AN UNDERGRADUATE THESIS

IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT SKILL THROUGH SLOW CaPS STRATEGY AT THE TENTH GRADERS OF MA DARUL AMAL METRO BARAT

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/ 2018 M

IMPROVING STUDENTS WRITING DESCRIPTIVE TEXT SKILL THROUGH SLOW CaPS STRATEGY AT THE TENTH GRADERS OF MA DARUL A'MAL METRO IN ACADEMIC YEAR 2017/2018

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Kepada Yth.,
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di-
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Assalamu'alaikumWarahmatullahi Wabarokatuh
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi
yang disusun oleh:

Nama   : **RIZKI APRILIANI**
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Judul Proposal : **IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT SKILL THROUGH SLOW CaPS STRATEGY AMONG TENTH GRADERS OF MA DARUL AMAL METRO BARAT**

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

Wassalamu'alaikum Warahmatullahi Wabarokatuh

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To: The honorable the Dean of Tarbiyah Faculty of

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Assalamu'alaikumWarahmatullahi Wabarokatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name   : **RIZKI APRILIANI**
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Title   : **IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT SKILL THROUGH SLOW CaPS STRATEGY AMONG TENTH GRADERS OF MA DARUL AMAL METRO BARAT**

It has been agreed, so it can be continued to The Tarbiyah Faculty in order to be examined on the munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarokatuh

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RATIFICATION PAGE
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An Undergraduate Thesis entitled: **Improving Students Writing Descriptive Text Skill Through SLOW CaPS Strategy Among Tenth Graders of MA Darul Amal Metro Barat.**

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IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT SKILL THROUGH SLOW CaPS STRATEGY AT THE TENTH GRADERS OF MA DARUL AMAL METRO BARAT

ABSTRACT

By:

RIZKI APRILIANI

This research is aimed to find out whether the *SLOW CaPS* strategy can improve the students' writing descriptive text skill at the tenth graders of MA Darul Amal Metro Barat. This research is classroom action research. In collecting the data, this research used test, observation, documentation to collect the data.

In this research, the researcher used clasroom action research. This classroom action research was conducted by 2 cycles. There are four steps in each cycles, such as : planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research are the tenth graders of MA Darul Amal Metro Barat. This research used 25 students as object of research. To prove whether the hyphotesis was accepted or rejected, the researcher used average formula.

The invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 57,4 and post test 67,2 and post test from cycle II was gained the average score 73,8. The result of cycle II was higher than the result of post-test at cycle I. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can write descriptive text correctly. It means that the use of *SLOW CaPS* strategy could improve the students writing skill at the tenth graders of MA Darul Amal Metro Barat.

MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPTIF SISWA MENGGUNAAN SLOW CaPS STRATEGI PADA KELAS X MA DARUL AMAL METRO BARAT

ABSTRAK

Oleh:

RIZKI APRILIANI

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah strategi *SLOW CaPS* (X) dapat meningkatkan kemampuan menulis deskriptif siswa (Y) pada kelas X MA Darul Amal Metro Barat. Dalam pengumpulan data, penelitian ini menggunakan tes tertulis, observasi, dan dokumentasi.

Jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas X MA Darul Amal Metro Barat. Penelitian ini menggunakan 25 siswa sebagai objek penelitian. Untuk membuktikan hipotesis diterima atau ditolak, penelitian ini menggunakan rumus rata-rata.

Temuan penelitian ini menunjukan bahwa ada peningkatan dari siklus I ke siklus II. Hasil dari data pada siklus I, mendapatkan nilai rata-rata pre-test adalah 57,4 dan post test 67,2 dan dari siklus II diperoleh nilai rata-rata 73,8 Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Kondisi kelas menjadi lebih aktif selama proses pembelajaran dan sswa dapat menulis dengan benar. Ini berarti bahwa penggunaan strategi *SLOW CaPS* dapat meningkatkan kemampuan menulis siswa pada kelas X MA Darul Amal Metro Barat.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is original except certain parts of it is quoted from the bibliography mentioned.

Metro, 15 Desember 2017

The Researcher,

RIZKI APRILIANI

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Jurusan	: Tadris Bahasa Inggris (TBI)
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Desember 2017

Penulis,

RIZKI APRILIANI

NPM. 13108277

MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمْ ۗ

Allah does not change a people's lot unless they change what is in their hearts.
(**QS. Ar Ra'd 13:11**)

"Never put your hopes to the Human"

DEDICATION PAGE

This undergarduate thesis would highly dedicated to:

1. **ALLAH Swt**, *who give me help so I can finish this research.*

2. *My beloved parents Mr. Teddy and Mrs. Marsiah, Mr. Anang and Mrs. Dini, and also my dearest grand Parents Mr. Wijaya and Mrs. Heni, Mr. Maryakun and Mrs. Tukiyem who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.*

3. *My beloved brother and sisters are Ridho (alm), Anisa, Hani, Hanna, Tata, and Yuka thanks for your kindness, support, and prayer.*

4. *My beloved and my special one Mahfud Fazri, thanks for your care, effort, and love.*

5. *My sponsor Mr. Drs. Kuryani Utih, M. Pd and Mr. Ahmad Subhan Roza, M.Pd as my co sponsor also as a consultant of this research proposal. Thanks for all of your suggestion, recommendation and support for this research proposal from beginning till the end.*

6. *My beloved friends Afif, Rialita, Riska, Fiya, Eva, Diaz, and who cannot I mention it one by one, thanks for your care, help, and support.*

7. *My wonderful friends in TBI 2013 especially my classmates of TBI F members. Keep our friendship.*

8. *My family in my boarding house mba Rahma,the prettiest girl who always have interesting stories. And for Iin, Yanti, Nenny, and Liya, thanks for being my new family and accompany me all the times.*

9. *Thanks for Headmaster, English teacher, and the students at the tenth grade of MA Darul Amal Metro Barat who allowed me to conduct the research there. Also for my pretty collaborator Mrs. Husnil Fajariah, S. Pd, thanks for your kindness, help, and support.*

10. *My almamater IAIN Metro, as part of the best things in my life.*

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All praises due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the researcher could finish this research successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:

1. Prof. Dr. Enizar, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.

2. Dr. Akla, M.Pd., as the Dean Tarbiyah and Teacher Training Faculty.

3. Ahmad Subhan Roza, M.Pd., as the Head of English Education Department

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7. My beloved brothers and sisters are Ridho, Anisa, Hani, Hanna, Tata, and Yuka, thanks for your kindness, support, and prayer.

8. My wonderful friends in TBI 2013 especially my classmates of TBI F members, Keep our friendship. And for my beloved friends also who cannot I mention it one by one, thanks for your attention and support.

9. The big family of MA Darul Amal Metro Barat who allowed me to conduct the research there.

10. My almamater IAIN Metro.

Finally, this research was expected to be able to provide useful knowledge and information to the readers.

Metro, 15 December 2017

The researcher,

Rizki Apriliani

St. ID. 13108277

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is an International language that is very crucial to be mastered by many people around the world. It played many kinds of important rules in the process of communication both of in oral and in written. By mastering English, it is very effective to gain important information and knowledge stated in English. English consist of receptive language skills and productive language skills. Receptive language skills cover reading and listening skill. Meanwhile, productive language skills cover speaking and writing skills. All of the four language skills above have their own important functions in the process of communication. In order to master English language skills, there must be certain great effort done by the people who would like to use English.

In line with language skill in English above, writing is one of the important language skills that refer to productive language skills.Writing skill can be interpreted as a language skill used to communicate the mind or idea by using written symbols so that other people who read it will understand what the researcher means. The way that the researcher used to express the important message in the process of writng is in form of written language. It has the same point that writing is as a media to express feeling and self expression sothat it can be enjoyed not only for the researcher itself but also

for the readers. Therefore, writing has many kinds of benefits not only for delivering the researcher's message but also for enriching vocabularies and the structure of sentences.

However, writing is not an easy matter. There are many problems in writing which comes from the inside of researchers and outside of them. The writing problems in writing which comes from the inside of researchers are having low motivation to write and unconfident to practice writing, having lack of vocabularies and grammatical mastery. In addition, some of people tend to be afraid to write because they do not have ideas to write and they have difficulties in organizing their ideas. Furthermore, the writing problems which comes from the outside of researcher are incondusive environment which rarely supported the researcher to write and practice writing in English, limited learning media to be used to support writing. Moreover, it is also hard for the researcher to have good writing performance if they are not instructed by using appropriate teaching strategy.

In relation with the general writing problem above, it was found that there was a specific writing problem as the result of pre-survey by the researcher which was done on April, 17th 2017 at MA Darul Amal Metro Barat. The data of pre-survey was the average score of student writing assignment related on writing descriptive text during the first semester which is provided in the following table.

Table 1

Pre-survey Data Result of Writing Assignment Related on Writing

Descriptive Text Among Tenth Graders of MA Darul Amal Metro Barat

No.	Nama	Score	Criteria
1	Afifah Fajar Imani	76	Complete
2	Afifah Hikmawati	61	Incomplete
3	Aghnia Saumi	81	Complete
4	Ani Latifatul Azizah	64	Incomplete
5	Anisa Soviana	75	Complete
6	Arofatul Iatiqomah	63	Incomplete
7	Azizah Indaswari	63	Incomplete
8	Ayu Fatma Aggraini	62	Incomplete
9	Dea Agustina	64	Incomplete
10	Deni Astuti	87	Complete
11	Diah Nur Azizah	66	Incomplete
12	Ecah	77	Complete
13	Elisa	64	Incomplete
14	Indah Setiawati	62	Incomplete
15	Ita Uswatun Khasanah	66	Incomplete
16	L. Anggun P.	63	Incomplete
17	Lailatul Kusniati	75	Complete
18	Luluk Febriani	64	Incomplete
19	Miftahul Jannah	82	Complete
20	Mutiara Lutfi Zakia	63	Incomplete
21	Novita Hidayati	64	Incomplete
22	Putri Khanifatul N.	85	Complete
23	Resma Gami Melati	81	Complete
24	Ria Diantika	64	Incomplete
25	Roman Tiara	64	Incomplete

26	Sa'diyatul Khasanah	64	Incomplete
27	Selfiana Saumi	63	Incomplete
28	Siti Fatimah	62	Incomplete
29	Siti Mutoyaroh	63	Incomplete
30	Siti Rosidah	62	Incomplete
31	Solehatun	61	Incomplete
32	Sri Widayanti	60	Incomplete
33	Sukma Inayah	61	Incomplete
34	Yesti Hastining Dewi	61	Incomplete
35	Yuni Erniati	60	Incomplete

Source : Documentation of English Test Taken on April, 17th 2017.

In line with the data of pre-survey provided on the table above, descriptive text as one of the text types stated on the basic competence of teaching writing at senior high school was not simple as tought. At the beginning of writing activity, including writing descriptive text, students have to find out the ideas to write about something. Unfortunately, getting and generating ideas in writing descriptive text were difficult to do by the students.

In addition, the result of pre-survey above was categorized into two kinds of criteria such as Incomplete and Complete based on the Minimum Mastery Criterion. The catagorization of pre-survey result was provided in the following table :

Table 2

Passing Grade Criteria

No	Grade	Explanation	Total of Students	Presentage
1.	≥ 75	Complete	8	22,9%
2.	≤ 75	Incomplete	27	77,1%
Total			**35**	**100%**

Source : Documentation of English Test Taken on April, 17th 2017.

Based on the pre survey data above the researcher found that most of students were not able to reach grade of 70 as the Minimum Mastery Criterion (MMC) yet. The students can be successful in achieving the material if 70% of the students in the class get at least 70. However, there were only 22,9% of students that were able to complete minimum mastery criterion. It was because there were only eight of thirty five students were able to achieve minimum mastery criterion. Therefore, it was concluded that the writing skill of descriptive text in the tenth grade students of MA Darul Amal Metro Barat was insufficient.

All in all, in order to overcome the problem above, it was important to apply a teaching strategy that was effective to improve students' writing skill. Because of the reasons above, the researcher have proposed an alternative strategy that was "*SLOW CaPS*". This strategy was an effective tool for prewriting stage of the writing process, and it helped students to improve the ideas before they organized it into a paragraph. In relation with the reasons stated above, the researcher proposed a title of this research **"IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT**

THROUGH SLOW CaPS STRATEGY AMONG TENTH GRADERS OF MA DARUL AMAL METRO BARAT".

B. Problem Identification

Based on the background of study above, the problem can be identified, as follows :

1. The students have lack vocabulary and grammatical mastery to write descriptive text.

2. The students felt hard to write descriptive text.

3. The students did not have ideas and get difficulties in organizing their ideas.

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

5. Most of the students were difficult to write certain words correctly.

6. The using of strategy in teaching writing was still unoptimal.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem that the students have difficulties in organizing their ideas and difficult to write certain words correctly in writing descriptive text skill of the tenth grade students of MA Darul Amal Metro Barat. The researcher will apply SLOW CaPS strategy in learning English especially in writing descriptive text.

D. Problem Formulation

In line with the previous discussion in the background of the study, the objectives of this research, as follows: "Can by using SLOW CaPS strategy improve students' writing descriptive text and their learning activity at tenth graders of MA Darul Amal Metro Barat?".

E. Objectives and Benefits of The Study

1. Objectives of The Study

In line with problem formulation above, this research has an objective to improve the students' writing descriptive text skill and their learning activity by using SLOW CaPS strategy at tenth graders of MA Darul Amal Metro Barat.

2. Benefits of The Study

a. For English teachers as an alternative strategy

Hopefully this research would give contribution as alternative strategy to the teachers in solving the problems in the class.

b. For students as a development strategy

The result of this research was hoped that the students can easily create a descriptive text by using SLOW CaPS strategy and develop their skill in writing.

c. For headmaster as a problem solving

From this research, it was hoped that the headmaster can use this strategy to be applied in the classroom as a problem solving in learning process of English.

CHAPTER II

THEORITICAL FRAMEWORK

A. The Concept Of Writing Descriptive Text Skill

1. The Concept Of Writing

a. The Definition of Writing

Writing is an activity which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. According to Brown, he states that "writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive".[1]

Moreover, Susan says that "learning to write is seen as a natural process supported by the teacher who creates a motivating working context with real purposes and audiences".[2]

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

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[1] H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

[2] Brindley Susan, *Teaching English,* (London: Routledge, 2005), p. 172

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

Furthermore, Harmer says that " writing as a skill, is basic language skill just as important as speaking, listening, and reading".[3] The researcher aims that the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation.

