AN UNDERGRADUATE THESIS

USING TELL SHOW STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OFMETRO

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USING TELL SHOW STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO

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By:

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APPROVAL PAGE

Title	:	USING TELL SHOW STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO
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NOTIFICATION LETTER

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To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

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

Name : Arif Ridho Subekti
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study
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NOTA DINAS

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Assalamu'alaikumWr.Wb.

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

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

Wassalamu'alaikumWr.Wb.

<table>
<tr><td>Mengetahui,
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RATIFICATION PAGE

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An Undergraduate thesis entitled: USING TELL SHOW STRATREGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO. Writen by Arif Ridho Subekti student number 1901051009, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, June 26, 2023 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

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USING TELL SHOW STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO

ABSTRACT

By: Arif Ridho Subekti

The purpose of this research are to show that using Tell Show strategy can improve the students' writing ability and their learning activities at the eighth grade of MTs El Muhsin Metro in the academic year 2022/2023. The researcher had outlined the problem in this research that focused on students' writing problem. To improve students' writing ability, the researcher used Tell Show strategy.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycles consists of planning, acting, observing, and reflecting. The Object of this research is the students' writing ability. In collecting the data, the researcher used test, observation, documentation, and field notes. This research was conducted with an English teacher of MTs El Muhsin Metro that was Ahmad Qonaah, S.Pd.

Finally, the data confirmed that pre-test just 31,03% of students or 9 of 29 students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 61,93. It can say that the result of pre-test was unsatisfactory. And, in the post-test I there are 51,72% of students or 15 of 29 students that can fullfill MMC and the average score of the post-test was 66,89. Then, the result of post-test II was 82,76% students or 24 of 29 students that can fulfill MMC with the average score was 73,20. It means that the use Tell Show strategy in writing can improve the student's writing ability at the eighth grade of MTs El Muhsin Metro.

Keywords: *Writing Ability, Tell Show strategy.*

MENGGUNAKAN STRATEGI TELL SHOW UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS VIII MTS AL MUHSIN METRO

ABSTRAK

Oleh: Arif Ridho Subekti

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Tell Show Strategy dapat meningkatkan kemampuan menulis dan aktivitas pembelajaran mereka pada siswa kelas delapan MTs Al Muhsin Metro pada tahun pelajaran 2022/2023. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan menulis. Untuk meningkatkan kemampuan menulis, peneliti menggunakan Tell Show Strategy.

Bentuk dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan menulis. Dalam pengumpulan data, penelitian menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilaksanakan dengan guru bahasa Inggris kelas delapan MTs Al Muhsin Metro yang bernama Ahmad Qonaah, S.Pd.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-tes hanya 31,03% siswa atau 9 dari 29 siswa yang dapat mencapai kriteria ketuntasan minimum (KKM) dengan nilai rata – rata dari pre-test 61,93. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil pos-tes I adalah 51,72% siswa atau 15 dari 29 siswa yang dapat mencapai KKM dengan nilai rata – rata 66,89. Kemudian, hasil pos-tes II adalah 82,76% siswa atau 24 dari 29 siswa yang dapat mencapi KKM dengan rata – rata nilai 73,20. Hal ini dapat disimpulkan bahwa penggunaan Tell Show Strategy dalam menulis dapat meningkatkan kemampuan menulis siswa pada kelas delapan MTs Al Muhsin Metro.

Kata Kunci: *Kemampuan Menulis, Tell Show Strategy*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Arif Ridho Subekti

Student ID : 1901051009

Department : English Education Department

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are exceped from bibliographies mentioned.

Metro, June 2023

The Reseacher,

Arif Ridho Subekti

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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    Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, June 2023

Peneliti,

Arif Ridho Subekti
1901051009

MOTTO

حي على الفلاح

~(Let's go to Victory)~

"*That the distance to victory is only between the foreheed and the prayer rug*"

DEDICATION PEGE

This undergraduate thesis is especially dedicated to:

1. My beloved parents Mr.Sukindro and Mrs.Siti Khomsiah (deceased), who always support me by their endless love.

2. My three beloved sisters, Sis.Anjar Puspita, Sis.Anggun, and Sis.Ayu, who always support me with love like a mother for me.

3. My beloved lecturers of English Department of State Institute for Islamic Studies of Metro, Lampung.

4. My beloved almamater of State Institute for Islamic Studies of Metro

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In the name of Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they do not know before. All has given his gift to the researcher that he could accomplished this undergraduate thesis. Sholawat and salam for our prophet Muhammad SAW who taught their people goodness, and who has brought us from the darkness to the lightness.

This undergraduate thesis is entitled "USING TELL SHOW STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO".

The resarcher would like to express his sincere gratitude to his sponsor Linda Septiyana, M.Pd that has guided him by giving understanding and motivation in the process of completing this undergraduate thesis. His graduate also goes to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector 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 Head of English Education Department of IAIN Metro Lampung.
4. Linda Septiyana, M.Pd, as the advisor who given the researcher, advice and suggestion, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
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6. Zuhdi Rahmad, S.Pd.I, M.Pd the Headmaster of MTs El Muhsin Metro, who has allowed the researcher conducted the research in MTs El Muhsin Metro.

7. All teachers and staff of MTs El Muhsin Metro. Especially, Ahmad Qonaah, S.Pd, the English teacher of the eighth grade of MTs El Muhsin Metro.

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.

Metro, June 2023

The Reseacher

Arif Ridho Subekti
NPM. 1901051009

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has four basic skills. They are listening, speaking, reading, and writing. Writing is one of four basic skills. It is very important in teaching and learning English. In writing we need to think abroad about the ideas and also the choice words. Partly of the students still find dificulties to improve their writing skill. Many students cannot create a good writing because they do not know how to write well especially in making a descriptive text.

Language is used to transfer information from one person to others. Furthermore, Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.[1] That is why, we should master one of the languages in order that we can speak and understand what we are talking about. In short, everyone uses language to communicate with other people.

English as an international language holds important role in world wide communication. According to Richards and Rodgers, English is the world's most widely studied foreign language.[2] Therefore, English is a language that is widely used to communicate. Furthermore, many countries learn and use English as their second or foreign language.

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[1] Jermy Harmer. *The Practice of English Language Teaching*. Longman. New York. 2007. P. 13.
[2] Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching,* (Cambridge: Cambridge University Press, 1986), p.3

English has become one of compulsory subjects taught in Junior and Senior High Schools in Indonesia.[3] Mastering English as a foreign language of course is not as simple as learning English as a second language. Teacher and student must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

In teaching of English, actually teacher has to teach the four skills; listening, speaking, reading and writing. Rimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.[4] Consequently, writing is used to express someone's feelings or ideas. To do that, someone use her/his brain to produce idea, hand to write, and eyes to look at the result of writing. It is supported by Sutanto, who said that "Writing as a process of expressing ideas or thoughts in words should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it".[5] It can be said that writing is an enjoyable activity as long as writer can create top idea in her/his writing.

Teaching Writing is a tool for expressing students' ideas. Writing is one of language skills which are important for students in learning English. It becomes very important because with writing the teacher can know all of about

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[3]Lusi Nurhayati dkk, *Teaching English as Foreign Language Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008), p. 3
[4] Ann Raimes, *Techniquee in Teaching Writing* (London: Oxford American English, 1983), p.3
[5]Sutanto Leo et.al., *English for Academic Purpose Essay Writing* (Yogyakarta: ANDI Offset, 2007), p.1

English skills of student including speaking, reading, and listening. Commonly the students write what they got from their environment even in school, home, or their neighborhood.

Meanwhile, when the English teacher asks them to write, they may be confused about what and how they have to write. So the results are still unsatisfactory. Moreover, the next data of pre-survey can be looked from the table below:

Table 1

Data of the English Mastery of MTs El Muhsin Metro

No.	Score	Frequency	Category	Percentage
1.	≥ 70	7	Complete	24,14%
2.	< 70	22	Incomplete	75,86%
	Total	29		100 %

Source : The English teacher archieve, taken on the pra-survey at January 09th 2023

Based on the table above, the researcher has known that students' writing skills are weak because students who do not reach on Minimum Mastery Criteria (MMC) are more than those who reach the MMC, which is 75,86% of students. Based on pre-survey and interview with English teacher, the researcher knows that students have limited mastery of English vocabulary, weak grammar, and students' weaknesses in developing ideas when writing English sentences or paragraph. In addressing these problems,

the researcher intends to conduct classroom action research by implementing a Tell Show Strategy.

Due to the fact that many students find the difficulties to write descriptive text, it can be affected by several factors. The researcher regards that one of the factors is the students do not know the real situation of the story which they try to describe in writing. According to the problem above, it is necessary for language teacher to help their students in writing. To improve the students' ability, the teacher should use appropriate method. The researcher chooses Tell Show Strategy to solve the problem.

Tell Show Strategy is one of teaching strategy in writing, where the students can make their writing richer by showing the thing on the readers' mind or the students can explain a thing and demonstrate a physical example of a thing that can be help visualize the thing.

According to Peha, Tell Show Strategy is take any simple sentence from your current piece that mentions something you can describe and write it down on the "Tell" side of the chart. Then, make a picture of that sentence in your mind and write down all the things you see in that picture on the "Show" side.[6] It means that, Tell Show Strategy can be able to say what they have seen before in the written form.

Therefore, to know the students' achievement of English, the researcher also observes the process of teaching-learning at MTs El Muhsin Metro. The fact is the eighth grade students of MTs El Muhsin Metro need to improve their

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[6]Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p.37

English skill; especially students' descriptive performance should be develop in a good plan and practice.

Based on these conditions, the researcher would like to conduct a research "Using Tell Show Strategy to improve students' writing ability of descriptive text at the eighth graders of MTs El Muhsin Metro".

B. Problem Identification

Referring to the background of the study above, the problems can be identified as follows:

1. The students are difficult to construct the descriptive text.
2. The students have low understanding in writing a descriptive text
3. The students are not used to new things such as Tell Show Strategy.
4. The students are still difficult to achieve the minimum mastery criteria (MMC).

C. Problem Limitation

According to the problem above, the researcher would like to limit the problem at number 1, that is The students are difficulty to construct the descriptive text.then the researcher will help the students in improving their writing ability at the eighth graders of MTs El Muhsin Metro.

D. Problem Formulation

Based on the problem above, the researcher formulates the problem in this research as follows "How can using Tell Show Strategy improve students' writing ability of descriptive text at the eighth graders of MTs El Muhsin Metro?".

E. Objective and Benefit of the Study

1. Objective of the Study

The objective of the research is to improve writing ability of descriptive text by using Tell Show Strategyat the eighth graders of MTs El Muhsin Metro.

2. Benefit of the Study

   a. For the teachers

      1) To give information for the English teacher, especially in Junior High School El Muhsin Metro. Tell Show Strategy is effective to be used in teaching descriptive text writing ability.

      2) To help the English teacher find an appropriate strategy in teaching and learning descriptive text.

   b. For the students

      1) To improve the result of the students' learning

      2) The students would get easy strategy to write descriptive text by using Tell Show Strategy.

c. For the others

The researcher would like to know about the students' descriptive text writing ability especially by using Tell Show Strategy and the researcher can carry out the strategy to the next teaching and learning in the classroom.

F. Prior Research

In this section, studies or research that have relevance in terms of perspective, topic, and methodology will be presented with the research that the author is currently conducting. This study is important because it can contribute to the research that will be carried out by the author and clarify the position to be achieved by this research.

Broadly speaking, the presentation of the results of previous research related to this research will map this research among the various studies that have been done before. Thus, the similarities and differences in this research will be shown compared to previous studies, as well as the originality of this research.

In this literature review the authors try to raise 3 results of previous research as comparison material in directing and focusing the research being conducted, namely:

First, A Comparative Study Between the Use of Tell Show (T-S) Strategy And Draw Label Caption (DLC) Strategy in Increasing Students' Recount Text Writing Ability. This thesis was written by Amalia from Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung 2019.

This research is Based on classroom teaching and learning activities, it was found that some students experienced difficulties in learning writing. They were low-motivated in writing. In addition, the strategy used by the teacher was monotonous, which made the students do not interest to join English lesson especially writing.For that reason, Tell-Show and Draw Label Caption strategy were implemented in teaching learning process to increase the students' recount text writing.

The researcher A Comparative Study Between the Use of Tell Show (T-S) Strategy And Draw Label Caption (DLC) Strategy in Increasing Students' Recount Text Writing Ability in 8th grade students of 2nd Semester at SMP Al-Huda Jatiagug Lampung Selatan in the Academic Year of 2018/2019.[7]

Second, The Use of Show and Tell (S&T) Method inTeaching Vocabulary. This thesis was written by Vitasyari from Tarbiyah and Teaching Sciences Faculty of UIN Alauddin Makasar 2017.

This research is Based on classroom teaching and learning activities, Show and Tell (S&T) is the new method combines natural language parsing methods with user interaction and uses these to create an intelligent user interface. Show and Tell (S&T) method is a goodand new method for helping the teaching and learning process, it can improve students' intelligence in vocabulary by translating the materials.

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[7]Tika Amalia, " A Comparative Study Between the Use of Tell Show (T-S) Strategy And Draw Label Caption (DLC) Strategy," *Skripsi*. Dipersentasikan dalam diskusi UIN Raden Intan Lampung pada tanggal 26 Juni 2019, ii.

The researcher Use of Show and Tell (S&T) Method inTeaching Vocabulary inecond year students of SMP Negeri 4 Galesong Selatan Kabupaten Takalar.[8]

Third, The Show and Tell Method its Application in Improving Spraking Skills. This is a Jurnal writen by Apriyanto from Universitas Sang Bumi Ruwa Jurai, Indonesia and Syakur STKIP PGRI Sidoarjo, Indonesia.

many students are still not confident in speaking in front of the class or explaining the concept map in a presentation and are even less active in class discussions regarding questions and answers. In this case, classroom action research (CAR) provides an effort to improve students' speaking skills by applying for the show and tell method by explaining, presenting concept maps, and discussing questions and answers. This study aims to inform that the application of the show and tell method improves the skills of class XI C students at SMK Komputama Majenang.[9]

From the three research titles above, there aew several differences with the research that researchers carry out, namely basic abilities and research methods. Here the researcher takes class action research to collected data and used writing ability.

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[8]Nur Vitasyari, " The Use of Show and Tell (S&T) Method inTeaching Vocabulary," *Skripsi,*Dipersentasikan dalam diskusi UIN Alauddin Makasar pada tanggal 30 Oktober 2017, 2.

[9]Sigit Apriyanto, Abd.Syakur, " The Show and Tell Method its Application in Improving Spraking Skills," *Jurnal Pendidikan Islam dan Multikulturalisme* No. 1 (2022), 366.

CHAPTER II
THEORICAL REVIEW

A. Theoretical Review

1. The Concept of Writing

a. Definition of Writing

According to Jordan writing is organized in a similar way introduction, development of main ideas or arguments; conclusions. Each part of the writing will consist of language functions: particular uses and structures of the language organize according to the specific purpose that the writer has in mind in wishing to communicate ideas, to other people describing, defining, exemplifying, classifying etc.[10]

Sharples say that writing is both solitary and collaborative, in that a writer often works alone, but with a language that has evolved in society, drawing on the ideas and texts of others. Writing as design is interpretive the writer creates new meanings out of the particular set of resources and skills that form the context of writing. These give each Researcher and each text a distinctive personal style.[11]

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[10]R.R Jordan, *Academic Writing: Study Skills In English*,(England: Longman, 1999) , p.9

[11]Mike Sharples, *How We Write Writing As Creative Design,* (London and new York: Routledge Taylor & Francis e-Library, 2003), p.11

While according to Hingkel give the definition of writing is a socially situated act that extends far beyond the writer`s analysis of his or her inner explorations and thoughts.[12]

Furthermore Vicki and Monette said that Writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.[13] And then Patel and Praveen say that Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.[14]While According to Khaled writing are the ability to produce lengthy texts that have appropriate metadiscourse features (exemplifiers, connectives, hedges) and varied and sophisticated vocabulary and syntactic structures, to employ different patterns of overall text organization (description, narration, argument), and to incorporate others' ideas and texts in their own writing effectively.[15]

Moreover, Beth and Lindy assert that writing is sequential, the "order" point of the triangle includes anything that gives the writer

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[12]Eli Hingkel, *The Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar,* (London: Lawrence Erlbaum Associates, Mahwah New Jersey, 2004), p.127

[13]Vicki Uruhart and Monette Mclver, *Teaching Writing In The Content Areas,* (USA: ASCD (Association for Supervision and Curriculum Development), 2005), p.3.

[14]M.F. Patel Praveen M. Jain, *English Language Teaching : Methods, Tools & Techniques,* (Jaipur : Sunrise, 2008), p.125

[15]Khaled Barkaoui, *Teaching Writing to Second Language Learners: Insights from Theory and Research,*(Canada:University of Toronto , TESL Reporter), V.40, 2007, p.35

clues about what will come first and what will come next. It can be as vague as a genre or as specific as a first rough draft.[16]

From the statement above, it can be concluded that writing is a process of transferring idea into written form. In transferring idea, someone must be skillful in using sentence pattern, structure and other language aspects. Therefore, it is obvious that writing involves many language components. Writing is also a valuable part of language course since it involves the thinking activities in order that the language is communicative.

b. Type of Writing

There are several types of writing as follow:

1) Narrative

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.[17]

2) Descriptive

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A gooddescription is a word picture; the reader can imagine the object, place, or person in his or her mind.[18]

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[16] Beth Means and Lindy Lindner, *Teaching Writing In Middle School: Tips, Tricks, And Techniques,* (Colorado : United States of America, , Teacher Ideas Press, 1998), p.26

[17]R.R Jordan, *Academic Writing Study Skills In English,.* p.27

[18]Alice Oshima & Ann Haque, *Introduction to Academic Writing(The United State of America:Longan, 2007), 3th Edition.* p.61

3) Expository

Expository paragraphs deal with facts, ideas, beliefs. it explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.[19]

4) Argumentation

Argument is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. Argument is also used to convince someone to take (or not take) an action. Argument helps you persuade people to see things your way, or at least to understand your position.[20]

c. Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course is affected by the content of the writing, the type of the writing, and the medium it is written.

