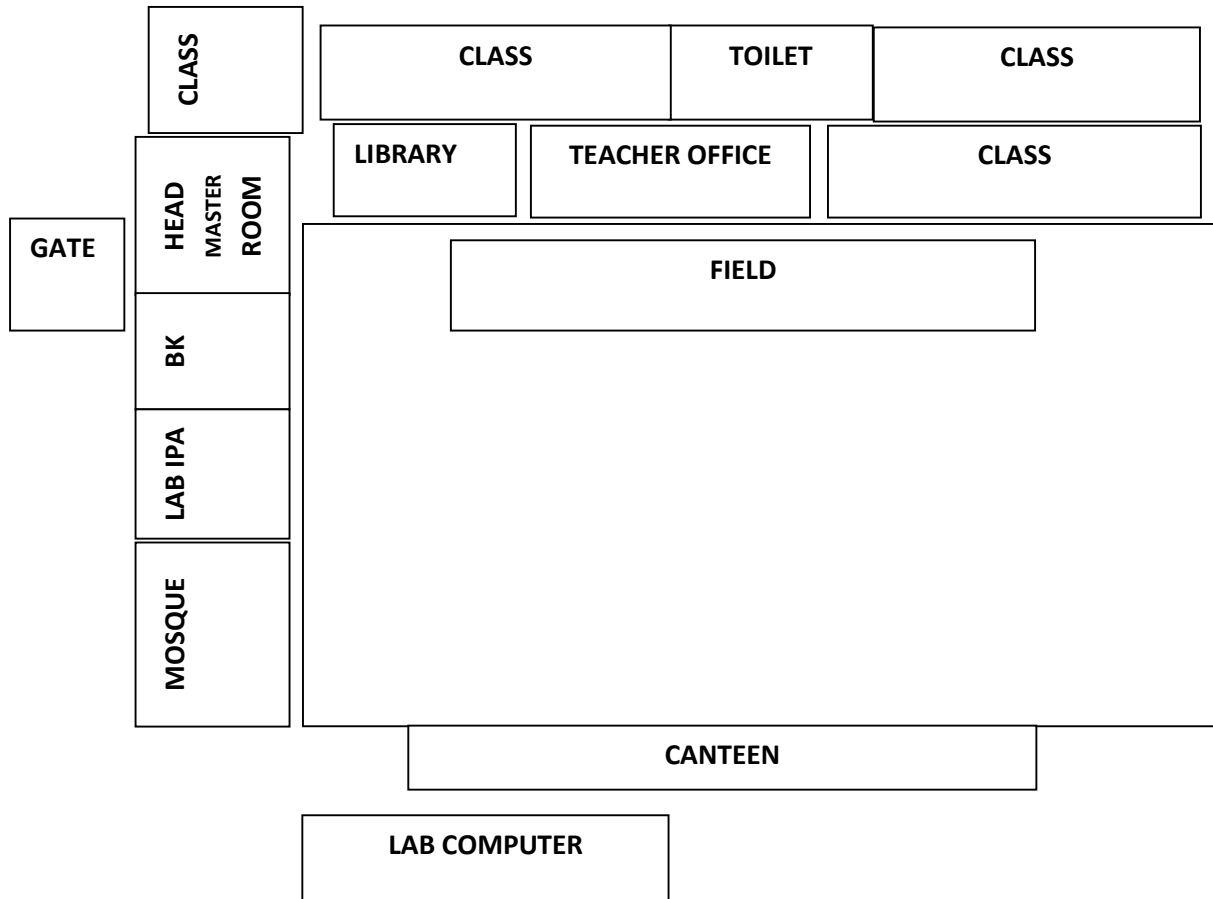


Figure 4.1 Structure Organization at MAN 1 Lampung Timur in The Academic Year 2020/2021



