A RESEARCH PROPOSAL

APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN LAMPUNG TIMUR

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

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

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APPROVAL PAGE

Title : APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 5 PEKALONGAN

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Assalamualaikum Wr.Wb.

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

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Judul Skripsi   : APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENT'S WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 5 PEKALONGAN

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN LAMPUNG TIMUR, written by Febri Sursam Putra, student number 13107287, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 30th December 2019 at 15.00 – 17.00 Pm.

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ABSTRACT

APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN

BY:
FEBRI SURSAM PUTRA

The purpose of this research is to show that the effectiveness of applying Small Group Discussion Technique towards the students' writing skill. The students of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan have difficulties in understanding a text. Moreover, they also have difficulties to achieve writing skill. This research is conducted to discuss how the influence of Small Group Discussion Technique towards the students' writing skill to write descriptive text in English.

This research is categorized to Classroom Action Research (CAR). In this research, the researcher conducted Classroom Action Research (CAR) which is done in two cycle. Each cycle consist of planning, acting, observing and reflecying. The subject of this research is the students of X of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan. In collecting data, the researcher used test, observation, and documentation.

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

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

ABSTRAK

**PENERAPAN SMALL GROUP DISCUSSION TECHNIQUE
UNTUK MENINGKATKAN MENULIS TEKS DESCRIPTIVE
TERHADAP SISWA KELAS X SMK WAHID HASYIM MA'ARIF NU 05
PEKALONGAN**

**OLEH:
FEBRI SURSAM PUTRA**

Tujuan penelitian ini adalah untuk menunjukkan bahwa penerapan Small Group Discussion Technique terhadap kemampuan menulis siswa. Masalah yang dihadapi siswa di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan yaitu masih mempunyai kemampuan rendah dalam menulis sebuah teks. Penelitian ini dilakukan untuk mendiskusikan bagaimana pengaruh Small Group Discussion Technique terhadap kemampuan siswa dalam menulis teks deskriptif dalam bahasa Inggris.

Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini dilakukan menggunakan CAR (Classroom Action Research) atau PTK (Penelitian Tindakan Kelas) yang terdiri dari 2 siklus. Setiap siklus terdiri dari planning, acting, observing and reflecting. Subjek penelitian ini adalah siswa kelas X SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, Lampung Timur. Teknik yang digunakan dalam pengumpulan data ialah test, observasi dan dokumentasi.

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

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

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro,   December 2019
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Desember 2019

Penulis,

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MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٦﴾

"Verily, with every difficulty there is relief."

(Q.S. Al-Insyirah: 6)

"You have to endure caterpillars if you want to see butterflies."
(Evan D. Saint)

DEDICATION

From his deepest heart, he dedicates this thesis to:

1. His beloved advisors and lecturers who give guidance and contructive idea.

2. His beloved the Head of English Education Department, Mr. Ahmad Subhan Roza, M.Pd

3. My sponsor Dr. Mahrus As'ad, M.Ag and Trisna Dinillah Harya, M.Pd, it will not be real without your assistance.

4. His beloved parents, Mr. Muhammad Hisam and Mrs. Suryati who never stop praying for my succcess.

5. His beloved sisters Arista Rezekiati and Amanda Rahmadani who always support me both moral.

6. His almamater, The State Institute For Islamic of Metro Lampung.

7. The headmaster and English Teacher of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, East Lampung.

8. His beloved MAPALA Jurai Siwo Metro

9. His beloved Bolokurowo. There are Abdul Manan (Menyul), Ahmad Fuad Shidiq (Blendong), Dhoni Aditya (Ondel), Dwi Rizal Aziz (Piton), Kevin Pradhana Putra (Kepet), Rian Febrianto (John) and Toni Alfian (Trocok) who always support me.

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

This undergraduate thesis is entitled "Applying Small Group Discussion Technique to Improve Students' Writing Descriptive Text Skill at the Tenth Graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan".

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

The writer also gives her thanks to parents and all family who keep supporting her in such intangible ways.All of them have a significant role in giving aid and guidance in the process of compiling this undergraduate thesis.

Metro,   December 2019
The Writer,

Febri Sursam Putra
Std. Number. 13107287

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CHAPTER I

INTRODUCTION

A. Background of Study

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

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

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

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

In relation with the general writing research proposal above, it was found that there were also specific writing problem as the result of pre-survey by the researcher which was done on Juli, 16th2019 at SMK Wahid Hasyim Ma'arif NU 05 Pekalongan. The data of pre-survey is provided as follow:

Table 1
The Data of Pre-survey among the Tenth Grade Students
SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

No	Name	Score	Criteria
1	AP	45	Incomplete
2	AR	45	Incomplete
3	ASL	50	Incomplete
4	CS	40	Incomplete
5	DA	40	Incomplete
6	DA	50	Incomplete
7	GNH	40	Incomplete
8	HA	50	Incomplete

9	IM	79	Complete
10	IDMS	76	Complete
11	IANH	50	Incomplete
12	JSV	40	Incomplete
13	KD	77	Complete
14	LA	45	Incomplete
15	LH	55	Incomplete
16	MA	80	Complete
17	MB	77	Complete
18	MCA	40	Incomplete
19	MST	50	Incomplete
20	NRP	60	Incomplete
21	NA	79	Complete
22	NE	50	Incomplete
23	NA	55	Incomplete
24	RW	60	Incomplete
25	RDS	57	Incomplete
26	RI	83	Complete
27	RA	78	Complete
28	SGP	80	Complete
29	VL	68	Incomplete
30	YS	81	Complete
31	YA	68	Incomplete
32	AF	66	Incomplete

Source: The researcher's data pre-survey on 16 Juli 2019

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

Table 2
Passing Grade Criteria

No	Grade	Criteria	Total Of Student	Percentage
1	≥ 75	Complete	10	31,25%
2	≤ 75	Incomplete	22	68,75%
Total			32	100%

Based on the pre-survey above, it was known that most of the students were not able to pass grade of 75 as the minimum mastery criterion. The

students could be successful in achieving the material if 70% of the students in class get at least 75. However, it was only 25% of students that were able pass minimum mastery criterion. It was because there were only fiveof twenty students were able to achieve minimum mastery criterion. All in all, it were concluded that the writing skill of descriptive text in the tenth grader of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan were categorized into low category.

Therefore, to overcome the problem above, the researcher decided to apply a teaching technique that was effective to improve students' writing descriptive text skill. This technique was called small group discussion. Small Group Discussion is technique that can make students easier to accept the lesson and easier to write in English. The researcher would conduct a research focusing on applying small group discussion technique to improve the students' writing descriptive text skill. In line with the reason above, the researcher purposes a title of this research entitled "Applying Small Group Discussion Technique to Improve the Students' Writing Descriptive Text Skill at The Tenth Graders of SMK Wahid Hasyim Ma'arif Nu 05 Pekalongan"

B. Problem Identification

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

1. The students have low motivation and unconfident to write the descriptive text.

2. The students do not have ideas and get difficulties in organizing their ideas.

3. The students feel hard to write descriptive text.

4. Most of the students are difficult to write certain words correctly.

5. The technique that was given is not variation in teaching learning process.

C. Problem Limitation

Based on the problem identification above, the researcher limited and focused the problem of students' are difficulties in writing descriptive text skill by applying small group discussion technique at the tenth graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan.

D. Problem Formulation

Based on the background study above, the problem of this research is: "Can small group discussion technique improve the students' writing descriptive text skill and their learning activities at the tenth graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan?"

E. Objective and Benefit of Study

1. Objective of the Study

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

2. Benefit of the Study

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

a. For students as a development technique

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

b. For English teacher as an alternative technique

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

c. For the headmaster as the problem solving

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

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. The Concept of Writing Descriptive Text Skill

a. The Definition of Writing Skill

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

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

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[1]Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32.
[2]Trudy Wallace, et.al, *Teaching speaking, listening, and writing*, *Educational Practices Series-14*, (France: Typhon, 2004), p.15.
[3]H. Douglas Brown, *Language Assessment "Principle and Classroom Practices"*, (California: Pearson Longman, 2003), p.218.

creating communicative needs which cannot be readily met by spoken language.[4]

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

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

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

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[4]David Nunan, *Language Teaching Methodology "A textbook for teachers",* (Sydney: Macquarie Univesity, 1991), p.84.
[5]R.R Jordan, *Academic Writing Course*, (England: Longman, 2003),p.41.
[6]Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives", *Literacy Information and Computer Education Journal (LICEJ)*, (Egypt: Infonomics Society), Vol.1/Issue 4, December 2010, p.211.

with speaking.[7] When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to a psycholinguist, Eric Lenneberg says that different from speaking in which people learn language through a natural process or human behavior as learning to „walk‟, writing is a learned behavior as learning to „swim‟, people need someone to teach them.[8] It means that 8 people learn to write if they are members of a literate society and usually if someone teaches them. Among the four language skills, "writing is the most difficult skill for second or foreign learners to master".[9] It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words.[10] Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by Rohman.[11] He points out that writing is usefully described as a process of putting thoughts into words and words into papers.

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[7]Harmer, J. 2007. The Practice of English Language Teaching-4th Edition. London: Longman. P.265

[8]Brown, D.H. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition. New York: Longman. P.334

[9]Richards, J.C., and Renandya, W. A.. 2002. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press. P.303

[10]Brown, D.H. Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition.. P.336

[11]McDonald, C.R. and McDonald, R.L. 2002. Teaching Writing. America: Southern Illinois University Press. P.7

Writing can be seen as two different views. They are the product of that writing and the process of writing. When writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should „look".[12] It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself.[13]

On the other hand, when writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas 9 down on paper to transform thoughts into words.[14] It means that the process of writing is more valuable than the end of the product.

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the

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[12]Brown, D.H. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition. New York: Longman. P.335
[13]Harmer, J. 2007. The Practice of English Language Teaching-4th Edition. London: Longman. P.325
[14]Brown, D.H. Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition.. P. 336

message conveyed. Making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays. According to McCarthy and Harmer point out that there are two important aspects in writing. In order to make writing to be successful, it has to be both coherent and cohesive.

Coherent is the feeling that the elements of texts are bound together in which the reader can follow the sequence of ideas or points. While cohesive is the surface links between the clauses and sentences of a text. It is a more technical matter since it deals with the various linguistic ways of connecting ideas across phrases and sentences, such as using pronoun and connector.

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

b. The Process of Writing

Donald Graves stated to five-step process writing approach is presented there are:[15]

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[15] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook For Tutoring And Remediating Students,* (America: British Library Cataloguing, 2008), p.179.

1) *Prewriting.* The goal here is generate ideas. Listing, brain-storming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

2) *Drafting.* Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas.

3) *Revising.* This is the heart of the writing process. Here a piece is revised and reshaped many times. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.

4) *Editing.* This is the stage where grammar, spelling, and punctuation errors are corrected. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

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

c. The Characteristic of Good Writing

According Boardman explains that there are three characteristic of in writing a good text or paragraph, namely :[16]

1) Coherence

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

2) Cohesion

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

3) Unity

   The final of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

d. Teaching Writing

Jeremy states that writing is also used in questionnaire-type activities. Writing is used to help students perform a deferent kind of

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

activity.[17] Students need to able to write to do these activities, but the activities do not teach students write. Writing activities necessarily help students to write more affectively, or, if they do, that is by-product of the activity rather than its main purpose.

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

The most effective learning of writing skill is likely to take place when students are writing real messages for real audience, or at least when they are performing tasks which they are likely to have to do in their out-of-class life.

e. **The Measurement of Writing**

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and

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[17]Jeremy Harmer, *How to Teach Writing*, p.34.

mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:[18]

Table 3
The Measurement Rubrics of Writing Skill

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-1	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical

[18]Douglas H Brown, *"Language Assessment Principles,* p.244.

			sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by

			errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.[19]
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
	5	Excellent to	

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[19] *Ibid,* p.245.

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

f. The Types of Writing

There are several types of writing, in this section the writer has been taken from Thomas S. Kane Books. He said that the types of writing as follow:[20]

1) Exposition explains. How thing work-an internal combustion engine. Ideas a theory of economics. Facts of everyday how many people get divorced. Controversial issues laden with feelings-abortion, politics, region. But whatever its subject, exposition revels what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, and assertion/denial.

