**AN UNDERGRADUATE THESIS**

**INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY**

**AT THE EIGHT GRADERS OF UPTD SMP N 9 METRO**

**IN THE ACADEMIC YEAR OF 2018/2019**

**by:**

**Rini Muslimah**

**Student Number: 1293257**



**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H/ 2019 M**

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**ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY**

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Presented as a Partial fulfillment of the Requirements

For the Degree of Sarjana Pendididkan (S.Pd)

in English Education Department


By:

Rini Muslimah

Student Number: 1293257


TARBIYAH AND TEACHER TRAINING FACULTYDEPARTMENT

ENGLISH EDUCATION DEPARTMENT


Sponsor : Drs. Kuryani , M.Pd.

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2019 M**

**PENINGKATAN KEMAMPUAN SISWA DALAM   MENULIS TEKS DISKRITIF MENGGUNAKAN STRATEGI DRAW LABEL CAPTION (DLC)  PADA KELAS DELAPAN  DI SMP N 9 METRO TAHUN AJARAN 2019/2020**

**ABSTRAK**
Oleh:
**Rini MUSLIMAH**


Kemampuan menulis merupakan keahlian untuk mengekspresikan ide, pikiran, dan perasaan kepada orang lain dalam simbol-simbol tertulis untuk membuat orang lain atau pembaca memahami ide-ide yang disampaikan. Kemampuan ini sangat sulit, karena melibatkan kemampuan atau penguasaan tata bahasa, kosa kata, dan ejaan, Sehingga membutuhkan strategi yang cocok untuk mengajar kemampuan menulis siswa kususnya dalam menulis  teks diskriptif, Strategi yang dapat digunakan adalah  Draw Label Caption (DLC) strategy.

Tujuan dari penelitian ini adalah untuk menemukan apakah ada peningkatan hasil belajar siswa dalam menulis dikriptif teks dengan menggunakan strategi Draw Label Caption (DLC). Peneliti berasumsi bahwa pembelajaran menggunakan strategi draw label caption sangat cocok untuk pembelajaran siswa SMP. Karena strategi ini mengajak siswa untuk mendiskripsikan gambar dimana hal itu dapat merangsang otak siswa untuk berimajinasi sesuai pengalaman siswa dalam kehidupan sehari hari.

Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data. Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi.Peneliti memberikan pre-tes sebelum tindakan, 2 kali tindakan,  dan 2 post test.  Penelitian ini dilaksanakan di kelas VIII SMP N 9 METRO. Penelitian ini menggunakan 33 siswa sebagai objek penelitian. Penelitian menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak. Temuan penelitian ini menunjukan bahwa ada peningkatan dari siklus 1 ke siklus 2. Hasil dari data pada siklus 1, mendapatkan nilai rata-rata pre-test  adalah 61,06 dan post test 64,39 dan dari siklus 2 diperoleh nilai rata-rata 71,21.Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1.Kondisi kelas menjadi lebih aktif selama proses pembelajaran. Siswa dapat berbicara di depan kelas. Ini berartibahwapenggunaan.Pembelajaran draw label caption (DLC) dapat meningkatkan kemampuan menulis siswa pada kelasVIII SMP N 9 METRO.

# INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHT GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR OF 2019/2020

## ABSTRAK

By :
**RINI MUSLIMAH**

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. This ability is very difficult, because involving ability or mastery of grammar, vocabulary, and spelling, so it is need a suitable strategy to teach or learn It Especially Descriptive Text Writing. Strategy that can be used is Draw Label Caption (DLC) strategy

The purpose of this research is to find there is any increasing students' achievement Descriptive Text Writing Ability Using Draw Label caption (DLC) strategy. The writer assumes that teaching by using Draw Label Caption (DLC) strategy is very appropriate for junior high school in learning process. Because this strategy invites the students to describe the picture where this way are able to stimulate the student's brain to imagine as their experiences in their day live.

The research used test, observation, documentation to collect the datas. The classroom action research was conducted by 2cycles. There are four steps in each cycle: they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the eighth graders in SMP N 9 METRO. This research used 33 students as object of this research. The researcher used average formula to prove whether hypothesis is accepted or rejected. The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 61,06 and post test 64,39 and post test from cycle 2 was gained the average score 71,21. The result of cycle 2 is higher than the result of post -test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students can write descriptive text. It means that the use of draw label caption (DLC) strategy can increasing the students writing ability at the eight graders of SMP N 9 METRO.

## APPROVAL PAGE

Title          : INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR 2019/2020

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Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

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

Name     : Rini Muslimah

Students Number : 1293257

Judul Skripsi   : INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR 2019/2020

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

Metro, Desember 2019

Sponsor             Co-sponsor

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## RATIFICATION PAGE
No: B-4619/ln-28.1/D/PP-00-9/12/2019

An Undergraduate thesis entitled: INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADE OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR 2019 / 2020, Written by: Rini Muslimah, Number: 1293257 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 18[h], 2019, at 08.00-10.00. AM

### BOARD OF EXAMINERS

Chairperson : Drs. Kuryani, M.Pd. (........................)

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## NOTIFICATION LETTER

Number      :
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Matter       : **In order to hold the munaqosyah
of Rini Muslimah**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

*Assalamu'alaikum, Wr. Wb*

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

Name                 : Rini Muslimah

Students Number  : 1293257

Title                : INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR 2019/2020

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

*Wassalmu'alaikumWr.Wb*

Metro,   December 2019

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**MOTTO**

....إِنَّ اللهَ مَعَ الصَّابِرِيْن (153)

...Surely Allah is with those who are patient.

(QS. Al-Baqarah :  153)

## STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : Rini Muslimah

NPM : 1293257

Departmen : English Education

Faculty : Tarbiyah and Teacher Training

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

Metro, December 2019

The writer,

**RINI MUSLIMAH**
NPM 1293257

# DEDICATION PAGE

This undergraduate thesis is dedicated to

Allah SWT, the Most Gracious , the Most Merciful, who has taught us with pen and has taught human beings of what do not know. My beloved family, my parents, my sister and my brother who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare. My guide lecturers Dr. Kuryani, M.Pd and Trisna Dinillah Harya, M.Pd  who always guided me so this research can finish. The staffs of  Department and teacher training faculty and lecturers of English department who have given the assistances to accomplish this research. My inspiration all of my beloved friends who give me a lot of motivation and push me up until I was finish this research.

# ANKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the Universe, the inspiration of my life, that I can finally accomplish this research proposal entitled "Increasing the Student's Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy at the Eight Graders of UPTD SMP N 9 Metro in the Academic Year of 2019/2020.

First of all, the deepest gratitude would be addressed to my beloved parents Amsori and Supini for their endless love, for understanding and supporting me to finish the research proposal, and always pray for me to be a successful person someday (amen) and also to my brother and sister who always supports me for everything

The greatest gratitude would also be addressed to both of my advisors, Drs. Kuryani, M.Pd. and Trisna Dinillah Harya, M.Pd. Their activities, they were still willing to read the research proposal, give me helpful idea and invaluable assistance and guiding way of writing during the research proposal writing process.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this undergraduate thesis can be benefit to all of us properly.

<div style="text-align: right">

Metro,  December 2019
The writer,


Rini Muslimah
NPM. 1293257

</div>

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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Language is a uniquely human activity, the functions of language are to express one's emotions, needs, thoughts, desires, attitude, and as a system of communication. English is one of languages in this world which is utilized as an International language, and taught as the first foreign language for Indonesian learners in variety of school.

English as an international language is used and learned by people in many states. In Indonesia the applying of English is very important in all aspects and situation. Because it is the first foreign language which is studied and taught at school from kindergarten to university. At Junior High School, the students are able to use English as a mean of communication in both spoken and written form.

The basic skills of Language that must be mastered by learners are listening, speaking, reading and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills. As productive skill, writing is one of the important skills which are taught in the school. It takes on a very significant role in teaching English as a foreign or second Language. By writing we can more easily remember something and think critically as well.

Writing is one of the basic language skills that should be mastered by Junior High School students. Writing is language skill that can be used to communicate and to express with others in written form (paper). So it is the basic skill that very central for the student.

In teaching writing, there are some materials; one of them is about descriptive text, descriptive text is a text which describes a person, place, or thing in a way that enables the reader to visualize it. Writing descriptive text will be more easy and quickly to be received and understood by the students if the teacher uses the suitable strategy. One of the teaching strategies that can be used in writing descriptive paragraph is Draw Label Caption (DLC) strategy.

Draw Label Caption (DLC) strategy is the strategy that students draw a picture, label everything in the picture, and then give an overall caption or summary of what is happening in the picture. This is a great strategy that students can write descriptions of everything they have labeled the actions and help the students capture a scene and focus on important details.

To support the activities of the teacher at the eight class of students at State Junior High School 9 Metro. The teacher needs a new technique, method and strategy to solve the problem in teaching and learning process in the class. Those problems are: the students difficult in using generic structure of descriptive text, then the students difficult in using the lexical grammatical features of descriptive text, next the students are getting confused to describe something, afterward The students' vocabulary and grammar are limited,

subsequently the students are not able to write correctly, later the students are getting bored in the classroom.

Furthermore, the data of pre survey on June 18[th,] 2019 at the eighth graders students of SMP N 9 Metro in the academic year of 20119/2020. Illustrates the levels of descriptive text writing ability.

**Table 1**

The Data of the Students' writing Score at Class 8 B

| No. | Score | Frequency | Categories | Percentage |
|-----|-------|-----------|------------|------------|
| 1. | >76 | 12 | complete | 36,36% |
| 2. | <76 | 21 | Incomplete | 63,63% |
| **Total** | | **33** | | **100%** |

Source: Adha Mariana, S.Pd the English teacher of SMP N 9 Metro

Based on the pre-survey data, the writer found many students obtain not well enough result. It can be seen from the score of the students, it less than 70 as The Minimum Mastery Criteria (MMC). Occasionally, based on these conditions, the writer would like to conduct a research entitled:

*Increasing Student's Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy At The Eight Graders Of SMP N 9 Metro In The Academic Year Of 2019/2020.*

**B. Problem identification**

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

1. The students have difficulties in using generic structure of descriptive text.

2. The students have difficulties in using the lexical grammatical features of descriptive text.

3. The students are getting confused to describe something in descriptive text.

4. The students' vocabulary and grammar are limited.

5. The students are not able to write correctly.

6. The students are getting bored in the classroom.

## C. Problem Limitation

Based on the problem identification above, the writer limits the problems only to the third problem, the students are getting confused to describe something in descriptive text.

This research conducted at the Eight Graders of SMPN 9 Metro in the Academic Year of 2019/2020.

## D. Problem Formulation

Based on the problem above, the researcher formulates the problem in this research as follows "can the use of draw label caption (DLC) increase student's descriptive writing text in the learning activities.

## E. Objective and Benefit of the Study

1. Objective of the study

The objectives of the study is intended to increase student's descriptive text writing ability by using draw label caption (DLC)strategy at the eighth graders of SMP N 9 Metro in the academic year of 2019/2020.

2. Benefit of the study

    a. For the students

        The students will get a new, interesting and easy strategy to write something by using Draw Label Caption (DLC) strategy.

    b. For the teacher

        To give information for the English teacher, especially IN SMP N 9 Metro, that Draw Label Caption (DLC) Strategy Is More Effective To Be Used In Teaching Descriptive Text Writing Ability.

    c. For the head master

        This study is hopefully will be able to give a positive contribution in teaching writing text at SMP N 9 Metro.

## F. Prior Research

1. **khoirul anam the title is** "a comparative study between the use of draw label caption (dlc) strategy and presentation practice production strategy in increasing the students' narrative paragraph writing ability at the eighth grade students of state junior high school 2 metro in the academic year of 2010/2011. Based on the result of this research that is the average score of Experiment class is higher (77) than the average of control class (67.63). It can be concluded that teaching in the experimental class using Draw Label Caption (DLC) strategy gives better result than in the control class using Presentation Practice Production strategy. The result of data analysis using t-test is $t_{observed} = 4.597$ and $t_{table} = 5\% : 1.990, 1\% : 2.638$ and $0.1\% = 3.466$. It means that $t_{observed}$ is higher than $t_{table} = 4.597 > 1.990$. It can be

inferred that Ha is accepted and Ho is rejected. It can be concluded that is mean that using Draw Label Caption (DLC) strategy gives more positive effect increase the students' narrative paragraph writing ability at the eighth grade students of State Junior high School 2 Metro in the academic year of 2010/2011.

2. Dayu fitriana the title is the influence of using venn diagram toward the students' descriptive writing ability at the eighth grade of junior high school of islamic education center (IEC) roudlatul qur'an west metro in academic of year 2010/2011. Based on the result of this research is the writer conducted the true experimental design, by applying pre-test and post-test as the instrument. In accordance with the method in present research, experimental design, the data was analyzed by using *t-test* that enable to investigate the differences between the experimental group which used Venn diagram and the control group which without used Venn diagram. Moreover, the result of data analysis illustrates that t $_{observed}$ = 3.590 and is categorized into high influence. Next, t $_{observed}$ is consulted to t $_{table}$ of the significant level of 5% = 2.010 and 1% = 2.682. Finally, the data confirms t $_{observed}$ is higher that t $_{table}$. Thus, it can be inferred that the Alternative Hypothesis (Ha) is accepted. There is positive and significant influence between experimental class and control class at the eighth grade Junior High School of Islamic Education Center (IEC) Roudlatul Qur'an West Metro in academic of year 2010/2011.

Based on the researches before, it is gotten the similar and differences from the research which writer will do. The similar are  doing the research about descriptive text, and the differences are based on khoiru anam's research is using comparative method by using draw label picture strategy and presentation practice production strategy, than dayu fitriana's research focuses on the photographs, diagrams, charts, and table to write the descriptive text Next, the research of the writer explains how to make descriptive text by using the schema of the picture to write descriptive text.

**CHAPTER II**

**REVIEW OF RELATED THEORIES**

**A. Descriptive text writing ability**

**1. The concept of Writing**

Language is a set of rules that is used by native speakers as the tool of their communication it means that language is very important role in human's life for communication. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way.

The concept of writing as a skill needs to be differentiated from writing as a text. As a skill writing is defined as a productive written language skill.[1]

Douglas Brown says that writing is a language skill that is used for indirect communication. The students can communicate their ideals and thought to others through a written form such as letter, massage, or invitation for communication. It is also important that communication will be successful if the reader understands what the massage means because writing is drawing the graphic symbols that represent one language in order that people can understand it. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. [2]

In addition, Writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium,

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[1] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008),p.3
[2] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogyn*. New York;Addison Wealey Longman ,2001,p.344

whether it is Hieroglyphics inked onto parchment or an email message typed into a computer.

On the other hand, writing is the mental work of inventing ideas, thinking about How to express them, and organizing them into statements and paragraphs that will be clear to a reader[3].

Afterward, Writing is the mental and physical act of forming letters and words. But it is much more than that. It is putting words into sentences and sentences into paragraph, spelling words correctly, punctuation and capitalizing in customary ways, and observing conventions in written forms. Writing is a process of expressing thoughts and feeling of thinking, and of shaping of experiences.[4]

In conclusion, it can say that writing is an important means of indirect communication. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form, of written language. By writing, language learners can express their feelings, ideals, thoughts, emotions, attitudes, etc.