### Location Sketch of MAN 1 Lampung Timur

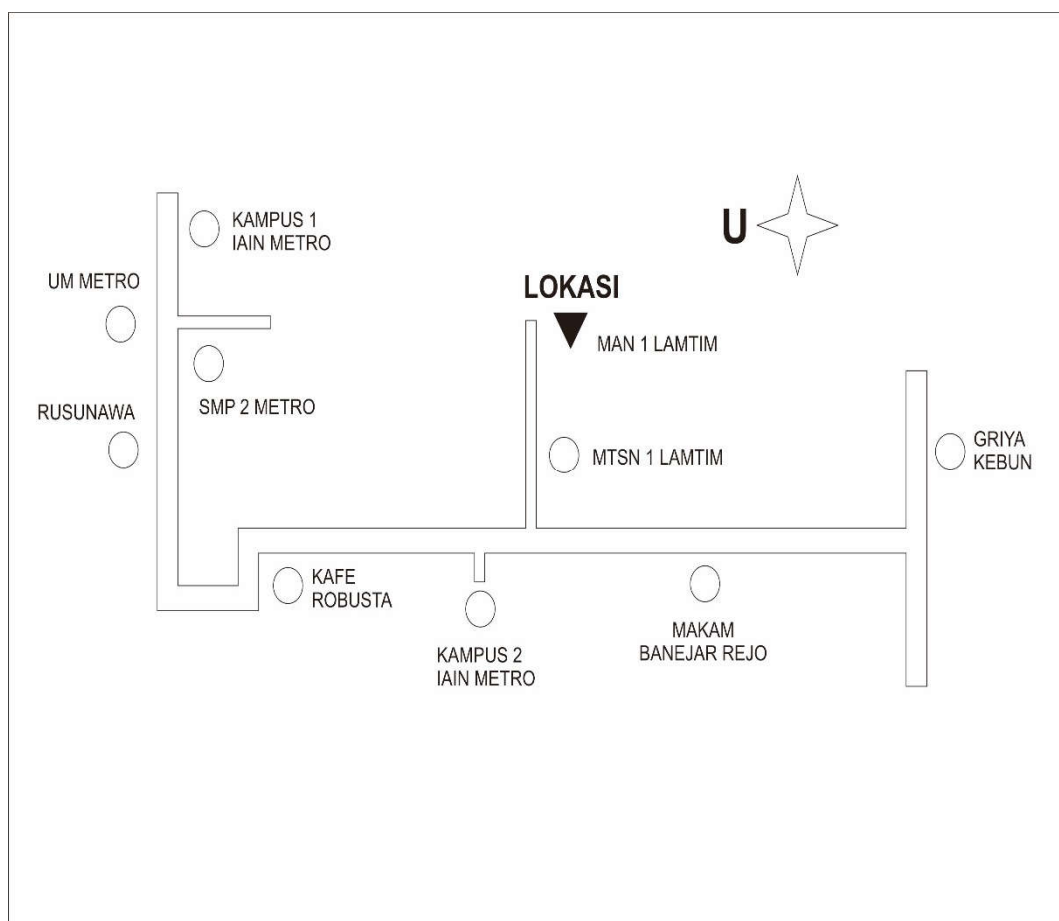
Figure 4.2 Location Sketch of MAN 1 Lampung Timur



### Location Map of MAN 1 Lampung Timur

MAN 1 Lampung Timur placed at Jl. Lembayung 38 B Kec. Batanghari Lampung Timur, Lampung. It is beside of MTSN 1 Lampung Timur and near with IAIN 2 METRO. Here are the location map of MAN 1 Lampung Timur:

Figure 4.3 Location Map of MAN 1 Lampung Timur



## **B. The Result of Research**

An analysis of the difficulties of using showdown technique in teaching writing skill at the tenth grade of MAN 1 Lampung Timur. The data were gathered through interview and documentation with the teacher at MAN 1 Lampung Timur. The description below is a data compiled from interview that shows what are the teaching writing problems faced by the teachers. The researcher interview to teacher. These are the result of the interview from the teacher:

### **1. The Result of Interview**

- a) Have you ever applied showdown techniques in teaching descriptive text?
  - Sometimes I use showdown technique if the lesson can conducted in a group.
- b) After you tried to apply the showdown technique, in your opinion, is showdown technique effective to improve the students' skill in writing descriptive text?
  - By using showdown technique, student can practice writing skill in describing something.
- c) Can showdown technique create an Interactive learning in the class?
  - The situation in the class can be more interactive by using showdown technique because every student instructed to be active in describing something.