2) Description deals with perceptions- most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

3) Persuasive is a piece of work in which uses words to convince the reader that the writer's opinion is correct with regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste,

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[20]Thomas S. Kane, *Essential Guide to Writing,* (New York: Oxford University Press, 2000), p.7.

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

4) Narrative text is an account or description of events in the past which entails following a time sequence or chronological order.[21]

5) Argumentative is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. Argument is also used to convince someone to take (or not take) an action.[22]

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

2. The Concept of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is the text that is always in around us when we want to describe something or someone.[23] Susan states, description is a writing that creates clear and vivid impression. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders

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[21]R.R Jordan, *Academic Writing Course,* p.27.

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

[23]Edwin Goldwasser, *Method in Teaching of English,*(New York: New York Public Library Press, 2000), p.211.

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

Describing is also used extensively in many text types, such as information reports, literary descriptions, and descriptive recounts and, does to need to classify and/ or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature or narrative text providing the means for developing characterization, sense of place and key themes. Students describe when they are:[24]

1) Talking or writing about a picture:

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

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

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

3) Reporting on an animal:

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

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

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[24]Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* (Australia: University of New South Wales Press Ltd, 2005), p.97.

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

b. The Grammatical Features of Describing

There are some grammatical features of describing such as:[25]

1) When describing things from a technical or factual point of view, the present tense is predominantly used, for example: Has eats, sings, and lays, swim.

2) Although present tense may be used in literary descriptions; it is past tense that tends to dominate, for example: Had, was, enjoyed, seemed, sparkled.

3) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).

4) Action verbs are used when describing behaviors/uses; for example: The queen ant *lays* the eggs. Ants *live* in colonies.

5) In literary and commonsense descriptions, action verbs are used metaphorically to create affect; for example: Mia **bubbled** with enthusiasm. Declan **smashed** the record.

6) Mental verb are used when describing feelings in literary descriptions; for example: She *felt* unhappy. He *liked* dancing.

7) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example

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[25]*Ibid.* p.98.

Possums are ***nocturnal***.

It is ***grey*** and ***brown***.

Her appearance was ***majestic***.

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

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

He has **cool** hairstyle.

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

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

Turtles swim ***slowly***.

She was ***always*** hassling her mother.

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

Walruses have hair ***on their lips***.

The student only worked diligently ***just before exams.***

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

c. The Generic Structure of Descriptive

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

names the thing, then it classifies it, and then it deals with its attributes, behaviors, functions and so on.[26]

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

1) Identification (introduction about the subject): it contains introduction about the people, the thing, the animal, or the place generally.

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

3. The Concept of Small Group Discussion Technique

a. The Definition of Technique

According to Diane Larsen-Freeman, "technique is the behavioral manifestation of the principles" Technique must be consistent with a method and therefore in harmony with an approach as well.[27]

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[26]*Ibid.,* p.100.
[27]Diane Larsen-Freeman, Techniques and Principles in Language Teaching, (New York: Oxford University Press, 2000), p. 11.

According to Richard, technique is implementation which actually takes place in a classroom.[28] It is a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Then, According to Brown, he defines that technique as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson activities.[29]

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

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

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

A simple and effective method of involving students is known as small group discussion.[30] According to Baker, small group itself is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.[31] Small groups provide

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[28]Jack C. Richard and Theodore S. Rodgers, Approaches and Method in Language Teaching, (New York: Cambridge University Press, 1989), p. 15.

[29]H. Brown Douglas, Teaching By Principles; An Interactive Approach to Language Pedagogy, (San Francisco: Longman, 2001), p 16.

[30]George Brown, Madeleine Atkins, Effective Teaching in Higher Education (London and New York: Methuen & Co, Ltd, 1988), P. 29.

[31]Carry L. Baker, Discussion and Group Work Method in Language Learning (New Jersey: Harper and Row Publisher, Inc., 1987), p. 159, in Khusnu Amalia, The Use of Small Group

opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible.[32] Discussion method is a learning method that exposes students to a problem. The main goal of this method is to solve a problem, answer questions, add and understand the students' knowledge and make a decision.[33] Small group discussion is defined as a process where in a group of students get together to exchange experiences, information, ideas, or their thoughts to solve a problem.

According to Ernest, small group discussion allows presenters to announce a topic or idea for group discussion among participants.[34] It means that small group discussion is groups led by a leader or presenter to discuss a topic or problem. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter. According to Wina, small group discussion carried out by dividing the students into groups. The number of members of a group is between 3-5 people.[35] Small group discussion is an orderly process that involves a group of individuals consisting of 3-7 students

Discussion in Teaching Written Procedure Text (English Departement Faculty of Language and Arts Semarang State University, 2009), p. 13.

[32]H. Douglas Brown, *Op. Cit*. p. 178

[33]Wina Sanjaya, Strategi Pembelajaran Berorientasi Standar Proses Pendidikan (Edisi Pertama) (Jakarta: Kencana, 2006), p. 154.

[34]Ernest W. Brewer, 13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers (California: Corwin Press, Inc., 1997), p. 22.

[35]Wina Sanjaya, *Op. Cit*. p. 157.

in a face to face interaction cooperatively.[36] The purpose of the small group discussion is to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusions.

Small group discussion method more effectively applied because students can directly communicate with other members who are not too many.[37] In addition, the small group discussion method students can share information and experiences in solving a problem. Students gain more knowledge and experience in a small group discussion of their activities, both in the classroom and outside the classroom.

According to Brown and Atkins, in small group discussion the lecturer sets a problem or a discussion topic and invites the students to form groups of three or four who discuss or solve the problem set.[38] It means that small group discussion is a process where the students divided into small groups to discuss a topic or problem. Small group discussion refers to interacting in a face-to-face situation so they do the dialog, not only with teacher but also with other learners. It allows participants to express views and opinions and share with other participants. It is a systematic oral exchange of information, views and

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[36]Ari Christiani, Mintohari. "Penerapan Metode Small Group Discussion Dengan Model Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar". JPGSD Vol. 02 No. 02 (2014), p. 3.

[37]*Ibid,* p. 2.

[38]George Brown, Madeleine Atkins, *Loc. Cit.*

opinions about a topic, issue, problem or situation among members of a group who share certain common objectives.

Small group discussion without good classroom organization may be totally ineffective. The arrangement of furniture in the classroom is probably the single most important factor in determining the success of the tutorial.[39] Nunan points out that setting in the classroom is important.[40] Therefore, the physical setting is an important component of successful small group discussion.

Meanwhile, teacher's and learner's role is very important in small group discussion. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.[41] Small group discussion means that the class has to be communicative.

According to Breen and Candlin, the teacher has three main roles in the communicative classroom. The first is to act as facilitator for the communicative process, the second is to act as participant, and the third is to act as an observer and learner.[42] According to Brown, the teacher's roles may change from controller, director, manager, facilitator, and resource.[43] Besides, the learners have more active role. They can communicate directly with each other, rather than exclusive

[39] Mavis Kelly, Ken Stafford, "Managing Small Group Discussion". Workshop Series No. 9 (July 1993), p. 6.
[40] David Nunan, *Op. Cit.* p. 91.
[41] David Nunan, *Op. Cit.* p. 79.
[42] *Ibid,* p. 87.
[43] H. Douglas Brown, *Op. Cit.* p. 167.

with the teacher. It can be concluded that the classroom management and teacher‟s and learner‟s role are the important components of successful small group discussion in teaching learning process.

Moreover, Jonathan states that small group is the dominant pedagogic genre in English studies, on most modules in most departments taking up the lion's share of face to face interaction between lectures and student.[44]Then, Helen Davies states discussion is an effective way to facilitate learning.[45] It is mean that small group discussion can motivated when the students are actively involved and can make learning is more interesting.

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

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[44]Jonathan Gibson, *Small Group Teaching in English Literature: A Good Pratice Guide,* (University of London: Royal Holoway, 2010), p.3.

[45]Helen Davies. "Improving Discussion", Kansas State University, Vol. 29(3)/January 1986.

c. The Purpose of Small Group Discussion Technique

The purposes of small group discussion are:[46]

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

2) It is human nature to be curious about our surroundings and other people; and the best way to find out answers to our questions is to talk with one another.

3) A discussion may be information based, consent raining on fact, or it may focus on personal opinion and the feelings.

4) People enjoy discussions and the arenas of thought they uncover.

5) Talking with friends reveals attitudes and values and offers insight into ways of solving personal problems.

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

Emotionally, the participants may have some sort of personal involvement in the issue they are discussing, making it important to them. The participants want other to realize that their opinions matter, and once the groups' response to this, each participant retains a feeling

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[46]Ernest W. Brewer, Prevent Ways to *Get Your Message Across: The Essential Reference for Teacher, Trainers, Presenters, and Speaker,* (California: Corwin Press, Inc), p.23.

of self-worth. This is an important effective quality that is key to the building of self-confidence and sense of belonging.

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

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

d. The Procedures of Small-Group Discussion Technique

To do this, several steps must be taken when conducting small-group discussion. Those are :[47]

a) Introduction

The presenter must prepare before the discussion for it to be successful. The presenter should try to introduce a topic on which

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[47] *Ibid.* p.24.

all of the participants have some background knowledge so they have a basis for discussion. The introduction should have four parts.

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

2. Purpose. The presenter should explain why the groups will be discussing the chosen topic.

3. Relationship. The presenter must explain how this information fits in with what has already been learned or what will be learned in the future.

4. Advanced organizer. An advanced organizer is some sort of attention-grabber that attracts participants' interest. Many discussion topics fail because participants aren't drawn into the discussion at the beginning.

b) Directing the Discussion

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

Sometimes the participants will take different thought paths and deviate from the instructional objective, so the presenter

might have to reroute the thinking. Leading questions from the presenter can direct the participants back to the topic. They should contain key words and related to the objective of the discussion. These presenter questions will be a model for participants to ask of the peers in their group. King and Rosen shin found that participants who ask thought-provoking questions in small-group discussion encourage creative answers that increase the learning potential for all.

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

c) Summarizing the Discussion

Sometimes the participants may be confused or retain a wrong idea as right. The presenter should summarize to make sure that participants understand what has been discussed. For small-group discussion seeking consensus, it is important to summarize to make sure all the participants are thinking along the same lines. A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them. The presenter should ask the participants how

they would use the information. At times, a discussion will result in the participants' having incorrect ideas. Basically, summarization is helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus.[48]

e. The Variations of Small-Group Discussion Technique

There are some variations of small –group discussion such as:[49]

a) Cooperative Learning Groups

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

b) Problem-Solving Groups

These groups exist in order to cooperate, discover, inquire, and think critically. For example, several participants might work together to solve mathematical problems though exploration. The

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[48]*Ibid,* p.25.

[49]*Ibid.*

purpose of the problem-solving group is to approach real-life problems with an appropriate strategy. The partisans find many approaches to the problem and test them for the best possible solution. Cooper states that problem-solving groups help participants come to logical solutions and make responsible decisions.

c) Group Investigation

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

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

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

a. The Advantages of Small-Group Discussion Technique

There are some the advantages of small-group discussion such as:[50]

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[50] *Ibid,* p.27.

1) All participants in the group can participate.

2) It is a good way to get participants interested in a topic.

3) Participants may more easily understand another participant's explanation than a presenter's explanation.

4) The presenter can identify participants who need assistance.

5) The presenter can identify individual opinions about the topic.

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

b. The Disadvantages of Small-Group Discussion Technique

In general, it is possible to as that small group discussion of around five students provoke greater involvement and participation than large group. They are small for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary. Ernest states that disadvantages of small group discussion are:[51]

1) It is time-consuming. Requires a fairly long time, which is sometimes not as planned like widespread discussion of the topic.

2) Some participants in the group may do all the talking.

3) It involves less presenter involvement than other methods.

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[51] *Ibid.*

4) The discussion can easily get off track.

B. Action Hypothesis

Based on the above theoretical framework above, the researcher formulated the hypothesis of the action of this research if small group discussion technique can improve the students writing descriptive text skill at the tenth graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan East Lampung.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

There are two variable in this research, they are:

1. Dependent Variable

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

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

In addition, descriptive text for SMK Wahid Hasyim Ma'arif NU 05 Pekalongan has indicator involve, content, vocabulary, organization, grammar, and mechanical of writing.

