AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO CENTRAL LAMPUNG

By:

NIA PUSPITA RINI

Student Number: 1801072024

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2023 M

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IMPROVING THE STUDENT DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO CENTRAL LAMPUNG
Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:
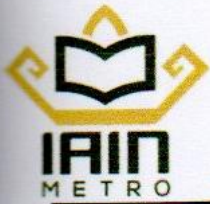**NIA PUSPITA RINI**
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1444 H / 2023M

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APPROVAL PAGE

Title	: IMPROVING THE STUDENTS DECRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOLL 1 BANGUNREJO CENTRAL LAMPUNG
Name	: Nia Puspita Rini
Students Number	: 1801072024
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To bediscussed in the Proposal (seminar)in TarbiyahFaculty of State Institute of Islamic Studies (IAIN)of Metro.

Metro, January 25th 2023

The Head of English Education Department

Sponsor

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

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NOTIFICATION LETTER

Number   :

Appendix   : -

Matter   : **In order to hold the munaqosyah of Nia Puspita Rini**

To:

The Honorable the Head of Tarbiyah Department

Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

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

Name   : Nia Puspita rini

Students Number   : 18010702024

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   :IMPROVING THE STUDENTS DECRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOLL 1 BANGUNREJO CENTRAL LAMPUNG

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

Wassalamu'alaikumWr.Wb.

Metro, January 25th 2023

The Head of English Education Department

Sponsor

Andianto, M.Pd
NIP.19871102 201503 1 004

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RATIFICATION PAGE

No. B-2602/IN-28-1/D/PP-00-9/05/ 2023

An Undergraduate thesis entitled: IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL BY UYSING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO CENTRAL LAMPUNG. Written by: Nia Puspita Rini, Student Number 1801072024, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, March 20th, 2023 at 15:00 – 17:00 p.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Ahmad Subhan Roza. M.Pd	(.............................)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(.............................)
Examiner II	: Andianto, M.Pd	(.............................)
Secretary	: Satria Nugraha Adi Wijaya, M.Pd	(.............................)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
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v

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Nia Puspita Rini**

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

Name   :Nia Puspita Rini

Students Number :1801072024

Judul Skripsi   :IMPROVING THE STUDENTS DECRIPTIVE TEXT WRITING SKILL
BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF
JUNIOR HIGH SCHOLL 1 BANGUNREJO CENTRAL LAMPUNG

Sudah kami dapat setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan
Institiut Agama Islam Negeri Metro untuk di munaqosyahkan sebagai syarat untuk menyusun
skripsi.

Demikian harapan kamidan atas perhatian nya, kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, January 25th 2023

The Head of English Education Department

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Andianto, M.Pd
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IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO CENTRAL LAMPUNG

ABSTRACT

By:

NIA PUSPITA RINI

The purpose of this research is to explain the efficacy of applying by using movie media to the writing skill of students. Students of SMP. It is difficult for Junior High School 1 Bangunrejo to understand a paragraph. In addition, they also have trouble achieving the ability to compose. This study is carried out to explore how the effect of the movie media on the writing skills of students to write descriptive paragraphs in English.

Classroom Action Analysis (CAR) categorizes this report. The investigator performed Classroom Action Research (CAR) in this report, which is done in two cycles. Planning, acting, watching and thinking are all part of each cycle. The students' of Junior High School 1 Bangunrejo are the focus of this study. The researcher used observation, test, documentation and field notes to collect data.

The results of the study indicated that the overall scores of students writing descriptive text skills from two cycles are (a) 41,4 in pre-test, and (b) 65,3 in post-test 1 and (c) 82,16 in post-test 2. Students' activities remained the same. The activities of students in cycle 1 are stated to include (a) 20 active students (80 percent) and 5 inactive students (20 percent). In cycle 2, the activities of the students consisted of 22 active (88 percent) and 3 inactive (12 percent) students. This outcome also led to the fact that the Use Movie Media Approach was able to boost the ability of the students to write descriptive paragraphs.

Keywords: Writing Descriptive Paragraph, Movie Media Strategy, and Classroom Action Research

MENINGKATKAN KETERAMPILAN MENULIS TEKS DESKRIPTIF SISWA DENGAN MENGGUNAKAN MEDIA FILM PADA SISWA KELAS VIII JUNIOR HIGH SCHOOL 1 BANGUNREJO LAMPUNG TENGAH

ABSTRAK
Oleh:
NIA PUSPITA RINI

Tujuan penelitian ini adalah untuk menunjukkan bahwa penerapan Media film terhadap kemampuan menulis siswa. Masalah yang dihadapi siswa di Junior High School 1 Bangunrejo yaitu masih mempunyai kemampuan rendah dalam menulis sebuah teks. Penelitian ini dilakukan untuk mendiskusikan bagaimana pengaruh Media Film terhadap kemampuan siswa dalam menulis paragraph 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 adalahJunior High School 1 Bangunrejo. Teknik yang digunakan dalam pengumpulan data ialah test, observasi, dokumentasi dan catatan lapangan.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata dalam kemampuan menulis teks deskriptif siswa adalah (a) 41,4 di pre-test, dan 65,3 di post-test 1, serta (c) 82,16 di post-tes 2. Hal yag sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 20 siswa aktif (80%) dan 5 siswa tak aktif (20%) Pada siklus kedua, aktivitas siswa terdiri dari 22 siswa aktif (88%) dan 3 siswa tak aktif (12%). Hasil ini menggambarkan bahwa Media film dapat meningkatkan kemampuan siswa dalam kemampuan menulis paragraph deskriptif.

Kata Kunci   : Menulis Paragraf Deskriptif, Strategi Media film, dan Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Nia Puspita Rini
NPM	: 1801072024
Faculty	: Tarbiyah and Teacher Training Faculty
Department	: English Education Department (TBI)

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

Metro, 26 February 2023

NIA PUSPITA RINI
NPM. 1801072024

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Nia Puspita Rini

NPM : 1801072024

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris (TBI)

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

Metro, 26 February 2023

NIA PUSPITA RINI
NPM. 1801072024

MOTTO

إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ١

"Verily, with every difficulty there is relief."
(Q.S. Al-Insyirah: 6)

"If you don't want to be limited, don't make limitation!
We are the only one who should know our limits".

(Gus Dur)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved Parents Mr. Samuji and Mrs. Parliyati who always gave me

support, spirit, motivation and inspiration…

My sponsor Ahmad Subhan Roza, M. Pd and

(thanks for your guidance).

My lovely sister Dwi Kurnia Lestari, beloved friends, Indonesian Moslem Student

Movement Rayon PBI, who always support me with their moral values and good

advice.

All my lecturers in IAIN Metro and all of the teachers in Junior High School 1

Bangunrejo Central Lampung, thank you.

*Everyone who always asked me, "how's your thesis going?", "when are you
going to graduate?"…*

My beloved Almamater…

ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a researchentitled "Improving The Student Descriptive Text Writing Skill By Using movie media among The Eight Graders Of Junior High School 1 BAngunrejo Central Lampung". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.
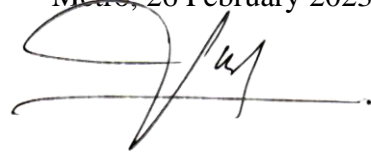
Inthisopportunities, the researcher would like to express her deepest gratitude especially for:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza, M.Pd as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the Junior High School Bangunmrejo Central Lampung who gives permission to the researcher conduct the research in this school.
7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 26 February 2023

NIA PUSPITA RINI
NPM. 1801072024

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CHAPTER I

INTRODUCTION

A. Background of Study

Indonesian junior high school and senior high school, as well as some elementary schools, offer English classes. Learning English is nothing new to junior high school students. Despite the fact that they are not native English speakers, they find learning English difficult. They have difficulty remembering English Vocabulary and comprehending what is being said to them in English. English appears to be a challenging task for students to complete. It covered the four most crucial abilities to master.

Writing is indeed one of the language skills English students have to learn rather than listening, reading and speaking, The writing skill is the 'hard copy' of intellectual level or the level of expression.[1] Because it required grammatical intricacy, writing has been a suitable practice. They must be able to explain their views and elicit excitement from people while reading their writings.

According to White, writing is the process of expressing the ideas, information, knowledge, or experience and understands the writing to acquire the knowledge or some information to share and learn.[2] Students will be able to write their written objects logically, express their ideas, and conclude as steps toward developing literary techniques in written form. Furthermore, we know

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[1]Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature* 1, no. 1 (April 30, 2015): 29, https://doi.org/10.26417/ejls.v1i1.p29-31. P.29

[2]Tania Rudi Desri, *"A Writing Skill Assessment Of The First Semester English Department Students Of The Universitas Sumatera Utara".*

1

that in some classrooms, the portion of writing is limited in the learning and teaching process, and students find it difficult to communicate their ideas in written form because writing is a combination of ideas and grammatical structures.

From the point of view of the researcher observation, the researcher observed that the majority of Junior High School 1 Bangunrejo students had a lack of writing text. In this scenario, the researcher was research how to develop student writing skills by using Movie Media in the Academic Year **2021/2022**. The researcher carried out a pre-survey allowed by 25 students as the basis for this study. The observation used in the pre-survey is a writing test. The pre-survey was completed on **21 February 2022**.

Furthermore, the data of pre-survey at the Eighth graders of Junior High School 1 Bangunrejo showed the result as follows:

Table 1.
Students Writing Scores

No.	Grade	Category	Total	Percentage
1	≤70	Incomplete	20	80%
2	≥70	Complete	5	20%
Result			25	100%

Source: Result of pre-survey on **February21th, 2022.**

The data above explained that 80% or 20 students who got failed score and 20% or 5 students got passed score. So, from the data above it can be known that the students' writing in English is low.

In this research, the researcher decided to focus on a Movie Media method that can improve the students' skill in a descriptive text of writing among the eighth grader of Junior High School 1 Bangunrejo. So, the researcher would like to continue the previous studies.

Simply notify the movie media to fix this issue. A special contribution to the development of descriptive text writing skills among students. Stand for the film industry It's a variant of for presentations, practice, and production processes.

Furthermore, the usage of media in the educational and learning process presents a new issue. Teachers had limited access to the school's media resources. She preferred to educate using simple media, either with or without it. The content can be clearly taught via media, and students will be more engaged in the teaching and learning process as a result. The educational and learning process would have been uninteresting and monotonous without the media.

Students were deterred from participating in the teaching and learning process as a result of this predicament. Finally, all of these concerns resulted in a deterioration in students' writing abilities. Because the level of difficulty is particularly more significant in writing skill, compared to the other three skills, listening, speaking, and reading, because it encompasses problem solving and deploying strategies to achieve communicative goals.[3]

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[3] Fithriani,Rahma. Essay for LPDP Dissertation Scholarship: *"The Urgency of English Writing Skills in Indonesia Academic Setting*. State Islamic University of North Sumatra".

The researcher assumes that student's low English writing score was influenced have lack vocabulary and grammar. Therefore, in this case the researcher will try to use a Movie Media to improve the students' descriptive text writing skill. Because the Movie Media can motivate the students' English learning, can makes the students enjoy in learning process, and overcomes the students learning boredom. So the researcher believe that the Movie Media can improve the students English writing skill especially at The Eighth Grade of Junior High School 1 Bangunrejo.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. Vocabulary mastery is insufficient among the students.

2. Writing is a weak point for the students.

3. The student is insecure about him self.

4. The word is tough for the students to write.

5. Students are uninspired to write.

C. Problem Limitation

Based on the problem above, the researcher limits the problem only on Improving The Students' Descriptive Text Writing Skill By Movie Media on the Eighth Grade of Junior High School 1 Bangunrejo in academic year of 2021/2022. The students feel difficult to construct the descriptive text.

D. Problem Formulation

Based on the problem above, the researcher would like to identify the problems as follows:

1. Can movie as media improve the student descriptive text writing skills?

2. How are improving the students descriptive text writing skill at eight graders of junior high school 1 Bangunrejo?

E. Objective and Benefit Of The Research

1. Objective of Research

In reference of the research above, the objective of the research are :

a. To improve the students descriptive text writing skill.

b. To improve the students' learning activities.

2. Benefit of Research

The benefit of the research are :

a. For the students

The students in order the students to be more active in following English Lesson, especially for writing descriptive text material.

b. For the teacher

As an information to make the learning process to be more interesting and enjoying for the students.

c. For Headmaster

As a positive consideration to facilitate the learning activity, especially English learning lesson.

F. Prior Research

To conduct this research, the author will review and take into account relevant prior research conducted by other scholars. One such study

was conducted by Jusmaniar, Idul Rahmat, Hartawati, and Harnengsi, who also explored the research related improving students' writing comprehension.

Jusmaniar, conducted research under the tittle Building up students English Speaking Ability through Dual Meaning Picture. The research fould thatthe use of dual meaning picture can build up students' English speaking ability.[4]

Idul Rahmat, conducted research under the title Improving the students" in writing at the third years students of SMP Negeri 8 Palopo through describing pictures in paris.the researcher found that the use describing pictures in Paris can improving students' in writing.[5]

Hartawati, conducted research under the title Developing students' writing ability through picture at the elevent years students of SMA Negeri 4 Palopo.The research found that the used picture can developing students" writing ability.[6]

Harnengsi, conducted research under the title The Use Of Wordless PictureIn Improving Students Writing Skill at The Fourt Semester Students" of IAIN Palopo. The research found that the used Wordless Picture could improve Students Writing Skill.[7]

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[4] Jusmaniar ,Building Up Students English Speaking Ability Through Dual Meaning Picture SMA Negeri 2 Watansoppeng. (Unpublish Thesisi S2 UNM Makassar, 2012).

[5] Idul Rahmat,"Improving The Students' in Writing at the Third Years Students of SMP Negeri 8 Palopo through Describing Pictures in Paris"(Unpublish Thesisi S1 IAIN Palopo, 2011).

[6] Hartawati , "Developing Students' Writing Ability through Picture at the Elevent Years Students of SMA Negeri 4 Palopo" (Unpublish Thesisi S1 IAIN Palopo,2011).

[7] Harnengsi, "The Use of Wordless Picture In Improving Students Writing Skill at The Fourth Semester Students" of IAIN Palopo" (Unpublish Thesis S1 IAIN Palopo, 2017).

Some researches above are relevant to this research writing skill through guided of descriptive text. The differences from the four researcher focuses on building up students English speaking ability skill through picture, improving writing ability through picture analysis, improving writing through describing picture.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Writing Skill

1. The Definition of Writing Skill

Writing is important since it clarifies the meaning of an individual as one of the language's four fundamental skills. This skill enables students, through their gestures or documents, to communicate their thoughts, complex emotions and concepts. Nonetheless, students can write and express their concepts, opinions and information in a well-formed way.

Jeremy Harmer explains why teaching written to English students is based on the enhancement of the foreign language. Writing is used as an instruction tool to assist students in practicing and working with their language.[8] Ask students, for example, to write five sentences using a similar structure or to use five new words or phrases. Writing activities like this will develop the skills of students.

Sanggam Siahaan has assumed that writing is a psychological activity of the language user to put information in the written text.[9] This ensures that, to putin the written text, information is a mental activity of the language user. It should be remembered that writing requires somebody's physical andmental behaviors when written on a specific subject.

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[8]Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Harlow: Longmann, 1998).p.112
[9]Sanggam Siahaan, "Issues in Linguistics," *Yogyakarta: Graha Ilmu*, 2008. p. 2

Brown says that writing is a way to think something you couldn't start thingking.[10] Probably, Writing is actually a word transaction, where you feel free to feel something that you currently think.

The definition of writing as a skill needs to be distinguished from writing as a letter, Sanggam says. the concept of writing as a skill needs to be differentiated from writing as a text. As a skill is defined as a productive written language skill. On the opposite, writing a text is a piece of written information[11]. It is a result of writing activity Researchers took a long time to think before they even begin to write. Because writing is meant to convey ideas, the first step towards good writing is to express strong, clear ideas.

