

**AN UNDERGRADUATE THESIS**

**THE EFFECT OF BUZZ GROUP TECHNIQUE ON  
STUDENTS' WRITING DESCRIPTIVE TEXT AT THE  
TENTH GRADE OF SMAN 2 SEKAMPUNG EAST  
LAMPUNG IN ACADEMIC YEAR 2017/2018**

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**STATE ISLAMIC INSTITUTE OF METRO**

**1439 H/ 2017M**

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SMAN 2 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR  
2017/2018**

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

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SMAN 2 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR  
2017/2018**

**ABSTRACT**

**By:  
TITIN AGUSTINA**

This research was aimed at finding out the description of the effect of buzz group technique on students' writing descriptive text at the tenth grade of SMAN 2 Sekampung East Lampung in academic year 2017/2018.

This research is an descriptive quantitative research which was conducted in the form of True Experimental Design. The population of this research was the students of the tenth grade SMAN 2 Sekampung East Lampung in academic year 2017/2018, it was about 161 students, which is consist all of the tenth grade from class X.I until class X.5. The sampling technique used purposive sampling, the sample consist of 28 students.

The result of this research illustrated that Degree of Freedom (DF) of this research is 2. The value of chi-square was 28. Then, the data confirmed that " $f_o = 28$  is higher than " $f_t = 5,991$  in 5% and 9,210 in 1%. It means that alternative hypothesis ( $H_a$ ) which explains "there is a positive and significant effect of using buzz group technique on students' writing descriptive text" is accepted and ( $H_o$ ) is rejected, it means that using buzz group technique has positive and significant effect on students' writing descriptive text at the tenth grade of SMAN 2 Sekampung East Lampung in Academic Year 2017/1018.

**EFEK DARI PENGGUNAAN TEKNIK BUZZ GROUP PADA  
KEMAMPUAN MENULIS DESKRIPTIF TEKS SISWA KELAS  
SEPULUH SMAN 2 SEKAMPUNG LAMPUNG TIMUR TAHUN  
AJARAN 2017/2018**

**ABSTRAK**

**Oleh :  
TITIN AGUSTINA**

Penelitian ini bertujuan untuk memaparkan efek dari penggunaan teknik buzz group pada kemampuan menulis deskriptif teks siswa kelas sepuluh SMAN 2 Sekampung Lampung Timur tahun ajaran 2017/2018.

Penelitian ini adalah penelitian deskriptif kuantitatif yang dibuat dalam bentuk-bentuk percobaan yang dibuat dalam bentuk kerangka percobaan yang nyata. Jumlah populasi penelitian ini adalah seluruh siswa kelas sepuluh SMAN 2 Sekampung Lampung Timur tahun pelajaran 2017/2018, dengan total 161 siswa terdiri dari kelas sepuluh satu sampai kelas sepuluh dua. Di dalam penelitian ini menggunakan purposive sample, dengan sample yang berjumlah 28 siswa.

Penelitian ini memaparkan bahwa Degree of Freedom (DF) dari penelitian ini adalah 2. Nilai chi-square adalah 28, kemudian data konfirmasi yaitu  $f_o = 28$  lebih tinggi dari " $f_t = 5,991$  dalam 5% dan 9,210 dalam 1%. Artinya bahwa alternatif hipotesis ( $H_a$ ) dapat dijelaskan bahwa ada positif dan signifikan efek dari buzz group teknik pada kemampuan menulis deskriptif dapat diterima dan ditolak. Itu maksudnya bahwa menggunakan buzz group teknik mempunyai efek positif dan signifikan terhadap kemampuan menulis deskriptif teks pada siswa kelas sepuluh SMAN 2 Sekampung Lampung Timur tahun ajaran 2017/2018.



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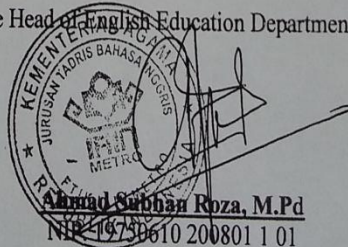
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*Assalamualaikum Wr. Wb.*

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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To: The Honorable the  
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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in  
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**RATIFICATION PAGE**

No: B-3224/In.28.1/D/PP.00.9/12/2017

An Undergraduate Thesis entitled: THE EFFECT OF BUZZ GROUP TECHNIQUE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 2 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR 2017/2018

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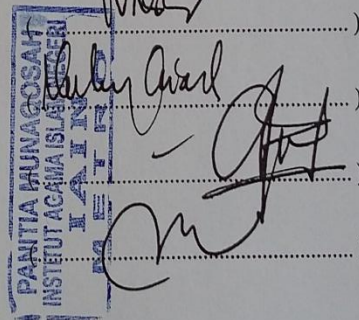
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Metro, November 2017

Vero Mervatakan,



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## MOTTO

...وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ  
وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty. (Q.S Al-Ma'idah : 2)

When we study human language, we are approaching what some might call the “human essence,” the distinctive qualities of mind that are, so far as we know, unique to man  
(*Noam Chomsky*)

## **DEDICATION PAGE**

This undergraduated thesis is special dedicated to :

1. The researcher gives dedicated to almighty Allah SWT, thanks God to all your precious gift inside to me.
2. My beloved father is Mr.Yulinis and my beloved mother is Mrs.Marmiyati as the spirit of my life, who always support me, protect and advice me. Thanks for your everlasting love, and incessant prayer. You always hear my sigh in every single of time.
3. My lovely friends who have given motivation and support me to finish this undergraduated thesis especially in gallery class.

## **ACKNOWLEDGEMENT**

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW. Finally the researcher can finish an undergraduated thesis entitle “THE EFFECT OF BUZZ GROUP TECHNIQUE ON STUDENTS’ WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 2 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2017/2018”

Regarding to an undergraduated thesis, the researcher offers her big thank to Dr.Widhiya Ninsiana, M.Hum as the sponsor and to Ahmad Subhan Roza M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during undergraduated thesis writing process.

The researcher completely realizes that this undergraduated thesis still has a plenty of weaknesses. All constructive comments and suggestions are very welcomed to measure the quality of the undergraduated thesis. Hopefully, this research proposal can be meaningful benefit for the writers especially and for our campus and all readers generally.

Metro,September, 2017  
The Researcher

TITIN AGUSTINA  
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is one of the languages in the world. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, English has been declared as a formal language on international communication for a long time ago.

Indonesia is one of the countries that declared English as a foreign language. Muriel explain “Foreign language is one not widely used in the learners’ immediate social context which might be used for future travel or other crosscultural communication situation, or studied as a curricular requirement or elective in school, but with so immediate or necessary practical application”.<sup>1</sup>The proof, it could be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education.

Writing is one of the four language skills besides speaking, listening, and reading. Which is considered to be a fundamental skill, so the students need to learn it. It could also be said the writing is an important language skill because it’s a productive skill that shows how skillful the student is in using the language and discovers the talented students should express his/her ideas or thought on the paper.

---

<sup>1</sup> Muriel Saville, *Introduction Second Language Acquisition*. New York: Cambridge University. 2006, p.4

Writing are productive skill that is very important for students to learn. They were frequently used to convey the ideas in communicating with others. As productive skill, writing is one of the important skills which was taught in the school. It takes on a very significant role in teaching English as a foreign or second language. By writing we could remember something and think critically as well. Moreover, it is not only for communicating each others but also for expressing an idea.

Writing is one of an important aspect in language learning. Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. It becomes an important aspect of students to expression.<sup>2</sup>By writing, students could share information and ideas in the written text. Writing is also as a learning tool, helping them to understand and to remember.

Furthemore, teaching English in writing class is not enough using the teachers' instruction only. The teacher should choose a method that can attract the students' interest and encourage their involvement. The researcher uses the buzz group technique to make the leraning process more interest, buzz group technique is a technique from large group which is divides a small group consist 2 until 6 people in group, then it focus in teambuilding and make the students actively to discuss a problem topic.

---

<sup>2</sup> M.E Parel, *English Language Teaching*. Vaishall Nagu: Suttise Publisher & Distributor. 2008.p.125

According to pra survey result of SMAN 2 Sekampung East Lampung that is the students' writing skill is still low, especially in writing descriptive text. Below the students' test result of writing descriptive text at the tenth grade of SMAN 2 Sekampung East Lampung.

**Table 1**

**Data of Pre-survey**  
**The score of students' writing descriptive text at SMA N 2 Sekampung**

NO	Interval	Category	Number Student	Percentage
2	(76-100)	Good	3	11 %
3	(65-75)	Fair	4	15 %
4	(<65)	Poor	21	75 %
Total			28	100 %

Source: *Pre survey data of class X SMA N 2 Sekampung East Lampung*

The data above shows students writing descriptive ability get low score. There are only 3 from 28 students get good score, and 4 students is fair and 21 students get bellow of 65 as The Minimum Mastery Criteria (MMC). The students writing descriptive ability of SMAN 2 Sekampung it can be inferred that the students' descriptive text writing ability is as still low with the average of 57.

Based on the conditions above, in descriptive text the students are not able to write correctly, and they have low skill in writing subject, especially in descriptive text. In addition, the students are difficult to construct the descriptive, because the students are less in vocabularies and grammatical. So, it needs a technique or method one of it is buzz group technique. Since buzz group technique can be an appropriate method to



increase the student ability in writing descriptive text. Therefore, the researcher would like to conduct a research on the title “The effect of using buzz group technique on students writing descriptive text at the tenth grade of SMAN 2 Sekampung East Lampung in academic year 2017/2018.”

## **B. Problem Identification**

Referring to the background above, the researcher would like to assume that there are some problems as follows:

1. The students have low skill in writing, especially in descriptive text.
2. Most of the students are less in vocabularies and grammatical to write something.
3. The students have difficulties to express their ideas in descriptive writing.

## **C. Problem Limitation**

Based on the problems above, the researcher limits the problems is the students have low skill in writing subject, especially in descriptive text. So, the researcher uses buzz group technique on students writing descriptive text at the tenth grade of SMAN 2 Sekampung East Lampung in academic year 2017/2018.

#### **D. Problem Formulation**

Based on the problem above, the researcher formulated the problem as follows:

“Is there any positive and significant effect of buzz group technique on students writing descriptive text of SMAN 2 Sekampung East Lampung in academic year 2017/2018?”

#### **E. Objectives and Benefits of The Study**

##### **1. Objectives of The Study**

In relation to the problem formulated above this research is intended to examine the hypothesis of this research whether there is any positive and significant effect of buzz group technique on students' writing descriptive text.

##### **2. Benefits of The Study**

The benefits of this study are:

###### **a. For the teacher**

As knowledge for the teacher to develop the students ability in teaching learning process, especially in teaching writing by using buzz group technique.