- d) Can the showdown technique stimulate all of the students to participate actively in learning descriptive text?
- The showdown technique can stimulate all of the students to participate actively in learning descriptive text because the feel of competition in every group.
- e) Can showdown technique improve the students' motivation in learning descriptive text?
- Showdown technique can improve the students' motivation in learning descriptive text because the teaching method is based on group that giving support for each other.
- f) What are the difficulties that you faced in applying showdown technique in teaching descriptive text?
- The difficulties in applying showdown technique in teaching descriptive text is to set the class in the calm condition because sometimes the class becoming noisy when the lesson started.
- g) What are the weaknesses of showdown technique in teaching descriptive text?
- The weaknesses of showdown technique in teaching descriptive text is the noisy class that disturbing the class beside it .
- h) How do you solve or minimalize the difficulties in applying showdown technique?

- How to solve the difficulties in applying showdown technique is giving the attention, warning and giving the instruction to the student so that student can be act as the purpose of the lesson.
- i) Can showdown technique improve the students' skills in all of the processes of writing?
  - Showdown technique can improve the students' skills in all of the processes of writing because make the student practicing writing skill in describing something with teacher guidance as the facilitator so the descriptive text well-structured and correct.
- j) Can showdown technique improve the students' skills in all of the aspects of writing?
  - Showdown technique can improve the students' skills in all of the aspects of writing including vocabulary, grammar and choosing correct words.
- k) Can showdown technique also improve the student' writing skill with the introvert personality?
  - Showdown technique can improve the student' writing skill with the introvert personality because in its process, every students represent their self in describing text before sharing to their friend in a group.
- l) Can showdown technique help the students to learn independently in the class?

- Showdown technique can help the students to learn independently in the class because every student is required to practice the descriptive text well-structured and correct.

### C. DISCUSSION

This discussion focuses on using showdown technique in teaching writing skill at the tenth grade of MAN 1 Lampung Timur. The writing skill is also realized by ability to apply the rule of the language to transfer the information in readers mind effectively”.<sup>37</sup>After collect information through interviews, and documentation the English teacher’s on teaching process, the researcher finds the difficulties of using showdown technique in teaching writing skill. The researcher gets the data from some sources such as interview and documentation. The researcher concluded several findings that answered the research question as stated in chapter. All of the finding was gotten from the data that were collect by the researcher during the research process. The finding is presented in the bellow:

Writing is a psychological activity of the language user to put information in the written text.<sup>38</sup> The findings on using showdown technique in teaching writing skill learning method found from the English teacher’s on teaching process. Usually the teacher will use showdown technique when the material is must conduct in a group. So the teacher can’t use showdown technique if the material is consist in individual exercise. The teacher must

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<sup>37</sup> Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), p. 2

<sup>38</sup> Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 215

mastering how to make good situation in the class so that the student can obey the instruction to make a group without wasting much time.

On teaching learning, the teacher gave the students opportunity to practice writing skill in describing something, so the students were guided by the teacher in practicing writing skill in order to make it better than before. When the teacher guide the student. The teacher only explains the little material. The teacher does not have a big role in showdown technique, the student must be more active and the teacher stand as facilitator. The material depends on the curriculum and the material was very limited, so the teacher could not develop all material. The limited of the material could not help the students to improve their writing ability, because the material used can be bored and not interesting for students.

Showdown technique is one of the cooperative learning techniques which set the students into some groups and give them the opportunity to write down their own answer, show and compare with teammates.<sup>39</sup> On showdown technique in teaching writing skill, the students practice and focused on the material so they get the practicing writing skill more based of their question supposed to get the useful answer. The students pay attentions on their writing ability. By using showdown technique, the students can be more active to answer the questions by the own think and write it with their own ability. The teacher also can handle well teaching writing activities in the classroom by using showdown technique.

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<sup>39</sup> Spencer Kagan, *Cooperative Learning*(San Clemente, CA:Kagan, 1994). 6.35



The showdown technique can stimulate all of the students to participate actively in learning descriptive text because the feel of competition in every group.