Based on Jeremy Harmer, process writing as a classroom activity incorporates the four basic stages. They are planning, drafting, revising, and editing.

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[19]Thomas S. Kane, *Essen tial Guide to Writing,* (New York: Oxford University Press, 2000), p. 89
[20] Susan Anker, *Real Writing With Readings: Paragraph and Essays for College, Work, and Everyday Life,* (New York: Bedford/St. Martin's : Boston, 2010), Fifth Edition, p. 258

1) Planning (pre-writing)

In planning stages, writer has to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writer have to consider the content structure of the piece, that is, how best to sequence the fact, ideas, or arguments which they have decided to include.[21]

2) Drafting (writing)

In drafting stage, the writer focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process, process into editing, a number of drafts may be produced on the way to the final version.[22]

A procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

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[21]Jeremy Harmer, *How to Teach Writing, (England :*Person Longman, 2004). p.3
[22]Jack C.Richard and Willy A.Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching,(New York :* University Press, 2002). p.316

3) Revising

In revising stage, the writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revice on their own, their classmate, caregivers, or classroom aides can help students revise. When the students revise, they review their text of the basis of the feedback given in the responding stage. They re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer intent is made clearer to the reader.[23]

4) Editing

In editing stage, students reengaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peers work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, etc. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.[24]

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[23]*Ibid* p.317
[24]*Ibid p.319*

d. The Composition of Writing

Table 2
Element Score of Writing

Student Score	Level	Criteria	Topic Comments
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, development of thesis, relevant to assigned topic.
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject, non- substantive, not pertinent, OR not enough to evaluate.
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement. Tense, number, word order/function, articles, pronouns, prepositions..
	21-18	Good to Average	Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles,

			pronouns, prepositions, but meaning seldom obscured..
	17-11	Fair to Poor	Major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraph in poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.[25]

2. The Concept of Descriptive Text

a. The Definition of Descriptive Text

Malraux highlighted that generally descriptive is sensory experience or visual experience, it is about how something looks, sounds, and tastes.[26] Another expert Sanggam argued that, in composition, a descriptive is also described as a text. The text as a product of writing functions to reflect what isbeing described to the

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[25]J.B Heanton, *Writing English Language Test*, London; longman.2011.p.146

[26]Thomas S,Kane, *The Oxford Essential Guide to Writing*, (New York; Oxford University Press Inc, 2000), p.351

readers.[27] To certain extent, it can be widely accepted as a paragraph that the researcher illustrates an object to the readers. The object of descriptive can be concrete object and an abstract object. The concrete objects include a person, an animal, a plan, or a car. The exixtent of the object can be felt by the human sensory perception. In contrast, the abstract object include an opinion, idea, love, hate, or believe, they are cannot be felt by the human sensory perception. The text as a product of writing functions to reflect what is being described to the readers.

The diverse effects a researcher wants to make the reader believe to inform, to persuade, and to entertain, those believes are called exposition, descriptive, or narrative.[28]so we can say that the descriptive text is a kind of writing.

Descriptive writing is two wide kinds: objective and subjective. In *objective description* the researcher ignores those aspects of the insight unique to himself and focuses on describing percept in itself. In *subjective description* a researcher plans his or her feeling.[29]

As asserted by Susan, description is writing that creates a clear and vivid impression of the topic. It also explores experience into words about the experience of people, place orthing by physical senses, such as: sight, hearing, smell, taste, and touch.[30]

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[27]Sanggam Siahaan, *The English Paragraph*, Yogyakarta; Graha Ilmu, 2008,p.2
[28]Thomas S. Kane, *Op. Cit*, p.6-7
[29]Thomas, *Loc. Cit*
[30]Susan Anker, *Real Writing,* (New York: Bedford, 2004),p.155

b. The Generic Structure of Descriptive Text

the generic structure of a description is identification and description. However, the generic structure of narrative is orientation, a evaluation, complication, resolution, and re-orientation (optional). The similarity in constructing the whole genre is that the generic structure must be written in an orderly fashion. It should be done so to achieve well-written text. Similarities can occur at the level of lexicogrammatical features, but differences also occur. For example, both the narrative and the description use specific participant and relational processes, but both of them have a different tense in use. The narrative uses past tense and the description uses present tense. In this case, the narrative uses more various proceses (material, behavioral, verbal, and mental processes) than description.

There are three considerations in writing a description. They are social function, generic structure, and lexicogrammatial features. The social function of descriptive text is to describe particular people, animals, and other things. The generic structure of a descriptive text is identification and descriptions. Some lexicogrammatical features of description are a) Focus on specific Participants b) Use of Attributive and Identifying Processes c) Frequent use of Epithet and Classifiers in nominal groups d) Use of the simple present tense.

1) Identification

Identification as the first generic is the focus of this research. Identification is to identify the phenomenon that needs to describe. Identification is the first clause in descriptive text.In formulating ideal identification in descriptive text, the token (subject or participant) should be specific. The process (verb or predicate) should be relational-identification. This is the core knowledge that the writer of descriptive text must know. If the writer does not care about these characteristics, he/she will produce incorrect identification in the descriptive text even the social function can be achieved.

2) Description

The description is the second generic structure in descriptive text. To write a description, a writer needs to describe parts, characteristics, and qualities of a particular thing. The participant or subject on the description is called carrier and token. The verb or process on the description is called relational-attributive. The last part is an object called an attribute. The whole of them (carrier and token, relational-attributive and attribute) should be written textually. It means that the writer needs to avoid general participant, avoid using the material, mental and other processes except for relational

process. The writer needs to apply the epithet to represent the quality and use a simple present.[31]

c. **Example of Descriptive Text**

My Lovely Persia Cat

Identification : Kim is my beautiful Persia cat.

Description : Kim has a large round head, a short nose, big eyes, full cheeks and small ears with rounded tips. She has short legs and a long tail. She is so fat with a long, thick, shinnygolden coat with a fine texture. She is so cute. She likes to sit beside me when I watch TV. I love my catty Kim so much.

THE SEA EAGLE

Identification	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.
	The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.
Description	Eagles have many sizes, shapes, and color, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.
	Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two

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[31]Sahlan Tampubolon, *Generic Structure of Descriptive Text Written English Language Learner and Teacher*. /january 2022, 1637-1639.

legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-fying animals do with paws, claws, or hands on their forelimbs.

From the example of descriptive text above, it can be seen that the generic structures of the text consist of two parts: they are introduction and description. In Introduction stage identify the topic being described "**THE SEA EAGLE**". In other hand, description tells The Sea Eagle more clearly, such as parts and its characteristics.

3. The Concept of Tell Show Strategy

a. Definition of Tell Show Strategy

Tell Show Strategy is one of writing strategies that is very useful for students inhelping them to write paragraph or text. This strategy is used to help students easier in writing learning process. Opportunities to make students descriptivewriting well. Peha stated that:

"You brought in something from home, stood up in front of your class, showed them what you brought, and told a few things about it. That was "show and tell." But what if you forgot to bring something from home and you still had to get up and tell people about it? You'd have to "show" them with your words by describing it."

It means that Tell refers to write a simple sentence or phrase of thing thatwriter will be described. Show refers to describe of the thing itself specifically.This strategy encourages students to write descriptive text effectively by telling something specifically. Descriptive text is a

kind of text that has function to describe or reveal something likes place, thing, people, and so on. By using the tell show strategy helps students writing richer and more descriptive in writing. Peha also stated that showing is the key too rich and satisfying descriptive writing that sounds like the writing you read in the very best book.[32]According to Erin, she said that:

> "While "telling" can be useful, even necessary, most people don't realize how vital "showing" is to an effective story, essay, or even a blog post. Showing allows the reader to follow the author into the moment, to see and feel and experience what the author has experienced. Using the proper balance of showing and telling will make your writing more interesting and effective.[33]"

There are some tips that will help make your writing more vivid and alive for your reader.[34]

1) Use dialogue

Dialogue allows the reader to experience a scene as if they werethere. Dialogue can give the reader a great deal about character, emotion and mood.

2) Use sensory language

In order for readers to fully experience what you're writing about,they need to be able to see, hear, taste, smell and touch the world around them.

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[32]Steve, Peha. Writing the Teacher's Strategy Guide [Electronic Book]. 2003. P . 33. http//ttms.teachingthatmakessense.org. Retrived on 15th, March 201
[33]Erin. Dayli Writing Tips (Show and Tell). http://tell-showstrategyinwriting. Retrieved on November 3th, 2012
[34]Erin. Ibi

3) Be descriptive

When the writer told to be more descriptive, it's easy to go back to those things that we were taught.

4) Be specific, not vague

The writer should be able to write spesifically. So, readers can be easy to understand it.

Based on the theory, writer concludes that Telling and Showing can make the readers imagine the thing in their mind what the writer feeling was. The readers can see, feel and experience what the writer has experienced in his/her writing.

b. The Advantages of Tell Show Strategy

Tell Show Strategy is one of writing strategies which is used by teacher to increase students' ability in writing. Tell Show Strategy is very useful. This strategy is used to help students easier in writing learning process. Peha stated that using Tell Show strategy adds descriptive detail to your writing. It means that, this strategy helps students be easier in writing descriptive text.

In writing, people often say that "showing" is better than just "telling." Here are a few reasons why.[35]

1) Showing is more specific than telling. It means you can tell about something clearly and completely.

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[35]Steve Peha. Loc.cit

2) Showing helps readers make pictures in their minds. It means, writer knows what he or she sees in their mind. After writing students can imagine what thing have described by the writer.

3) Showing is more interesting than telling. It means that, by showing we can write anything which is suitable and relate to the topic. This makes readers more interested in their writing because they want to work harder to figure things out.

Showing is one of the most sophisticated techniques a researcher can use. It makes students' writing richer and more descriptive. Hammond stated that there are three ways to describe a person or a place: by suggesting a comparison, by stating a quality, and by giving a detail.[36] It also helps students to discover new ways to say things. Based on the theory above, researcher concluded the advantages of this strategy helps the student in writing learning process. After telling then students can show specifically in written form or text. This strategy is very useful for students in writing. It does not only focus on students' ability in writing but also it fosters students' thinking perspective in imaging thing that has been told by the writer.

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[36]Eugene R. Hammond. *Critical Thinking Thoughtful Writing (Second Edition)*. New York. Mc.Graw-Hill, Inc. 1985. P.16

c. Teaching Writing by Using Tell Show Strategy

Tell Show is one of strategies in making writing process easier for students. Because writing is a complex process, Tell Show Strategy can improve the quality of description.[37]Here, students add visual detail to a generic description of their writing. So, they can show anything and the readers can imagine what thing is in their mind. Peha explained there are several ways in using Tell Show Strategy in writing process, they are as follows:[38]

1) Take any simple sentence from your current piece of paper.

2) Mention something which is described.

3) Write it down on the "TELL" side of the chart.

4) Make picture of that sentence in the readers mind.

5) Write down all the things on the "SHOW" side of the chart.

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[37]Steve Peha. *Learning Pattern (Content, Neutral Cross, Curricular Teaching Strategies for Every Classroom) [Electronic Book].* 2005. P. 37. http//ttms.teachingthatmakessense.org. Retrieved on Juni 21th, 2011

[38]Steve Peha, Op.cit. P. 34.

Table 3

Example of Tell Show Chart

TELL	SHOW
My family and I live in a four room flat.	The flat is not very big. It is cosy and quiet. It is a sanctuary where we can relax and find our own space. In our hoome, we enjoy temporary relief from the pressure of office and school. The moment we step into the flat, we will be struck by a pretty centrepiece made of seashells. It is placed on an antique table under a lanscape painting. There are pots of indoor plants placed near the door. The trophies collected by the children are displayed in a low cupboard. The bedrooms are painted in pastelo shades to set a relaxing mood. Curtains and cushion covers, bedspreads and cabinet are kept to these tones. That is our house, although some people give our home a second glance, we are proud of it.

Peha also stated that Showing details that help readers make pictures in their mind.[39]Readers love showing details because they help them see pictures instead of just words. In general, the more showing you have, the better your piece will be. Based on the theories above, writer conclude that the Tell Show Strategy can help the students in writing especially in descriptive text. Tell Show Strategy helps the students to make a good description about the topic. They try to make their writing clearly to be understood by the readers. By showing the topic clearly, readers can imagine the picture on their mind.

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[39]Steve Peha. *What is Good Writing (Developing a Shared Language of Quality that Everyone can Understand) [Electronic Book]. .* 2002. P. 6. http//ttms.teachingthatmakessense.org (Retrieve on March 15th 2011

B. Action Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the hypothesis is By using Tell Show Strategy to improve students'writing ability of descriptive text at the eighth graders of MTs El-Muhsin Metro in academic year of 2022/2023.

CHAPTER III

RESEARCH METHOD

A. Variable And Operasional Definiton oF Variable

Variable of the research becomes the best important thing in investigation of the research. "Variable can be define as an attribute or a person or of an object with "varies" from person to person or from object to object.[40]

There are two variables in this research; Independent variable and dependent variable, as follows:

1. Independent Variable

Independent variable is frequently manipulated include method of instruction, type of reinforcement, arrangement of learning environment, type of learning materials, and length of treatment. Dependent variable also called the criterion, effect, or outcome variable, shows the result of the study, the change or difference in groups that occurs as a result of the independent variable.[41]Tell Show Strategy (X), type as a method which can be defineas tool to help students' easier to write the writing descriptive.

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[40]Hatch and Farhady, *Research Design and Statistics For Applied Linguistics* (Massachusetts: Newbury House Publisher, 1982), p.12-15

[41]L.R Gay. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall. 2000. P. 15

Moreover, this variable indicator is the students of MTs El-Muhsin Metro can do their writing spontaneously and structure. In this case how to measure this variable using an observation sheet. indicator of this variable is that students can write well and correctly without experiencing obstacles both in terms of word election and grammatical to improve their writing ability with Tell Show Strategy.

2. Dependent Variable

Dependent variable is a variable that influence by another variable. Dependent variable is the variable which is hope to investigate. The dependent variable (Y) of this research is writing descriptive text ability. This dependent variable will be measured by written test. The aim of written test to know whether there is improving students writing descriptive text ability after using Tell-Show Strategy in learning writing material.

B. Research Location

This research was conducted at the eight graders of MTs El-Muhsin Metro in academic year 2022/2023. Which located at Jl. Dr.Sutomo 28 B Purawosari, North Metro, Metro City, Lampung, 34118.

C. Subject and Object of Study

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the students of the eight grades of MTs El-Muhsin Metro. This class consists of 29 students.

The researcher took one of her classes in which the students had lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in descriptive text writing, the teacher found problems such as incapability of the students in creating descriptive text well. After finishing the problems, she examine the problem solution. The problem solution was teaching descriptive text writing using Tell-Show Strategy type.

Table 4

The Subject of Study

No	Class	Gender	Total
		Male	
1	VIII A	29	29
Total		29	29

D. Research Procedure

1. Classroom Action Research

The research aimed to improve descriptive writing ability by using Tell Show Strategy, so the researcher using classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.[42]

According to Angelo, classroom action research is the patient, systematic study of students learning by disciplinary faculty in their

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[42]Daniel RTomal , *Action Research For Educator*, (Scarecrow Press: United States of America, 2003), p. 5

classrooms. It is aimed at the producing insights and understanding that can improve teaching and learning.[43]

Eileen state that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

From the definition above, the researcher concludes that classroom action research is a research in teaching and learning in the class which the aim is to increase the students' ability and to solve problem in the learning process.

In the Classroom Action Research, the researcher would like to hold the research in 1 cycles. There is a relationship between one and the other. There are: (1) Planning, (2) Acting (3) Observing, and (4) Reflecting.

Here is the Classroom Action Research (CAR) design proposed by Jean, and Jack:[44]

Figure 1

Spiral Classroom Action Research

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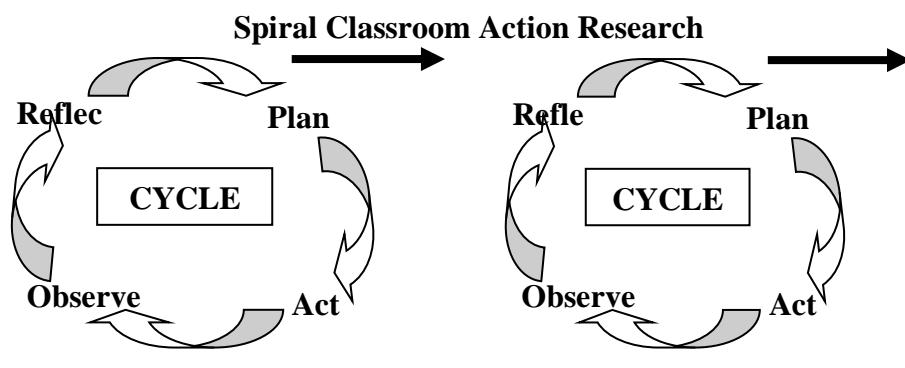
[43]*Ibid*

[44]McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition,* (New York: RoutledgeFalmer Taylor & Francis Group, 2002), p.41.

2. **Action Plan**

Based on Jean and Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. **Cycle 1**

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

Planning was the first step of the teaching context and it was prepare before the researcher did the action. Planning that was conduct by the researcher were:

a) The researcher prepare the lesson plan, list of the student's name, and materials.

b) Preparing a test and evaluation.

c) Prepare the source of learning

d) Prepare the observation sheet.

e) Prepate the evaluation form to evaluate the student's activities after the teaching – learning process.