2. Independent Variable

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

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

B. Research Setting

This research conducted in SMK Wahid Hasyim Ma'arif NU 05 Pekalongan East Lampung. SMK Wahid Hasyim Ma'arif NU 05 Pekalongan is one of school that has located on SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Kabupaten Lampung Timur. Total of the teachers here are 17, the head master, and the total of students is 100.

C. Research Subject

Subject of the study was students' writing skill. The teacher or researcher should chose the material appropriately to teach writing descriptive text in the classroom. In this research, the researcher chose descriptive text because it included in the syllabus. The students practiced to find information of the text. After using Small Group Discussion Technique in the process, it would be hoped that it could be improving learning result and studies activity. The subject of this research was X, that included 32 students.

Table 3
The Whole Data of Class X SMK Wahid Hasyim Ma'arif NU 05
Pekalongan East Lampung

Class	Gender	
	Male	Female
X	16	16
Total	**32**	

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

D. Research Procedure

The research that would be conducted is a classroom action research. Simply stated, action research is a systematic process of solving educational problems and making improvements. Action research is different from quantitative and qualitative research, but has characteristics of both. An action researcher utilizes an appropriate intervention to collect and analyze data and to implement action to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g., quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving aproblem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research is more concerned with improvements within the context of the study (i.e., solving a given problem). [79]

According to Anne Burn, action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'.[80] So, one of the main aims of classroom action research is to identify a 'problems' situation or issue that the participants – who may include teachers, students,

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[79]Daniel R. Toman, *Action Research for Educators*, (USA: Scarecrow Press, 2003), p. 5.
[80]Anne Burns, *Doing Action Resaerch in English Language Teaching*, (New York: Routledge, 2010), p.2.

managers, administrators, or even parents – consider worth looking into more deeply and systematically.

Moreover, McNiff states a form practitioner research that can be used to help you improve your professional practice in many different types of workplaces.[81] It means that the research is done by individuals themselves into their own practices.

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

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

Figure 1
Design of Classroom Action Research Model
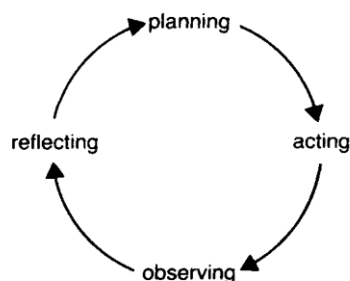
Classroom Action Research model of Jean and Jack[82]

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[81]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41.
[82]*Ibid.*

Cycle 1

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

1. Planning

    a) Researcher prepared the lesson plan including teaching procedure, media and relevant materialto be appliedin acting phase.

    b) Researcher analyzed syllabus to know basic competency to be conveyed by the students using small group discussion technique.

    c) Researcher maked lesson plan of using small group discussion technique, and also made instrument evaluation that used in classroom action research cycles ending.

    d) Researcher arranged instruction evaluation instrument.

    e) Researcher prepared form forobserve the students' activities in learning process.

2. Acting

    The activity is the scenario learning process; it is the implementation from the planning which has made bythe researcher. The activities are:

    a) In each class, English lessonconsist of 45 minutes. In this class learned about descriptive text. Then, the teacher divided the students into some group, each group consist of two unil four students. The teacher must be balance the time between meeting

individual needs of students and addressing as many important principles and activities as possible.

b) If the time allotted for small group discussion technique interaction is less than 45 minutes, or if students' progress at such as a pace that lesson do not get complete, it was still important to build in review and reinforcementinto each lesson.

c) The welcome activity begun every lesson.

d) Followed by the review of previous material. After taht, the teacher gave a topic in each group students'. After that, the students discuss about the topic and made descriptive text.

e) Other activities can be introduced at the time available.

f) Each lesson ends with reviewing (material in that lesson).

3. Observing

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

4. Reflecting

The result of the data had been done continued in the analysis until reflection after research. The reflection discusses as well as a guidance

lecturer while teacher makes research planning for the next cycle. The research plan is planned for the next cycle which has been reparsed from cycle.

Cycle II

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

E. Data Collection Technique

In collecting data the writer will use the following steps:

1. Test

The writer used test to get the result test of the students' writing skill. The result of this test is students' writing score based on applying the technique. The aim of this test is to measure the students' writing skill. The tests consist of the some types, as follows:

a. Pre-test

The pre-test conducted before applying *Small Grup Discussion Technique* in preparations of the study. Kind of the Pre-test in this research is essay test that ask the students to write a composition of descriptive text in English.

b. Post-test

The post-test is implemented after applying *Small Grup Discussion Technique* in teaching writing skill. Kind of the Post-test

in this research is essay test that ask the students to write a composition of descriptive text in English.

2. Observation

The aim of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[83] It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer will observe the learning process of the eleventh graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan in their classroom. During the learning process, the writer is going to observe the students' activeness in learning to write the descriptive text.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state ofschools,it can have a number of features.[84] For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentations is

[83]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58.
[84]*Ibid.*, 273.

needed by the writer in order to get the complete data about the establisment history of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the organization structure of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.[85] In this research, the writer will use field note to record the student's activity during the learning process. In this research, the writer will conduct the field note in order to get the complete data from the tenth graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Data Analysis

Data analysis was conducted by taking the average of the pre-test and post-test. To know students achievement the action were conducted and given test at the early and the last cycle. Then, the results the tenth grade students of

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[85]*Ibid.*,p.526.

SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the minimum mastery

criterion (KKM) for English subject is 75.

The researcher used SPSS program to analyze the data by a formula

for counting the average score is as follow:

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

Where:

$\overline{X}$: The mean score

Σx: the sum of all scores

N: the number of students[86]

Then, to know the result the researcher compered between pre-test

and post-test. The result was matched by the minimum standard in this

school at least 75. If in cycle I there were some students not successful, so

the researcher would like to conduct in cycle II.[87] The minimum cycle in

CAR (Classroom Action Research) was to cycles, if from cucle II all of

students were successful from Minimum Standard Criterion (MSC), the

cycle able to be stoped until cycle II.

To calculate the presentage of the students' score, the formula

which is used as:[88]

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[86]Donal Ary, et.all, *Introduction to Research in Education,* (USA: Wadsworth, 2010), p.108-109.
[87]Daniel R. Tomal, *"Action research for Educator. Second edition",* (United Kingdom: Rowman & Littlefield Publisher. Inch, 2010), p.109.
[88]Timothy C. Urdan, *"Statictics in Plain English"*, (London: Lawrence Erlbaum Associate Publishers, 2015), p.10.

$$P = \frac{F}{N} x100\%$$

Where:

P = Percentage of Students Activity

F = frequency of the correct answer

N = Total of Students

G. Indicator of Success

The research reputed to be success if 70 % of students got minimum score at least 75 and was improvement student learning activity in teaching and learning process. Therefore, the students become more active and enthusiastic in learning English.

CHAPTER IV

RESULT AND DISCUSSION

A. **Description of the Data**

  1. **Research Setting**

      a. **The History of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan**

      SMK Wahid Hasyim Ma'arif NU 05 Pekalongan was founded by the government in 2012. SMK Wahid Hasyim Ma'arif NU 05 Pekalongan is located on Jl. Yanuris No.9 in the village of Siraman East Lampung. District SMK Wahid Hasyim Ma'arif NU 05 Pekalongan was established by the government by 1950 m^2, across geography posisi -5.019, and lengthwise geography posisi 105, 4215. SMK Wahid Hasyim Ma'arif NU 05 Pekalongan began to receive an operating permit on Februari 14th 2012 and operational in 2012/2013.

      b. **The Total Students of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan**

      SMK Wahid Hasyim Ma'arif NU 05 Pekalongan has 17 teachers, staff teachers, and 93 students. The total of the students devided some classes that can be identified as follow :

Table 4
The Total Students of
SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

No	Class	Sex		Amount
		Male	Female	
1	X	16	16	32
2	XI	26	17	43
3	XII	15	10	25
	Total	57	43	100

Source by: Documentation of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan in Academic Year of 2019-2020

c. The Structure Organization of SMK Wahid Hasyim Ma'arif NU

05 Pekalongan

KETUA YAYASAN	DINAS PENDIDIKAN KABUPATEN LAMPUNG TIMUR

KEPALA SEKOLAH
M. Taufik, S.Pd.I

KOMITE SEKOLAH

WAKIL KEPALA SEKOLAH BIDANG KURIKULUM
Devi Safitri, S.Pd

WAKIL KEPALA SEKOLAH BIDANG KESISWAAN
Sarjono, S.Pd.I

WAKIL KEPALA SEKOLAH BIDANG SARPRAS
Bayu Kurniawan, A.Md

BP/BK
Ahmad Imamudin, S.Pd

STAFF TATA USAHA
Eva Nuraini, S.Pd

WALI KELAS X
Eva Nuraini, S.Pd

WALI KELAS XI TKJ
Devi Safitri S.Pd

WALI KELAS XI TSM
Agus Kurniawan, S.Pd

WALI KELAS XII
Ismawati, S.Pd.i

SISWA

⟶ Garis Komando

- - - - - - Garis Koordinasi

d. The Location Sketch of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

Location Sketch of
SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

Siraman, Pekalongan, East Lampung (34191)

MASJID
PERPUS
R. KELAS X
R. KELAS XI TKJ
KANTOR

R. KELAS	R. KELAS	GUDANG	TOILET
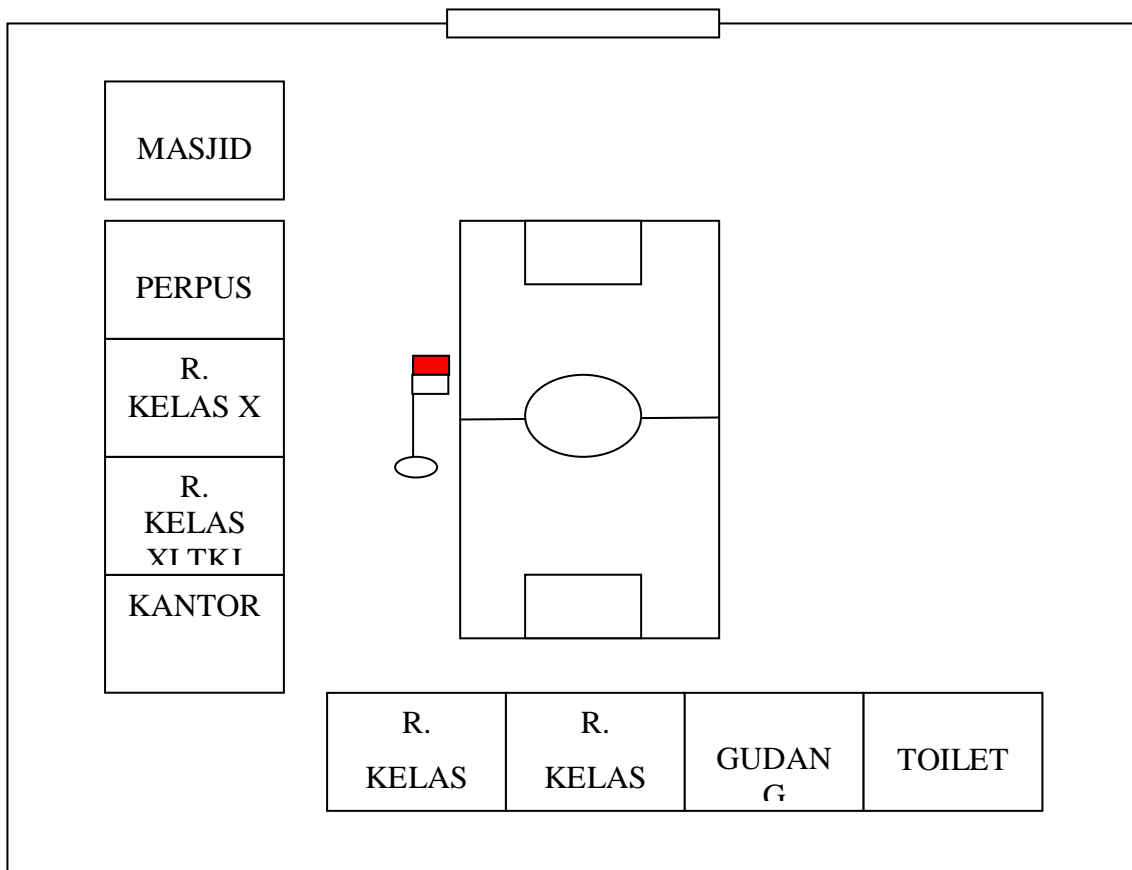
B. Description of the Research Result

In this research, the researcher conducted the pre-test on November 1st 2019 before the process of cycle one is done. The result of the students' mark could be seen on the table as below:

Table 5
The Pre-test Result of Students' Writing Descriptive Text Skill Class X

NO	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1	AP	20	11	20	11	3	65	Incomplete
2	AR	22	17	13	19	4	75	Complete
3	ASL	17	9	12	5	2	45	Incomplete
4	CS	1	7	7	5	2	22	Incomplete
5	DA	22	14	9	8	2	55	Incomplete
6	DA	22	17	17	20	4	80	Complete
7	GNH	20	14	14	11	2	61	Incomplete
8	HA	17	13	17	13	2	62	Incomplete
9	IM	1	7	7	5	2	22	Incomplete
10	IDMS	17	10	14	11	3	55	Incomplete
11	IANH	1	7	7	5	2	22	Incomplete
12	JSV	1	10	14	5	2	32	Incomplete
13	KD	22	17	13	19	4	75	Complete
14	LA	16	8	9	5	2	40	Incomplete
15	LH	17	10	14	5	2	48	Incomplete
16	MA	22	17	13	19	4	75	Complete
17	MB	22	17	13	19	4	75	Complete
18	MCA	1	7	7	5	2	22	Incomplete
19	MST	1	7	7	5	2	22	Incomplete
20	NRP	1	10	14	5	2	32	Incomplete
21	NA	22	17	13	19	4	75	Complete
22	NE	16	8	9	5	2	40	Incomplete
23	NA	17	10	14	5	2	48	Incomplete
24	RW	1	7	7	5	2	60	Incomplete
25	RDS	1	10	14	5	2	57	Incomplete
26	RI	22	17	13	19	4	75	Complete
27	RA	17	10	14	5	2	48	Incomplete
28	SGP	1	10	14	5	2	32	Incomplete
29	VL	17	10	14	5	2	48	Incomplete
30	YS	22	17	13	19	4	75	Complete
31	YA	1	10	14	5	2	32	Incomplete
32	AF	1	10	14	5	2	32	Incomplete
Total							1607	
Average							50,21	
High Score							80	
Lowest Score							22	

Source: The result of Pre-test on November 1st 2019

Table 6
The Percentage of Students' Writing Descriptive Text Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 75	8	25%	Complete
2	< 75	24	75%	Incomplete
	Total	32	100%	

Source: The result of Pre-test on 1ˢᵗ 2019

Based on the table above, it could be seen that there are only 8 students who included completing category and 24 students who included to incomplete category. The standard minimum for English lesson in SMK Wahid Hasyim Ma'arif NU 05 Pekalongan is at least 75. So, the researcher chose Small Group Discussion Technique to improve students' writing descriptive text skill at the tenth graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan East Lampung.

1. Cycle I

a. Identification of the problem

Based on the teacher's experience and the result of writing descriptive text skill test in SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the researcher concluded that the problem faced by the students is follows: Many students could not understand the descriptive text.

b. Alternative of the Problem.

1) The teacher explained how to write descriptive text be carefully and understand the structure of descriptive text.

2) The teacher should apply Small Group Discussion Technique in teaching writing descriptive text skill.

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

1) Planning

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

2) Acting

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

a) The First Meeting

The first meeting was conducted on Wednesday, November 6th 2019 for 2x45 minutes. This meeting was started by greeting and praying, checking the attendance list and asking the students condition. The researcher explained about descriptive text. Next,

the researcher divided the students into some group. The researcher gives the students' one topic in each group. So, each group has one topic to discuss together. After they were discuss about the topic. Then, they write descriptive text in individual assignment.

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

b) The Second Meeting

The second meeting was conducted on Friday, November 8th 2019 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list and asking the students condition. In this occasion, the researcher gave the one topic in each group. The topic is about favorite place, favorite sport, favorite animal and favorite friends or teacher to the students write in descriptive text.

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

In the post-test 1, there are 12 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

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

Table 7
The Students' Post-test 1 Result of Writing Descriptive Text Skill
in Cycle I

NO	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1	AP	20	11	20	11	3	65	Incomplete
2	AR	22	17	13	19	4	75	Complete
3	ASL	22	17	17	20	4	80	Complete
4	CS	1	7	7	5	2	22	Incomplete
5	DA	22	14	9	8	2	55	Incomplete
6	DA	22	17	17	20	4	80	Complete
7	GNH	20	14	14	11	2	61	Incomplete
8	HA	17	13	17	13	2	62	Incomplete
9	IM	22	17	17	20	4	80	Complete
10	IDMS	17	10	14	11	3	55	Incomplete
11	IANH	1	7	7	5	2	22	Incomplete
12	JSV	1	10	14	5	2	32	Incomplete
13	KD	22	17	13	19	4	75	Complete
14	LA	16	8	9	5	2	40	Incomplete
15	LH	17	10	14	5	2	48	Incomplete
16	MA	22	17	13	19	4	75	Complete
17	MB	22	17	13	19	4	75	Complete
18	MCA	22	17	17	20	4	80	Complete
19	MST	1	7	7	5	2	22	Incomplete
20	NRP	1	10	14	5	2	32	Incomplete
21	NA	22	17	13	19	4	75	Complete
22	NE	16	8	9	5	2	40	Incomplete
23	NA	17	10	14	5	2	48	Incomplete
24	RW	1	7	7	5	2	60	Incomplete
25	RDS	22	17	17	20	4	80	Complete
26	RI	22	17	13	19	4	75	Complete
27	RA	17	10	14	5	2	48	Incomplete
28	SGP	1	10	14	5	2	32	Incomplete
29	VL	17	10	14	5	2	48	Incomplete
30	YS	22	17	13	19	4	75	Complete
31	YA	1	10	14	5	2	32	Incomplete
32	AF	1	10	14	5	2	32	Incomplete
Total								1781
Average								55,65
High Score								80
Lowest Score								22

Source: The result of Post-test1 on November 8th 2019

Table 8
Percentage Students' Score of Post-test I of Writing
Descriptive Text Skill

No	Score	Frequency	Percentage	Category
1	≥ 75	12	37,5%	Complete
2	< 75	20	62,5%	Incomplete
Total		32	100%	

Source: The result of Post-test1 on November 8th 2019

Based on the data above, it could be seen that there were 12 students who belong to complete category and 20 students who belong to incomplete category. It was higher than the result of pre-test. Learning process would be called success if 70% of students got the minimum score 75. The fact showed that the result was unsatisfactory.

3) Observing

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

Table 9
The Students' Activities Result in Cycle 1

NO	NAME	Meeting 1	Meeting 2
1	AP	75	75
2	AR	50	75
3	ASL	75	75
4	CS	50	50
5	DA	75	100
6	DA	75	75
7	GNH	75	75
8	HA	50	75
9	IM	75	75
10	IDMS	50	75
11	IANH	50	50
12	JSV	50	25
13	KD	75	100
14	LA	50	50
15	LH	50	75
16	MA	25	50
17	MB	75	100
18	MCA	50	50
19	MST	25	50
20	NRP	75	75
21	NA	50	75
22	NE	50	50
23	NA	50	25
24	RW	75	50
25	RDS	50	50
26	RI	50	75
27	RA	25	50
28	SGP	75	50
29	VL	50	50
30	YS	25	50
31	YA	75	75
32	AF	50	75
Percentage of active students		37,5 %	53,125 %
Percentage of inactive students		62,5 %	46,875 %

The students Mark Criteria:

1. Give an attention to the teachers explanation

2. Enthusiastically join the learning process

3. Able to understand of material by using Small Group Discussion

4. Responding the teacher question

Scoring:

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the result of observation above, the learning process was improving, because there is difference between the students' activities in the first meeting and the second meeting. In the first meeting, there are just 12 students who got good category and there is no student who got excellent category. Furthermore, in the second meeting there are 14 students who got good category and 3 students who got excellent category. In conclusion, the learning process can be called success, because there is improvement of students' activities in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an improving of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of

learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to read the text.

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

a) The researcher should manage class well.

b) The researcher motivated the students to focus on study and did not make noises.

c) The researcher should give more exercises to students.

Concerning on the result in cycle 1, the average of students' score on writing descriptive text skill was improving namely from 50,21 in the pretest to 55,65 in the posttest 1. Similarly, the students' activity was also improving. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 8 students (25 %) in the pretest and 12 students (37,5%) in the posttest 1. Therefore, the research must be continued to cycle 2.

2. Cycle II

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

a. Planning

In this step, the researcher made the lesson plan. Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to understand the structure descriptive text

because of their exercise low. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle II would be planned different with cycle I. The teacher was active enough in cycle I, but in the cycle II the students were the active ones to do the task.

b. Acting

Cycle II began on Wednesday, November 13th at 09.30 until 11.15 Action in cycle II was divided into two meetings which can be seen in the following table:

Table 10
The schedule on Action in cycle 2

Meeting	Day, Date	Time	Activities
1st	Wednesday, November 13th 2019	9.30-11.15	Doing action using Small Group Discussion Technique
2nd	Friday, November 15th 2019	12.30-13.45	Giving the post-test II

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

After gave treatment in the first meeting which consisted of giving material and giving exercise, the researcher divided the students some group consist of 8 people each group and provided the students with

post-test II. The topics in descriptive text for posttest II are to describe of the President, Via Vallen, Monas (Monument National), and Cat. The students were supposed to discussed and make a descriptive text about the topic. The result of the post-test 2 can be seen as follow:

Table 11
The Students' Score of Writing Descriptive Text Skill
Post-test 2 in Cycle II

NO	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1	AP	0	0	0	0	0	0	Incomplete
2	AR	22	17	17	20	4	80	Complete
3	ASL	22	17	13	19	4	75	Complete
4	CS	22	17	17	20	4	80	Complete
5	DA	22	17	13	19	4	75	Complete
6	DA	22	17	13	19	4	75	Complete
7	GNH	22	17	13	19	4	75	Complete
8	HA	0	0	0	0	0	0	Incomplete
9	IM	22	17	17	20	4	80	Complete
10	IDMS	0	0	0	0	0	0	Incomplete
11	IANH	22	17	13	19	4	75	Complete
12	JSV	22	17	17	20	4	80	Complete
13	KD	22	17	13	19	4	75	Complete
14	LA	22	17	13	19	4	75	Complete
15	LH	0	0	0	0	0	0	Incomplete
16	MA	22	17	17	20	4	80	Complete
17	MB	22	17	17	20	4	80	Complete
18	MCA	22	17	17	20	4	80	Complete
19	MST	0	0	0	0	0	0	Incomplete
20	NRP	22	17	17	20	4	80	Complete
21	NA	22	17	13	19	4	75	Complete
22	NE	0	0	0	0	0	0	Incomplete
23	NA	22	17	13	19	4	75	Complete
24	RW	22	17	17	20	4	80	Complete
25	RDS	22	17	17	20	4	80	Complete
26	RI	22	17	17	20	4	80	Complete
27	RA	22	17	13	19	4	75	Complete
28	SGP	0	0	0	0	0	0	Incomplete
29	VL	0	0	0	0	0	0	Incomplete
30	YS	22	17	13	19	4	75	Complete
31	YA	22	17	13	19	4	75	Complete
32	AF	22	17	17	20	4	80	Complete
Total							1860	
Average							58,125	
High Score							80	
Lowest Score							0	

Source: The result of Post-test II on November 15th 2019

Table 12
Percentage of Post-test 2 in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 75	24	75%	Complete
2	< 75	8	25%	Incomplete
	Total	32	100%	