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader can understand the meaning.

b. **The Process of Writing**

According to Jhonson, he says that "the process of writing are divided into five steps",[4] there are as follows :

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[3] Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), p. 79
[4] Jhonson Andrew. P, *Teaching Reading and Writing: A Guidebook For Tutoring And Remediating Students,* (United States of America: Rowman and Littlefield Publishing Group, 2008), p. 179

1) Prewriting

This step is used to generate ideas. Listing, brainstorming, outlining, and silent thinking are all ways to generate ideas.

2) Drafting

Drafting is the researcher's first attempt to capture ideas on paper as the selection of a subject and organizing the information about the subject. Also it is used as the connection among those clusters.

3) Revising

This step is the heart of the writing process. After it has completed the preliminary draft, it needs to stand back of the text and evaluates the choices to create a piece of writing.

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. If researchers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers.

5) Publishing and sharing

This step is where students' writing would be shared with their friends, and also at this time the writing becomes real and alive.

c. The Types of Writing

There are several kinds or types of writing. According to Harmer, he says that "the types of writing we get students to do, will depend on their age, interest, and level".[5] Here are the following types:

1) Narrative

A narrative is a text that tells a story. Narrative are generally imaginative but can be based on real events. It can be variety of form, such as short stories, myths, poems, and fairytales.[6]

2) Description

A descriptive text tells about a certain topic or story. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write descriptive text the researcher can could choose a person, place, event, object, or experience and describe it throughly using many sensory details.

3) Exposition

An exposition aims to present ideas in the form of a logical argument, encouraging the reader to agree with the researcher on the particular issue being addressed.[7]

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[5] Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), p. 80
[6] Maureen Hyland, *Writing Text Types: A Practical Journal,* (Greenwood: R.I.C. Publications, 2009), p. iii
[7] *Ibid,* p. iv

4) Argumentation

An argumentative text makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentative text by deciding on a topic such as something about belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the text to argue the point and convince the reader.

2. The Concept Of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. According to Barbara, she said that "Description adds an important dimension to our lives because it moves our emotion and expands our experience".[8] In addition to informing and interesting other, description adds to enjoyment of life.

In other words, descriptive text may come in any forms, such as text books, encyclopedia, or essay test answers. Descriptive

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[8] Barbara fine Clouse, *The Student Write*, (New York: Mc Graw-Hill Companies, Inc., 2004), p. 142

text is the type of text that consists of two main parts, there are identification and description ;

1) Identification

It identifies a particular person, place, or thing to be described. The identification can be in the form of definition.

2) Description

It contains subtopics. They describe parts, qualities, and characteristics. [9] It means that descriptive text is able to provide detail information about the particular thing in order to make the readers understand what the researcher means.

Furthermore, descriptive text talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities. The subject being described is explained as clearly as possible so that the reader or listener are able to see or image the subject in their mind clearly as the author sees in his/hers.

b. **The Purpose of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. So, the purpose of descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.

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[9] Th. M. Sudarwati And Eudia Grace, *Look Ahead,* (Jakarta: Erlangga, 2007), p. 172

As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 3
Purpose for Description[10]

Purpose	Description
To entertain	An amusing description of a teenager's bedroom.
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit.
To persuade (to convince the reader that some	A description of a degrading music vide.

[10] Th. M. Sudarwati And Eudia Grace, *Look Ahead,* (Jakarta: Erlangga, 2007), p. 143

music videos degrade woman)	

Although it can serve a variety of purposes, description is most often expressive, so it most often helps researchers share their perceptions.

c. **The Language Features and Structure of Descriptive Text**

The generic structures of a description are as follows :

1) Identification : identifies the phenomenon to be described.

2) Description : describes features in order of importance:

    a) Parts/ things (physical appearance)

    b) Qualities (degree of beauty, excellence, or worth/ value)

    c) Other characteristics (prominent aspects that are unique).[11]

The generic features of a description are as follows :

1) Verb in the present tense.

2) Adjective to describe the features of the subject.

3) Topic sentences to begin paragraphs and organize the various aspects of the description[12]

The language features in descriptive text are[13]:

1) The use of adjectives and compound adjectives.

[11] Marsilah, *Metode Cling Bahasa Inggris*, (Yogyakarta: Pustaka Widyatama, 2014), p. 72

[12] Mark Anderson, and Kathy Anderson, *Text Type in English 3*, (Australia: McMillan, 1998), p. 26

[13]*Ibid*, p. 73

Examples :

a) A five hundred seated football stadium.

b) A beautiful ancient Roman opera house.

2) The use of linking verbs and action verbs.

Examples :

a) The temple is so magnificent.

b) The tample consists of five terrace.

3) The use of simple present tense.

Examples :

a) The museum houses hundreds of greek statues.

b) The hotel provides 450 rooms and a large swimming pool.

4) The use of degree of comparison.

Examples :

a) The weather in Jakarta is hotter than Bandung.

b) Bogor has the same weather as Ungaran.

3. **The Measurement of Writing Descriptive Text Sill**

In evaluating of writing, According to Brown, there are six general Categories that are often the basis for evaluation of students writing. As follows :

Table 4

Scoring Technique of Writing Skill by Brown[14]

	SCORE	CRITERIA
Content	0 – 24	➢ Related ideas ➢ Development of ideas through personal experience, ilustration, facts, or opinion ➢ Use of description
Organization	0 – 20	➢ Effectiveness of introduction ➢ Logical squence of ideas ➢ Conclusion ➢ Appropriate length
Discourse	0 – 20	➢ Topic sentence ➢ Paragraph unity ➢ Fluency ➢ Variation
Syntax	0 – 12	➢ Fiew error of tense, number, word order function, articles, prepositions, pronouns
Vocabulary	0 – 12	➢ Effective word or idiom choice and usage ➢ Word form mastery

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[14] H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 356 to 358

		➢ Apropriate register
Mechanics	0 – 12	➢ Spelling
		➢ Punctuation
		➢ Neatness and appearance
TOTAL	100	

B. The Concept of SLOW CaPS Strategy

1. The Concept of SLOW CaPS Strategy

a. The Definition of Strategy

The word "strategy" at the first time is known in the military as the strategy of war. But, in the education context strategy is used as the planning to reach the purpose of education. Talking about strategy there are three terms that must be differentiated because these terms used in teaching learning activity and people often confuse with these terms, they are approach, method, technique, and strategy.

According to Brown, he defines that technique as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson activities.[15]

Additional definition according to Edward Anthony, he identified three levels of conceptualization and organization, which

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

he termed "approach, method, and technique".[16] The organizational key is that technique carry out a method which is consistent with an approach.

According to Kemp, he explained that "learning strategy is learning activity done by teacher and students to reach the purpose of learning effectively and efficiently".[17]

According to Gerlach and Ely, they stated that "learning strategy are ways choosen by the teacher to teach learning material for students in the certain environtment of learning".[18]

Based on the experts explanations above, the researcher conclude that strategy is implementation which actually takes place in a classroom of doing an activities and ways, that is done by the teacher to make use of learning resources so that reach the purpose of learning effectively. This statement is supported by Kozma, explained that "strategy as the activity that is done by the teacher to fasilitate (teacher as the fasilitator) students so that the purpose of learning can be reached"[19]

So, *SLOW CaPS* is one of the strategies in teaching writing because it is a teachers' strategy which implemented in the classroom.

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

[17] Suyadi, *Strategi Pembelajaran Pendidikan Karakte,* (Bandung: PT. Remaja Rosdakarya Offet, 2013), p. 13

[18] *Ibid*, p. 13

[19] Wina, Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.* (Jakarta: Kencana, 2008), p.

b. The Definition of SLOW CaPS Strategy

According to Steven and Angeleque, they say that "SLOW CaPS (Show the type of paragraph in the first sentence; List the type of details you plan to write about; Order the details; Write the details in complete sentences and cap off the paragraph with a Concluding, Passing, or Summary sentence) is used to facilitate step memorization".[20]

SLOW CaPS Strategy is good way to improve students' skill in writing a text and essay. It can turn a board subject into a limited and more manageable topic for short essay or text.

According to Mason and Graham, they state that "teacher should use mnemonic writing strategies to assist exceptional education students".[21] Then Graham and Perin state, that "there are various examples of mnemonic, such as; PLAN (Pay attention to the prompt, List the main ideas, Add supporting ideas, Number your ideas), WRITE (Work from your plan to develop your thesis stantement, Remember your goals, Include transition words for each paragraph, Try to use different kinds of sentences, and Exciting), SLOW CaPS (Show the type of paragraph in the first sentence, List the type of details you plan to write about, Order the details, Write the details in complete sentences and cap off the

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[20] Steven G. Little and Angeleque Akin-Little, *Academic Assessment and Intervention*, (New York: Routledge, 2014), p. 248

[21] William B. Russell, Stewart Waters, and Thomas N. Turner, *Essentials of Middle and Secondary Social Studies,* (New York: Routledge, 2014), p. 118

paragraph with a, Concluding and, Passing or, Summary sentence), PENS (Pick a formula, Explore words, Note the words, Search and check), COPS (Capitalization, Organization, Punctuation, Spelling), and ANSWER (Analyze the Action words in question, Notice the requirements of the quest, Set up an outline, Work in the detail, Engineer your answer, Review your answer)".[22]

In general, mnemonic is a memory aid, such as an abbreviation, rhyme or mental image that helps to remember something. It is suitable with Merriam Webster statement, she state that "mnemonic for English language learner is something (such as word, a sentence, or a song) that helps people remember something (such as a rule or a list of names)".[23]

From the explanation above, it can be known that SLOW CaPS is the one of kinds of mnemonic for English language learner. This strategy is effective to help students in memorizing the words and the ideas.

Furthermore, according to Russel, Turner, and Stewart, they state that "the students can follow the SLOW CaPS mnemonic for paragraph specific writing strategies".[24]

From the previous concept stated before, it can be known that SLOW CaPS is effective for improving the students' skill in

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[22] *Ibid,* p. 345

[23] Merriam Webster, *Definition of Mnemonic,* (English: Merriam-Webster Incorporated, 2011), p. 346

[24] William B. Russell, Stewart Waters, and Thomas N. Turner, *Essentials of Middle and Secondary Social Studies,* (New York: Routledge, 2014), p. 118

writing paragraph. SLOW CaPS is an acronym from eight strategies for each letter, those are; S for Show the type of paragraph in the first sentence, L for List the type of details you plan to write about, O for Order the details, W for Write the details in complete sentences and cap off the paragraph with a, C for Concluding, P for Passing, and S for Summary the sentence.

SLOW CaPS strategy can be used to generate material for a paper. It is a useful strategy in writing because it permits the student to develop a topic with an open mind.

In this chapter the researcher focus on SLOW CaPS strategy because it is more appropriate to helps the students in organizing the word. This strategy can help the students to stimulate their ideas and to organize them before they develop it into paragraphs.

The teacher can teach the students how how to use SLOW CaPS in helping the students to write a text. The teacher can adapt this strategy and use it in writing a text, because basically this strategy is the same with writing process. This strategy guide the students how their start writing and generate their idea.

Furthermore, the researcher conclude that the application of SLOW CaPS strategy in teaching, begins with a key word or the type of paragraph that placed in the first sentence which the student list the type of details plan to write, then jots down the words into a

simple paragraph or short phrases. By applying this strategy in teaching writing a descriptive text, can improve the students' motivation to write, to generate their ideas, and to make them interested in learning writing a descriptive text.

2. **The Purpose of SLOW CaPS Strategy**

   According to Aldenderfer and Blashfield, they classify the goals of SLOW CaPS strategy into four categories[25]:

   1) To facilitate strategy step memorization.[26]

   2) To develop a typology or classification.

   3) To investigate useful conceptual schemes for grouping entities.

   4) To aid in the generation of hypotheses.

   5) To test hypotheses

   From the explanation above, the researcher conclude that SLOW CaPS strategy is able to give suggestions about how specific sets of words are organized or correlated. Then, the categories or classes are very important as they are the basic elements to build new concepts, and concepts are the basis of human knowledge.

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[25] Khosrow Mehdi, Pour, *Encyclopedia of Information Science and Technology,* (United States of Amerika: Idea Group Inc, 2005), p. 2797

[26] Mona Liza and Refnaldi, *PLEASE, Strategy in Descriptive text, Journal of English Language Teaching*, (Padang : Universitas Negeri Padang) Vol. 1, No. 2: 2013., p. 442

3. The Steps to Teach Writing Descriptive Text Using SLOW CaPS Strategy

A In SLOW CaPS, basically this strategy is the same with writing process. This strategy guide the students how their start writing and generate their idea. It is possible to help them in exploring the ideas by adding the specific words related to the topic.

According to Brown, there are several steps in writing strategy in common prewriting techniques using SLOW CaPS strategy, such as:[27]

1) Prepare two sheets of paper.

2) Place the central topic at the centre of the paper. It will serve as the central image.

3) In the first sentence, show the type of paragraph.

4) As quickly as possible, think of as many ideas as you can answer the question on the sheet.

   a) Take between five and ten minutes to list every idea that comes to your mind.

   b) Do not evaluate your idea, that will come later. Just order the details.

5) When you have written down everything you can think of, go over the list to evaluate what you have written. Cross out the ideas that don't fit.

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[27] H. Brown Douglas, *Teaching by Principle; An Interactive Approach to Language Pedagogy,* (San Francisco: Longman, 2001), p. 349

6) Write the details in complete sentences.

In applying this strategy to write a text, there are some steps that should be revise, such as activate the text with an introduction, and supply the supporting detail.[28]

So, the full step in using SLOW CaPS strategy in writing descriptive text are place the central topic at the center of paper, list the ideas about the topic, order the details that have written down, write the details in complete sentence to activate the text with an introduction, supply the supporting detail, the last, end the writing paragraph or text with a concluding, passing or summary sentence and evaluate the work.

According to liza, the procedure in using SLOW CaPS strategy in teaching writing is covered by three steps, such as; pre-teaching activities, whilst-teaching activities, and post-teaching activities.[29] The stages are explained as follows :

1) Pre-teaching Activities

Pre-teaching activities are done at the beginning of the classroom, which is done in order to build the students background knowledge about the topic that they are going to study. In this activity, the students are indtroduced to the topic, for example describing thing. This activity is also trying to get the students' attention and interest.