2) Acting

The second step in the acting research is action. It is the realization from the planning which has made by the writer. Without the action, the planning is just imagination that never is real. The researcher was done this research in two cycles. In the cycles the researcher action in 3 activities, they were:

a) Pre teaching activities

(1) The teacher began the lesson by greeting to catch students attention.

(2) The teacher asked the student's condition before begin the learning process and teaching the students by checking the students' list.

(3) The teacher checked the students' readiness to study.

(4) The teacher built the background knowledge of students by showing of group.

(5) The teacher discusessed about pyramid discussion with student by asking some questions.

(6) The teacher built knowledge of students first in order to make students ready to learn the topic and made them easier to explore more about the topic in next phases.

(7) The teacher introduced Tell Show Strategy to the students to help them built their ideas in writing.

b) While activity

(1) The teacher described to the students; example was taken from My Lovely Persia Cat.

(2) The teacher described Persia Cat to the students like in sentences. The sentences were usually calls as identification and description in descriptive text.

(3) The teacher explained the generic structure of descriptive text.

(4) The teacher explained the communicative purpose of descriptive text and language feature of the text.

a) Elaboration

(1) The teacher distributed of people preferred and asked the students to choose one of them.

(2) The teacher asked students to describe characteristics of them.

b) Confirmation

(1) The teacher checked the students' comprehension by asking some questions relate to the lesson.

(2) The teacher facilitated the students to do reflection to get learning experience.

c) Post activity

(1) The teacher gave feedback to the students toward the process and learning achievement, it could be like giving reward to the students that want to explain anymore about descriptive text by self.

(2) The teacher concluded or summarizes the lesson together with the students.

(3) The teacher reviewed the activity that has been done consistently.

(4) The teacher gave home assignment.

(5) The teacher closed the meeting

After the students are given the treatment in the cycle , they are given the post test. The instrument used has a different mode from the instrument given in the pre test.

3) Observing

Observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observes by collaborator observes the student activities, in this research the researcher acted as a teacher who implement Tell Show Strategy in treatment. This is to know how far the students Descriptive Writing Ability using the Tell Show Strategy. In this step, the researcher observes the process of teaching learning by using observation sheet.

4) Reflecting

Reflecting was the last step of this process the researcher analyzes and discuses observation and the result during teaching learning process. In this step the researcher uses the data for evaluation to make improvement for the second cycle. And the cycle 2, is conducts mark up from cycle 1.

b. Cycle 2

1) Planning

a) The researcher studied of the reflection result in the first action.

b) The researcher discussed about the action that has done cycle 2.

c) The researcher arranged the detail plan about the action on cycle 2

d) The researcher collected the subject material and the learning method.

2) Acting

1) Pre teaching activities

a) The teacher began the lesson by greeting to catch students attention.

b) The teacher asked the student's condition before begin the learning process and teaching the students by checking the students' list.

c) The teacher checked the students' readiness to study.

d) The teacher asked about the material in the first meeting about Tell Show Strategy. To help the students' remember the memorize about descriptive writing using Tell Show Strategy.

2) Post activity

a) The teacher did the treatment to the students'.

b) The teacher gave the post test.

c) The teacher summarized the post test.

d) The teacher closed meeting.

3) Observing

The observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observes by collaborator by using observation sheet. And the outlines of observation in this step such as, student's ability in question answer, students' writing and error, and students' good participant.

4) Reflecting

The researcher and the collaborator corrected and analyze the result of the action. By reflecting, the researcher knew the strength and weakness of the action. In this step the researcher compared the score distribution of pre-test and post-test, the researcher reviewed and reflected on the students attitude whether was positive or negative, enough in the second cycle or need for next second.

E. Data Collection Technique

The data collection was the accumulation of specific evidence that enable the researcher to properly analyze the results of all activities by his research design and procedures.[45]

In this research was intended to know Tell-Show Strategy can be used to improve the Descriptive Writing Ability. The researcher taken action test, observation, documentation, and field notes in data collection method.

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[45]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age Internasional (P) Ltd, 2006).p.212

To collect the data, the researcher uses the data collection method as follow:

1. Test

   In this research, researcher used tests for the instrument. Test is some questions or exercise that use to measure the skill, knowledge, intelligent, capability. In this research, researcher is chosen objective of written test where the test is work sheet form.

   a. Pretest

      The researcher gave the students pretest at the first meeting. The score of the item base of the measurement of writing descriptive text.

   b. Post test

      The post test was done after the treatment, after having the treatment the student would have a post test. The form and the procedure of the post test are the same as pretest.

      The post test was given in the last meeting after three treatments in order to find out whether the treatments gave any contribution to the students' achievement in the experimental.

2. Observation

   The researcher used observation to get data about students and teacher activities in learning process. The researcher noted their activities in learning process in the class.

3. Documentation

Documentation is method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.

The researcher used this method to get the data about the history of the school, the sum of teachers, official employe and students at MTs El-Muhsin Metro.

4. Field Note

Field note is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, and teacher interaction with students, student interaction with students and some other aspects.

F. Data Collection Instrument

Instrument is a mechanism for measuring, which used to gather and record information for assessment, decision making, and ultimately understanding.[46] In this research, the research instrument is be design by the researcher. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explain as a follow:

1. Observation Guidance

   a) The students learning activity

   b) The students process and product

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[46]David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation. (*San Francisco: Jossey, Bass, 2007), p. 5

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 Mts El-Muhsin Metro

3. The Test Guidance

This test is a written test that has the following indicators: Indicators of Tell-Show Strategy that students can do easily and can remember their writing assignments and they can use them in their writing skills. Finally, the Student ability indicator is that students can improve their ability based on their content, organization vocabulary, grammar, and machanic.

The researcher will used content in order the instrument has a good quality and the instrument will be relevant to the focus of the research. Therefore, the researcher will use content based on the materials at the eight grades of Mts El-Muhsin Metro in academic year 2022 / 2023.

G. Data Analysis Technique

Data analysis was be conducted by taking the average score of the pre test and post test. Furthermore to know the again, the researcher would compare between pre test and post test. Then, the result was matched by the minimum standard in this school at least 70. So if from cycle 1 all of the students are successful, the cycle able to be stop until cycle 1 only.

Tabulating the result of the test, and finding the mean of the pre test and the post test. The mean is count by applying the following formula:

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

Notes:

$\bar{X}$: Mean

Σ: Sum of

X: Raw score

N: The total number of subject[47]

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 70, this formula is used:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum$x = Total Score of the Students

N = Total of Students.

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[47]Donald, et al, *Introduction to Research in Education,* (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

H. Indicator of Success

The indicator of success takes fromeach test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of descriptive writing ability in this class at least 70. This research was success or finish if 75% of students got minimum score 70, and 75% of active students in learning activity which occur until the last cycle.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Research Result**

1. **The Description of Research Location**

a. **The History of MTs El Muhsin Metro**

Madrasah Tsnawiyah (MTs) Al Muhsin Metro was founded on July 1, 1995 at the same time as the Al Muhsin Islamic Boarding School. At first, he only studied the problems of diniyah, but along the way there were demands from the guardians of the students that pesantren graduates have a formal certificate. then the pesantren established Madrasah Tsanawiyah as one of the charitable efforts of pesantren education.

In 1999, MTs Al Muhsin Metro received permission with Registered status from the government for teaching and learning activities to take place, MTs Al Muhsin Metro was successively accredited by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) as follows:

1) In 2007 it was accredited by the District/City Madrasah Accreditation Council, obtaining a B (Good) rating with the Accreditation Charter Number: D/KW/MTS/MT/233/2006 dated 22 March 2007.

2) In 2011 it was accredited by BAN-S/M with a score of 85; B rating (Good) with Accreditation Certificate Number: Dp. 015076 dated 11 November 2011.

3) In 2011 it was accredited by BAN-S/M with a score of 71; B rating (Good) with Accreditation Certificate Number: Dp. 048139 date 17 October 2015.

4) In 2021 it was accredited by BAN-SM with a score of 81: rating B (Good) with Accreditation Certificate Number: 1347/BAN-SM/SK/2021 December 8, 2021.

b. The Vision and Mission of MTs El Muhsin Metro

Vision

"The realization of MTs Al Muhsin which is Islamic, disciplined, superior in achievement, and mastery of science and technology that is globally competitive"

Vision indicators:

1) Achievements in the field of Islamic religion

2) Achievements in academic and non-academic fields academic

3) Making Islamic teachings and values as a view of life, attitude to life, and life skills in everyday life

4) Mastering expertise in the field of science and technology.

Mission

The following is a formulated mission based on the vision above, namely:

1) Developing managed MTs Al Muhsin balanced

2) Equipping students with IMTAQ, science and technology and social sciences to continue education at a higher level

3) Making MTs Al Muhsin a place for education on noble morality, true worship and a healthy mindset

4) Improving the discipline of teachers and students in learning

c. **The Organization Structure of MTs El Muhsin Metro**

The Organization Structure of MTs El Muhsin Metro in the academic year of 2022/2023 can be shown in the following picture:

Figure 2

The Organization Structure of MTs El Muhsin Metro

```
                        ┌─────────────────────┐
                        │    Head Master      │
                        │ Zuhdi Rahmad, S.Pd.I,│
                        │        M.Pd         │
                        └─────────────────────┘
        ┌──────────────┬──────────┴──────────┬──────────────┐
 ┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
 │   Head of    │ │   Head of    │ │  Treasurer   │ │    Staff     │
 │Administration│ │ Curriculum   │ │   Suratno    │ │ M. Fathoni   │
 │  M. Jahuri   │ │   Ahmad      │ │              │ │  M. Ilyas    │
 │              │ │ Qonaah, S.Pd │ │              │ │              │
 └──────────────┘ └──────────────┘ └──────────────┘ └──────────────┘
                        ┌──────────────┐
                        │   Teachers   │
                        └──────────────┘
                        ┌──────────────┐
                        │   Students   │
                        └──────────────┘
```
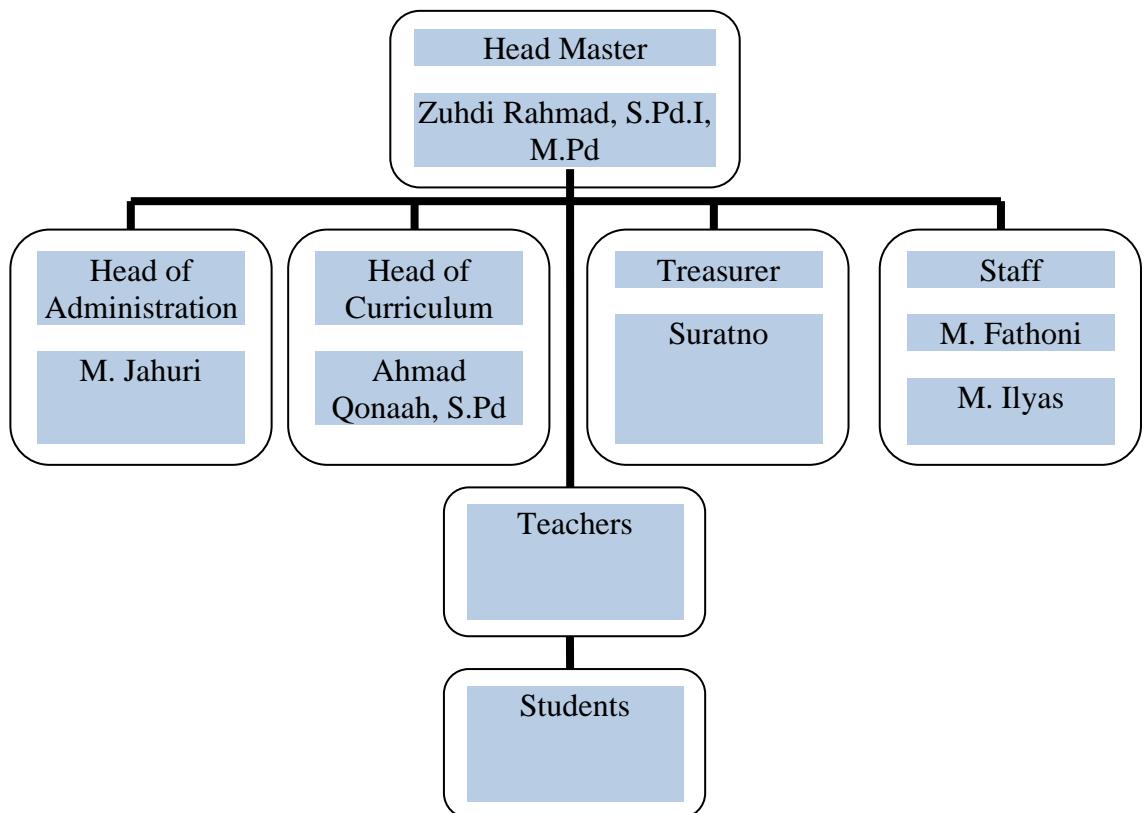
d. The Formation of Teacher and Official Employees at MTs El Muhsin Metro

Teachers and official employees at MTs El Muhsin Metro for the academic year 2022/2023 has 50 teachers , it can be seen from the table below:

Table 5

The Teacher Data of MTs El Muhsin Metro

NO	Name	Occuption	Subject
1	Zuhdi Rahmad, S.Pd.I, M.Pd	Head Master	
2	Ahmad Qona'ah, S.Pd	Head of Curriculum	English, Lecture
3	M. Jahuri	Head of Administration	
4	Suratno, S.Pd	Treasurer	Akhlaq
5	Fuad Hasan, S.Pd	Teacher	Syari'ah
6	Yatno, S.Pd.I	Teacher	Tarikh Islam
7	Andi Supri Adi, S.Pd.I	Teacher	Nahwu
8	M. Al-Ghozali	Teacher	Imla
9	Adi Prayitno, S.Pd	Teacher	Matematic
10	Arohman Diyantoro	Teacher	Mahfudhaz
11	Indra Setiawan, S.Pd.I	Teacher	Hadist
12	Roni Suyanto, S.Pd.I	Teacher	Syariah, Khot/imla
13	Doni Anton Firdaus	Teacher	TIK
14	Supratno, Spd.I	Teacher	Indonesian Language
15	Thoriq Rizky Tama, S.Pd	Teacher	Tahsin
16	Fendi Wardana, S.H	Teacher	PPKN
17	Andarisman, S.Sos.I	Teacher	Indonesian Language
18	Taryono, S.Pd	Teacher	Indonesian Language
19	Eko Nugroho S.Pd	Teacher	English
20	Mislan, A.Md	Teacher	Science
21	Lifi Endar Wahono, S.Pd.SD	Teacher	Social
22	Drs. Heru Setiono	Head of the Science LAB	Science ,Matematic
23	Athur Abdulloh Umar	Head of Student	PPKN

	Faqih, S.Pd	& homeroom teacher IX.2	
24	Muhammad Fathoni	Staf & homeroom teacher IX.3	TIK
25	Muhammad Ilyas	Staf & homeroom teacher VIII.3	Tarikh Islam
26	Agus Khoiriyanto	Teacher	Tahfidz
27	Muhammad Ridho Faliandra Tanjung	Teacher	Arabic Language
28	Rudi Izal Ismawan	Teacher	Mulakamah
29	Hanif Al-Farisi	homeroom teacher VIII.1	Tafsir, Mulakamah
30	Faisal Fauzi	Teacher	Aqidah
31	Nurman Syafrudin, S.Pd	Teacher	Akhlak
32	M. Asad Abdullah, S.Pd	Teacher	English, Khot Imla'
33	Muadz Khoiruddin	Teacher	Arabic Language
34	Ghozy Ridho Mudhofar, S.Pd	Teacher	Science
35	Fauzi Abdillah Amron	Teacher	Tahfidz, Tahsin
36	Habibul Awwal, S.Pd	Teacher	Tafsir
37	Ahmad Rijal Muttaqin	Teacher	T. Islam, Tahsin, Tahfidz
38	Rois Ikhsan Arrasyid	Teacher	Social
39	Mahfud Afandi	Teacher	Shorof
40	Ahmad Muammar Fadhil, Lc	homeroom teacher VII.2	Mahfudhot, Tahfidz, Tahsin
41	Muhammad Rasyidi, Lc	homeroom teacher VII.3	Mulakamah, Muhadatsah
42	Riyanto, Lc	Teacher	Aqidah
43	Faizal, Lc	Teacher	Muhadastah, Khot Imla'
44	Firman Sathia Ajie	Teacher	Social
45	Abu Bakar	Staf Head of Student & homeroom teacher VII.1	Akhlak, Khot
46	Latifur Rahman	Teacher	Syari'ah
47	Arofah Nur Sufi	Staf Head of Curriculum & homeroom teacher VIII.2	Lecture
48	M. Al Rasyid Nata Menggala	Teacher	Nahwu

| 49 | Abdul Aziz Musthofa Anwar | Teacher | Shorof |
| 50 | Kirana Agil, Lc | Teacher | Hadist |

Source: Documentation Teacher Data of MTs El Muhsin Metro

e. The Condition of Students

The Condition of students in MTs El Muhsin Metro that can be

identified, as follows:

Table 6

Number of students of MTs El Muhsin Metro

| School Year | VII Class | | VIII Class | | IX Class | | Number of Class (VII+VIII+IX) | |
	Nbr of Student	Nbr of Rombel	Nbr of Student	Nbr of Rombel	Nbr of Student	Nbr of Rombel	Nbr of Student	Nbr of Rombel
2018/2019	224	6	184	6	166	6	574	18
2019/2020	228	7	201	6	158	5	587	18
2020/2021	222	7	208	7	200	6	630	20
2021/2022	226	7	210	7	198	7	634	21
2022/2023	220	8	212	7	203	7	635	22