Source: The result of Post-test II on November 15th 2019

The table above was the result of students' mark at post test II. It can be seen that there was an improvement from the mark of post test I and post test II. There are 24 students who included completing category in the percentage of 75%, and there are just 8 students who included to incomplete category in the percentage of 25%. It means that there was improvement score from post test I and the post test II and the learning process was success.

c. Observing

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

1. The Students' Activities Result in Cycle II

Table 13
The Students' Activities Result in Cycle II

NO	NAME	Meeting 1	Meeting 2
1	AP	75	0
2	AR	100	75
3	ASL	75	75
4	CS	50	50
5	DA	75	100
6	DA	75	75
7	GNH	75	75
8	HA	75	0
9	IM	75	75

10	IDMS	50	0
11	IANH	75	50
12	JSV	50	100
13	KD	75	100
14	LA	75	75
15	LH	75	0
16	MA	100	75
17	MB	75	100
18	MCA	50	50
19	MST	100	0
20	NRP	75	75
21	NA	50	75
22	NE	100	0
23	NA	50	100
24	RW	75	50
25	RDS	50	50
26	RI	50	75
27	RA	100	50
28	SGP	75	0
29	VL	100	0
30	YS	75	100
31	YA	75	75
32	AF	75	75
Percentage of active students		75 %	56,25 %
Percentage of inactive students		25 %	43,75 %

The students Mark Criteria:

1. Give an attention to the teachers' explanation

2. Enthusiastically join the learning process

3. Able to understand of material by using small group discussion technique

4. Responding the teacher question

Scoring:

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

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

2. The Result of Students' Activity

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

a) The First Meeting

From the above table, it could be seen that in the first meeting the percentage of the active students was 75% (24 students) and 25% (8 students) were inactive.

b) The Second Meeting

In the second meeting, the active students were potentially higher than the first meeting. In this meeting, the active students were 75% (24 students) and 25% (8 students) were not active yet.

d. Reflecting

Concerning on the result in cycle 2, the average of students' score on writing descriptive text skill was improving successfully namely

from 55,65 in the posttest I to 58,125 in post test II. Similarly, the students' activity was also improving.

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

C. Interpretation

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

1. Cycle 1

The following table presented the result of cycle I:

Table 14
The Improving Point of Students' Score between Pretest and Posttest I

NO	NAME	PRE TEST	POST TEST I	IMPROVING	EXPLANATION
1	AP	65	65	0	CONSTANT
2	AR	75	75	0	CONSTANT
3	ASL	45	80	35	IMPROVE
4	CS	22	22	0	CONSTANT
5	DA	55	55	0	CONSTANT
6	DA	80	80	0	CONSTANT
7	GNH	61	61	0	CONSTANT
8	HA	62	62	0	CONSTANT
9	IM	22	80	58	IMPROVE
10	IDMS	55	55	0	CONSTANT
11	IANH	22	22	0	CONSTANT
12	JSV	32	32	0	CONSTANT
13	KD	75	75	0	CONSTANT
14	LA	40	40	0	CONSTANT
	LH	48	48	0	CONSTANT
16	MA	75	75	0	CONSTANT
17	MB	75	75	0	CONSTANT
18	MCA	22	80	58	IMPROVE
19	MST	22	22	0	CONSTANT

NO	NAME	PRE TEST	POST TEST I	IMPROVING	EXPLANATION
20	NRP	32	32	0	CONSTANT
21	NA	75	75	0	CONSTANT
22	NE	40	40	0	CONSTANT
23	NA	48	48	0	CONSTANT
24	RW	60	60	0	CONSTANT
25	RDS	57	80	23	IMPROVE
26	RI	75	75	0	CONSTANT
27	RA	48	48	0	CONSTANT
28	SGP	32	32	0	CONSTANT
29	VL	48	48	0	CONSTANT
30	YS	75	75	0	CONSTANT
31	YA	32	32	0	CONSTANT
32	AF	32	32	0	CONSTANT
TOTAL		1607	1781	174	
AVERAGE		50,21	55,65	5,43	

In cycle I, based on the table above, there was an increasing point especially in the average score of 32 students in class X in which pre test the average was 50,21 and in the posttest I was 55,65. There were only 4 students who did not improve their scores in the post test I while the rest of the class improved their scores. The chart of improvement was presented below:

Figure 1
Chart of the Students' Result in Pretest and Post test I
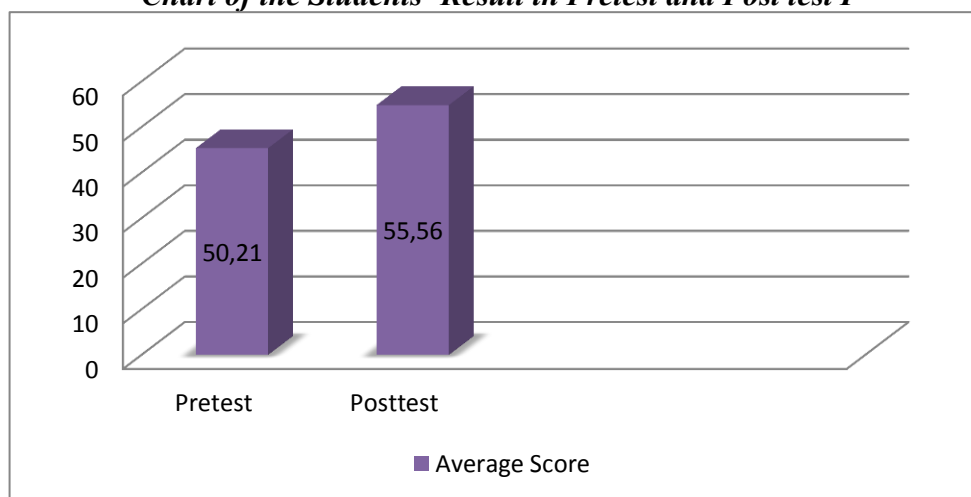
From the figure above could be seen that there was an improvement from pre test and post test I. The students' could achieve the target. Most of students got mark ≥75 in the percentage of 45% and there is also improvement of students' activity. It means that small group discussion technique can improve students' writing descriptive text skill.

2. Cycle II

The following table presented the result of cycle II:

Table 15
The improving point of students' score between posttest I and posttest II

NO	NAME	POST TEST I	POST TEST II	IMPROVING	EXPLANATION
1	AP	65	0	0	CONSTANT
2	AR	75	80	5	IMPROVE
3	ASL	80	75	-5	IMPROVE
4	CS	22	80	58	CONSTANT
5	DA	55	75	20	IMPROVE
6	DA	80	75	-5	DOWN
7	GNH	61	75	14	IMPROVE
8	HA	62	0	0	DOWN
9	IM	80	80	0	CONSTANT
10	IDMS	55	0	0	CONSTANT
11	IANH	22	75	53	IMPROVE
12	JSV	32	80	48	IMPROVE
13	KD	75	75	0	CONSTANT
14	LA	40	75	35	IMPROVE
15	LH	48	0	0	CONSTANT
16	MA	75	80	5	IMPROVE
17	MB	75	80	5	IMPROVE
18	MCA	80	80	0	CONSTANT
19	MST	22	0	0	CONSTANT
20	NRP	32	80	48	CONSTANT
21	NA	75	75	0	CONSTANT
22	NE	40	0	0	CONSTANT
23	NA	48	75	27	IMPROVE
24	RW	60	80	20	IMPROVE
25	RDS	80	80	0	CONSTANT
26	RI	75	80	5	IMPROVE
27	RA	48	75	27	IMPROVE

NO	NAME	POST TEST I	POST TEST II	IMPROVING	EXPLANATION
28	SGP	32	0	0	CONSTANT
29	VL	48	0	0	CONSTANT
30	YS	75	75	0	CONSTANT
31	YA	32	75	43	IMPROVE
32	AF	32	80	48	IMPROVE
TOTAL		1781	1860	451	
AVERAGE		55,65	58,12	14,09	

The result between posttest I and posttest II was highly improved. There were 451 points of improving which means the average improvement was 14,09. Furthermore, the average score was also climbed from 55,65 to 58,12. The following chart provided the improvement of students' score.

Figure 2
Chart of The Students' Result in Posttest I and Posttest II
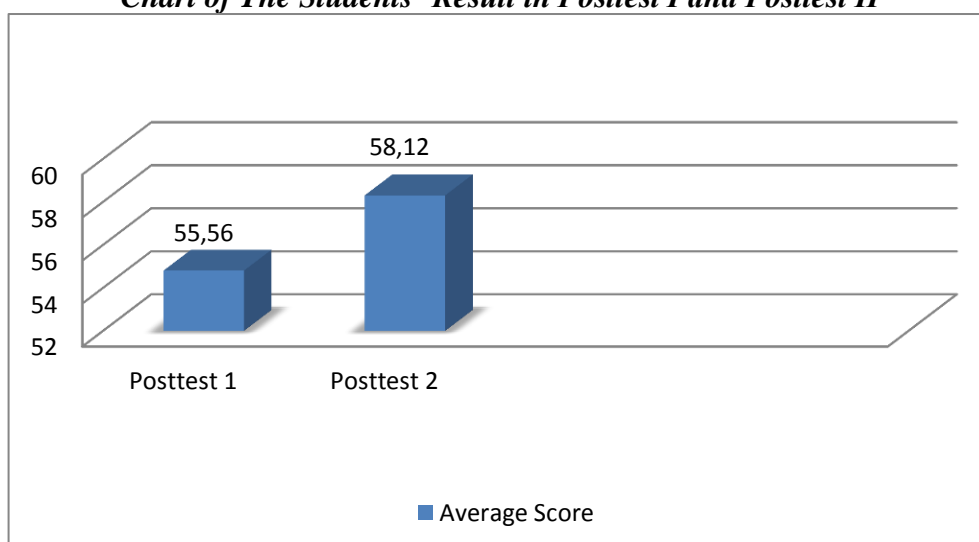
From the figure above could be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark ≥75 in the percentage of 85% and there is also

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

3. **Result of the Study**

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

Table 16
The Recapitulation of Students' Improving

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
1	AP	65	65	0	CONSTANT
2	AR	75	75	80	IMPROVE
3	ASL	45	80	75	CONSTANT
4	CS	22	22	80	IMPROVE
5	DA	55	55	75	IMPROVE
6	DA	80	80	75	CONSTANT
7	GNH	61	61	75	IMPROVE
8	HA	62	62	0	CONSTANT
9	IM	22	80	80	IMPROVE
10	IDMS	55	55	0	CONSTANT
11	IANH	22	22	75	IMPROVE
12	JSV	32	32	80	IMPROVE
13	KD	75	75	75	CONSTANT
14	LA	40	40	75	IMPROVE
15	LH	48	48	0	CONSTANT
16	MA	75	75	80	IMPROVE
17	MB	75	75	80	IMPROVE
18	MCA	22	80	80	IMPROVE
19	MST	22	22	0	CONSTANT
20	NRP	32	32	80	IMPROVE
21	NA	75	75	75	CONSTANT
22	NE	40	40	0	CONSTANT
23	NA	48	48	75	IMPROVE
24	RW	60	60	80	IMPROVE
25	RDS	57	80	80	IMPROVE
26	RI	75	75	80	IMPROVE
27	RA	48	48	75	IMPROVE
28	SGP	32	32	0	CONSTANT

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
29	VL	48	48	0	CONSTANT
30	YS	75	75	75	CONSTANT
31	YA	32	32	75	IMPROVE
32	AF	32	32	80	IMPROVE
Total		1670	1781	1860	
Average		50,21	55,65	58,12	
The Lowest Score		22	22	0	
The Highest score		80	80	80	

The data on the table above presented the improvement score of students in writing descriptive text skill. It can be said that in pretest the average score was only 50,21 which was far from satisfactory. However, after the small group discussion technique was applied, the score improve slightly 5,44 points to 55,65.