In MAN 1 Lampung Timur, teaching writing using showdown technique is one of the effective methods. The teacher will have good stimulation by using showdown technique to make student more active in the class. Student feel the good situation of competition if the lesson conducted by using showdown technique. Showdown technique in MAN 1 Lampung Timur used only several times, it was depending on the situation of the students and on the material that will be given. Showdown technique can motivate students to help their teammates succeed.<sup>40</sup>

The effect of using showdown technique is so good. Because, the student can explore the material by the own thinking in the group. Sometimes, the students can also discuss with the classmate and have more experience in writing skill inside the activity of group. This method is the good one of the method on writing ability. The student active by them self in own thinking.

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<sup>40</sup> Spencer Kagan, *Cooperative Learning*(San Clemente, CA:Kagan, 1994).p 4.9

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Writing is an activity which used by the researcher to explain an information. Descriptive is the text that has principle purpose to describe the object. Showdown strategy is where students answer questions and when the showdown captain calls “Showdown”, teammates will display their own answers.

Based on the result, the researcher concluded that the difficulties of teaching writing ability by using showdown technique method at class X of MAN 1 Lampung Timur as follows:

1. Showdown technique cannot be used in all times; it was depending on the situation of the students and on the material that will be given. The difficulties in applying the showdown technique is on controlling the class sometimes the class can be noisy and disturbing the other class. However, this problem can be solved by giving a clear and strict guidance. Furthermore, the other problem is some students are not accustomed to work in a group.
2. There are several effects of using showdown technique. The effects are improve the participation of the students in the class, it reveals showdown technique can increase the motivation of the students, It also found that the showdown technique can improve the writing skill of the

students in all of the aspect of writing even it can be improve the skill of the introvert students and encourage the students to work independently.

## **B. SUGGESTION**

Dealing the conclusion above, the researcher would like to give some Suggestion as follow:

### **1. To the teacher**

- a. The teacher has to consider whether or not the method he was adopted is suitable.
- b. The teacher must understand well the tool used in teaching writing whether he will use live presentation in the class.
- c. The teacher must give the warm up activity related the material they want to teach.

### **2. To the students**

- a. The students must prepare the material first before they join the class.
- b. The students more practice on writing and get the meaning of the text with read some books, novels, newspaper, article, etc.
- c. The students must pay attention during the lesson.

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# APPENDICES



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5527/In.28.1/J/TL.00/12/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SEKOLAH MAN 1 LAMPUNG T MAN 1 LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

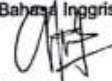
Nama : **BAYU PUTRA UTAMA**  
NPM : 1601070143  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE INFLUENCE OF SHOWDOWN TECHNIQUE TOWARD THE STUDENTS WRITING SKILL AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

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, 30 Desember 2020  
Ketua Jurusan  
Tadris Bahasa Inggris

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR  
MADRASAH ALIYAH NEGERI 1**

Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp. (0725) 44756  
Website : [www.man1lampungtimur.sch.id](http://www.man1lampungtimur.sch.id) E-mail : [man1lampungtimur@gmail.com](mailto:man1lampungtimur@gmail.com)

06 Oktober 2020

Nomor : B- 412- /Ma. 08.01/PP.07.1/10/2020  
Lampiran : -  
Perihal : **Tanggapan Pra Survey**

Yth,  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro

**Assalamu'alikum Wr. Wb.**

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor:B-5527/In.28.1/J/TL.00/12/2020 tanggal 25 Januari 2021 tentang izin Pra Survey, Maka diberikan izin kepada :

Nama : Bayu Putra Utama  
NPM : 1601070054  
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam rangka Penulisan Proposal Penelitian dengan judul "The Influence of Showdown Technique Toward the Students Writing Skill at the Tenth Grade of MAN 1 Lampung Timur"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

**Wassalamu'alaikum Wr. Wb.**







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

Nomor : B-1420/In.28/D.1/TL.00/05/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SEKOLAH MAN 1  
LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-1419/In.28/D.1/TL.01/05/2021,  
tanggal 05 Mei 2021 atas nama saudara:

Nama : **BAYU PUTRA UTAMA**  
NPM : 1601070143  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Mei 2021  
Wakil Dekan I,

  
Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR  
MADRASAH ALIYAH NEGERI 1**

Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur  
Telepon 0725 44756 Website : [www.man1lampungtimur.sch.id](http://www.man1lampungtimur.sch.id)  
E-mail : [man1lampungtimur@gmail.com](mailto:man1lampungtimur@gmail.com)

23 Juni 2021

Nomor : B-316 /Ma.08.01/PP.07.1/06/2021  
Lampiran : -  
Hal : **Tanggapan Izin Research**

Yth. :  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-1420/In.28/D.1/TL.00/05/2021 tanggal 05 Mei 2021 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Bayu Putra Utama  
NPM : 1601070143  
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "An analysis Of The Difficulties Of Using Showdown Technique In Teaching Writing Skill At The Tenth Grade Of MAN 1 Lampung Timur".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya



H. Rúbangi, M. Pd. I.  
NIP. 19681117 199703 1 002



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo 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

**SURAT TUGAS**

Nomor: B-1419/In.28/D.1/TL.01/05/2021

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

Nama : **BAYU PUTRA UTAMA**  
NPM : 1601070143  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR".
  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 tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro  
Pada Tanggal : 05 Mei 2021





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-387/ln.28/S/U.1/OT.01/05/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : BAYU PUTRA UTAMA  
NPM : 1601070143  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070143

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Mei 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002 3



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:  
www.tarbiyah.metrouniv.ac.id

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

Nama : Bayu Putra Utama  
NPM : 1601070143

Jurusan : TBI  
Semester/Tahun : IX / 2020

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Koms 4/2021 /02	✓		Proposal skripsi & Aca. Administrasi	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M. Ag  
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KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Bayu Putra Utama  
NPM : 1601070143

Jurusan : TBI  
Semester : IX/2020

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat 13/02/2020 /11		✓	-Margin cover - change reference on Background of study - penomoran daftar isi - penambahan table	
2	Senin 23/02/2020 /11		✓	- Prior research - step prosedur showdown Teknik	
3	Selasa 1/02/2020 /01		✓	Sk Lembar sec I Adusint	

Mengetahui  
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Nama : Bayu Putra Utama  
NPM : 1601070143

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1	Jumat 16 April 2021	✓		Bimbingan APD	
2	Senin 26 April 2021	✓		ACC APD.	

Mengetahui,  
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IAIN METRO

Nama : Bayu Putra Utama  
NPM : 1601070143

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 15 April 2021		✓	ke instrumentor	

Mengetahui,  
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IAIN METRO

Nama : Bayu Putra Utama  
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Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 29 -04-2021		✓	Revise CH 4 and CH 5	
2.	Senin 19 -05-2021		✓	Revise CH 3	
3.	Jumat 4- Juni-2021		✓	Mu Mengesah Ca I Revisi	

Mengetahui,  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Bayu Putra Utama  
NPM : 1601070143

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa 8 - Juni - 2021	✓		Revisi Daftar Isi Revisi Chapter I	
2	Kamis 10 - Juni - 2021	✓		Revisi Chapter II	
3	Selasa 15/6 2021	✓		Revisi Chapter IV Description the Data	
4	Senin 20/6 2021	✓		Revisi Chapter IV Discussion	

Mengetahui  
Ketua Jurusan TBI

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Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 05 - Juli - 2021	✓		Ace Danugrahtha	

Mengetahui,  
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NPM : 1601070143  
Tempat/Tanggal Lahir : BRAJA INDAH, 1 Oktober 1998  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