Source: Documentation of Data in MTs El Muhsin Metro

Table 7

The Number of Student by Rombel

| | Class | | | TOTAL |
	VII	VIII	IX	
ROMBEL	8	7	7	22
MALE	110	111	104	325
FEMALE	110	101	99	310
TOTAL	**220**	**212**	**203**	**635**

f. Facilities and infrastructure of MTs El Muhsin Metro

Table 8

List of building at MTs El Muhsin Metro

No	Room Type	Amount	Condition			
			Good	Damage		
				Heavy	Medium	light
1	Classroom	22	22			
2	Teacher's room	2	2			
3	Principal's office	1	1			
4	Administratiob room	2	2			
5	Lab. computer	2	2			
19	Lab. Science	1	1			
6	Library	2	2			
7	Kopsis	2	2			
8	UKP room	2	2			
9	Counseling room	2	2			
10	Masjid	2	2			
11	Warehouse	2	2			
12	Teacher Toilet	14	14			
13	Student Toilet	80	65			15
14	Teacher's office	4	4			
15	GSG	2	2			
16	Security post	2	2			
17	Asrama	30	30			
18	Sport field	2	2			

Table 9

List of Madrasa Facility at MTs El Muhsin Metro

No	Facility type	Amount	Condition			
			Good	Rusak		
				Heavy	Mrdium	Light
1	Laptops	3	3			
2	Personal computer	5	5			
3	Printers	6	6			
4	Television	2	0		2	

5	Fotocopy machine	1	0	1		
6	LCD Proyektor	5	3		2	
7	Scren	2	2			
8	PTK Table	49	49			
9	PTK Chair	49	49			
10	Filing Kabinet	8	8			
11	P3K	2	2			
12	Safe	1	1			
13	Sound System	6	5			1
14	Washtafel	11	7		4	
15	Oprational vehicle (Motorcycle)	3	3			
16	Oprational vehicle (car)	3	3			
17	kitchen	2	2			

Source: Documentation of Data in MTs El Muhsin Metro

g. The location Sketch MTs El Muhsin Metro

Figure 3

The location Sketch MTs El Muhsin Metro
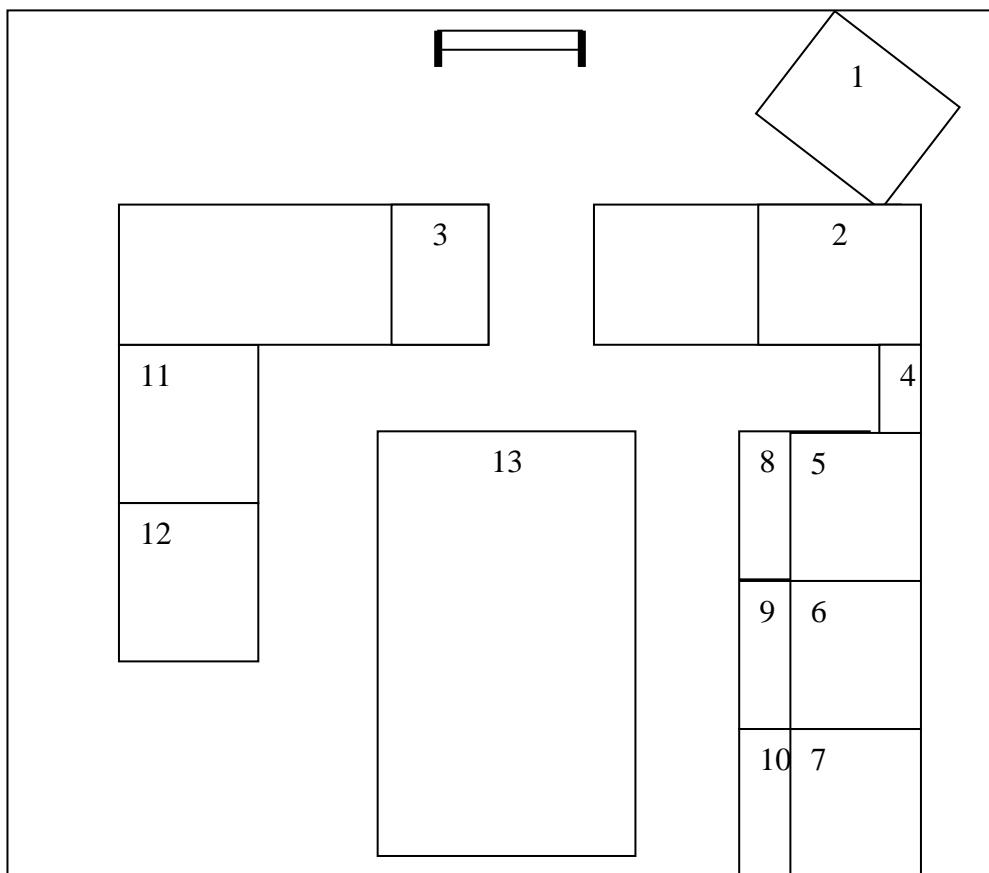
Notes:
1) Masjid, Classroom VIII B,C
2) Mts Office
3) Sitting Room
4) Toilet
5) Classroom VII A
6) Classroom VII B
7) Classroom VII C
8) Classroom IX A
9) Classroom IX B
10) Classroom IX C
11) Teacher Room
12) Classroom VIII A
13) Badminton Field

2. Description of Research Data

This research used Classroom Action Research (CAR), the purpose into improve the students activity and result of the study in MTs El Muhsin Metro. This research conducted in pre-test and two cycles it is concerned Four steps in the every cycle: they were planning, action, observation, and reflection. These were research finding of cycle I and cycle 2 every step inside.

a. Pre-test activity

To measure the student writing descriptive ability, the writer used the pretest before giving the treatment. The writer was gave the students a pre-test to see their knowledge about descriptive text. The writer gave some theme, then the student start to write. So, the result of pre-test could be shown on the table below:

Table 10
The Students' Pre-test Result of Writing Descriptive Text

No	Student's Name	Score	Criteria
1.	AFA	50	Incomplete
2.	AK	65	Incomplete
3.	ASHM	57	Incomplete
4.	AGA	72	Complete
5.	AV	56	Incomplete
6.	ASJ	62	Incomplete
7.	ABU	58	Incomplete
8.	BAI	68	Incomplete
9.	CPR	75	Complete
10.	FR	74	Complete
11.	FK	56	Incomplete
12.	FRP	52	Incomplete
13.	HFM	73	Complete
14.	MAL	75	Complete
15.	MFNI	72	Complete
16.	MSV	51	Incomplete
17.	MT	53	Incomplete
18.	MDA	55	Incomplete
19.	MDA	54	Incomplete
20.	MNP	75	Complete
21.	MRL	53	Incomplete
22.	NPAA	64	Incomplete
23.	NP	71	Complete
24.	PWK	62	Incomplete
25.	RDW	72	Complete
26.	RFM	50	Incomplete
27.	RAM	55	Incomplete
28.	RAP	56	Incomplete
29.	SWZ	60	Incomplete
	Total	**1796**	
	Average	**64,41**	
	Highest Grade	**75**	
	Lowest Grade	**50**	
	Complate	**9**	
	Incomplate	**20**	

	Average Percentage Completeness	31,03 %
	Average Percentage Incompleteness	68,96 %

Source: The result of Pre-test

Figure 4
The Comparision of Students' Complete in Pre Test
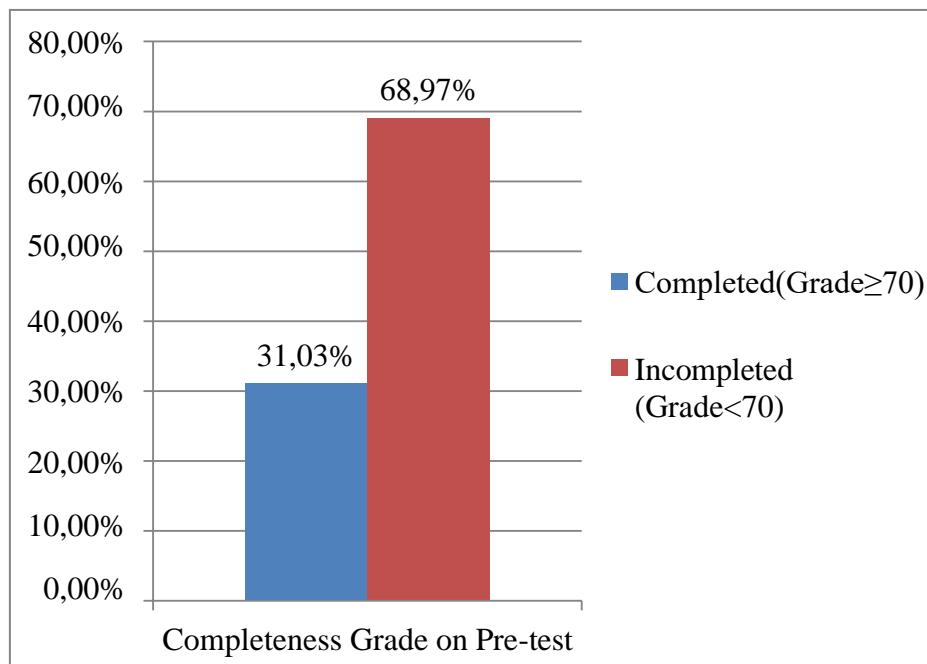
Based on the data above, from the pre-test result it could be inferred that out of 29 students, the total point value was 1.796 with an average of 64,41. That 20 students (68,97%) were not successful and 9 other students (31,03%) were successful. The successful students were those who got the MMC at MTs El Muhsin Metro. The successful students were fewer than those unsuccessful students. So the result was unsatisfied. Therefore, this condition was appropriate with the background problem in the chapter I and they need strategy to improve their writing ability.

1) Cycle 1

a) Planning

In this stage the researcher and the collaborator planned to gave material about writing. The researcher and the collaborator prepare several things related to teaching and learning process as follows:

(1) Identified the problem and find the problem solving.

(2) Prepared the material and technique of teaching.

(3) Prepared the source of learning.

(4) Prepared the observation sheet.

(5) Prepared the evaluation form to evaluate the students' activities after teaching learning process.

b) Acting

There are some steps that the researcher was done in the action:

(1) The researcher applied the lesson plan.

(2) The researcher teaches by using Tell Show Strategy.

(3) The researcher guided the students to solve the problems in writing the descriptive based on the lesson plan.

The action in the cycle 1 consist of 2 meetings. The first meeting was use to pre-test. The second meeting was use to the action and the cycle 1 (post-test 1). The explanation of every meeting will be explain below:

(1) The First Meeting

The first meeting was conducted on Tuesday, May 9th 2023 for 2x45 minutes, 08.00 – 09.30am. This meeting was start 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 start the lesson by asking question about the descriptive text. Next the researcher ask about their knowledge in descriptive text. After that, the researcher explain about definition, generic structure and example of descriptive text. The researcher also explain about format story grammar in descriptive text. Then, the researcher make a pair, a pair consist of 5-6 persons. Then the researcher gave different theme to each group in a pair. The researcher gives them a time to discuss their theme and make a descriptive text. 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 closing the meeting.

(2) The Second Meeting

The second meeting was used as the implementation of the action in the cycle 1 and it was conduct on Thursday, May 11th, 2023 for 2x45 minutes, 08.00 – 09.30. The meeting was started by praying and greeting, checking the attendance list, asking the students condition, and giving motivation to students.

Then, the researcher gave post-test to the students. The kind of test was written test, the researcher gave some themes, and then the researcher give time about 30 minutes to students and they should make a descriptive text based on the theme.

b. Post-Test I Activity

Then, on Monday, May 15th 2023 at 10.15 until 11.15 the researcher conducted post-test 1, the researcher gave post-test of cycle I with a similar test on a pre-test before. Kindof the test was an essay test which consisted of 1 question item. The students were given some choices report text topics that include: *My Family, My Home, and My School.* The result of the students' test in post-test I was better than test in pre-test before.

Table 11
The Result of Students Post-Test I Score

No	Student's Name	Score	Criteria
1.	AFA	52	Incomplete
2.	AK	70	Complete
3.	ASHM	60	Incomplete
4.	AGA	75	Complete
5.	AV	58	Incomplete
6.	ASJ	65	Incomplate
7.	ABU	65	Incomplete
8.	BAI	72	Complete
9.	CPR	77	Complete
10.	FR	78	Complete
11.	FK	60	Incomplete
12.	FRP	55	Incomplete
13.	HFM	75	Complete
14.	MAL	75	IComplete
15.	MFNI	74	Complete
16.	MSV	60	Incomplete
17.	MT	70	Complete
18.	MDA	72	Complete
19.	MDA	60	Incomplete
20.	MNP	76	Complete
21.	MRL	72	Complete
22.	NPAA	72	Complete
23.	NP	72	Complete
24.	PWK	64	Complete
25.	RDW	75	Complete
26.	RFM	56	Incomplete
27.	RAM	58	Incomplete
28.	RAP	60	Incomplete
29.	SWZ	62	Incomplete
	Total	**1940**	
	Average	**66,89**	
	Highest Grade	**78**	
	Lowest Grade	**52**	
	Complate	**15**	
	Incomplate	**14**	

	Average Percentage Completeness	51,72%
	Average Percentage Incompleteness	48,28%

Source: The grade result of writing pre-test

Figure 5

The Comparision of Students' Complete in Post Test I
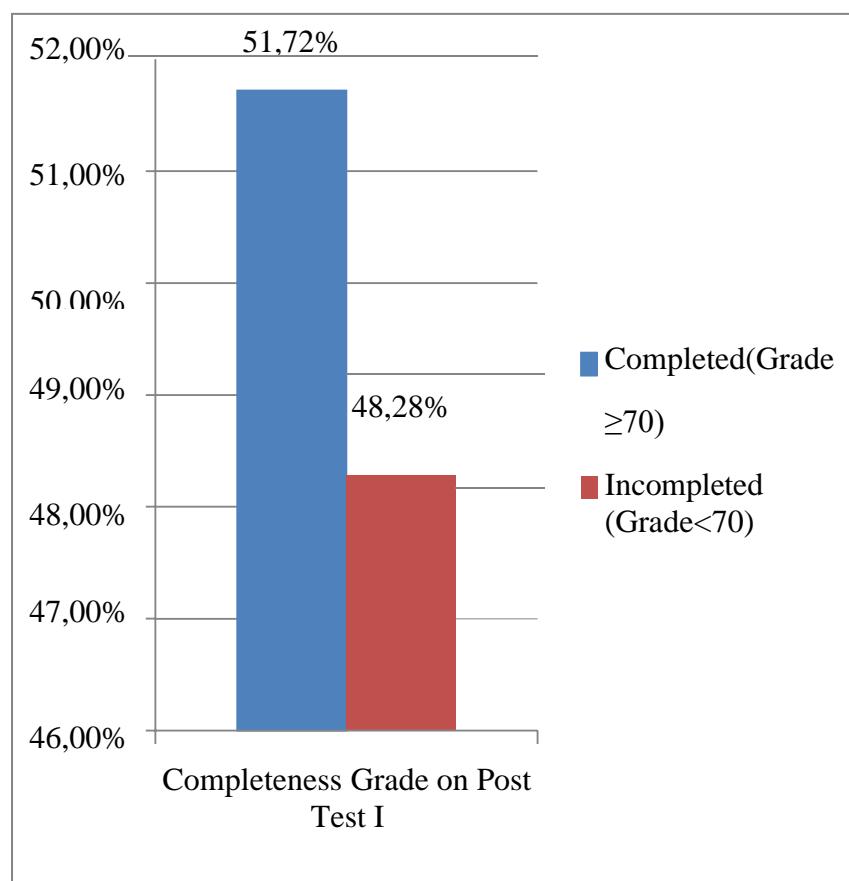
Source: The result of Post Test I

Based on the result above, from the post-test1 result it could be inferred that out of 29 students, the total point value was 1.940 with an average of 66,89. That 15 students (51,72%) got grade up to the standard and 14 students (48,28%) got grade less than the standard. It

was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 75% students got grade ≥70. The fact showed that the result was unsatisfied.

c) Observation

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12
The Result of Students Activity in Cycle I

No	Name of students	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class	Doing the task given by the teacher	Being active in group activity
1	AFA	√	√	√	√	√
2	AK	√	-	-	√	-
3	ASHM	√	-	-	√	√
4	AGA	√	-	-	√	-
5	AV	√		-	√	-
6	ASJ	√	√	√	√	√
7	ABU	√	-	-	√	-
8	BAI	√	-	√	√	√

9	CPR	√	-	-	√	-
10	FR	-	√	√	√	-
11	FK	√	-	-	√	-
12	FRP	√	-	-	√	√
13	HFM	√	√	-	√	√
14	MAL	-	-	-	√	√
15	MFNI	-	-	-	√	-
16	MSV	√	-	√	√	√
17	MT	√	-	-	√	-
18	MDA	√	-	-	√	-
19	MDA	-	-	-	√	√
20	MNP	√	√	√	√	-
21	MRL	√	-	√	√	√
22	NPAA	-	-	-	√	-
23	NP	-	-	-	√	√
24	PWK	√	√	√	√	-
25	RDW	√	-	-	√	√
26	RFM	√	-	-	√	-
27	RAM	-	√	-	√	√
28	RAP	√	√	√	√	√
29	SWZ	-	-	-	√	-

Source: The result grade of students' activities observation in cycle I

Table 13

The Frequency of Students' Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	21 students	72,41%
2.	Asking or answering the teacher's question	8 students	27,58%
3.	Being active in class	9 students	31,03%
4.	Doing the task given by the teacher	29 students	100%
5.	Being active in group activity	14 students	48,27%
Total Students		**29**	
Average of Percentage		**55,85 %**	

Source: The result grade of students' activities observation in cycle I

The table showed that not all the students' active in learning process. There were 21 students (72,41%) who gave attention to the teacher explanation. 8 students (27,58%) who asking and answer the teacher's question, 9 students (31,03%) w h o active in the class, 29 students (100%) doing the task give the teacher and 14 students (48,27 %) who active in group activity.

d) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved MMC of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follow:

Table 14
The Comparison between Pre-test and Post-test I Geade cycle I

No.	Name of Students	Pre--Test	Post Test I	Improving	Explanation
1.	AFA	50	52	2	Improved
2.	AK	65	70	5	Improved
3.	ASHM	57	60	3	Improved
4.	AGA	72	75	3	Improved
5.	AV	56	58	2	Improved
6.	ASJ	62	65	3	Improved
7.	ABU	58	65	7	Improved
8.	BAI	68	72	4	Improved
9.	CPR	75	77	2	Improved
10.	FR	74	78	4	Improved
11.	FK	56	60	4	Improved
12.	FRP	52	55	3	Improved
13.	HFM	73	75	2	Improved
14.	MAL	75	75	0	Constant
15.	MFNI	72	74	2	Improved
16.	MSV	51	60	9	Improved
17.	MT	53	70	17	Improved
18.	MDA	55	72	17	Improved
19.	MDA	54	60	6	Improved
20.	MNP	75	76	1	Improved
21.	MRL	53	72	19	Improved
22.	NPAA	64	72	8	Improved

23.	NP	71	72	1	Improved
24.	PWK	62	64	2	Improved
25.	RDW	72	75	3	Improved
26.	RFM	50	56	6	Improved
27.	RAM	55	58	3	Improved
28.	RAP	56	60	4	Improved
29.	SWZ	60	62	2	Improved
Total		**1796**	**1940**		
Average		**55**	**66,89**		
Lowest Grade		**75**	**78**		
Highest Grade		**50**	**52**		
Complate		**9**	**15**		
Incomplate		**20**	**14**		
Average Percentage Completeness		**31,03%**	**51,72%**		
Average Percentage Incompleteness		**68,97%**	**48,27%**		

Source Source: Tthe result of comparison students between Pre-test andpost-test I

Figure 6

The Comparison of Percentage of the Students'
Completeness Grade on Pre-Test and Post-Test I
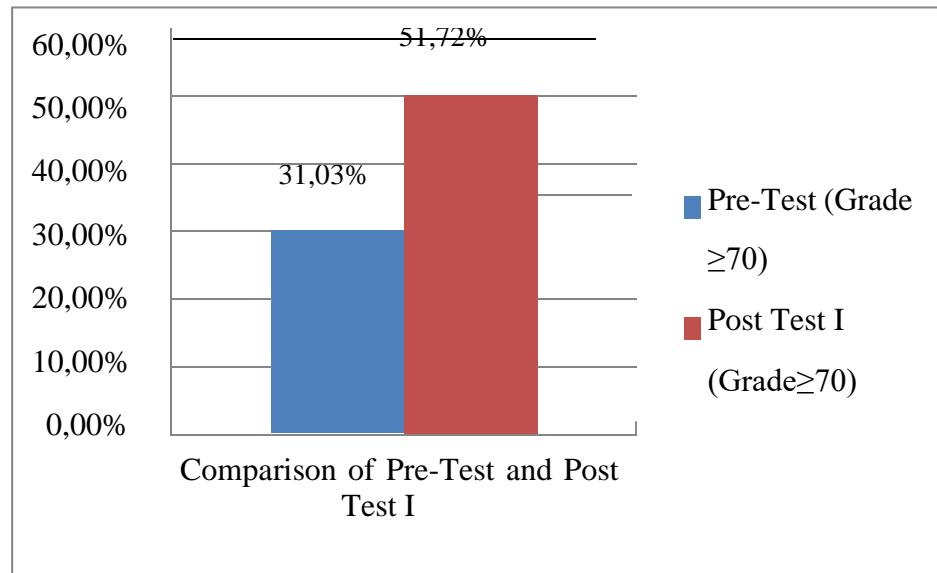
The table and the graphic above, in pre-test it could be seen that total from 29 students, it could be concluded that 31,03% or 9 students among the grade >70 students, achieved the MMC. Then the students did not achieve the MMC were 68,97% or 20 students among the g r a d e <70. In post-test I, it could be concluded that 51,72% or 15 students among the grade >70 students, achieved the MMC. In addition, the students who did not achieve the MMC were 48,28 % or 14 students among grade <70. 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 75% of the total students must be passed the criteria.

Regarding the result of student's post-test I grade and the observation of student's activities in cycle I it caused of giving 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 get difficulties to answer the question and some students got failure in a test of cycle I. Therefore, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

2) Cycle 2

a) Planning

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 method that would be used in teaching learning process. The material was descriptive text. The material included identification and description 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 will be observed during teaching learning process.

b) Acting

(1) The first meeting

In this session,they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Tuesday, May 16th 2023. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and confused to imagination. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is descriptive and how to understand it. Then, the researcher gave an example of descriptive text.

(2) The Second meeting

The second meeting was conducted on Monday, May 22th 2022 at 08.00 – 09.30. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving

some explanation more about a report text and how to apply Tell Show strategy.

Next, the researcher gave a someone's picture. The student see the picture, and then researcher asked student about the picture. Most of student did not understand. The researcher said "Let's observe the picture". Right this is a picture of a person "President Jokowidodo". Researcher describe about President Jokowidodo. Then, student creat image in their mind about President Jokowidodo. The researcher gave the clue. After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task.

b. Post-Test II activity

Then, on Saturday, May 25th 2023 at 10.15 until 11.15, the researcher conducted post-test II. The researcher gave post- test to the students. The kind of test was an writing test in the form of the essay test that asked the students to write report text. The students were given some choices report text topics that include: *Animal, My Idol, Tourist attraction*. In this meeting, almost all of the students could answer well. It could be seen from the result of post-test II. There were only 5 of 29 students got the grade under MMC.

Table 15
Table of the result Score of Students' Writing Descriptive Text
**Cycle II**

No	Student's Name	Score	Criteria
1.	AFA	70	Complete
2.	AK	72	Complete
3.	ASHM	65	Incomplete
4.	AGA	75	Complete
5.	AV	72	Complete
6.	ASJ	72	Complete
7.	ABU	74	Complete
8.	BAI	76	Complete
9.	CPR	78	Complete
10.	FR	82	Complete
11.	FK	70	Complete
12.	FRP	67	Incomplete
13.	HFM	80	Complete
14.	MAL	76	Complete
15.	MFNI	75	Complete
16.	MSV	63	Incomplete
17.	MT	74	Complete
18.	MDA	72	Complete
19.	MDA	75	Complete
20.	MNP	76	Complete
21.	MRL	80	Complete
22.	NPAA	73	Complete
23.	NP	76	Complete
24.	PWK	68	Incomplete
25.	RDW	80	Complete
26.	RFM	66	Incomplete
27.	RAM	70	Complete
28.	RAP	72	Complete
29.	SWZ	74	Complete
	Total	**2123**	
	Average	**73,20**	
	Highest Grade	**82**	
	Lowest Grade	**63**	
	Complate	**24**	
	Incomplate	**5**	

	Average Percentage Completeness	82,76%
	Average Percentage Incompleteness	17,24%

Source: The result of Post test

Figure 7

The Comparision of Students' Complete in Post Test II
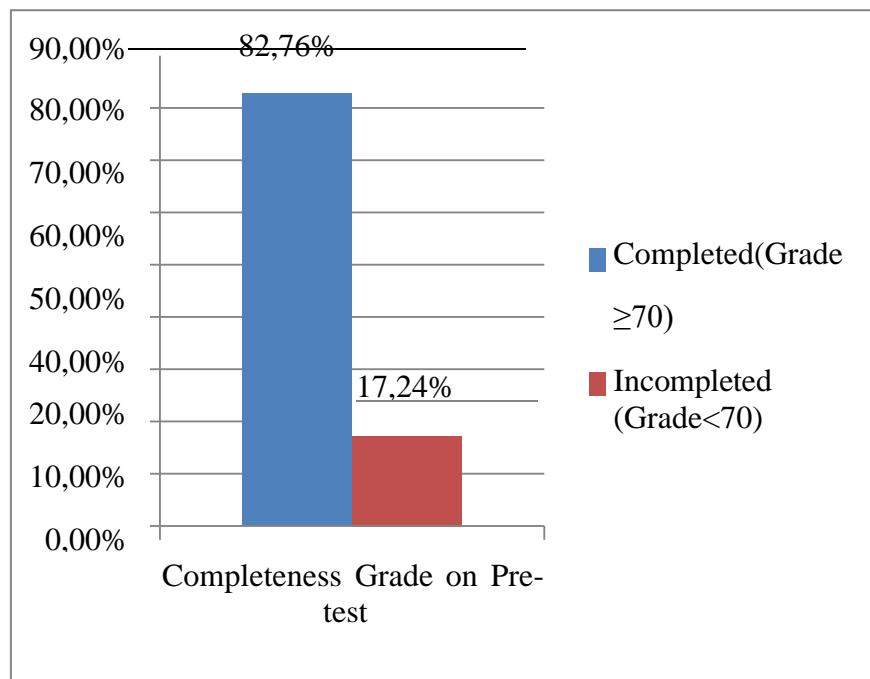
Source: The result of Post Test II

Based on the result above, from the post-test 2 result it could be inferred that out of 29 students, the total point value was 2.123 with an average of 73,20. That 24students (82,76%) were successful and 5 other students (17,24%) were unsuccessful. From the post test II results, the researcher got the average grade is 73,20. It was higher than post test I.

c) Observation

The observation on the students' and the teacher's activity was conducted when the learning process was continuing. It was conducted by the researcher and the collaborator by using observation sheet. In this stage, the students were more enthusiastic in following the teaching learning process. It can be seen in the following table:

Table 16

The Students' Learning Activities Observation in Cycle II

No	Name of students	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answeringthe teacher's question.	Being active in class	Doing the task given by the teacher	Being active in group activity
1.	AFA	√	√	√	√	√
2.	AK	√	-	√	√	-
3.	ASHM	√	√	-	√	√
4.	AGA	√	-	√	√	-
5.	AV	√	√	√	√	√
6.	ASJ	√	√	√	√	√
7.	ABU	-	√	√	√	-
8.	BAI	√	-	√	√	√
.9.	CPR	√	√	√	√	-
10.	FR	√	√	√	√	√
11.	FK	√	-	√	√	√
12.	FRP	√	√	√	√	√
13.	HFM	√	√	√	√	√

No.	Name					
14.	MAL	√	-	√	√	√
15.	MFNI	√	√	√	√	-
16.	MSV	√	-	√	√	√
17.	MT	√	√	-	√	√
18.	MDA	√	-	√	√	√
19.	MDA	√	√	√	√	√
20.	MNP	√	√	√	√	-
21.	MRL	√	√	√	√	√
22.	NPAA	√	√	-	√	√
23.	NP	√	√	√	√	√
24.	PWK	√	√	√	√	√
25.	RDW	√	√	-	√	√
26.	RFM	√	√	√	√	√
27.	RAM	-	√	-	√	√
28.	RAP	√	√	√	√	√
29.	SWZ	√	√	√	√	√

Source: The result grade of students' activities observation in cycle 2

Table 17

Frequency of Students' Activities in Cycle II From table

No.	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation.	27	93,1%
2	Asking or answering the teacher's question.	22	75,8%
3	Being active in class.	24	82,7%
4	Doing the task given by the teacher.	29	100%
5	Being active in group activity.	23	79,3
Total Students		**29**	

Average of Percentage	86,18%

Source: The result grade of students' activities observation in cycle II

The table above showed that the students' activity in cycle II was increased. There were 27 students (93,1%) who gave attention to the teacher explanation. 22 students (75,8%) who asking and answer the teacher's question, 24 students (82,7%) w h o active in the class, 29 students (100%) doing the task give the teacher and 23 students (79,3 %) who active in group activity. The average of percentage from data above is 86,18%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage >75%.

d) Reflection

The implementation of using Tell Show (TS) strategy at the cycle 2 was better than cycle 1. It could be seen from the students' activities and the students' score that were more increase. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 18
The Comparison between Post-Test I Grade and Post-Test II Grade

No.	Name of Students	Post Test I Grade	Post Test II Grade	Improving	Explanation
1.	AFA	52	70	18	Improved
2.	AK	70	72	2	Improved

3.	ASHM	60	65	5	Improved
4.	AGA	75	75	0	Constant
5.	AV	58	72	4	Improved
6.	ASJ	65	72	7	Improved
7.	ABU	65	74	9	Improved
8.	BAI	72	76	4	Improved
9.	CPR	77	78	1	Improved
10.	FR	78	82	4	Improved
11.	FK	60	70	10	Improved
12.	FRP	55	67	12	Improved
13.	HFM	73	80	7	Improved
14.	MAL	75	76	1	Constant
15.	MFNI	72	75	3	Improved
16.	MSV	51	63	12	Improved
17.	MT	53	74	21	Improved
18.	MDA	55	72	17	Improved
19.	MDA	54	75	21	Improved
20.	MNP	75	76	1	Improved
21.	MRL	53	80	27	Improved
22.	NPAA	64	73	9	Improved
23.	NP	71	76	5	Improved
24.	PWK	62	68	6	Improved
25.	RDW	72	80	8	Improved
26.	RFM	50	66	16	Improved
27.	RAM	55	70	5	Improved
28.	RAP	56	72	16	Improved

29.	SWZ	60	74	14	Improved
Total		**1940**	**2123**		
Average		**66,89**	**73,20**		
Lowest Grade		**50**	**63**		
Highest Grade		**78**	**82**		
Complate		**15**	**24**		
Incomplate		**14**	**5**		
Average Percentage Completeness		**51,72%**	**82,76%**		
Average Percentage Incompleteness		**48,27%**	**17,24%**		

Source: The result of comparison between post-test I and post-

test II

Figure 8

The Comparison of Percentage of the Students' Completeness

Grade on Post-Test I and Post-Test II
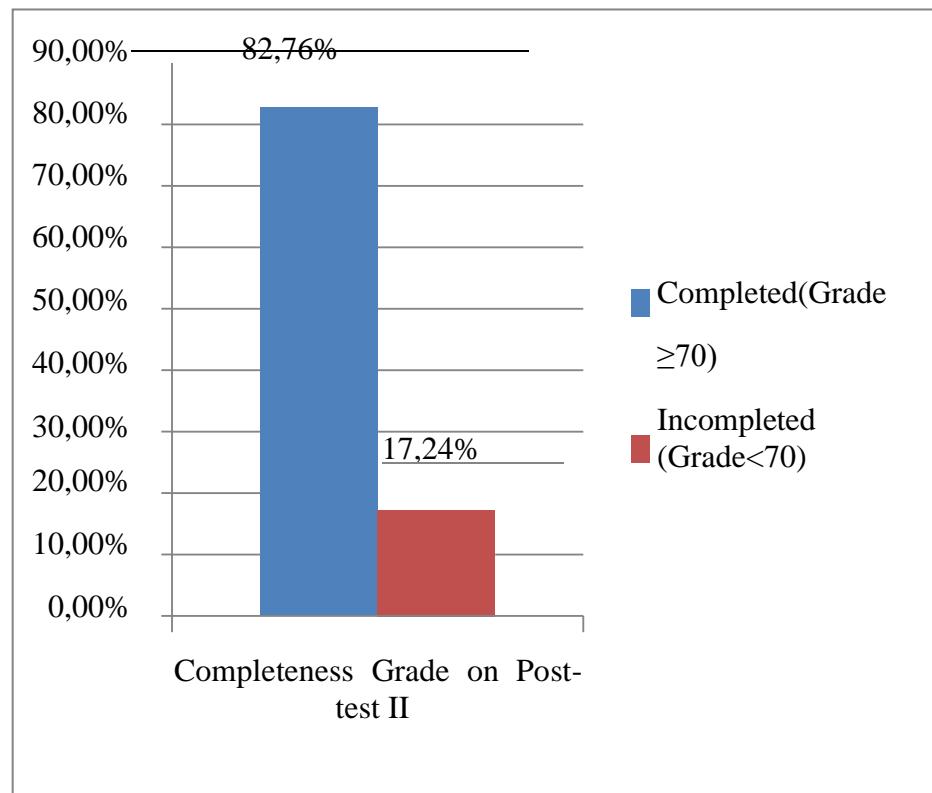
Source: The result of comparison students between post-test I and post-test II

From the table above, it could be seen that the grade of the students post-test II was various. The highest grade was 82 and the lowest grade is 63. The average grade of post-test II was 73,20. Besides, the percentages of students' successfulness of post-test II grade was 82,76% or 24 students of the total students passed MMC and 17,24% or 5 students did not pass the MMC. It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' writing was improved.

Regarding the result above, it could be inferred that this Classroom Action Research (CAR) was successful and would not be continued to the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Tell Show strategy improves students ability in writing.

B. Discussion

The researcher chosen Tell Show strategy to improve the students' ability in writing. This strategy was used to organize students' idea that made students more active in writing ability in learning English. There was improvement in students' learning activities using Tell Show strategy. Therefore, Tell Show strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be shown that the use of Tell Show strategy could improve the students' ability in writing. There was progress from the students got grade $\geq$70 from pre-test 31,03% or 9 students, post-test I 51,72% or 15 students and post-test II become 82,76% or 24 students.

Moreover, the MMC was 70 in this research, in the post-test I there was 15 students or 51,72% passed the test with the average 66,89 and the post- test II was 24 students or 82,76% who passed the test with average 73,20. From the explanation, the researcher concludes that the research was successfull.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

Using Tell Show strategy as method especially in English subject was very effective to improve the writing descriptive ability at the eight graders of MTs El Muhsin Metro. Even though in cycle 1 the descriptive writing ability got enough score but at the cycle 2 most of the students could achieve the target of success in this research.

It can be seen from the result of the average of students' score was improved from 64,41 to 73,18 and finally became 77,5. So, the improving students score in cycle I to cycle II were 8,77 point. The percentage of students who success in second cycle is 85%. It is greater than 70% which has been set by the researcher up in this study. It was clearly appeared that the score improved significantly from pre-test up to post test 2. From the students' result test, it can be seen that cycle II is higher than cycle I, it means that by using Tell Show strategy, the students can improve their writing ability in learning process of descriptive text.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. For the student suggested to increase their ability in studying English especially in mastery of writing. So, to be a good writer the student have to confidence to explore an imagination to write everything in written text.