After preparing more materials, the students' score improved from posttest I to posttest II which can be seen from the average i.e. 55,65 to 58,12 point. The score improved 2,47 point. The improvement can be seen in the following chart:

Figure 3
Chart of The Students' Result in Pretest, Posttest I, and Posttest II
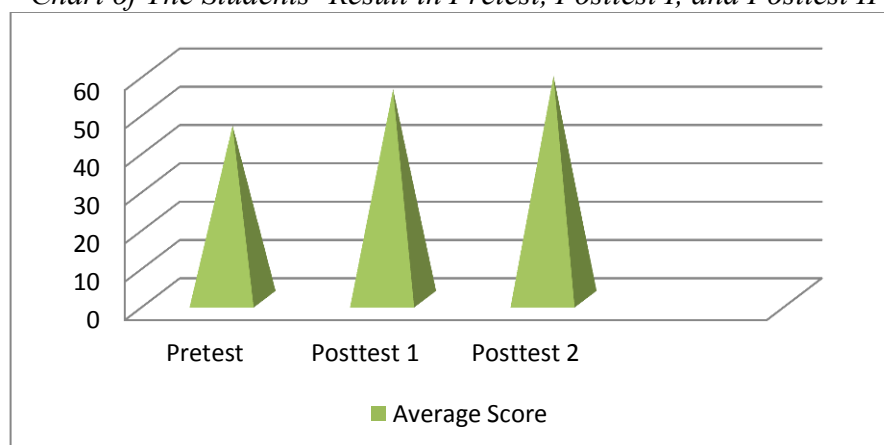
From the figure above could be seen that there was an improving from post test I and post test II. The students' could achieve the target most of students got mark ≥75 in the percentage of 75% and there is also improvement of students' activity. It means that small group discussion technique improve students' writing descriptive text skill.

Table 17
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 75	12	37,5%	24	75%	Complete
2	< 75	20	62,5%	8	25%	Incomplete

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

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

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the average of the students' score of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. It means that small group discussion technique could improve the students' writing descriptive text skill.

There was any improving from pretest, posttest I to posttest II. It could be seen the average improve pretest was 50,21 to Posttest I was 55,65 and in the Posttest II was 58,12. It means that there was an improving on students' score from Pretest to cycle I and cycle II.

B. Suggestions

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

1. The students

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

2. The Teacher

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

3. The Headmaster

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

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APPENDICES

The Data of teachers

No	Name	Sex	Occupation
1	Agus Kenedi, M.M.Pd	Male	Sejarah
2	Agus Kurniawan, S.Pd	Male	Kewirausahaan
3	Ahmad Imamudin, S.Pd.I	Male	Aswaja
4	Bayu Kurniawan, A.Md	Male	Teori Kejuruan TKJ
5	Cahya Anjar Basuki, S.Kom	Female	Teori Kejuruan TKJ
6	Devi Safitri, S.Pd	Female	MTK dan Kimia
7	Dwi Saputra Nugroho, S.Pd	Male	OPS
8	Dwi Nuryanto, S.Pd	Male	Teori Kejuruan TSM
9	Eva Nuraini, S.Pd	Female	English Language
10	Galuh Listianti, M.Pd	Female	Seni Budaya
11	Ismawati, S.Pd.I	Female	IPA dan PAI
12	M.Taufik, S.Pd.I	Male	Teori Kejuruan TSM
13	Ria Yuliana, S.Pd	Female	MTK dan PKN
14	Pipit Purwaningsih, S.Pd	Female	FISIKA
15	Reni Nur Azizah, S.Pd	Female	PAI (KELAS X)
16	Sarjono, S.Pd.I	Male	PAI (KELAS XI)
17	Anas Nur Aditya, S.Pd	Male	PJOK

Source by: Documentation of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan in Academic Year 2019/2020

The Data of Administration Staff

No	Name	Occupation
1	Eva Nuraini, S.Pd	Leader of TU
2	Darwanto, S.Pd	Administration Management
3	Din	Security

Source by: Documentation of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan in Academic Year 2019/2020

The List of Students Name Class X

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

SILABUS

Sekolah   : SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur

Kelas   : X

Mata Pelajaran   : Bahasa Inggris

Semester   : 1

Standar Kompetensi : 12.   Menulis
Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi waktu	Sumber Belajar
12.1 Mengungkapkan makna dalam bentuk tulis descriptive secara akurat, lancar, dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupam sehari-hari.	• develop paragraph of descriptive texts; • write main idea and its supporting ideas;	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin).	Mendiskusikan materi pembelajaran tentang descriptive text secara berkelompok.	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat. • Menulis gagasan utama. • Mengelaborasi gagasan utama. • Membuat draft, merevisi,	Tugas portofolio	2x45 menit	Developing English Competencies for Grade X Senior High School (SMK/SMA) Kamus Foto/ Poster Gambar

12.2 Mengungkapkan makna dalam esei sederhana secara akurat, lancar dan berterima dalam koteks kehidupan sehari-hari dalam teks berbentuk descriptive.	Write descriptive text.				menyunting • Menghasilkan descriptive teks.			
		prestasi, bersahabat, cintai damai, gemar membaca. Peduli lingkungan, peduli sosial, tanggung jawab.	• Orientasi ke masa depan (punya perspektif untuk masa depan)					
12.2 Mengungkapkan makna dalam esei sederhana secara akurat, lancar dan berterima dalam koteks kehidupan sehari-hari dalam teks berbentuk descriptive.	Write descriptive text.	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cintai damai,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif	Membuat descriptive text dari hasil diskusi secara individu.	• Menggunakan kalimat simple present dalam membuat sebuah deskripsi. • Menggunakan adjective clause dalam menulis sebuah deskripsi. • Menghasilkan teks berbentuk descriptive	Tugas portofolio	2x45 menit	Developing English Competencies for Grade X Senior High School (SMA/MA) Kamus Foto/ Poster Gambar

		gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.	untuk masa depan).					

Pekalongan, November 2019
Guru Mata Pelajaran

Eva Nuraini, S.Pd
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(CYCLE I)

Nama Sekolah	: SMK Wahid Hasyim Ma'arif NU 05 Pekalongan
	: Lampung Timur
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / 1
Topik Pembelajaran	: Menulis
Alokasi Waktu	: 4x45 menit (2 pertemuan)

A. Standar Kompetensi

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

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

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

D. Tujuan Pembelajaran

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

E. Karakter siswa yang diharapkan

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

F. Materi Pembelajaran

1. Descriptive text is a description that aims to describe someone, something, place, or thing into word.
2. The generic structure ofdescriptive text are:

   a. Identification : the introduction of subject or thing which will be to describe.

   b. Description: the explanation to give information feature of the subject, such as the nature of psychological, behavioral, physical appearance, feature, quality, and like that.

G. Metode Pembelejaran: Small Group Discussion Technique

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

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

2. Kegiatan Inti

   a. Eksplorasi

   Dalam kegiatan eksplorasi guru:

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

   b. Elaborasi

   Dalam kegiatan elaborasi guru:

   1) Bersama dengan siswa berdikusi tentan descriptive text.
   2) Bersama dengan siswa mencari contoh tentang descriptive text.

3) Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive text yang sudah diberikan oleh guru dengan cara belajar kelompok kecil yang beranggotakan 4-5 orang perkelompok.

4) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri hasil dari apa yang telah mereka diskusikan.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

1) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.

3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam decriptive text.

3. **Kegiatan Penutup**

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. **Sumber / Bahan / Alat**
   1. Script descriptive text
   2. LKS Bahasa Inggris
   3. Handout
   4. Spidol
   5. Whiteboard

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

Question:

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

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

K. Orientasi Penilaian

The Measurement Rubrics of Writing Skill

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-1	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported,

			complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors,

			does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10- 5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling,

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

Pekalongan,   November 2019

English Teacher   The Researcher

Eva Nuraini, S.Pd   Febri Sursam Putra
NIP.   NPM. 1310787

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(CYCLE II)

Nama Sekolah	: SMK Wahid Hasyim Ma'arif NU 05 Pekalongan
	: Lampung Timur
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / 1
Topik Pembelajaran	: Menulis
Alokasi Waktu	: 4x45 menit (2 pertemuan)

A. Standar Kompetensi

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

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

6. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
7. Menulis gagasan utama
8. Mengelaborasi gagasan utama.
9. Membuat draft, merevisi, menyunting.
10. Menghasilkan descriptive text.

D. Tujuan Pembelajaran

6. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
7. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
8. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.
9. Siswa dapat berkerja sama dalam suatu kelompok belajar.
10. Siswa dapat membuat atau menulis dalam bentuk descriptive text.

E. Karakter siswa yang diharapkan

    4. Dapat dipercaya (Trustworthiness)

    5. Rasa hormat dan perhatian (Respect)

    6. Tekun (Diligent)

F. Materi Pembelajaran

    3. Descriptive text is a description that aims to describe someone, something, place, or thing into word.

    4. The generic structure ofdescriptive text are:

        c. Identification : the introduction of subject or thing which will be to describe.

        d. Description: the explanation to give information feature of the subject, such as the nature of psychological, behavioral, physical appearance, feature, quality, and like that.

G. Metode Pembelejaran: Small Group Discussion Technique

H. Langkah-langkah Kegiatan Pembelajaran

    4. Kegiatan Awal

        d. Mengucapkan salam dengan ramah kepda seluruh siswa.

        e. Mengecek daftar kehadiran siswa.

        f. Guru melakukan brainstrorming tentang maeri yang akan disampaikan.

    5. Kegiatan Inti

        d. Eksplorasi

        Dalam kegiatan eksplorasi guru:

            5) Bertanya kepada siswa tentang pengertian descriptive text.

            6) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai descriptive text dengan teman-temannya.

        e. Elaborasi

        Dalam kegiatan elaborasi guru:

            3) Bersama dengan siswa berdikusi tentan descriptive text.

            4) Bersama dengan siswa mencari contoh tentang descriptive text.

7) Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive text yang sudah diberikan oleh guru dengan cara belajar kelompok kecil yang beranggotakan 4-5 orang perkelompok.

8) Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri hasil dari apa yang telah mereka diskusikan.

    f. Konfirmasi

Dalam kegiatan konfirmasi guru:

4) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

5) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.

6) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam decriptive text.

6. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

6. Script descriptive text
7. LKS Bahasa Inggris
8. Hand out
9. Spidol
10. Whiteboard
11. Gambar

J. Penilaian

4. Bentuk Tes   : Tes tertulis
5. Tipe tes   : Essay
6. Instrument

K. Orientasi Penilaian

The Measurement Rubrics of Writing Skill

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 -1	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing

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

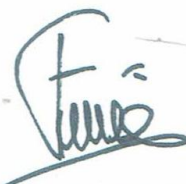|			
Language			meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10- 5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Pekalongan,   November 2019

English Teacher   The Researcher

Eva Nuraini, S.Pd   Febri Sursam Putra
NIP.   NPM. 13107287

PRE-TEST OF

WRITING DESCRIPTIVE TEXT

Direction:

- Please write your name and class on answer sheet.

- Please use your own hand writing.

- Please write down carefully.

Question:

Please make descriptive text based on your mind!!

POST-TEST I
WRITING DESCRIPTIVE TEXT

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

Question :

Please write down a writing descriptive text with the topic:

"Your favorite animal"

WRITING DESCRIPTIVE TEXT

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

Question :

Please write down a writing descriptive text with the topic:

"Your favorite sport"

POST-TEST I
WRITING DESCRIPTIVE TEXT

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

Question :

Please write down a writing descriptive text with the topic:

"Your favorite friends or teachers"

WRITING DESCRIPTIVE TEXT

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

Question :

Please write down a writing descriptive text about the topic!

"Your favorite place"

POST-TEST II
WRITING DESCRIPTIVE TEXT

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

Question :
Answer the question by using the best answer based on the picture below !

1. Who is he?
2. What is his profession?
3. Where is he from?
4. What is his wife's name?
5. How many periods he served?

POST-TEST II

WRITING DESCRIPTIVE TEXT

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

Question :
Answer the question by using the best answer based on the picture below !

1. Who is she?
2. What is the real name of her?
3. What is her profession?
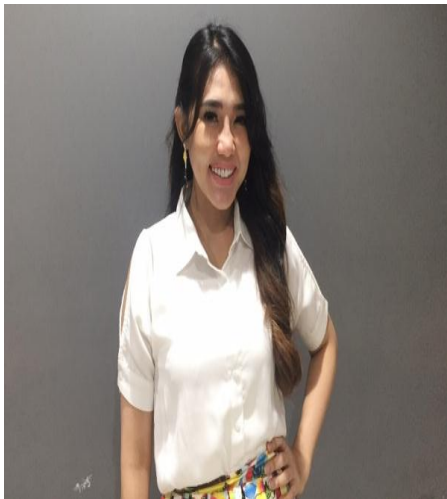4. Where is she from?
5. Mention one of the song titles from her!