No	Komponen dan Kode Mata Kuliah	Mata Kuliah	SKS	Nilai		Ket
				Huruf	Angka	
1	PBI.2.01.1	Critical Reading	2	B	3,00	6,00
2	PBI.2.02.2	Extensive Reading: Islamic Text	2	A	4,00	8,00
3	PBI.2.03.3	Extensive Reading: Scientific Text	2	A	4,00	8,00
4	PBI.2.04.4	Extensive Reading: Journal	2	A	4,00	8,00
5	PBI.2.05.1	Speaking for Informal Interactions	2	B	3,00	6,00
6	PBI.2.06.2	Speaking for Formal Interactions	2	B	3,00	6,00
7	PBI.2.07.3	Speaking for Islamic Speech	2	B	3,00	6,00
8	PBI.2.08.4	Speaking for Academic Purpose	2	B	3,00	6,00
9	PBI.2.09.1	Literal Listening	2	A	4,00	8,00
10	PBI.2.10.2	Interpretive Listening	2	C	2,00	4,00
11	PBI.2.11.3	Listening for TOEFL 1	2	A	4,00	8,00
12	PBI.2.12.4	Listening for TOEFL 2	2	B	3,00	6,00
13	PBI.2.13.1	Paragraph Writing	2	B	3,00	6,00
14	PBI.2.14.2	Essay Writing	2	B	3,00	6,00
15	PBI.2.15.3	Argumentative Writing	2	B	3,00	6,00
16	PBI.2.16.4	Writing for Academic Purpose	2	B	3,00	6,00
17	PBI.2.17.1	Basic Structure and Grammar	2	B	3,00	6,00
18	PBI.2.18.2	Complex Structure and Grammar	2	B	3,00	6,00
19	PBI.2.19.3	Structure and Grammar for TOEFL 1	2	B	3,00	6,00
20	PBI.2.20.4	Structure and Grammar for TOEFL 2	2	B	3,00	6,00
21	PBI.2.21.1	English-Indonesia Translation	2	A	4,00	8,00
22	PBI.2.22.2	Indonesia-English Translation	2	B	3,00	6,00
23	PBI.2.23.0	English Phonology	2	B	3,00	6,00
24	PBI.2.24.0	English Morphology	2	A	4,00	8,00
25	PBI.2.25.0	English Syntax	2	B	3,00	6,00
26	PBI.2.26.0	English Semantics	2	A	4,00	8,00
27	PBI.2.27.0	Sociolinguistics	2	A	4,00	8,00
28	PBI.2.28.0	Psycholinguistics	2	B	3,00	6,00
29	PBI.2.29.3	Statistics for Linguistics	2	A	4,00	8,00
30	PBI.2.30.0	Discourse Analysis	2	B	3,00	6,00
31	PBI.2.30.1	TEFL1	2	B	3,00	6,00
32	PBI.2.32.2	TEFL 2	2	B	3,00	6,00
33	PBI.2.33.3	Seminar on TEFL	2	B	3,00	6,00