2. For the teacher expected to choose the suitable method in teaching writing ability because it can improve students writing ability. So, with applying Tell Show strategy the teacher give motivation to the students to be active in every English teaching learning process and select the material especially writing text. Because, by an interesting method in teaching learning the students automatically can motivation in learning process.

3. For the other researcher suggested to develop this research with the innovation and hopefully the results of this research could be a reference for other writers.

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APPENDICES

SILABUS

BAHASA INGGRIS

KELAS 8

SEMESTER 1 DAN 2

TAHUN PELAJARAN 2022/2023

NAMA SEKOLAH : MTs Al Muhsin Metro

MATA PELAJARAN : BAHASA INGGRIS

KELAS : VIII

Standar Kompetensi (KI)

KI-1 dan KI-2 **:** **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3 **:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4 **:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l. *Excuse me, Is it clear?, Great, I think so.*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat	• Mengidentifika si ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris • Mengidentifika si ungkapan yang digunakan untuk menghargai kinerja • Mengidentifika si ungkapan yang digunakan untuk meminta dan mengungkapka n pendapat dalam bahasa Inggris	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang		• Melakukan tindak tutur ungkapan meminta	• Religius • Mandiri • Gotong royong				• Lisan • Tertulis • Penugasan • Unjukkerja

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	di KI	perhatian, mengecek pemahaman dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri	• Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Portofolio
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak,	• Menentukan tujuan komunikatif teks	• Religius • Mandiri • Gotong royong	- Menyimak, membaca, dan menirukan, guru membacakan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	• Lisan • Tertulis • Penugasan • Unjukkerja

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)	dan sebagainya . • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - 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 antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	memaparkan kemampuan dan kemauan, melakukan suatu tindakan • Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan	• Kejujuran • Kerja keras • Percaya diri • Kerja sama	beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan		When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Portofolio
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan		• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut	• Religius • Mandiri • Gotong royong • Kejujuran				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan • Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.	• Kerja keras • Percaya diri • Kerja sama	hasil belajarnya			
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan	• Fungsi sosial Menyuruh, melarang, dan menghimbau.	• Menentukan tujuan komunikatif teks ungkapan	• Religius • Mandiri • Gotong royong	- Menyimak, membaca, dan menirukan, guru membacakan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	• Lisan • Tertulis • Penugasan • Unjukkerja

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	• Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan 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 peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	keharusan, larangan dan himbauan • Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan	• Kejujuran • Kerja keras • Percaya diri • Kerja sama	beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya		When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Portofolio
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi		• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks mengungkapka	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		n keharusan, larangan dan himbauan dalam bentuk tulisan • Menggunakan ungkapan keharusan, larangan dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.					
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l *let's*	• Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam bahasa Inggris • Mengidentifikasi ungkapan yang	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	..., *can you* ..., *would you like* ..., *may I, please.* - 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 guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI	digunakan untuk mengajak • Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam bahasa Inggris		hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar		peserta didik dan guru	
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Melakukan tindak tutur menyuruh dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan mengajak dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta ijin melalui kegiatan terintegrasi menyimak, membaca,	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		berbicara dan menulis dengan percaya diri					
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks *greeting card* dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • UnsurKebahasaan - Ungkapan a.l. *Congratulations. Well done. Good job.*, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat	• Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu • Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar • Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk event lain	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk event lain	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		• Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu. • Menyajikan penilaian dari hasil	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat *greeting card* terkait hari istimewa yang			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	di KI	identifikasi perbedaan dan persamaan greeting card		- relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya			
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan *There is/are* - Kata jumlah yang tidak tertentu: *little, 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 Keberadaan orang,	• Mengidentifika si kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mengidentifika si keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat • Mengidentifika si ungkapan jumlah yang tepat pada kalimat-	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, 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, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	kalimat rumpang		pada kalimat-kalimat rumpang			
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat 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	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- 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 - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan	• Fungsi sosial Menjelaskan, mendeskripsikan	• Mengidentifikasi ungkapan-ungkapan yang menunjukkan	• Religius • Mandiri • Gotong royong	- Menyimak dan menirukan guru membacakan teks-teks pendek dan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	• Lisan • Tertulis • Penugasan • Unjukkerja

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	• Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - 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 Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	kejadian rutin dalam teks • Mengidentifika si kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain • Mengidentifika si kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah • Mengidentifika si informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya	• Kejujuran • Kerja keras • Percaya diri • Kerja sama	sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - 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		When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Portofolio
4.7 Menyusun teks interaksi		• Membuat teks-	• Religius				• Lisan

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks		teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya • Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya	• Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			• Tertulis • Penugasan • Unjukkerja • Portofolio
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now*	• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar • Mengidentifika si ungkapan-ungkapan yang menunjukkan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- 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 menunjukkan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
continuous 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 Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	kejadian yang sedang terjadi • Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar • Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)		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			
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan		• Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
unsur kebahasaan yang benar dan sesuai konteks		keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					

3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*)	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.
	
	• Struktur teks
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
	• Unsur kebahasaan
	  - Kalimat perbandingan positif, komparatif dan superlatif dengan: *as ... as, -er, -est, more ..., the most ...*
	  - Perbandingan
		• Membadingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar
		• Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.
		• Mendeskripsikan perbandingan
			• Religius
			• Mandiri
			• Gotong royong
			• Kejujuran
			• Kerja keras
			• Percaya diri
			• Kerja sama
				- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar
				- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam tekjs, secara lisan.
				- Mendeskripsikan perbandingan
					12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi
						❖ Kamus Bahasa Inggris
						❖ Pengalaman peserta didik dan guru
							• Lisan
							• Tertulis
							• Penugasan
							• Unjukkerja
							• Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	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 Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya		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			
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui • Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	• Fungsi sosial Melaporkan, menceritakan,	• Mengidentifikasi beberapa kejadian,	• Religius • Mandiri • Gotong	- Membaca dan mencermati teks-teks pendek dan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran	• Lisan • Tertulis • Penugasan

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian

interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
	
	• Struktur teks
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
	• Unsur kebahasaan
	  - Kalimat deklaratif dan interogatif dalam bentuk *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
	  Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
		kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana
		• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar
		• Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami
			royong
			• Kejujuran
			• Kerja keras
			• Percaya diri
			• Kerja sama
				sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau
				- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan 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 teks-teks pendek dan sederhana
				- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks
						Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi
						❖ Kamus Bahasa Inggris
						❖ Pengalaman peserta didik dan guru
							• Unjukkerja
							• Portofolio

4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait		• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Kerja sama	masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, an hour ago,*	• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang • Menceritakan kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan	20 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya. - 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 Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI	diambil teks, dengan ejaan dan tanda baca yang benar		pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar			
4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu 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 sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru • Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau • Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan	• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang	• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan,	• Religius • Mandiri • Gotong royong • Kejujuran	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan,	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	diharapkan. • Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda	dengan ucapan dan tekanan kata yang benar • Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis	• Kerja keras • Percaya diri • Kerja sama	dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis		Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.12. Teks pesan singkat dan pengumuman/pemberita huan (notice) 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberita huan (notice)	- 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 Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat	• Mempresentasi kan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar • Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
huan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	tampilan teks lebih menarik.	dan sekolah, untuk kemudian ditempel di dinding kelas					
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.	• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan • Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs		• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		SMP/MTs					

Kepala Madrasah

Zuhdi Rahmad, M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Madrasah	: MTs El Muhsin Metro
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Teks deskriptif lisan dan tulis sederhana.
Alokasi Waktu	: 4 x 45menit (2x Pertemuan)

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Kompetensi Dasar

KD	Kompetensi Dasar	Indikator Kompetensi Dasar
3.10	Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata	**3.10.1** Melalui gambar, tulisan, dan lisan yang diberikan guru , peserta didik dapat menyebutkan nama

	pelajaran serta sebagai pengenalan bahasa pengantar komunikasin Internasional.	benda dengan penuh semangat **3.10.2** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat menyebutkan nama benda tersebut secara berkelompok **3.10.3** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat menggunakan kata ganti benda dalam kalimat deskripsi pendek sangat sederhana
4.12	Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana	**4.11.1** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat menyebutkan sifat dari benda tersebut
4.13	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda/sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	**4.13.1** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat mengaitkan kata sifat dengan kata benda menjadi nounphrase dalam kalimat deskripsi pendek sangat sederhana **4.13.2** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat membuat teks deskripsi pendek sangat sederhana dari benda yang akan dideskripsikan sesuai dengan struktur teks dan unsur kebahasaan dari teks tersebut

C. Tujuan Pembelajaran :

Pertemuan 1

1. Setelah melakukan kegiatan pembelajaran:

- Melalui kegiatan mengamati foto/gambar public figure (condition), peserta didik (audience) mampu menyebutkan (behavior) nama public figure secara perorangan dan kelompok (degree).

- Setelah melakukan kegiatan diskusi (condition), peserta didik (audience) mampu menggunakan kata ganti orang (behavior) dalam kalimat deskripsi pendek sangat sederhana (degree).

- Setelah melakukan kegiatan diskusi (condition), peserta didik (audience) mampu menyebutkan sifat (behavior)dari orang tersebut secara perorangan dan kelompok (degree).

Pertemuan 2

2. Setelah melakukan kegiatan pembelajaran**:**

- Melalui kegiatan mengamati foto/gambar public figure (condition), peserta didik (audience) mampu mengaitkan kata sifat dengan kata benda menjadi nounphrase (behavior) dalam kalimat deskripsi pendek sangat sederhana (degree).

- Setelah melihat tayangan audiovisual yang diberikan oleh guru (condition), peserta didik (audience) mampu membuat teks deskripsi tentang public figure (behavior) yang mereka sukai secara berkelompok (degree).

- Setelah melakukan kegiatan diskusi (condition), peserta didik (audience) mampu mempresentasikan hasil tulisan (behavior) mereka didepan (degree).

D. Materi Pembelajaran

Struktur Descriptive Text (generic structure) adalah **:**

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense

- Menggunakan attribute verb, seperti be (am, is, are)

- Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

(1) Kata benda yang terkait dengan orang/benda/tempat/binatang

(2) Kata sifat yang terkait dengan sifat orang/binatang/benda

(3) Kata kerja bentuk pertama (present tense)

(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(6) Rujukan kata

Contoh teks descriptive:

My school

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m2 and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.

When enter my school, we are greeted by billboards that written "Let's go forward with us" in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school.

After passing through the security post, we will pass a parking area with its size approximately 12 m2. The parking area can accommodate all vehicles belonging to teachers and students. Every morning the entire vehicles are parked well there. After passing through the parking area, we'll see the main building of my school. The building is quite large. It serves as teacher and employees' room in my school. .

My school also has a large canteen. The canteen is located behind the complex class exactly behind the Hall. My School's canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness.

E. Metode Pembelajaran

- Diskusi, Tanya-jawab, dan Presentasi
- *Tell Show Strategy* (katakan dan tunjukan)

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Video dan Power Point Presentation
2. Alat : Laptop, LCD, dan Speaker Active
3. Sumber Belajar :
   - Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
   - Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013
   -

G. Langkah-langkah pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	
- mengajak siswa berdoa	- berdoa bersama dengan guru	10 Menit
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. **Mengamati (Observing)**		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan text	- Melihat text descriptive yang menunjukkan situasi benda, tempat, atau orang. dan	15 Menit

descriptive yang menunjukkan situasi benda, tempat, atau orang.	memberikan jawaban dari pertanyaan guru	
- Meminta siswa membaca text dengan menyatakan pendapat dan pikiran serta responnya	- siswa membaca text dengan menyatakan pendapat dan pikiran serta responnya	
- meminta siswa mengidentifikasi bagian text yang merupakan tentang benda, tempat, atau orang yang dideskripsikan	- mengidentifikasi bagian text yang merupakan tentang benda, tempat, atau orang yang dideskripsikan	

b. **Mempertanyakan (Questioning)**		
- Memberikan kesempatan untuk melakukan diskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia.	- Berdiskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia	
- Meminta siswa untuk berdiskusi tentang *suggestion box* yang ada di sekolah	- berdiskusi tentang *suggestion box* yang ada di sekolah	10 Menit
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di *suggestion box* sekolah	- melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di *suggestion box* sekolah	
c. **Mengeksplorasi (Exploring)**		
- Meminta siswa berpasangan	- berpasangan membaca text	10 Menit

membaca teks tentang fasilitas sekolah Palmetto Junior High school	tentang fasilitas sekolah Palmetto Junior High school	
- memberi kesempatan siswa untuk menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Highschool dan sekolah mereka sendiri	- menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Highschool dan sekolah mereka sendiri	
d. Mengasosiasi (Associating)		
- Meminta siswa mengidentifikasi berbagai macam text descriptive tentang benda, tempat, atau orang yang dideskripsikan.	- mengidentifikasi berbagai macam text descriptive tentang benda, tempat, atau orang yang dideskripsikan	10 Menit
e. **Mengkomunikasikan (Communicating)**		
- Meminta siswa berpasangan melengkapi text descriptive tentang hal-hal disekitar.	- berpasangan melengkapi text descriptive tentang hal-hal disekitar	
- meminta siswa berpasangan membuat contoh text descriptive tentang benda, tempat, atau orang yang dideskripsikan dengen sederhana.	- berpasangan membuat contoh text descriptive tentang benda, tempat, atau orang yang dideskripsikan dengen sederhana.	20 Menit
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun tulisan, tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun tulisan, tekanan kata dan intonasi	
- meminta siswa menuliskan	- menuliskan permasalahan	

permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	

3) **Kegiatan Penutup**

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait dengan text descriptive	- membaca pelajaran berikutnya	10 Menit
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

1) **Kegiatan Pendahuluan**

Guru	Siswa	Waktu
- memberi salam kepada	- membalas salam guru	10 Menit

siswa		
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya	
- melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya	- menjawab pertanyaan guru	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. **Mengamati (Observing)**		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan memperlihatkan video tentang cara mendescripsikan sesuatu	Melihat video tentang cara mendescripsikan sesuatu	15Menit
- Meminta siswa mengamati struktur yang digunakan dalam mendescripsikan sesuatu dalam video yang digunakan	- mengamati struktur yang digunakan dalam mendescripsikan sesuatu dalam video yang digunakan	
- meminta siswa untuk menirukan langkah stukrur dalam mendescripsikan sesuatu	- menirukan langkah stukrur dalam mendescripsikan sesuatu	

b. **Mempertanyakan (Questioning)**		
- Memberikan kesempatan untuk mengidentifikasi sebuah text descriptive tentang "my school" dan melengkapi	- mengidentifikasi sebuah text descriptive tentang "my school" dan melengkapi jawaban pada pertanyaan	10 Menit

jawaban pada pertanyaan tentang isi text tersebut		
- Meminta siswa untuk mencari berdiskusi mengenai jawaban masing-masing	- berdiskusi mengenai jawaban masing-masing	
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskannya	- melaporkan hasil diskusi dan menjelaskannya	
c. Mengeksplorasi (Exploring)		
- Meminta siswa berpasangan membuat text descriptive mengenai fasilitas yang terdapat di sekolah	- berpasangan membuat text descriptive mengenai fasilitas yang terdapat di sekolah	10 Menit
- memberi kesempatan siswa untuk berlatih mendeskripsikan sesuatu tentang fasilitas yang terdapat di di sekolah	- berlatih mendeskripsikan sesuatu tentang fasilitas yang terdapat di di sekolah	
d. Mengasosiasi (Associating)		
- memberi siswa kesempatan membandingkan beberapa text descriptive yang disusun sebelumnya secara berpasangan	- membandingkan pendapat yang disusun sebelumnya secara berpasangan	15 Menit
e. Mengkonunikasikan (Communicating)		
- Meminta siswa secara mandiri menuliskan pendapat dan medeskripsikan fasilitas disekolah	- menuliskan pendapat dan medeskripsikan fasilitas disekolah	20Menit
- meminta siswa melaporkan hasil penulisan pendapatnya	- melaporkan hasil penulisan pendapatnya	

- memberi kesempatan siswa lain untuk berkomentar dan memberikan masukan	- memberikan masukan mengenai pendapat siswa yang bersangkutan
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mendescripsikan sesuatu dalam lembar refleksi diri *(learning journal)*.	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mendescripsikan sesuatu dalam lembar refleksi diri *(learning journal)*.

3) **Kegiatan Penutup**

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	10Menit
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun tulisan,	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan	

| tekanan kata dan intonasi | maupun tulisan, tekanan kata dan intonasi | |
| - menyampaikan rencana kegiatan pertemuan berikutnya | - mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya | |

H. Penilaian hasil pembelajaran

Kriteria Penilaian dan Tugas:

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,ejaan, dan tulisan tangan
- Kesesuaian format penulisan/ penyampaian

Instrument Cycle I:

Complete the text with the words provided!!.

My name is Rehan Chairul Alim. I'm a student at SMP Bintang Nusantara. I'm in ninth grade now. I (1)......... hard every day. I start my day at 4.30am. I have a bath and say my prayers. Then, I study for an hour. After that, I (2)...... breakfast and go to school. I always arrive at school early. I (3) ....to be late. I usually finish school at 2pm. Then, I usually have courses in the afternoon. I take English and maths courses. I also (4) .... a manga course because I like drawing. Mother sends me to a guitar course. She (5)...... that playing music is good to relax my mind. I watch TV at 6pm. At 7pm I turn off the TV and I start to do my homework.

| thinks | study | have | take | don't want |

Rubriks Penilaian Kinerja

Kriteria	Kurang	Cukup	Baik	Sanagt Baik
Melakukan Observasi	Tidak Jelas Pelaksanaannya		Beberapa Kegiatan Jelas dan Rinci	Semua Jelas dan Rinci
Bertanya-jawab	Kalimat Kurang Bisa dipahami			
Monolog	Membaca script, kosa kata terbatas, dan tidak lancar		Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menyunting /Menulis Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

Penugasan/ulangan harian

1. Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks deskripsi
2. Membedakan fungsi sosial, struktur dan unsur kebahasaan.