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[28] Mona Liza and Refnaldi, *PLEASE, Strategy in Descriptive text, Journal of English Language Teaching*, (Padang : Universitas Negeri Padang) Vol. 1, No. 2: 2013., p. 441

[29] *Ibid,* p. 440

2) Whilst-teaching Activities

Whilst-teaching activities, are the activities conducted during teaching process. In this phase, the teacher explains how to use SLOW CaPS in writing process. After that the teacher asks the students to start writing descriptive paragraph.

The steps in teaching writing descriptive by using SLOW CaPS are :

a) The teacher asks the students to pick the topic about their writing. For example, the students write the topic about "My Sphinx Cat"

b) The teacher asks the students to list all ideas about the sphinx cat. So the students can list the ideas as follows;

   ➢ Sphinx cat have several kinds of colour, such as black, chocolate, peach, and tortoiseshel.

   ➢ The cat's personality is sometimes funny and lovely.

   ➢ There are several kinds of shape of Sphinx cat, such as big, litte, short, and tall.

   ➢ There are two kinds of sex of the cat, male and female.

   ➢ They have little hair but not totally hairless.

c) After the students list all ideas about sphinx cat, they are asked to order the details. But, not evaluate it yet. They just plan the best way to organize their ideas by making a simple outline in a piece of paper.

d) Then, the teacher asks the students to write their first sentence about their topic, such as "My sphinx cat is funny cat".

e) Next, the teacher commands the students to supply the supporting sentences in their paragraph with the ideas that they has collected.

f) The last, the teacher reminds the students to end and evaluate their writing.

After the students comlpete their descriptive text, the teacher explains about the generic structure of descriptive text. The generic structure of descriptive text are identification and description. Here are the full paragraph :

My Sphinx Cat

My sphinx cat is the only pet I have. ==He== has ==short== body and a ==little== hair but is not totally hairless as he has peach fuzz over much of his body. His coat is often a warm chamois. My sphinx cat has a ==normal cat proportion==.

I like his tail although my mom says that it is like a rats tail. I love his usual colour varieties including ==tortoiseshel, chocolate, black, lilac,== and so on. He is really an amazing cat. Believe it or not, he is ==very intelligent== cat. He can respond my voice commands.

He is really <mark>funny</mark> as well as my friends get a joke. I love him so much as I love my mother.

The generic structure analysis :

 a) Identification   :

My Sphinx Cat is the only a pet I have.

b) Description   :

He has short body and a little hair but is not totally hairless as he has peach fuzz over much of his body.I love his usual colour varieties including tortoiseshel, chocolate, black, lilac, and so on. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

3) Post-teaching Activities

Post-teaching Activities are the activities that are conducted at the end of the lesson. In this activity, the teacher concludes about the descriptive text.

4. The Advantages and Disadvantages of SLOW CaPS Strategy

Here are the various benefits of SLOW CaPS technique[30] :

1) SLOW CaPS strategy can help the students to improve the students writing skill especially in writing a descriptive paragraph or a text.

2) SLOW CaPS strategy is the practical tool that can enhance creative thinking to become more productive and efficient.

3) SLOW CaPS strategy can help the students how to start their writing, to plan what they are going to write, and also help them to generate their idea while writing.

4) SLOW CaPS strategy help the students to write independently because they can find their own topic and ideas about what they will write.

5) This strategy can make students easier to remember information rather than reading long sentences and motivated to remember the important details.

Others have noted that the learners often feeling overwhelmed when they listing the type of detail and concluding . The rigid rules used for identifying concepts does not make the process simpler or easier to learn and it takes.

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[30]Sean Whiteley, *Memletics Concept Mapping Course*, (New York: Advanogy, 2005), p.9.

5. Action Hypothesis

Based on the frame of the theories and assumptions, the researcher formulated the action hypothesis that the use of SLOW CaPS strategy will be able to improve the students' writing descriptive text skill at MA Darul Amal Metro Barat in Academic Year 2017/ 2018.

CHAPTER III

RESEARCH METHOD

A. Variables and Definition of Operational Variables

1. Variable of Research

a. Independent Variable

Independent variable is the major variable which is hoped to investigate. It was the variable which is selected, manipulated and measured by the researcher. Independent variable of this research was SLOW CaPS strategy which is defined as a strategy in writing descriptive text process to find key words and ideas.

b. Dependent Variable

Dependent variable of this research was the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research was writing descriptive text skill. The improving writing descriptive text skill can be seen after using SLOW CaPS strategy.

2. Definition of Operational Variables

Based on the explanation before, this research consist of two variables, there were using SLOW CaPS strategy as independent variable and students' writing descriptive text skill as dependent

variable. The definition of two variables above can be explained as follows:

a. Independent Variable (X)

Independent variable was a variable which function is to influence the other variable. The Independent variable of this research was SLOW CaPS strategy. This strategy could be used as a strategy in writing descriptive text process to find key words and ideas. The strategy was conducted by writing descriptive text, start from the teacher gave the rules of doing the test, distribute the writing descriptive text through SLOW CaPS strategy and then ask the students to finish the question.

In measuring this variable, the researcher used observation sheet to observe the use of SLOW CaPS strategy. As indicator of success in using SLOW CaPS strategy, can be seen, as follows:

1) The students have good participation in teaching learning process by using SLOW CaPS strategy.

2) This strategy runs well and the students were enthusiastic to follow teaching learning process.

3) The students' achievement of writing descriptive text can be improve by using SLOW CaPS strategy in teaching learning process.

b. Dependent Variable (Y)

Dependent variable was a variable that can be influenced by an independent variable. The dependent variable of this research was writing descriptive text that can be defined as knowledge of student in finding the key word in a topic such us; characters, place, time, and so on.

In measuring this variable, the researcher used written test as a tool to measure the students' writing descriptive text skill. The test consists only one question in description test. The indicator of students' writing descriptive text mastery, as follows:

1) The student can write certain words correctly and organizing their ideas.

2) The students' can get high score in writing descriptive text.

B. Research Settings

1. Place

This research have done at MA Darul Amal Metro Barat. The students were coming from various places and they must stay at dormentory because this school is boarding school. But most of them were coming from the village surrounded Metro Barat. Sometimes the students felt boring to the old strategy when they study English in the classroom, that is why the researcher choosen this school to apply SLOW CaPS strategy to improve students' writing skill in descriptive

text and to call their motivation when studied English writing especially.

2. **Time**

This research have done on the first semester. The researcher choosen one of basic competence in English material. The basic competence was to arrange the interaction text, short and simple spoken and written transactional in an activity related to ask and giving information about self involves social function, text structure, and useful with context in language.

3. **Cycle**

Because the researcher choosen classroom action research (CAR), so the researcher used two cycles to determine the success of the strategy used. The number of required cycles was depend on the success criteria. If the success criteria has been already achieved in the second cycle, then the cycle can be stopped. After that, the researcher would like to analyze the obtained data.

C. **Research Subject**

The subject of this research were the students at the tenth grade of MA Darul Amal Metro Barat, in the first semester. The number of the students were 25. The researcher choosen this class based on the interview result with the English teacher of MA Darul Amal Metro Barat. The teacher suggested to choose class X IPA 1 among the other tenth grade classes

because she said that most of students have low achievements score and low motivation in studying English especially in studying writing in the classroom. That is why the students need apropriate strategy and technique to assist them in improving their writing skill score.

D. Research Procedure

According to Jean McNiff, he stated that, "Action research share certain sets of beliefs, commitments, and hopes. What they do (action research) is a set of practices which demonstrates those beliefs, commitments, and hopes in practice."[31]

According to Muslich, he stated that "classroom action research is the kinds of research which is used to solve the problem in learning activity by apply it directly in the classroom".[32]

Based on the statement above, the researcher concluded that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helped the teacher to solve problem by applying a method, strategy, or technique as an alternative way leading to innovation.

The researcher used Classroom action research that was done by collecting data and information systematically through four steps. In the

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[31]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002) Second Edition, p.15

[32]Mansur, Muslich. *Melaksanakan PTK (Penelitian Tindakan Kelas) Itu Mudah, Classroom Action Research Pedoman Praktis Bagi Guru Profesional,* (Jakarta: Bumi Aksara, 2012), p. 8

classroom action research, the researcher held the research in two cycles. Each cycle consist of planning, acting, observing, and reflecting. Here were the explanation :

1. Planning

In this section, the researcher planed the planning that consist of three activities. The activity started with arranging the way to solve the problems. Next, the researcher arranged the way to test the hypothesis and prepares the instrument. And the last, the researcher arranged the lesson plan, the materials, and the objectives of learning process in the classroom.

2. Acting

In the acting phase, teaching and learning activity in the lesson plan was applied by researcher and teacher.

3. Observing

Because the researcher also used the collaborator classroom action research, so the observing activity also done in the same time with acting activity in learning process. When the observing process, it was important to researcher noticed and collected the data about the conditions and the problems faced in the classroom. This phase held in the post test.

4. Reflecting

This was the last phase for the researcher and the teacher. After finish the three steps of classroom action research before, finally the

collaborator and the researcher discussed and analyzed together the data as the result. After that, the conclusion of this phase can answer whether the SLOW CaPS strategy can improve students' writing descriptive text or not.

The researcher describes the cycles through the scheme of action research design by Kurt lewin as follows:

Figure 3.1
Kurt Lewin's Action Research Design
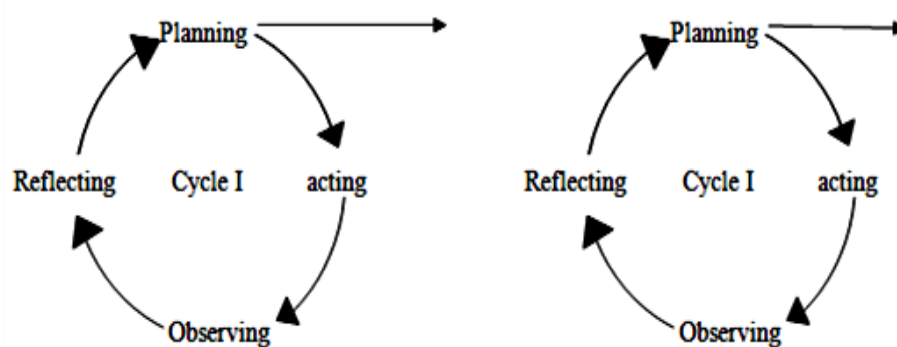
Source: Adapted from Jean McNiff[33]

For the specific explanation, here are the activity that includes in each cycle:

a. Cycle I

   1) Planning

     a) Preparing the lesson plan

     b) Preparing the materials of writing descriptive text

     c) Preparing the form of pre test and post test.

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[33]*Ibid*, p.41

2) Acting

 a) The teacher greeted and tried to motivate the students about the objectives their study so that they can get the point in the learning process.

 b) The teacher gave them the form of pre test.

 c) The teacher explained the materials about writing descriptive text by using SLOW CaPS strategy.

 d) The teacher gave the form of post test to the students.

 e) If the students have finished the post test, then the researcher made a discussion with the student about the answer.

3) Observing

 a) The researcher observed the condition in the classroom and evaluates the result of the test.

4) Reflecting

 a) Commonly, in the first cycle students were still not too understand in answering the test about writing descriptive text using SLOW CaPS strategy.

 b) Also in this cycle, they still faced many problems in answering the question such as vocabulary, grammar, etc. So the second cycle is needed to be done.

b. Cycle II

   1) Planning

      a) Preparing the lesson plan

      b) Preparing the materials of writing descriptive text

      c) Preparing the form of pre test and post test

   2) Acting

      a) The teacher greeted and tried to motivate the students about the objectives their study so that they can get the point in the learning process.

      b) The teacher explained the materials about writing descriptive text by using SLOW CaPS strategy.

      c) The teacher gave the form of post test to the students.

      d) If the students have finished the post test, then the researcher made a discussion with the student about the answer.

   3) Observing

      a) The researcher observed the condition in the classroom and evaluated the result of the test after doing the second cycle.

   4) Reflecting

      a) In the second cycle commonly students looked more anthusiastic than the first cycle. The students have made a significant result. Then, the researcher and the teacher made an agreement if the target was not achieved, the action will

be continued to cycle 3, but if the target was achieved, the action will be stopped.

E. Data Collecting Technique

In this research, the researcher choosen Classroom Action Research (CAR) as her research. For more explanation, there were the following data:

1. **Observation**

   In the observation phase, the researcher can document the interaction in the classroom and every event that occured. According to Anne, "observation is being used in the sense of taking regular and conscious notice of classroom actions and occurence which are particularly relevant to the issues or topics being investigated".[34] The researcher will help by the teacher as the collaborator to observe and get description directly about the students participation in the learning process. This section was taken in each cycle to get the data about the implementation of SLOW CaPS strategy to improve students' writing descriptive text.

2. **Test**

   As the researcher, the researcher used test to collect the data. In this research, the test that was used by the researcher was written test. The test were devided into two kinds, pre-test and post-test.

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[34] Anne Burns, *Collaborative Action Research for English Language Teacher,* (United Kingdom: Cambridge University Press, 1999), p. 80

a. Pre-test

The researcher gave pre-test in the first meeting before doing the treatments to know the ability of students before doing the action research.

b. Post-test

The post-test, it was given by the researcher after doing the treatments to find out whether the treatment gave any contribution to the students' achievment in the class or not. The improvement can be seen if the average score of post-test is higher than pre-test. This step will be done after the treatment can improve students' writing descriptive text skill through SLOW CaPS strategy.

3. **Documentation**

Documentation was collection of various documents that was relevant to the research. The document can consist of students' questions worksheet and answer, student records and school profile, classroom materials, lesson plans, and so on.

4. **Field Note**

In this research, the researcher used field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher taken field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

Research instrument was helping tool or facility in collecting data.

Here was the explanations:

Table 6
The Form of The Test

No	Concept	Indicators	Items
1.	Writing test	➢ The students can organize their idea. ➢ The students can make sentences that is suitable with the topic and content of writing descriptive text.	1
Total Items			**1**

1. The instrument used by the researcher on writing descriptive text were test guidence, as follows:

Pre-test was given before the treatment in order to identify how far the students' level on writing descriptive text. Post-test was given after the treatment, in order to identify the improvement of the students' level on writing descriptive text. The researcher used written test. The researcher asked the students to answer the question and make a paragraph based on the topic by using *SLOW CaPS* strategy. The material that it tested about descriptive text. The researcher used one item for pre-test and one item for post-test.