## 2. The Concept of Writing Ability

### a. The Definition of Writing Ability

When we discuss about the definition of writing ability according to the approaches to the teaching of writing, it is not plausible to find the writing ability which is accepted and agreed among all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough

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[3] 5David Nunan, Practical *English Teaching.* America : McGraw Hill Companies, 2003 p. 88

[4] Walter T. Petty and Julie M. Jansen, *developing children's language, Boston Allyn & Bacon.1980,* P. 362.

and comprehensive in its own right. I will, therefore, examine various definitions according to the approaches to the teaching of writing one after another.

Some (Hedge, 1998) argue that approaches to the teaching of writing can be grouped into two groups: the product approach vs. the process approach. It appears however appropriate to classify them into three approaches, as in Hyland (2002), on the grounds that since factors such as audience and social context have come to be considered important in writing, approaches involving these elements need to be included in the discussion[5]

The writer concludes that writing ability is .the process of writing based on the approach of writing  they are Free-writing approach, Paragraph-pattern approach, Grammar-syntax organisation approach ,Communicative approach, Process approach.

**b. Process of Writing ability**

According to Mc Crimmon, the writing process will be divided into three stages, as follows:

1) Planning

Planning is any orderly procedure uses to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

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[5] Jyi-yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Schools,* Pan-Pacific Association of Applied Linguistics,2009,p.55

2) Drafting

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

3) Revising

   Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examined and re-evaluate the choice that has created a piece of writing.[6]

   The writes summarizes that the process of writing is planning, drafting and revising. It means that to find the kind/title of writing, to limits the writing and to correct the writing

c. **Strategies of Writing ability**

   To get a good writing, Vivian M. Rosenberg explains tens strategies of writing, such as analysis, argumentation, cause and effect, classification, comparison and contrast, definition, description, exemplification, narration, process.[7] Furthermore, the explanations of the major writing strategies as follow:

   1) Analysis
      In analysis strategy, the writer takes something apart from a book or an article, examining the different parts of it separately and seeing how the parts relate to each other.

   2) Argumentation

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[6] James M. Mc Crimmon, *Writing With a Purpose,* New York: Houghton Miffin, 1984, pp.10-11

[7] Vivian M. Rosenberg, *Readin*g, *Writing, and Thinking Critical Connection*, New York, *random house*, 1989, p. 78

In this strategy, the writer takes a strong position on an issue and provides supporting evidence and logical reasons to defend the position.

3) Cause and effect
The essential of this strategy, the writer explains what caused something and/or traces the effect or consequences or result of something.

4) Classification
The meaning of this strategy is to do subdividing of things according to certain categories.

5) Comparison and contrast
In this strategy, the writer should be able to compare and contrast two or more things, nothing similarities and differences.

6) Definition
The purpose of this strategy is the writer explains or definers what a word or phrase or an idea means.

7) Description
In the description strategy, the writer is able to explain or define or analyze something by giving specific examples.

8) Exemplification
Using of this strategy, the writer is able to explain or define or analyze something by giving examples.

9) Narration
In this strategy, the writer is able to tell a story to illustrate a point or examine an issue.[8]

In the process of strategy, the writer describes a process, step by step. It becomes an analysis to describing the process; furthermore, the writer also explains the significance of some of the steps of the process or analyzes the relationship of one step to another.

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[8] *Ibid.* p 78.

**d. Characteristics of Good Writing ability**

To be a good writing, the writing process needs discussion about the characteristics of good writing.

According to Michael E. Adelstein and et.el, the characteristics of good writing can be defined as follows:

1) Good writing is interesting. This is true regardless of whether it is designed to amuse, inform, or persuade the reader. Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers.
2) Good writing is clear. Its ideas have been organized so logically, words selected so carefully, and sentences crafted so skillfully that readers do not need to struggle to understand what the writer means.
3) Good writing is concise. It contains no unnecessary words, phrases, or sentences' consequently; readers will not feel that their time is wasted.
4) Good writing is effective. It conveys a massage to readers in such a way that it will achieve the effect that the writer intended. To achieve this objective, writers must choose wisely the words, sentences, and paragraph structures that will best communicate to their readers. So that readers will not be distracted from the message, good writers also follow the accepted conventions of spelling, punctuation, capitalization, and so on.[9]

From another expert, Dowgles brown also tells the characteristics of writing, they are:

1) Pre-writing
   In the 'pre-writing' activities, before putting pen to paper By extending the range of tasks for students to do when preparing to write, the relevance of the task could be enhanced, for example, s follows:

   a) Thinking about content
   b) Thinking about the reader
   c) Systematic preparation for writing
2) Composing and Drafting

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[9] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment Third Edition*, Harcourt Brace Jovanovich, United States of America, 1984, p. 4

During composing, writers move towards a text that most closely matches what they want to convey to their readers.

3) Revising and Editing

Writers are continuously reading through what they have written and making corrections to ensure both clarity of expression, factual and grammatical accuracy. Revision is therefore incorporated into the writing process and is very different from what often happens to the first drafts of students writing. In fact, in most instances of extended writing, it is common for more than one cycle of revision and editing to take place before a 'final' piece of writing is produced.[10]

From explanation above the writer says that before writing we must think the goal of writing, reader target and check the writing before final.

3. **The Concept of Descriptive Text**

a. **The Definition Of Descriptive Text**

John Schacter defines that Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.[11] Next Tompkins explains that descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object.[12]

Gerrot and wignell define that a descriptive text is the text to describe particular person, place and thing. Then Abisama defines that a descriptive

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[10] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogyn.P 341.*

[11] John Schacter,*TheMaster TeacherSeries Descriptive Writing* , www.teaching doctors.com,p.5.

[12] Rini Asrial, *Teaching Writing Descriptive Text By Combining Brainstorming And Y Chart Strategies At Junior High School,(* STKIP PGRI Sumatera Barat ,2018)p.3.

text is a text picturing the person, place and thing with clear detail to help readers visualize an object that is being described.[13]

The writer closes that descriptive text is a text that describes a particular person, place and thing. It means that descriptive text invites the reader fell in the real situation of the text.

### b. The Generic Structure of Descriptive text

According to Gerrot and Wignel say that descriptive text has generic structure as below:

1) Identification (identifies phenomenon to be described)

In creating a descriptive text, the first thing to do is to make identification. It introduces or identifies the phenomenon to be described. It tells about the name, the address, or the location of the object.

2) Description (describes parts, qualities and characteristics).

Description is the second element of the generic structures of descriptive text. It tells about what the phenomenon, introduced in the identification, looks like. It is to say that identification is the opening of the descriptive text, while description is the body of it[14].

The writer summarizes that the generic structure of descriptive text they are identification and description. Identification explains the

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[13] Vivi Ramadani,Saunir San, *Helping Junior High School Students To Write A Descriptive Text Through Draw Label Caption Strategy*.(FBS Universitas Negeri Padang),Journal Of English Language Teaching ,Vol. 1no. 2 Maret 2013, P.254.

[14] Ika Sastrawati, *Improving the Students' Ability to Write Descriptive Paragraph through Draw Label Caption (DlC) Technique, (*English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar), Vol. 4 No. 1 Mei 2015, P. 7

name and place. It usually placed in first paragraph and Description explains the phenomenon that happens in the second paragraph.

### c. Language Features of Descriptive Text

According to Gerrot and Wignel state that descriptive text is indicated by specific participant, adjective and compound adjectives, linking verbs, simple present tense, action verbs, and descriptive language as follow:

1) Specific participant; it focuses on specific participant, such as my house and my pet.
2) Adjectives and compound adjectives. For example," a beautiful beach, a handsome man and an adorable cat.
3) Linking verbs. It uses linking verbs such as is, are, has, have, and belongs to.
4) Simple Present Tense. For instance," I have a friend, his name is Samsul".
5) Action verbs. It uses action verbs such as run, sleep, walk, etc.
6) Descriptive language. It uses descriptive language to describe what they look like (color, shape, size, etc), what they have (body parts, components, etc), and what they do (habits, behavior, functions, etc). [15]

The writer finishes that if the student wants to make a descriptive text, they must use the language feature of it. They are linking verb, simple present tense. And action verb. It will make easy the student to differ between narrative text, recount text and descriptive text.

### d. The Procedure of Descriptive Text

To teach descriptive text is the complicated lesson in writing. to make it easy, the student are to learn about the procedure of descriptive text. Here it is the explanation below:

1) Introduction: in the first paragraph, we write the name of place and locations well as the reason for choosing it.

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[15] *Ibid.*,p.8.

2) Main body: in the second paragraph we usually write about what the place looks like. In the third paragraph we describe the place in detail. We can include the thing we can see, feel, hear, smell, and taste.

3) Conclusion : in the last paragraph we write about our feelings and personal comments and /or recommendation narrative descriptions of places can be found in tourist magazines ,letters, stories, etc

And for the tenses it uses past tenses to describe our visit. However, we use present tenses to talk about the location. We can use the variety of adjectives and adverbs as well as our senses to make our descriptions more appealing to the reader.[16]

To make descriptive text the students have to choose the name, place and location, then in the second paragraph we must describe the phenomenon and the place clearly   we may put see, feel, hear smell, and taste. And the last paragraph it describes the opinion and conclusion about what we tell in text.

**B. The Concept of Draw Label Caption**

1. **The Definition of Draw Label Caption Strategy**

Using Draw Label Caption (DLC) strategy is one of the alternatives for the teacher in designing writing materials for the students. Many experts explain of draw label caption strategy in their book.

William states that draw label caption is a process that helps the writer figure out what his/her idea. It means that draw label caption strategy will help

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[16] Darlene Gonzales miy,how to write descriptive text ,(uveg,2012)p.1

the students in learning of writing and the students will learn another way to take a prewriting idea and begin to develop it into a text.[17]

According to Steve Peha, Draw: Make a quick pencil sketch of the scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can. Don't forget to include yourself in the picture if it's appropriate. Label: Create a one or two-word text label for each item in the drawing. Label everything you can think of, even different parts of things. Caption: Write a single sentence underneath the picture that tells what is happening.[18]

Bumgardner defines that draw label caption technique is simple technique that consist of draw, label and caption. It can be seen that after picking a topic, the students are asked to make a sketch, give the name or label everything in the picture, and give caption for their sketch, one sentence that tells what is happening.[19]

Based on the definition above, the writer brings to a close that Draw Label Caption (DLC) strategy is a strategy that can be used in writing teaching, that consist of three-steps like: draw, label and caption. On the other words, the first the students draw their ideas on the sketch or drawing the pictures, after that,

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[17] Intifadhah , *using draw label caption (DLC) strategy to improve narrative writing achievement of the elevent grade student of MANsaka tiga indralaya*,(FKIP,Unsri,Palembang) 2016,p 576.

[18] Steve Peha, *The writing Teacher's Strategy Guide,* Teaching That Making Sense, Inc, New York, 2003,  P. 47

[19] Dewi Silvi Listia, Draw *Label Caption  (DLC) Technique: A Strategy Boost Writing Ability Of First Year Students Of SMKN 1 Peusangan,* Education Study Program Faculty Of Teacher Training And Education Almuslim University)Volume10no 4,2018,P,72.

they label it to make it more detail and the last, they write the caption under the sketch, a sentence that tell what is happening or summary of it.

**b.  The Advantages of Draw Label Caption (DLC) strategy**

One of the advantages of this strategy is that every student can do it well. But the most interesting thing is seeing how well it works with older kids and even adult writers. This strategy seems to be ideal for helping writers of all ages and abilities solve this problem. Besides, "Drawing can really help students write. When students take a few minutes to sketch a quick picture, they give themselves a chance to focus on the topic and that can make their writing richer and more detailed.[20]

We can say that the advantages from this strategy are all of students are able to learn easier in all aspect of age. It can be seen from the way to learn use drawing activity, it will make easy to remember, imagine and express what they fell. Besides, it makes the student enjoy and fun.

**c.  The Process of Draw Label caption (DLC) strategy**

To do the draw label caption. The students are to know the process of draw label caption In order to get a good value in writing. The students can follow the steps process in this strategy. Below is the explanation about the steps process of this strategy.

According to Steve Peha to achieve the purpose in writing process there are three steps process in Draw Label Caption (DLC) strategy as follows:

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[20] Ibid. p.47.

1) Draw; make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
2) Label; create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.
3) Caption, write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

**SCHEME OF DRAW-LABEL-CAPTION (DLC) STRATEGY**

**Draw-Label-Caption**

| DRAW | LABEL |
|------|------:|
|      |       |

**CAPTION**[21]

From the quotation above the writer can conclude that this strategy have three steps, namely: first, draw a picture that will be the main idea of their story, second label as many words as possible around the picture, and then write a caption in the bottom of the picture to go along with the picture (start with a phrase), after that make a sentence from the label and the last each sentence can be included into a descriptive paragraph.

Steve Peha suggested that "There are some tips to develop the students writing ability on the Draw Label Caption strategy, namely:

1) Don't be shy about drawing. Drawing can really help in preparation for writing, will be much more focus, will have better command of the details and while you're drawing, will spend several minutes thinking about what you want to say.
2) Really get into the labeling. I've already talked about how each label can be turned into a detail in your piece, and how each detail can then be turned into a sentence or two.
3) Redo a picture for your cover. I think it's cool to put an illustrated cover on your piece when it's finished. Why not take one of your drawings and redo it? You can use color, fill things in, add details, etc. The picture you choose might even suggest a title for your piece.
4) Explore the fine art of caption writing. If you want to learn a lot about revising sentences, put in some work on your caption. Captions are short and you can revise them quickly and easily.
5) Use dialog and thought bubbles. You can treat your picture as though it was a panel in a comic strip. Use dialog bubbles to show people talking. Use thought bubbles to show people thinking.[22]

Based on the some tips above, now the students can try to use this strategy to develop their writing. The following passage below is the example of writing a paragraph that uses this strategy:

**Example:**

**Draw**

The following passage below is the drawing a picture. Draw a picture that will be the main idea of the story
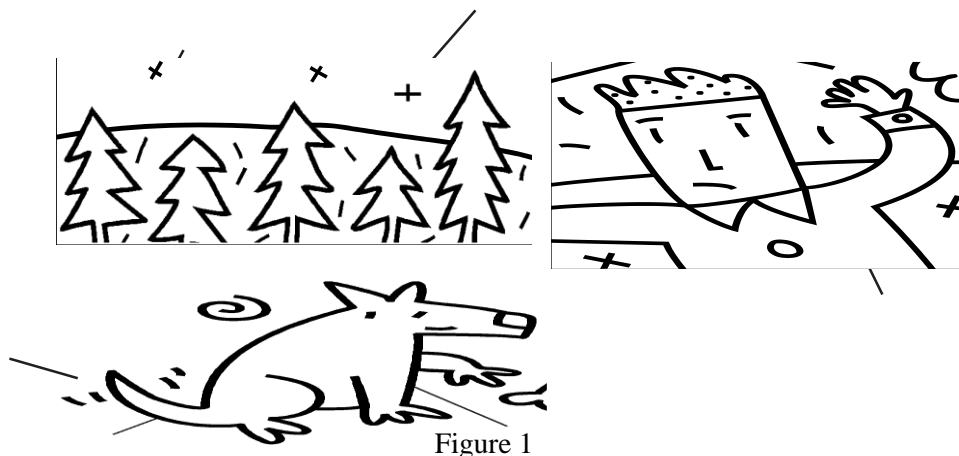