Observasi:

Lembar Pengamatan Sikap Peserta didik

No.	Nama Siswa/Indikator	Memperhatikan penjelasan guru	Bertanya dan nejawab pertanyaan guru	Aktif di kelas	Disiplin dalam tugas	Aktif dalam berkelompok	Nilai rata-rata
1							
2							
3							
4							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang 3 = Cukup 5 = Amat Baik

2 = Kurang 4 = Baik

Metro, Mei 2023
Peneliti

Collaborator

Ahmad Qonaah S.Pd

Arif Ridho Subekti
NPM. 1901051009

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Madrasah	: MTs El Muhsin Metro
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Teks deskriptif lisan dan tulis sederhana.
Alokasi Waktu	: 4 x 45menit (2x Pertemuan)

I. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

J. Kompetensi Dasar dan Indikator Kompetensi Dasar

KD	Kompetensi Dasar	Indikator Kompetensi Dasar
3.10	Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata	**3.10.1** Melalui gambar, tulisan, dan lisan yang diberikan guru , peserta didik dapat menyebutkan nama

		pelajaran serta sebagai pengenalan bahasa pengantar komunikasin Internasional.	benda dengan penuh semangat **3.10.2** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat menyebutkan nama benda tersebut secara berkelompok **3.10.3** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat menggunakan kata ganti benda dalam kalimat deskripsi pendek sangat sederhana
4.12		Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana	**4.11.1** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat menyebutkan sifat dari benda tersebut
4.13		Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda/sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	**4.13.1** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat mengaitkan kata sifat dengan kata benda menjadi nounphrase dalam kalimat deskripsi pendek sangat sederhana **4.13.2** Melalui gambar, tulisan, dan lisan yang diberikan guru, peserta didik dapat membuat teks deskripsi pendek sangat sederhana dari benda yang akan dideskripsikan sesuai dengan struktur teks dan unsur kebahasaan dari teks tersebut

K. Tujuan Pembelajaran :

Pertemuan 1

3. Setelah melakukan kegiatan pembelajaran**:**

- Melalui kegiatan mengamati foto/gambar public figure (condition), peserta didik (audience) mampu menyebutkan (behavior) nama public figure secara perorangan dan kelompok (degree).

- Setelah melakukan kegiatan diskusi (condition), peserta didik (audience) mampu menggunakan kata ganti orang (behavior) dalam kalimat deskripsi pendek sangat sederhana (degree).

- Setelah melakukan kegiatan diskusi (condition), peserta didik (audience) mampu menyebutkan sifat (behavior)dari orang tersebut secara perorangan dan kelompok (degree).

Pertemuan 2

4. Setelah melakukan kegiatan pembelajaran**:**

- Melalui kegiatan mengamati foto/gambar public figure (condition), peserta didik (audience) mampu mengaitkan kata sifat dengan kata benda menjadi nounphrase (behavior) dalam kalimat deskripsi pendek sangat sederhana (degree).

- Setelah melihat tayangan audiovisual yang diberikan oleh guru (condition), peserta didik (audience) mampu membuat teks deskripsi tentang public figure (behavior) yang mereka sukai secara berkelompok (degree).

- Setelah melakukan kegiatan diskusi (condition), peserta didik (audience) mampu mempresentasikan hasil tulisan (behavior) mereka didepan (degree).

L. Materi Pembelajaran

Example Picture

Descriptive text

Procedure of teaching descriptive writing by using picture, the teacher/researcher orders the students to:

The reseacher distributed the worksheet to the students and ask them to try a simple descriptive text based on the topic in worksheet. The reseacher guided students in their activities learning and gave the opportunity to the students if they were still confused about the material. After that, students submite their works to the reseacher.

M.   Metode Pembelajaran
- Diskusi, Tanya-jawab, dan Presentasi
- *Tell Show Strategy* (katakan dan tunjukan)

N. Media, Alat, dan Sumber Pembelajaran
4. Media   : Video dan Power Point Presentation
5. Alat   : Laptop, LCD, dan Speaker Active
6. Sumber Belajar :
   - Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

- Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013
-

O. Langkah-langkah pembelajaran

Pertemuan 1

4) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10 Menit
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

5) Kegiatan Inti

Guru	Siswa	Waktu
a. **Mengamati (Observing)**		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar yang menunjukkan seseorang.	- Melihat gambar yang menunjukkan seseorang. dan memberikan jawaban dari pertanyaan guru	15 Menit
- Meminta siswa melihat gambar dengan menyatakan pendapat dan pikiran	- siswa melihat gambar dengan menyatakan pendapat dan pikiran	
- meminta siswa mengidentifikasi bagian gambar yang merupakan tentang orang yang dideskripsikan	- mengidentifikasi bagian gambar yang merupakan tentang benda, tempat, atau orang yang dideskripsikan	

b. **Mempertanyakan (Questioning)**		
- Memberikan kesempatan untuk melakukan diskusi bersama tentang gambar dalam bahasa Inggris dan Bahasa Indonesia.	- Berdiskusi bersama tentang gambar dalam bahasa Inggris dan Bahasa Indonesia	10 Menit
c. **Mengeksplorasi (Exploring)**		
- Meminta siswa berpasangan membaca teks tentang tokoh-tokoh indonesia	- berpasangan membaca text tentang tokoh-tokoh indonesia	10 Menit
- memberi kesempatan siswa untuk menyatakan pendapat mereka tentang tokoh-tokoh indonesia yang mereka ketahui	- menyatakan pendapat mereka tentang tokoh-tokoh indonesia yang mereka ketahui	
d. **Mengasosiasi (Associating)**		
- Meminta siswa mengidentifikasi berbagai macam gambar tentang tokoh orang kemudian dideskripsikan.	- mengidentifikasi berbagai macam gambar tentang tokoh orang kemudian dideskripsikan.	10 Menit
e. **Mengkomunikasikan (Communicating)**		
- Meminta siswa berpasangan melengkapi text descriptive tentang hal-hal disekitar.	- berpasangan melengkapi text descriptive tentang hal-hal disekitar	20 Menit
- meminta siswa berpasangan membuat contoh text descriptive tentang orang (teman) yang dideskripsikan dengen sederhana.	- berpasangan membuat contoh text descriptive tentang orang (teman) yang dideskripsikan dengen sederhana.	
- memberi masukan baik dari	- mencatat semua masukan	

aspek struktur teks, kebahasaan maupun tulisan, tekanan kata dan intonasi	guru baik dari aspek struktur teks, kebahasaan maupun tulisan, tekanan kata dan intonasi	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	

6) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait dengan text descriptive	- membaca pelajaran berikutnya	10 Menit
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

4) **Kegiatan Pendahuluan**

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya	10 Menit
- melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya	- menjawab pertanyaan guru	

5) **Kegiatan Inti**

Guru	Siswa	Waktu
a. **Mengamati (Observing)**		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan memperlihatkan video tentang cara mendescripsikan sesuatu	Melihat video tentang cara mendescripsikan sesuatu	
- Meminta siswa mengamati struktur yang digunakan dalam mendescripsikan sesuatu dalam video yang digunakan	- mengamati struktur yang digunakan dalam mendescripsikan sesuatu dalam video yang digunakan	15Menit
- meminta siswa untuk menirukan langkah stukrur dalam mendescripsikan sesuatu	- menirukan langkah stukrur dalam mendescripsikan sesuatu	

b. **Mempertanyakan (Questioning)**		
- Memberikan kesempatan untuk mengidentifikasi sebuah text descriptive tentang "my hero" dan melengkapi jawaban pada pertanyaan tentang isi text tersebut	- mengidentifikasi sebuah text descriptive tentang "my hero" dan melengkapi jawaban pada pertanyaan	10 Menit
- Meminta siswa untuk mencari berdiskusi mengenai jawaban masing-masing	- berdiskusi mengenai jawaban masing-masing	
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskannya	- melaporkan hasil diskusi dan menjelaskannya	
c. **Mengeksplorasi (Exploring)**		
- Meminta siswa berpasangan membuat text descriptive mengenai islamic hero	- berpasangan membuat text descriptive mengenai islamic hero	10 Menit
- memberi kesempatan siswa untuk berlatih mendeskripsikan sesuatu tentang islamic hero	- berlatih mendeskripsikan sesuatu tentang islamic hero	
d. **Mengasosiasi (Associating)**		
- memberi siswa kesempatan membandingkan beberapa text descriptive yang disusun sebelumnya secara berpasangan	- membandingkan pendapat yang disusun sebelumnya secara berpasangan	15 Menit
e. **Mengkonunikasikan (Communicating)**		
- Meminta siswa secara mandiri menuliskan pendapat dan medeskripsikan temannya	- menuliskan pendapat dan medeskripsikan temannya	20Menit

- meminta siswa melaporkan hasil penulisan pendapatnya	- melaporkan hasil penulisan pendapatnya	
- memberi kesempatan siswa lain untuk berkomentar dan memberikan masukan	- memberikan masukan mengenai pendapat siswa yang bersangkutan	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mendescripsikan sesuatu dalam lembar refleksi diri *(learning journal).*	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mendescripsikan sesuatu dalam lembar refleksi diri *(learning journal).*	

6) **Kegiatan Penutup**

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	10Menit
- memberi masukan baik dari	- mencatat semua masukan	

aspek struktur teks, kebahasaan maupun tulisan, tekanan kata dan intonasi	guru baik dari aspek struktur teks, kebahasaan maupun tulisan, tekanan kata dan intonasi	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

P. Penilaian hasil pembelajaran

Kriteria Penilaian dan Tugas:

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,ejaan, dan tulisan tangan
- Kesesuaian format penulisan/ penyampaian

Instrument Cycle II:

1. **Please describe the activity in the picture above in simple language!!**

Rubriks Penilaian Kinerja

Kriteria	Kurang	Cukup	Baik	Sanagt Baik
Melakukan Observasi	Tidak Jelas Pelaksanaannya		Beberapa Kegiatan Jelas dan Rinci	Semua Jelas dan Rinci
Bertanya-jawab	Kalimat Kurang Bisa dipahami			
Monolog	Membaca script, kosa kata terbatas, dan tidak lancar		Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menyunting /Menulis Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

Penugasan/ulangan harian

3. Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks deskripsi
4. Membedakan fungsi sosial, struktur dan unsur kebahasaan.

Observasi:

Lembar Pengamatan Sikap Peserta didik

No.	Nama Siswa/Indikator	Memperhatikan penjelasan guru	Bertanya dan nejawab pertanyaan guru	Aktif di kelas	Disiplin dalam tugas	Aktif dalam berkelompok	Nilai rata-rata
1							
2							
3							
4							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang 3 = Cukup 5 = Amat Baik

2 = Kurang 4 = Baik

Metro,Mei 2023
Peneliti

Collaborator

Ahmad Qonaah S.Pd

Arif Ridho Subekti
NPM. 1901051009

LIST OF PRESENCE

PRE-TEST

No.	Name	Checklist
1.	AFA	✓
2.	AK	✓
3.	ASHM	✓
4.	AGA	✓
5.	AV	✓
6.	ASJ	✓
7.	ABU	✓
8.	BAI	✓
9.	CPR	✓
10.	FR	✓
11.	FK	✓
12.	FRP	✓
13.	HFM	✓
14.	MAL	✓
15.	MFNI	✓
16.	MSV	✓
17.	MT	✓
18.	MDA	✓
19.	MDA	✓
20.	MNP	✓
21.	MRL	✓
22.	NPAA	✓
23.	NP	✓
24.	PWK	✓
25.	RDW	✓
26.	RFM	✓
27.	RAM	✓
28.	RAP	✓
29.	SWZ	✓

LIST OF PRESENCE

POST-TEST 1

No.	Name	Checklist
1.	AFA	✓
2.	AK	✓
3.	ASHM	✓
4.	AGA	✓
5.	AV	✓
6.	ASJ	✓
7.	ABU	✓
8.	BAI	✓
9.	CPR	✓
10.	FR	✓
11.	FK	✓
12.	FRP	✓
13.	HFM	✓
14.	MAL	✓
15.	MFNI	✓
16.	MSV	✓
17.	MT	✓
18.	MDA	✓
19.	MDA	✓
20.	MNP	✓
21.	MRL	✓
22.	NPAA	✓
23.	NP	✓
24.	PWK	✓
25.	RDW	✓
26.	RFM	✓
27.	RAM	✓
28.	RAP	✓
29.	SWZ	✓

LIST OF PRESENCE

POST-TEST 2

No.	Name	Checklist
1.	AFA	✓
2.	AK	✓
3.	ASHM	✓
4.	AGA	✓
5.	AV	✓
6.	ASJ	✓
7.	ABU	✓
8.	BAI	✓
9.	CPR	✓
10.	FR	✓
11.	FK	✓
12.	FRP	✓
13.	HFM	✓
14.	MAL	✓
15.	MFNI	✓
16.	MSV	✓
17.	MT	✓
18.	MDA	✓
19.	MDA	✓
20.	MNP	✓
21.	MRL	✓
22.	NPAA	✓
23.	NP	✓
24.	PWK	✓
25.	RDW	✓
26.	RFM	✓
27.	RAM	✓
28.	RAP	✓
29.	SWZ	✓

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TABLE OF STUDENTS' SCORE WRITING ABILITY
POST-TEST 1

SCHOOL : MTS AL MUHSIN METRO
SUBJECT : ENGLISH
MMC : 70
CLASS : VIII A

NO	NAME	C	O	V	L U	M	TOTAL
1	AFA	17	12	11	10	2	52
2	AK	20	13	16	18	3	70
3	ASHM	17	17	11	13	2	60
4	AGA	21	18	17	16	3	75
5	AV	18	11	12	14	3	58
6	ASJ	18	15	15	14	3	65
7	ABU	17	15	15	15	3	65
8	BAI	19	17	16	18	2	72
9	CPR	23	16	17	20	3	77
10	FR	21	15	16	22	4	78
11	FK	18	13	11	16	2	60
12	FRP	18	13	12	10	2	55
13	HFM	20	16	16	20	3	75
14	MAL	18	17	17	20	3	75
15	MFNI	22	13	14	20	3	74
16	MSV	18	14	13	12	3	60
17	MT	20	16	16	15	3	70
18	MDA	20	17	17	15	3	72
19	MDA	18	14	13	12	3	60
20	MNP	22	17	17	17	3	76
21	MRL	22	16	15	15	4	72
22	NPAA	20	16	15	17	4	72
23	NP	20	16	15	18	3	72
24	PWK	18	14	14	15	3	65
25	RDW	24	15	15	17	4	75
26	RFM	16	12	12	14	2	56
27	RAM	16	13	13	14	2	58
28	RAP	19	13	13	14	2	60
29	SWZ	18	13	13	15	3	62
	TOTAL SCORE						1940
	AVERAGE						66,89
	HIGHEST SCORE						78
	LOWEST SCORE						52

NB:
C (Content)
O (Organization)
V (Vocabulary)
L U (Language Use)
M (Mechanise)

TABLE OF STUDENTS' SCORE WRITING ABILITY
POST-TEST 2

SCHOOL   : MTS AL MUHSIN METRO
SUBJECT : ENGLISH
MMC   : 70
CLASS   : VIII A

NO	NAME	C	O	V	L U	M	TOTAL
1	AFA	20	15	15	17	3	70
2	AK	21	15	15	18	3	72
3	ASHM	18	14	14	16	3	65
4	AGA	22	16	16	18	3	75
5	AV	21	15	15	18	3	72
6	ASJ	20	16	15	18	3	72
7	ABU	22	16	15	18	3	74
8	BAI	22	16	15	19	4	76
9	CPR	23	16	15	20	4	78
10	FR	25	17	16	20	4	82
11	FK	20	15	15	17	3	70
12	FRP	18	15	15	16	3	67
13	HFM	23	17	16	20	4	80
14	MAL	21	17	16	18	4	76
15	MFNI	20	17	16	18	4	75
16	MSV	16	14	14	16	3	63
17	MT	19	17	16	18	4	74
18	MDA	18	17	16	17	4	72
19	MDA	20	18	16	17	4	75
20	MNP	20	18	16	18	4	76
21	MRL	22	18	16	20	4	80
22	NPAA	20	17	16	17	3	73
23	NP	20	17	15	18	4	76
24	PWK	17	14	15	16	3	68
25	RDW	22	17	16	19	4	80
26	RFM	16	17	14	16	3	66
27	RAM	17	18	16	17	3	70
28	RAP	18	18	15	17	3	72
29	SWZ	19	18	18	17	3	74
	TOTAL SCORE						2123
	AVERAGE						73, 20
	HIGHEST SCORE						82
	LOWEST SCORE						63

NB:
C (Content)
O (Organization)
V (Vocabulary)
L U (Language Use)
M (Mechanise)

PRE- TEST

Name   : Rahes Febrian M.

Class   : VIII A

Direction   : Write a descriptive text with the title based on one of the themes below. At least two paragraph.

a.   Islamic Hero

b.   National Hero

Usman bin affan

$\ddagger$ usman bin affan was born six years after year called as "Oleplhan Year" he was hijran when he was 47 ani he was chosen as khalifah.

When he was 70. he led the khilafan for 12 years. he died as 82 years old exactly he had succeed on 18 dzulhijjah in 35 hijriyan.

Content : 16
organization : 11
vocabulary : 11
Language use : 10
mechanise : 2

50

PRE- TEST

65

Name : Abdullah Hilmi

Class : VIII A

Direction : Write a descriptive text with the title based on one of the themes below. At least two paragraph.