The capacity to say emotions, feelings and thoughts to others in written symbols can be inferred on the simple premise of the above, that writing is a way of understanding the concepts communicated to otherindividuals or readers. It is one of the effective skills to learn through the use of a language, and it involves having a communicative skill in teaching english.

2. **The Element of Writing Skill**

In writing there were five elements. It is purpose, audience, clarity,unity and coherence.[12] More details, as follows can be explained:

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[10]Brown, *Teaching by Principles*. p. 336.
[11]Sanggam Siahaan, ‒The English Paragraph,‖ *Yogyakarta: Graha Ilmu* 1 (2008): 1., p.3
[12]Richard Walker, *Five Elemnts Of Good Writinvg*.

a. Audience.

   The first good thing to write is to remember your audience while writing. The term "public" refers to the readers. Before they start publishing, good researchers will know who their audience is. Goods researchers remember the readers as they write every line of the story.

b. Unity

   Unity is one of the logical aspects of a good paragraph. It refers to the type of supporting sentence used in a paragraph. It applies to the relevant data used in the paragraph.[13]

c. Coherence

   Coherence refers to the smooth flow of ideas in a paragraph that can be achieved in two ways. The first way is from the logical arrangement of the sentence in the paragraph. The second way is by using structural words.[14]

d. Clarity

   Clarity is how easy it is for the reader to comprehend the writing. Fierce researchers are very clear on their beliefs. Clear sentences are not abstract or indirect; they hit the reader by using a descriptive, succinct vocabulary.

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[13]Sanggam Siahaan, "The English Paragraph.", p.93
[14]Sanggam Siahaan, "The English Paragraph.",.p. 101

e. Purpose

To maintain focus on their topic, researchers need to consider the aim they are trying to achieve. The purpose is the aim to be accomplished by the protagonist.

In the above understanding, it can be inferred that writing has several components that need to be understood, because written skills are important.

3. Process of Writing Skill

Writing is essentially a thinking process and those thoughts are finally imprinted in a written form as writing. Not only it can help to reconstruct thinking into the written form, it also supplies important clues for improving the coherence of the text. It gave us a fornicating insight into what goes on as we struggle to translate meaning into words. According to Brown, the writing process divided into three stages.[15] They are prewriting, while writing (drafting), and post writing (revising). As follows:

a. Pre-writing

Pre-Writing is the first step in the writing process. This process has helped you create ideas for that issue. There were several pre-write choices, so you can figure out the right one for you to do so. Once your thoughtsare perfect, you'll be able to organize them and start to write.[16]

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[15] H. Douglas Brown, *Teaching by Principles*: An Interactive to language Pedagogy 2 Edition, (New York: Addison Weasley Longman, 2001), p.348.

[16]LearningExpress (Organization), *8th Grade Reading Comprehension and Writing Skills*. p.227

b. Drafting

Drafting involves getting ideas down on paper in taught the format that intend for the finished work.[17] Drafting is the period where the researchers are composing. It is generally regarded as the method of drafting. It starts by writing down the target or the main concept. This can, hopefully, be in one sentence. The researchers have additional pieces of information they require as the supporting concept after settling on the main idea. Besides in order to better their prose, the researcher needs to build their thinking.

c. Revising

"Revised is a series of strategies designed to review and assess the choices a piece of writing has produced". To make sure because perhaps the order of the information is not clear, ambiguous or confusing. They may use a different from of words of a particular sentence, reflecting and then revising.[18] The draft should be done before this the paper must be approved, and the action that is most successful is decided. After global revision, a full re-creation of the field of writing must begin.

The researcher wanted to review their draft so that they generated good writing before completing their writing. Until they perform proofreading. To make it simpler and more persuasive, they even make corrections explicitly in their first draft. The procedure was revamped by this step. Any facets of

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[17]Fenty Debora Napitupulu, *Journal of English Language and Culture.*
[18]Fenty Debora Napitupulu, *Journal of English Language and Culture.*

the text, such as material, clarity, type, grammar errors, and punctuation, should be considered. To make necessary changes, the researcher may modify the order or introduce additions.

4. The Measurement Rubrics of Writing Skill

Scoring rubrics are one of the essential components of measurement. To determine the outcome of the writing test generated by Jacobs, there are several requirements for each writing score: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), mechanics (5-25) (2-5).

Table 2. The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	**Excellent to very good:** Knowledgeable; substantive; by thesis development; applicable to the subject assigned;
	26-22	**Good to average**: certain subject-capable knowledge; ample range; restricted thesis development; often topical; however, lucks specifics
	21-17	**Fair to poor:** Restricted subject knowledge; minimal substance; insufficient topic growth
	16-13	**Very poor:** does not display subject-matter knowledge; non-substantial; inappropriate; or inadequate to determine.

Organization	20-18	**Excellent to very good:** Fluid expression; simple and well-defined ideas / endorsed ideas. Short, well-organized yet key ideas.
	17-14	**Good to average:** Copy somewhat; ordered loose; logical, but incomplete
	13-10	**Fair to poor: I**nfluent; misunderstood or unconnected ideas; lack of coherent sequence and creation
	9-7	**Very poor:** doesn't really speak; no agency; or no appropriate evaluation
Vocabulary	20-18	**Excellent to very good:** Effective choice and use of word/language; mastery of word form; sufficient register
	17-14	**Good to average:** Sufficient range; occasional word/language mistakes, option, use; but not obscured context
	13-10	**Fair to poor:** Restricted scope; regular word/language type errors, option, use; confused or obscure context
	9-7	**Very poor:** Mainly transformation: no English terminology, language and word type knowledge; and not enough to test

Language Use	25-22	**Excellent to very good:** Accurate complex structures; few mistakes, tense, amount, order/function of phrase, post, pronoun, precipitations
	21-18	**Good to average**: Effective but basic constructions; minor difficulties in the complicated structures; agreement with many mistakes, tense, number, word order/functions, articles, premises, but seldom darkened definitions.
	17-11	**Fair to poor:** Small problems in basic buildings; major problems in complicated buildings; regular mistakes, tense, numerical, word order, article(s), pronouns, prepositions and/or scraps, run-ons and deletions, sense lost or blurred
	10-5	**Very poor:** Practically no dominant b errors; does not communicate; or is inadequate to test sentences construction rules;
Mechanics	5	**Excellent to very good:** Demonstrate convention mastery, minimal orthographic mistakes, punctuation, capitalization, paragraphs

	4	**Good to average:** Few grammar mistakes, punctuation, capitalization, paragraphs but not blurred importance
	3	**Fair to poor:** Common mistakes, dotting, capitalization, paragraphing, miswriting, confusing or obscured meaning
	2	**Very poor:** No standard mastery that is prevalent or not sufficiently readable by spelling mistakes, punctuation, capitalization, paragraphing, handwriting[19]

This measurement is the indicators of writing skill that have a correlation to Movie media that will be conducted by researcher.

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Karen Blanchard and Christine Root assert that description is to create a picture using words. The most important part of writing a description is using clear and effective words that create exactly the picture you want. [20] Faisal and Krisna Suwandita explains that descriptive text is characterized by sensory details, which appeal to the physical senses, and details that appeal to a readers emotional, physical, or intellectual

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[19]Sara Cushing Weigle, *Assessing Writing*, Cambridge Language Assessment Series (Cambridge: Cambridge University Press, 2002). p. 116.

[20] Karen Blanchard and Christine Root, *Ready To Write*, (California: Harvard University, 1994), p.57.

sensibilities.[21]

An addition, Allice Oshima stated that descriptive writing appeals to the senses, so it tells how something looks, fells, smells, tastes, and sounds. A good description is a word picture the reader can imagine the object, place or person in his or her mind.[22]

Meanwhile Thomas S. Kane that the description is about sensory experience how something looks, sounds and taste. Mostly it is about visual experience, but description also deals with other kinds of perception.

Based on the above, the researcher assumes that the descriptive writing is description of particular thing, animal, persons, place, or others in a way to visualize it. The social function of descriptive text is to describe a particular person, place, or thing.

2. **The Generic Structure of Descriptive Text**

a. Generic Structure

The generic structure of descriptive text consists of:

1) Identification: Identifies phenomenon to be described.

2) Description: Describe parts, qualities, characteristic, etc.

b. Language Feature

Focus on specific participants (My English Teacher, My favorite place, etc.)

1) Use of simple present tense.

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[21] Faisal and Krisna Suwandita, *The effectiveness of FRESH Technique to Teach Descriptive Paragraph*, (Purwokerto: Muhammadiyah University, 2013), p.242.

[22] Allice Oshima, *Introduction to Academic Writing (Third Edition)*, (England: Pearson Longman,2007).

2) Use of adverbialverb.

3) Use of actionverb.

Table 3. Example of Descriptive Text

Bill Gates

William Henry "Bill Gates" three is one of the richest and influential people. In 1975 together with his friend, Paul Allen he co-founded Microsoft which became the world's largest PC company.	Identification
He is 64 years old. His hair as well as eye color is same, light brown. Bill Gates weight is 64 kilograms with 177 centimeters height.	Description

C. The Concept of Media

1. Definition of Media

Media or visual aids play an important role in a teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the study. Gerlach and Elly in Azhar says that a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitude.[23]

There are four classifications of teaching media[24]:

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[23] Gay, L., Mills. G. and Airasian,*Educational Research: Competencies for analysis and application*, (2006). p

[24] Sri Lestari, *Developing Instrukctional Media For Student At Elementary Schools*

a.   Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.

b.   Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.

c.   Audio visual media, such as film, TV, and three dimension things.

d.   Dramatization, role play, socio drama, etc.

While Azhar divides media into two categories:

1)   Traditional media

   a)   Visual silence that projected

   Such as Opaque projection(Invisibility), Overhead projection, Slides, Filmstrips

   b)   A visual that not projected

   Such as Picture, poster, Photos, Charts, graphs, Diagrams, Exhibitions, information boards

   c)   Audio

   Such as Recording disc, Cassette tape, reel, cartridge

   d)   Multimedia presentation

   Such as Slide plus noise(tape), Multi, image

   e)   A dynamic visual which is projected

   Such as Film, Television, Video

   f)   Print

   Such as Textbooks, Module, programmed texts, Scientific magazines, period, Loose, Leaf

g) Game

Such as Puzzle, Simulation, Board game

h) Realia

Such as Model, Specimen (sample), Manipulative (maps, dolls)

2) The latest media technology

a) Media based on Technology

Such as Teleconference, Distance school

b) Media based on micro processor

Such as Computer assisted instruction, Computer game, Intelligence tutor system, Interactive, Hypermedia, Compact (Video)disc

In teaching English, media is very important thing. It is because media can give the learning experiences more concrete and relates to daily life.

2. **Definition of Movie**

Movie as stated by Azhar is the images in the frame where frame by frame is projected through the lens of the projector mechanically so that on the screen it looks alive. While, in Microsoft Encarta, film is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time.

Harmer in Durotul stated that a movie is visual aids that can be used

in writing class. It makes lessons more fun. It can also be use to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. Film becomes an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing).

There are many types of movie made for different purposes. According to Bordwell and Thompson types of movie are broken down into:

a. Documentary movie

A documentary movie supports to present factual information about the world outside the movie. As a type of movies, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson there are two types of documentary movie, they are;

1) Compilation movie: produced by assembling images from archival

2) Direct Cinema: recording an ongoing event „as it happens‟ with minimal interference by the moviemaker

b. Fictional movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fictional, that does not mean that it is completely actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate,

not photographed directly in documentary.

c. Animated movie

Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

d. Experimental or avant-garde movie

Some film makers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are:

1) The filmmakers want to express personal experience or viewpoint

2) The filmmakers may also want to explore some possibilities of the medium it self

3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

3. Definition Movie Media

Movie media is a method of helping students to develop writing skills; films bring flexibility by expanding the range of teaching techniques and resources. Movies act as stepping stones for follow-up tasks such as such as discussion, dialogue or summarize too. Some movies contain adult scenes which are not good for children. Some films also feature bad habits such as drinking or smoking. Therefore, teachers should screen films before using them as media

4. **Movie Media Step :**

   a. The researcher uses a small group conversation approach to illustrate the content.

   b. The researcher will test the students to construct a clear paragraph based on the movie media topic.

   c. After a compiling paragraph, one of the group representatives takes turn moving forward to write down the results of their writing according to the film that has been watched.

5. **Research Hypotesis**

   Action hypotesis this research is stated as follow: "If Movie Media can improve students' reading skills and learning activity".

CHAPTER III

RESEARCH METHOD

A. Variable and The Definition Operational Variable

In this research has contains two variables, which are an independent variable and a dependent variable. The variable that the researcher picked, manipulated, and calculated is independent. The independent variable of this analysis uses the topic of small groups as a strategy. You should describe all variables as follows:

1. Independent Variable (X)

In this research, the independent variable is the simulation strategy. The only variable that is hoped to be investigated is the independent variable. It is the variable that the researcher picked, manipulated, and calculated. The independent variable of this analysis uses Small Group Conversation as a technique that can be defined as a tool to help learners write informative writing more easily.

In addition, the learners are this vector predictor. Spontaneously and organized, of Junior High School 1 Bangunrejo will do its writing. In this case, an observation sheet is used to calculate this variable and a star of 0-100 is used for the score to evaluate and measure student performance. The predictor of this variable is that with small group interactions, students can write accurately and appropriately without facing challenges both in terms of word choice and grammar to develop their writing skills.

B. The Research Location

This study was carried out in 2021/2022 at Junior High School 1 Bangunrejo. The address is on Jalan Raya Sidoluhur, in the village of Sidoluhur, Bangunrjo sub-district, Lampung Tengah Regency, Lampung Province. Postal code 34173 Lapung Tengah, Phone Number 07297375150, Email, smpgitu_bangjo@yahoo.co.id.

C. The Subject and Object of Study

The subjects of this study are eight graders of Junior High School 1 Bangunrejo students and comprise 25 students. This type of research is Classroom Action Research (CAR).

The researcher took one of the classes whereby the average student score was lower. Based on the experience of the teacher during the teaching and learning process and the student's descriptive text-writing test, the teacher found difficulties such as the students' failure to construct the descriptive text well. After the problems had ended, she was looking for a solution to the problem. The challenge was to teach informative writing using the Small Group Discussion Strategy

Table 4.

Subject of the Study

No	Class.	Sex		Total
		Female	Male	
1	VIII	19	6	25

D. Research Procedure

1. Classroom Action Research

Bassey stated that the classroom action research procedure as an inquiry to increase education practice which is carried out to understand, evaluate and then to change.[25] Besides that, Macintyre mentioned, classroom action research is the researcher focuses on a 'problem' (or a topic or an issue which needs to be explained), and on the basis of information (about the up-to-date state of the art, about the people who will be involved and about the context), plans, implements, then evaluates an action then draws conclusions on the basis of the findings.[26]

Furthermore, Action research is any sort of systematic inquiry conducted by those with a direct, vested interest in the teaching and learning process in a particular setting; it is truly systematic inquiry into one's own practice.[27] This suggested that action research was a realistic way to look at your procedure to test how it was done as you thought it should be.

From the definition above, the researcher concludes that classroom action research is research in teaching and learning in the class whose aim is to increase the students' skill and to solve problems in the learning process.

In the classroom action research, the researcher would like to hold the

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[25]Valsa Koshy, *Action Research for Improving Practice: A Practical Guide* (London: Thousand Oaks, CA : PCP/Sage Publications, 2005). , p. 8

[26]Christine MacIntyre, *The Art of Action Research in the Classroom* (London: D. Fulton Publishers, 2000). p. 1

[27]Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, https://core.ac.uk/reader/29821988.

research in two cycles. Classroom action research typically uses two cycles because it allows for a systematic approach to improving teaching and learning. Each cycle consists of planning, implementation, observation, and reflection. After the first cycle, the teacher reflects on changes made and makes adjustments for the second cycle. The second cycle involves further action and data collection to improve the quality of pupils' learning. The four phases of the classroom action research cycles are conducted in each cycle. By using two cycles, teachers can make informed decisions about what works best for their students and make adjustments accordingly. There is a relationship between one the other. The steps are follows:

a. Planning

b. Action

c. Observing

d. Reflecting[28]

[28]Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, https://core.ac.uk/reader/29821988..