Figure 1

The Example of Drawing a picture

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[22] Steve Peha, *the writing  teacher's straegy guide* .p. 51

**Label**

The following example below is the label about the picture. Label as many words as possible around the picture.

wind    my hair

birds

trees

me

tail

paws

sweater
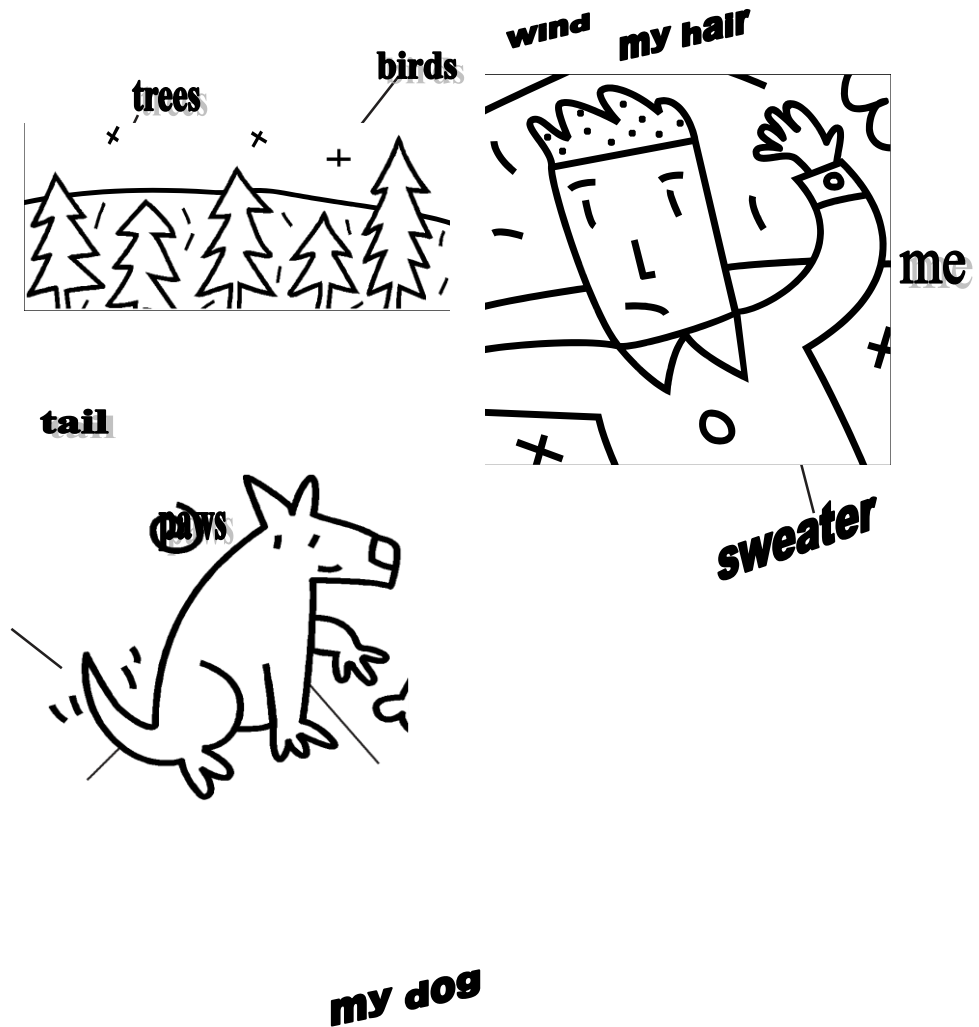
my dog

Figure 2

The Example of Label

**Caption**

Now have the students write a one sentence caption for their pictures-what is the main scene or action? What is this story about? For my picture, I would caption it:

*I'm just about to throw the Frisbee and my dog is going to go after it.*

Figure 3

The Example of caption

**From label to sentences:**

The following passage below is the development the labels into sentences:

- ME - I'm about to throw the Frisbee. This is my favorite game to play with my dog. I love to see him chase it down and catch it in his mouth before it hits the ground.
- SWEATER - It's cold out but I've got a thick wool sweater on.
- MY HAIR - The wind is blowing my hair all over the place.
- WIND - It's unusually windy today. I'm throwing into the wind because I'm afraid that if I throw it the other way, the Frisbee will go too far.
- TREES - The big trees in the park are swaying from side to side. Some of the leaves are falling off.
- BIRDS - There are birds flying above the trees. I wonder how they can fly in wind like this?
- MY DOG - My dog is excited and ready to go. He knows that when I get the Frisbee out that we're going to play one of his favorite games.
- TAIL - He's wagging his tail like crazy. That means he's really happy. He can't wait to tear off after the Frisbee.
- PAWS - He can't keep his paws still. He's scratching at the dirt and getting ready to run.

**From the sentences to a paragraph:**

The following passage below is the development the sentences into a paragraph:

I'm about to throw the Frisbee. This is my favorite game to play with my dog. I love to see him chase it down and catch it in his mouth before it hits the ground. Its cold out but I've got a thick wool sweater on. The wind is blowing my hair all over the place. It's unusually windy today. I'm throwing into the wind because I'm afraid that if I throw it the other way, the Frisbee will go too far. The big trees in the park are swaying from side to side. Some of the leaves are falling off. There are birds flying above the trees. I wonder how they can fly in wind like this. My dog is excited and ready to go. He knows that when I get the Frisbee out that we're going to play one of his favorite games. He's wagging his tail like crazy. That means he's really happy. He can't wait to tear off after the Frisbee. He can't keep his paws still. He's scratching at the dirt and getting ready to run. [23]

### d. The Procedure of Draw Label Caption (DLC) strategy

To apply this strategy, Burns mentions the procedure of draw label caption strategy includes into five steps:

1) Draw: have students draw a picture.
2) Label: have students label everything in the picture. They are allowed to label everything that is considered as important thing for them.
3) Caption: have the students to write a sentence caption for their picture. They can make the sentence under their picture to tell about their writing.
4) Description: have the students write description of everything in the picture and push them to be as detailed as possible.
5) Complete story: now students have more enough material to write a complete scene or story.[24]

The writer terminates that during doing Draw label Caption strategy, the students are divided into small group consists of 4-5 students each group, and perform a different role. In this technique, role is an important aspect of DLC strategy because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned roles in DLC strategy lesson that they must fulfill together.

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[23] Steve Peha, *the writing teacher's straegy guide* p. 49-50.
[24] Afni Salam, The Effect Of Draw Label Caption Strategy Toward Students' Ability In Narrative Writing for senior High School students in academic year 2012/2013 A Study At Eleventh Grade Students Of SMAN 14,p.4.

### e. Teaching Writing by Using Draw Label Caption (DLC) Strategy.

Every teacher needs a safety net, a strategy or activity. According to Julie in Peha, The Draw-Label-Caption strategy is a simple Pre-writing exercise that everyone can feel successful with.[25]

There are some steps in conducting Draw-Label-Caption strategy in the classroom, especially in teaching and learning writing. The steps are:

1) The students pick the topic. After picking the topic they do a sketch by using pencil. In the sketch they can draw everything. Such as animal, trees, people, etc
2) The next step is labeling. The students create one or more words for each item in their drawing. They use lines to connect their label with the things they are labeling, they write all over their sketch, left to right, up and down, sideways whatever works for them.
3) Then, students write a single or more sentences for their sketch. It can be made underneath the picture.

For the last steps is turn sentences into a text.[26]

The teacher explains clearly how to learn using draw label caption in writing lesson, have the student to make topic, labeling, making sentence and the last make a paragraph.

## C. Action Hypothesis

The students' descriptive text writing ability can be increased by using draw label caption (DLC) strategy in teaching and learning process at the eighth graders of UPTD SMP N 9 Metro in the academic year of 2019/2020.

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[25] Steve Peha. 2003.Welcome to Writer's Workshop (Teaching young writer's the way professionals teach themselves.Retrieved on 15th, March 2011.P.36

[26] Steve Peha, *the writing teacher's straegy guide* p.38

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Variable and Operational Definition of Variable

John W. Creswell stated that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied.[27] There are two variables in this research which consist of one independent variable (X) and one dependent variable (Y). The independent variable (X) is Using Draw Label Caption (DLC) Strategy and dependent variable (Y) is descriptive Text Writing Ability.

### 1. Independent Variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.[28] In this research, there is one independent variable.

The independent variable of this research is Using Draw Label Caption (DLC) Strategy X. draw label caption technique is simple technique that consist of draw, label and caption. It can be seen that after picking a topic, the students are asked to make a sketch, give the name or label everything in the picture, and give caption for their sketch, one sentence that tells what is happening. Moreover, the indicator of this variable as follows:

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[27] John W. Creswell, *Educational Research*,(United State of America: Pearson,2012),  p. 112.
[28]*Ibid.,*P. 116.

4) The students are able to pick the topic. After picking the topic they do a sketch by using pencil drawing everything Such as animal, trees, people, etc

5) The students are able to label by creating one or more words for each item in their drawing

6) Students are able to write a single or more sentences for their sketch. It can be made underneath the picture.

## 2. Dependent Variable

The dependent variable is an attribute or characteristic that is dependent on or in influenced by the independent variable.[29] It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of the independent variables.

Dependent variable of this research is writing ability. In this research is limited only to writing a descriptive text which it is defined saying what some body look, smell, taste, feel, or sound by making a visual image of people, places or things with the relevant and details information and try to make the readers to or to visualize the object clearly. Moreover, the indicator of this variable as follows:

a. The ability to make topic sentence.

b. The ability to make the supporting sentences.[30]

c. The ability to make the concluding sentence.

d. The ability to make coherence of a descriptive text.

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[29] Graeme Keith Porte, *Appraising Research In Second Language Learning*, (Philadelphia: University of Granada,2002),P. 209.
[30] *Ibid*,p. 181

e.  The ability to make cohesion of a descriptive text.

f.  The ability to make unity of a descriptive text.

The writer used writing test of a descriptive text of a topic to measure the students' writing ability.

## B.  Research Location

This research conducted at SMP N 9 Metro in academic years 2019/2020 where the address is on piagam Jakarta street 16 polos, mulyosari village of west metro district, lampung.

## C.  Subject and Object of Study

The subjects of this research are the eighth graders at the second semester. There are 33 students in class divided to23 girls and 10 boys. The writer chooses this class because this class is getting a difficulty in learning writing descriptive text than other eight graders class. So the writer wants to know what the problems and what the solution are.

According to David Kember, action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners[31].

Based on the definition, it can be assumed that action research is a cyclical process for improving professional action which involves plan, implementation, observation, and reflection

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[31] David Kember, *Action Learning and Action Research*, Great Britain: Bidle l + d Guilford and King's Lyn, 2000, p. 24.

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                        ┌──────────────┐
                        │   Planning   │
                        └──────┬───────┘
                               │
                               ▼
┌──────────────┐    ┌──────────────┐    ┌──────────────────┐
│  Reflection  │    │   Cycle I    │    │  Implementation  │
└──────────────┘    └──────────────┘    └──────────────────┘
        ▲                              ▲
        │    ┌──────────────┐          │
        └────│ Observation  │◀─────────┘
             └──────────────┘