###### **b. For the students**

As new innovations for the students in study descriptive text and students can more interesting in writing learning. So, the students

can get more motivation in writing, especially in writing descriptive text.

c. For other researcher

This research can be used as a consideration source for the next researcher who wants to investigate the similar problem about the effect of using buzz group technique on students writing descriptive text at the tenth grade of SMAN 2 Sekampung east Lampung in academic year 2017/2018.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Buzz Group Technique

##### 1. Definition of Buzz Group

According William J Rothwell, a buzz group assembled to work on a problem and report solutions back to a larger group. They are frequently used in classroom training. They may also be used in simple problem-solving.<sup>3</sup>

Moreover, William B Jeffier said that buzz group is a small group discussion technique is used to engage learners and re-energize the group. To initiate the buzz group, pose a question and ask learners to discuss their responses in pairs or groups no larger than learners.<sup>4</sup> As a small group teacher, your role is to facilitate the process and use the buzz group as a source of informal feedback about learners' understanding of the course material. According Clifft Ricketts and John C. Ricketts buzz group is a assembly is broken into small group of six to eight members for each the purpose for generating ideas, solution, and possibly common ground in a given amount of time.<sup>5</sup>

Exley Kate and Dennick explains that buzz group is a technique of the level of noise that explodes in the room, is when two

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<sup>3</sup> William J Rothwell, *The Strategic Development of Talent*, (United states of America:HRD Press,2003),P.421

<sup>4</sup>William B.Jeffries, *An Introductionto Medical Teaching*, (London, New York: Springer,2010),P.35

<sup>5</sup> Clifft Ricketts and John C. Ricketts, *Leadership Personal Development and Career Succes*,(USA, delmar cangage learning,2011), P.344

or three students are asked to discuss a question or topic of few moments.<sup>6</sup> Buzz group technique is most often used at the beginning of a lesson to provide a content related teambuilding activity. It practice the student bravely to show their ideas not only through on the written text but thay can disscus with their patner to solve the problem. It purpose the condition of classroom more actively.

In buzz group technique, students is devided large group into the small discussion of 2 or 15 people who meet simultaneously for specified time discussion the problem or issue.<sup>7</sup> Buzz group is encouraging more efficiency discussion.

Based on the explanation above, buzz group are a form of teamwork that can be introduced into any large group to small group to form the teambuilding to discussed by their teamwork. By applying this technique they can show their mind, feeling or ideas not only on written text but they can discuss to each other, in the order the learning process can be more actively.

## **2. The Purpose of Buzz Group Technique**

In applying of buzz group in teaching process, it has a purpose to make learning English successfully. The purpose of buzz group technique is to encourage each person to be active in a discussion yet

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<sup>6</sup> Kate Exley & reg Dennick, Small Group Teaching, (London, New York: RoutledgeFalmer, 2004),P.60

<sup>7</sup> Ernest W.Brewer, Proven Ways To Get Your Massage Across,(USA: Crow Press,1997), P.72

preserves aonymity.<sup>8</sup> Besides that, it is able to get information to solve the problem or discuss something problem. When learning process use the buzz group technique can found and develop information through discussion.

Beside, this technique focus on small group that can do discussion one to each other students. By using buzz group students can practice to discussion to solve the problem. It practices the students more actively to show their mind. From it, the learning process which is expected success and conduct the learning style being active, creative, effective, and fun.

### **3. The Procedure of Buzz Group Technique**

In applying of buzz group in teaching process, it has a purpose to make a learning English successfully. The purpose of buzz group technique is be able to get information to solve the problem or discuss something problem. When the learning process uses the buzz group technique can found and develop information through discussion.

In order to useful of buzz group technique successfully and effectively so there are some steps that can describe, as follow:<sup>9</sup>

- a. The teacher asks the students to make a group that consist 2 until 6 students for each other group.

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<sup>8</sup> Michele Crowe, Et. Al., Consultation-practice And Practitioner. India: Accelerated Deelopment, 1985. P.50

<sup>9</sup> Ernest W. Brewer, Proven Ways to Get Your Message Across, (USA: Corw Press, 1997), 72-73

- b. Once the group is formed, they have to choose one student to be a leader.
- c. After that the teacher will give the issue or the problem, title to be discussed for each group until the issue or problem to be discussed is clarified and understood by each group.
- d. Then the group leader makes certain that the member of the group become acquainted with each group, lead the discussion, make the all member of the group to participate.
- e. The teacher gives them the time range anywhere from 2-20 minutes, depend on the number of the people of each group to present in front of the class.
- f. While the group is presenting, teacher can move from group to group, listen, when necessary, raising question stimulate discussion and correct their result of discussion.
- g. The group may be asked to get together later to summarize their finding into a report in topic discussion.

#### **4. The Advantages and Disadvantages of Buzz Group Technique**

There are the advantages and disadvantages of using Buzz group technique, namely:

- a. The advantages<sup>10</sup>
  - 1) They examine as many ideas as possible and report them to the main group.

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<sup>10</sup> Clift Ricketts and John C. Ricketts, P.344

- 2) All member get a chance to speak.
  - 3) It allows everyone's ideas to be expressed.
  - 4) Participants learn to work in-real life situation where others opinion are considered.
  - 5) It sends group work to get discussion started.
  - 6) Because member is expressing, opinions, it is good for dealing with controversial subject.
  - 7) Created the fun condition and using a fewer time.
- b. The disadvantages<sup>11</sup>
- 1) Effectiveness the group may be lowered by the imam-true behavior of a few.
  - 2) It may not be effective for younger group or group that knows each other too well to take each others opinions seriously.
  - 3) It can be time-consuming when dealing with very large groups.
  - 4) The report of discussion does not arrange well.

## **B. The Concept of Writing Descriptive Text**

### **1. The Concept of Writing**

#### **a. Definition of Writing**

According to Sanggam Siahaan, writing is the written productive language skill. It is a skill to convey information to a reader or group of readers. It is realized by writer ability to apply the rules of

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<sup>11</sup> Ernest W.Brewer, Proven Ways, P.76



the language she or he is writing to transfer the information she or he has in her or his mind.<sup>12</sup>

Meanwhile David Nunan that writing can be defined by a series of contrast it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product.<sup>13</sup> It is clear that writing is physical action to make some word or idea and our mental to think how to express into some word and arranging statements and paragraphs to be understood by the readers. Express and impress mean our self and desires to express an ideas or feeling and readers. Process and product mean that a writer needs some steps of working to get a product of writing form.

Beside Pinnel and Fountas writing is a complex process and teacher have a vital role in helping children, as they work through the challenges that allow them to become competent and confident writers.<sup>14</sup> It is clear that writing is complex process and the teacher help and allowed the students to become competent and confident writers in writing ability.

According to M.F. Patel and Praveen M. Jain writing is a skill which must be taught and students and writing is essential features of

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<sup>12</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

<sup>13</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Sydney: Macquarie University, 1991), p.88

<sup>14</sup> Pinnel and Fountas, *Primary Literary Programme-Reading and Writing*, (HKSAR: Education Bureau, 2008) , p.21.

learning a language because it provides a very good means for fixing the vocabulary, spelling and sentence pattern.<sup>15</sup>

Based on the above, the researcher assumes that writing is productive language. Writing can be defined by a series of contrast it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product and the teacher have a vital role in helping children, as they work through the challenges that allow them to become competent and confident writers. So writing is the peoples' act to show their ability in compose idea and develop it creatively and systematically.

Furthermore, regarding to the writing product, it can refer to the activities such as write a simple sentences, paragraph, or longer compositions like text. To know the students' writing skill the researcher measured the students by giving them to make descriptive text. The researcher was instructing the students to make simple composition which was determined. The composition was analyzed and scored by writing base scale:

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<sup>15</sup> M.F. Patel & Praveen M. Jain, *English Language Teaching*, Vaishali Nagar: Sunrise Publishers & Distribution, 2008. P 125

**Table 2****Assessment of Writing Skill**

	<b>Random</b>	<b>General classification &amp; description</b>
<b>C O N T E N T</b>	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 - 16	Very poor: does not show knowledge, not pertinent to topic
<b>O R G A N I Z A T I O N</b>	18 – 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure
	15 – 14	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
<b>V O C A</b>	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of

<b>B U L A R Y</b>		word/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor to fair: limited range, frequent errors of word/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluator
<b>G R A M M A R</b>	22 – 25	Very good to excellent: effective complex constructions, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
<b>M E C H A N</b>	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning

<b>I C</b>	2	confused or obscured  Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate <sup>16</sup>
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### **b. Composition of Writing**

Related to the final product of writing, it has to agree with the several compositions in writing. Brown H.Douglas said that,” A good deal of attention was place on “model” compositions that students would emulate and on how well a students final product measured up againts a list of criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.<sup>17</sup>

It can be noted that the final product of writing has to well organized, the massage comprehensible, argument are relevant and related to the researchers view. Main ideas and effective supporting ideas are clearly stated. Also, the language is clear, smooth, and interesting. There are no major errors of vocabulary, spelling, punctuation, and grammar.

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<sup>16</sup> Sutanto Leo, *English For Academic Purpose Essay Writing*, (Yogyakarta: Andi,2007), P.vii

<sup>17</sup> H.Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, P. 335

### **c. The Process of Writing**

According to Jeremy Harmer process of writing is learning how to write by writing. He suggested that the process of writing has four main elements:<sup>18</sup>

#### **a. Planning**

Planning is a series of strategies designed to find and produce information in writing.

#### **b. Drafting**

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.

#### **c. Editing (Reflecting and Revising)**

Reflecting and revising are often helped by other readers (editors) who comment and make suggestion, a series of strategies designed to re-examine and re-evaluate the choice that have created a piece of writings.

#### **d. Final Version**

Final version is when the writer have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different form both the original plan and the first draft because thing have change in the editing process, but the writer is now ready to send the written text to its intended audience.

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<sup>18</sup> Jeremy Harmer, *How to Teach Writing*, ( England: Pearson Longman, 2004), p.4-5.

## 2. Kinds of Writing

According to Thomas S. Kane, there are three kinds of writing as follows:<sup>19</sup>

### a. Exposition

Exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically, it organized around cause or effect, true or false, less or more, positive or negative, general or particular, and assertion.

### b. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see in to significant pattern. Description helps the reader, through his or her imagination, to visualize a scene or person or understand a sensation or an emotion.

### c. Narration

Narration is a series of related events a story. Its problem is twofold to arrange the events in a sequence of time to reveal their significance.

Based on kinds of writing above the writer in this research focus in writing descriptive text, to know what the effect that make by students, especially in using the direct method in descriptive writing performance.

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<sup>19</sup> Thomas S.Kane, *The Oxford Essential Guide To Writing*, (New York: Oxford University Press,1988), p.6

### 3. The Stages of Writing

According to Stephen Bailey any four stage in writing, there are;<sup>20</sup>

#### 1. Planing a text

Planing gives essays coherent structure and most importantly. Planing a text help student to write the basic of topic. So the student can began to write because the writer known waht will to write.

#### 2. Organising paragraph

Paragraph are the basic building blocks of the text. The paragaraph content a topic sentence except to reason and information with the result help the writer to organised the idea and help the reader to know the argument.

#### 3. Organising the main body

The structure of the main body depents on the lenght of the subject. In the other word when the writer write some assignment or paragraph it is often better to write the main body before introduction. So the writer can arranged the idea.

#### 4. Introduction

An introduction is crucial, not just for what it says ababout the topic, but for what it tells the reader about the writer's style and approach. Unless you can intoduce the subject clearly the

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<sup>20</sup> Stephen Bailey, *Academic Writing*, New York: Nelson Turned Ltd, 2003. p 39-50



reader may wish to continue. In addition introduction consist of some background information of the idea.

#### 5. Conclusion

There is usually a link between the starting point. The reader may look at the conclusion first to get a summary of the main argument or points.

#### 6. Re-reading and Proof- Reading

When you have finished the conclusion it may be tempting to hand in your work immediately. However, it is almost certain that it can be improved by being revised. With longer assignments, it may be worth asking a classmate to read your work and make criticisms. Re-Writing is a step after finished the conclusion in this step you must check what you write. And Proof-reading is a vital final step, which can prevent confusion or misunderstanding due to simple errors.