3. The instrument that is used by the researcher in observation method was observation guidance, as follow;

    a. Observation the location sketch of MA Darul Amal Metro Barat.

    b. Observation the establishment of MA Darul Amal Metro Barat.

    c. Observation about building of MA Darul Amal Metro Barat.

4. The instrument used by the researcher in documentation method is documentation guidance, as follow;

    a. Documentation about teachers and official at MA Darul Amal Metro Barat.

    b. Documentation about students of MA Darul Amal Metro Barat.

    c. Documentation about the organization structure of MA Darul Amal Metro Barat.

G. Data Analysis Technique

The researcher conducted data analysis by using a statistical technique in scoring the pre test and post test. Here are the following formula :[35]

$$P = \frac{F}{N} x 100\%$$

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[35] Donald Ary *et. Al.*, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

Notes: P   = Persentage of Students Activity

F   = The total number of students' scores

N   = Number of students

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

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N   = Number of students

H. Indicator of Success

The research called success if 70% of the students get minimum score 70 and the students learning activity could improve in writing descriptive text. If the target has been already achieved, then the cycle can be stopped.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Research Result**

1. **Description of Research Setting**

a. **Brief History About The Establishment of MA Darul A'mal Metro Barat**

This classroom action research was conducted at MA Darul A'mal Metro that is located at Jl. Pesantren, Mulyojati 16b, West Metro, Metro city. It was established on 1990.

MA Darul Amal Metro Barat have changed the leader for seven times. This school had been led by the following principals :

- KH Syamsudin Thohir   1991 - 1995

- H Istadi   1995 - 1998

- Zainal Abidin   1998 - 2000

- Sukardi   2000 – 2004

- Muhadi Habib   2004 - 2006

- Dra. Susiyati   2006 - 2011

- H. Sutrisno, M.Pd   2011 – now

b. **Facilities and Infrastructure of MA Darul A'mal Metro Barat**

The facilities and infrastructure of MA Darul a'mal Metro Barat in academic year of 2017/2018 can be identified as follows;

Table 6
The Facilities and Infrastructure in MA Darul a'mal Metro Barat

No	Facilities	Good	Slightly damaged	Seriously damaged	Total
1.	Principal room	1			**1**
2.	Vice Principal room	1			**1**
3.	Teacher room	2			**2**
4.	OSIS room	1			**1**
5.	BP room	1			**1**
6.	Administration staff room	1			**1**
7.	Skills room	1			**1**
8.	Library	1			**1**
9.	Computar lab	1			**1**
10.	Science lab	1			**1**
11.	Language lab	1			**1**
12.	Classroom	10	4		**14**
13.	Principal bathroom	1			**1**
14.	Teacher bathroom	1			**1**
15.	Student bathroom	6			**6**
16.	UKS	1			**1**
17.	Hall	1			**1**
18.	Mosque	1			**1**
19.	Canteen	1			**1**
20	Warehouse	1			**1**
21.	Students' dorm	14			**14**

22.	School keeper house	1			1
Total		**50**	**4**		**54**

c. **Teacher and Staff Names in MA Darul A'mal Metro Barat**

The teacher and staff names of MA Darul a'mal Metro Barat in academic year of 2017/2018 can be identified as follows;

Table 7
The Teacher and Staff Names in MA Darul A'mal Metro

No	Name	Sex	Position
1	Drs. H. Sutrisno, M.Pd.I	Male	Headmaster
2	Kh. Zainal Abidin	Male	Fiqih teacher
3	Drs. Warsikan	Male	Aqidah ahklak teacher
4	Wahid Asngari, M.Pd.I	Male	Arabic teacher
5	Muqorobin, M.Pd.I	Male	Qur'an hadist teacher
6	Muhammad Anshori, SHI	Male	Islamic teacher
7	H. Mustofa, S.Pd. I	Male	Islamic teacher
8	Zainal Mahmudi, S.Pd.I	Male	Islamic teacher
9	Lukman Hakim, S.Pd.I	Male	Islamic teacher
10	Dra. Siti Subha	Female	Treasurer
11	Zamroni Aly, S.Pd.I	Male	Aswaja teacher
12	Binti Ngasarotun, M.Pd.I	Female	Economic teacher

13	Supriyati, S.Pd	Female	Sience teacher
14	Ngatiman, S.Pd.I	Male	Matematics teacher
15	Suwarni, S.Pd	Female	Matematics teacher
16	Yos Eka Virman, S.Pd	male	Indonesian teacher
17	Husnil Fajariah, S.Pd	Female	English teacher
18	Samini, S.Pd	Female	Indonesian teacher
19	Dra. Ambar Yogianti	Female	Counselor
20	Siti Zubaidah, S.Pd	Female	Indonesian teacher
21	Dwi Pertiwi, S.Pd	Female	Indonesian teacher
22	Wahadi Ghuna, SHI	Male	Social teacher
23	Siti Mudawamah, SHI	Female	Counselor
24	Elly Prasetyo, S.Pd	Male	Sience teacher
25	Wahyu Titi Pratitis, S.Pd	Female	Sience teacher
26	Meilana Vika Hermanita, S.Kom	Female	Computer laboran
27	Agus Angga Prabowo, S.Pd	Male	Social teacher
28	Novika Saputri, S.Pd	Female	Sience teacher
29	Johan Iswahyudi, S.Pd	Male	Sport teacher
30	Mufid Arsyad, M.Pd.I	Male	Sience teacher
31	Tony Wijaya	Male	Social teacher
32	Julyanto, S.S	Male	English teacher

33	Muhammad Taufiq	Male	Computer laboran
34	M Zakaria Mahmudi	Male	Administration staff
35	Abdul Aziz	Male	Counselor
36	Mu'arifatul Latifah	Female	Administration staff
37	Ridlo Alfansuri, S.Pd	Male	Matematic teacher
38	Eko Puji Astuti, S.Pd	Female	Matematic teacher
39	Rendi Sonia Terwendi	Male	Security

Source : documentation of MA Darul A'mal Metro in the Academic Year 2017/2018

d. The Quantity of The Students of MA Darul A'mal

The quantity of the students at MA Darul A'mal Metro

Barat in academic year 2017/2018 can be identified as follows;

Table 8
Students Quantity at MA Darul A'mal Metro Barat

NO	Class	Sex	
		Male	**Female**
1	X IPA 1		25
2	X IPA 2		32
3	X IPA 3	32	
4	X IPS 1	32	
5	X IPS 2		30
6	X IPS 3		30
7	XI IPA 1	34	
8	XI IPA 2		35

9	XI IPA 3		30
10	XI IPS 1	36	
11	XI IPS 2		34
12	XI IPS 3		28
13	XII IPA 1		30
14	XII IPA 2		36
15	XII IPA 3	35	
16	XII IPS 1	24	
17	XII IPS 2	28	
18	XII IPS 3		30
		221	**349**
	TOTAL	**570**	

Source : The documentation of MA Darul A'mal Metro Barat in academic year
2017/2018

e. Organization Structure of MA Darul A'mal Metro

The organozation structure of MA Darul A'mal Metro Barat

in the academic year 2017/2018 can be identified as follows;

Figure 2
Organization Structure of MA Darul A'mal Metro in The
Cademic Year 2017/2018

```
                    ┌─────────────────────────┐
                    │   Ketua yayasan         │
                    │   H. Kudratulloh Sidiq. SH │
                    └─────────────────────────┘
                              │
                    ┌─────────────────────────┐
                    │   Kepala sekolah        │
                    │   H. Sutrisno           │
                    └─────────────────────────┘
```

Staf administrasi Dra. Subha			

Waka. Kurikulum Binti Ngasarotun, M.Pd. I	Waka. Sarpras NGATIMA	Waka Humas Muqorobin,	Waka. Kesiswaan M.Zakaria

BK	GURU	Wali kelas

Siswa
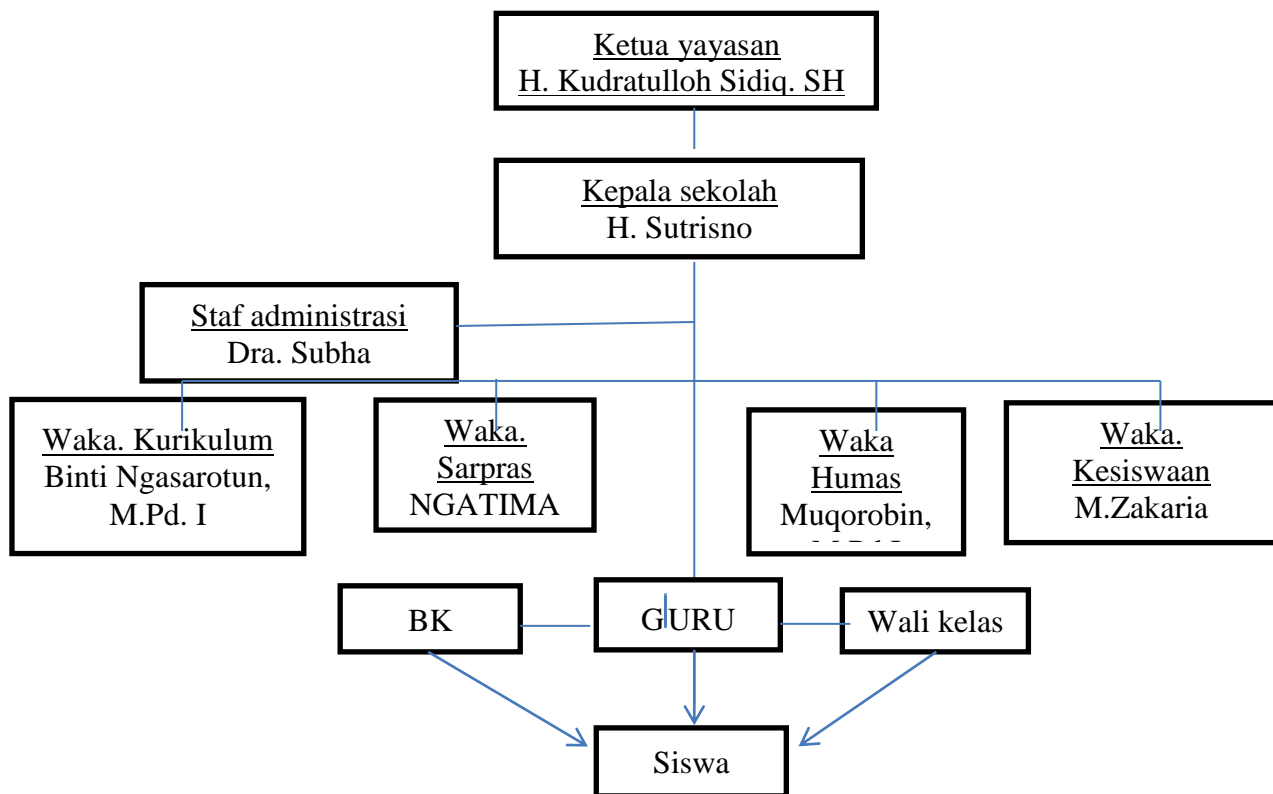
Source : dokumentation of Organization Structure of MA Darul A'mal
Metro in the academic year 2017/2018.

f. Location Sketch of MA Darul A'mal Metro Barat

The location sketch of MA Darul A'mal Metro Barat in academic year of 2017/2018 can be identified as follows;

Figure 3
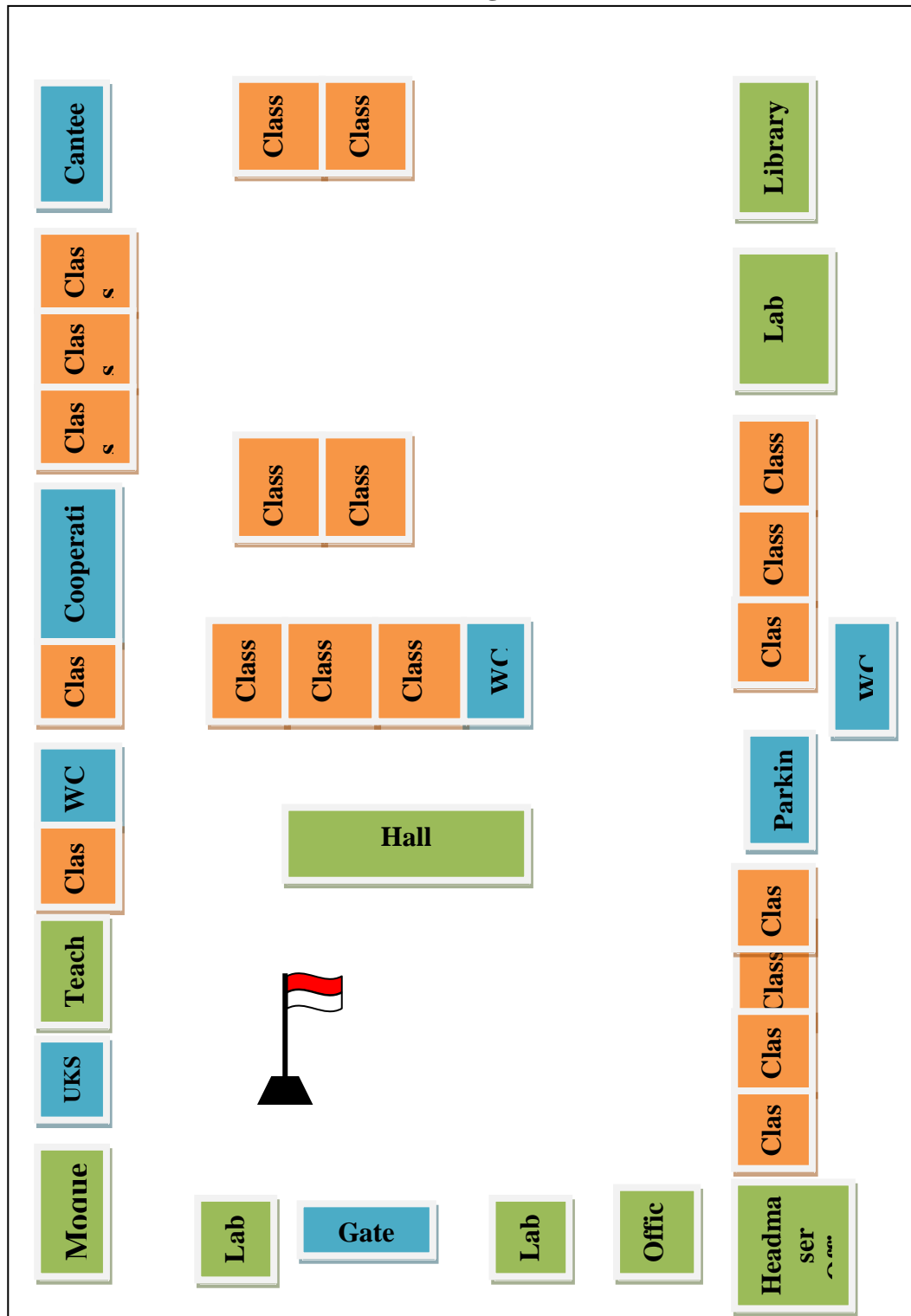
2. **The Description of Research Data**

a. **First Condition**

This research used Classroom Action Research (CAR), which has purpose to improve students' writing descriptive text skill and the result of the study in MA Darul A'mal Metro Barat. The researcher used *SLOW CaPS* as a strategy to improve writing skill of students because from the result of pre survay the researcher had information that the students' at the tenth graders of MA Darul A'mal Metro Barat had low in writing skill. Based on the result of pre survey from 25 students, only 5 students who passed and 20 students who failed with the Minimum Mastery Criteria (KKM) for English lesson is 70.