Here is steps classroom action research design:

Figure 1. Action plan
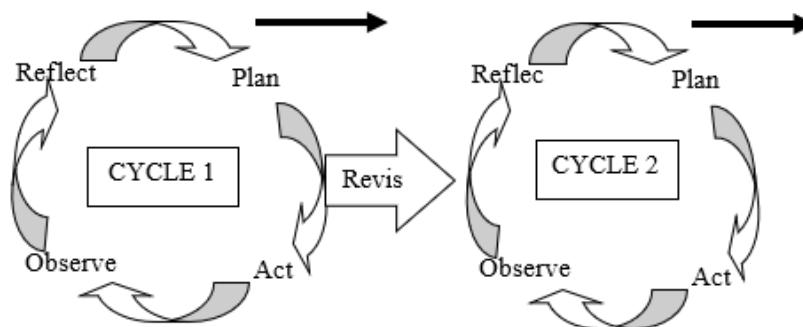
The process of conducting two periods in the study of classroom action. Planning, acting, observing, and reflecting involves of each cycle. Four forms of the cycle will be explained in more depth as follows:

Cycle I

1. **Planning**

   a. The first phase of each cycle is planning. This study would not be concentrated on without preparation. The researcher prepared lesson plans, educational strategies, and teaching media at this point. The researcher plans the instructional instrument in the planning phases as follows:

   1) The researcher will identify the problem and identify the issue question.

   2) The researcher will prepare the instructional materials and techniques.

3) The researcher will make a schedule for the lecture.

4) The basis of learning will be planned by the researchers.

5) To analyze and assess, the researcher will prepare instructions.

2. **Acting**

Action is the implementation of the preparation made by the artist. The operation, in other words, is the execution of the preparation that the researcher had made. In the teaching-learning process, the researcher attempted to incorporate the small group discussion strategy. Here are the moves in the class that the researcher took:

a. Pre-teaching activities

1) The researcher invites the students.

2) Before beginning the teaching-learning process, the researcher guides the learner to pray together.

3) The researcher is reviewing the students' attendance list.

b. While Teaching Activities

1) The lesson plan is implemented by the researcher.

2) The researcher uses a small group conversation approach to illustrate the content.

3) The researcher will test the students to construct a clear paragraph based on the group's topic. This examination offers realistic guidance on the students' ability.

c. Post-teaching Activities

    1) The researcher gathers the work of the teachers.

    2) The researcher tests and submitted an analysis of student projects.

    3) The researcher get reviews and a finding.

    4) The speaker ends the lecture with a welcome.

3. Observing

Observation is really an event and class action recording process. Observation would really be done to obtain the required data and to check that the information is complete. It is obtained or not based on the collected data. The researcher used some to prepare better during the next action.

4. Reflecting

The last step in this process is reflection. The researcher analyzed and assessed the use of non-useful measures. The researcher explained and discussed the student work results while teaching, such as strengths and weaknesses made by researchers and students during the teaching-learning process, through the use of a small group strategy for discussion and the learning of written skills. The study process was analyzed by observation. On the basis of analysis and reflection, the next cycle is determined to focus on the weakness of the preceding cycle.

Cycle II

1. **Planning**

   a. In the first cycle, the researcher identified the problem and discovered the cause.

   b. The researcher draws up the curriculum.

   c. The researcher prepares teaching materials, strategies, and media.

   d. The researcher prepares the learning source.

   e. The researcher prepares instructions for observation and assessment.

2. **Acting**

   a. Pre-activity

      1) The researcher will encourages the students.

      2) That before learning process starts, the researcher guides the student to pray together.

      3) The researcher examines the students' attendance list.

   b. While Teaching Activities

      1) The researcher uses the lesson scheme.

      2) The researcher describes how to make a good descriptive paragraph for the students.

      3) The researcher will test the students for a descriptive paragraph.

      4) The researcher will submit an assessment.

   c. Post-teaching Activities

      1) The researcher get reviews and a finding.

      2) The speaker ends the lecture with a greeting.

3. Observing

In this stage, the researcher observed the research process through format observation and field notes for the data collection of cycle 2.

4. Reflecting

This move represents and assesses the actions taken. By reflection, the researcher learns how strong and weak acting are in order to know if the next cycle is indeed important.

E. Data Collection Technique

Data are obtained using the following tool:

1. Observation

Observation is a recording or monitoring process either as it happens or as a taped sequence. Observation is a technique for gathering observations by staring closely at the object studied.

The observation approach based here on the whole operation of the descriptive paragraph teaching-learning using mistook brothers methodology. During this step the researcher analyzed the teaching-learning process using format observation and observation outlines in this step, for example: the ability of the student to answer questions, the role of the instructor in the process, the writing of successful student participants and the error of their teachers. In the course of the instruction, the analyst noticed the relevant things.

In addition, researchers use findings as a data collection tool to understand how descriptive paragraphs in the classroom operate by the

Buster approach, how students respond to their method or media and how writing skills can be improved and how a small group tactic for debate can help students learn a descriptive paragraph.

2. Documentation

Documentation is a process employed without the use of the tool to gather details. In this search the researcher took the details from the documents of schools such as overall pupil, instructor and school history, as well as school conditions. He would use the documentation to collect accurate information on the teacher, employees and organizational framework of Junior High School 1 Bangunrejo.

3. Test

a. Pretest

The check is conducted before the interventions are presented, as far as the introductory paragraph of the student is concerned. The pre-test type is an objective test, and it is simpler for the researcher to calculate the objective test in the form of a multiple-choice. A total of twenty-five test items. These elements are based on the instructional content in the classroom.

b. Post-test

The post-test will be achieve by using a small group discussion approach after care to know the success of the informative paragraph of the students. The post-test form is an analytical test consisting of 25 objects.

4. Field Note

Field Note would be used to show students how they think when they are already in a class. Field notes refer to qualitative notes recorded during or after research by scientists or researchers. The notes can be used as confirmation of the significance of the phenomena and help to explain it.

F. Data Collecting Instrument

The instrument is a calculation system used for gathering and storing information to analyze, to take decisions and eventually to learn. The analysis tool was developed by the researcher. In this research. Three types of instruments are observation cards, report guides and examination guidelines. Further the following can be explained in the three types of instruments:

1. Observation Guidance

The students learning activity

Teacher performance in the classroom

2. Documentation Guidance

   a. The history of the school

   b. The condition of teachers and official employee

   c. The condition of students

   d. Learning facilities

   e. Organization structure and

   f. Location sketch at Junior High School 1 Bangunrrejo

3. The Test Guidance

This exam is a written test with the following indicators: Small Group Approach indicators, which students can quickly execute and recall written tasks. You will use them in your expertise in publishing. Finally, the success measure for students is that students can enhance their performance depending on their material, organization, grammar and mechanical vocabulary.

The researcher has extended material validity to a high-quality instrument, and the instrument is important to the analysis emphasis. Accordingly, the researcher used the study on the foundation of studying and knowledge based upon the material acceptance on the Junior High School 1 Bangunrejo eight classes.

G. Data Analysis Technique

In this study, the researcher will perform the statistical analysis using the mean of the provisional and post-test findings or ranking. The researcher compares pre-test and post-test scores to know the improvement.

The findings will then be adjusted to the school minimum. The minimum level in English subject is 70 in the eighth grade of Junior High School 1 Bangunrejo. Where 70% of students achieve the minimum score in a post-test, it will mean that a student's writing success in an explanatory paragraph could be enhanced by the learning period.

If the students' results were achieved, over 70 and 70 percent of the students were passed in order to allow the researcher to quit study. But if any

students have not progressed and 70% of the overall students have not obtained a ranking, study must be continued in the following period. The minimal period that must be carried out in two cycles in the classroom action study.

To analyze the result of the study, the researcher used the formula below:

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = Mean

$\sum$ = Sum of

X = Raw score

N = number of cases[29]

H. Indicator of Success

In this research, the indicator of success is based on the research process and the results. The success indicator could be grouped in two ways:

1. The success indicator of the process. The following can be described:

   a. This is an exciting and fun learning process.

   b. Students can contribute knowledge, ideas and experiences and share them with others.

   c. In the learning process, students become more enthusiastic and active.

2. The success indicator for the effect. The following is assessed:

   a. 70 % of students got a score at least 70 in the post-test.

   b. The students' writing scores increase significantly.

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[29] Donal Ary, *Introduction to Research in Education,* (Wadsworth, 2010), p.108-109.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organization.

a. The History of Junior High School 1 Bangunrejo Lampung Tengah

Based on documentation data, Junior High School 1 Bangunrejo Central Lampung It was built on 1984 based on letter education and culture department Lampung No: 0557/0/1984. It is located on Jl. Sidoluhur Bangunrejo, Central Lampung that has wide about 15.000 m^2. Teaching and learning activities in Junior High School 1 Bangunrejo Central Lampung occurred from 07.00 am until 14.00 pm.

b. School Condition

1) Infrastructure

Junior High School 1 Bangunrejo Central Lampung has 18 room classses, 1 library, 2 rooms for laboratoryum and practice room, 5 toilets, 1 Mosque, 1 Medical room and 2

canteen school. There are some skill aspects are Tahfidz and usual classes. To more complete with the table:

Table 5.
Building Condition

No	Type	Exsitency		Size (M^2)	Function	
		Yes	No		Yes	No
1	Teacher Room	√		80	√	
2	Staff Room	√		32	√	
3	BK Room	√		16	√	
4	Living Room	√		16	√	
5	UKS Room	√		12	√	
7	Class Room	√		15	√	
8	Mosque	√		80	√	
9	School Yard	√		500	√	
10	School Garden	√		500	√	

2) Existence Teachers and staff

Junior High School 1 Bangunrejo Central Lampung has 40 Teachers, 7 Staff. As regards to completely explained with table :

Table 6.
Existence Teachers and Staff

No	Nama	Status	Jabatan
1.	Sarno.S,Pd	PNS	Head Master
2.	Maryati,. S.Pd	PNS	Teacher
3.	Sudiharti, S.Pd	PNS	Deputy of student
4.	Kasih Eryanti, S.Pd	PNS	Teacher
5.	Kasminah, S.Pd	PNS	Deputy of student
6.	Sutopo	PNS	Teacher
7.	Asni Hartati,S.Pd	PNS	Teacher
8.	Mahmudin, S.Pd.I	PNS	Teacher
9.	Desma Eliyati, S.Pd	PNS	Deputy of student

10.	Ahmad Ridwan, S.Pd	PNS	Teacher
11.	Suwanto, S.Pd.BK	PNS	Deputy of social
12.	Sumpeno,S.Pd	PNS	Deputy of Lab
13.	Endang HRK, S.Pd	PNS	Deputy of student
14.	Prayitno. S.Pd	PNS	Deputy of student
15.	Suwanto, S Pd.Bhs	PNS	Deputy of facilities
16.	Purnomosidi, S.Pd	PNS	Deputy of counseling
17.	Sukliwon, S.Pd	PNS	Deputy of student
18.	Dyah mardiyaningsih, S.Pd	PNS	Deputy of student
19.	Erna Wati, S.Pd	PNS	Deputy of curriculum
20.	Ma'sun, S.Pd	PNS	Teacher
21.	Harnaini, S.Pd	PNS	Deputy of student
22.	Tri Lestari Ida, S.Pd	PNS	Deputy of library
23.	Drs. Ngatijan	PNS	Deputy of student
24.	Widi Astuti, S.Pd	PNS	Deputy of student
25.	Novita Safitri, S.Pd	PPPK	Deputy of student
26.	Eka Nurfauziyah, S.Pd	PPPK	Deputy of student
27.	Mustakim, S.Pd	PPPK	Deputy of student
28.	Aprilia Susanti, S.Pd	PPPK	Deputy of student
29.	Heni Budiarti, S.Pd	Honorer	Teacher
30.	Diana Vici, S.Pd	Honorer	Deputy of student
31.	Juwita, S.Pd.I	Honorer	Teacher
32.	Deni Prayoga, S.Pd	Honorer	Deputy of student
33.	Toyib Rifai, S.Pd	Honorer	Deputy of student
34.	Debi Anisa, M.Pd	Honorer	Deputy of student
35.	Rima Rizki, S.Pd	Honorer	Teacher
36.	Fitri Apriyanti, S.Pd	Honorer	Teacher
37.	Anastasya Galuh, S.Pd	Honorer	Deputy of student
38.	Yulia Fitriani, S.Pd	Honorer	Deputy of student
39.	Muhammad Thamrin, S.Pd	Honorer	Teacher

40.	Amin Hadi	PNS	Teacher
41.	Rudi Hartoyo, S.Kom	PNS	Staff
42.	Agus Subagyo	Honorer	Teacher
43.	Burhanudin	Honorer	Teacher
44.	Restu	Honorer	Teacher
45.	Sukirman	Honorer	Teacher
46.	Dian Agristi	Honorer	Teacher
47.	Juminah	Honorer	Teacher

Source: Documentation at Junior High School 1 Bangunrejo

c. **Students Condition**

Junior High School 1 Bangunrejo has 659 students. It divided

some classes that could identify as follow:

Table 7.
The amounts of Junior High School 1 Bangunrejo
in academic year of 2021/2022

No	Class	Student	Amount
1	VII(Seven)	224	224
2	VIII(Eight)	220	220
3	IX(Nine)	215	215
Amount			659

Source: Documentation at Junior High School 1 Bangunrejo

d. **The Vision and Mission of Junior High School 1 Bangunrejo**
   Central Lampung

1) **Vision**

"Berpretasi, Berkarakter dan Berbudaya Lingkungan

Berdasarkan Iman dan Taqwa".

The mission achievement indicated by Junior High School 1

Bangunrejo Central Lampung:

a) Realization of KTSP 2013 in school

b) Realization on effective, efficient, varied and innovative learning process that includes character education

c) Realization of complete and national standard curriculum administration

d) Realization of commitment and competence of professional educators and education staff

e) Realization of participatory, transparent and accountable education management

f) Realization of adequate and relevant educational facilities and infrastructure in supporting PBM

g) Realization of adequate educational funding sources

h) Realization of a multi aspect assessment system for all subject and all grade levels

i) Realization of comfortable, shady, clean, beautiful and friendly school environment

j) Realization of school members who uphold local culture and national culture

2. Description of Research Data

This research was done in two cycles, as the research indicators had been reached at the second cycle. Starting from the first cycle was done on January 9th 2020, then the second cycle on January 14th 2023.

Each cycle consisted of planning, action, observation, interpretation, and reflection of the research.

a. Action and Learning at Pre-Test

1) Pre- test activity

Pre-test was presented to students, which was aimed to find out students' ability before the treatment was implemented. It was conducted on January, Monday, 9th, 2023 at 09.00-10.00 A.M and it took about 60 minutes.