### **4. Teaching Writing**

Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the listener, but in writing the writer might have enough time to express the idea in written form. In English there are four reasons for teaching writing, include: reinforcement, language development, learning style and writing as a skill:

a. Reinforcement

Many students crucially welfare when see the language written down, but any students get language in oral way. Learners often find it useful writing sentences employing new language shortly after they have learned it.

b. Language Development

Seemingly, the authentic process of writing helps the students learning within long time, but it is not persuade. The pshychological persuit we have to go among instruction to arguments suitable written texts is al stages of the continuously studying knowlegde.

c. Learning Style

Any students are quickly at selecting language by seeing and hearing. For the adult it might take a long. Most of the students, producting language in a relaxing way is illimitable of the time think something. Writing is suitable for such learners. It can also noisless activity rather than busy and difficulty of personal face to face communication.

d. Writing as a skill

Merely crucial as speaking, listening and reading, and the most essential reason for teaching writing as a basic language ability. Learners need to know some of writing special habits

(punctuation, paragraph, argumentation, etc.), and the students need knowing how to pronounce spoken English contextually.<sup>21</sup>

### C. The Concept of Descriptive Text

#### 1. The Definition of Descriptive Text

Karen Blanchard and Christine Root assert that description is to create a picture using words. The most important part of writing a description is using clear and effective words that create exactly the picture you want.<sup>22</sup>

Faisal and Krisna Suwandita explains that descriptive text is characterized by sensory details, which appeal to the physical senses, and details that appeal to a readers emotional, physical, or intellectual sensibilities.<sup>23</sup>

An addition, Allice Oshima stated that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is a word picture the reader can imagine the object, place or person in his or her mind.<sup>24</sup>

Meanwhile Thomas S. Kane that the description is about sensory experience how something looks, sounds and taste. Mostly it is

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<sup>21</sup>Jeremy Harmer, *How To Teach English* (Longman 1998), p.79

<sup>22</sup> Karen Blanchard and Christine Root, *Ready To Write*, ( California: Harvard University, 1994), p.57.

<sup>23</sup> Faisal and Krisna Suwandita, *The effectiveness of FRESH Technique to Teach Descriptive Paragraph*, (Purwokerto: Muhammadiyah University, 2013), p.242.

<sup>24</sup> Allice Oshima, *Introduction to Academic Writing (Third Edition)*, (England: Pearson Longman,2007), p.61.

about visual experience, but description also deals with other kinds of perception.<sup>25</sup>

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

## 2. The Generic Structure of Descriptive Text

### 1) Generic Structure

The generic structure of descriptive text consists of:

- a) Identification: Identifies phenomenon to be described.
- b) Description: Describe parts, qualities, characteristic, etc.

### 2) Language Feature

- a) Focus on specific participants (My English Teacher, My favorite place, etc.)
- b) Use of simple present tense.
- c) Use of adverbial verb.
- d) Use of action verb.

### 3) Example of Descriptive Text

#### **Justin Bieber**

Justin Drew Bieber is a Canadian pop R&B singer. He is multitalented young artist. He can sing, dance, play musical instruments and write song lyrics.	Identification
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<sup>25</sup> Ibid, p.351.

He is tall and handsome. His hair is blond. His haircut has become so popular. His dance performance is as good as his voice. He is the teen star idol. Many teenager around the world become Bieber Fever.	Description
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## **D. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

A research must have a theoretical framework as a concept for basic in research. Theoretical framework in this research is a systematic thought to write some problems that to give the tentative proposition toward the problems.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is buzz group technique and the dependent variable (Y) is students' writing descriptive text.

Writing is one of four basic skills that important that must be mastery by the students. Many students consider that writing is difficult language skill to learn, this is because writing involves content, form, grammar, vocabulary, and mechanic. The problems faced in the class are students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. One of problem in writing learning is choosing the right technique.

There are so many technique in teaching writing descriptive paragraph. In this research, the researcher uses buzz group technique

to teaching descriptive paragraph that focus students writing descriptive text at the tenth grade of SMAN 2 Sekampung east Lampung. The researcher assumes that better using buzz group technique in teaching writing descriptive text because the students will be more interest and enjoyable in learning process.

Base on description above, the researcher assumed that there is any effect of buzz group technique on students writing descriptive text at the Tenth grade of SMAN 2 Sekampung in academic year 2017/2018.

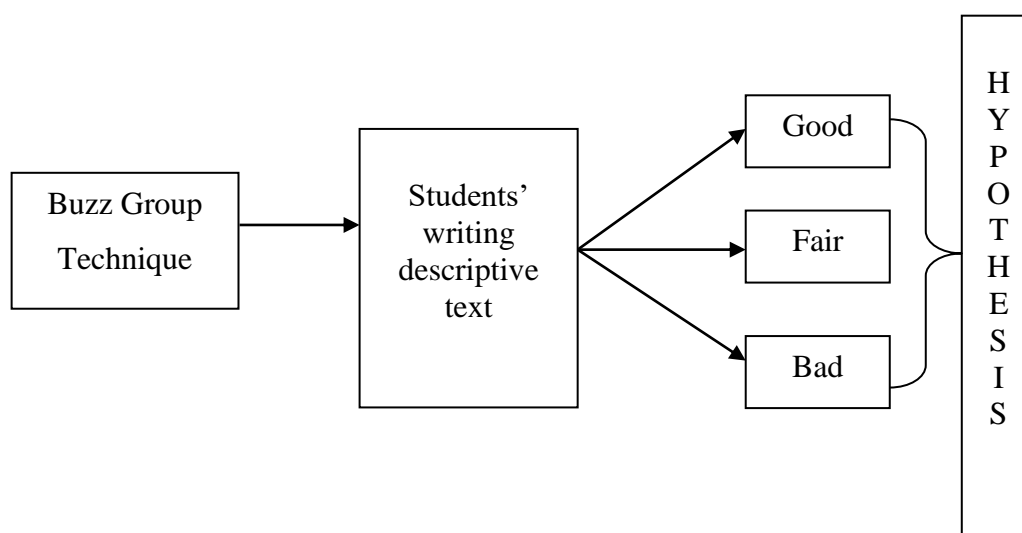
## 2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other.

Based on the theoretical framework above, the writer describes the paradigm as following:

**Figure. 1**

The Scheme of Paradigm



Below the figure 1 above, the researcher concludes that if the grade of the students' buzz group technique is good, the grade of writing descriptive text is also good. So, there is positive and significant effect of using buzz group technique to enhance students' writing descriptive text. But, if the grade of the students' buzz group technique is bad, the grade of the writing descriptive text is also bad. So, there is no positive and significant effect of using buzz group technique to enhance students writing descriptive text.

#### **E. Hypotheses Formulation**

"Hypothesis is usually considered as the principal instrument in research."<sup>26</sup> It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample.

Daniel Muijs explain "a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation".<sup>27</sup>

Furthermore, Donal Ary defines the "hypothesis presents the researcher's expectations about the relationship between variables within question".<sup>28</sup> In other opinion, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about

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<sup>26</sup>Kothari, C.R. *Research Methodology*. New Delhi: New Age International (P) Limited, Publishers. 2004,p.184

<sup>27</sup> Daniel Muijs. *Doing Quantitative Research in Education with spss*, New Delhi, London: Thousand Oaks,2004,p.8

<sup>28</sup> Donal Ary, *Introduction to Research in Education* , New Yorks, holth. Rinchart and Wiston 1979, p.81

the outcome of a relationship among attributes or characteristics.<sup>29</sup> It used in experiment in which writer compare group.

Based on the quotation above, it can be understood that hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon.

The researcher formulates the hypotheses as follows:

1. Alternative Hypothesis ( $H_a$ )

There is positive and significant effect of using buzz group technique on students' writing descriptive text at the tenth grade of SMAN 2 Sekampung east Lampung in academic year 2017/2018.

2. Null Hypothesis ( $H_o$ )

There is not any positive and significant effect of using buzz group technique on students' writing descriptive text at the tenth grade of SMAN 2 Sekampung east Lampung in academic year 2017/2018.

## **F. Statistics Hypothesis**

Based on the explanation above, the researcher make a conclude that hypothesis are

- b. If  $t_{\text{observed}} > F_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- c. If  $t_{\text{observed}} < F_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

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<sup>29</sup>John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln(4th ed), 2012,p.111



## CHAPTER III

### RESEARCH METODOLOGY

#### A. Research Design

C.R. Kothari said that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.<sup>30</sup> The writer uses the quantitative approach for conducting this research. According to Daniel Muijs defines quantitative research as the explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>31</sup>

Moreover, according to John W. Creswell 2002, a quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of the theories), employs strategies of inquiry such as experiments and survey and collects data on predetermined instruments that yield statistical data.<sup>32</sup>

The form of the research is field quantitative. The kind of the research is descriptive quantitative. This research is intended to investigate whether there is any positive and significant effect of buzz group technique on students' writing descriptive text.

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<sup>30</sup> C.R. Kothari, *Research Metodology*, Jaipur: New Age International, 1990,p.31

<sup>31</sup> Daniel Muijs, *Doing Quantitative Research in Education*, London: Sage Publication ,2004,p.1

<sup>32</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, London: Sage Publication, 2002, p.4

## B. Population, Sample and Sampling Technique

### 1. Population

Fraenkel and Wallen define population as the larger group on which in formatting is obtained.<sup>33</sup> The population of this research is the students of the tenth grade of SMAN 2 Sekampung east Lampung in Academic Year 2017/2018. The population of being research is the students of the eleventh grade of SMA N 2 Sekampung in academic year 2017/2018 showed on table below.

**Table 3**

Population the tenth Graders at SMA N 2 Sekampung

No	Name Of Class	Member of Student
1	X.1	31
2	X.2	33
3	X.3	35
4	X.4	34
5	X.5	28
Total Of Student		161

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<sup>33</sup> Frenkel and Wallen, *How to Design and Evaluate Research in Education*, McGraw-Hill Higher Education. 2009. San Fransisco, p.90

## 2. Sample

According to Prof. Dr. Samy Tayie sample is a subset of the population that is taken to be representative of the entire population.<sup>34</sup> The samples of the researcher are the students of the tenth graders which consist of 5 classes. The researcher takes from X.4 which consists of 28 students as a sample of SMAN 2 Sekampung East Lampung in academic year 2017/2018. From those quotations above, it can be concluded that sample is group of people that will become the research subject. So, sample is a number of individuals which represent population to research.

## 3. The Sampling Technique

Yogesh Kumar Singh states that sampling technique is a indispensable technique of behavioral research, the research work cannot be undertaken without use of sampling.<sup>35</sup> The sampling technique which will be used by the writer in this research is Cluster Sampling. To select the intact group as a whole is known as a Cluster sampling. In Cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population.<sup>36</sup>

This research will be held at the tenth grade of SMAN 2 Sekampung East Lampung in Academic Year 2017/2018.

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<sup>34</sup> Prof. Dr. Samy Tayie, *Research Methods and Writing Research Proposals*, Cairo: Center for Advancement of Postgraduate studies and Research in Engineering Science, 2005,p.32

<sup>35</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International, 2006,p. 81

<sup>36</sup> *Ibid* p. 89

### C. The Operational Definitions of Variable

The operational definition is the definition which is based on characteristic of things that will be defined, observed, and measured. Furthermore, Creswell 2002 states that “The variable need to be specified in an experimental so that it is clear to readers what groups are receiving the experimental treatment and what outcomes are being measured”.<sup>37</sup>

Based on the meaning each variable above, the operational definitions of variable as follows:

#### 1. Independent Variable

Independent variable is the element that the researcher believes may in some way relate to, or influence the dependent variable.<sup>38</sup> It means the variable which selected, manipulated, and measured by the researcher.