X. Islamic Hero

b. National Hero

Khaleed Bin Walid

Khaled Bin Walid is Brother of Prophet Muhammad Khaled Bin Walid Is sword Allah He's Have A sword legendary The Name Is dzul Fikar sword The sword Is very very Sharp Subahanallah. Khalid Bin Walid Follow in war the war name Is Fatho mekkah Khaled In war Fatho mekkah Broke the Props haram and Khalid dead On the bed so he ther legendary of Islamic hero Allahuakbar !!!

Content : 18
Organication : 13
Vocabulary : 14
language use : 17
mechanic : 3

65

POST- TEST 1

Name : Aqila Bara utama

Class : VIII A

Direction : Choose one of the themes below and then write the description text based on the theme that you have chosen at least 100 words :

a. My Family.
b. My Home.
c. My School.

Answer:

_____ my school _____

my name is Yudistira tawur arra. I am a student in Al muhsin boarding school, I am the first grade of junior high school this school is very good, this school is teach me language properly I have so many kind of friends thereare crazy, lazy, fussy, smart, stupid, dilligent, one of them help me to study.

we life inside the school in a room. the meals are three times a day breakfast, lunch, dinner. the sidedish is very sad but i enjoy it but I feel forced but I still eat them. I like play with my friends and I like learn with my friends language and math. I like twoo of that subject, so that I become smart and not homeless.

Content : 17
organization : 15
vocabulary : 15
language use : 15
mechanis : 3
_____
65

POST- TEST 1

(74)

Name : M. Fahri Nur islam

Class : VIII A

Direction : Choose one of the themes below and then write the description text based on the theme that you have chosen at least 100 words :

a. My Family.
b. My Home.
c. My School.

Answer:

My school

my name is anyares susgrii.m my hobby ADventur. I'm ___school in al muhsin boarding schpel. in teaching and learding activies we will be more focausedi becausa it is not disturbed by the presence of garbage, dirty classroom atmosphere, or even diseases that will attack our bodies

the slogans that adorn the walls of the shool are not merely mere displays, but we must implement these writings or apply them in our daily lives. every student must be aware of the importance of cleaning the shool environment. there are many ways to instill disciplline in students to maintain their school environment, such as regulary carrying out class pickets, not litering, mointaining waterways and damaging school facilities.

content : 22
organization : 13
vocabulary : 14
language use : 20
mechanic : 3

74

POST- TEST 2

(74)

Name : Isazetiti wendi
Class : VIII A
Direction : Choose one of the themes below and then write the description text based on the theme that you have chosen at least 100 words:

a. Animals. (cat, ant, bird, fish, etc.)
b. My Idol. (c.ronaldo, kris jhon, rocky gerung, etc.)
c. Tourist attraction. (beach, waterfall, mountain, etc.)

Answer:

My Bird

I have a bird in the Home He Not Big but Small I look He in the Sky He is Fly but my dad to Shot and He falling From the Sky to Earth He is So beutiful the Color is Blue Hes have two Wings the Color OF Wings is Red He have two a Foot the Foot is Brown and the fur is So Soft and I bring the Birds goto My Home.

And a birds Swim in the pool and After that He is Clean and He Face is So Cute He Face is Oval the Color is White He have a tail but Not Long but Short And i give He Name is Twinky my bird is So Cute He have Many Color the Color is So Beutiful and i Like that.

Content - 19
organization : 18
Vocabulary : 16
language use : 17
mechanis : 3
74

POST- TEST 2

Name   : Alahitu Fauzi

Class   : VIII A

Direction   : Choose one of the themes below and then write the description text based on the theme that you have chosen at least 100 words:

   a. Animals. (cat, ant, bird, fish, etc.)

-b. My Idol. (c.ronaldo, kris jhon, rocky gerung, etc.)

   c. Tourist attraction. (beach, waterfall, mountain, etc.)

(80)

Answer:

My Idol

Prophet Muhammad

The 12th of Rabi'ul Awwal month is the birth of the noblest person in the world, he is the Prophet Muhammad (Peace be upon him). As a good Muslim, it is a must for all of us to remember the birth of the Prophet Muhammad and take lessons from the birth of the Prophet.

The day when the Prophet Muhammad was born. in a number of narrations it is mentioned that it has characteristics. the Universe joins a joy, the sky is shady, the earth is cool, and all the trees bear fruit perfectly. birth of the prophet muhammad. not only happiness for all nature, but also happiness for all beings on earth. Rasulullah SAW. is khata mur na biyyin. He is also like nurun faiqa kulli nur (light above the light) and basyarun lahal basyari, (Humans are not like humans)

Content   : 23
organization   : 17
vocabulary   : 16
language use   : 20
mechanish   : 4

80

TABLE OF TEST SPECIFICATION

PRE – TEST

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	**Indicator**	**Essay Test**	**Total Points**
4.21 Compose factual scientific texts (factual reports), oral and written, simple, about people animals, objects, natural and social phenomena and events, related to other subjects	4.21.3 Writing report texts simply by paying attention to social functions, text structures, and linguistic elements, correctly and in context	Please write a report text that consists of 2 paragraphs based on one of the following topics: a. Islamic Hero b. Nasional Hero	0-100
Total Point			100

TABLE OF TEST SPECIFICATION

POST – TEST 1

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	**Indicator**	**Essay Test**	**Total Points**
4.21 Compose factual scientific texts (factual reports), oral and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects	4.21.3 Writing report texts simply by paying attention to social functions, text structures, and linguistic elements, correctly and in context	Please write a report text that consists of 2 paragraphs based on one of the following topics: a. My Family b. My Home c. My School	0-100
Total Point			100

TABLE OF TEST SPECIFICATION

POST– TEST 2

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	**Indicator**	**Essay Test**	**Total Points**
4.21 Compose factual scientific texts (factual reports), oral and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects	4.21.3 Writing report texts simply by paying attention to social functions, text structures, and linguistic elements, correctly and in context	Please write a report text that consists of 2 paragraphs based on one of the following topics: a. Animal b. My Idol c. Tourist attraction	0-100
Total Point			100

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES CYCLE 1

No.	Students' Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher'sexplanation	Asking oransweringthe teacher's question.	Being active in class.	Doing the task given bythe teacher	Being active ingroup activity
1.	AFA	√	√	√	√	√
2.	AK	√	-	-	√	-
3.	ASHM	√	-	-	√	√
4.	AGA	√	-	-	√	-
5.	AV	√		-	√	-
6.	ASJ	√	√	√	√	√
7.	ABU	√	-	-	√	-
8.	BAI	√	-	√	√	√
.9.	CPR	√	-	-	√	-
10.	FR	-	√	√	√	-
11.	FK	√	-	-	√	-
12.	FRP	√	-	-	√	√
13.	HFM	√	√	-	√	√
14.	MAL	-	-	-	√	√
15.	MFNI	-	-	-	√	-
16.	MSV	√	-	√	√	√
17.	MT	√	-	-	√	-
18.	MDA	√	-	-	√	-
19.	MDA	-	-	-	√	√
20.	MNP	√	√	√	√	-
21.	MRL	√	-	√	√	√
22.	NPAA	-	-	-	√	-

23.	NP	-	-	-	√	√
24.	PWK	√	√	√	√	-
25.	RDW	√	-	-	√	√
26.	RFM	√	-	-	√	-
27.	RAM	-	√	-	√	√
28.	RAP	√	√	√	√	√
29.	SWZ	-	-	-	√	-
	TOTAL	21	8	9	29	14

Note:

- Tick (√) for each positive activity
- Percentage of Student's activities
1. The students pay attention of teacher's explanation = 72,41%
2. The students ask and answer question = 27,58%
3. The studetns are active in class = 31,03%
4. The students areable to do the task = 100%
5. The students are active in group activity = 48,27%

Metro, May 2023

The Researcher
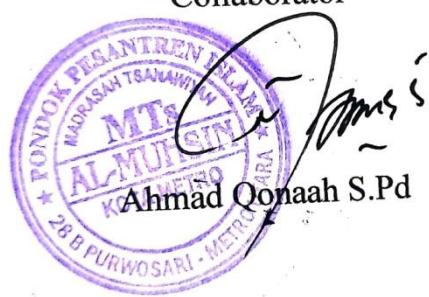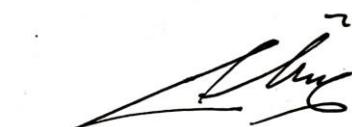
Collaborator

Ahmad Qonaah S.Pd

Arif Ridho Subekti
NPM. 1901051009

OBSERVATION SHEET OF STUDENTS' LEARNING
ACTIVITIES CYCLE 2

No.	Students' Name	Paying attention to the teacher'sexplanation	Asking oransweringthe teacher's question.	Being active in class.	Doing the task given bythe teacher	Being active ingroup activity
		The Indicator of Students' Learning Activities				
1.	AFA	√	√	√	√	√
2.	AK	√	-	√	√	-
3.	ASHM	√	√	-	√	√
4.	AGA	√	-	√	√	-
5.	AV	√	√	√	√	√
6.	ASJ	√	√	√	√	√
7.	ABU	-	√	√	√	-
8.	BAI	√	-	√	√	√
.9.	CPR	√	√	√	√	-
10.	FR	√	√	√	√	√
11.	FK	√	-	√	√	√
12.	FRP	√	√	√	√	√
13.	HFM	√	√	√	√	√
14.	MAL	√	-	√	√	√
15.	MFNI	√	√	√	√	-
16.	MSV	√	-	√	√	√
17.	MT	√	√	-	√	√
18.	MDA	√	-	√	√	√
19.	MDA	√	√	√	√	√
20.	MNP	√	√	√	√	-
21.	MRL	√	√	√	√	√
22.	NPAA	√	√	-	√	√

23.	NP	√	√	√	√	√
24.	PWK	√	√	√	√	√
25.	RDW	√	√	-	√	√
26.	RFM	√	√	√	√	√
27.	RAM	-	√	-	√	√
28.	RAP	√	√	√	√	√
29.	SWZ	√	√	√	√	√
	TOTAL	27	22	24	29	23

Note:

- Tick (√) for each positive activity
- Percentage of Student's activities
1. The students pay attention of teacher's explanation = 93,1%
2. The students ask and answer question = 73,8%
3. The studetns are active in class = 82,7%
4. The students areable to do the task = 100%
5. The students are active in group activity = 86,18%

Metro, May 2023

The Researcher

Collaborator

Ahmad Qonaah S.Pd
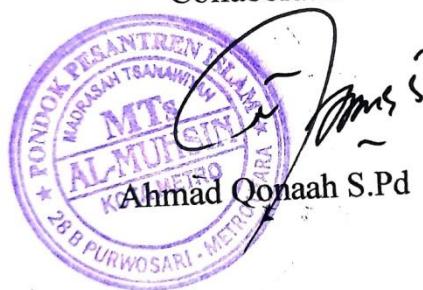
Arif Ridho Subekti
NPM. 1901051009

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 1

No.	Teaching Activity	Good	Fair	Low
1.	The teacher introduces to the students about what being explained in Tell Show strategy.	✓		
2.	The teacher describes the direction how to make text by using Tell Show strategy.		✓	
3.	The teacher describes about the benefits of strategy and how to improve student's writing by using Tell Show strategy.	✓		
4.	The teacher gives students keywords in chart and asks students to make text by using the keywords.	✓		
5.	The teacher asks students to make paragraphs by including the hooks to intererest the reader.		✓	
6.	The teacher asks the students to put key points in their text in logical order.	✓		

7.	The teacher asks the students to link points clearly in their text so the reader can see how one thing leads to another.		✓	
8.	The teacher asks the students The teacher asks the students to include detail to make explanation clear.		✓	
9.	The teacher asks to the students to write paragraph that include technical terms and explain if necessary.	✓		
10.	The teacher asks to the students to write paragraph that conclude explanation by rounding it off logically in a memorable way.		✓	

Metro, May 2023

Collaborator

Ahmad Qonaah S.Pd

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 2

No.	Teaching Activity	Good	Fair	Low
1.	The teacher introduces to the students about what being explained in Tell Show strategy.	✓		
2.	The teacher describes the direction how to make text by using Tell Show strategy.	✓		
3.	The teacher describes about the benefits of strategy and how to improve student's writing by using Tell Show strategy.		✓	
4.	The teacher gives students keywords in chart and asks students to make text by using the keywords.		✓	
5.	The teacher asks students to make paragraphs by including the hooks to intererest the reader.	✓		
6.	The teacher asks the students to put key points in their text in logical order.	✓		

|				
7.	The teacher asks the students to link points clearly in their text so the reader can see how one thing leads to another.		✓	
8.	The teacher asks the students The teacher asks the students to include detail to make explanation clear.		✓	
9.	The teacher asks to the students to write paragraph that include technical terms and explain if necessary.	✓		
10.	The teacher asks to the students to write paragraph that conclude explanation by rounding it off logically in a memorable way.	✓		

Metro, May 2023

Collaborator

Ahmad Qonaah S.Pd

DOCUMENT SHEET

No.	Aspect of Documentation Sheet	Available	Unavailable
1.	Profil of MTs El Muhsin Metro	✓	
2.	The building condition and school fasilities in MTs El Muhsin Metro	✓	
3.	The quantity of students at MTs El Muhsin Metro	✓	
4.	Location sketch	✓	
5.	The condition of teachers and staffs	✓	

Metro, May 2023

The Researcher

Collaborator

Ahmad Qonaah S.Pd
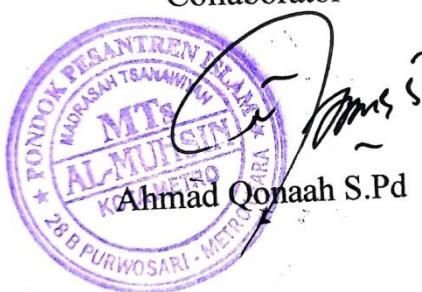
Arif Ridho Subekti
NPM. 1901051009

FIELD NOTE TABLE

DATE	MEETING	NOTE
Monday, May 8th 2023	Meeting Pre-test	In pre-test the researcher come to the class, fristly he introduced himself and explined his posefurh ermore. the researcher gave a test to the students' to make writing in report text and students' choose topic about islamic hero and nasional hero.
Tuesday, May 9th 2023	1st Meeting cycle 1	In this day the researcher explained about tell show strategy and how to use tell show strategy to improve students' writing ability, after that the researcher tried to make text for students' in writing ability.
Thursday, May 11th 2023	2nd Meeting cycle 1	the researcher tried again tp explain tell show strategy to the students'. this expacted to make students' understand more about the use tell show strategy in writing.
Monday, May 15th 2023	Meeting Post-test 1	In this day the researcher gave the students' post-test 1. this aimed to see the students' ability in writing report text after previously explained about tell show strategy. the students' were given some choices report text topics they are My Family, My Home, My School.

Tuesday, May 16th 2023	1st Meeting cycle 2	In first meeting cycle 2 the researcher tried to explained about tell show strategy in writing report text, in this case the researcher took a themes in the picture.
Monday, May 22th 2023	2nd Meeting cycle 2	the researcher gave a someone's picture. The student see the picture, and then researcher asked student about the picture. Most of student did not understand.
Saturday, May 25th 2023	Meeting Post -test 2	the researcher gave the student post-test 2. the students' were given some choices report text topics they are Animal, My Idol, Tourist attraction.

Metro, May 2023

The Researcher

Collaborator

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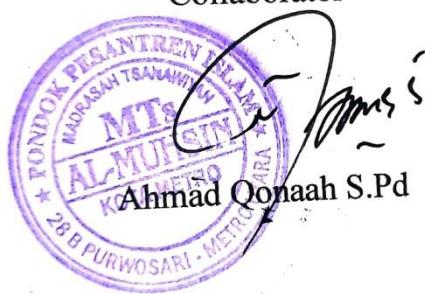
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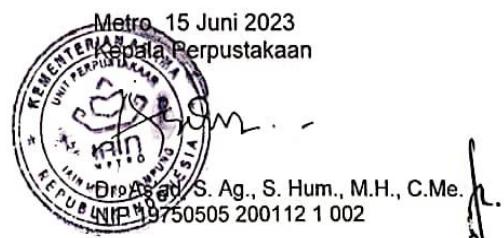
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Wassalamu'alaikumWarohmatullahiWabarokatuh

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Zuhdi Rahmad, M.Pd

USING TELL SHOW STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE EIGHTH GRADERS OF MTS EL MUHSIN METRO

by Arif Ridho Subekti 1901051009

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NPM : 1901051009

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday, Jan 26th 2023	Linda Septiyana	Chapter 1.2.3	
2.	Monday, Jan 30th 2024	Linda Septiyana	Revisi chapter 1.2.3	
3.	Friday, Feb. 3 2023	Linda Septiyana	Acc Seminar Proposal	

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Dosen Pembimbing

Linda Septiyana, M.Pd
NIDN. 2016099001

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Semester : VIII

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1.	Wednesday/ 26th April 2023	Linda Septiyana	Instrument	
2.	Tuesday/ May 4th 2023	Linda S	Acc Instrument	

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Program Studi : TBI
Semester : VIII

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1.	Monday/ June .12th 2023.	Linda Septiyana	Chapter 4, 5 Appendix	
2.	Monday/ June, 19th 2023	Linda Septiyana	Abstract, Aa Munaqosyah	

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CURRICULUM VITAE

The name of writer is Arif Ridho Subekti. He was born in Baradatu, on August 14th 1999. He is the fourth child of Mr. Sukindro and Mrs. Siti Khomsiah (deceased). He enrolled at Elementry School 1 Bhakti Negara in 2005-2011. After that, He continued to Junior High School YP 17 Baradatu in 2011-2014. Moreover, He continued to Madrasah Aliyah Al Muhsin Metro in 2014 – 2018. In 2019, He registered as S-1 student of English Education Department of IAIN Metro.