The study result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycles consist of planing, acting, observing, and reflecting.

b. **Action and Learning Process**

In this research, the writer conducted the pre-test on Thuesday, November 7th, 2017. The researcher told the students that the researcher would conduct the research in their class in

order to know their skill of writing descriptive text before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test. The result of the students' as follow :

Table 9
The Students' Writing Skill Pre-Test Result

No	Name	Score	Note
1	Aghnia Saumi	55	Incomplete
2	Ani Latifatul A.	60	Incomplete
3	Anisa Soviana	35	Incomplete
4	Ayu Fatma A.	75	Complete
5	Dea Agustina	75	Complete
6	Deni Astuti	60	Incomplete
7	Diah Nur A.	75	Complete
8	Ecah	45	Incomplete
9	Elisa	60	Incomplete
10	Indah Setiawati	80	Complete
11	Ita Uswatun K.	30	Incomplete
12	L. Anggun P.	55	Incomplete
13	Lailatul Kusniati	50	Incomplete
14	Luluk Febriani	65	Incomplete
15	Miftahul Jannah	55	Incomplete
16	Mutiara Lutfi Z.	80	Complete
17	Novita Hidayati	40	Incomplete
18	Putri Khanifatul	45	Incomplete
19	Resma Gami M.	80	Complete
20	Sa'diyatul K.	55	Incomplete
21	Selviana Saumi	75	Complete
22	Siti Mutoyaroh	60	Incomplete
23	Solehatun	45	Incomplete
24	Uswatun K.	45	Incomplete
25	Yeti Hastining D.	35	Incomplete
Total		**1.435**	
Average		**57,4**	
Highest Score		**80**	
Lowest Score		**30**	

Source : the result of Pre-test on November 7[th]2017

Based on the table above, it can be seen that 7 from 25 students were complete, besides 18 students were incomplete. The average from the data was 57,4. To know about percantages from the score of pre-test can be seen on the table as follows :

Table 10
Precentage of Students' Score in Pre-test

No	Interval	Frequency	Precentage	Category
1	≤ 70	18	72 %	Incomplete
2	≥ 70	7	28 %	Complete
Total		25	100 %	

Source : the result of Pre-test on November 7[th]2017

Graph 1
Frequency of Students' Complete at Pre-test
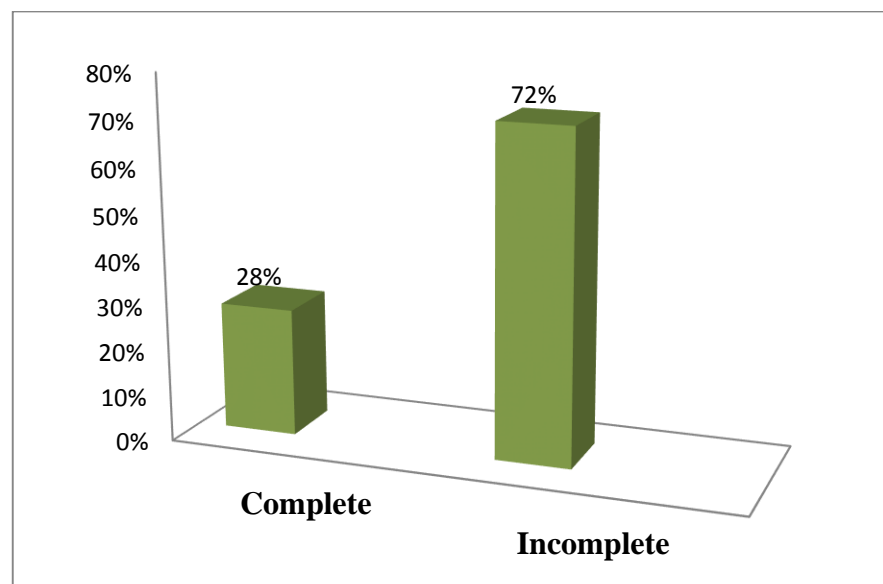
Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at MA Darul Amal Metro Barat was 70. It

can be seen that only 7 students (28%) got score up to the standard, then 18 students (72%) got score less than the standard. That is the reason, the researcher used SLOW CaPS strategy to improve the students' writing descriptive text skill.

1) **Cycle I**

   a) **Planning**

   In this research, the researcher is as an English teacher with Mrs. Husnil Fajariah, S.Pd as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

   a) Preparing the material about descriptive text.

   b) Preparing the lesson plan.

   c) Making the items that will be examined as the pre test and the post-test I in the cycle I.

   d) Preparing *SLOW CaPS* as a strtegy that used in the action learning.

   e) making the observation sheet of the students activity I.

   The minimum mastery criteria (KKM) at MA Darul A'mal Metro Barat for English was 70. This research was conducted in two cycles. The action in cycle I and cycle II were conducted about two meetings in each cycle and each meeting in these cycles took 2x45 minutes. The material of classroom

action research was *SLOW CaPS* Strategy to improve the students' writing descriptive text skill.

b) Acting

1) The First Meeting

    The action in cycle I consisted of 2 meetings. The first meeting was done on Thuesday, November 14th , 2017. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are were going to learn and what to be reached. The researcher gave the students a topic about public place. After that, the researcher gave the example about descriptive text.

    After give example the researcher asked the students what the problems were. They said that writing is difficult because most of them were confuse in selecting the right words and organizing it into a sentence and paragraph with good structure. That was the reason why most of students are unconfident when they write descriptive text.

2) The Second Meeting

    The second meeting of cycle I was conducted on November, 14th 2017 for 2 x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by

praying and greeting, checking the attendance list, and asking the students' condition. At this meeting to measure the students' writing skill after using *SLOW CaPS* strategy the researcher tested the students by written test. The students should make descriptive paragraph about public place individually.

In this stage, the condition of the class was not effective because still there many students were confused, students were less active in teaching and learning process.

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

Table 11
The Students' Post-Test I Result In Cycle I

No	Name	Score	Note
1	Aghnia Saumi	60	Incomplete
2	Ani Latifatul A.	55	Incomplete
3	Anisa Soviana	55	Incomplete
4	Ayu Fatma A.	70	Complete
5	Dea Agustina	80	Complete
6	Deni Astuti	70	Complete
7	Diah Nur A.	65	Incomplete
8	Ecah	60	Incomplete
9	Elisa	70	Complete
10	Indah Setiawati	75	Complete
11	Ita Uswatun K.	55	Incomplete
12	L. Anggun P.	65	Incomplete
13	Lailatul Kusniati	75	Complete
14	Luluk Febriani	75	Complete
15	Miftahul Jannah	60	Incomplete
16	Mutiara Lutfi Z.	75	Complete

17	Novita Hidayati	60	Incomplete
18	Putri Khanifatul	65	Incomplete
19	Resma Gami M.	70	Complete
20	Sa'diyatul K.	70	Complete
21	Selviana Saumi	75	Complete
22	Siti Mutoyaroh	70	Complete
23	Solehatun	60	Incomplete
24	Uswatun K.	80	Incomplete
25	Yeti Hastining D.	45	Incomplete
Total		**1.675**	
Average		**67,2**	
Highest Score		**80**	
Lowest Score		**45**	

Source : the result of post-test I on November 14th 2017

Table 12
Precentage of Students' Score in Post-Test I of Cycle I

No	Interval	Frequency	Precentage	Category
1	≤ 70	13	52 %	Incomplete
2	≥ 70	12	48 %	Complete
Total		**25**	**100 %**	

source : the result of Post-test I on November 14[th]2017

Graph 2
Frequency of Students' Complete at Post-test 1
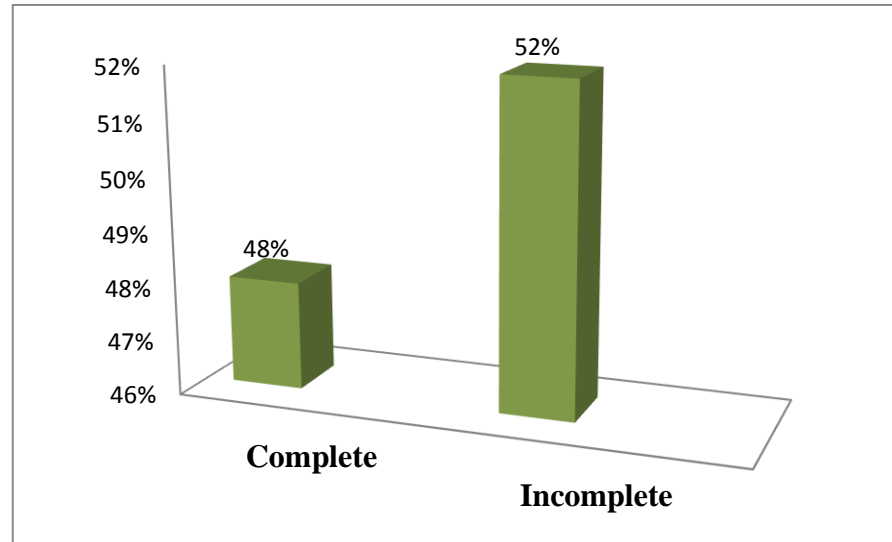
Based on the data above, it can be seen that 12 (48%) got score less than standard and 13 (52%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who got minimum score 70. Learning process is said success, when 70% students got score above 70. The fact showed that the result was unsatisfying.

c) **Observing**

The result of learning process to increase the students' writing skill by *SLOW CaPS* Strategy in cycle I was rising than before. It can be seen from the score at pre-test and post-test. The using of *SLOW CaPS* Strategy in the learning process is something new at this class, because the students are supposed to be active.

In the post-test I there were 12 (48%) students got good score. But, the result of the students' test was better than students' test before giving treatment.

Table 13
The Result of Students' Activities In Cycle I

No	Students Activities	Frequency	Percentage
1	Give attention to the teacher explanation	18	72%
2	Active in the classroom	16	64%
3	Can list and order the details that their plan to do	13	52%
4	Can write complete sentence into a paragraph	15	60%
5	Ask / Answer the question from teacher	13	52%
	Total		300%
	Average		60%

Source : the result of students activites cycle I

Graph 3
Frequency of Students' Activities at Post-test I
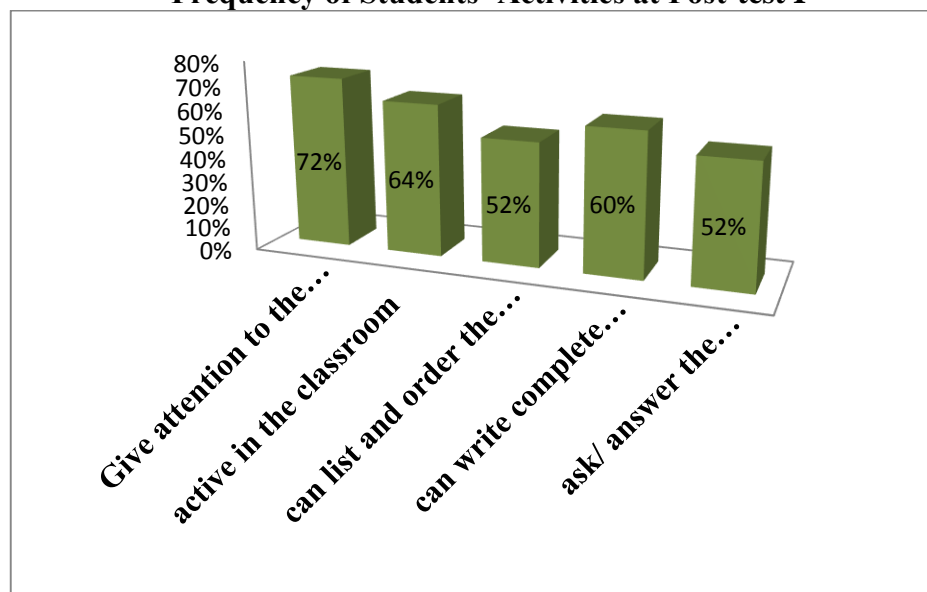
The data showed that not all the students' active in learning process. There were 18 students (72%) give attention to the teacher explanation, 16 students (64%) Active in the classroom, 13 students (52%) could list and order the details that their plan to do, 15 students (60%) could write complete sentence into a paragraph and 13 students (52%) ask or answer the question from teacher.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 72% active in the classroom and the others got <70%.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre- test and post- test I. The students was interested in learning process although the condition of learning proccess still uncontrolled because some students still did not focus on the material.

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

1) The researcher should manage class well.

2) The researcher asks the students to focus on study.

The teacher should motivate students so that they could be more active in the class.

2) **Cycle II**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II are similar to cycle 1, it is devided into planning, acting, observing and reflecting. But it was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

a) **Planning**

In this step, the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the reseracher and collaborator found the problems that studnets were not confident and difficult to express their idea. The students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II. The researcher made lesson plan better active than before, so that the learning process could do effective.

b) **Acting**

Based on the activities in the cycle I, the process at cycle II was focused on the problem of cycle I. There were

still many weakness on cycle I such as the students did not confidence in the learning process, and difficult in organizing the words especially in writing descriptive text.