In the research, independent variable is buzz group technique. Buzz group technique are a form of technique that is use in teaching learning process that can be introduced into any large group to small group to form the teambuilding to discuss a problem or topic.

In this research, the researcher measures the effect of using buzz group technique on students writing descriptive text. It could be implemented the students at the tenth grade of SMAN 2 Sekampung East Lampung. In addition, the researcher measure by using test, and

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<sup>37</sup> John W. Creswell, p. 157

<sup>38</sup> Grame Keith Porte, *Approixing Research in Second Language Learning. A Practical Approach to Critical Analysis of Quantitative Research*, Amsterdam: John Benjamins B.V. 2000, P.23

given written test in form composing and the students will work together. So the researcher get result by the test

There are some indicators that should be gain by the students in writing descriptive skill based on this variable are:

- a. The students get information by themselves.
- b. Practice the students to solve the problem.
- c. The students are able to improve their writing ability.
- d. The students more interest in the learning English writing.
- e. The students learn to work in-real life situation where others opinion are considered and feel fun with the condition.

## **2. Dependent Variable**

Dependent variable is variable that depends on the independent variable. In this research, dependent variabel is students writing descriptive text. Writing descriptive text is to describe someone, place or thing that details to the reader in from writing as though the reader can be feel, seeing, and hearing through in writing.

To measure the students writing descriptive text, the researcher by using test. The researcher gives test, that is composing in descriptive text. It could be implemented to the students of tenth grade of SMAN 2 Sekampung East Lampung.

The objectives of this writing descriptive text are reinforcing vocabulary, grammatical use, and punctuation. There are some

indicator that indicates the students be able to mastery the objective of writing descriptive text as follows:

- a. The students are able to express their own thinking in curious feeling base on the topic.
- b. The students are able to express their ideas, thought and fact in well-formed structure.
- c. The students are able to improve their writing ability.

#### **D. Data Collection Method**

##### **1. Test**

According Yogesh In educational research achievement tests are most commonly used.<sup>39</sup> Therefore in this research, test will be used as data collecting method to measure dependent variables. The researcher will use written test to measure students' descriptive writing for the students through buzz group technique by pre-test as data collecting method.

##### **a. Pre-test**

Geoffrey said that pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).<sup>40</sup> The researcher use pre-test to know whether the effect of direct method on students' writing skill. In this case, the researcher gives pre-test before the students get explanation in descriptive writing text. From the result, the writer will know the

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<sup>39</sup> Yogesh Kumar Singh, p. 209

<sup>40</sup> Marczyk, Geoffrey, *Essentials of Research Design and Methodology*. John Wiley. Hoboken. New Jersey. 2005, p.187

students' ability in writing text and know the weakness of learning process.

#### **b. Post-test**

Post-test is conducted to assess the effectiveness of the independent variable.<sup>41</sup>The researcher use post-test to get the data after analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching-learning process without explaining and giving example in descriptive text in pre-test, the researcher asks to the students about the difficulties in answering the exercise and gives more explanation about descriptive text and applying the buzz group technique to help students more easy to understand. Finally the researcher gives the post-test with same tests.

### **2. Documentation**

According, Jane Richie documentation will help the uses of the research to understand the boundaries of devoidance in the tern of any wider conclusion that can be drawn.<sup>42</sup> The researcher uses this method to get the data about:

- a. The history of SMAN 2 Sekampung East Lampung.
- b. The condition of teacher and officials employees in SMAN 2 Sekampung East Lampung.
- c. The quantity of the students in SMAN 2 Sekampung East Lampung.

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<sup>41</sup> Marczyk, Geoffrey, p.187

<sup>42</sup> Jane Ritchie and Jane lewis, *Qualitative Research Practice*, (Witshine: Great Britian The Cromwell Press (Ltd),2003),p.278

d. Organization structure of SMAN 2 Sekampung East Lampung.

## **E. Research Instrument**

John W. Creswell explains an instrument is a tool for measuring, observing, or documenting quantitative data.<sup>43</sup> Identified before the researchers collect data, the instrument is a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument. The Researchers uses instruments to measure achievement, assess individual ability, observe behavior, develop a psychological profile of an individual, or interview a person.<sup>44</sup>

Furthermore, for this research, the instruments that will be involved are:

### **1. Instrument Blueprint**

The research instrument in this research held the test which has explained follows:

The writer used pre-test before treatment as a control and post-test instrument after treatment as an experimental. The research about writing skill in descriptive text. So, the research instrument which is used in present research is in the form of writing test or composing descriptive text writing. Here is the blue print:

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<sup>43</sup> John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln(4th ed), 2012,p.151

<sup>44</sup> *Ibid*,p.151



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

- 1) Documentantation about condition of the teachers and officials in SMAN 2 Sekampung East Lampung
- 2) Documentation about the students of state SMAN 2 Sekampung East Lampung
- 3) Documentation about the organization structure of SMAN 2 Sekampung East Lampung

b. The instrument which was used in test in this research, in included the pre-test and post-test. The researcher use test, like written test in form composing. So, the researcher gets the result by the test.

## **2. Instrument Calibration**

Beside instrument blueprint, the writer will be use instrument calibration. Instrument calibration is the scale of measurement that will be use to describe the instrument standard that will be use. Furthermore, instrument calibration is screening or examination of items of instrument that made by the writer. From the quotation above, it can be inferred that the instruments calibration is scale of measurement which will be used to screening or examination of items instruments that made by writer.

## F. Analysis Technique

To investigate whether the effect of buzz group technique on students' writing descriptive text at the tenth grade of SMAN 2 Sekampung East Lampung the researcher uses Chi-square. The researcher analyzes the data by using Chi-Square.

The formulation of Chi-Square:

The formulation of Chi – Square<sup>45</sup> : 
$$\chi^2 = \sum \left[ \frac{(fo - fe)^2}{fe} \right]$$

$\chi^2$  = Value of chi square

$fo$  = Observed frequency

$fe$  = Expected frequency

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<sup>45</sup>Donal Ary, *Introduction Research in Education Eight Edition*, (USA:Wadsworth cengage learning, 2010), p. 188.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. The Description of Data**

##### **1. Research Setting**

###### **a. A Brief History of SMA N 2 Sekampung**

SMA N 2 Sekampung established in 2006. This research was conducted at SMA N 2 Sekampung which was located on Sidomulyo Street Sekampung, No.54 East Lampung. It established on are 15.000 M<sup>2</sup> with large building 3.080 M<sup>2</sup>.

Since SMA N 2 Sekampung was established, it has been lead by the following principles:

**Table 4**  
History of principle in SMA N 2 Sekampung

<b>No.</b>	<b>Name of Headmaster</b>	<b>Period</b>
1.	Drs. Budi Rahayu	2006 – 2007
2.	Bambang Sulistyono, S.Pd	2007 – 2009
3.	Siman Ragil, S.Pd (Deceased)	2009 – 2012
4.	Tri Wahyu Handoyo, M.Pd	2012 – 2013
5.	Suripto, S.Pd	2013 – 2014
6.	Drs. Budi Rahayu, M.MPd	2014 – Now

**b. The Profil of SMA N 2 Sekampung**

1. Name of school : SMA NEGERI 2 SEKAMPUNG
2. NSS / NPSN : 301120403050/ 10814061
3. Province : Lampung
4. Regency : East Lampung
5. Sub district : Sekampung
6. Village : Sidomulyo
7. Street : Sidomulyo Street No. 54
8. Name of fondation : SMA NEGERI 2 SEKAMPUNG
9. Post Code : 34182
10. Email : [smanduasekampung@yahoo.co.id](mailto:smanduasekampung@yahoo.co.id)

**c. The Conditions of Teacher and Official Employers in SMA N 2 Sekampung**

The total of the teacher and official employers of SMA N 2 Sekampung was 57 that could be identified in table bellow:

**Table 5**  
The Condition of Teacher and Official Employer at  
SMA N 2 Sekampung in The Academic Year 2017/2018

No.	Name	Position
1	Drs. Budi Rahayu, MMPd	Headmaster
2	Tumenggung, S.Pd	Teacher
3	Dewi Kartika Rini, S.Pd	Teacher
4	Ahmad Syafe'I, S.Pd	Teacher

5	Rohimah, S.Pd	Teacher
6	Agus Susanto, S.Pd	Vice Curriculum Section
7	Agus Fahim, S.Pd	Vice Equipment Section
8	Sutanto, S.Pd	Coordinator of guidance and consultation
9	Endang Argawati, S.Pd	Vice Student Section
10	Mustatun, S.Pd	Teacher
11	Eryanti Yustisia, S.E	Public Relation Section
12	Sri Suparti, S.Pd	Teacher
13	Dewi Eniwati, S.Pd	Teacher
14	Tuti Aryani, S.Si	Teacher
15	Aprilia Handayani, S.Pd	Teacher
16	Wiwik Khoiriya, S.Pd.I	Rohis Organizer
17	Suyanti, S.Pd	Teacher
18	Amin Rahayu, S.Pd	Teacher
19	Sumirah, S.Pd	Teacher
20	Sukesi, S.Pd	Teacher
21	Drs. Supardi	Osis Organizer
22	Siti Asiyah, S.Pd	Teacher
23	Silvia Madhona, S.E	Teacher
24	Fatimah S.Pd	Teacher
25	Heru Yudo Yuwono, S.Pd	Teacher
26	Sita Resmi K.N., S.Pd	Teacher
27	Herlin Faulina, S.Pd	Teacher

28	Harrys Kurniawan, S.Pd	Cordinator Lab
29	Aprillia Widyastuti, S.Pd	Teacher
30	Ratna Utami Dewi, S.Pd	Teacher
31	Surtini, S.Pd	Teacher
32	Dian Hariani, S.Pd	Teacher
33	Fitri Faulina, S.Pd	Teacher
34	Endang Supriatin, S.Pd	Teacher
35	Fajar Dwi Ismawati, S.Pd	Teacher
36	M. Nurhuda S.Pd	Teacher
37	Robitoh, S.Pd	Teacher
38	Sari Yuliani, S.P	Teacher
39	Winarni, S.Pd	Teacher
40	YB. Suganjar, S.Pd	Teacher
41	Megawati Lathan, S.Pd	Teacher
42	Arini, S.E	Teacher
43	Indiati, S.E	Teacher
44	Novita Ferliana, S.Pd	Teacher
45	Agung Widodo, S.T	Teacher
46	Dra. Rusnaini Yudaningsih	Teacher
47	Endang Murniati, M.Pd	Teacher
48	Wulandari, S.Pd	Teacher
49	Alek Kurniawan, S.Pd	Teacher
50	Umi Faizah, S.Pd	Teacher
51	Nanda Aria Pratama, S.Pd	Teacher

52	Adi Haryono, S.Pd.I	The Cheif Administration
53	Margono, AMa, Pust	Staf TU
54	Feta Alfiriana, S.P	Staf TU
55	Lya Oktaviani, S.Pd	Staf TU
56	Eni Dwi Astuti, S.H	Staf TU
57	H. Marendra, S.H	The School Comitte

*Sources: Observation Result In SMA N 2 Sekampung on August, 06<sup>th</sup>, 2017.*

**d. The Students' Quantity of SMA N 2 Sekampung in Academic  
Year 2017/2018**

The student's quantity of SMA N 2 Sekampung in the academic  
year 2016/2017 is 563 that can be identified as follows:

**Table 6**  
The Students' Quantity of SMA N 2 Sekampung  
in the academic year 2017/2018

No.	Class	Total
1.	X.1-X.5	161
2.	XI IPA.1 – XI IPA 4	123
3.	XI IPS 1 – XI IPS 3	99
4.	XII IPA 1 – XII IPA 3	99
5.	XII IPS 1 – XII IPS 3	81
<b>Total</b>		<b>563</b>

**e. The Buildings of SMAN 2 Sekampung**

SMAN 2 Sekampung has following buildings:

**Table 7**  
The Total Buildings of SMAN 2 Sekampung

No	Facilities	Total (Room)	Size (m)	Condition*)
1.	Headmaster room	1	4 x 6	Good
2.	Vice Headmaster Room	4	4 x 6	Good
3.	Teacher Room	2	8 x 9	Good
4.	TU Room	1	4 x 6	Good
5.	Guest Room	1	4 x 8	Good
6.	Library	1	8 x 12	Good
7.	Lab. Biology	1	15 x 8	Good
8.	Lab. Chemical	1	15 x 8	Good
9.	Lab. Computer	1	15 x 8	Good
10.	UKS Room	1	4 x 8	Good
11.	BK Room	1	4 x 8	Good
12.	Mosque	1	10 x 10	Good
15.	Teacher Toilet	4	1,5 x 2	Good
16.	TU Toilet	2	1,5 x 2	Good
17.	Students Toilet	11	2 x 1.5	Good
18.	Parking Area	1	20 x 20	Good
19.	Canteen	3	5 x 7	Good
21.	Classroom	21	8 x 9	Good

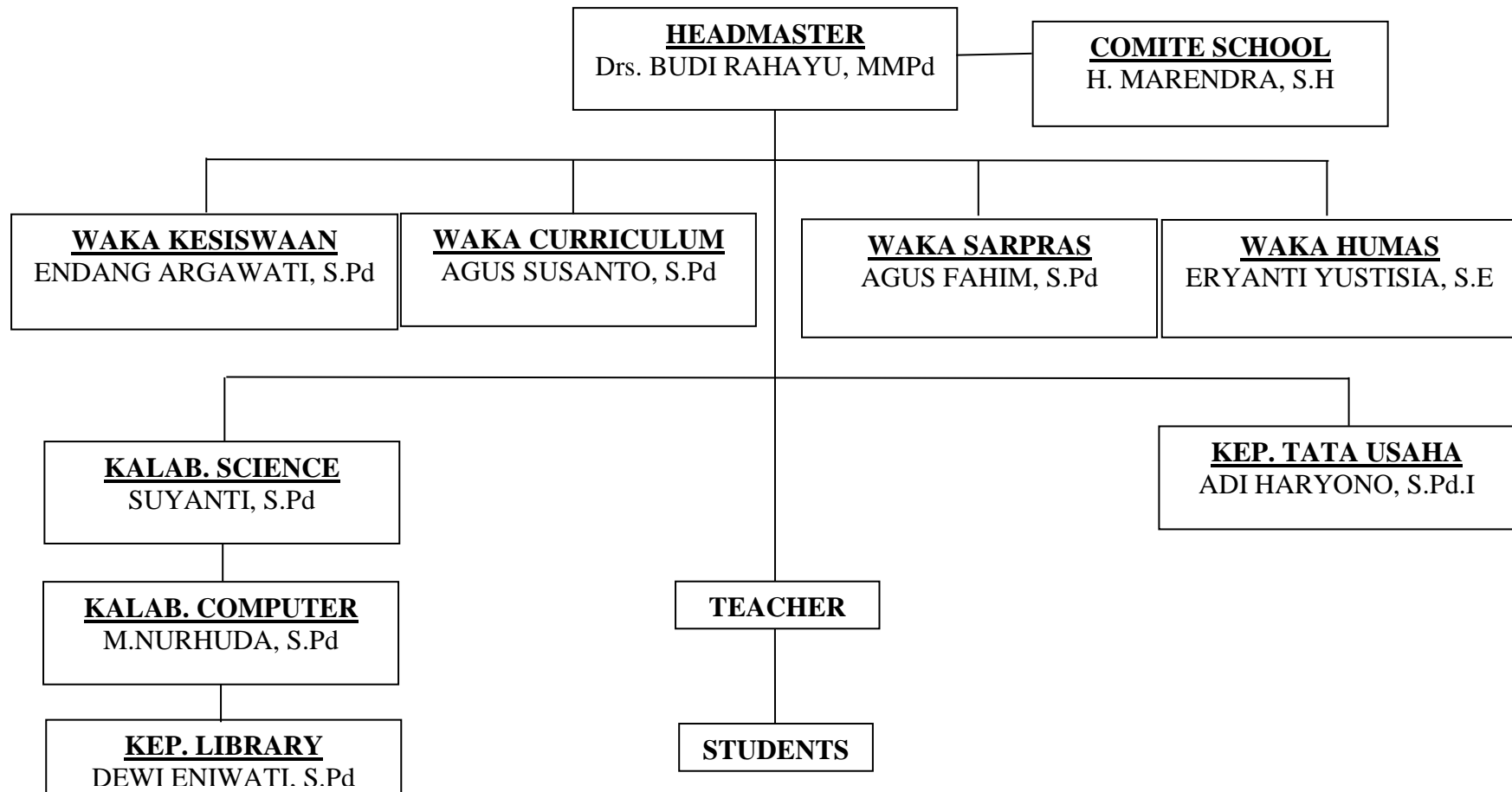
*Sources: Observation Result In SMA N 2 Sekampung on August, 06<sup>th</sup>, 2017.*



f. Structure Organization of SMAN 2 Sekampung

Figure 2

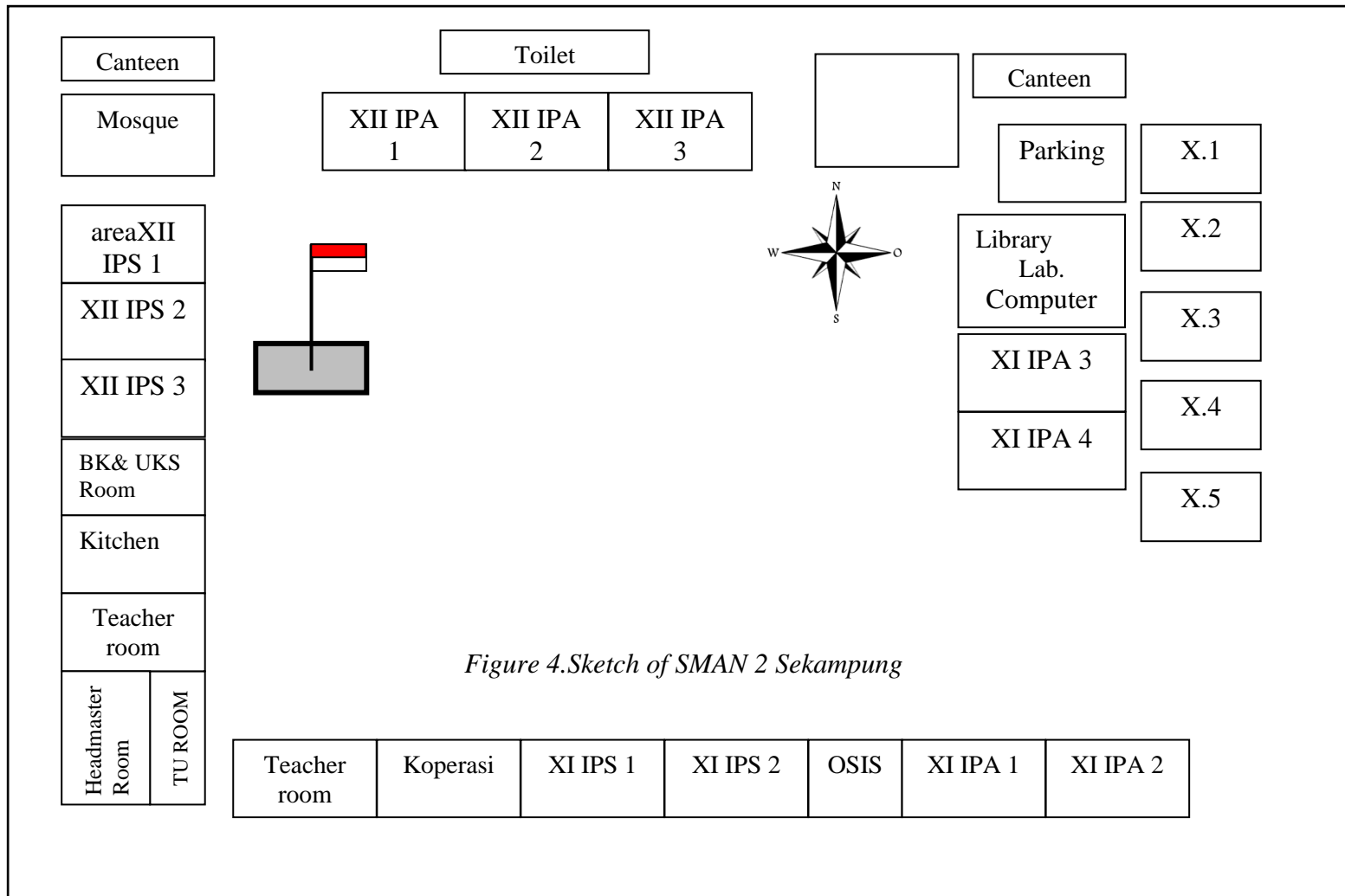
The Structure Organization of SMAN 2 Sekampung



**g. The Sketch of the Location of SMAN 2 Sekampung**

**Figure 3**

The Location Sketch of SMAN 2 Sekampung



*Figure 4. Sketch of SMAN 2 Sekampung*

## 2. The Research of Data

### a. The Result of the Students Pre-Test Writing Descriptive Text

The purpose of administering pre-test is to know thw students writing ability before treatment. The result of pre-test can be identified as follows:

**Table 8**

The Result of The Students Pre-Test Writing Descriptive Text At The Tenth Grade of SMAN 2 Sekampung in Academic Year 2017/2018.