        ┌────────────────────▶┌──────────────┐
                              │   Planning   │───────┐
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                                                     ▼
┌──────────────┐    ┌──────────────┐    ┌──────────────────┐
│  Reflection  │    │   Cycle II   │    │  Implementation  │
└──────────────┘    └──────────────┘    └──────────────────┘
        ▲                              ▲
        │    ┌──────────────┐          │
        └────│ Observation  │◀─────────┘
             └──────────────┘
```

Figure 1
Action research as a cyclical process[32]
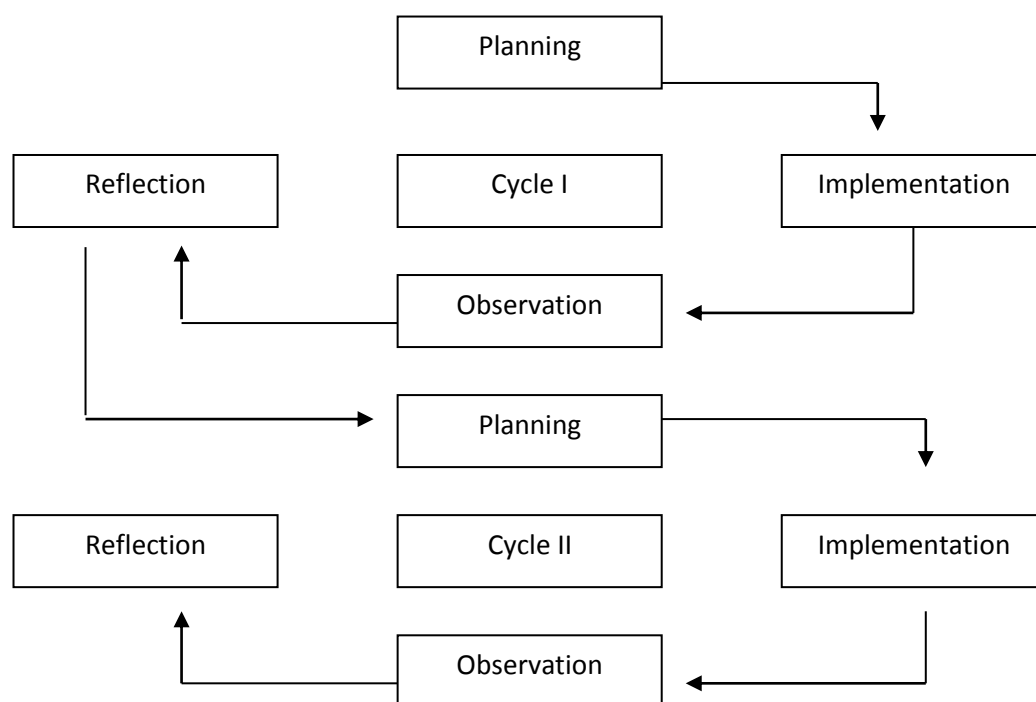
## D. Action Plan

This action research was conducted at the eighth graders of SMP N 9 Metro Lampung, for six meetings or two cycles at the second semester in the academic year 2019/2020. The steps were as follow:

1. Preparing

I prepared the learning program, suitable with the syllabus, and the instrument of evaluation. I observed the students that will be the objects in my research, I want to know the problems in the process of learning, after I got the problems, I will arrange a learning design, method, and evaluation.

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[2] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2008 P.23

2. Process of Learning

I will use a sheet of observation. It is used to make some notes the activities in the process of learning Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy.

3. Evaluation

The tests will be given to the students to know the response of them and the students' Student's Descriptive Text Writing Ability in the end of the learning.

The steps of the action in learning Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy as follow:

Table I
**Activities of Each Step of Cyele I**

| No | Cycles | Steps | Action |
|---|---|---|---|
| 1 | | Planning | - The teacher determines the research class<br>- The teacher prepares the learning programs<br>- The teacher prepares the suitable appropriate materials with the curriculum<br>- The teacher prepares the evaluation instruments |
| | | Implementa tion | Pre – activity<br>- The teacher greats the student friendly<br>- The teacher checks student attendant's list<br>- The teacher motivates the student to be active<br>During activity<br>- The teacher asks the student about their activities in the past and the teacher writes it on the board **"what is your favorite place? what is your idol ?** And **what is your favorite thing**? |

| | | | | - (questioning, constructivism, inquiry) |
|---|---|---|---|---|
| | | | | - The teacher ticks the name of students who answer teacher's question in his/her data's. (Authentic assessment). |
| | | | | - The teacher reads the sentences on the whiteboard correctly and the students repeat after her (modeling and reflection) |
| | | | | - The teacher asks the students and the student answer based on their favorite, person, place and thing. |
| | | | | - The teacher ticks the names of the student who asks or gives question to the teacher in her data paper (authentic assessment) |
| | | | | - The teacher asks the students to describe their favorite person, place and thing in their writing form. |
| | | | | - After finishing, the writer ask the students to come forward to read their writing |
| | | | | - The teacher ticks names of the student who are actively involved in the process of learning community (authentic assessment) |
| | | | | Post-activity |
| | | | | - The teacher asks the student about they have learnt |
| | | | | - The teacher asks student's difficulties in learning descriptive text |
| | | | | - Summarize the material and give reflection to what have been done (self reflection) |
| | | | | - Motivate the student to use study hard at home and school. |
| | | | | - Close the class |
| | | Observation | | - The teacher observes how the process of learning does |
| | | Reflection | | - The teacher makes evaluation |

Table II
**Activities of Each Step of Cyele II**

| No | Cycles | Steps | Action |
|---|---|---|---|
| 1 | | Planning | - The teacher determines the research class<br>- The teacher prepares the learning programs<br>- The teacher prepares the suitable appropriate materials with the curriculum<br>- The teacher prepares the evaluation instruments |
| | | Implementation | Pre – activity<br>- The teacher greats the student friendly<br>- The teacher checks student attendant's list<br>- The teacher motivates the student to be active<br>During activity<br>- The teacher tell the beautiful place in Indonesia (Bali island) next the teacher ask the student to have question about Bali island<br>- The teacher ticks the name of students who answer teacher's question in his/her data's. (Authentic assessment).<br>- **The teacher shows** picture involve Indonesian actress, Indonesian tourisms place and animal (questioning, constructivism, inquiry) She asks them to describe picture.<br>- The teacher ticks the names of the student who answers teacher's question in her data paper (authentic assessment)<br>- The teacher ask to student to choose one of the picture randomly<br>- The teacher asks the students to describe the picture<br>- The teacher ticks the names of the student who asks or gives question to the teacher in her data paper (authentic assessment)<br>- After finish, the teacher ask to read their descriptive text based on their picture |

| | | | chosen |
|---|---|---|---|
| | | | - The teacher ticks names of the student who are actively involved in the process of learning community (authentic assessment)<br>Post-activity<br>- The teacher asks the student about they have learnt<br>- The teacher asks student's difficulties in learning simple past tense<br>- Summarize the material and give reflection to what have been done (self reflection)<br>- Motivate the student to describe person, place and thing which they find in street or book<br>- Close the class |
| | | Observation | - The teacher observes how the process of learning does |
| | | Reflection | - The teacher makes evaluation |

## E. Data Collecting Technique

The writer can use methods to obtain the accurate data at SMP N 9 Metro. In collecting the data, the writer uses the method such as:

According to C.R Khotari, the observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us but this sort of observation is not scientific observation.[33] So the researcher concludes that observation is an activity where something around us is observed.

By observation, the researcher can know the condition of English teaching and learning process in SMP N 9 Metro in order to observe the problem that faced by the students in learning English. So the writer assumes

[33]C.R Khotari, *Research Methodology Methods and Techniques*, (New Delhi: New Age International (p) Ltd,2004), p.31

that by using draw label caption strategy can increase the student's descriptive writing ability will help the students to solve the problem that faced by the students.

1. **Test**

Test is a way that is used to measure a person ability or knowledge in a given domain.[34]

a. Pre-test

To know students' descriptive text writing ability before treatment, researcher can use pre-test to get an information or data. The data will be analyzed after the treatment which has been given to the students.

b. Post-test

The post-test can be given in the last meeting after treatment in order to find out whether any a positive and significant Increasing Student's Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy at the Eight Graders of UPTD SMP N 9 Metro in the Academic Year of 2019/2020.

c. **Interview**

Interview is a dialogue or question done by interviewer to get information from interviewer, directly or indirectly with data source. In attempt to get valid data, the writer employed interview formally and informally to the students.

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[34]H. Doughlas Brown, *Teaching by Principles.,*P. 384.

This interview is aimed at getting an accurate data; it will be very useful to be as media to cross check on the students' opinion about the implementation draw label caption (DLC) strategy.

**F. Research Instrument**

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.[35] It means that, the instrument is the tool for assessment based on the theory which use to measuring phenomena

1. Instrument Blueprint

    a. The instrument which used in documentation method is documentation guidance, as follows:

        1) Documentation about the institution history of SMP N 9 Metro.

        2) Documentation about the building of SMP N 9 Metro.

        3) Documentation about the location sketch of SMPN 9 Metro.

    b. The instrument which used in observation method is observation guidance, as follows:

        1) The cognitive aspect; the students could generate many ideas about the topic.

        2) The affective aspect; the students could feel more confident and comfortable when they write a descriptive text.

    c. The instrument which used in test method is test guidance, as follows:

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

1) Pre-test

The pre-test can be given before the experimental treatments. It will be essay test form. The pre-test will be done to measure the students' ability in writing a descriptive text before giving experimental treatments about using draw label caption strategy (DLC). The writer can test the students by asking them to make a descriptive text based on the topic.

2) Post-test

At least, the writer gives the post-test to know the students' ability in writing a descriptive text by using draw label caption strategy (DLC). The post-test is carrying out after giving the experimental treatments for several times. The writer tests the students by asking them to write a descriptive text of the topic preceded by using draw label caption strategy (DLC) first.

**2.** Instrument calibration

Instrument calibration is used to know the validity. In that case Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.[36]

The researcher will use content validity in order the instrument has a good quality and the instrument will be relevant to the focus of

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[36]Daniel Muijs,*Doing Quantitative Research.,*P.66.

the research. Therefore, the researcher uses content validity based on the syllabus and materials at the teight graders of SMP N 9 metro in academic year 2019/ 2020.

## G. Data Analysis

The data will be analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II.

The formula to get the average of pre-test and post-test as follow:Where: $X = \dfrac{\Sigma X}{\Sigma N}$

X = Mean or average score

$\Sigma$ X = Total students score

$\Sigma$ N = Total number of students.

Furthermore, to know the result the researcher will compare between pre-test and post-test. The result is matched by minimum mastery criteria (MMC) at the school at least 70. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum cycle in classroom action research is two cyce. So if in cycle II all of the students are succesfull, it is not continue to other cycle.

## H. Indicators of Success

In order to see whether draw label caption (DCL) strategy can be used to increase the students' descriptive text writing ability and to make the students were interested, enjoy, fun and active in teaching and learning process. The target should be achieved of the students' achievement is 70% students will get score >70.

# CHAPTER IV

# RESULTS AND DISCUSSION

## A. Result Of The Research

### 1. Description Of Research Setting

a. Short history about the Establishment of SMP N 9 Metro

SMPN 9 Metro is located on Piagam Jakarta Street 15 Polos Mulyosari, West MetroLampung. It was on 2003 when SMPN 9 was established, the government gave it SK No. 2001120903009. Moreover, the principals of SMPN 9 Metro as follow:

1) Rozilie, Z, M. Sc

2) Margo Widodo, S.Pd

3) Drs. Suyanto.

b. The buildings of SMP N 9 Metro has following buildings:

1) 175 classroom

2) 1 library

3) 1 principal's room

4) 1 teacher's room

5) 1 administration room

6) 1 guidance and consul room

7) 1 IPA Laboratory

8) 1 student council/scouts room

9) 1 store room

10) 3 bath room for student

11) 1 mosque

12) 3 canteens

13) parking area

14) 1 ceremony yard

15) 2 bath room for teachers and principals

16) 1 guides room

c. The Condition of Teachers and Official Employees in SMPN 9 Metro.

The Number of Teachers and Official Employees are 47 that can identify as follows:

**Table 4**
The Condition of Teachers and Official Employees in SMP N 9 Metro.

| No | Name | Sex | Occupation | The last education |
|----|------|-----|------------|--------------------|
| 1 | Agus Susetyo, S.Pd | Male | Headmaster | S1 |
| 2 | Dra. Dwi Winarti | Female | Counselor | S1 |
| 3 | Martini, S. Ag | Female | PAI teacher | S1 |
| 4 | M. Yussadiono, A. Md | Male | Mathematics Teacher | D3 |
| 5 | Dra. Atinawati | Female | Indonesian language teacher | S1 |
| 6 | Dra. Simping Suharti | Female | - | S1 |
| 7 | Titin Nursitojati | Female | IPS teacher | D2 |
| 8 | Zulkifli | Male | Sport teacher | PGSLP |
| 9 | Miskinah, S.Pd | Female | IPA teacher | S1 |
| 10 | Dra. Herniwijaya | Female | - | S1 |
| 11 | Siti Nuryuni, S. Pd | Female | Mathematics Teacher | S1 |
| 12 | Dra. Siti Asiyah | Female | Library | S1 |

| 13 | Badrun, S.Pdi | Male | PAI teacher | S1 |
|---|---|---|---|---|
| 14 | Ruliana Sofiana, S.Pd | Female | Mathematics Teacher | S1 |
| 15 | Ahmad Harun, S.Pd | Male | Counselor | S1 |
| 16 | Yeni Nurmawati | Female | Mathematics Teacher | S1 |
| 17 | Maspuah, S.Pd | Female | PPKN teacher | S1 |
| 18 | Yuni Ekawati, S.Pd | Female | IPS teacher | S1 |
| 19 | Agus Sustyo, S.Pd | Male | PPKN teacher | S1 |
| 20 | Zulhia Prastyo, S.Pd | Male | Sport teacher | S1 |
| 21 | Tri Isnani, S.Psi | Female | Counselor | S1 |
| 22 | Tuti Hartati, S.Pd | Female | IPS teacher | S1 |
| 23 | Mujiono, S.Pd | Male | IPA teacher | S1 |
| 24 | Sukamtono, S.Pd | Male | IPA teacher | S1 |
| 25 | Puspita Rini, S.Pd | Female | IPA teacher | S1 |
| 26 | Dra. Yupentina Iswati | Female | Mathematics Teacher | S1 |
| 27 | Heri Kristianto, SE | Male | IPS teacher | S1 |
| 28 | Dra. Ernawati | Female | Story teacher | S1 |
| 29 | Misbawati, S.Pd | Female | Indonesian language teacher | S1 |
| 30 | Lies Winarni, A.Md | Female | Lampung language teacher | D3 |
| 31 | Nurhayati, S.Pd | Female | English teacher | S1 |
| 32 | Adha Mariana, A.Md | Female | English teacher | S1 |
| 33 | Alhafidz Ibnu Bi, A.Md | Male | English teacher | D3 |
| 34 | Sri Indrawati, S.P | Female | Agriculture teacher | S1 |
| 35 | Mujinah, S.Pd | Female | Indonesian language teacher | S1 |
| 36 | Budiasih, S.Pd | Female | Mathematics Teacher | S1 |
| 37 | Kunto Gutirno, S.Sn | Male | KTK teacher | S1 |
| 38 | Asni Puspitasari, S.Pd | Female | English teacher | S1 |
| 39 | Sari Yunis, S.Pd | Female | Theater | S1 |

| | | | | |
|---|---|---|---|---|
| 40 | Suryati, S.Com | Female | Computer teacher | S1 |
| 41 | Sutoyo, S.Pd | Male | - | S1 |
| 42 | Sri Anjarwati, SE | Female | - | S1 |
| 43 | Paryoko, A.Md | Male | - | D3 |
| 44 | Eva Widya Linarni | Female | - | D1 |
| 45 | Dina Maryani | Female | - | SMK |
| 46 | Agus Sugiyatno | Male | - | SMP |
| 47 | Waluyo | Male | - | SD |

Source: observation result in SMP N 9 Metro on November 18, 2019

    d. The quality of SMP N 9 Metro students is 500 that can be identified as

follows:

**Table 5**

The Quantity of the student at SMP N 9 Metro

| No | Class | Sex | | Total |
|---|---|---|---|---|
| | | Male | Female | |
| 1 | Class VII | 86 | 94 | 180 |
| 2 | Class VIII | 101 | 80 | 181 |
| 3 | Class IX | 54 | 85 | 139 |
| Total | | 241 | 259 | 500 |

Source: observation result in SMPN 9 Metro academic year 2019

/2020

e. Organization structure of SMP N 9 Metro in the Academic Year of 2019/2020.

**Figure 1**
Organization Structure of SMP N 9 in the Academic Year of 2019/2020.