1) The First Meeting

The meeting conducted on November 21th 2017. For the first the researcher was opened the meeting by greating, asked the students to pray together, checking students' attendace and then continous to the material that was prepared. After that the researcher announced the result of speaking mark at last meeting. The researcher told that the students should be more active in learning proccess. And then the researcher continued the material about descriptive text with the topic favorite pet. When the researcher explained, the students more active join the learning proccess and also they pay attention to the explanation.

During the learning process in the class, the collaborator observed the studnets' activities. The condition of the class is more controlled than last meeting.

2) The Second Meeting

The second meeting of cycle II conducted on November 21st,2017. The researcher began the meeting

by greating, asked the studnets to pray together, checking attendance list, and asking the students' condition. At this meeting to measure the students' writing skill after using *SLOW CaPS* Strategy the researcher tested the students by written test. The students should make descriptive paragraph about favorite pet individually. They become more active then before because the researcher promised that she would give gift for the perfect one student in the post test II and also the researcher helped students if they faced a problem.

Table 14
The Students' Post-Test II Result In Cycle II

No	Name	Score	Note
1	Aghnia Saumi	75	Complete
2	Ani Latifatul A.	75	Complete
3	Anisa Soviana	70	Complete
4	Ayu Fatma A.	75	Complete
5	Dea Agustina	95	Complete
6	Deni Astuti	80	Complete
7	Diah Nur A.	70	Complete
8	Ecah	85	Complete
9	Elisa	65	Incomplete
10	Indah Setiawati	65	Incomplete
11	Ita Uswatun K.	65	Incomplete
12	L. Anggun P.	70	Complete
13	Lailatul Kusniati	70	Complete
14	Luluk Febriani	85	Complete
15	Miftahul Jannah	75	Complete
16	Mutiara Lutfi Z.	90	Complete
17	Novita Hidayati	70	Complete
18	Putri Khanifatul	75	Complete
19	Resma Gami M.	65	Incomplete

20	Sa'diyatul K.	65	Incomplete
21	Selviana Saumi	80	Complete
22	Siti Mutoyaroh	80	Complete
23	Solehatun	65	Incomplete
24	Uswatun K.	75	Complete
25	Yeti Hastining D.	65	Incomplete
Total		**1.845**	
Average		**73,8**	
Highest Score		**95**	
Lowest Score		**65**	

Source : the result of post-test II on November 21th 2017

Table 15
Precentage of Students' Score in Post-Test II of Cycle II

No	Interval	Frequency	Precentage	Category
1	≤ 70	**7**	**28 %**	**Incomplete**
2	≥ 70	**18**	**72 %**	**Complete**
Total		**25**	**100 %**	

source : the result of post-test II on November 21[th]2017

Graph 4
Frequency of Students' Complete at Post-test II
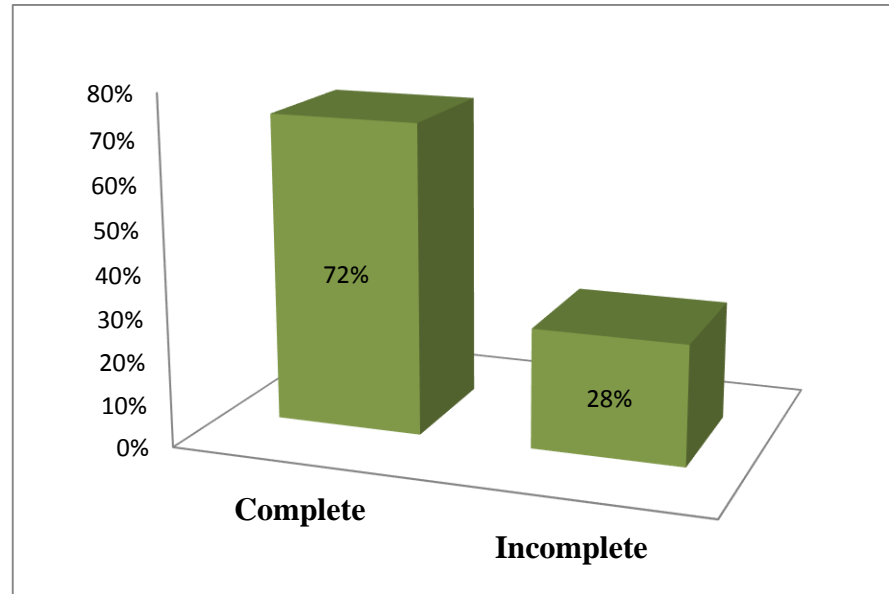
Table above is the result of students' score in post test II . It can be seen that there was an improving from the score of post-test I and post-test II. There were 18 students was completed with the highest score was 95 and 7 students incomplete with the lowest score was 65. According to standard score, 70% students had passed the test. It means that cycle II was succesful and there was improving from post-test I and the post-test II.

c) **Observing**

The observation was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and entusiastic in following the teaching learning proccess. It can be seen as follows:

Table 16

The Result of Students' Activities In Cycle II

No	Students Activities	Frequency	Percentage
1	Give attention to the teacher explanation	22	88%
2	Active in the classroom	20	80%
3	Can list and order the details that their plan to do	18	72%
4	Can write complete sentence into a paragraph	19	76%
5	Ask / Answer the question from teacher	17	68%
	Total		384%
	Average		76,8%

Source : the result of students activites cycle II

Graph 5
Frequency of Students' Activities at Post-test II
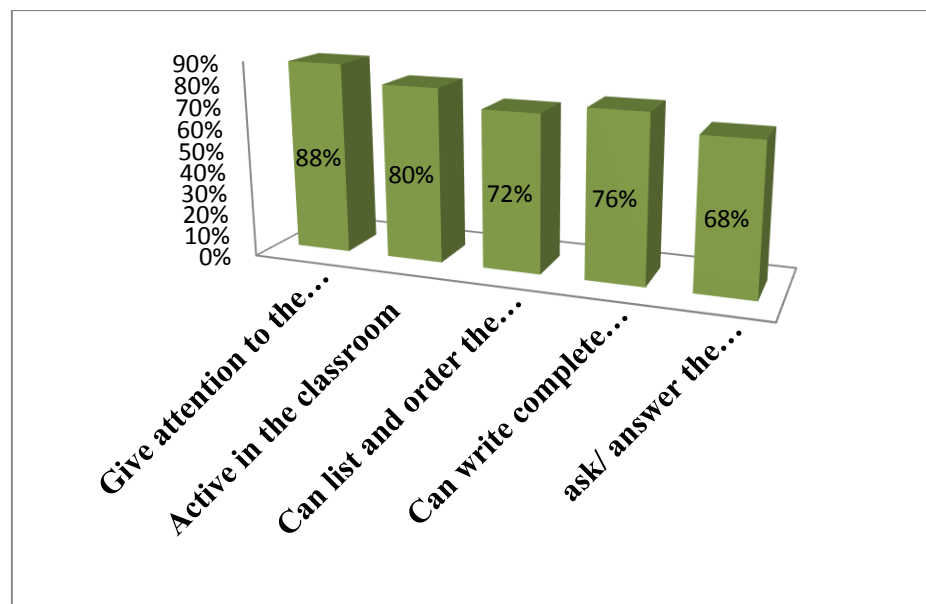
The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage There were 22 students (88%) give attention to the teacher explanation, 20 students (80%) Active in the classroom, 18 students (72%) could list and order the details that their plan to do, 19 students (76%) could write complete sentence into a paragraph and 17 students (68%) ask or answer the question from teacher.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There were >70% of students reached the examination. It means the students' writing skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

d) **Reflecting**

The result of cycle II was better than cycle I. There was significant improving in this cycle. The condition of the class was better than before. The students listened to the teachers' explanation and did not make noisy in learning activity and serious in doing the assignment. In this meeting, most of students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle 1.

In the second cycle, the students were enjoy and also active to do assignment than before. It means that *SLOW CaPS* Strategy was effective to improve the students writing skill. The students who got score more than 70 were 18 (72%) out of 25 students.

B. Discussion

1. Interpretation and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post-test I and post test II in cycle I and cycle II. This is the result score, as follows:

Table 17

**The Result Score of Students' Pre-test,
Post-test I and Post-test II**

No	Name	Cycle I		Improving %	Cycle II	Improving %	Criteria
		Pre-test	Post-test I		Post test II		
1	Aghnia Saumi	55	60	27,27	75	25	Improve
2	Ani Latifatul	60	55	-8,33	75	36,36	Improve
3	Anisa Soviana	35	55	57,14	70	27,27	Improve
4	Ayu Fatma A.	75	70	-6,66	75	7,14	Improve
5	Dea Agustina	75	80	6,66	95	18,75	Improve
6	Deni Astuti	60	70	16,66	80	14,28	Improve

7	Diah Nur Azizah	75	65	-13,33	70	7,69	Improve
8	Ecah	45	60	33,33	85	41,66	Improve
9	Elisa	60	70	16,66	65	-7,14	Improve
10	Indah Setiawati	80	75	-6,25	65	-13,33	Improve
11	Ita Uswatun	30	55	83,33	65	18,18	Improve
12	L. Anggun P.	55	65	18,18	70	7,69	Improve
13	Lailatul Kusniati	50	75	50	70	-6,66	Improve
14	Luluk Febriani	65	75	15,38	85	13,33	Improve
15	Miftahul Jannah	55	60	9.09	75	25	Improve
16	Mutiara Lutfi Z.	80	75	-6,25	90	20	Improve
17	Novita Hidayati	40	60	50	70	16,66	Improve
18	Putri Khanifatul	45	65	44,44	75	7,69	Improve
19	Resma Gami M.	80	70	12,5	65	-7,14	Improve
20	Sa'diyatul Khasanah	55	70	27,27	65	-7,14	Improve
21	Selviana Saumi	75	75	75	80	6,66	Improve
22	Siti Mutoyaroh	60	70	16,66	80	14,28	Improve
23	Solehatun	45	60	33,33	65	8,33	Improve
24	Uswatun Khasanah	45	80	44,44	75	15,38	Improve
25	Yeti Hastining	35	45	28,57	65	44,44	Improve
	Total	**1.435**	**1.675**		**1.845**		

	Average	57.4	67,2		73,8		

From the increasing each cycle, it could be know that the use of *SLOW CaPS* Strategy can improve the students' writing skill, because the students were able to write the descriptive text, they could improve their writing skill. It can be seen from the average 57,4 to 67,2 in cycle I, become 73,8 in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 70.

Tabel 18
Frequency complete of the students' score on Pre-test, Post-test I, Post-test II .

Name	Frequency	Percentage	Category
Pretest	7	28%	Complete
Post Test 1	12	48%	Complete
Post Test 2	18	72%	Complete

.

Graph 6
The Complete of the Students' Score on Pre-test, Post-test I,
and Post-test II
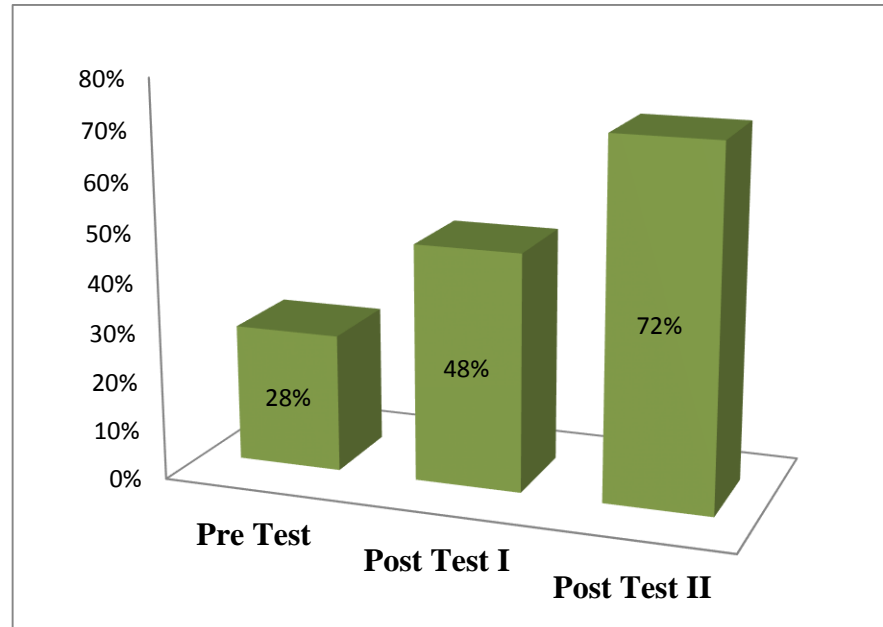
There was an improving of the students who got score up to the standard from the pre-test to the post-test I, and from post-test I to the post-test II. From 7 students (28%) in pre-test to 12 students (48%) in post-test I and become 18 students (72%) in post-test II.

The researcher was success if 70% of students able to achieving the minimum mastery criteria (MMC), that was 70. Based on the result of pre-test and post-test, it could be seen that *SLOW CaPS* Strategy was able to improve the students writing skill based on the students' average before and after given the treatment.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students

had achieved the indicator of succes that was 70% with the minimum mastery criteria was 70.