All the students had already prepared when the teaching time came. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of descriptive paragraph writing before doing the action of the classroom action research. Each test has been performed separately for the students. The kind of the test was essay that the students made descriptive paragraph. In around 60 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

2) The result of Students' Pre-test

Table 8.
Result of Student Pre-test Score

NO	NAME	ASPECT					Total	Note
		C	O	V	L	M		
1	AH	5	0	5	5	2	17	Incomplete
2	AAS	5	10	5	10	0	30	Incomplete
3	APY	7	5	15	10	3	40	Incomplete
4	A	12	5	5	5	3	30	Incomplete
5	ADP	7	8	5	5	2	27	Incomplete
6	ARW	5	5	5	5	2	22	Incomplete
7	AN	5	0	5	5	2	17	Incomplete
8	DR	5	0	5	5	0	15	Incomplete
9	DD	15	10	2-	25	5	65	Incomplete
10	DM	15	10	10	13	2	60	Incomplete
11	DWY	25	15	14	20	4	78	Complete
12	FB	20	15	13	20	3	71	Complete
13	FDR	5	5	5	13	2	30	Incomplete
14	GAP	10	5	7	13	2	37	Incomplete
15	HA	20	5	5	5	2	37	Incomplete
16	JCR	25	19	30	3	11	78	Complete
17	LB	5	0	5	5	0	15	Incomplete
18	MFF	23	18	16	22	5	73	Complete
19	NAR	23	12	18	17	3	73	Complete
20	P	5	5	5	5	1	21	Incomplete
21	RP	20	15	18	22	3	78	Complete
22	RA	10	10	5	10	3	38	Incomplete
23	RHP	5	5	10	10	3	33	Incomplete
24	RUW	5	0	5	5	0	15	Incomplete
25	SDP	10	3	10	10	2	35	Incomplete
Total							1036	
Average $\bar{X} = \dfrac{\sum X}{N}$							41,4	Incomplete

Note:

C   : Content

O   : Organization

V   : Vocabulary

L   : Language Use

M   : Mechanic

Based on the result of students' writing Descriptive text pre-test score; the result shows that the highest score is 78 and lowest score is 15.

Furthermore, the results of the students' pre test above can be summarized into the table of percentage and graph bellow:

Table 9.
Percentage of Students Writing
Descriptive Paragraph Pre-Test Score

Interval	Frequency	Percentage	Explanation
$\geq$70	6	24%	Complete
$\leq$70	19	76%	Incomplete
Total	**25**	**100%**	

Figure 2
Percentage of Students Writing
Descriptive Paragraph Pre-Test Score in Cycle I
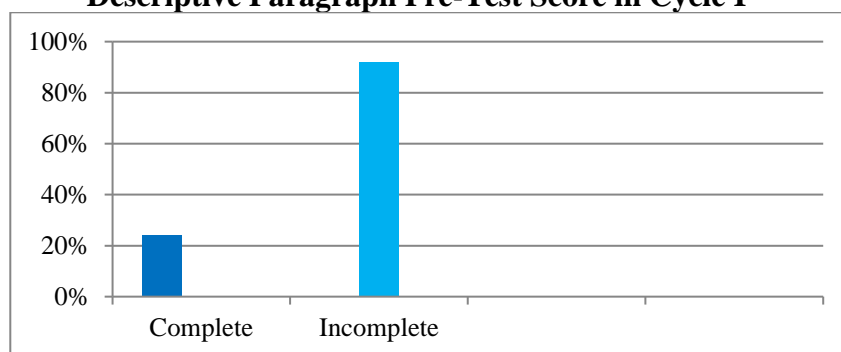
From the bases from the above findings, 19 (76 percent) students were unsuccessful and 6 (24 percent) succeeded, with the highest score is 78 and the lowest score is 15. The successful students were those who got a good score in writing measurement at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 40,7. Both results of descriptive

paragraphs of the students in writing remained poor. It was the reason why the researcher used the Small Group Discussion Method to increase students' descriptive paragraph writing skill. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses of the students.

b. Cycle I

    1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in the teaching learning process. The material was a descriptive paragraph. The material included the definition, the generic structure, the language features and the example of descriptive paragraphs. Moreover, the researcher made an observation sheet that consists of a list of students' names and a list of the students' activities that would be observed during the teaching learning process.

    2) Acting

The second phase in this analysis is the action. During two sessions, the author performed the cycle. The action program is as follows in this cycle:

Table 10. Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Monday, January 9th 2023	08.30 – 10.00 a.m.
2nd	Tuesday, January 10th 2023	08.30 – 10.00 a.m.
3rd	Wednesday, January 11th 2023	08.30 – 10.00 a.m.

a) **First meeting**

First ever meeting took place on Monday, 9 January 2023 at 8.30 – 10.00 a.m. and took approximately 2x45 mins or 90 minutes. In this meeting the researcher was a teacher and Mahmudin , S. Pd. I. was the collaborator and the observer

At just the starting of the teaching and learning process, the researcher welcomed the students by saying "salam and good morning," and all the students responded by saying "salam and good morning miss" kindly. Then, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example "what do you know about paragraph?". Some students could answer it but they used Indonesian language. It could happen because they usually discuss it in Indonesian language. Therefore, the researcher explained about what is Paragraph in English first before he explained about descriptive.

In addition, the researcher explains the characteristics of paragraphs, then explains why and how to make good paragraphs. After that, the explanation continued about descriptive paragraphs. Most students still do not understand about it. Next, the researcher invites students to describe and instructs each student with one object to describe. After 2 x 45 minutes the bell rings and the researcher closes the lesson and reminds students that it will be discussed at the next meeting.

b) **Second Meeting**

The second meeting was conducted on Tuesday, January 10th 2023 at 08.30 – 10.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking the students' condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It show that some students gave their full nice attention to the researcher during the learning process. The researcher starts the lesson by asking question about the descriptive text. Next the researcher asks about their knowledge in descriptive text. After that, the researcher explains about definition, generic structure and example of

descriptive text. Most students still did not understand about it because of the lack of curiosity and wiling ness to learn from students. Next, the researcher invited the students to divide into five groups consist 5 students to discuss the topic. The researcher gave one topic for each group and the students had to discuss with them and make descriptive about the topic with the group. In the end of meeting, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting. Then, the researcher greets to closed the meeting. and reminded the students that it would be post-test in the next meeting.

c) **Third Meeting**

The third meeting was held on Wednesday, January 11th 2023 at 08.0-10.00 a.m. This meeting was used for post test I, for 2x45 minutes after the students gave the action. The researcher greeted the students and they answered them kindly. Then, the researcher checked the attendance list. The activity is continued by giving further explanation about descriptive text and how to make it. To make students enthusiastic and interested in writing, the researcher describes a film to watch and discuss with his group mates. Then at the end of this meeting the researcher gave a post-

test. The students have to write a descriptive text based on the movie they have watched and choose one of the characters in the movie to be described together with their group mates within 60 minutes. Students take it seriously. It seemed that the student's grades would increase. Cycle 1 post test scores can be seen in the table below:

Table 11
The Students Score Result
Post-Test I in Cycle I

No	NAME	ASPECT					Total	Note
		C	O	V	L	M		
1	AH	10	5	5	10	3	33	Incomplete
2	AAS	15	15	15	15	4	64	Incomplete
3	APY	20	16	20	15	3	74	Complete
4	A	15	10	15	15	4	59	Incomplete
5	ADP	15	11	15	15	4	60	Incomplete
6	ARW	20	10	15	15	4	64	Incomplete
7	AN	10	5	5	10	3	33	Incomplete
8	DR	20	15	15	10	4	64	Incomplete
9	DD	21	19	15	21	3	79	Complete
10	DM	18	15	12	17	3	65	Incomplete
11	DWY	25	18	17	21	4	85	Complete
12	FB	25	15	15	21	4	80	Complete
13	FDR	15	11	15	15	4	30	Incomplete
14	GAP	8	12	10	15	3	48	Incomplete
15	HA	15	10	15	15	4	59	Incomplete
16	JCR	26	18	16	18	2	80	Complete
17	LB	24	16	15	15	4	74	Complete
18	MFF	25	18	17	21	4	85	Complete
19	NAR	23	17	18	15	4	77	Complete
20	P	21	19	12	17	3	72	Complete
21	RP	20	15	20	22	3	80	Complete
22	RA	22	17	18	15	4	76	Complete
23	RHP	24	16	16	14	4	74	Complete
24	RUW	10	10	5	10	3	38	Incomplete
25	SDP	10	10	10	15	4	49	Incomplete
Total							1632	
Average $\bar{x} = \dfrac{\sum X}{N}$							65,3	Incomplete

Note:

C : Content
O : Organization
V : Vocabulary
L : Language Use
M : Mechanic

Furthermore, the results of the students' post-test I above can be summarized into the table of percentage and graph bellow:

Table 12.
The Percentage of Students
Post-Test Score in Cycle I

Interval	Frequency	Percentage	Explanation
$\geq$70	12	48%	Complete
$\leq$70	13	52%	Incomplete
Total	**25**	**100%**	

Figure 3.
Percentage of Students Writing Descriptive Paragraph
Pre-Test Score in Cycle I
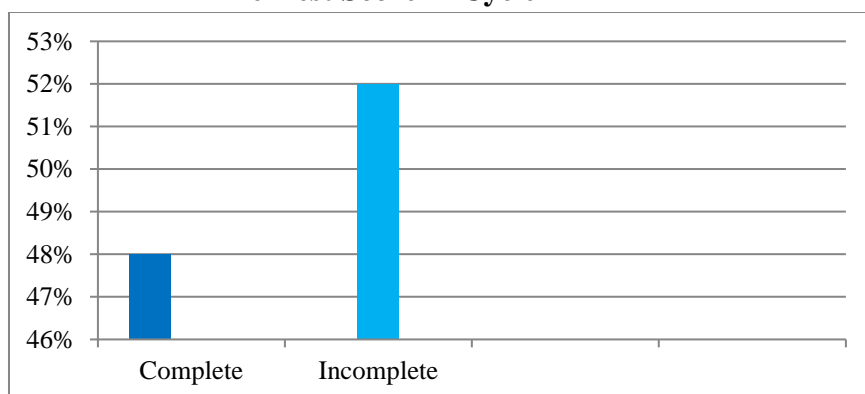
Based on the result of students' writing Descriptive text post-test I score; the result shows that the highest score is 85 and lowest score is 30. It could be concluded that there were 52% or 13 students for the score among the interval

$\leq$70 did not pass the score in writing measurement at least while 48% or 12 students for the score among the interval of $\geq$70 passed the writing measurement or less than 70. In addition, the average score of post-test I was 65,3. It indicated that the result of students writing descriptive text was increase that the pre-test score was 41,4, but viewed from the indicator of success of this research that 70% of the total students must pass the good to average of writing measurement. It meant that the result of post-test I was unsuccessful based on the indicator of success.

3) **Observing**

Observation is a monitoring method of the case and event in the curriculum. An observation will be made in order to collect the required details and to see if the information is complete. Data are acquired or not depending on the data gathered. The author used some of them to plan the next action more efficiently. In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially Descriptive text by using Small Group Discussion Method.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion

would get the point by ticking it on the observation sheet for meeting 1 until meeting 3. The indicators of the students' activities were:

a) Students pay attention with the indicators: Listening, qualification, showing, evidence.

b) Students respond teacher's questions with the indicators: Answering, agreement, refusing, saying, submitted

c) Students ask questions with the indicators: Clarifying, examine, clear, concluding, finding, solving

d) Students comprehend the material with the indicators: Mention, explaining, identifying, marking out, example, concluding.

The result of the students' learning activities could be seen as follow:

Table 13
The Students activities in cycle 1

No	Students Activities	Frequency	Percentage
1	Students pay attention	20	80%
2	Students respond teacher's questions	17	68%
3	Students ask questions	19	76%
4	Students comprehend the material	20	80%
Total Students		**25**	

Furthermore, the results of the percentage students' activities in cycle I above can be summarized into graph bellow:

Figure 4
Percentage of Students Activities in Cycle I
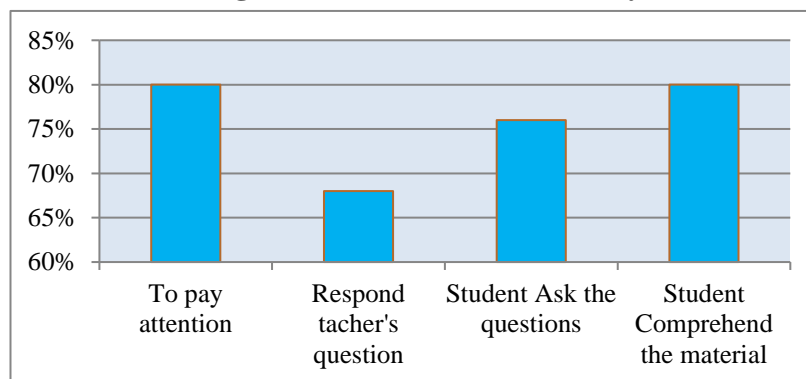
The table showed that not all the students' active in learning process. There were 20 students (80%) who gave attention to the teacher explanation. 17 students (68%) who understood the materials, 19 students (76%) were ask the questions and 20 students (80%) who comprehend the material.

4) Reflecting

The last step in this phase is reflection. The researcher has evaluated and measured non-useful steps. In the context of the teaching-learning process, the researcher identified and analyzed the outcome of the students' work, like the strengths and shortcomings of researchers and students.

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved good to average of measurements writing score of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students'

post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 14
The Comparison Between Pre-Test and Post-Test
Score in Cycle I

No	Name	Score		Increase	Note
		Pre-test	Post-test		
1	AH	17	33	16	Improve
2	AAS	30	64	34	Improve
3	APY	40	74	34	Improve
4	A	30	59	29	Improve
5	ADP	27	60	33	Improve
6	ARW	22	64	42	Improve
7	AN	17	33	16	Improve
8	DR	15	64	49	Improve
9	DD	65	79	14	Improve
10	DM	60	65	5	Improve
11	DWY	78	85	7	Improve
12	FB	71	80	9	Improve
13	FDR	30	30	0	Improve
14	DAP	37	48	11	Improve
15	HA	37	59	22	Improve
16	JCR	78	80	2	Improve
17	LB	15	74	59	Improve
18	MFF	73	85	12	Improve
19	NAR	73	77	4	Improve
20	P	21	72	51	Improve
21	RP	78	80	2	Improve
22	RA	38	76	38	Improve
23	RHP	33	74	41	Improve
24	RUW	15	38	23	Improve

25	SDP	17	49	32	Improve
Total		**1036**	**1632**	**585**	
Average		**41,4**	**65,3**		
High Score		**78**	**85**		
Low Score		**15**	**30**		

Furthermore, the comparison of the result students' pre-test and post-test I above can be summarized into the table of percentage and graph bellow:

Table 15
Percentage the Comparison of Pre test and Post test I
Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	6	12	Complete
≤ 70	19	13	Incomplete
Total	**25**	**25**	

Figure 5
Comparison between Pre test and Post test I
Score Cycle I
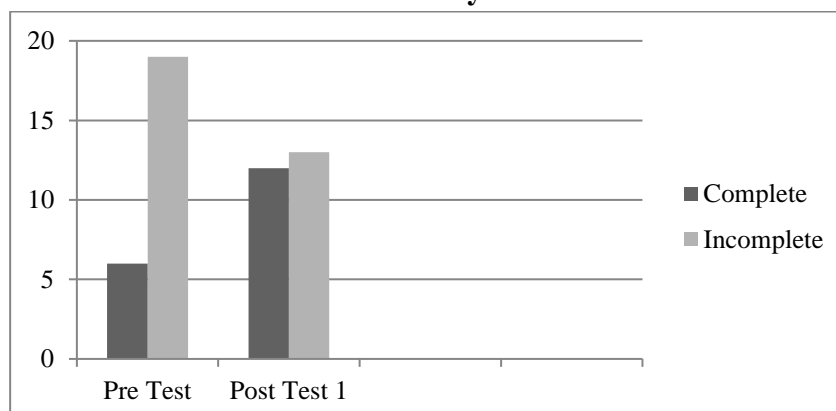
The table and the graphic above, in pre-test it could be conclude that 25 students, the table show that the number of most improvement is 59. It could be concluded that 24% or 6 students among the interval ≥70 students, was complete the good to average score in writing measurement. Then the students who were incomplete the good to average score in writing measurement were 76% or 19 students among the interval ≤70. In post-test I, it could be concluded that 48% or 12 students among the interval ≥70 students, was complete the good to average score in writing measurement. Then the who incomplete the good to average score in writing measurement were 52 % or 13 students among interval ≤70. Average score of pre-tests was 41,4 and average score of post-tests I was 65,3 and the mean improvement score was 23,9 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of gave a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the

teacher explanation and they did not got difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observing and reflecting. The implementation of cycle II could be explained on the following sequences:

1) Planning

Planning is the phase that prepares lesson plans, instructional material, and teaching media. In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 16
The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1st	Thursday, January 12th 2023	08.30 – 10.00 a.m
2nd	Friday, January 13th 2023	08.30 – 10.00 a.m
3rd	Saturday, January 14th 2023	08.30– 10.00 a.m

a) First Meeting

First ever meeting took place on Thursday, 12 January 2023 at 8.30 – 10.00 a.m. and took approximately 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. mahmudin, S.Pd.I. as the collaborator as well as an observer.