No.	Name	Score
1.	AS	55
2.	DL	65
3.	DH	60
4.	DA	65
5.	E	60
6.	FMNM	55
7.	FK	60
8.	IJC	65
9.	ITW	55
10.	LF	55
11.	N	55
12.	RI	55
13.	RRH	50
14.	SA	50
15.	SEP	50
16.	SM	50
17.	SNS	55
18.	SN	60
19.	S	65
20.	SA	50

21.	S	55
22.	TV	55
23.	VNK	60
24.	WA	75
25.	WD	80
26.	YAS	50
27.	YS	55
28.	YA	55
<b>TOTAL</b>		<b>1620</b>
<b>AVERAGE</b>		<b>57,85</b>
<b>The Highest Score</b>		<b>80</b>
<b>The Lowest Score</b>		<b>50</b>

*Source: The students' pre-test Writing Descriptive text result at the Tenth grade of SMAN 2 Sekampung on August, 22<sup>th</sup>, 2017.*

From the table above could be inferred that the highest score was 80 and the lowest score was 50. Based on the data, the researcher measured the class interval by using the formula:

The highest score was 80, and The lowest score was 50.

$$\text{Range (R)} = X_{\max} - X_{\min}$$

$$= 80 - 50$$

$$= 30$$

$$\text{Number of Classes (b)} = 1 + 3,3 \log n$$

$$= 1 + (3.3) \log 28$$

$$1 + (3.3) 1.447$$

$$= 1 + 4.7751$$

$$= 5.775 \approx 6$$

$$\begin{aligned} \text{The Class Interval ( P )} &= \frac{X_{\max} - X_{\min}}{B} = \frac{R}{b} = \frac{30}{6} \\ &= 5 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follow:

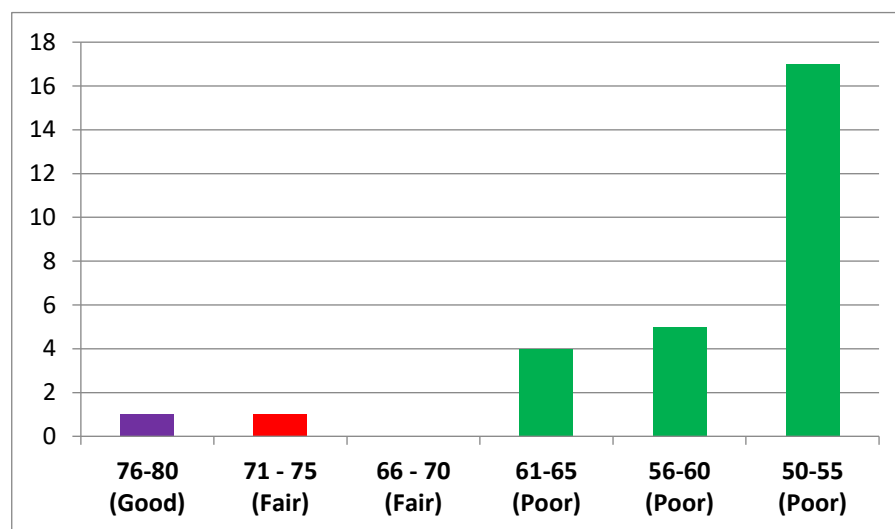
**Table 9**  
Frequency Distribution of Students Pre-Test Score

No.	Class Interval	Frequency	Percentage %
1	76-80	1	3,571%
2	71-75	1	3,571%
3	66-70	0	0 %
4	61-65	4	14, 28%
5	56-60	5	17,85%
6	50-55	17	60,71%
TOTAL		28	100 %

Based on the table of frequency distribution above, it could be inferred that from 28 students as the research samples there were 4 students who got the score below the Minimum Mastery Criteria (KKM), Which is 65. There was 1 student who got the score of 76-80 or 3,571%. Furthermore, there were not students who got the score of 66-70 or 0 % and 4 students who got the score of 61-65 or 14, 28%. Than, there were 5 students who got the score of 56-60 or 17,85%, and the students who got score 50-55 or 60,71% were 17 students.

It could be concluded, most of students got low score in writing descriptive text, it means the score was unsatisfied.

**Chart 1**  
The Students' Pre-Test Writing Descriptive Text Result of  
SMAN 2 Sekampung



From the result of pre-test, the researcher found the students' problems was in writing descriptive text. These problem could be seen by the test that have been given. Many students got low or bad score in this test.

#### **b. The Result of The Students Post-Test Writing Descriptive Text**

The researcher was conducted the post-test on August, 28<sup>th</sup>, 2017. The researcher have done the post test to know is there any effect of using group investigation toward the students' writing descriptive text. The post test which was used in this research was essay test which used the assesment of writing score. The result of pre test could be identified as follow:

**Table 10**

The Result of The Students Post Test Writing Descriptive Text At The tenth Grade  
of SMA N 2 Sekampung in Academic Year 2017/2018

<b>No.</b>	<b>Name</b>	<b>Score</b>
1.	AS	75
2.	DL	80
3.	DH	75
4.	DA	60
5.	E	65
6.	FMNM	65
7.	FK	70
8.	IJC	75
9.	ITW	80
10.	LF	70
11.	N	65
12.	RI	70
13.	RRH	70
14.	SA	70
15.	SEP	65
16.	SM	70
17.	SNS	70
18.	SN	70
19.	S	60
20.	SA	75
21.	S	75
22.	TV	75
23.	VNK	80
24.	WA	60
25.	WD	75
26.	YA	60

27.	YS	75
28.	YA	90
<b>TOTAL</b>		<b>1990</b>
<b>AVERAGE</b>		<b>71,07</b>
<b>The Highest Score</b>		<b>90</b>
<b>The Lowest Score</b>		<b>60</b>

Source: *The students' post – test Writing Descriptive Text result at Tenth grade of SMA N 2 Sekampung on August, 25<sup>nd</sup>, 2017.*

From the table above can be inferred that the highest score was 90 and the lowest score was 60. Based on the data the researcher measure the class interval.

The Highest Score was 80

The lowest Score was 60

$$\begin{aligned}
 \text{Range (R)} &= X_{\max} - X_{\min} \\
 &= 90 - 60 \\
 &= 30
 \end{aligned}$$

$$\begin{aligned}
 \text{Number of Classes (b)} &= 1 + 3,3 \log n \\
 &= 1 + (3.3) \log 28 \\
 &= 1 + (3.3) 1.447 \\
 &= 1 + 4.7751 \\
 &= 5.775 \approx 6
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval ( P )} &= \frac{X_{\max} - X_{\min}}{b} = \frac{R}{b} \\
 &= \frac{30}{6} \\
 &= 5
 \end{aligned}$$



After knowing the class interval, the data was put on the table of frequency distribution as follow:

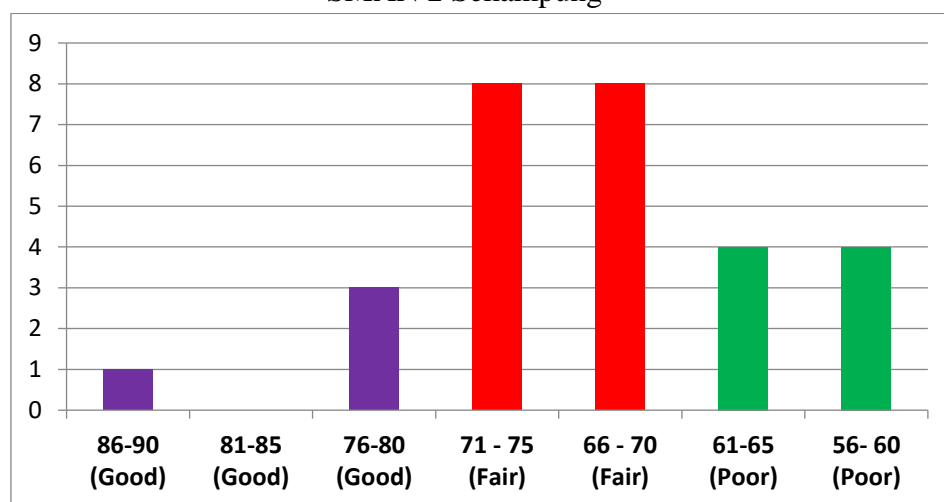
**Table 11**  
Frequency Distribution of Students` Post Test Writing  
Descriptive Text Score

No.	Class Interval	Frequency	Percentage %
1	86 – 90	1	3,57 %
2	81-85	0	0 %
3	76-80	3	10,71 %
4	71-75	8	28,57 %
5	66-70	8	28,57 %
6	61-65	4	18,28 %
7	56-60	4	18,28 %
TOTAL		28	100 %

Based on the table of frequency distribution above, it could be inferred that from 28 students as the research samples there were 8 students who passed the Minimum Mastery Criteria (KKM), Which is 65. There were 3 students who got the score of 76-80 or 10,71%. Furthermore, there were 8 students who got the score of 71-75 or 28,57%, for the students who got the score of 66-70 or 28,57% were 8

students. Than, there were 4 students who got the score of 61-65 or 18,28% and there were 4 students who got score 56-60 or 18,28%.

**Chart 2**  
The Students' Post – Test Writing Descriptive Text Result of  
SMAN 2 Sekampung



So the result of post-test was categorized into good category eventhough some of students were still lack in writing, but it was good because they had good effort in writing.

## B. Hypothesis Testing

After applying the documentation, observation and test the technique, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant effect of buzz group technique on students' writing descriptive text at the tenth graders of SMAN 2 Sekampung East Lampung, as follows (Ha) is accepted, if there is a positive and significant effect of buzz group technique on students' writing descriptive text. And (Ho)

is rejected, if there is no a positive and significant effect of buzz group technique on students' writing descriptive text.

### 1. Putting the data into the formula Chi-Square ( $\chi^2$ )

After administering the essay test method, the researcher analyzed the data using of Chi-Square ( $\chi^2$ ) with the two variables in order to prove whether there is a positive and significant effect of using buzz group technique on students' writing descriptive text at the tenth graders of SMAN 2 Sekampung East Lampung as follows:

The formula of Chi-Square is<sup>46</sup>:

$$\chi^2 = \sum \left[ \frac{(F_o - F_e)^2}{F_e} \right]$$

**Table 12**

The Contingency Table of the Expected Frequency at the Result of Students' Writing Descriptive Text in Pre-test and Post-test

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	1	5	22	$r_n = 28$
Post-test	4	20	4	$r_n = 28$
<b>Total</b>	$C_n = 5$	$C_n = 25$	$C_n = 26$	$N = 56$

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<sup>46</sup>DonalAry, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengage learning, 2010) P. 188

Base on the table of expected frequency of the result of students' writing descriptive text ability in pre-test and post-test above. It could be seen that there are significant point between pre-test and post-test by using buzz group technique. From the table in pretest any 22 students' got bad category, in posttest any 4 students' got bad category, total of student who got category are 26. Which is the students' got fair category in pretest are 5 and in posttest are 20, total of student who got far category are 25. Furthermore the students' got good category in pretest is 1 and in posttest are 4. So it be conclude that the research using buzz group technique have significant effect of using buzz group technique on students' writing descriptive text at the tenth graders of SMAN2 Sekampung East Lampung.

Hypothesis testing by used chi-square analyzed as follows:

**Table 13**  
The Testing of Data

No	$f_o$	$f_e = \frac{C_n \times R_n}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	1	$\frac{1 \times 28}{56} = 0,5$	0,5	0,25	0,5
2	5	$\frac{5 \times 28}{56} = 2,5$	2,5	6,25	2,5
3	22	$\frac{22 \times 28}{56} = 11$	11	121	11

4	4	$\frac{4 \times 28}{56} = 2$	2	4	2
5	20	$\frac{20 \times 28}{56} = 10$	10	100	10
6	4	$\frac{4 \times 28}{56} = 2$	2	4	2
Total	N=64	$f_t = 28$	= 28	= 235,5	$X^2 = 28$

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

$$\chi^2 = \sum \left[ \frac{(Fo - Fe)^2}{Fe} \right]$$

Note:

$\chi^2$  = Value of chi square

$Fo$  = Observed frequency

$F$

$$\chi^2 = \frac{0,25}{0,5} + \frac{6,25}{2,5} + \frac{121}{11} + \frac{4}{2} + \frac{100}{10} + \frac{4}{2}$$

= Expected frequency

$$\chi^2 = 0,5 + 2,5 + 11 + 2 + 10 + 2$$

$$\chi^2 = 28$$

Based on the result of data analysis above, the value of chi-square was 28.

Then know the critical value value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of DF:

$$Df = (c-1) (r-1)$$

Note:

Df = Degree of freedom

$c = \text{column}$

$r = \text{row}$

$$df = (3-1)(2-1) = 2$$

The degrees of freedom is 2. So, the values of  $f_t$  on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of  $f_o$  with  $f_t$  was:

9,210 < 28 < 5,991 in 5% and 1% significance. It means that alternatif hypothesis ( $H_a$ ) which explains “there is positive and significant effect of using buzz group technique on students’ writing descriptive text at the tenth graders of SMAN 2 Sekampung East Lampung”.