2. Interpretation and Result of Students' Learning Proccess

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follows:

Table 19
Result of the students' activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Give attention to the teacher explanation	72%	88%	16%
2.	Active in the classroom	64%	80%	16%
3.	Can list and order the details that their plan to do	52%	72%	20%
4.	Can write complete sentence into a paragraph	60%	76%	16%
5.	Ask / Answer the question from teacher	52%	68%	16%
	Total	300%	384%	84%
	Average	60%	76,8%	16,8%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and

learning process. Most of the students showed good improving in learning activities when *SLOW CaPS* strategy was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 7
Comparison of Students' Activities in Cycle I and Cycle II
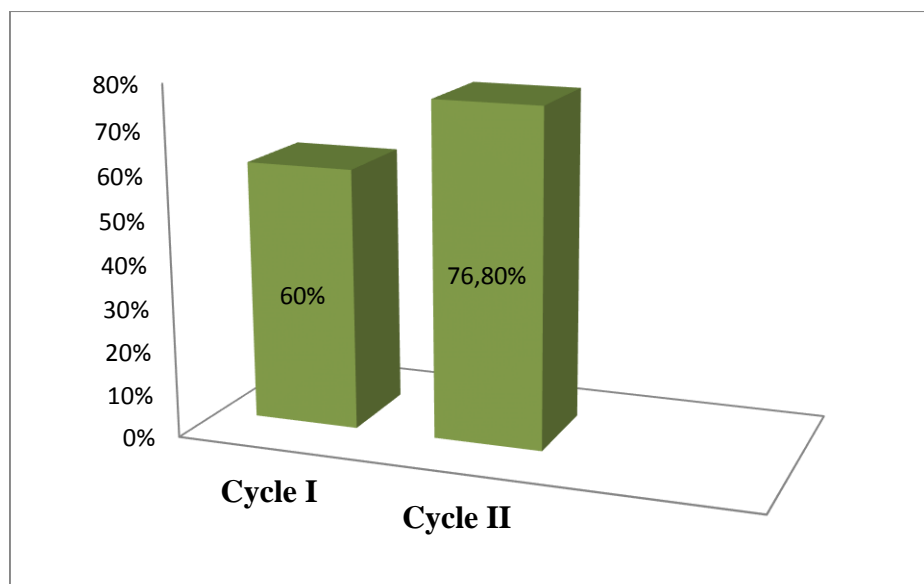
Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time by using *SLOW CaPS* strategy in improving the students' writing skill. It could look on the result of observation sheet when cycle I that was 60%. In addition, the result observation sheet in cycle II was 76,8%. Therefore, this research was finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 70%.

3. **The Implementation of Improving Writing Skill Through *SLOW CaPS* Strategy**

Based on the result of research it showed that action hypothesis was proven in the sense the using *SLOW CaPS* strategy could improve the students' writing skill.

Based on the explanation above, it could be conclude that the *SLOW CaPS* as a strategy could improve the result of students' score and also the students' activity in learning proccess of writing skill at the tenth grade of MA Darul A'mal Metro Barat.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of implementation of writing descriptive text skill by using *SLOW CaPS* Strategy in two cycles of the classroom action research, the researcher would like to draw the conclution as follows ;

The used of *SLOW CaPS* Strategy in learning English especially material descriptive text can improve the students' of writing skill at the tenth graders of MA Darul Amal Metro Barat.

The improving can be seen the average score of the students' writing skill before and after being given the treatment. The result of pre-test and post-test show that there was improving from the pre-test to post-test. The result of pre-test was lower than the result of post-test. The average score of pre-test is 57,4 and the average score of post-test I in cycle I is 67,2. The average score of post-test II in cycle II is 73,8. So, there was progress from 57,4 to 67,2 to 73,8. From pre-test to the post-test cycle I, there was improved for about 9,8 points, and from the post-test cycle I to the post test cycle II, there was improved for about 6,6 points. It clear that *SLOW CaPS* Strategy would be able to improve writing skill and the use of *SLOW CaPS* can be effective Strategy in writing skill and it can be used as alternative choice in learning activity because this Strategy was so easy to implement in writing skill .

B. Suggestion

Based on the conclusion, the following were some suggestion for English teacher, students, and other researcher that might useful for advance.

1. For Headmaster

   The headmaster should support the use of SLOW CaPS Strategy for another teacher because it could improve writing skill and make the students more active.

2. For English Teacher

   The teacher should be more active and creative to motivate the students in learning English so that the students feel interesting, enjoy, and having high motivation in learning process.

3. For Students

   The students should improve their writing skill and exploring their skill in descriptive text by using *SLOW CaPS* because this Strategy can help the student to enrich vocabulary and generate their idea so they can answer the teacher's question by using English.

4. For Other Researcher

   The researcher suggests other reseracher to conduct a further study. It is also good to do further research focusing on the using *SLOW CaPS* Strategy to improve students' writing skill.

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APPENDIXES

SILABUS BAHASA INGGRIS

TAHUN AJARAN 2017/2018

Satuan Pendidikan   : MA DARUL A'MAL

Kelas/Semester   : X/1

Kompetensi Inti   :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar		• Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	• Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri, penilaian teman sejawat oleh peserta		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
komunikasi internasional yang diwujudkan dalam semangat belajar.			didik, dan jurnal		
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung gung					

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahas	Teks lisan dan tulis sederhana untuk memaparkan dan menanyakan jati diri, serta	Mengamati • Melihat, mendengar, dan menyaksikan guru memaparkan dan menanyakan	• Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan jati diri.	12 JP	• Buku Teks wajib • Ketel adanan ucapan dan

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
aan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menangkap makna pemaparan jati diri lisan dan tulis. 4.2. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan mempe	responnya • *Fungsi sosial* Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru. • *Struktur teks* Alex: *My My name is Alex. I live on Jln.Pesantren.* Vina: *Near MA Darul A'mal?* Alex: *Yes, only 100 m to*	jati diri dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat. • Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam memaparkan dan menanyakan jati diri. • Menirukan guru mengatakan setiap kalimat. Menanya Dengan bimbingan dan arahan guru, menanyakan dan	• Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri. • Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri. Sikap: • Observasi		tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh interaksi tertulis • Contoh teks tertulis

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
rhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	*the north. I have 2 brothers, Ferry and Bima.* <u>Aldi</u>: *I know Ferry* <u>Alex</u>: *Really.* <u>Aldi</u>: *Yes, we play badminton together every Friday.* • *Unsur kebahasaan* (1) Kosa kata: nama status hubungan keluarga, kekerabatan, teman, tetan	mempertanyakan antara lain tentang perbedaan antara ungkapan memaparkan dan menanyakan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contoh interaksi memaparkan dan menanyakan jati dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Mengikuti dan menirukan contoh-contoh interaksi memaparkan dan menanyakan	terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati diri, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	gga (2) Nama profesi pekerjaan, hobi. (3) Kata tanya *Who*? *Which*? *How*? Dst. (4) Kata kerja dalam simple present tense. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau	jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memaparkan dan menanyakan jati diri. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi • Membandingk	dan di luar kelas. • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya. Pengetahuan : • Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan. • *Topik* Diri sendiri, orang tua, kakak,	an ungkapan untuk memaparkan dan menanyakan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan antara ungkapan untuk memaparkan dan menanyakan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasi	tindakan memaparkan dan menanyakan jati diri. Keterampilan : • Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri. • (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	kan • Menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.2. Menga	Teks lisan	Mengamati • Terbiasa	• Tingkat ketercapaia	6 JP	• Buku

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
nalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan selamat dan memuji bersayap (*extended*) serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon	dan tulis untuk selamat dan memuji bersayap (*extended*) serta responnya • *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • *Struktur teks* Tuti: *Is this your new bag?* Tibo: *Yes.* Tuti: *It*	atau sering mendengar dan menyaksikan guru dan warga sekolah lain selamat dan memuji bersayap (*extended*) serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). • Dituntut untuk mencontoh keteladanan tersebut dengan selamat dan memuji bersayap (*extended*) serta meresponnya,	n fungsi sosial selamat dan selamat dan memuji bersayap (*extended*), serta responnya. • Tingkat kelengkapan dan keruntutan struktur ungkapan selamat dan memuji bersayap (*extended*), serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun,		Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk reka

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
selamat dan pujian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*looks strong. It must be expensive.* Wina: *You did it well. You must be very happy.* Susi: *Yes, I am. Thank God, I could finish it.* • *Unsur kebahasaan* (1) Kosa kata adjektiva terkait dengan kualitas pekerjaan, penampilan, prestasi.	dalam bahasa Inggris dan bahasa lainnya. Menanya • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan selamat dan memuji bersayap (*extended*), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contoh interaksi dengan selamat dan memuji	peduli, percaya diri dan cinta damai yang menyertai ungkapan selamat dan memuji bersayap (*extended*), serta responnya. Sikap: • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk selamat dan memuji bersayap (*extended*) ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa		man CD/ VCD / DVD /kaset • Contoh interaksi tertulis • Contoh teks tertulis

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(2) Tata bahasa : simple past tense, present perfect tense, present perfect continuous tense. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nomin	bersayap (*extended*) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan selamat dan memuji bersayap (*extended*), serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi selamat dan memuji bersayap (*extended*), serta responnya. • Secara	dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. Pengetahuan : • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	al (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan • *Topik* Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas,	kolaboratif, berusaha menggunakan bahasa Inggris untuk selamat dan memuji bersayap (*extended*), serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi • Membandingkan ungkapan selamat dan memuji bersayap (*extended*), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan selamat dan memuji bersayap (*extended*), serta	selamat dan memuji bersayap (*extended*), termasuk kemudahan dan kesulitannya. Keterampilan: • Simulasi dan/atau bermain peran (*role play*) untuk selamat dan memuji bersayap (*extended*), serta responnya.		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dengan memberikan keteladan tentang perilaku santun, peduli, percaya diri, dan cinta damai.	responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasikan • Menggunakan bahasa Inggris setiap kali muncul kesempatan selamat dan memuji bersayap (*extended*), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat			

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		mendekatkan hubungan interpersonal. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk selamat dan memuji bersayap (*extended*), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.3. Menganalisis fungsi sosial, struktur	Teks lisan dan tulis menyatakan dan menanyak	Mengamati • Terbiasa atau sering mendengar dan	• Tingkat ketercapaian fungsi sosial menyebutk	12 JP	• Buku Teks wajib • Ketel

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya 4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatika	an niat melakukan suatu tindakan/kegiatan • *Fungsi sosial* Menyatakan rencana, menyarankan, dsb. • *Struktur teks* *I'd like to show you my recipe collection. I'm sure you will like it.; During the semester break I will paint my bedroom. Ok. That's my*	menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan niat melakukan suatu tindakan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan niat melakukan suatu tindakan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyak	an dan menanyakan tentang niat melakukan suatu tindakan/kegiatan. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan. • Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama,		adanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/ VCD /

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
n fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	*big boy!; May we have your attention, please. Shanti is going to explain the design of our wall magazine., dan semacamnya.* • *Unsur kebahasaan* (1) Kata kerja bantu modal: *I'd like to …, will …, be going to …* (2) Kosa kata: kata kerja yang terkai	an antara lain tentang perbedaan antara cara menyatakan dan menanyakan niat melakukan suatu tindakan, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan niat melakukan suatu tindakan dalam bahasa Inggris dari	peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan. Sikap: • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap		DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	t dengan kegiatan siswa di kelas, sekolah, rumah, dan sekitarnya (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat	film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan niat melakukan suatu tindakan dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan	kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Pengetahuan : • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutk		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dalam frasa nominal (4) Ucapan, tekanan kata, intonasi, (5) Ejaan dan tanda baca (6) Tulisan tangan. • *Topik* Tindakan yang dilakukan di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku	niat melakukan suatu tindakan. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan niat melakukan suatu tindakan dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi • Membandingkan ungkapan menyatakan dan menanyakan niat melakukan suatu tindakan yang telah dikumpulkan dari berbagai sumber	an dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, termasuk kemudahan dan kesulitannya. Tes tertulis • Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	santun, peduli, jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	tersebut di atas. • Membandingkan ungkapan menyatakan dan menanyakan niat melakukan suatu tindakan yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasikan • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan	Keterampilan: • Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menanyakan niat melakukan suatu tindakan, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan niat melakukan suatu tindakan dan menuliskannya dalam jurnal belajar			

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		sederhana dalam bahasa Indonesia.			
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.	• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif. • Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.	12 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.5. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 4.6. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejar	• *Fungsi sosial* Membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb. • *Struktur text* (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal	• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa teks deskriptif tentang orang,	• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif.		• Contoh teks dari sumber otentik

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.7. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan	dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejar	tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan	Sikap: • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	ah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. ● *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan	menyebutkan: - fungsi sosial setiap teks - nama orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - sifat orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - tindakan orang, tempat wisata, dan bangunan bersejara h	jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. ● Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. ● Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang,		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bersejarah terkenal, dengan atau tanpa *a* dan *the*, plural (*-s), this, that, those, my, his*, dst. (2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya,	h terkenal yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal untuk mencapai fungsi sosial yang	tempat wisata, dan bangunan bersejarah terkenal, termasuk kemudahan dan kesulitannya. Pengetahuan : Tes tertulis • Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang orang, tempat wisata, dan bangunan bersejarah terkenal. Keterampilan: Portofolio • Kumpulan karya teks deskriptif tentang orang, tempat		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dengan atau tanpa kata keterangan *quite, very, extremely, dst.*. (3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense. (4) Penggunaan nominal singular dan	berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial,	wisata, dan bangunan bersejarah terkenal yang telah dibuat. • Kumpulan hasil suntingan beberapa teks deskriptif yang dibuat sendiri atau temannya tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal. • Lembar soal dan		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi (6) Ejaan dan tanda baca (7) Tulisan tangan •	struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. Mengomunikasikan • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang ada dalam kehidupan siswa, dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, selamat dan memuji ,	hasil tes • Tugas menganalisis, menyunting, dan menghasilkan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal nyata di lingkungan sekitar.		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.	mengkritik, dsb). - Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. - Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa			

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Indonesia.			
3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.8. Menangkap makna pemberitahuan (*announcement*). 4.9. Menyusun teks tulis pemberitahuan (*announcement*),	Teks tulis pemberitahuan (*announcement*) • *Fungsi sosial* Menjalin kedekatan emosional antar kerabat, rekan kerja, staf kantor, pengusaha dan pelanggan dsb. dengan cara menulis pemberitahuan tentang peristiwa penting, seperti kelahiran, perkawinan, wisuda, pindah ke	Mengamati • Mencari teks tulis berbentuk pemberitahuan (*announcement*), termasuk yang menggunakan bahasa Indonesia. • Mengumpulkan gambar dan foto teks tulis berbentuk pemberitahuan (*announcement*) dari berbagai sumber termasuk internet, buku teks, dsb. • Memberikan komentar dan pandangannya tentang fungsi teks tulis berbentuk pemberitahuan (*announcement*), ketepatan unsur kebahasaannya, format, tampilan, dsb. Menanya • Dengan bimbingan dan arahan guru,	• Tingkat ketercapaian fungsi sosial pemberitahuan (*announcement*). • Tingkat kelengkapan dan keruntutan pemberitahuan (*announcement*). • Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai	12 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	gedung baru, dsb. • *Struktur text* (gagasan utama dan informasi rinci) a. Menyebutkan tujuan *announcement* (pemberitahuan). b. Menyebutkan informasi rinci dari *announcement* (pemberitahuan). • *Unsur kebahasaan* (1) Ungkapan	menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks tulis berbentuk pemberitahuan (*announcement*) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. Mengumpulkan Informasi • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis berbentuk	tindakan memahami dan membuat pemberitahuan (*announcement*). Sikap: • Tugas menganalisis dan membuat pemberitahuan (*announcement*) untuk fungsi nyata. • Observasi terhadap tindakan siswa memahami dan menghasilkan pemberitahuan (*announcement*) sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi terhadap		otentik

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dan kosa kata yang lazim digunakan *announcement* (pemberitahuan) (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam	pemberitahuan (*announcement*). • Membaca secara lebih cermat semua teks tulis berbentuk pemberitahuan (*announcement*) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks tulis berbentuk pemberitahuan (*announcement*) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. Menalar/Mengas	kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pengetahuan: • Pernyataan siswa secara tertulis dalam jurnal belajar		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan • *Topik* Peristiwa atau kegiatan penting yang terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan	osiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis berbentuk pemberitahuan (*announcement*) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis berbentuk pemberitahuan (*announcement*) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.	sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat pemberitahuan (*announcement*), termasuk kemudahan dan kesulitannya. Keterampilan: Portofolio • Kumpulan karya berbagai pemberitahuan (*announcement*) yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai pemberitahuan (*announcement*).		