At just the starting of the teaching and learning process, the researcher welcomed the students by saying "salam and good morning," and all the students responded by saying "salam and good morning miss" kindly. Then, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example "what do you know about paragraph?". Some students could answer it but they used Indonesian language. It could happen because

they usually discuss it in Indonesian language. Therefore, the researcher explained about what is Paragraph in English first before he explained about descriptive.

In addition, the researcher explains the characteristics of paragraphs, then explains why and how to make good paragraphs. After that, the explanation continued about descriptive paragraphs. Most students still do not understand about it. Next, the researcher invites students to describe and instructs each student with one object to describe. After 2 x 45 minutes the bell rings and the researcher closes the lesson and reminds students that it will be discussed at the next meeting.

b) **Second Meeting**

The second meeting was conducted on Friday, 13 January 2023 at 08.30 – 10.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking the students' condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It show that some students gave their full nice attention to the researcher during the learning process. The

researcher starts the lesson by asking question about the descriptive text. Next the researcher asks about their knowledge in descriptive text. After that, the researcher explains about definition, generic structure and example of descriptive text. Most students still did not understand about it because of the lack of curiosity and wiling ness to learn from students. Next, the researcher invited the students to divide into five groups consist 5 students to discuss the topic. The researcher gave one topic for each group and the students had to discuss with them and make descriptive about the topic with the group. In the end of meeting, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting. Then, the researcher greets to closed the meeting. and reminded the students that it would be post-test in the next meeting.

c) **Third Meeting**

The third meeting was held on Saturday, 14 January 2023 at 08.0-10.00 WIB. This meeting was used for post test I, for 2x45 minutes after the students gave the action. The researcher greeted the students and they answered them kindly. Then, the researcher checked the attendance list. The activity is continued by giving further explanation

about descriptive text and how to make it. To make students enthusiastic and interested in writing, the researcher describes a film to watch and discuss with his group mates. Then at the end of this meeting the researcher gave a post-test. The students have to write a descriptive text based on the movie they have watched and choose one of the characters in the movie to be described together with their group mates within 60 minutes. Students take it seriously. It seemed that the student's grades would increase. Cycle 1 post test scores can be seen in the table below:

Table 17
The Result of Students Descriptive Text
Post-Test II Score in Cycle II

NO	NAME	ASPECT					Total	Note
		C	O	V	L	M		
1	AH	15	10	12	11	3	51	Incomplete
2	AAS	30	17	20	21	5	93	Complete
3	APY	25	20	20	15	4	84	Complete
4	A	25	20	20	20	5	90	Complete
5	ADP	27	18	13	25	5	88	Complete
6	ARW	26	19	15	21	4	85	Complete
7	AN	15	15	17	15	3	65	Incomplete
8	DR	25	18	17	21	5	86	Complete

9	DD	27	20	20	15	3	85	Complete
10	DM	25	19	13	21	4	82	Complete
11	DWY	27	20	20	22	5	94	Complete
12	FB	26	15	20	21	5	87	Complete
13	FDR	25	19	12	22	4	82	Complete
14	GAP	25	19	12	22	4	82	Complete
15	HA	25	19	12	22	4	82	Complete
16	JCR	25	20	18	17	4	84	Complete
17	LB	26	15	15	20	3	79	Complete
18	MFF	27	20	19	21	5	92	Complete
19	NAR	23	17	20	16	4	80	Complete
20	P	26	15	17	20	3	81	Complete
21	RP	27	20	20	22	5	94	Complete
22	RA	23	17	20	17	3	80	Complete
23	RHP	27	19	19	21	5	91	Complete
24	RUW	10	16	17	12	3	58	Incomplete
25	SDP	26	15	15	20	3	79	Complete
Total							2054	
Average $\bar{x} = \dfrac{\sum X}{N}$							82,16	Complete

Note:

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanic

Based on the result of students' writing Descriptive text post-test I score; the result shows that the highest score is 94 and lowest score is 51.

Furthermore, the results of the students' post-test II above can be summarized into the table of percentage and graph bellow:

Table 18
The Percentage of Post-Test II score in Cycle II

Interval	Frequency	Percentage	Explanation
$\geq$70	22	88%	Complete
$\leq$70	3	12%	Incomplete
Total	**25**	**100%**	

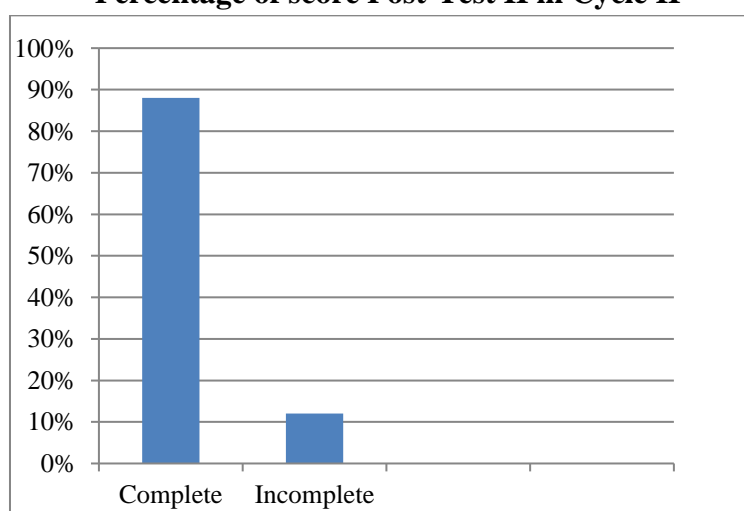**Figure 6**
Percentage of score Post-Test II in Cycle II

Based on the result of students' writing Descriptive text post-test II score, the table show that the highest score is 94 and lowest score is 54. It can be inferred that there was

88% or 22 students' for the score among the interval of $\geq$70 who complete the good to average score in writing measurement at least 70, while 12% or 3 students' for the score among the interval $\leq$70 who incomplete the good to average score in writing measurement.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 88% from the students got at least 70 for the good to average score in writing measurement and the other hand the cycle II was successful.

3) **Observing**

Observation is a monitoring method of the case and event in the curriculum. An observation will be made in order to collect the required details and to see if the information is complete. Data are acquired or not depending on the data gathered. In this step, the researcher presented the material by Small Group Discussion method. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The result score of students' learning activities observation, as follow:

Table 19
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Students pay attention	22	88%
2	Students respond teacher's questions	19	76%
3	Students ask questions	23	92%
4	Students comprehend the material	21	84%
Total Students		**25**	

Beside that the results of the percentage students' activities in cycle II above can be summarized into graph bellow:

Figure 7
Percentage of Students Activities in Cycle II
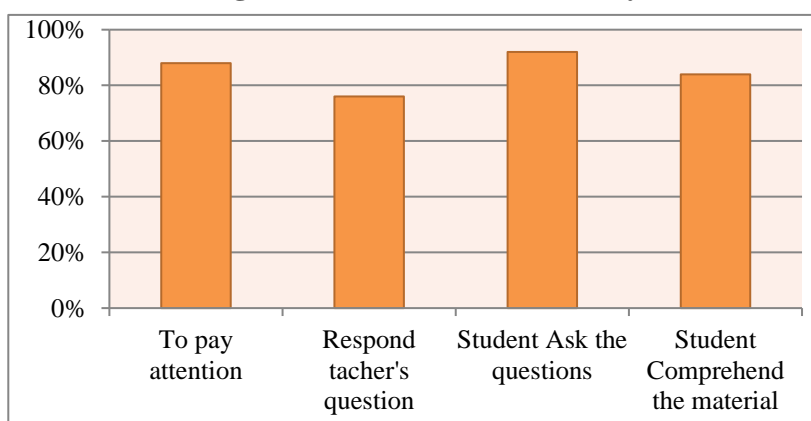
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students ask questions 92%, the first high percentage was the students pay attention of the teacher explanation 88%

and the students comprehend the material 84%, and the last the students respond the teacher's questions 76%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥70%.

4) **Reflecting**

The last step in this phase is reflection. The researcher has evaluated and measured non-useful steps. In the context of the teaching-learning process, the researcher identified and analyzed the outcome of the students' work, like the strengths and shortcomings of researchers and students.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between student's post-test I score and post-test II score could be compared on the following table.

Table 20
The Comparison Between Post-Test I Score in Cycle I and
Post-Test II Score in Cycle II

No	Name	Score		Increase	Note
		Post-test I	Post-test II		
1	AH	33	51	18	Improve
2	AAS	64	93	29	Improve
3	APY	74	84	10	Improve
4	A	59	90	31	Improve
5	ADP	60	88	28	Improve
6	ARW	64	85	21	Improve
7	AN	33	65	32	Improve

8	DR	64	86	22	Improve
9	DD	79	85	6	Improve
10	DM	65	82	17	Improve
11	DWY	85	94	9	Improve
12	FB	80	87	7	Improve
13	FDR	30	82	52	Improve
14	GAP	48	82	34	Improve
15	HA	59	82	23	Improve
16	JCR	80	84	4	Improve
17	LB	74	79	5	Improve
18	MFF	85	92	7	Improve
19	NAR	77	80	3	Improve
20	P	72	81	9	Improve
21	RP	80	94	14	Improve
22	RA	76	80	4	Improve
23	RHP	74	91	17	Improve
24	RUW	38	58	20	Improve
25	SDP	49	79	30	Improve
Total		**1632**	**2054**	**452**	
Average		**65,3**	**82,16**		
High Score		**85**	**94**		
Low Score		**30**	**58**		

Furthermore, the comparison of the result students' post-test I and post-test II above can be summarized into the table of percentage and graph bellow:

Table 21
The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	12	22	Complete
≤ 70	13	3	Incomplete

Total	25	25	

Figure 8
The Comparison of Students Writing Descriptive Text
Post-Test I Score and Post-Test II Score in Cycle II
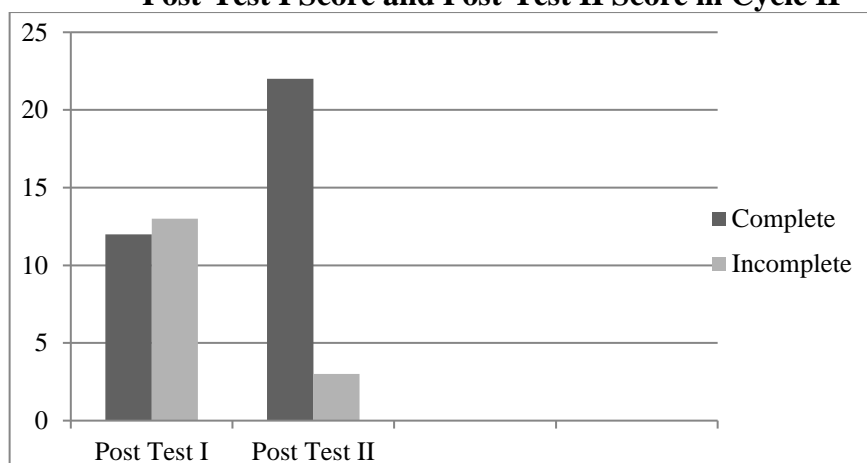
Based on the table above, it could be seen that the score of the students in post-test II was various. The most improvement number is 52. The highest score was 94 and the lowest score is 58. The average score of post-tests II was 82, 16. Besides, the percentages of students' successfulness of post-test II score was 88% or 22 students of the total students passed the good to average score in writing measurement and 12% or 3 students did not pass the good to average score in writing measurement at least 70. It means that the indicator of success of this research had been achieved that was ≥70% students was gotten score 70. It indicated that the students' writing descriptive text was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would

not be continuing in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that Small Group Discussion Strategy could increase students' descriptive paragraph writing skill.

3. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 60 minutes. It was done on Tuesday, September 22rd, 2020. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 7 the students average were 41,4 , it showed that most of the students have not passed yet in achieving the Minimum Measurements of Writing at least 70. In this phase, only 6 students out of 25 students passed of the Minimum Measurements of Writing.

b. Result of Students Post- Test I Score

In this research, to know the students writing descriptive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Friday, September 25th, 2020. Based on the table 9 the students average was 65,3 it shown that most of the students have not passed yet in achieved the Good Score for

Measurements of Writing at least 70. In this stage there are 12 students out of 25 students passed of the minimum standard criteria. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post-test I in cycle I did not fulfilled the Minimum Measurements of Writing yet that was only 48 % passed the Minimum Measurements of Writing. The researcher presented the post- test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 60 minutes. It was done on Thursday, October 1th, 2020. Based on the table 15 students average were 82,16, it showed that most of the students have achieving the Minimum Measurements of Writing at least 70. In this phase, 22 students out of 25 students of 88% students passed of the minimum standard criteria and the research was successful.

4. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II.

Table 22

**The Score of Writing Descriptive Text of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Name	Score		
		Pre-test	Post-test I	Post-test II
1	Ah	17	33	51
2	AAS	30	64	93
3	APY	40	74	84
4	A	30	59	90
5	ADP	27	60	88
6	ARW	22	64	85
7	AN	17	33	65
8	DR	15	64	86
9	DD	65	79	85
10	DM	60	65	82
11	DWY	78	85	94
12	FB	71	80	87
13	FDR	30	30	82
14	GAP	37	48	82
15	HA	37	59	82
16	JCR	78	80	84
17	LB	15	74	79
18	MFF	73	85	92
19	NAR	73	77	80
20	P	21	72	81
21	RP	78	80	94
22	RA	38	76	80
23	RHP	33	74	91
24	RUW	15	38	58

25	SDP	17	49	79
Total		**1036**	**1632**	**2054**
Average		**41,4**	**65,3**	**82,16**
Complete		**6**	**12**	**22**

Table 23
The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥70	6	12	22	Complete
≤70	19	13	3	Incomplete
Total	**25**	**25**	**25**	

Based on the findings pre test, post test I and post test II, it was known the positive improving of the students' score. It could be seen from the students got score ≥70, 6 to 12 became 22. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved. The researcher shows the graph of the result of pre test, post test I and post test II, as follow:

Figure 9
The Comparison Score of Students Writing Descriptive Text
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
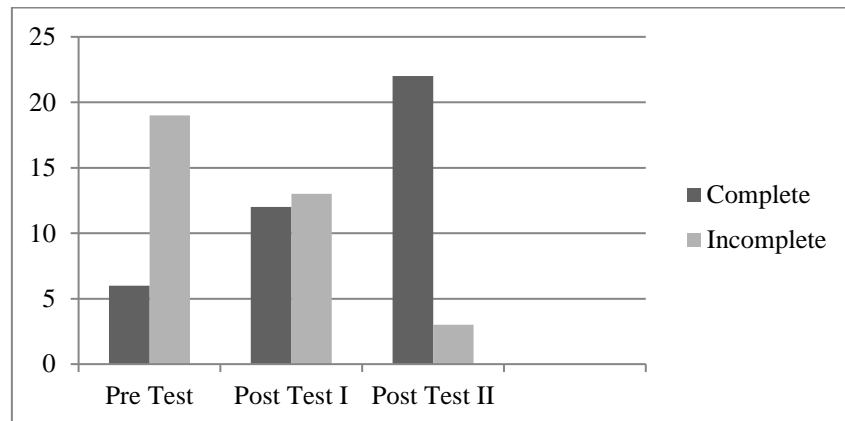
a. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 23
The Table of Students Activities in Cycle I and Cycle II

No	Students Activities	Cycle I		Cycle II	
		F	Percent	F	Percent
1	Students pay attention	20	80%	22	88%
2	Students respond teacher's questions	17	68%	19	76%
3	Students ask questions	19	76%	23	92%
4	Students comprehend the material	20	80%	21	84%
Total Students		**25**			

The diagram of the impact of learning activity in Cycle I and Cycle II shows the following:

Diagram 10
Figure of Students' Result
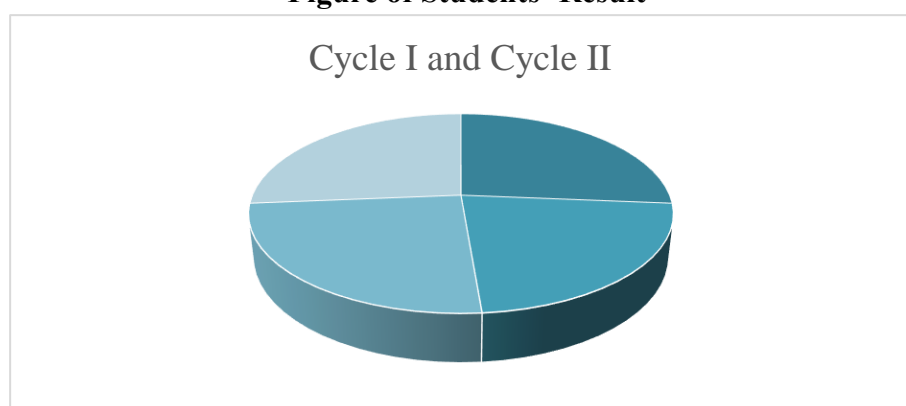
Based on the data had gotten, it can be explained as follow:

1) **Students pay attention**

   The students' attention to the teacher's interpretation was increased from the first meeting to the second meeting. In cycle I was only 80% and in cycle II 88%, it increases 8%

2) **Students respond teacher's questions**

   The learners who answer questions from the instructor were strengthened from the first meeting to the next one. It revealed that if the instructor asked the students the question, they had the confidence to respond, but the answer could not be well replied. For this activity was increase 8%, from cycle I 68% and cycle II 76%.