### C. Interpretations

Based on Statical Hypothesis, the writer formulated  $f_o$  to  $f_t$  as follows:

1. If “ $f_o > f_t$ ”,  $H_a$  is accepted and  $H_o$  is rejected.
2. If “ $f_o < f_t$ ”,  $H_a$  is rejected and  $H_o$  is accepted.

From the data above, the value of chi-square was 28. Then, the data confirmed that “ $f_o = 28$  is higher than “ $f_t = 5,991$  in 5% and 9,210 in 1%. Therefore, it could be concluded that  $H_a$  was accepted and  $H_o$  was rejected. It means that “there is a positive and significant effect of using buzz group technique on students’ writing descriptive text at the tenth graders of SMAN 2 Sekampung East Lampung.

## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the research of analysis data is Degree of freedom (DF) of this research is 2. The value of 28. Then, the data confirmed that " $f_o = 28$  is higher than " $f_t = 5,991$  in 5% and 9,210 in 1%.

Therefore, it can be concluded there is a positive and significant effect of using buzz group technique on students' writing descriptive text at the tenth grades of SMAN 2 Sekapung East Lampung academic year 2017/2018. It means buzz group technique has given the effect to the students writing skill. This technique made the students comfortable to learn and they could understand the material easily.

#### B. Suggestions

Based on the research, the researcher has the suggestion as follows:

1. The students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher and the students are suggested to improve their writing skill.
2. The teacher is suggested to choose the suitable technique in teaching English especially in writing subject in order that the students can understand the material delivered by the teacher, by an affective technique in teaching learning, it can automatically improved the students motivation

in learning process and it can make them try the best effort to accepting the material taught by the teacher.

3. The Headmaster is suggested to support the English learning process by preparing the facilitation and developing in English Learning process.



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## SILABUS PEMBELAJARAN

**Nama Sekolah** : SMA N 2 Sekampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<b>Mendengarkan</b> 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat,	<ul style="list-style-type: none"> <li><b>Responding to expressions of making, accepting and declining an invitation</b></li> </ul>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya.</li> <li>Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal</li> <li>Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi kata yang didengar</li> <li>Mengidentifikasi makna kata</li> <li>Mengidentifikasi hubungan antar pembicara</li> <li>Mengidentifikasi makna tindak tutur menyampaikan pendapat</li> <li>Merespon tindak tutur menyampaikan pendapat</li> <li>Mengidentifikasi makna tindak tutur menyatakan puas</li> <li>Merespon tindak tutur menyatakan puas</li> <li>Mengidentifikasi</li> </ul>	Tertulis  (PG dan Uraian)  Quiz  Tugas	1 x 45  1 x 45  4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	meminta pendapat, menyatakan puas, dan menyatakan tidak puas					makna tindak tutur menyatakan tidak puas • Merespon tindak tutur menyatakan tidak puas • Mengidentifikasi konteks situasi			
	1.2 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur:	• <b>Responding to expressions of making and cancelling an Appointment</b>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati /memperingatkan/meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok. • Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal	• Mengidentifikasi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifikasi makna tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Mengidentifikasi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Mengidentifikasi makna tindak tutur menyatakan perasaan	Tertulis  (PG dan Uraian)  Quiz  Tugas		Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
									Majalah Internet
	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	<ul style="list-style-type: none"> <li><b>Responding to instructions</b></li> </ul>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Mendengarkan sebuah cerita/laporan /exposisi secara klasikal.</li> <li>Mendiskusikan isi teks yang didengar secara berpasangan.</li> <li>Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi <i>main idea</i> dari teks report yang didengar</li> <li>Mengidentifikasi tokoh dari cerita yang didengar</li> <li>Mengidentifikasi kejadian dalam teks yang didengar</li> <li>Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan</li> <li>Mengidentifikasi kasus yang didengar</li> <li>Mengidentifikasi argumen yang didengar</li> </ul>	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p> <p>1 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet</p>
<b>Berbicara</b> 3. Mengungkapkan makna dalam teks percakapan transaksional	3.1 Mengungkapkan makna dalam percakapan transaksional	<ul style="list-style-type: none"> <li><b>Using expressions of making, accepting and declining</b></li> </ul>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis,</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas</li> </ul>	<p>Bermain peran secara berkelompok</p>	<ul style="list-style-type: none"> <li>Menggunakan tindak tutur menyampaikan pendapat</li> <li>Merespon tindak</li> </ul>	Tugas	6 x 45	Developing English Competencies for Grade

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas	<b>aninvitation</b>	rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(bermotivasi, tekun/tabah, bertekad, enerjik). <ul style="list-style-type: none"> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>		tutur menyampaikan pendapat <ul style="list-style-type: none"> <li>• Menggunakan tindak tutur meminta pendapat</li> <li>• Merespon tindak tutur meminta pendapat</li> <li>• Menggunakan tindak tutur menyatakan puas</li> <li>• Merespon tindak tutur menyatakan puas</li> </ul>	Performans		XSenior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	3.2 Mengungkapkan makna dalam percakapan	<ul style="list-style-type: none"> <li>• <b>Using expressions of making and cancelling an</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri,</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi</li> </ul>	<ul style="list-style-type: none"> <li>• Mendiskusikan tindak tutur yang digunakan dan responnya</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur menasehati</li> <li>• Merespon tindak</li> </ul>	Tugas	4 x 45	Developing English Competencies

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain, dan pleasure</i>	<b>appointment</b>	demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). <ul style="list-style-type: none"> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	dalam percakapan yang didengar secara berkelompok	tutur menasehati <ul style="list-style-type: none"> <li>• Menggunakan tindak tutur memperingatkan</li> <li>• Merespon tindak tutur memperingatkan</li> <li>• Menggunakan tindak tutur meluluskan permintaan</li> <li>• Merespon tindak tutur meluluskan permintaan</li> <li>• Menggunakan tindak tutur menyatakan perasaan.</li> <li>• Merespon tindak tutur menyatakan perasaan</li> </ul>	Performans	4 x 45	for Grade XSenior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
4. Mengungkapkan	4.1 Mengungkap-	• <b>Performing a</b>	• Religius, jujur,	• Percaya diri	• Menyampaikan	• Menggunakan	Performans	2 x 45	Developing



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	<b><i>monologue of a procedure text</i></b>	toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(keteguhan hati, optimis). <ul style="list-style-type: none"> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	undangan lisan secara individu di depan kelas	bahasa lisan dalam menyampaikan teks fungsional pendek			English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara	• <b><i>Performing a monologue of a procedure text</i></b>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,	• Percaya diri (keteguhan hati, optimis). <ul style="list-style-type: none"> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan <i>case building</i> berdasarkan kelompok pro dan kontra.</li> <li>Melakukan debat secara berkelompok dengan tema</li> </ul>	<ul style="list-style-type: none"> <li>□ Menggunakan kalimat simple present dalam menyampaikan report</li> <li>Melakukan monolog berbentuk <i>narrative</i></li> </ul>	Unjuk kerja	4 x 45  4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative</i> , dan <i>analytical exposition</i>		menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	permasalahan daerah setempat.	<ul style="list-style-type: none"> <li>Melakukan monolog berbentuk <i>analytical exposition</i></li> <li>Melakukan debat</li> </ul>			Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
<b>Membaca</b> <b>5.</b> Memahami makna teks fungsional pendek dan esei berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan	<ul style="list-style-type: none"> <li><b>Identifying the structure of a procedure text</b></li> </ul>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial,</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya</li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu</li> <li>Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> <li>Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan</li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</li> <li>Mengidentifikasi topik dari teks yang dibaca</li> <li>Mengidentifikasi informasi tertentu dari teks fungsional pendek</li> </ul>	Performans   Tertulis   (PG dan Uraian)	1 x 45  1 x 45  1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	berterima dalam konteks kehidupan sehari-hari		tanggung jawab	perspektif untuk masa depan)	fakta dan kalimat pasif untuk menyatakan inti berita				r Gambar Koran berbahasa Inggris Majalah Internet
	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical</i>	<ul style="list-style-type: none"> <li><b>Reading procedure texts</b></li> </ul>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna teks <i>narrative/report/analytical exposition</i> secara individu</li> <li>Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi makna kata dalam teks yang dibaca.</li> <li>Mengidentifikasi komplikasi dalam sebuah cerita narasi</li> <li>Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan</li> <li>Mengidentifikasi kasus yang dibahas dalam teks</li> <li>Mengidentifikasi argument yang diberikan</li> <li>Mengidentifikasi langkah-langkah</li> </ul>	<p>Quiz</p> <p>Tes tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade XSenior High School (SMA/MA)</p> <p>Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster</p> <p>Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>exposition</i>					retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca			
<b>Menulis</b> 6. Mengungkapkan makna dalam teks esei berbentuk <i>report, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i> ) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• <b>Writing short instructions</b>	• Religius, jujur, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membuat <i>draft</i> teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i> . • Melakukan koreksi	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i> , merevisi, menyunting • Menghasilkan <i>banner, poster, atau pamphlet</i>	Tugas  Portofolio	1 x 45  1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	6.2 Mengungkapkan makna	• <b>Writing procedure</b>	• Religius, jujur, toleransi,	• Percaya diri (keteguhan	• Membaca nyaring	• Mengidentifikasi makna kata	Tugas	1 x 45	Developing English

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>	<b>texts</b>	disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	hati, optimis). <ul style="list-style-type: none"> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	bermakna teks <i>explanation</i> secara individu <ul style="list-style-type: none"> <li>Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> <li>Berlatih menggunakan kalimat <i>present tense</i> dalam bentuk kalimat kompleks yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra.</li> </ul>	dalam teks yang dibaca <ul style="list-style-type: none"> <li>Mengidentifikasi makna kalimat dalam teks yang dibaca</li> <li>Mengidentifikasi komplikasi dalam sebuah cerita narasi</li> <li>Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>Mengidentifikasi proses sebuah peristiwa</li> <li>Mengidentifikasi argument yang pro dan kontra dalam teks</li> <li>Mengidentifikasi langkah-langkah retorika dari teks</li> </ul>	Portofolio	1 x 45	Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet

## THE LESSON PLAN 1

The Name of School : SMAN 2 SEKAMPUNG  
Class : X (Tenth)  
Subject : English  
Kind of Text : Descriptive Text  
Skill : Writing  
Time Allocation : 2 x 45 Minutes

### A. Standar Competences

- K11 : Appreciate and practice the value of religion trust
- K12 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world
- K13 : Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, natioanality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
- K14 : Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the shool independently, capable to use in the accordance method.

### B. Basic Competences

Basic Competences K1

- 1.1 : Appreciative of chance are able to study of English as a language introductory communication International in achieving of the spirit in leraning process.

Basic Competences K2

- 2.2 : Shows the behavior likes responsibility, care, cooperation and peaceful in a communication fuctional.

Basic Competences K3

- 3.7 : Analyze of the social fuctional, structure and linguistic element of the simple descriptive text about the people, the resort, and the historic building according in using context.

#### Basic Competences K4

- 4.8 :Responsive the meaning of the descriptive text in the form oral or simple written.
- 4.9 :Summarize the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in using context.
- 4.10 :Arrange the descriptive text in teh form oral and simple written about the people, the resort, and the historic building according in purpose and structure text, and linguistic according in context.