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab • *Multimedia :* Layout dan dekorasi yang membuat tampilan teks lebih menarik.	• Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasikan • Membuat lebih banyak teks tulis berbentuk pemberitahuan (*announcement*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan			

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang dialami dalam membuat teks tulis berbentuk pemberitahuan (*announcement*) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

Metro, 25 Oktober 2017

Mengetahui,
Guru Mata
Pelajaran

Mahasiswa Ybs

Husnil
Fajariah, S.Pd
NIP.

Rizki Apriliani
NPM. 13108277

LESSON PLAN

School   : MA Darul Amal Metro Barat

Subject   : English

Class/Semester   : X/1

Skill   : Writing

Time Allocation   : 2 x 45 minutes

Topic   : Descriptive Text

I. Core Competence

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiousity about science, technology, arts, culture related phenomena and real events.

4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

II. Basic Competence

3.4 Analyzing text structure and linguistic elements to carry out the purpose, and social function of the simple descriptive text about people, place, and famous historical building,according to the context of its use.

4.7   Composing the simple descriptive text contextual meaning related to purpose, social function, text structures and linguistic elements about

people, place, and famous historical building,according to the context of its use.

III. Indicators

1. Identify short structure of descriptive text.

2. Understanding the important information from descriptive text.

3. Finding detailed information related to function and purpose of the descriptive text.

IV. Learning Aims

Improving students writing descriptive text skill by using SLOW CaPS Technique at the end this learning activity, the students are able to:

1. The students can organize their idea.

2. The students can identify the contextual meaning and the function of the text.

3. The students can understand the meaning of the text, can make sentences that is suitable with the topic and content in relation to descriptive text.

V. Teaching Method

1. Method : Building Knowledge of Field, Scientific Approach and Discussion

2. Technique : SLOW CaPS

V. Media

1. Laptop, White Board, Board marker, and Paper

VI. Sources of Material

1. Text book

2. Internet

VII. Teaching Material

Descriptive Text

Definition :

      Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced.

Generic Structure :

1) Identification   : identifies the phenomenon to be described.
2) Description   : describes features in order of importance:
   a) Parts/ things (physical appearance)
   b) Qualities (degree of beauty, excellence, or worth/ value)
   c) Other characteristics (prominent aspects that are unique).

Generic features :

4) Verb in the present tense.
5) Adjective to describe the features of the subject.
6) Topic sentences to begin paragraphs and organize the various aspects of the description.

Language features :

5) The use of adjectives and compound adjectives.
   Examples :
   a) A five hundred seated football stadium.

     b) A beautiful ancient Roman opera house.

6) The use of linking verbs and action verbs.

    Examples :

    a) The temple is so magnificent.

    b) The tample consists of five terrace.

7) The use of simple present tense.

    Examples :

    a) The museum houses hundreds of greek statues.

    b) The hotel provides 450 rooms and a large swimming pool.

8) The use of degree of comparison.

    Examples :

    a) The weather in Jakarta is hotter than Bandung.

    b) Bogor has the same weather as Ungaran.

VIII. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance list. d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. e. Teacher asking to their student with the question related to the topic.	10 minutes

Core-Activity	a. Observing
	  1. Students read carefully the text
	  2. With teacher guidance, students try to understand the meaning of a text.
	b. Questioning
		30 minutes

	1. Teacher gives chance to students to ask questions if they still confuse from the text in relation to the specific information.
	c. Exploring
	   1. Students try to identify the function, purpose and idea from the descriptive text by themselves.
	   2. The student learn by using students's worksheet and catch the specific information.
	d. Associating
	   Teacher ask the students to interpret the text,
	e. Communicating
	   1. Each Student try to answer the questions that given by teacher.
	   2. Teacher asks the students about the understanding of the material.	

Post-Activity	a. Students with teacher conclude the learning. b. Students reflect on the activities that have been carried out c. Students answer the questions given by the teacher	5 minutes

IX.   **Test**

Answer the question below.

    1.   **Write the descriptive paragraphs consisting of 5 sentences!**

OBSERVATION SHEET OF

WRITING DESCRIPTIVE TEXT SKILL

NO	NAME	Indicators					Total Score
		1	2	3	4	5	
1							
2							
3							
4							
5							

Direction :

- Give a tick (√) for the active students
- Let it empty for unactive students

Note :

1. An inaccurate and incomplete response
2. Some information is accurate and some is inaccurate; the response is sketchy.
3. Information is generally accurate and complete, but not well developed.
4. Response is accurate and complete.
5. Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

Metro,   October 2017

Collaborator (English Teacher)   **Researcher**

Husnil Fajariah, S.Pd.   **Rizki Apriliani**
NIP : -   **St. ID 13108277**

LESSON PLAN II

School	: MA Darul Amal Metro Barat
Subject	: English
Class/Semester	: X/1
Skill	: Writing
Time Allocation	: 2 x 45 minutes
Topic	: Descriptive Text

I. Core Competence

1. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiousity about science, technology, arts, culture related phenomena and real events.

2. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

II. Basic Competence

3.4 Analyzing text structure and linguistic elements to carry out the purpose, and social function of the simple descriptive text about people, place, and famous historical building,according to the context of its use.

4.7 Composing the simple descriptive text contextual meaning related to purpose, social function, text structures and linguistic elements about

people, place, and famous historical building,according to the context of its use.

III. Indicators

4. Identify short structure of descriptive text.

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6. Finding detailed information related to function and purpose of the descriptive text.

IV. Learning Aims

Improving students writing descriptive text skill by using SLOW CaPS Technique at the end this learning activity, the students are able to:

4. The students can organize their idea.

5. The students can identify the contextual meaning and the function of the text.

6. The students can understand the meaning of the text, can make sentences that is suitable with the topic and content in relation to descriptive text.

V. Teaching Method

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VII. Media

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VIII. Sources of Material

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IX. Teaching Material

Descriptive Text

Definition :

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced.

Generic Structure :

3) Identification : identifies the phenomenon to be described.
4) Description : describes features in order of importance:
   a) Parts/ things (physical appearance)
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Generic features :

7) Verb in the present tense.
8) Adjective to describe the features of the subject.
9) Topic sentences to begin paragraphs and organize the various aspects of the description.

Language features :

9) The use of adjectives and compound adjectives.
   Examples :

a) A five hundred seated football stadium.

b) A beautiful ancient Roman opera house.

10) The use of linking verbs and action verbs.

Examples :

a) The temple is so magnificent.

b) The tample consists of five terrace.

11) The use of simple present tense.

Examples :

a) The museum houses hundreds of greek statues.

b) The hotel provides 450 rooms and a large swimming pool.

12) The use of degree of comparison.

Examples :

a) The weather in Jakarta is hotter than Bandung.

b) Bogor has the same weather as Ungaran.

7) Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	f. Teacher greets the students using English in order to create English Environment. g. Teachers and students pray together h. Teacher checks the student's attendance list. i. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. j. Teacher asking to their student with the question related to the topic.	10 minutes
Core-Activity	f. Observing 3. Students read carefully the text 4. With teacher guidance, students try to understand the meaning of a text.	30 minutes

	g. Questioning 2. Teacher gives chance to students to ask questions if they still confuse from the text in relation to the specific information. h. Exploring 1. Teacher put the student into the group based on the placement test and doing following activities based on the procedure of SLOW CaPS. 2. Students try to identify the function, purpose and idea from the descriptive text by themselves. 2. The student discuss the topic, learn by using students's worksheet and catch the specific information. i. Associating Teacher ask the students to interpret the text, So the Team score are taking. j. Communicating 3. Each Student try to answer the questions that given by teacher. 4. Teacher asks the students about the understanding of the material.	
Post-Activity	d. Students with teacher conclude the learning. e. Students reflect on the activities that have been carried out f. Students answer the questions given by the teacher	5 minutes

8) Test

Answer the question below.

1. Write the descriptive paragraphs consisting of 5 sentences!

OBSERVATION SHEET OF

WRITING DESCRIPTIVE TEXT SKILL

NO	NAME	Indicators					Total Score
		1	2	3	4	5	
1							
2							
3							
4							
5							
	Total						
	Precentage						

Direction :

- Give a tick (√) for the active students
- Let it empty for unactive students

Note   :

6. An inaccurate and incomplete response
7. Some information is accurate and some is inaccurate; the response is sketchy.
8. Information is generally accurate and complete, but not well developed.
9. Response is accurate and complete.
10. Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

Metro,   October 2017

Collaborator (English Teacher)   Researcher

Husnil Fajariah, S.Pd.   **Rizki Apriliani**
NIP : -   **St. ID 13108277**

Direction:

1. **Write your name on your answer sheet!**
2. **Read the instruction before and answer the question carefully!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Question :

1. Write descriptive paragraphs consisting minimal 5 sentences!

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GOOD LUCK !!!

CYCLE I

Post-Test I Instrument of Descriptive Text

Direction:

1. **Write your name on your answer sheet!**
2. **Read the instruction before and answer the question carefully!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Question :

1. Write descriptive paragraphs consisting minimal 5 sentences with the theme "Public Place"!

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GOOD LUCK !!!

CYCLE II
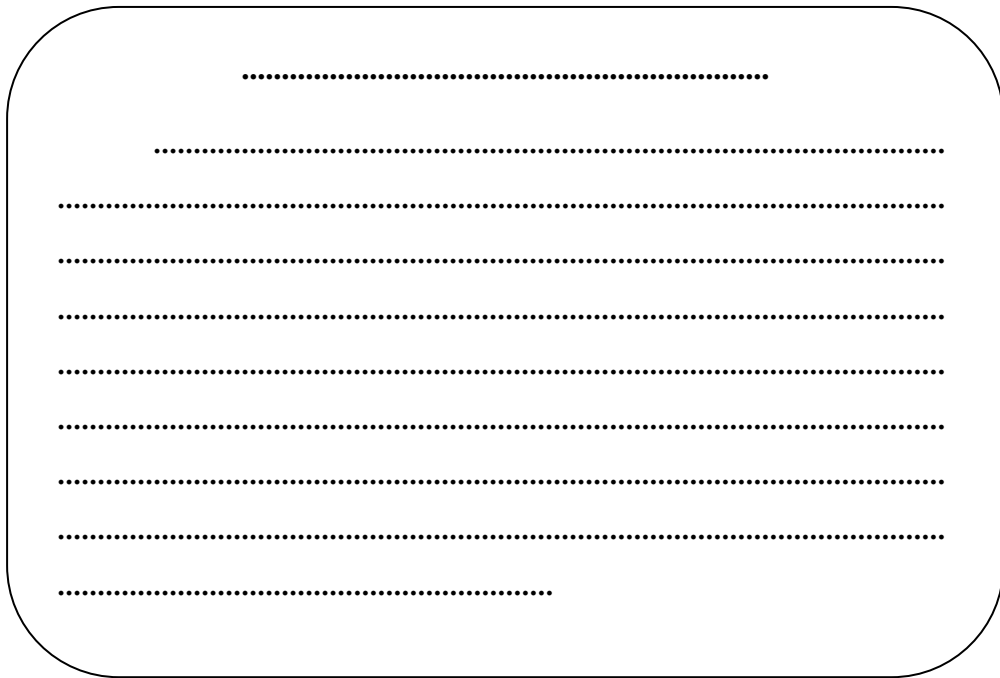
Post-Test II Instrument of Descriptive Text

Direction:

Question :

1. Write descriptive paragraphs consisting minimal 5 sentences with the theme "Favorite Pet"!

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GOOD LUCK !!!

FIELD NOTE

Cycle		Student's Attitude
Cycle I	First Meeting	
	Second Meeting	
Cycle II	First Meeting	
	Second Meeting	

Metro,   September 2017

Collaborator (English Teacher)   Researcher

Husnil Fajariah, S.Pd.   **Rizki Apriliani**
NIP : -   **St. ID 13108277**

The first meeting (Pre-Test) in teaching learning process on Thuesday, November 7th 2017

The researcher gives

The second meeting (Treatment) in teaching learning process on Thuesday, November 14th 2017

The researcher explains
The material about descriptive text

The second meeting (Post-Test I) in teaching learning process on Thuesday, November 14th 2017

The researcher gives Instruction to answer Post-Test I

The third meeting (Treatment) in teaching learning process on Thuesday, November 14th 2017

The third meeting (Post-Test II) in teaching learning process on Thuesday, November 21th 2017

The students did the post-test II as the last meeting

The Last meeting in teaching learning process on Thuesday, November 21th 2017

CURRICULUM VITAE

The complete name of the researcher is Rizki Apriliani. She was born in Kalianda, April 26th, 1995. She is the first daughter of happy couple namely Mr. Teddy Wijaya and Mrs. Marsiah. Now, she lives in Candi Rejo, Central Lampung.

The researcher had studied at The Elementary School for 6 years in SD N 03 Bumi Agung. Then she continued his studying in Junior High School for 3 years in SMP N 02 Way Pengubuan. After that she took the Senior High School at MA-PSA Istiqomah Islamiyah Panaragan Jaya for 03 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department in 2013 until now.