3) **Students ask questions**

   The students who asked questions were increase. It could be seen on the cycle I 76% and cycle II 92%, it increased 16%.

4) **Students comprehend the material**

   The students comprehend the material in class were increase. It could be seen on the cycle I 80% and cycle II also 84%, it increased 4%.

Based on the data above, it was concluded that the students felt comfort and participate with the study, because most of the students shown good increasing in learning activities when Small Group Discussion strategy was applied in learning process from cycle I up to cycle II.

So through use of Small Group Discussion Strategy could be deduced from the describing of cycle I and cycle II, and the students' ability in writing summary paragraphs could be strengthened. The total score was between 41,4 and 65,3 and 82,16.

In graph 10, the average score of students who passed the exam from the pre-tests, post-tests I to the post-tests II may be seen to be increasing. In the following diagrams, the overall score was 41.4 and therefore only 6 students (24%) passed the test.

In comparison, in the post-tests I and II 12 or (48%) students passed the exam, the students earned a score of ≥70, an average of 64.3, 22 students or (88%) who passed the test predictor. The author found from the description that the study was successful and it could be halted in cycle II, as 70% of students earned a score of 70%.

B. Discussion

It may be concluded from the description of cycle I and cycle II that the use of a small group strategy for discussion could boost the potential of students to compose a coherent report. Students also obtained a score of 70 out of 24 or 6 students, 48 or 12 after the first test and 88 or 22 after the second

test. We could see that the full score and overall score of the students that passed the least from the pre-test, post-testing I to post-testing II are increasing.

The expectations for the minimum score in school were also 70, 12 or 48 percent were tested in post-test I with the average of 64.3 and 22 or 88 percent were students after test II with the average of 82,16. The researcher inferred from the clarification that the study was good and that cycle II should stop when 70% of students received a score of ≥70 were successful.

The student's work in cycle I and cycle II has improved. Students pay attention at 80 percent, learning learners and asked questions at 76 percent, students ask instructor questions at 76 percent and students and 76 percent become 92 percent. A pupil knows the subject at an a high level as part of 84 percent. As a result of exercises performed by students in cycles I and II, the standard of student learning is rising.

Overall, it can be concluded that the improvement scores in cycle I and cycle II is the result of the implementation of Small Group Discussion strategy. This strategy can provide the opportunity to the students to be participate fully in the class and gave them the opportunity for sharing and learning each other in mastering writing descriptive paragraph. Therefore, their writing skill can be improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher would like to conclude the average of the students' score of Junior High School 1 Bangunrejo Central Lampung, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II were active. It means that movie media could improve the students' writing descriptive paragraph writing skill.

There was any improving from pretest, post-test I to post-test II. It could be seen the average increase pretest was 41,4 to Posttest I was 64,3 and in the Post-test II was 82,16. It means that there was an improving on students' score from Pre-test to cycle I and cycle II.

In line with the conclusion above, Movie media can improving the students' writing score significantly. It can improve students' participation. Movie media applies learning community that makes students more active.

B. Suggestion

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

1. The students

They have to improve the reading skill especially in descriptive paragraph. The way they can improve the reading skill is using movie as media practice

2. The Teacher/Collaborator

It is suggested for the English teacher to use movie media because this technique is effective to practice students" writing descriptive paragraph skill.

3. The Headmaster

The Headmaster is suggested to support the English learning process by preparing the complete facilitation and conducting teacher training especially about teaching methodology. This research is recommended to be prior knowledge in conducting academic supervision.

4. For the school

The school should support the English learning process by preparing the facilitation and instrument completely. The school should provide the good situation to support English learning process.

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APPENDICES

SILABUS KELAS VIII

Kompetesi Dasar	Materi Pokok	Pembelajaran	Sumber Belajar	Nilai Kriteria	Alokasi Waktu

Siswa Mampu:
 	
3.1 Menerapkan fungsi social, struktur teks,dan unsure kebahasaan teks interaksi interpersonal lisan dan tlis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan
	• Fungsi social
	  Menjaga hubungan interpersonal dengan guru dan teman.
	• Struktur Teks
	  -Memulai
	  -Menangggapi
	  (diharapkan/diluar dugaan)
	• Unsur Kebahasan
	  -Ungkapan a.1. Excuse me, Is it clear?, Great, I think so.dsb.
		-Menyimak, menirukan,dan memperagakan beberapa contoh peercakapan , dengan ucapan dan tekanan kata yang benar
		-Mengidentifikasi ungkapan yang sedang dipelajari
		-Menanyakan hal-haln yang tidak diketahui atau yang berbeda
		-Menentukan ungkapan yang tepat secara lisan/tulisan dari
			LKS
			
			Kamus
			Bahasa
			Inggris
					10 JP

pendapat, serta menanggapi nya sesuai dengan konteks penggunaan nya 4.1Menyusun teks interaksi interpersonal lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan menungungkapkan pendapat, dan menanggapi nya	-Ucapan tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi antara siswa dan guru didalam dan keluar kelas yang tidak meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang meminta di KI.	berbagai situasi lain yang serupa -Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami didalam dan diluar kelas -Melakukan refleksi tentang dan hasil belajar			

dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaaan yang benar dan sesuai konteks.					
Siswa Mampu : 3.2 Menerapkan fungsi social struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait kemampuan, dan	• Fungsi Sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya. • Struktur Teks -Memulai -Menanggapi • Unsur kebahasaan	- Menyimak, membaca dan menirukan, guru membaca beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar -Menanyakan hal-hal yang tidak dikertahui atau yang berbeda	LKS Kamus Bahasa Inggris		10 JP

kemauan, melakukan tindakan sesuai dengan konteks penggunaan nya. (Perhatikan undur kebahsaan *can,will*) 4.2 Menyusun Teks Interaksi transakasional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan,dengan	-Ungkapan kemampuan dan kemauan yang sesuai dengan modal : *can, will*. -Nomina singular dan plural dengan atau tanpa : a,the, this,those, my, their,dsb. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didaalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.	-Menentukan modal yang tepat untuk didiskusikan -Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan tertentu -Memaparkan hasil temuan nya dalam bentuk teks pendek tentang teman nya dalam mempresentasikan dikelompok lain diikuti tanya jawab -Melakukan refleksi tentang proses dan hasil belajar nya			

memperhatikan fungsi social, struktur tells dan unsure kebahsaan yang benar dan sesuai konteks.					

Siswa mampu;
 	
3.3 Menerpakan fungsi social, struktur teks, dan unsur kebhasaan teks interksi transakional lisan dan tilis yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks
	• Fungsi social
	  Menjaga hubungan interpersonal dengan guru dan teman.
	• Struktur Teks
	  -Memulai
	  -Menangggapi
	  (diharapkan/diluar dugaan)
	• Unsur Kebahasan
	  -Ungkapan keharusan larangan, himbauan dengan
		-Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting cards* untuk hari special tertentu
		-Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar
		- Mencermati dan menemukan perbedaan dan persamaan dari beberapa
			LKS
			Kamus
			Bahasa
			Inggris
					8 JP

penggunaannya (Perhatikan unsure kebahasaan *must, should*)
 	
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keharusan, larangan dan himbauan, dengan memperhatikan fungsi social, struktur teks,dan unsure
	Modal *must, (don't) have to, should,*
	
	    -Nomina Singular dan Plural dengan atau *tanpa a, the, this, those, my, their,*dsb.
	
	    -Ucapan tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan.
	
	• Topik
	    Interaksi antara siswa dan guru didalam dan keluar kelas yang tidak meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan
		greeting cards untuk even lain
		
		-Membuat *greeting cards* terkait hari istimewa yang relevan dengan siswa saat itu
		-Melakukan refleksi tentang proses dan hasil belajar nya
		-Menyimak dan menirukan guru menanyakan dan menyebutkan kebreadaan orang, benda, binatang, dirumah, disekolah, dan sekitar nya, dengan tata bahasa, ucapan dan tekanan kata yang benar
		-Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda,			

kebahsaan yang benar dan sesuai konteks	perilaku yang meminta di KI.	binatang, dan jumlah nya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar -Mengisikan dengan ungkpan jumlah yang tepat pada kalimat-kalimat yang rumpang -Membuat teks pendek untuk mendeskripsikan rumah masing;masing dan sekitar nya dengan menyebutkan keberadaan orang, benda, binatang dan jumlah nya dengan ejaan dan tanda baca yang benar - Mempresentasikan dikelompok lain diikuti tanya jawab			

		-Melakukan refleksi tentang proses dan hasil belajar nya			
Siswa mampu : 3.4 Menerapkan fungsi social, stukrtural teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapi nya sesuai dengan konteks penggunaan nya. 4.4 Menyususn teks interaksi interpersonal lisan dan tulis sangat	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks -Memulai -Menanggapi • Unsur kebahasaan -Ungkapan a.1 *let's…, can you…, would you like…, may I. please* -Nomina singular dan plural dengan atau tanpa : a,the, this,those, my, their,dsb.	Menyimak, menirukan dan mempergakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar -Mengidentifikasi ungkapan yang sedang dipelajari -Menanyakan hal-hal yan tidak diketahui atau yang berbeda -Menentukan ungkapan yang tepat secara lisan/ tulis dari berbagai situasi lain yang serupa	LKS Kamus Bahasa Inggris		8 PJ

pendek dan sederhana yang melibatkan tindakan, ,menyuruh, mengajak, meminta izin dan menanggapi nya dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	-Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa idaalam dan diluar kelas yang elibatkan kemampuan dan emauan melakukan tindakan ang dapat menumbuhkan erilaku yang termuat di KI.	-Bertanya jawab dengan teman tenyang tindakn menyuruh, mengajak, meminta izin, dan menanggapi nya -Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan gurudengan teman secara alami didalam dan diluar kelas -Melakukan refleksi tentang proses dan hasil belajar			
Siswa mampu : 3.5 Membandingkan fungsi sosail, struktur teks, dan unsure kebahasaan beberapa teks khusus dalam	• Fungsi Sosial Menjaga hubungan interpesonsl dengsn guru dan teman. • Struktur Teks	-Mencermati dan menemukan perbedaan dan persamaan dari *greeting cards* untuk hari special tertentu			

bentuk greeting cards, dengan memberi san meminta informasi terkait dengan hari;hari special, sesuai dengan konteks penggunaan nya 4.5 Menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkai hari-hari special dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan, secara	Teks greeting cards dapat mencakup -Identifikasi (nama peristiwa, hari istimewa) bersifat khusus -Ungkapan khusus yang relevan -Gambar, hiasan, komposisi warna • Unsur kebahasaan -Ungkapan a.1. *Cogratulation, well done, good job, dll.* -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didaalam dan diluar kelas	-Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar -Mencermati dan menemukan perbedaan *greeting cards* untuk event lain -Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaian nya -Membuat *greeting cards* terkait hari istimewa yang relevan dengan siswa saat itu -Melakukan refleksi tentang proses dan hasil belajar nya			

benar dan sesuai konteks	yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.				
Siswa mampu : 3.6 Menerapkan fungsin social, struktur teks dan unsure kebahasaan teks interaksi transkasional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai	• Fungsi Sosial Menyebutkan, mendeskripsikan, membuat, inventaris, dan sebagainya. • Struktur Teks -Memulai -Menanggapi (diharapkan/diluar dugaan) • Unsur kebahasaan	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang dirumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda,	LKS Kamus Bahasa Inggris		8 PJ

dengan konteks penggunaan nya. (Perhatikan unsure kebahasaan *there is/are*) 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi social, struktur teks,dan unsur	-Ungkapan kebahsaan sesuai dengan modal :*There, is/are.* -Kata jumlah yang tidak tertentu : *litte, few, some, many, much, a lot (of)* -Frasa kata depan : *in. on .under, in front of, below, above,* dan lain lain. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didaalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang	binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimatkalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks			

kebahasaan yang benar dan sesuai konteks	dapat menumbuhkan perilaku yang termuat di KI.	- Melakukan refleksi tentang proses dan hasil belajarnya			
Siswa mampu : 3.7 Menerapkan fungsin social, struktur teks dan unsure kebahasaan teks interaksi transkasional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaan nya.	• Fungsi Sosial Menjelaskan, Mendeskripsikan. • Struktur Teks -Memulai -Menanggapi (diharapkam/diluar dugaan) • Unsur kebahasaan -Kalimat deklaratif dan interrogative dalam: *Simple Present Tense*.	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan ungkapan yang menunjukkan kejadian rutin dalam teks	LKS Kamus Bahasa Inggris		8 JP