```
                        ┌─────────────────────┐
                        │     Principal       │
                        ├─────────────────────┤
          ┌─────────────│  Agus Susetyo, S.Pd │─────────────┐
          │             └─────────┬───────────┘             │
          │                       │                         │
          ▼                       ▼                         ▼
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Vice principal of│  │ Vice principal of│  │ Vice principal of│
│    students      │  │    curriculum    │  │      humas       │
├──────────────────┤  ├──────────────────┤  ├──────────────────┤
│                  │  │                  │  │                  │
└────────┬─────────┘  └──────────────────┘  └────────┬─────────┘
         │                     │                      │
         ▼                     │                      ▼
┌──────────────────┐           │         ┌──────────────────┐
│ Coordinator of   │           │         │                  │
│ guidance and     │           │         │    Teachers      │
│ consul           │           │         │                  │
├──────────────────┤           │         └──────────────────┘
│                  │           │
└──────────────────┘           ▼
                     ┌──────────────────┐
                     │                  │
                     │    Students      │
                     └──────────────────┘
```
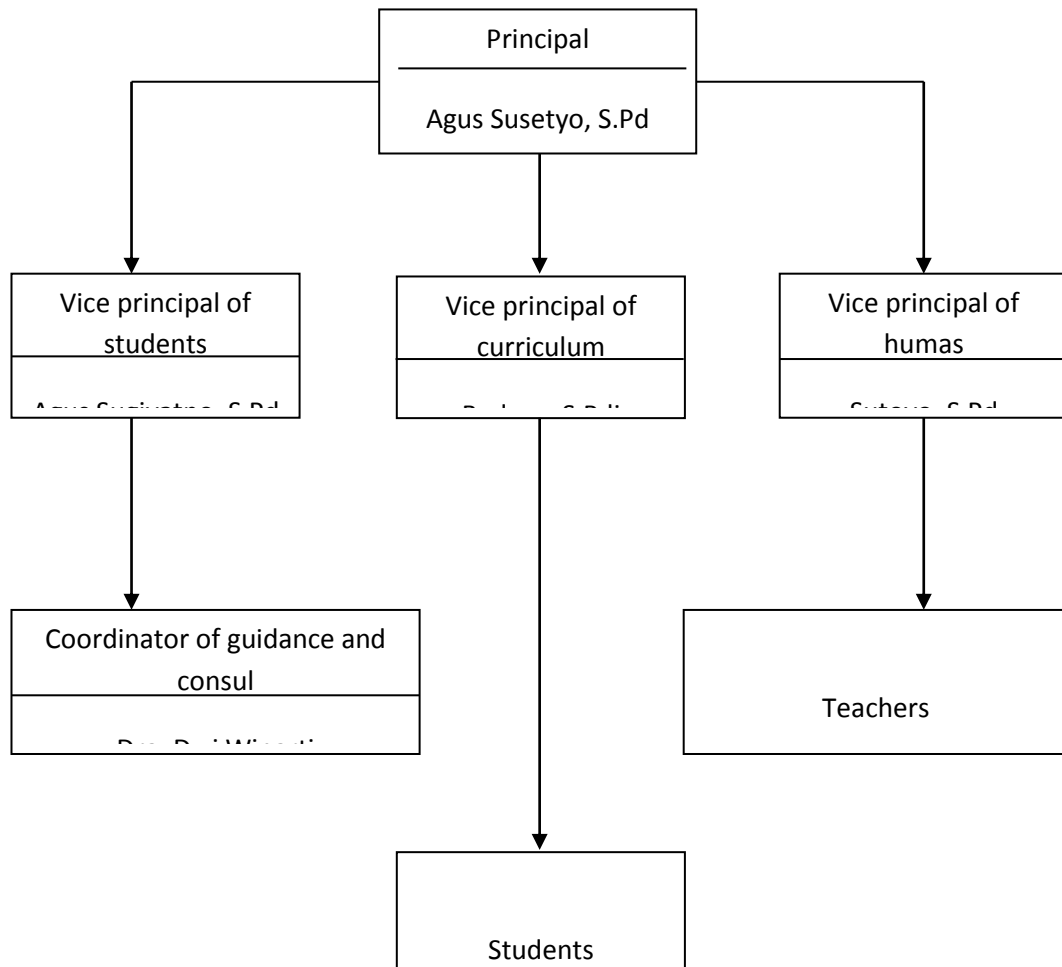
f. Location sketch of SMPN 9 Metro

**Figure 2**
Location sketch of SMPN 9 Metro
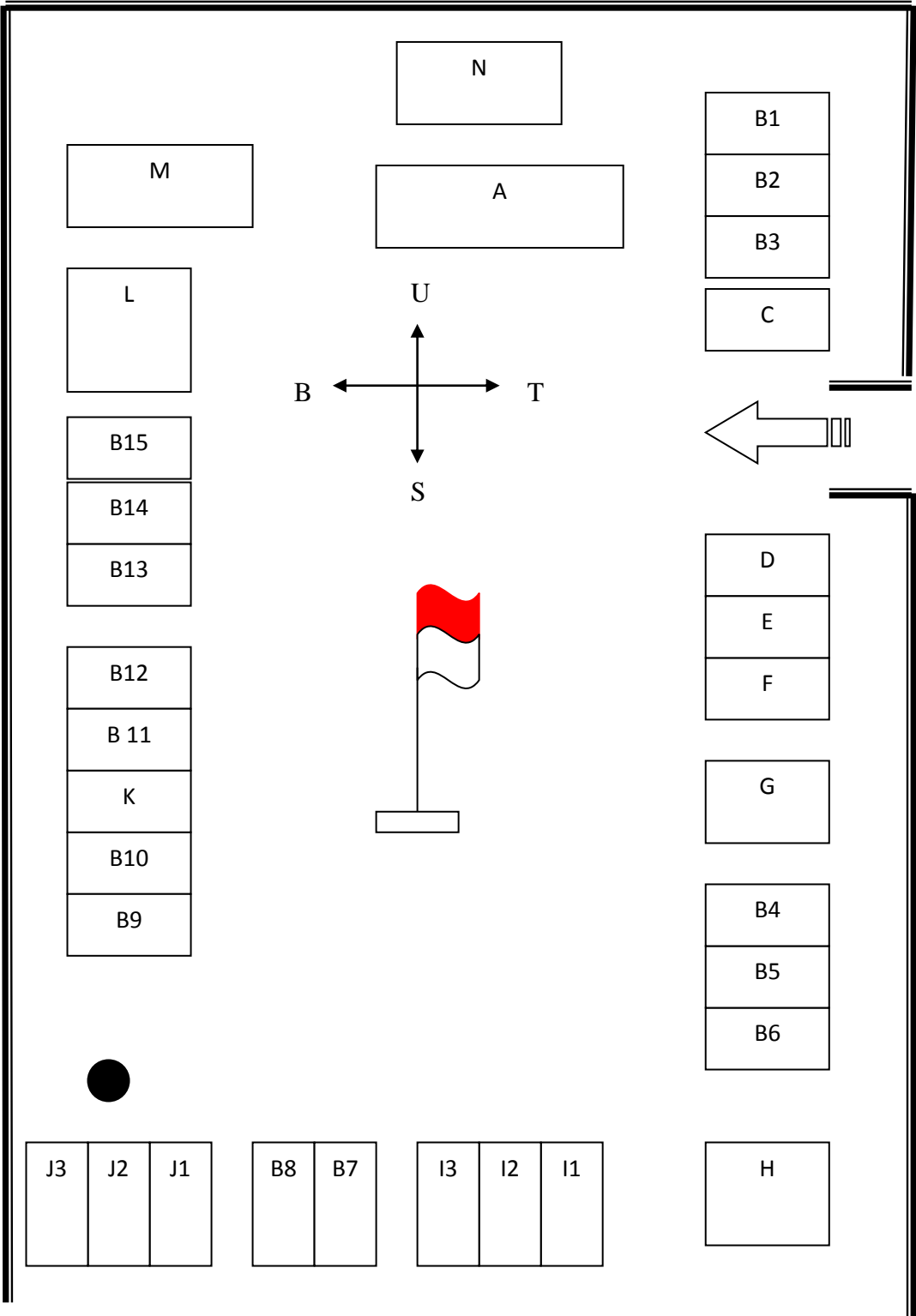
Notes:

| | | | |
|---|---|---|---|
| A | = teachers' room, | H | = watchman room |
| B1-B15 | = Classroom | I | = pool |
| C | = Library | J | = bathroom |
| D | = Administration room | K | = cooperation room |
| E | = guidance and consul room | L | = mosque |
| F | = school health service room | M | = IPA laboratory |
| G | = store room | N | = parking are |

**B. Description of ResearchData**

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in first cycle and two meetings in second cycle, each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was draw label caption strategy as technique to increasing the student's writing ability.

**1. Action and Learning at Pre-Test**

**a. Pre-test activity**

The learning was conducted on Monday, Oktober 15th, 2019. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of vocabulary 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 oral test.

**Table 6**
The Students Pre-Test Result

| No | Name | Score | Note |
|----|------|-------|------|
| 1 | ARY | 55 | Incomplete |
| 2 | ALA | 55 | Incomplete |
| 3 | ADN | 60 | Incomplete |
| 4 | APB | 70 | **Complete** |
| 5 | ASF | 60 | Incomplete |
| 6 | APD | 55 | Incomplete |
| 7 | ADP | 70 | **Complete** |
| 8 | AHY | 60 | Incomplete |
| 9 | DIB | 55 | Incomplete |
| 10 | EVA | 75 | **Complete** |
| 11 | FAL | 60 | Incomplete |
| 12 | HGR | 70 | **Complete** |
| 13 | HFA | 70 | **Complete** |
| 14 | JVL | 60 | Incomplete |
| 15 | LUH | 75 | **Complete** |
| 16 | APS | 65 | Incomplete |
| 17 | AAG | 60 | Incomplete |
| 18 | RFH | 55 | Incomplete |
| 19 | SSR | 50 | Incomplete |
| 20 | NRR | 70 | **Complete** |
| 21 | RDS | 60 | Incomplete |
| 22 | NJH | 75 | **Complete** |
| 23 | RHJ | 50 | Incomplete |
| 24 | GMJ | 60 | Incomplete |
| 25 | BMJ | 55 | Incomplete |
| 26 | SDK | 60 | Incomplete |
| 27 | MKJ | 60 | Incomplete |
| 28 | TSM | 55 | Incomplete |
| 29 | PRM | 50 | Incomplete |
| 30 | CGL | 60 | Incomplete |

| | | | |
|---|---|---|---|
| 31 | SCK | 70 | **Complete** |
| 32 | WLK | 50 | Incomplete |
| 33 | RMA | 60 | Incomplete |
| | **Total** | 2.015 | |
| | **Avarege** | 61,06 | |
| | **High score** | 75 | |
| | **Low score** | 50 | |

Based on the table above, can be seen that 9 from 33 students were success beside that 24 students were not success. The average from the data was 57,42. To know about percentages from the score of pre-test can be seen on the table as follows:

**Table 7**
Frequency of Students' Score at Pre-test

| No | Score | Frequency | Percentage | Category |
|---|---|---|---|---|
| | >70 | 9 | 27,27% | Complete |
| | <70 | 24 | 72,72% | Incomplete |
| | Total | 33 | 100% | |

**Graph 1**
**Frequency of Students'**
**Complete at Pre-test**
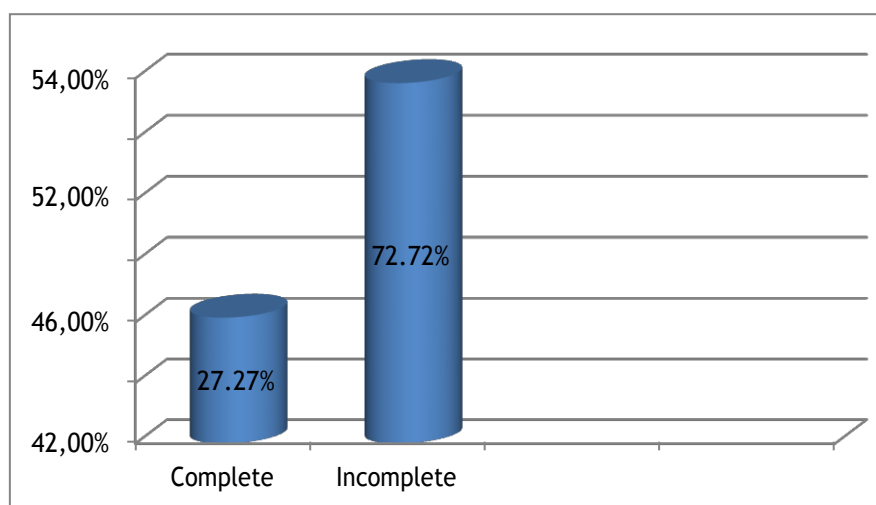
Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at UPTD SMP N 9 METRO at least 70. It can be seen that only 9 students (27,27%) got score up to the standard, then 24 students (72,72%) got score less than the standard. That is the reason, the researcher used cooperative learning strategy to improve the speaking performance at UPTD SMP N 9 METRO.

**b. Cycle 1**

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students" activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to gave evaluation to measure the students" mastery on the given materials.

2) Acting

a) The first meeting

In the first meeting was conducted on Oktober 15 th 2019. In this meeting, the researcher was being the observer and the collaborator was being the teacher, the action as follow:

(1) The teacher greeted the students and checks the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave instruction based on the procedure of draw label caption strategy.

(4) The teacher gave the picture to the students.

(5) Teacher asked the students to look at the picture

(6) The teacher asked the student about what they looked.

(7) The teacher asked students to write what they look in the picture.

(8) The teacher and the students to review and made the conclusion about the subject material that was studied.

(9) Closing the learning process

b) The second meeting

In the second meeting was conducted on Monday, Oktober 22th 2019. In this meeting, the researcher was being the observer and the collaborator was being the teacher. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The students did the test by individually, after the students were given the action in the first meeting. The result of the students" score in post- test 1 will be showed in the following table:

**Table 8**

The Students' Post- Test 1 Result of Cycle 1

| No | Name | Score | Note |
|----|------|-------|------|
| 1 | ARY | 65 | Incomplete |
| 2 | ALA | 70 | **Complete** |
| 3 | ADN | 65 | Incomplete |
| 4 | APB | 75 | **Complete** |
| 5 | ASF | 65 | Incomplete |
| 6 | APD | 65 | Incomplete |
| 7 | ADP | 75 | **Complete** |
| 8 | AHY | 70 | **Complete** |
| 9 | DIB | 55 | Incomplete |
| 10 | EVA | 80 | **Complete** |
| 11 | FAL | 70 | **Complete** |
| 12 | HGR | 70 | **Complete** |
| 13 | HFA | 75 | **Complete** |
| 14 | JVL | 60 | Incomplete |
| 15 | LUH | 75 | **Complete** |
| 16 | APS | 70 | **Complete** |
| 17 | AAG | 65 | Incomplete |
| 18 | RFH | 60 | Incomplete |
| 19 | SSR | 50 | Incomplete |
| 20 | NRR | 70 | **Complete** |
| 21 | RDS | 60 | Incomplete |
| 22 | NJH | 75 | **Complete** |
| 23 | RHJ | 50 | Incomplete |
| 24 | GMJ | 60 | Incomplete |
| 25 | BMJ | 55 | Incomplete |
| 26 | SDK | 60 | Incomplete |
| 27 | MKJ | 70 | **Complete** |
| 28 | TSM | 55 | Incomplete |
| 29 | PRM | 50 | Incomplete |

| | | | |
|---|---|---|---|
| 30 | CGL | 60 | Incomplete |
| 31 | SCK | 70 | **Complete** |
| 32 | WLK | 50 | Incomplete |
| 33 | RMA | 60 | Incomplete |
| | **Total** | 2.125 | |
| | **Avarege** | 64,39 | |
| | **High score** | 80 | |
| | **Low score** | 50 | |

**Table 9**

Frequency of Students' Score at Post-test 1 of Cycle 1

| No | Score | Frequency | Percentage | Category |
|---|---|---|---|---|
| 1 | >70 | 14 | 42,42% | Complete |
| 2 | <70 | 19 | 57,57% | Incomplete |
| | Total | 33 | 100% | |

**Graph 2**

Frequency of Students' Complete at Post Test 1 Cycle 1
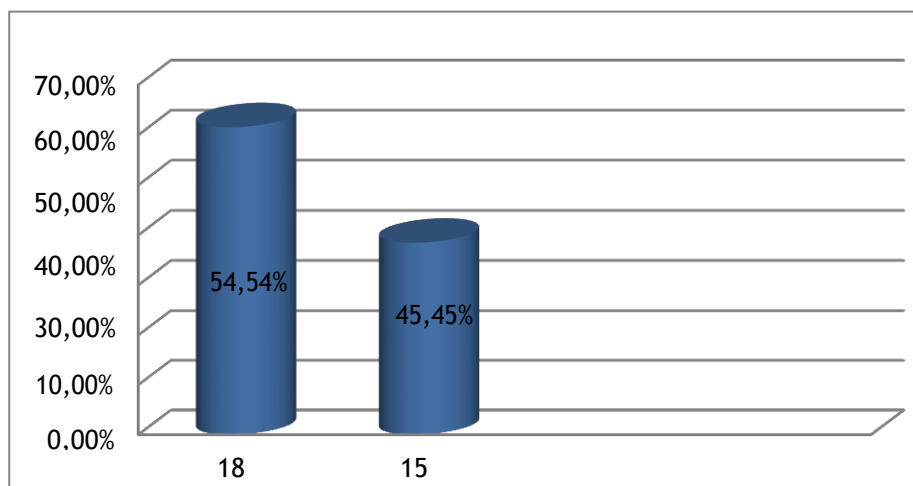


Based on the data above can be seen that 15 students (45,45%) got score less than standard and 18 students (54,54%) got score up to the standard. It was higher than the result of

pre- test. The criterion of students who was successful in mastering the material was the students who got minimum score of 70. Learning process is said success when 70% students got score 70. The fact showed that the result was unsatisfying.

c) Observing

The result of learning process to increasing the students" descriptive text writing ability by using draw label caption (DLC) strategy in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. The using of draw label caption (DLC) strategy in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case.

In the test 1 there were 15 (45,45%) out students got good score. Although, only 15 the students who got good score. But, the result of the student's test was better than student's yet before giving treatment.

**Table 10**
The Result of Students' Activities In Cycle 1

| No | Name | Indicator | | | |
|---|---|---|---|---|---|
| | | give an attention to teacher's explanation | enthusiastically join the learning process | able to understand of material | responding the teacher's question |

| | | | | by using draw label caption strategy | |
|---|---|---|---|---|---|
| 1 | ARY | √ | | | |
| 2 | ALA | √ | | | |
| 3 | ADN | √ | | | |
| 4 | APB | √ | | | |
| 5 | ASF | | √ | | |
| 6 | APD | √ | | | |
| 7 | ADP | | | | √ |
| 8 | AHY | √ | | | |
| 9 | DIB | | | √ | |
| 10 | EVA | | | | √ |
| 11 | FAL | | | √ | |
| 12 | HGR | √ | | | |
| 13 | HFA | | | √ | |
| 14 | JVL | | | √ | |
| 15 | LUH | | | √ | |
| 16 | APS | | √ | | |
| 17 | AAG | √ | | | |
| 18 | RFH | | | √ | |
| 19 | SSR | | | √ | |
| 20 | NRR | √ | | | |
| 21 | NRS | √ | | | |
| 22 | NJH | | | | √ |
| 23 | RHJ | | √ | | |
| 24 | GMJ | | | √ | |
| 25 | BMJ | | √ | | |
| 26 | SDK | | √ | | |

| 27 | MKJ | √ | | | |
| 28 | TSM | √ | | | |
| 29 | PRM | | | √ | |
| 30 | CGL | | | √ | |
| 31 | SCK | | | | √ |
| 32 | WLK | | √ | | |
| 33 | RMA | √ | | | |
| Total | | 13 | 6 | 10 | 4 |

**Table 11**

Frequency of students' activities result in cycle 1

| No | Indicator | Frequency | Precentage |
|----|-----------|-----------|------------|
| 1 | Give an attention to teacher's explanation | 13 | 39,39% |
| 2 | Enthusiastically join the learning process | 6 | 18,18% |
| 3 | Able to understand of material by using draw label caption  strategy | 10 | 30,30% |
| 4 | Responding the teacher's question | 4 | 12,12% |
| | **Total** | **33** | **100%** |

Source : the result of students activties cycle 1

According to the result above, it can be conclude that the learning process is sufficient. Although there are some of students making noisy, it can be inferred that the learning process has done well.

2) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not

interested on the material and made the condition be noise. Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follows:

1. The researcher should manage class well

2. The researcher asks students to focus on study and not make a noise.

3. Teacher should motivate students to be more active in class.

c. **Cycle 2**

The action in the cycle 1 was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

a) Preparing the media of the material

b) Preparing the lesson plan.

c) Preparing the items that will be examined as the post-test in the end cycle.

d) Giving instruction to the students as following the procedure.

e) Preparing the observation sheet of the student's activity.

2) Acting

a) The first meeting

   The first meeting was conducted on Tuesday, oktober 24 th, 2019. The action that was conducted as follow:

   1) The teacher greeted the students and checked the attendance list.

   2) The teacher gave the information about the subject that would study.

   3) The teacher reviewed the picture that had studied in the cycle 1.

   4) The teacher gives instruction based on the procedure of draw label caption (DLC) strategy .

   5) The teacher gave the example.

   6) The teacher asked the student about how to writing descriptive text words that they when make sentence.

   7) The teacher asked the students to practice it and learned how to write descriptive text correctly.

   8) The teacher and the students to review and made the conclusion about the subject material that was studied.

   9) Closing the learning process.

b) The second meeting

   The second meeting was conducted on Oktober 24 th 2019. This meeting used as the post-test II in the end of cycle II, the students was given the action. It has been finished well

by the students where they had to describe animal used draw label caption strategy. The result of the students'' score in post-test II can be seen in the following table:

**Table 12**
The Student's Post- Test 2 Result of Cycle 2

| No | Name | Score | Note |
|----|------|-------|------|
| 1 | ARY | 75 | **Complete** |
| 2 | ALA | 75 | **Complete** |
| 3 | ADN | 70 | **Complete** |
| 4 | APB | 75 | **Complete** |
| 5 | ASF | 70 | **Complete** |
| 6 | APD | 70 | **Complete** |
| 7 | ADP | 80 | **Complete** |
| 8 | AHY | 70 | **Complete** |
| 9 | DIB | 60 | Incomplete |
| 10 | EVA | 85 | **Complete** |
| 11 | FAL | 70 | **Complete** |
| 12 | HGR | 70 | **Complete** |
| 13 | HFA | 75 | **Complete** |
| 14 | JVL | 65 | Incomplete |
| 15 | LUH | 75 | **Complete** |