No	Komponen dan Kode Mata Kuliah	Mata Kuliah	SKS	Nilai			Ket
				Huruf	Angka	Jumlah	
34	PBI.2.34.0	Cross Cultural Understanding	2	A	4,00	8,00	
35	PBI.2.35.0	English For Academic Purpose	2	A	4,00	8,00	
36	PBI.2.36.0	English for Young Learners	2	A	4,00	8,00	
37	PBI.4.01.0	English for Business	2	A	4,00	8,00	
38	PBI.4.02.0	Course Management	2	A	4,00	8,00	
39	STA.1.01.0	Pancasila	2	A	4,00	8,00	
40	STA.1.02.0	Kewarganegaraan	2	A	4,00	8,00	
41	STA.1.03.0	Bahasa Indonesia	2	A	4,00	8,00	
42	STA.1.04.0	Baca Tulis Al-Qur'an	3	B	3,00	9,00	
43	STA.1.05.0	Metodologi Studi Islam	3	B	3,00	9,00	
44	STA.1.06.0	Filsafat Umum	2	A	4,00	8,00	
45	STA.1.07.0	IAD/ISBD	3	A	4,00	12,00	
46	STA.1.08.0	Teknologi Informasi dan Komunikasi (TIK)	2	A	4,00	8,00	
47	STA.1.09.0	Kuliah Kerja Nyata (KKN)	4	A	4,00	16,00	
48	STA.1.10.0	Skripsi	6	A	4,00	24,00	
49	TAR.1.09.1	Statistik Dasar	2	A	4,00	8,00	
50	TAR.1.13.0	Bahasa Arab	2	A	4,00	8,00	
51	TAR.1.14.0	Akhlak Tasawuf	2	B	3,00	6,00	
52	TAR.1.16.0	Fiqh Ibadah	2	A	4,00	8,00	
53	TAR.1.18.0	Tauhid dan Ilmu Kalam	2	A	4,00	8,00	
54	TAR.2.01.0	Ilmu Pendidikan Umum	3	B	3,00	9,00	
55	TAR.2.02.0	Evaluasi Pembelajaran	3	A	4,00	12,00	
56	TAR.2.03.0	Media Pembelajaran	2	A	4,00	8,00	
57	TAR.2.04.0	Pengembangan Kurikulum	2	B	3,00	6,00	
58	TAR.2.05.0	Strategi Pembelajaran	2	B	3,00	6,00	
59	TAR.2.06.0	Perencanaan Pembelajaran	3	A	4,00	12,00	
60	TAR.2.07.0	Psikologi Pendidikan	2	B	3,00	6,00	
61	TAR.2.08.0	Administrasi Pendidikan	2	B	3,00	6,00	
62	TAR.2.10.2	Metodologi Penelitian Pendidikan	3	A	4,00	12,00	
63	TAR.2.11.1	Praktek Profesi Lapangan (PPL) 1	2	A	4,00	8,00	
64	TAR.2.12.2	Praktek Profesi Lapangan (PPL) 2	4	A	4,00	16,00	
65	TAR.3.17.0	Kewirausahaan/Enterpreneurship	2	A	4,00	8,00	
66	TAR.4.05.0	Perpustakaan	2	A	4,00	8,00	
<b>JUMLAH</b>			<b>147</b>			<b>521,00</b>	

JUMLAH NILAI = 521,00  
 SKS TOTAL = 147  
 INDEKS PRESTASI = 3,54  
 ( Tiga Koma Lima Empat )  
 PREDIKAT = Pujian

DIKELUARKAN DI : METRO  
 PADA TANGGAL : 27 Juli 2021

Kasubag Akademik, Kemhs. & Alumni,



S. Efendi, M.Pd.I  
 NIP 198412012009121002

AN ANALYSIS OF THE  
DIFFICULTIES OF USING  
SHOWDOWN TECHNIQUE IN  
TEACHING WRITING SKILL AT  
THE TENTH GRADE OF MAN 1  
LAMPUNG TIMUR

by Bayu Putra Utama 1601070143

**Submission date:** 05-jul-2021 03:28PM (UTC+0700)

**Submission ID:** 1615902037

**File name:** BAYU\_PUTRA\_UTAMA\_-\_1601070143.docx (231.97K)

**Word count:** 7685

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Handwritten signature or initials in black ink, possibly reading 'B/1' or similar, located in the bottom right corner of the page.

A UNDERGRADUATED THESIS  
AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN  
TECHNIQUE IN TEACHING WRITING SKILL AT THE TENTH  
GRADE OF MAN 1 LAMPUNG TIMUR



By :

Bayu Putra Utama

Student Number : 1601070143

ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHING TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

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# AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL AT THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR

## ORIGINALITY REPORT

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## Documentation of Interview





Research Instrument

## **INSTRUMENT INTERVIEW BLUEPRINT**

### **LIST OF INTERVIEW**

#### **The Difficulties Of Using Showdown Technique In Teaching Writing Skill At**

#### **The Tenth Grade Of MAN 1 Lampung Timur**

#### **The Questions Intended To The English Teacher To The Difficulties Of Using Showdown Technique In Teaching Writing Skill**

1. Apakah anda pernah menerapkan showdown teknik dalam pembelajaran descriptive writing?

Have you ever applied showdown techniques in teaching descriptive text?

- Sometimes I use showdown technique if the lesson can conducted in a group.

2. Setelah mencoba menerapkan showdown teknik, menurut anda apakah showdown teknik effective untuk meningkatkan kemampuan descriptive writing siswa?

After you tried to apply the showdown technique, in your opinion, is showdown technique effective to improve the students' skill in writing descriptive text?