(Perhatikan unsure kebahasaan *simple present tense*) 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi social, struktur teks,dan unsur kebahasaan yang	-Adverbia : *Always, often, sometimes, never, usually, every* -Nomina singular dan plural dengan atau tanpa : *a,the, this,those, my, their*,dsb. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.	- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana			

benar dan sesuai konteks		- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya Siswa			
Siswa mampu : 3.8 Menerapkan fungsi social, struktur teks dan unsure kebahasaan teks interaksi transkasional lisan dan tulis yang melibatkan tindakan memberi dan	• Fungsi Sosial Menjelaskan, Mendeskripsikan. • Struktur Teks -Memulai -Menanggapi (diharapkam/diluar dugaan)	- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan ungkapan yang	LKS Kamus Bahasa Inggris		8 JP

meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaan nya. (Perhatikan unsure kebahasaan *present continous tense*) 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keberadaan orang, benda, binatang	• Unsur kebahasaan -Kalimat deklaratif dan interrogative dalam: *Present continous tense* -Adverbia : *now* -Nomina singular dan plural dengan atau tanpa : *a, the, this,those, my, their*,dsb. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.	menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya			

dengan memperhatikan fungsi social, struktur teks,dan unsur kebahasaan yang benar dan sesuai konteks		- Melakukan refleksi tentang proses dan hasil belajarnya			
Siswa mampu : 3.9 Menerapkan fungsi social, struktur teks dan unsure kebahasaan teks interaksi transkasional lisan dan tulis yang melibatkan tindakan memberi dan	• Fungsi Sosial Mengidentifikasi, Mengenalkan, Memuji, Mengkritik, Mengagumi. • Struktur Teks -Memulai -Menanggapi (diharapkam/diluar dugaan)	- Guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan	LKS Kamus Bahasa Inggris		8 JP

meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaan nya. (Perhatikan unsure kebahasaan *degree of comparison*) 4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keberadaan	• Unsur kebahasaan -Kalimatperbandingan positive , dengan : *as…as.-er, -est, more…, the most…* -Perbandingan jumlah : *More, fewer, less* -Nomina singular dan plural dengan atau tanpa : *a, the, this, those, my, their*,dsb. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang	informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks			

orang, benda, binatang dengan memperhatikan fungsi social, struktur teks,dan unsur kebahasaan yang benar dan sesuai konteks	dapat menumbuhkan perilaku yang termuat di KI.	masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			
Siswa mampu : 3.10 Menerapkan fungsi social, struktur teks dan unsure kebahasaan teks interaksi transkasional lisan dan tulis yang melibatkan tindakan memberi dan	• Fungsi Sosial Melaporkan, ,menceritakan, menjelaskan kejadian yang dilakukan/terjadi, diwaktun lampau • Struktur Teks -Memulai	- Membaca dan mencermat teksteks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan ungkapan yang	LKS Kamus Bahasa Inggris		8 JP

meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaan nya. (Perhatikan unsure kebahasaan *simple past tense*) 4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keberadaan orang, benda, binatang	-Menanggapi (diharapkam/diluar dugaan) • Unsur kebahasaan -Kalimat deklaratif dan interrogative dalam: *Simple Past Tense*. -Nomina singular dan plural dengan atau tanpa : *a, the, this, those, my, their*,dsb. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang	diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/ peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teksteks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing masing dengan teman temannya, secara lisan,			

dengan memperhatikan fungsi social, struktur teks,dan unsur kebahasaan yang benar dan sesuai konteks	dapat menumbuhkan perilaku yang termuat di KI.	dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			
Siswa mampu : 3.11 Membandingkan fungsi social, struktur teks dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan member dan meminta informasi terkait pengalaman pribadi	• Fungsi Sosial Melaporkan, mengambil teladan, membanggakan. • Struktur Teks Dapat mencakup -Orientasi -Urutan kejadian/kegiatan - Orientasi ulang	- Menyimak guru membaca beberapa teks recount tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita	LKS Kamus Bahasa Inggris		8 JP

diwaktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaan nya 4.11 Teks *recount* 4.11.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsure dan unsure kebahahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi	• Unsur kebahasaan -Kalimat deklaratif dan interrogative dalam: *Simple Past Tense.* -Adverbia dari frasa prepoposional penunjuk waktu : *Yesterday, last month, an hour* -Nomina singular dan plural dengan atau tanpa : *a, the, this, those, my, their*,dsb. -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan	- Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan - Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing masing dengan teman temannya secara lisan,			

diwaktu lampau (*personal recount*) 4.11.2 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosail, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks	melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.	dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			
Siswa mampu :					

3.12 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman atau pemberitahuan (*notice),* dengan member dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaan nya 4.12 Menangkap makna secara kontekstual terkait fungsi social, struktur	• Fungsi Sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan • Struktur Teks Dapat mencakup -Judul atau tujuan -Informasi rinci yang diumumkan • Unsur kebahasaan -Ungkapan;ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda -Nomina singular dan plural dengan atau tanpa : *a, the, this ,those, my, their*,dsb.	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim	LKS Kamus Bahasa Inggris		8 JP

teks, dan unsure kebahasaan pesan singkat dan pengumuman atau pemberitahuan (*notice*) lisan dan tulis , sangat pendek dan sederhana terkait kegiatan sekolah
 	
4.12.2 Menyusun teks khusus dalam bentuk pesan dan pengumuman atau pemberitahuan *(notice),* sangat pendek, dan sederhana, terkait dengan kegiatan
	-Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan.
	
	● Topik
	    Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.
	
	● Multimedia
	    Layout dan dekorasi yang membuat tampilan teks lebih menarik
		dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas
		- Melakukan refleksi tentang proses dan hasil belajarnya			

sekolah dengan memperhatikan fungsi sosail, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks					
Siswa mampu : 3.13 Menafsirkan fungsi sosal dan unsur kebahasaan dalam film yang telah ditonton 4.13 Menangkap makna secara kontekstual terkait	• Fungsi Sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Struktur Teks -Memulai -Menanggapi (diharapkam/diluar dugaan)	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu	LKS Kamus Bahasa Inggris		8 JP

denganfungsi social dan unsur kebahasaan pada film yang telah ditontom	• Unsur kebahasaan -Kosakata dan tata bahasa dari film yang sudah ditonton -Ucapan, Tekanan kata, intonasi,ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi anatara siswa didalam dan diluar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.	- Melakukan refleksi tentang proses dan hasil belajar			

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 1

Satuan Pendidikan	: Junior High School 1 Bangunrejo Lampung Tengah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ I
Materi Pokok	: Deskriptif Text With Movie Media (Doraemon)
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

KI-1 dan KI-2

Menghargai dan menghayati ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya. 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat. • Menulis gagasan utama • Mengelaborasi gagasan utama. • Membuat draft, merevisi, menyunting. • Menghasilkan descriptive Paragraph.

C. Tujuan Pembelajaran :

1. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait isi film (Doraemon) yang sudah ditonton dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahsaan dengan baik dan benar sesuai dengan konteks penggunaannya.
2. Siswa mampu menyusun deskriptif teks terkait isi film (Doraemon) yang sudah ditonton dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

1. Definition of Descriptive Paragraph

   A descriptive paragraph is a paragraph in which describes about someone,

   something, or a certain place. The purpose is to describe a particular person,

   place or thing.

2. The Generic Structure of Descriptive Paragraph

   The generic structure is:

   1) Identification: to identify phenomenon to be described.
   2) Description: to describes the parts, the characteristics, or qualities of

      something.

3. The Language Feature of Descriptive Paragraph

   The language feature of Descriptive:

   1) Using simple present tense

The formula of simple present tense is:

$$S + Verb\ 1_{(s/es)} + O/C$$

Example: The monkey *likes* banana.
2) Using adjectives
Example: The elephant has a *long* trunk.
3) Using of linking verbs
Example: The dress *looks* beautiful.
4. The Example of Descriptive Paragraph

Bongo the Orangutan

Identification	There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan.
Description	She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them.

E. **TeknikPembelajaran** :   Small Group Discussion Strategy
F. **Media, Alat, dan Sumber Pembelajaran**
    1. Media   : Teks, Movie (Doraemon)
    2. Alat   : Spidol, Papan Tulis, Laptop
    3. Sumber Belajar   : - Buku panduan, Text Descriptive,
                               - internet
G. **Langkah-langkah Pembelajaran**
   1. Kegiatan Pendahuluan
      ➢ Menyapa, memberi salam.
      ➢ Bertanya kabar siswa.
      ➢ Mengecek kehadiran siswa.
      ➢ Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks deskripsi ini.
      ➢ Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari.

2. Kegiatan Inti
   Eksplorasi
   ➢ Dalam kegiatan eksplorasi guru:
   - Memberikan stimulus tentang descriptive Text.
   - Memberikan kesempatan kepada siswa untuk berkomunikasi dan bertukar pikiran mengenai descriptive Text dengan teman-temannya.

   Elaborasi
   ➢ Dalam kegiatan elaborasi guru:
   - Bersama dengan siswa berdikusi tentang descriptive Paragraph.
   - Bersama dengan siswa mencari contoh tentang descriptive text.
   - Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive Paragraph yang sudah diberikan oleh guru dengan cara menonton film sebaai media dalam berdiskusi tentang descriptive text
   - Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan bahwa seluruh siswa aktif
     .
   Konfirmasi
   ➢ Dalam kegiatan konfirmasi guru:
   - Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
   - Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
   - Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti materi dalam decriptive Paragraph.

3. Kegiatan Penutup

   ➢ Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

   ➢ Menyimpulkan apa yang dipelajari hari ini

- ➢ Pemberian tugas berupa membuat text deskriptif tentang kegiatan sehari-sehari.

- ➢ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

- ➢

H. Penilaian

1. Bentuk Tes   :Tes Tertulis

2. Tipe tes   :Essay

3. Instrument

   Question:
   Make a descriptive paragraph with your own words. The Text should consists of 5-10 sentences based the generic structure (identification and description). The topic is ‒My Favorite Animal‖.

   Example answer:

	I Have a Cat
Title	
Identification	I have a cat. I call him, Spot. Spot is a regular house cat. He is an adorable cat.
Description	Spot has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house.

I. Orientasi Penilaian

The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	**Excellent to very good:** Knowledgeable; substantive; by thesis development; applicable to the subject assigned;
	26-22	**Good to average:** certain subject-capable knowledge; ample range; restricted thesis development; often topical; however, lucks Specifics
	21-17	**Fair to poor:** Restricted subject knowledge; minimal substance; insufficient topic growth
	16-13	**Very poor:** does not display subject-matter knowledge; non-substantial; inappropriate; or inadequate to determine.
Organization	20-18	**Excellent to very good:** Fluid expression; simple and well-defined ideas / endorsed ideas. Short, well-organized yet key ideas.
	17-14	**Good to average:** Copy somewhat; ordered loose; logical, but incomplete
	13-10	**Fair to poor:** Unfluent; misunderstood or unconnected ideas; lack of coherent sequence and Creation
	9-7	**Very poor:** doesn't really speak; no agency; or no appropriate evaluation
Vocabulary	20-18	**Excellent to very good:** Effective choice and use of word/language; mastery of word form; sufficient Register
	17-14	**Good to average:** Sufficient range; occasional word/language mistakes, option, use; but not obscured context
	13-10	**Fair to poor:** Restricted scope; regular word/language type errors, option, use; confused or obscure context
	9-7	**Very poor:** Mainly transformation: no English terminology, language and word type knowledge; and not enough to test
Language Use	25-22	**Excellent to very good:** Accurate complex structures; few mistakes, tense, amount, order/function of phrase, post, pronoun, Precipitations
	21-18	**Good to average:** Effective but basic constructions; minor difficulties in the complicated

		structures; agreement with many mistakes, tense, number, word order/functions, articles, premises, but seldom darkened definitions.
	17-11	**Fair to poor:** Small problems in basic buildings; major problems in complicated buildings; regular mistakes, tense, numerical, word order, article(s), pronouns, prepositions and/or scraps, run-ons and deletions, sense lost or blurred
	10-5	**Very poor:** Practically no dominant b errors; does not communicate; or is inadequate to test sentences construction rules;
Mechanics	5	**Excellent to very good:** Demonstrate convention mastery, minimal orthographic mistakes, punctuation, capitalisation, paragraphs
	4	**Good to average:** Few grammar mistakes, punctuation, capitalization, paragraphs but not blurred importance
	3	**Fair to poor:** Common mistakes, dotting, capitalisation, paragraphing, miswriting, confusing or obscured meaning
	2	**Very poor:** No standard mastery that is prevalent or not sufficiently readable by spelling mistakes, punctuation, capitalisation, paragraphing, Handwriting

In order to transform the scores in the table above, than

scores in the range of 1-100, the researcher used the

following formula:

Skor : <u>Jumlah Benar</u> x 100 =
      Jumlah Soal

Bangunrejo, 14 January 2023

The Collaborator   The Researcher

Mahmudin, S,Pd.I   **Nia Puspita Rini**
NIP.-   **NPM.1801072024**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) CYCLE 2

Satuan Pendidikan   :SMP N1 Bangunrejo

Mata Pelajaran   :Bahasa Inggris

Kelas/Semester   : VIII/ I

Materi Pokok   : Deskriptif Paragraf

Alokasi Waktu   : 2 x 40 menit

  A. Kompetensi Inti (KI)

KI-1 dan KI-2

Menghargai dan menghayati ajaran agama yang dianutnya. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat. • Menulis gagasan utama • Mengelaborasi gagasan utama. • Membuat draft, merevisi, menyunting.
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Menghasilkan descriptive paragraph. • Mempresentasikan descriptive paragraph.

C. Tujuan Pembelajaran :

1. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait isi film (Doraemon) yang sudah ditonton dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahsaan dengan baik dan benar sesuai dengan konteks penggunaannya.

2. Siswa mampu menyusun deskriptif teks terkait isi film (Doraemon) yang sudah ditonton dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

1. Definition of Descriptive Paragraph

   A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

2. The Generic Structure of Descriptive Paragraph

   The generic structure is:

   1) Identification: to identify phenomenon to be described.

   2) Description: to describes the parts, the characteristics, or qualities of something.

3. The Language Feature of Descriptive Paragraph

The language feature of Descriptive:

1) Using simple present tense

The formula of simple present tense is:

$$S + Verb\ 1_{(s/es)} + O/C$$

Example: The monkey *likes* banana.

2) Using adjectives

Example: The elephant has a *long* trunk.

3) Using of linking verbs

Example: The dress *looks* beautiful.

4. The Example of Descriptive Paragraph

Bongo the Orangutan

Identification

There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan.

Description

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them.

E. TeknikPembelajaran :   Small Group Discussion Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Teks, Movie (Doraemon)

2. Alat   : Spidol, Papan Tulis

3. Sumber Belajar   : Buku panduan, Text deskriptif, lembar kerja, lembar jawaban.

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan
   - Menyapa, memberi salam.
   - Bertanya kabar siswa.
   - Mengecek kehadiran siswa.

➢ Mengulas kembali mengenai materi Deskriptif Paragraph yang telah dipelajari pada pertemuan sebelumnya.

➢ Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks deskripsi ini.

➢ Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari.

2. Kegiatan Inti

Eksplorasi

➢ Dalam kegiatan eksplorasi guru:

- Memberikan stimulus tentang descriptiveText.
- Memberikan kesempatan kepada siswa untuk berkomunikasi dan bertukar pikiran mengenai descriptive Text dengan teman-temannya.

Elaborasi

➢ Dalam kegiatan elaborasi guru:

- Bersama dengan siswa berdikusi tentang descriptive Text.
- Bersama dengan siswa mencari contoh tentang descriptive Paragraph.
- Memfasilitasi siswa melalui pemberian evaluasi soal tentang descriptive Paragraph yang sudah diberikan oleh guru dengan cara menonton film sebagai media dalam berdiskusi tentang descriptive text
- Saat siswa berdiskusi tentang soal yang telah diberikan, guru mengelilingi siswa untuk memastikan bahwa seluruh siswa aktif.