| 16 | APS | 70 | **Complete** |
| 17 | AAG | 65 | Incomplete |
| 18 | RFH | 75 | **Complete** |
| 19 | SSR | 60 | Incomplete |
| 20 | NRR | 75 | **Complete** |
| 21 | RDS | 65 | Incomplete |
| 22 | NJH | 85 | **Complete** |
| 23 | RHJ | 65 | Incomplete |
| 24 | GMJ | 70 | **Complete** |
| 25 | BMJ | 65 | Incomplete |
| 26 | SDK | 75 | **Complete** |
| 27 | MKJ | 75 | **Complete** |

| 28 | TSM | 65 | Incomplete |
|----|-----|-----|------------|
| 29 | PRM | 75 | **Complete** |
| 30 | CGL | 65 | Incomplete |
| 31 | SCK | 75 | **Complete** |
| 32 | WLK | 70 | **Complete** |
| 33 | RMA | 70 | **Complete** |
| | **Total** | 2.350 | |
| | **Avarege** | 71,21 | |
| | **High score** | 85 | |
| | **Low score** | 60 | |

**Table 13**
Frequency of Students' Score at Post-test 2 of Cycle 2

| No | Score | Frequency | Percentage | Category |
|----|-------|-----------|------------|----------|
| 1 | >70 | 24 | 72,72% | Complete |
| 2 | <70 | 9 | 27,27% | Incomplete |
| | Total | 33 | 100% | |

**Graph 3**
Frequency of Students' Complete at Post Test 2 Cycle 2
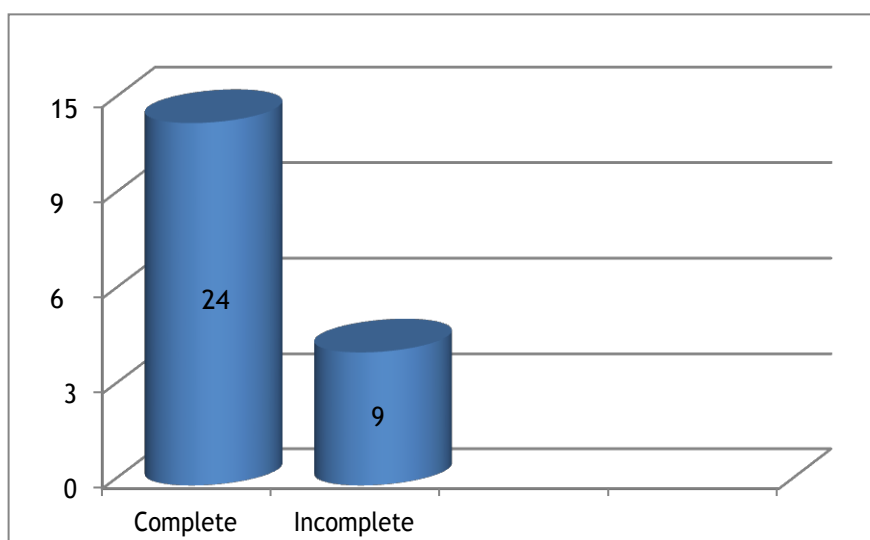
Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 85 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their writing ability. It means that cycle 2 was successful.

3) Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

**Table 14**
The Result of Students' Activities in Cycle 2

| No | Name | Indicator | | | |
|----|------|-----------|---|---|---|
| | | give an attention to teacher's explanation | enthusiastically join the learning process | able to understand of material by using draw label caption strategy | responding the teacher's question |
| 1 | ARY | | √ | | |
| 2 | ALA | | | √ | |
| 3 | ADN | | √ | | |
| 4 | APB | √ | | | |
| 5 | ASF | | | √ | |
| 6 | APD | √ | | | |
| 7 | ADP | | | | √ |
| 8 | AHY | | | √ | |

| | | | | | |
|---|---|---|---|---|---|
| 9 | DIB | | | √ | |
| 10 | EVA | | | | √ |
| 11 | FAL | | | √ | |
| 12 | HGR | √ | | | |
| 13 | HFA | | | √ | |
| 14 | JVL | | | √ | |
| 15 | LUH | | | √ | |
| 16 | APS | | √ | | |
| 17 | AAG | √ | | | |
| 18 | RFH | | | √ | |
| 19 | SSR | | | √ | |
| 20 | NRR | | √ | | |
| 21 | RDS | | | | √ |
| 22 | NJH | | | | √ |
| 23 | RHJ | | | √ | |
| 24 | GMJ | | | √ | |
| 25 | BMJ | | √ | | |
| 26 | SDK | | √ | | |
| 27 | MKJ | √ | | | |
| 28 | TSM | | | | √ |
| 29 | PRM | | | √ | |
| 30 | CGL | | | √ | |
| 31 | SCK | | | | √ |
| 32 | WLK | | √ | | |
| 33 | RMA | | | | √ |
| Total | | 5 | 7 | 14 | 7 |

**Source:** theresultof students"activitiesin cycle2

According to the result of the observation sheet above, it can be

seen be concluded that the learning process was successful. It can be

inferred that the learning process has done well and the students were active in the cycle 2.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Story completion technique to teach writing ability was good. The researcher was checked the student's score before and after using draw label caption strategy to increasing writing ability. The researcher found the significant increasing in student's score in writing ability. The students who got score more than 70 were 24 (72,72%) out of 33 students. The research did not continue to the next cycle because the student's average 74,39.

## C. Interpretation

### 1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students" pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

**Table 15**
The Result Score of Students' Pre test, Post-test 1 and Post test 2

| No | Name | Cycle I | | Increasing % | Cycle II | Increasing % | Criteria |
|----|------|---------|---------|-------------|----------|-------------|----------|
| | | Pre-test | Post-test I | | Post test II | | |
| 1 | ARY | 55 | 65 | 18.18 | 75 | 15.38 | Increase |
| 2 | ALA | 55 | 70 | 27.27 | 75 | 7.14 | Increase |
| 3 | ADN | 60 | 65 | 8.33 | 70 | 7.69 | Increase |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | APB | 70 | 75 | 7.14 | 75 | 0 | Constant |
| 5 | ASF | 60 | 65 | 8.3 | 70 | 0 | Constant |
| 6 | APD | 55 | 65 | 18.18 | 70 | 7.69 | Increase |
| 7 | ADP | 70 | 75 | 7.14 | 80 | 6.66 | Increase |
| 8 | AHY | 60 | 70 | 16.66 | 70 | 0 | Constant |
| 9 | DIB | 55 | 55 | 0 | 60 | 9.09 | Increase |
| 10 | EVA | 75 | 80 | 6.66 | 85 | 6,25 | Increase |
| 11 | FAL | 60 | 70 | 16.66 | 70 | 0 | Constant |
| 12 | HGR | 70 | 70 | 0 | 70 | 0 | Constant |
| 13 | HFA | 70 | 75 | 7.14 | 75 | 0 | Constant |
| 14 | JVL | 60 | 60 | 0 | 65 | 8.33 | Increase |
| 15 | LUH | 75 | 75 | 0 | 75 | 0 | Constant |
| 16 | APS | 65 | 70 | 7.69 | 70 | 0 | Constant |
| 17 | AAG | 60 | 65 | 8.3 | 65 | 0 | Constant |
| 18 | RFH | 55 | 60 | 9.09 | 75 | 25 | Increase |
| 19 | SSR | 50 | 50 | 0 | 60 | 20 | Increase |
| 20 | NRR | 70 | 70 | 0 | 75 | 7.14 | Increase |
| 21 | NRS | 60 | 60 | 0 | 65 | 8.33 | Increase |
| 22 | NJH | 75 | 75 | 0 | 85 | 13.33 | Increase |
| 23 | RHJ | 50 | 50 | 0 | 65 | 20 | Increase |
| 24 | GMJ | 60 | 60 | 0 | 70 | 16.66 | Increase |
| 25 | BMJ | 55 | 55 | 0 | 65 | 18.18 | Increase |
| 26 | SDK | 60 | 60 | 0 | 75 | 25 | Increase |
| 27 | MKJ | 60 | 70 | 16.66 | 75 | 7.14 | Increase |
| 28 | TSM | 55 | 55 | 0 | 65 | 18.18 | Increase |
| 29 | PRM | 50 | 50 | 0 | 75 | 30 | Increase |
| 30 | CGL | 60 | 60 | 0 | 65 | 8.33 | Increase |
| 31 | SCK | 70 | 70 | 0 | 75 | 7.14 | Increase |
| 32 | WLK | 50 | 50 | 0 | 70 | 40 | Increase |
| 33 | RMA | 60 | 60 | 0 | 70 | 16.66 | Increase |
| | **Total** | **2.015** | **2.125** | | **2.350** | | |

| | Average | 61,06 | 64,39 | | 71,21 | | |
|---|---|---|---|---|---|---|---|

From the increasing each cycle, it can be seen know that the use of draw label caption strategy can increasing the student's writing ability, because the students able to write in descriptive text, they could increasing their writing ability. It can be seen from the average 61,66% from the data become 67,00% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 70. Furthermore the increasing score in each cycle can be seen in the graph below:

**Graph 5**
The Average of the Students' Score on Pre test, Post test 1, and Post test 2
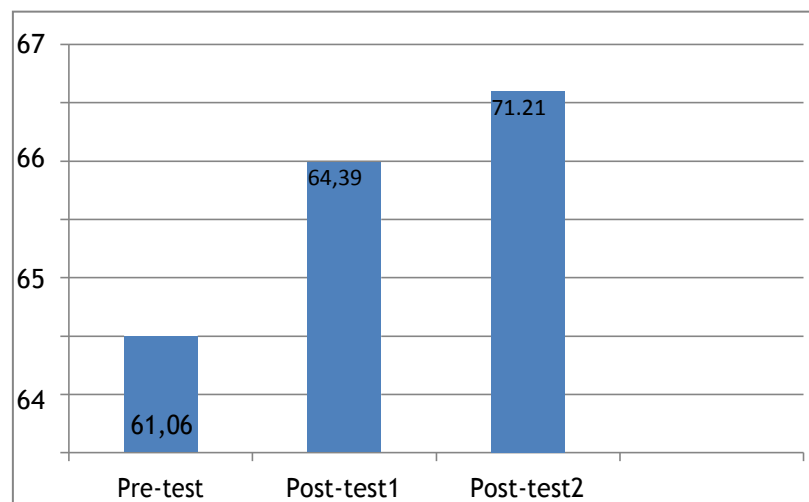


There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 9 students (61,06 %) in pre-test to 14 students (64,39%) in post-test 1 and become 24 students (71,21%) in post-test 2.

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 success that was 70% with the minimum mastery criteria was 70.

2. **Result of the Students' Activities**

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 follow:

**Table 16**
The result of students' activities in cycle 1 and cycle 2

| Indicator | Cycle 1 | | Cycle 2 | |
|---|---|---|---|---|
| | **Frequecy** | **Precentage** | **Frequency** | **Precentage** |
| Organization | 13 | 3.93% | 5 | 15.15% |
| Content | 5 | 15.15% | 7 | 21.21% |
| Grammar | 8 | 24.24% | 9 | 27.27% |
| Pinctuation | 4 | 12.12% | 6 | 18.18% |
| Vocabulary | 3 | 9.09 | 6 | 18.18% |
| Total | 33 | 100% | 33 | 100% |

**Graph 6**

The comparison of percentage students' activity in cycle 1 & 2
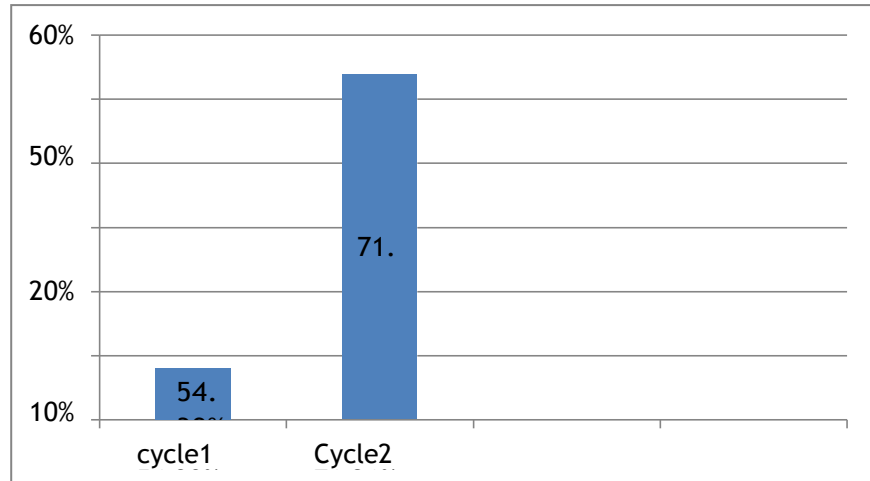


Based on the table above, it could be concluded that there is an increasing of student's activities during the learning process of cycle 1 and 2 though using draw label caption stratetegy as the strategy of learning. It means that the draw label caption strategy has positive effect in increasing the teaching learning process. And then, the students more active and easy to get the point from the material. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the student's activities had achieved the indicator of success that was 70% and the students get the Minimum Mastery Criteria (MMC) score is 70.

3. **Discussion**

Based on the explanation of cycle I and cycle II, it could be inferred that the use of draw label caption strategy could increasing the student's writing ability.

In this case, students of SMP N 9 METRO have low skill in the writing ability. So, the researcher has to be more creative to make students more active in learning process especially in writing. It was the reason why the researcher chooses draw label caption strategy to increasing the students's writing ability because this technique seems to be good way in learning process. Draw label caption strategy contained  some steps that made the student more active to learning with other students so that the student's  writing ability could increasing after trained  draw label caption strategy continuously.

Moreover, the researcher used draw label caption strategy contained of some steps in order to increasing the student's writing ability. The researcher devided some groups  and give one topic and the student's can describe by thier own sentence, the students write well and the students become confidence with their self. This activity was done until the end of the meeting. After did the  cycle  I,  and  cycle  II  the  student's writing ebility  increasing because the researcher used draw label caption strategy.

# CHAPTER V

# CONCLUSION AND SUGGESTIONS

## A. Conclusion

Based on the result of the use of draw label caption (DLC) in writing ability. It can be concluded that there is any incrise  the student's writing ability  through  draw label caption strategy in  SMP N 9 METRO. It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test.

The use of draw label caption strategy can be effective strategies  in writing ability and it can be used as alternative choice in learning activity because this technique so easy to implementation in writing ability.

## B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The teachers are suggested to use this media to help the students more active in the class.

2. The other researchers are suggested to use this media as their research.

3. The headmaster should support the English learning process by the preparing the facilitation and instrument completenly .

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Nomor : B-3752 /In.28.1/J/PP.00.9/11/2019          11 November 2019
Lamp  : -
Hal     : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

*Assalamu'alaikum Wr. Wb.*

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

| | | |
|---|---|---|
| Nama | : | Rini Muslimah |
| NPM | : | 1293257 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | Increasing The Student's Descriptive Text Writing Ability Using Draw Label Caption (DLC) Strategy At The Eighth Graders Of UPTD SMP N 9 Metro In The Academic Year 2019/2020 |

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

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

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,

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

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

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

Nomor      : B-2575/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal      : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA UPTD SMP N 9 METRO
di-
     Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama         : **RINI MUSLIMAH**
NPM          : 1293257
Semester    : 15 (Lima Belas)
Fakultas      : Tarbiyah dan Ilmu Keguruan
Jurusan      : Pendidikan Bahasa Inggris
Judul         : INCREASING THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHT GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di UPTD SMP N 9 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 31 Juli 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad, Subhan Roza, M.Pd,
NIP 19760610 200801 1 014

# S U R A T   T U G A S

Nomor: B-4148/In.28/D.1/TL.01/12/2019

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

Nama : **RINI MUSLIMAH**
NPM : 1293257
Semester : 15 (Lima Belas)
Jurusan : Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di UPTD SMP N 9 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR 2019/2020".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Desember 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

AGUS SUSETYO, S.Pd.
NIP 197303200501005

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor        :  *OgO* /1..12.3/SMPN.9/KP/2019
Lampiran     : -
Perihal      : *Izin Penelitian*

Kepada
Yth          : Wakil Dekan I FTIK
               Di Metro

Dengan hormat,

Menanggapi surat saudara nomor: B-4149/In.28/D.1/TL.00/12/2019 3 Desember 2019 perihal izin penelitian. Dengan kepala SMP Neger 9 Metro memberikan izin kepada mahasiswa:

Nama      : Rini Muslimah
NPM       : 1293257
Jurusan   : Tadris Bahasa Inggris
Untuk     : Melaksanakan Penelitian

Dengan Hormat:
1. Tidak menganggu proses belajar mengajar
2. Selesai penelitian agar menyampaikan laporan.
Demikian surat ini diberikan agar dapat dipergunakan sebagai mana mestinya

Metro, 04 Desember 2019
PLH Kepala UPTD SMPN 9 Metro

**Agus Susetyo, S.Pd**
NIP. 19730803 200501 1 005

## SURAT KETERANGAN BEBAS PUSTAKA
### Nomor : P-1023/In.28/S/OT.01/12/2019

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

Nama : RINI MUSLIMAH
NPM : 1293257
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1293257.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Desember 2019
Kepala Perpustakaan

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