POST-TEST II
WRITING DESCRIPTIVE TEXT

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

Question :
Answer the question by using the best answer based on the picture below !

1. What is the object?
2. Where is the object?
3. What is height of the object?
4. When the object built?
5. Who is the designer of the object?

POST-TEST II
WRITING DESCRIPTIVE TEXT

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

Question :
Answer the question by using the best answer based on the picture below !

1. What is the name of the animal?
2. What is the color of the animal?
3. Mention the characteristics of the animal!
4. What is the animals classified as mammals?
5. What is the animal suitable as a pet? Please give a reason!

WRITING DESCRIPTIVE TEXT

NAME   : ....

CLASS   : X.1

KEY ANSWER

1. He is Joko Widodo
2. President of the Republic of Indonesia
3. Surakarta, Central Java
4. Iriana Joko Widodo
5. 2 periods

1. She is Via Vallen
2. Maulidia Oktavia
3. Dangdut Singer
4. Sidoarjo, East Java
5. Bojo Galak

1. It is Monumen Nasional
2. DKI Jakarta
3. 132 m
4. 17 Agustus 1961 – 12 Juli 1975
5. Frederich Silaban and R.M. Soedarsono

1. It is a cat
2. Black striped brown
3. Cat has four legs, two ears, two eyes, and a tail. Its body is covered with soft fur.
4. Yes, because cats breed by giving birth.
5. Yes, because cat is a funny pet.

KELOMPOK 8.

1. Maulana Ardiansyah
2. Rahmad Wibowo
3. Ananda Febriyanti

POST-TEST II

WRITING DESCRIPTIVE TEXT

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

Question :

Answer the question by using the best answer based on the picture below !

1. What is the name of the animal?
2. What is the color of the animal?
3. Mention the characteristics of the animal!
4. What is the animals classified as mammals?
5. What is the animal suitable as a pet? Please give a reason!

1. It is a cat ✗

2. Black striped brown ✓

(80)

3. Cat has four legs, two ears, two eyes, and a tail, its body is covered with soft fur. ✓

4. Yes, becouse cats breed by giving birth ✓

5. Yes, because cat is a funny pet. ✓

Deo Ardiansyah
× TKJ

PRE-TEST OF
WRITING DESCRIPTIVE TEXT

Direction:

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

Question:

Please make descriptive text based on your mind!!

His name is Rahmat wibowo (.) Rahmad wibowo
is my clas mate. he has tall body, he is 170 cm.
he has strarciight black hair. he has thick lies,
he dark clown skin, he has Thing body. he always we ars
black shirt, he is kind, he is smart.
he is helpfull, he is generous, and he is diligent.

C = 22
O = 19
V = 9
C = 8
M = 2
/55

PRE-TEST OF
WRITING DESCRIPTIVE TEXT

Direction:

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

Question:

Please make descriptive text based on your mind!!

I have a classmate that is good at almost all subject. Her name is Galih Sindi Pratini. All her classmate usually call he Galih. She is a quiet person.

Galih has a pair of thich bushy eyerbrow. Her face is oval and her nose is a bit flat. She has slim and short body. Her skin body is brown. She has long and wavy hair. She is a good person and treats all of her friends nicely. She is also a polite, diligent, discipline, and friendly person. Her hobby is solving crossword. She likes to eat cripsy friend banana and drink ice tea.

Nia Eftiliana
X TKJ

PRE-TEST OF
WRITING DESCRIPTIVE TEXT

Direction:

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

Question:

Please make descriptive text based on your mind!!

I (have) (my) English teacher. Her Name (is) Eva Nuraini
She has 29 yeard old. She has live in jogog.
Her I usually call her Name (is) miss Eva.
her (has) (a) hobby of Playing Volley ball.

C : 16
O : 8
Y : 9
L : 5
M : 2

+

/ c/0

Nia Apriliana
X TKJ

POST-TEST I

WRITING DESCRIPTIVE TEXT

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

Question :

Please write down a writing descriptive text with the topic:

"Your favorite Friends or teachers

My silly friends, Indria Anis

Among of all my clasmate, I have one silliest friends. Her name is Indria Anis. All the students of my class call her Indrok.

She is a slim and short girl, Her skin(s) color(is) light brown, she look(s) cute with her little nose and baby face. that(is) why sehe she has sweet smile. Her hair(is) a bit curly and short. He favorite food(s) (ore) cake and apple, Her hobby(is) drawing and painting look so fabulous to me.

She(is) a clown of my class. when the class(is) can celled. she often tell(s) us jokes in front of the class. Her eliction and silly act always make our class (is) full of lough.

C = 22
O = 17
V = 13
L = 19
M = 4
75

Icha Dwi Mayasari
X thj

POST-TEST I
WRITING DESCRIPTIVE TEXT

Direction:

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

Question :

Please write down a writing descriptive text with the topic:

"Your favorite Friends or teacher "

My Favorite Teacher

I have a favorite teacher. At School my most favorite teacher is Devi safitri she is very good teacher and always give motivation to (how) students. How to teach him also. I like because I easily understand it. He is a match teacher (mother Devi) beutiful and educated woman, she also always (cover) for his pupils, she wants his son's. son to be a succesful child in the future. Devi's mother is not only teaching in Vocational high school, but she also teachers in high school.

C = 17
O = 10
V = 14
L = 11
M = 3

/55

Anisa Siti Lestari
X, TKJ

POST-TEST I

WRITING DESCRIPTIVE TEXT

Direction:

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

Question :

Please write down a writing descriptive text with the topic:

"Your favorite Friend or teacher"

My Best Friend Forever, Sindi Galih Pratiwi

One thing that makes me so excited when going to school is my best friend. Her name is Sindi Galih Pratiwi. Although we have just met for few days, she is really kind to me. Her body is slim and high. She has cute Face will make every body boy mesmerized If see her. She also Hair wavy hair. Her hobbies are swimming and gardening. Not only pretty, she also a very friendly and polite person. When somebody says hi, she always replies it by smiling at her or him.

C = 22
O = 17
V = 17
L = 20
m = 9 / 80

Kelompok Y
1. Cyintia sari
2. Julio sesar fulanco
3. Nanda Riza pratama

POST-TEST II

WRITING DESCRIPTIVE TEXT

Direction :

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

Question :

Answer the question by using the best answer based on the picture below !

1. What is the name of the animal?
2. What is the color of the animal?
3. Mention the characteristics of the animal!
4. What is the animals classified as mammals?
5. What is the animal suitable as a pet? Please give a reason!

1. It is a Cat ✗   (80)
2. Black Striped brown ✓
3. Cat has four legs, two ears, two eyes, and a tail ✓
   Its body is covered with soft fur
4. Yes, because cat breed by giving birth ✓
5. Yes, because cat is a funny pet ✓

POST-TEST II
WRITING DESCRIPTIVE TEXT

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

Question :
Answer the question by using the best answer based on the picture below !

1. Who is he?
2. What is his profession?
3. Where is he from?
4. What is his wife's name?
5. How many periods he served?

1. He joko widodo X

$\boxed{75}$

2. Prisedent of the Republic OF Indonesia ✓

3. Surakarta, East Java X

4. Iriana Joko widodo ✓

5. 2 Periode. ✓

Kelompok 6

1. Doni Arya sirso
2. Lia Aprilia
3. yudi Setiawan

POST-TEST II

WRITING DESCRIPTIVE TEXT

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

Question :

Answer the question by using the best answer based on the picture below !

1. Who is she?
2. What is the real name of her?
3. What is her profession?
4. Where is she from?
5. Mention one of the song titles from her!

1. She lia Vallen ✓
2. Maulidia oktaviani ✓
3. Pop singer ✗ Dongdut
4. tentar Java ✗ Sidoorjo
5. Bojo galak. ✓

75

Kelompok 7

1. Gustin nurhafidah
2. Nur lita Agustin
3. Yuliana

POST-TEST II
WRITING DESCRIPTIVE TEXT

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

Question :
Answer the question by using the best answer based on the picture below !

1. What is the object?
2. Where is the object?
3. What is height of the object?
4. When the object built?
5. Who is the designer of the object?

1. It Is Monumen Nasional ✓
2. DKI Jakarta ✓
3. 140 M ✗ 132 M
4. 19^{12} Agustus 1961 – 19^{12} July 1975 ✗
5. Frederich Silabahan and 1z m. Soedarso. ✓

75

The Pre-test Result of Students' Writing Descriptive Text Skill
Class X

NO	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1	AP	20	11	20	11	3	65	Incomplete
2	AR	22	17	13	19	4	75	Complete
3	ASL	17	9	12	5	2	45	Incomplete
4	CS	1	7	7	5	2	22	Incomplete
5	DA	22	14	9	8	2	55	Incomplete
6	DA	22	17	17	20	4	80	Complete
7	GNH	20	14	14	11	2	61	Incomplete
8	HA	17	13	17	13	2	62	Incomplete
9	IM	1	7	7	5	2	22	Incomplete
10	IDMS	17	10	14	11	3	55	Incomplete
11	IANH	1	7	7	5	2	22	Incomplete
12	JSV	1	10	14	5	2	32	Incomplete
13	KD	22	17	13	19	4	75	Complete
14	LA	16	8	9	5	2	40	Incomplete
15	LH	17	10	14	5	2	48	Incomplete
16	MA	22	17	13	19	4	75	Complete
17	MB	22	17	13	19	4	75	Complete
18	MCA	1	7	7	5	2	22	Incomplete
19	MST	1	7	7	5	2	22	Incomplete
20	NRP	1	10	14	5	2	32	Incomplete
21	NA	22	17	13	19	4	75	Complete
22	NE	16	8	9	5	2	40	Incomplete
23	NA	17	10	14	5	2	48	Incomplete
24	RW	1	7	7	5	2	60	Incomplete
25	RDS	1	10	14	5	2	57	Incomplete
26	RI	22	17	13	19	4	75	Complete
27	RA	17	10	14	5	2	48	Incomplete
28	SGP	1	10	14	5	2	32	Incomplete
29	VL	17	10	14	5	2	48	Incomplete
30	YS	22	17	13	19	4	75	Complete
31	YA	1	10	14	5	2	32	Incomplete
32	AF	1	10	14	5	2	32	Incomplete
Total							1607	
Average							50,21	
High Score							80	
Lowest Score							22	

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

NO	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1	AP	20	11	20	11	3	65	Incomplete
2	AR	22	17	13	19	4	75	Complete
3	ASL	22	17	17	20	4	80	Complete
4	CS	1	7	7	5	2	22	Incomplete
5	DA	22	14	9	8	2	55	Incomplete
6	DA	22	17	17	20	4	80	Complete
7	GNH	20	14	14	11	2	61	Incomplete
8	HA	17	13	17	13	2	62	Incomplete
9	IM	22	17	17	20	4	80	Complete
10	IDMS	17	10	14	11	3	55	Incomplete
11	IANH	1	7	7	5	2	22	Incomplete
12	JSV	1	10	14	5	2	32	Incomplete
13	KD	22	17	13	19	4	75	Complete
14	LA	16	8	9	5	2	40	Incomplete
15	LH	17	10	14	5	2	48	Incomplete
16	MA	22	17	13	19	4	75	Complete
17	MB	22	17	13	19	4	75	Complete
18	MCA	22	17	17	20	4	80	Complete
19	MST	1	7	7	5	2	22	Incomplete
20	NRP	1	10	14	5	2	32	Incomplete
21	NA	22	17	13	19	4	75	Complete
22	NE	16	8	9	5	2	40	Incomplete
23	NA	17	10	14	5	2	48	Incomplete
24	RW	1	7	7	5	2	60	Incomplete
25	RDS	22	17	17	20	4	80	Complete
26	RI	22	17	13	19	4	75	Complete
27	RA	17	10	14	5	2	48	Incomplete
28	SGP	1	10	14	5	2	32	Incomplete
29	VL	17	10	14	5	2	48	Incomplete
30	YS	22	17	13	19	4	75	Complete
31	YA	1	10	14	5	2	32	Incomplete
32	AF	1	10	14	5	2	32	Incomplete
Total							1781	
Average							55,65	
High Score							80	
Lowest Score							22	