Konfirmasi

➢ Dalam kegiatan konfirmasi guru:

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

3. Kegiatan Penutup

➤ Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

➤ Menyimpulkan apa yang dipelajari hari ini

➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian

4. Bentuk Tes   :Tes Tertulis

5. Tipe tes   :Essay

6. Instrument

Question:
Make a descriptive paragraph with your own words. The text descripton

should consists of 5-10 sentences based the generic structure

(identification and description). Please choose one of the character Movie

(Doraemon)

I. Orientasi Penilaian

The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	**Excellent to very good:** Knowledgeable; substantive; by thesis development; applicable to the subject assigned;
	26-22	**Good to average**: certain subject-capable knowledge; ample range; restricted thesis development; often topical; however, lucks Specifics
	21-17	**Fair to poor:** Restricted subject knowledge; minimal substance; insufficient topic growth
	16-13	**Very poor:** does not display subject-matter

		knowledge; non-substantial; inappropriate; or inadequate to determine.
Organization	20-18	**Excellent to very good:** Fluid expression; simple and well-defined ideas / endorsed ideas. Short, well-organized yet key ideas.
	17-14	**Good to average:** Copy somewhat; ordered loose; logical, but incomplete
	13-10	**Fair to poor:** Unfluent; misunderstood or unconnected ideas; lack of coherent sequence and Creation
	9-7	**Very poor:** doesn't really speak; no agency; or no appropriate evaluation
Vocabulary	20-18	**Excellent to very good:** Effective choice and use of word/language; mastery of word form; sufficient register
	17-14	**Good to average:** Sufficient range; occasional word/language mistakes, option, use; but not obscured context
	13-10	**Fair to poor:** Restricted scope; regular word/language type errors, option, use; confused or obscure context
	9-7	**Very poor:** Mainly transformation: no English terminology, language and word type knowledge; and not enough to test
Language Use	25-22	**Excellent to very good:** Accurate complex structures; few mistakes, tense, amount, order/function of phrase, post, pronoun, Precipitations
	21-18	**Good to average**: Effective but basic constructions; minor difficulties in the complicated structures; agreement with many mistakes, tense, number, word order/functions, articles, premises, but seldom darkened definitions.
	17-11	**Fair to poor:** Small problems in basic buildings; major problems in complicated buildings; regular mistakes, tense, numerical, word order, article(s), pronouns, prepositions and/or scraps, run-ons and deletions, sense lost or blurred
	10-5	**Very poor:** Practically no dominant b errors; does not communicate; or is inadequate to test sentences construction rules;
Mechanics	5	**Excellent to very good:** Demonstrate convention mastery, minimal orthographic mistakes, punctuation, capitalisation, paragraphs

	4	**Good to average:** Few grammar mistakes, punctuation, capitalization, paragraphs but not blurred importance
	3	**Fair to poor:** Common mistakes, dotting, capitalisation, paragraphing, miswriting, confusing or obscured meaning
	2	**Very poor:** No standard mastery that is prevalent or not sufficiently readable by spelling mistakes, punctuation, capitalisation, paragraphing, Handwriting

In order to transform the scores in the table above, than scores in the range of 1-100, the researcher used the following formula:

Skor : Jumlah Benar x 100 =
Jumlah Soal

Bangunrejo, 14 January 2023

The Collaborator   The Researcher

Mahmudin, S,Pd.I   **Nia Puspita Rini**
NIP.-   **NPM.1801072024**

PRE TEST FOR WRITING DESCRIPTIVE PARAGRAPH

Name   : ~~Father~~ ~~Ramdata~~ and Rahmania . P .

Class   : VIII

Direction   :

> ➤ Write your name, class, and date on your answer sheet!
> ➤ You may use English Dictionary!
> ➤ You may have 60 minutest for doing this test!
> ➤ After finishing, please submit you answer sheet for the teacher!

Instruction   :

Write an essay descriptive text about **"something that makes you feel happy"**. Your text should be one paragraph into descriptive text consisting of 5-7 sentences for each. Work on it based upon the steps which you learned and practice starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing such as: idea/content, organization, vocabulary, grammar, and mechanic.

Answer:

-Bird
- bird have Two legs—and Two wings
- bird have a good Sound — and has furr
— bird is herbivora

    C   :   18.
    O   :   13
    V   :   15   (71)
    L   :   18
    M   :   5

POST- TEST FOR WRITING DESCRIPTIVE PARAGRAPH

Name : Fadlimas Budiyati

Class : VIII

Direction :

➢ Write your name, class, and date on your answer sheet!
➢ You may use English Dictionary!
➢ You may have 60 minutest for doing this test!
➢ After finishing, please submit you answer sheet for the teacher!

Instruction :

Write and essay descriptive text about one of these topics. Your text should be one paragraphs into descriptive text consisting of 5-7sentences for each. Work on it based upon the steps which you learned and practiced starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing such as : idea/content, organization, vocabulary, grammar and mechanic.

1. My favorite sport   2.My favorite place   3. My lovely animal

Answer:

Elephant (Big animal)
Elephant is one of kind of mamalia.
Elephant has big body . Elephant lives
In the jungle. and they eat leaves
and grass . It has four foots It has
big and long trons.
Elephant has big ear ressembler
big slab. Now elephant is protected
by government such as in way kanan
Lampung east lampung .

C = 25
O = 15
V = 15
L : 21
M : 4   (80)

POST- TEST 2 FOR WRITING DESCRIPTIVE PARAGRAPH

Name : Ahmad Alif Sofyan

Class : VIII

Direction :

> ➤ Write your name, class, and date on your answer sheet!
> ➤ You may use English Dictionary!
> ➤ You may have 60 minutest for doing this test!
> ➤ After finishing, please submit you answer sheet for the teacher!

Instruction :

Write and essay descriptive text about one of these topics. Your text should be one paragraphs into descriptive text consisting of 5-7sentences for each. Work on it based upon the steps which you learned and practiced starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing such as : idea/content, organization, vocabulary, grammar and mechanic.

Answer : Doraemon Movie

Doraemon is a cartoon character. It is robot which looks a like a cat its color is blue. doraemon has a magical pocket on his stomach. we can take magifat and amazing food's. doraemon likes dorayaki verymuch. that is his voforite food. He eats dorayaki varyday.

C = 30
O = 17
V = 20
L = 21
M = 5

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Table

Observation Sheet of Students' Activities in Cycle 1

Day/date : Thursday/ January, 12th 2023

No	Name	The students activity			
		1	2	3	4
1	Adi Hartano				
2	Ahmad Ali Sofyan				
3	Alexa Prita Yunita Sari				
4	Amellia				
5	Andine Dea Pratiwi				
6	Arif rahman Wicaksono				
7	Aura Nazwa I				
8	Dafin Raehan				
9	Devita Duwi Yuni				
10	Dinda Maharani				
11	Dwi Wahyu Herdiyana				
12	Fadimas Budiyatman				
13	Fara Dita Ramadani				
14	Galang Andi Pratama				
15	Husnul Azkiya				
16	Jelita Cinta Rahmania				
17	Lutfi Bahtiar				
18	Muhamad farid Febriansyah				
19	Najwa Alya Ramadhanti				
20	Prambudi				
21	Rahmania Prastiwi				
`22	Refi Amelia				
23	Revia Himala Putri				
24	Robbi Ulharis Wibowo				
25	Sektiano Dwy Prabowo				

Note:
1. Students pay attention
2. Students respond teacher's questions
3. Students ask questions
4. Students comprehend the material

Bangunrejo, 14 January 2023

The Collaborator   The Researcher

Mahmudin, S,Pd.I   **Nia Puspita Rini**
NIP.-   **NPM.1801072024**

Table

Observation Sheet of Students' Activities in Cycle 11

Day/date : Friday/January, 13th 2023

No	Name	The students activity			
		1	2	3	4
1	Adi Hartano				
2	Ahmad Ali Sofyan				
3	Alexa Prita Yunita Sari				
4	Amellia				
5	Andine Dea Pratiwi				
6	Arif rahman Wicaksono				
7	Aura Nazwa I				
8	Dafin Raehan				
9	Devita Duwi Yuni				
10	Dinda Maharani				
11	Dwi Wahyu Herdiyana				
12	Fadimas Budiyatman				
13	Fara Dita Ramadani				
14	Galang Andi Pratama				
15	Husnul Azkiya				
16	Jelita Cinta Rahmania				
17	Lutfi Bahtiar				
18	Muhamad farid Febriansyah				
19	Najwa Alya Ramadhanti				
20	Prambudi				
21	Rahmania Prastiwi				
`22	Refi Amelia				
23	Revia Himala Putri				
24	Robbi Ulharis Wibowo				
25	Sektiano Dwy Prabowo				

Note:
1. Students pay attention
2. Students respond teacher's questions
3. Students ask questions
4. Students comprehend the material

Bangunrejo, 14 January 2023

The Collaborator   The Researcher

Mahmudin, S,Pd.I   **Nia Puspita Rini**
NIP.-   **NPM.1801072024**

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English subject	
2.	Lesson plan and learning material	
3.	History of the school	
4.	Conditional of teacher and official employers in SMP N 1 Bangunrejo	
5.	Documentation about the students' reading comprehension of SMP N 1 Bangunrejo	
6.	Organization structure of a SMP N 1 Bangunrejo	

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

Bangunrejo, 14 January 2023

The Collaborator   The Researcher

Mahmudin, S,Pd.I   **Nia Puspita Rini**
NIP.-   **NPM.180107202**

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

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

Nama : Nia Puspita Rini   Jurusan : TBI
NPM : 1801073004   Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	15 / 2021 / 12		Bimbingan Bab 1 & 2.	
2.	27 / 2022 / 01		Bimbingan Bab 1, 2, 3 (footnote, spasi, halaman)	
3.	29 / 2022 / 03		Revisi Bab 3	
4.	04 / 2022 / 04		Acc Seminar	

Mengetahui
Ketua Jurusan TBI

ANDIANTO, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Dr.Ahmad Subhann Roza, M.pd
NIP. 19750610200811014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

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

Nama : Nia Puspita Rini   Jurusan : TBI
NPM : 18010702024   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871110 2201503 1 004

Dosen Pembimbing

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

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

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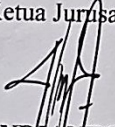**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
IAIN METRO

Nama : Nia Puspita Rini   Jurusan   : Tadris Bahasa
Inggris (TBI)
NPM   : 1801073004   Semester   : X/2023

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	23/01 23			Menambahkan guru sebagai Colaborator	
2	3/02 23			Jadwal Inperview	
3	9/02 23			Perbaiki Abstrak	
4	13/02 23			Acc Munaqosah	

Mengetahui
Ketua Jurusan TBI

ANDIANTO, M.Pd.
NIP.198711022015031004

Dosen Pembimbing

Dr.Ahmad Subhann Roza, M.pd
NIP.197506102008111014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507, Faksimili (0725) 47296, *Website* www.tarbiyah.metrouniv.ac.id, *e-mail* tarbiyah.iain@metrouniv.ac.id

Nomor   : /In.28/J/TL.01/00/2022
Lampiran : -
Perihal   : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMP N 01
BANGUNREJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**NIA PUSPITA RINI**
NPM	:	1801072024
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILLS BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1BANGUNREJO

untuk melakukan prasurvey di SMP N 01 BANGUNREJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP NEGERI 1 BANGUNREJO
TERAKREDITASI : A   NPSN : 10801905   email: smpgitu_bangjo@yahoo.co.id
website: http://smpn1bangunrejo.sch.id
Alamat : Jl. Sidoluhur Kecamatan Bangunrejo Lampung Tengah Telp. (0729) 7375150 Pos 34173

Nomor : 420/072/C.6/D.a.VI.01/2022
Lamp. : -
Hal   : **Konfirmasi Izin Prasurvey**

Kepada Yth.
Ketua Jurusan Tandris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
        Metro

Dengan hormat,

Berdasarkan Surat Saudara Nomor : /In.28/J/TL.01/00/2022 yang disampaikan pada tanggal 06
April 2022 perihal Izin Prasurvey, bersama ini kami memberikan izin kepada :

Nama Mahasiswa	:	**NIA PUSPITA RINI.**
NPM	:	1801072024.
Semester	:	8 (delapan).
Jurusan	:	Tadris Bahasa Inggris.
Judul	:	*Improving The Students Descriptive Text Writing Skills By Using Movie Media Among The Eight Graders Of Junior High School 1 Bangunrej.*

Untuk melakukan Prasurvey di tempat kami dalam rangka penyelesaian Tugas Akhir/Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya diucapkan terima kasih.

Bangunrejo, 07 April 2022
Kepala UPTD Satuan Pendidikan
SMP Negeri 1 Bangunrejo,

SUWARNO, S.Pd., M.M.Pd.
NIP. 196410081984121001

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

Nomor   : B-4864/In.28.1/J/TL.00/11/2022
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**NIA PUSPITA RINI**
NPM	:	1801072024
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 November 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1676/In.28/S/U.1/OT.01/12/2022

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

Nama	: Nia Puspita Rini
NPM	: 1801072024
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072024

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Desember 2022
Kepala Perpustakaan

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

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama	:	Nia Puspita Rini
NPM	:	1801072024
Jurusan	:	Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 20 Februari 2023
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5116/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP N 1 BANGUNREJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5116/In.28/D.1/TL.01/11/2022, tanggal 25 November 2022 atas nama saudara:

Nama	:	**NIA PUSPITA RINI**
NPM	:	1801072024
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 BANGUNREJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENT DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 November 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP NEGERI 1 BANGUNREJO
TERAKREDITASI : A   NPSN : 10801905   email: smpgitu_bangjo@yahoo.co.id
website: http://smpn1bangunrejo.sch.id

Alamat : Jl. Sidoluhur Kecamatan Bangunrejo Lampung Tengah Telp. (0729) 7375150 Pos 34173

Nomor : 420/*024* /C.6/D.a.VI.01/2023
Lamp. : -
Hal   : **Konfirmasi Izin Penelitian**

Kepada Yth.
Dekan Institus Agama Islam Negeri Metro
di-
     Tempat

Dengan hormat,

Berdasarkan Surat Saudara Nomor : B-5116/In.28/D.1/TL.00/11/2022 Tanggal 25 Novpember 2022
Perihal Izin Penelitian, dengan ini kami memberi izin kepada Mahasiswi:

Nama Mahasiswa	:	NIA PUSPITA RINI
NPM	:	1801072024
Jurusan	:	Tadris Bahasa Inggris
Perguruan Tinggi	:	Institus Agama Islam Negeri Metro

Untuk mengadakan Penelitian/Survey di SMP Negeri 1 Bangunrejo Kabupaten Lampung Tengah dalam rangka menyelesaikan tugas akhir/skripsi.

Demikian surat ini kami sampaikan untuk dipergunakan sebagaimana mestinya, atas perhatiannya diucapkan terima kasih.

Bangunrejo, 11 Januari 2023
Kepala UPTD Satuan Pendidikan
SMP Negeri 1 Bangunrejo,

SARNO, S.Pd.,M.M.Pd.
NIP.196410081984121001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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S U R A T   T U G A S
Nomor: B-5116/In.28/D.1/TL.01/11/2022

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

Nama	:	**NIA PUSPITA RINI**
NPM	:	1801072024
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 1 BANGUNREJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENT DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO".

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 : 25 November 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

SDPENDIS.PD.M.M.PD.
NIP 19641008 198Y 121 001

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO
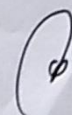
by Nia Puspita Rini 1801072024

UN UNDERGRADUATED THESIS

IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL
BY USING MOVIE MEDIA AMONG THE EIGHTH GRADERS OF
JUNIOR HIGH SCHOOL 1 BANGUNREJO

By:

Nia Puspita Rini

Student Number: 1801072024

TARBIYAH ANDTEACHER TRAINING FACULTY

ENGLISHEDUCATION DEPARTMENT

STATEINSTITUTEFORISLAMIC STUDIESOF METRO

1443 H/2022 M

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IMPROVING THE STUDENTS DESCRIPTIVE TEXT WRITING SKILL BY USING MOVIE MEDIA AMONG THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 1 BANGUNREJO

DOCUMENTATION

Picture 1. Mengantarkan surat riset dan konsultasi dengan guru Mapel

Picture 2. Bertemu dengan Ibu Waka Kurikulum

Picture 3. Pre-Test

Picture 4. Meeting 1 (Cycle 1)

Picture 5. Meeting 2 (Cycle 1)

Picture 6. Post Test 1 (Cycle 1)

Picture 7. Meeting 1 (Cycle II)

Picture 8. Meeting 2 (Cyclee II)

Picture 9. Pos Test 2 (Cycle II)

Picture 10. Selesai

CURRICULUM VITAE

The researcher's name is Nia Puspita Rini. She was born in Sripendowo, Central Lampung on June 8th, 1999. She is the first daughter of little family of Samuji and Parliati. The researcher took her elementary school at SDN 1 Sripendowo finished on 2011, and then she took her junior high school at MTs. Bustanul Ulum for three years and graduated on 2014. After graduated from junior high school, she continued her study in senior high school at MA Bustanul Ulum finished on 2017, then she decide to study in State Islamic for Institute (IAIN) of Metro at English Education Program since 2018-2023.