Nomor    : B-4149/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA UPTD SMP N 9 METRO
di-
　　Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4148/In.28/D.1/TL.01/12/2019, tanggal 03 Desember 2019 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **RINI MUSLIMAH** |
| NPM | : | 1293257 |
| Semester | : | 15 (Lima Belas) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UPTD SMP N 9 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENT'S DESCRIPTIVE TEXT WRITING ABILITY USING DRAW LABEL CAPTION (DLC) STRATEGY AT THE EIGHTH GRADERS OF UPTD SMP N 9 METRO IN THE ACADEMIC YEAR 2019/2020".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Desember 2019
Wakil Dekan I,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

# SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:
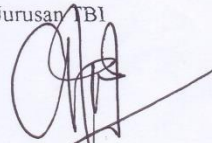
Nama         : Rini Muslimah

NPM          : 1293257

Fakultas     : TBI

Angkatan     : 12

Telah menyerahkan buku berjudul : Literary Research and Irish Literature

Metro,

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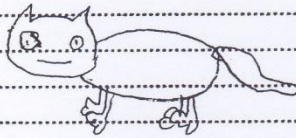
**Ahmad Subhan Roza, M.Pd**
NIP. 19750610 200801 1 014

Name : Andri Putras

Class : VIII A

[ cat ]

cat this is Animal most cat look so cute so does.
My cat name is cuty I name Cuty because she looks
solve and make me always want to hug her Do you
want to know about my cat?
My cuty has white and orange fur, it is so soft and
make me always want to stroke it she has blue



F : 10
M : 10
C : 10
G : 10
V : 10

50

R,

Name : Ghefrin Khairuni

Class : VIII A

## Fish

Fish is member vertebrata poikilotermik (bleed cold) that live in (weather) and breath grills. Fish is group vertebrata that most all kind sort, with total spesies more from 29.000 in entire world according takssonomi, fish included group paraphyletik that connection family still debate usually for become fish without jaw. (class Agnatha, its spesies meant lamprey and fish hag), fish bone moved (class chondrichthyes, 000. species meant shurk and pay) and rest included fish bone loud (class osteichthyes) fish in alike languange region in mention (wak (Jv bln) jukut, (Vkt).

Fish to own kind size, lofty from wheil shurk that size 14 meter (45 Ft) until stout infantfish that only size 7 mm (quases 1/4 inci). there is (severap) animal weather that often condiser as "Fish" like fish shurk, fish squid (Fish duyung) that in fact not included as fish-this is arrive moment. Fish enough us consumption straight. means cultivation not yet many behavier excepted salt cod. fish can manner become kind product like fish dry spiced dried meat, slide dish, slat cod, hit hard with, flour blood, Fish as manure plant and fish woof

F : 18

M : 15

C : 20

G : 10

V : 15

78

# CAT

Persian cat appearance : the Persian cat Has a long plowing coat with luxurious full, soft wooly undercoat hairs with longer coarser guard hairs and a chunky body which.

Is ofter reffera to as "Cobby" their legs are thick and stocky. Persians have round eyes set in a swet roun flal face.

Persions personaciti : Persians are usually a quiet and gentle cat.
they are cham and undemading and can be very affectionale. they are veri placia and unlikely to scroth anyone. because of the persians serene nature they usualle get on well with other pets and are greal with Children that are not too boisterous.

they love tobe stroked and potted and lap up any attetion you give tham. they are not noisy. persians are playful but not demanding and can give their owners much love and devotion.

they Have the ability to adapt to most fa environments and seem to lake everything in their stride.
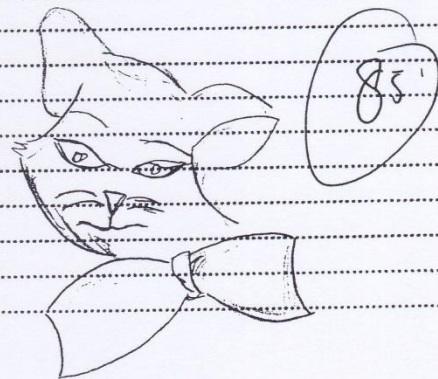
F:18
M:18
C:18
G:15
V:16

85

**PRE TEST**

The example of descriptive text
Describing person



His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese. Sule is very unique. His hair is long with brown and yellow colour. He has ovalface, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

**EXERCISE**

Direction:

1. Please make descriptive text based on the picture below.
2. Please describe the picture based on what you know about that person

# Helping word

| | | | |
|---|---|---|---|
| Funny | : lucu | stay | : tinggal | can | : bisa /dapat |
| Handsome | : Ganteng | tie | : dasi | comedian | : pelawak |
| Busy | : sibuk | glasses | : kaca mata | rich | : kaya |
| Wear | : memakai | have/has | : mempunyai | car | : mobil |
| Actor | : actor | sing | : bernyanyi | famous | : terkenal |

# Answer sheet of pre test

Name                  :

Student Number   :

Class                  :

Direction           : Write a story with the title based on the picture, at least one paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

# POST TEST 1

The example of descriptive text

Describing place



(*Identification*)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(*Description*)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple

which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

<div align="center">Exercise</div>

Direction:

1. Please make descriptive text based on the picture below
2. Please making draw, label and caption the picture
3. Please making descriptive by using draw label caption strategy
4. Please describe the place based on what you know about it

<div align="center">BALI ISLAND</div>

## Helping word

Island : pulau mountain : gunung taking picture : berfoto

View : pemandangan lake : danau invite : mengajak

Tourist : wisatawan sea : laut ask to : meminta

Tourism place : tempat pariwisata wave : ombak walking : berjalan

Many : banyak swimming : berenang stay : tinggal

Abroad : luar negeri ship : kapal expensive : mahal

Culture : budaya interesting : menarik temple : candi/pura

Famous : terkenal holiday : liburan fresh : segar

**Answer Sheet Of Post Test**

Name                  :

Student Number        :

Class                 :

Direction             :  Write a story with the title based on the picture, at least
                         one paragraph.

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Post test 2

Subject             : English

Class/semester      : 8

School              : SMP N 9 Metro

Instructions:

1.  Write your identity include name and class on your answer sheet
2.  Choose one of topics provided as follows:

    a.  Animals

3. Develop the topic which you choose into writing descriptive paragraph.

# GOOD LUCK!!!!

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

| | |
|---|---|
| Satuan Pendidikan | : SMP N 9 metro |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Smester | : VIII/2 ( dua ) |
| Tema | : Teks deskriptif lisan dan tulis, pendek dan sederhana, |
| tentang orang, | |
| | binatang, dan benda |
| Alokasi Waktu | : 2 x 40 menit |

## A. KOMPOTENSI INTI

1    Menghargai dan menghayati  ajaran agama yang dianutnya.

2    Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri,  dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

## B. KOMPETENSI DASAR

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

| | |
|---|---|
| 0 | Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya |
| 1 | Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana |
| 2 | Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |

## C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya

2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## D. MATERI PEMBELAJARAN:

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda

*Fungsi sosial*

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

*Struktur teks*

a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda

Panjang teks: kurang lebih 6 (enam) kalimat.

*I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.*

*Unsur kebahasaan*

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

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

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

*Topik*

Berbagai hal terkait dengan *orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.*

## E. METODE PEMBELAJARAN:

1. Pendekatan : CTL (Contextual Teaching And Learning )
2. Model : Draw Labe Caption

## F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

1. Media : CD Pembelajaran

2. Alat/Bahan : Komputer/laptop, LCD,Power Point, Internet

3. Sumber Belajar :

   ✓ Buku Teks wajib

   ✓ Bahasa inggris.2013.kementrian pendidikan dan kebudayaan

   ✓ Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset

✓ Contoh teks tertulis

## G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| **Pendahuluan** | a. Greeting atau sapaan guru kepada siswa di kelas<br>b. Berdoa dipimpin oleh guru bersamaan dalam kelas<br>c. Cek Absensi siswa di kelas / kehadiran siswa | **5 menit** |
| **Inti** | **Mengamati**<br><br>• Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu , yang dicontohkan dan dibacakan Guru sesuai dengan konteks penggunaannya<br>• Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dengan cara menjawab pertanyaan pemahaman<br>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu (fungsi sosial, struktur teks, dan unsur bahasa)<br>**Menanya**<br><br>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam berbagai | **65 menit** |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| | konteks | |
| | **Mengeksplorasi** | |
| | • Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain . | |
| | • Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan Bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur | |
| | **Mengasosiasi** | |
| | • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu | |
| | • Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya. | |
| | • Siswa meminta balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. | |
| | **Mengomunikasikan** | |
| | • Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan orang, benda dan binatang dalam jumlah | |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| | yang tidak tertentu), dengan bahasa Inggris, dalam berbagai kegiatan dan kesempatan di dalam dan di luar kelas. <br><br> • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya | |
| **Penutup** | a. Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru <br> b. Melaksanakan *test* secara lisan <br> c. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing. | **10 menit** |

H. **PENILAIAN:**

1. Pengetahuan

   a. Teknik Penilaian

      1) Tes : lisan dan tulis

      2) Non Tes : Penugasan kelompok

   b. Bentuk Instrumen

      1) Soal tes tulis

   c. Pedoman Penilaian :

      1) Tiap jawaban benar skor 3

      2) Skor maksimal 1 x 3 = 3

      3) Nilai maksimal : 10

      4) Nilai siswa : *skor perolehan*

         -------------------- *x 10*

         *Skor maximal*

d. Rubrik Penilaian

| No. | Uraian | Skor |
|-----|--------|------|
| 1 | Tiap jawban benar<br>Jawaban salah | 2<br>0 |
| 2 | Tiap jawaban benar<br>Jawaban salah | 2<br>0 |

Mengetahui,                                          Metro ,     Oktober  2019
Collaborator                                         Teacher


**Rini Muslimah**                                    Adha Mariana, S.Pd

                                                     **NIP. 197910312005022002**

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**

Satuan Pendidikan     : SMP N 9 metro

Mata Pelajaran         : Bahasa Inggris

Kelas/Smester          : VIII/2 ( dua )

Tema                   : Teks deskriptif menanyakan dan menyataka orang secara

tertulis.

Alokasi Waktu          : 2 x 40 menit

## A.  KOMPOTENSI INTI

1      Menghargai dan menghayati  ajaran agama yang dianutnya.

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

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

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

## B.  KOMPETENSI DASAR

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi

interpersonal dengan guru dan teman

0 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya

1 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## C.  TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

a. mengidentifikasi tujuan komunikatif teks deskriptif

b. mengidentifikasi struktur teks deskriptif

c. mengidentifikasi unsure kebahasaan teks deskriptif

d. mengidentifikasi gambaran umum yang terdapat dalam teks deskriptif

e. mengidentifikasi informasi tertentu yang terdapat dalam teks deskriptif

f. mengidentifikasi informasi rinci yang terdapat dalam teks deskriptif

g. mengidentifikasi informasi tersurat yang terdapat dalam teks deskriptif

h. mengidentifikasi makna kata yang terdapat dalam teks deskriptif

## D.  MATERI PEMBELAJARAN:

**Descriptive text** is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

Teks Deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Bisa dikatakan juga bahwa Descriptive text adalah teks yang menjelaskan tentang seperti apakah orang atau benda yang dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain lain.

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

1. **Identification** (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. **Description** (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

**Ciri-ciri Descriptive Text :**

- Menggunakan *simple present tense*
- Menggunakan *attribute verb*, seperti *be (am, is, are)*