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

NO	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1	AP	0	0	0	0	0	0	Incomplete
2	AR	22	17	17	20	4	80	Complete
3	ASL	22	17	13	19	4	75	Complete
4	CS	22	17	17	20	4	80	Complete
5	DA	22	17	13	19	4	75	Complete
6	DA	22	17	13	19	4	75	Complete
7	GNH	22	17	13	19	4	75	Complete
8	HA	0	0	0	0	0	0	Incomplete
9	IM	22	17	17	20	4	80	Complete
10	IDMS	0	0	0	0	0	0	Incomplete
11	IANH	22	17	13	19	4	75	Complete
12	JSV	22	17	17	20	4	80	Complete
13	KD	22	17	13	19	4	75	Complete
14	LA	22	17	13	19	4	75	Complete
15	LH	0	0	0	0	0	0	Incomplete
16	MA	22	17	17	20	4	80	Complete
17	MB	22	17	17	20	4	80	Complete
18	MCA	22	17	17	20	4	80	Complete
19	MST	0	0	0	0	0	0	Incomplete
20	NRP	22	17	17	20	4	80	Complete
21	NA	22	17	13	19	4	75	Complete
22	NE	0	0	0	0	0	0	Incomplete
23	NA	22	17	13	19	4	75	Complete
24	RW	22	17	17	20	4	80	Complete
25	RDS	22	17	17	20	4	80	Complete
26	RI	22	17	17	20	4	80	Complete
27	RA	22	17	13	19	4	75	Complete
28	SGP	0	0	0	0	0	0	Incomplete
29	VL	0	0	0	0	0	0	Incomplete
30	YS	22	17	13	19	4	75	Complete
31	YA	22	17	13	19	4	75	Complete
32	AF	22	17	17	20	4	80	Complete
Total							1860	
Average							58,125	
High Score							80	
Lowest Score							0	

OBSERVATION SHEET

OF STUDENTS ACTIVITIES IN PRE-TEST

Date   : Wednesday, November 1st 2017

Class   : X.1

School   : SMA N 1 Raman Utara Lampung Timur

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

Note: Tick (√) for each positive activity

a : Give an attention to teachers explanation

b : Enthusiastically join the learning process

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

d : Responding the teacher question

Pekalongan, November 1st 2019

English Teacher

The Researcher

Eva Nuraini, S.Pd
NIP.

Febri Sursam Putra
NPM. 13107287

OBSERVATION SHEET
OF STUDENTS ACTIVITIES IN CYCLE I

Date   : Monday, November 6th 2017

Class   : X.1

School   : SMA N 1 Raman Utara Lampung Timur

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

Note: Tick (√) for each positive activity

a : Give an attention to teachers explanation

b : Enthusiastically join the learning process

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

d : Responding the teacher question

Pekalongan, November 6th2019

English Teacher   The Researcher

Eva Nuraini, S.Pd   Febri Sursam Putra
NIP.   NPM. 13107287

OBSERVATION SHEET

OF STUDENTS ACTIVITIES IN CYCLE I

Date   : Wednesday, November 8th 2017

Class   : X.1

School   : SMA N 1 Raman Utara Lampung Timur

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

Note: Tick (√) for each positive activity

a : Give an attention to teachers explanation

b : Enthusiastically join the learning process

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

d : Responding the teacher question

Pekalongan, November 8th 2019

English Teacher   The Researcher

Eva Nuraini, S.Pd   Febri Sursam Putra
NIP.   NPM. 13107287

OBSERVATION SHEET

OF STUDENTS ACTIVITIES IN CYCLE II

Date : Monday, November 13th 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

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

Note: Tick (√) for each positive activity

a : Give an attention to teachers explanation

b : Enthusiastically join the learning process

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

d : Responding the teacher question

The Writer

Eva Nuraini, S.Pd
NIP.

Pekalongan,   November 2019
Collaborator

Febri Sursam Putra
NPM. 13107287

OBSERVATION SHEET

OF STUDENTS ACTIVITIES IN CYCLE II

Date : Wednesday, November 15th 2017

Class : X.1

School : SMA N 1 Raman Utara Lampung Timur

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

Note: Tick (√) for each positive activity

a : Give an attention to teachers explanation

b : Enthusiastically join the learning process

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

d : Responding the teacher question

Pekalongan,   November 2019

English Teacher   The Researcher

Eva Nuraini, S.Pd   Febri Sursam Putra
NIP.   NPM. 13107287

Mengetahui
Kepala Sekolah SMK
Wahid Hasyim Ma'arif NU 05 Pekalongan,

M. Taufik, S.Pd.I

DOCUMENTATION OF ENGLISH LEARNING
The First Meeting
The teacher gave pre test for the students

The Second Meeting
The teacher gave the treatment for students

The Third Meeting
The teacher gave the post tes I

The Fourth Meeting
The teacher gave treatment more for the students

The Fifth Meeting
The teacher gave the post test II

FIELD NOTE CYCLE I

Friday, November 1th, 2019

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

Wednesday, November 6th 2019

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

Friday, November 8th 2019

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

FIELD NOTE CYCLE II

Wednesday, November 13th 2019

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

Friday, November 15th 2019

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

No	Aspects	Socre
1	Content	
2	Organization	
3	Vocabulary	
4	Language	
5	Mechanics	

Not :

1. Excellent
2. Good
3. Poor
4. Very Poor

Pekalongan,   November 2019
Collaborator

The Writer

Eva Nuraini, S.Pd
NIP.

Febri Sursam Putra
NPM. 13107287

APPENDICES II

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3548 /In.28.1/J/PP.00.9/10/2019   31 Oktober 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Febri Sursam Putra
NPM : 13107287
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Applying Small Group Discussion Technique To Improve The Students' Writing Descriptive Text Skill At The Tenth Graders Of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur

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 ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1053/In.28/S/U.1/OT.01/12/2019

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

Nama	: FEBRI SURSAM PUTRA
NPM	: 13107287
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 13107287.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

Nomor   : B-2997/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMK WAHID HASYIM MAARIF NU 05
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : **FEBRI SURSAM PUTRA**
NPM   : 13107287
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MAARIF NU 05 PEKALONGAN LAMPUNG TIMUR

untuk melakukan *pra-survey* di SMK WAHID HASYIM MAARIF NU 05.

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, 24 September 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT KETERANGAN
No: 467/SMK.WH/PKL/II/2019

Menindaklanjuti surat dari Program Tadris Bahasa Inggris INSTITUT AGAMA ISLAM NEGERI METRO (IAIN), Nomor: B-2997/In.28.1/J/TL.00/09/2019 Tanggal 24 September 2019, hal izin untuk mengadakan Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi maka Kepala SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur menerangkan bahwa:

Nama   :FEBRI SURSAM PUTRA

NPM   : 13107287

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Telah diterima untuk mengadakan prasurvey di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur dalam rangka penulisan tugas akhir/skripsi dengan judul " APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN " sebagai syarat menyelesaikan studi.

Demikian Surat ini kami buat untukdapat dipergunakan sebagaimana mestinya, atas kerjasamanya disampaikan terimakasih.

Pekalongan, 17 Mei 2019
Kepala SMK Wahid HasyimPekalongan

M. TAUFIK,S.Pd.I

SURAT TUGAS
Nomor: B-3960/In.28/D.1/TL.01/11/2019

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

Nama	:	**FEBRI SURSAM PUTRA**
NPM	:	13107287
Semester	:	13 (Tiga Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK WAHID HASYIM MA`ARIF NU O5 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS` WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA`ARIF NU O5 PEKALONGAN 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 yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 21 November 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-3961/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK WAHID HASYIM
MA`ARIF NU O5 PEKALONGAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3960/In.28/D.1/TL.01/11/2019, tanggal 21 November 2019 atas nama saudara:

Nama	:	**FEBRI SURSAM PUTRA**
NPM	:	13107287
Semester	:	13 (Tiga Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK WAHID HASYIM MA`ARIF NU O5 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS` WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA`ARIF NU O5 PEKALONGAN LAMPUNG TIMUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TIMUR
SEKOLAH MENENGAH KEJURUAN
SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN
LAMPUNG TIMUR

Alamat : Jalan Yanuris No.9 Desa Siraman Kec.Pekalongan Lampung Timur 34391 Telp. (0725) 7611247

SURAT K E T E R A N G A N
No: 477/SMK.WH/PKL/XII/2019

Yang bertanda tangan di bawah ini Kepala SMK Wahid Hasyim Ma'arif NU 5 Pekalongan

Lampung Timur nenerangkan bahwa:

Nama   : FEBRI SURSAM PUTRA

NPM   : 13107287

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah mengadakan Research di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur selama tiga minggu dalam rangka tugas akhir/skripsi dengan judul " APPLYING SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE THE STUDENTS' WRITING DESCRIPTIVE TEXT SKILL AT THE TENTH GRADERS OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN " sebagai syarat menyelesaikan studi.

Demikian Surat ini kami buat untukdapat dipergunakan sebagaimana mestinya, atas kerjasamanya disampaikan terimakasih.

Pekalongan, 22 November 2019
Kepala SMK Wahid HasyimPekalongan

M. TAUFIK,S.Pd.I

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

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

Nama : Febri Sursam Putra   Jurusan/Fakultas : TBI
NPM : 13107287   Semester/TA : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
9	23 - 12 - 2019	✓		Revisi Chapter II - The Concept of Descriptive writing Skill - The Conclude of Descriptive writing Skill	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Nama : Febri Sursam Putra   Jurusan/Fakultas : TBI
NPM : 13107287   Semester/TA   : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Rabu 31/7-19		✓	Revise ch. I	
2.	Rabu 7/8-19		✓	Acc ch. I continue to ch. II	
	Selasa 13/8-19		✓	Reuse ch. II	
	Selasa 20/8-19		✓	Acc ch-II Continue to ch-III	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : Febri Sursam Putra   Jurusan/Fakultas : TBI
NPM : 13107287   Semester/TA : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	Senin 2/9-19		✓	elaborate more about test !	
	Senin 9/9-19		✓	Revise grammar.	
	Senin 23/9-19		✓	Acc ch-III Continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama   : Febri Sursam Putra   Jurusan/Fakultas   : TBI
NPM   : 13107287   Semester/TA   : XIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa 20/8-19	✓		Acc diseminarkan	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Nama : Febri Sursam Putra   Jurusan/Fakultas : TBI
NPM   : 13107287   Semester/TA   : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	Senin 11/11-19		✓	Ace to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Trisna Dinillah Harya, M.Pd.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Febri Sursam Putra
NPM : 13107287

Jurusan/Fakultas : TBI
Semester/TA : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
		✓			

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Febri Sursam Putra
NPM : 13107287

Jurusan/Fakultas : TBI
Semester/TA : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	Kamis 5/12-19.		√	Acc Munaqosah	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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

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

Nama : Febri Sursam Putra   Jurusan/Fakultas : TBI
NPM : 13107287   Semester/TA : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	08-12-2019	✓		Revise chapter II - The Definition of writing skill	
2	Senin 16-12-2019	✓		Revisi Chapter II Skill Descriptive writing	
3.	Rabu 18-12-2019	✓		Revisi Chapter II - The Concept of Descriptive Writing skill - The Conclude of Descriptive Writing skill - The skill Nedeled to Write Descriptive Text	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

CURRICULUM VITAE

The name of the writer is Febri Sursam Putra. He was born in Gondang Rejo, on February 25th 1995. He is the first daughter from two siblings, Mr. Muhammad Hisyam and Mrs. Suryati. Ethnically speaking, he comes from Javanese family descent. He was enrolled his study in Pekalongan at TK Asyiah Pekalongan in 1999 and graduated in 2001. He continued her study at SD N 3 Gondang Rejo and graduated in 2007. He continued her study at SMP Negeri 2 Pekalongan, East-Lampung and graduated in 2010. Having graduated from junior high school she continued her study at SMK Muhammadiyah 1 Metro and graduated in 2013. In the same year of 2013, he was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro. He hopes that one day he can continue his study to master of degree.