- By using showdown technique, student can practice writing skill in describing something.

3. Apakah showdown teknik dapat menciptakan pembelajaran yg interaktif di kelas?

Can showdown technique create an Interactive learning in the class?

➤ The situation in the class can be more interactive by using showdown technique because every student instructed to be active in describing something.

4. Apakah showdown teknik dapat menstimulus seluruh siswa untuk berperan aktif dalam pembelajaran descriptive writing?

Can the showdown technique stimulate all of the students to participate actively in learning descriptive text?

➤ The showdown technique can stimulate all of the students to participate actively in learning descriptive text because the feel of competition in every group.

5. Apakah showdown teknik dapat meningkatkan motivasi seluruh siswa dalam pembelajaran descriptive writing?

Can showdown technique improve the students' motivation in learning descriptive text?

➤ Showdown technique can improve the students' motivation in learning descriptive text because the teaching method is based on group that giving support for each other

6. Kesulitan apa saja yang ada temukan dalam penerapan showdown teknik pada pembelajaran descriptive writing?

What are the difficulties that you faced in applying showdown technique in teaching descriptive text?

- The difficulties in applying showdown technique in teaching descriptive text is to set the class in the calm condition because sometimes the class becoming noisy when the lesson started.

7. Apakah kelemahan showdown teknik dalam pembelajaran descriptive writing?

What are the weaknesses of showdown technique in teaching descriptive text?

- The weaknesses of showdown technique in teaching descriptive text is the noisy class that disturbing the class beside it

8. Bagaimana Cara anda untuk meminimalisir kendala dalam penerapan showdown teknik?

How do you solve or minimalize the difficulties in applying showdown technique?

- How to solve the difficulties in applying showdown technique is giving the attention, warning and giving the instruction to the student so that student can be act as the purpose of the lesson.

9. Apakah showdown teknik dapat meningkatkan kemampuan menulis siswa dalam semua process writing?

Can showdown technique improve the students' skills in all of the processes of writing?

- Showdown technique can improve the students' motivation in learning descriptive text because the teaching method is based on group that giving support for each other.

10. Apakah showdown teknik dapat meningkatkan kemampuan menulis siswa dalam semua aspek writing?

Can showdown technique improve the students' skills in all of the aspects of writing?

- Showdown technique can improve the students' skills in all of the aspects of writing including vocabulary, grammar and choosing correct words.

11. Apakah showdown teknik dapat meningkatkan kemampuan menulis siswa dengan kepribadian tertutup?

Can showdown technique also improve the student' writing skill with the introvert personality?

- Showdown technique can improve the student' writing skill with the introvert personality because in its process, every students represent their self in describing text before sharing to their friend in a group.

12. Apakah showdown teknik mampu menciptakan pembelajar mandiri antar siswa di dalam kelas?

Can showdown technique help the students to learn independently in the class?

- Showdown technique can help the students to learn independently in the class because every student is required to practice the descriptive text well-structured and correct.

## DOCUMENTATION SHEET

No.	Documented Points	Availability
1	Interview with Teacher	
2	History of the school	
3	Conditional of teacher and official employers in MAN 1 Lampung Timur	
4	Organization structure of MAN 1 Lampung Timur	

**Note :**

- **Tick (√) for each positive availability**

## **CURRICULUM VITEA**



The writer named Bayu Putra Utama, familiarly called Bayu. Born in Braja Indah 01 October 1998. The writer is the second of three sons. Resides in Braja Indah District Braja Selehah East Lampung Regency.

The author completed his formal education at Braja Indah Islamic Kindergarten in 2003-2004, SDN 2 Braja Indah Year 2004-2010, SMP Negeri 1 Braja Selehah Tahun 2010-2013, SMA Negeri 1 Labuhan Ratu 2013-2016. Then after graduating in 2016, the author continued his schooling to a higher level, namely Higher Education at the beloved Campus of the State Islamic Institute (IAIN) Metro. Currently the author completed his studies in semester VIII of the Faculty of Tarbiyah Teaching Sciences, Department of English Takdris (TBI).

Life Motto: Change Your Mind And You Can Change Your World.