- Hanya fokus pada satu objek tersebut.

**Berikut adalah Contoh Descriptive Text :**

**Prambanan Temple**



Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large

complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

**E.  METODE PEMBELAJARAN:**

3.  Pendekatan  : CTL (Contextual Teaching And Learning )

4.  Model          : Draw Labe Caption

**F.  MEDIA, ALAT DAN SUMBER PEMBELAJARAN :**

4.  Media            : CD Pembelajaran

5.  Alat/Bahan     : Komputer/laptop, LCD,Power Point, Internet

6.  Sumber  Belajar     :

- Buku Teks wajib

- Bahasa inggris.2013.kementrian pendidikan dan kebudayaan

- Contoh peragaan dalam bentuk  rekaman CD/VCD/ DVD/kaset

- Contoh teks tertulis

**G.  LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| **Pendahuluan** | d.  Greeting atau sapaan guru kepada siswa di kelas<br>e.  Berdoa dipimpin oleh guru bersamaan dalam kelas<br>f.  Cek Absensi siswa di kelas / kehadiran siswa | **5 MENIT** |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| **Inti** | **Mengamati** | **65 Menit** |
| | a. Guru memberikan/ menyediakan contoh gambar/teks deskriptif tentang menanyakan dan menyatakan tentang orang ,benda dan tempat sesuai dengan konteks penggunaannya. | |
| | b. Guru menyuruh siswa untuk membaca teks secara bergantian. | |
| | c. Guru menjelaskan tentang fungsi sosial, struktur teks, unsur kebahasaan | |
| | d. Guru memberikan beberapa kata dari teks deskriptif tentang menanyakan dan menyatakan tentang orang,benda dan tempat | |
| | **e.** Guru mengundang siswa untuk menirukan pengucapan dari model pengucapan kata yang terdapat pada teks deskriptif tentang menanyakan dan menyatakan tentang orang. | |
| | **Menanya** | |
| | **a.** Guru menyediakan teks deskriptif tentang menanyakan dan menyatakan tentang orang,benda dan tempat yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan. | |
| | **b.** Guru mengundang siswa untuk bertanya tentang teks deskriptif tentang menanyakan dan menyatakan tentang orang berbeda yang disediakan yang belum dimengerti. | |
| | **Mengeksplorasi** | |
| | a. Guru memberikan kertas soal berupa gambar kepada | |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| | siswa tentang orang,benda, dan tempat. | |
| | b. Guru menyuruh siswa mendeskripsikan gambar tentang orang ,benda dan tempat yang telah disediakan | |
| | c. Guru menyuruh siswa untuk mengecek kembali jawaban yang sudah di kerjakan. | |
| | **Mengasosiasi** | |
| | a. Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu | |
| | b. Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya. | |
| | c. Siswa meminta balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. | |
| | **Mengomunikasikan** | |
| | a. Guru menyuruh siswa untuk mendiskripsikan teman,orang lain,benda atau tempat secara tertulis kemudian membaca kannya di depan kelas | |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---|---|---|
| **Penutup** | a.  Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.<br><br>b.  Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.<br><br>**c.**  Guru mengucapkan salam perpisahan. | **10 menit** |

H.  **PENILAIAN:**

2.  Pengetahuan

e.  Teknik Penilaian

3)  Tes          : lisan dan tulis

4)  Non Tes     : Penugasan kelompok

f.  Bentuk Instrumen

2)  Soal tes tulis

g.  Pedoman Penilaian          :

5)  Tiap jawaban benar skor  3

6)  Skor maksimal    1  x 3  = 3

7)  Nilai maksimal  :   10

8)  Nilai siswa       :      *skor perolehan*

                   *--------------------- x  10*

                   *Skor maximal*

h. Rubrik Penilaian

| No. | Uraian | Skor |
|-----|--------|------|
| 1 | Tiap jawban benar<br>Jawaban salah | 2<br>0 |
| 2 | Tiap jawaban benar<br>Jawaban salah | 2<br>0 |

Mengetahui,                                     Metro ,     Oktober  2019

Collaborator                                     Teacher

**Rini Muslimah**                                Adha Mariana, S.Pd

**NIP. 197910312005022002**

# SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP N 9 METRO

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, | Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda<br><br>• Fungsi sosial<br>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.<br><br>• Struktur text<br>(gagasan utama dan | Mengamati<br>• Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.<br>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.<br>• Dengan bimbingan guru, | Kriteria Penilaian<br>• Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.<br>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan | 16 JP | • Buku Teks wajib<br>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interperson |

| | | | | | |
|---|---|---|---|---|---|
| sesuai dengan konteks penggunaan nya .<br><br>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.<br><br>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | informasi rinci)<br><br>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan<br><br>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan<br><br>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.<br><br>Panjang teks: kurang lebih 6 (tiga) kalimat.<br><br>• Unsur kebahasaan<br>(1) Penyebutan kata benda singular dengan a dan the, dan plural (-s).<br>(2) Kata ganti it, they, she, we, dst.; our, my, your, their, dst.<br>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, | mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.<br><br>Menanya<br><br>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.<br><br>Mengumpulkan Informasi<br>• Secara kolaboratif, mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.<br>• 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.<br>• Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: | tentang deskripsi orang, binatang, benda dalam teks derkriptif.<br>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.<br>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.<br><br>Cara Penilaian:<br>SIKAP<br>• Observasi<br>• Observasi terhadap kesungguhan, tanggung jawab, | | al/ transaksional dengan benar dan akurat<br>• Contoh teks dari sumber otentik<br>• Sumber dari internet, seperti:<br>- www.dailyenglish.com<br>- http://americanenglish.state.gov/files/ae/resource_files<br>- http://learnenglish.britishcouncil.org/en/<br>- https://www.google.com/ |

| | | |
|---|---|---|
| very.<br><br>(4) Frasa nominal seperti dark brown, cute little cat, beautiful red flower<br><br>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play,get, take, dll.<br><br>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal<br><br>(7) Ucapan, tekanan kata, intonasi<br><br>(8) Ejaan dan tanda baca<br><br>(9) Tulisan tangan<br><br>Topik<br><br>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab. | - fungsi sosial setiap teks<br>- nama orang, binatang, benda yang dideskripsikan<br>- sifat orang, binatang, benda yang dideskripsikan<br>- tindakan orang, binatang, benda yang dideskripsikan<br>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan<br><br>• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.<br><br>Menalar/Mengasosiasi<br><br>• Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.<br><br>• Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. | dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.<br><br>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.<br><br>• Penilaian diri:<br><br>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.<br><br><br>PENGETAHUAN<br><br>• Tes tertulis<br><br>Membaca dan | | |

| | | Mengomunikasikan | menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. | | |
|---|---|---|---|---|---|
| | | • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). | • Portofolio | | |
| | | | Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. | | |
| | | • 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, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | | | |
| | | | KETERAMPILAN. | | |
| | | | • Unjuk kerja | | |
| | | | Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | menyebutkan dan menanyakan deskripsi orang, binatang, benda | | |
| | | | • Portofolio Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya. | | |
| | | | • Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris | | |

| | | | untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. | | |
|---|---|---|---|---|---|

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

Nama Mahasiswa : Rini Muslimah  Jurusan : TBI
NPM : 1293257  Semester : XV

| NO | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda tangan |
|---|---|---|---|---|---|
| 1. | Rabu 29 - 5 - 2019 | | ✓ | Revise ch. I. | |
| 2. | Rabu 19 - 6 - 19 | | ∨ | - Revise problem formulation. - Revise grammar | |
| 3 | Kamis 4/7 2019 | | ∨ | Acc. ch. I continue to ch. II. | |
| 4 | Kamis 18/7 -5 | | | Insert the definition of writing ability. | |
| 5 | Selasa 30/7 - 19 | | | Acc ch. II. | |

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NIP. 197506102008011014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**
NIP. 198305112009122004

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### IAIN METRO

Nama Mahasiswa : Rini Muslimah          Jurusan  : TBI
NPM             : 1293257               Semester : XV

| NO | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda tangan |
|----|--------------|--------------|---------------|------------------------------|--------------|
|    | Kamis 1/8-19. |  | ✓ | Revise figure I Please make clear! Revise Formula of Chi square! |  |
|    | Rabu 7/8-19. |  | ✓ | Revise table I |  |
|    | Rabu 14/8-19 |  | ✓ | Acc ch. III |  |

Megetahui :
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**
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**IAIN METRO**

Nama : Rini Muslimah                      Jurusan  : TBI
NPM  : 1293257                              Semester : XIV

| No | Hari/ Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|:---:|:---:|---|---|
| 1 | 22/8 2019 | ✓ | | Lihat pedoma penlis Footnote dari berbagai Sumber (Jurnal, Buku dll) | |
| 2 | 2/9 2019 | ✓ | | Revise Chapter I Revisi Chapter II | |
| 3 | 12/9 2019 | ✓ | | | |
| 4 | 16/9 2019 | ✓ | | Revise Chapter III | |
| 5 | 19/9 2019 | ✓ | | Acc Seminar. | |

Mengetahui
Ketua Jurusan TBI                                      Dosen Pembimbing I

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

Nama Mahasiswa : Rini Muslimah          Jurusan  : TBI
NPM             : 1293257              Semester : XV

| NO | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda tangan |
|----|--------------|------------|----|------------------------------|--------------|
|    |              | I | II |                              |              |
| 1 | 2/11 2019 | V | | - Soal Post Test 2. <br> - 065 shet of Teacher Performance <br> - 065 sheet of Student retivities. <br><br> - Acc LPD. |  |

Megetahui :
Ketua Jurusan TBI                                   Dosen Pembimbing I

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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

**IAIN METRO**

Nama : Rini Muslimah

NPM : 1293257

Jurusan : TBI

Semester : XV/2019

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | TandaTanganMahasiswa |
|----|--------------|--------------|---------------|-----------------------------|----------------------|
|    | Jumat 1/11-19 | | V | Revise CPD. | |
|    | Jumat 8/11-19 | | V | learn more abt method, stategy, techique, approach. | |
|    | Selasa 19/11-19 | | | Acc IPD | |

Mengetahui,

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Dosen Pembimbing II,

**Trisna Dinillah Harya, M.Pd.**

NIP. 19830511 200912 2 004

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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Nama : Rini Muslimah
NPM : 1293257

Jurusan : TBI
Semester : XV/2019

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | TandaTangan Mahasiswa |
|----|--------------|-----|-----|------------------------------|------------------------|
| 1 | 2/12 - 2019 | ✓ | | Perbaiki BAB IV & V | |
| 2 | 9/12 - 2019 | ✓ | | ACC Munaqasyah | |

Mengetahui,
Ketua Jurusan TBI

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NIP. 19620215 199503 1 001

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

Nama : Rini Muslimah          Jurusan : TBI
NPM : 1293257          Semester : XV/2019

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | TandaTanganMahasiswa |
| | | I | II | | |
|---|---|---|---|---|---|
| | Senin 9/12-19 | | v | - Acc Ch. IV - V <br> - Continue to 1st Adviser. <br> - Acc munaqosah | |

Mengetahui,
Ketua Jurusan TBI

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Documentation

Documentation

# CURRICULUM VITAE

The name of a researcher is Rini Muslimah. She was born in PIndraloka II, June 15[th] 1993. She is the two son of happy couple Mr. Amsori and Mrs. Supini. She graduated from Elementary school (SDN 1 Indraloka) and finished on 2005. And then she continued her study in Junior High School (SMP MMT Tunas Harapan) and finished on 2008. After graduated from Junior High School, she continued to Senior high school (SMA Negeri) and finished on 2011. And on 2012 she continued her study as a student of S-1 English education Department of State Institute for Islamic Studies of Metro (IAIN Metro).