### C. Indicators

#### Indicator Basic Competences K3

- 1. Students are able to respond the material
- 2. Students are able to respond the main idea

#### Indicator Basic Competences K4

- 1. Students are able to read the descriptive text
- 2. Students are able to summarize the descriptive text
- 3. Sudents are able to analyze the stucture and language feature of descriptive text
- 4. Students are able to clarify of descriptive text baseed on the social function

### D. The Purpose of Learning

- 1. Students are able to understand in the form of descriptive text
- 2. Students aree able to write a text in the form descriptive text

### E. The Material

Descriptive is a text that has purpose to describe a particular person, place or thing. The main purpose is it presents informations by describing object in general to specific way. It means that report text discuss about in specific object. Example “My Mother” that is considered as one special person for writer.

Generic structure of descriptive text can be organized are as follows:

- 1) Identification : It identifies as particular person.
- 2) Description : Mention the phsycal feature , the way he/she dresses and his/heer personality.

#### 1. Language Feature of Descriptive

There are language forms of descriptive as follows:

- a. Using linking verb or verb of sense such as look, smell, taste, see, seem.
- b. Using three parameter of sense: visual, auditory, and smell.

- c. Using spatial order in which preposition precedes the verb and the subject.
  - d. Using multiple tenses based on the time: past, present and future.
2. Example of Descriptive Text

Identification	<p style="text-align: center;"><b>Monas National Monument</b></p> <p>Monas National Monument is tower in the center of merdeka square, Central Jakarta, Indonesia. Jakarta is the capital city of Indonesia.</p>
Description	<p>The monument consists of a 117,7 m obelisk and a 45 m square platform at the height of 17m. The towering monument symbolizes the philosophy of Lingga and Yani. It is something important things in tradition of Indonesia agriculture. The top of monument was convered with gold foil.</p>
Description	<p>Contruction began in 1961 under the direction of President Soekarno, the first president in our country and the monument was opened for the public in 1975.</p>

#### F. Teaching Technique

Buzz Group Technique

#### G. Strategies of Teaching

Writing activities (2x45 minutes)

Personal connection

:Before start in writing activities, teacher give greeting to students likes (good morning, hello class?), then asks the students to pray and calls roll of the students after that teacher gives warming up (game, simulation, etc) to students.

The students divides students into five groups. Then the teacher asks each group to sit with their group.

The teacher give different topic for every group and provides managing time before start to apply Buzz Group Technique. Teacher start to apply Buzz Group Technique. The student do the discussion with their own group and all of the member have to follow as participant and the teacher walk around and move from one group to an other group to check them. Every group only has 20 minutes to present in front of the class the result of discussion. When one



group present, the teacher guide the students to correct all of project together. The last, the teacher tell the best group that has least mistakes.

The teacher evaluate and explain more about descriptive text that concern to students mistake in writing. Teacher give reflection. After that teachers give closing greeting.

#### H. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictioanary
5. A piece of paper

#### I. References

1. Dedi Turmudi, *Smart and Skillful Writer: Developing Writing 2*, Metro:Laduny Alifatama, 2014.
2. Text book: Intan Pariwara
3. <http://www.cerita-descriptive-text.co.id>

#### J. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph
4. Scoring Standart :

#### Writing Band Scale

	Random	General classification & description
<b>C O N T E N T</b>	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 - 16	Very poor: does not show knowledge, not partinent to ropic
<b>O R G A</b>	18 – 20	Very good excellent: ideas clearly stated, well organized, logical squencing and relevant to generic structure
	15 – 14	Average to good: loosely organized, limited support and

<b>N I Z A T I O N</b>	<p>10 – 14</p> <p>7 – 9</p>	<p>logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences</p> <p>Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear</p> <p>Very poor: does not communicate, no organization, not enough to evaluate</p>
<b>V O C A B U L A R Y</b>	<p>18 – 20</p> <p>14 – 17</p> <p>10 – 13</p> <p>7 – 9</p>	<p>Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register</p> <p>Average to good: adequate range, occasional errors of word/idiom, form, choice, usage, but meaning not obscured</p> <p>Poor to fair: limited range, frequent errors of word/idiom, form, choice, usage, meaning confused or obscured</p> <p>Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate</p>
<b>G R A M M A R</b>	<p>22 – 25</p> <p>18 – 21</p> <p>11 – 17</p> <p>5 – 10</p>	<p>Very good to excellent: effective complex constructions, few errors of agreement, tense number, word order/function, article, pronoun, and preposition</p> <p>Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured</p> <p>Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate</p>
<b>M</b>	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation,

<b>E C H A N I C</b>		capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate <sup>47</sup>

Sekampung,

Juli, 2017

English Teacher of The Eleventh  
Grade of SMAN 2 SEKAMPUNG  
LAMPUNG TIMUR

The researcher,

**Aprilia Widvastuti, S.Pd**  
**NIP.198107112005012007**

**Titin Agustina**  
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Kepala Sekolah SMAN 2 SEKAMPUNG  
LAMPUNG TIMUR

**Drs. Budi Rahayu,MM,Pd**  
**NIP.196411101991031015**

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<sup>47</sup> Sutanto Leo, *English For Academic Purpose Essay Writing*, (Yogyakarta: Andi, 2007), P. vii

## THE LESSON PLAN 1

The Name of School : SMAN 2 SEKAMPUNG  
Class : X (Tenth)  
Subject : English  
Kind of Text : Descriptive Text  
Skill : Writing  
Time Allocation : 2 x 45 Minutes

### A. Standar Competences

- K11 : Appreciate and practice the value of religion trust
- K12 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world
- K13 : Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, natioanality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
- K14 : Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the shool independently, capable to use in the accordance method.

### B. Basic Competences

#### Basic Competences K1

- 1.1 : Appreciative of chance are able to study of English as a language introductory communication International in achieving of the spirit in leraning process.

#### Basic Competences K2

- 2.2 : Shows the behavior likes responsibility, care, cooperation and peaceful in a communication fuctional.

#### Basic Competences K3

- 3.7 : Analyze of the social fuctional, structure and linguistic element of the simple descriptive text about the people, the resort, and the historic building according in using context.

#### Basic Competences K4

- 4.8 :Responsive the meaning of the descriptive text in the form oral or simple written.
- 4.9 :Summarize the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in using context.
- 4.10 :Arrange the descriptive text in teh form oral and simple written about the people, the resort, and the historic building according in purpose and structure text, and linguistic according in context.

### C. Indicators

#### Indicator Basic Competences K3

- 3. Students are able to respond the material
- 4. Students are able to respond the main idea

#### Indicator Basic Competences K4

- 5. Students are able to read the descriptive text
- 6. Students are able to summarize the descriptive text
- 7. Sudents are able to analyze the stucture and language feature of descriptive text
- 8. Students are able to clarify of descriptive text baseed on the social function

### D. The Purpose of Learning

- 3. Students are able to understand in the form of descriptive text
- 4. Students aree able to write a text in the form descriptive text

### E. The Material

Descriptive is a text that has purpose to describe a particular person, place or thing. The main purpose is it presents informations by describing object in general to specific way. It means that report text discuss about in specific object. Example “My Mother” that is considered as one special person for writer.

Generic structure of descriptive text can be organized are as follows:

- 3) Identification : It identifies as particular person.
  - 4) Description : Mention the phsycal feature , the way he/she dresses and his/heer personality.
3. Language Feature of Descriptive
- There are language forms of descriptive as follows:
- e. Using linking verb or verb of sense such as look, smell, taste, see, seem.
  - f. Using three parameter of sense: visual, auditory, and smell.

- g. Using spatial order in which preposition precedes the verb and the subject.
  - h. Using multiple tenses based on the time: past, present and future.
4. Example of Descriptive Text

#### **Monas National Monument**

##### Identification

Monas National Monument is tower in the center of merdeka square, Central Jakarta, Indonesia. Jakarta is the capital city of Indonesia.

##### Description

The monument consists of a 117,7 m obelisk and a 45 m square platform at the height of 17m. The towering monument symbolizes the philosophy of Lingga and Yani. It is something important things in tradition of Indonesia agriculture. The top of monument was convered with gold foil.

##### Description

Contruction began in 1961 under the direction of President Soekarno, the first president in our country and the monument was opened for the public in 1975.

#### **F. Teaching Technique**

Buzz Group Technique

#### **G. Strategies of Teaching**

Writing activities (2x45 minutes)

##### **Personal connection**

:Before start in writing activities, teacher give greeting to students likes (good morning, hello class?), then asks the students to pray and calls roll of the students after that teacher gives warming up (game, simulation, etc) to students.

##### **Genre Connection**

:Activity (treatment), the teacher explains the material about descriptive text; definition, structure, language feature, and example.

The students divides students into five groups. Then the teacher asks each group to sit with their group.

The teacher give different topic for every group and provides managing time before start to apply Buzz Group Technique. Teacher start to apply Buzz Group Technique. The student do the discussion with their own group and all of the member have to follow as participant and the teacher walk around and move from one group to an other group to check them. Every group only has 20 minutes to present in front of the class the result of discussion. When one group present, the teacher guide the students to correct all of project together. The last, the teacher tell the best group that has least mistakes.

The teacher evaluate and explain more about descriptive text that concern to students mistake in writing. Teacher give reflection. After that teachers give closing greeting.

#### **H. Media in Learning Activities**

6. White board
7. Board marker
8. English books
9. English dictioanary
10. A piece of paper

#### **I. References**

4. Dedi Turmudi, *Smart and Skillful Writer: Developing Writing 2*, Metro:Laduny Alifatama, 2014.
5. Text book: Intan Pariwara
6. <http://www.cerita-descriptive-text.co.id>

#### **J. Evaluation**

5. Technique : Skill-assessment
6. Type : Writing test
7. Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph
8. Scoring Standart :

#### Writing Band Scale

	Random	General classification & description
<b>C O N</b>	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly

<b>T E N T</b>	17 – 21	relevant to the topic but lack detail Poor to fair: limited knowledge of subject, inadequate development of topic
	13 - 16	Very poor: does not show knowledge, not pertinent to topic
<b>O R G A N I Z A T I O N</b>	18 – 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure
	15 – 14	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
<b>V O C A B U L A R Y</b>	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of word/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor to fair: limited range, frequent errors of word/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluator
<b>G R A M M A R</b>	22 – 25	Very good to excellent: effective complex constructions, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate



<b>M E C H A N I C</b>	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate <sup>48</sup>

Sekampung,

Juli, 2017

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**NIP.196411101991031015**

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<sup>48</sup> Sutanto Leo, *English For Academic Purpose Essay Writing*, (Yogyakarta: Andi, 2007), P. vii

## THE LESSON PLAN 2

The Name of School : SMAN 2 SEKAMPUNG  
Class : X (Tenth)  
Subject : English  
Kind of Text : Descriptive Text  
Skill : Writing  
Time Allocation : 2 x 45 Minutes

### A. Standar Competences

- K11 :Appreciate and practice the value of religion trust
- K12 :Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world
- K13 :Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, nationality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
- K14 :Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the school independently, capable to use in the accordance method.

### B. Basic Competences

#### Basic Competences K1

- 1.1 :Appreciative of chance are able to study of English as a language introductory communication International in achieving of the spirit in learning process.

#### Basic Competences K2

- 2.2 :Shows the behavior likes responsibility, care, cooperation and peaceful in a communication functional.

#### Basic Competences K3

- 3.7 :Analyze of the social functional, structure and linguistic element of the simple descriptive text about the people, the resort, and the historic building according in using context.

#### Basic Competences K4

- 4.8 :Responsive the meaning of the descriptive text in the form oral or simple written.
- 4.9 :Summarize the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in using context.

- 4.10 :Arrange the descriptive text in the form oral and simple written about the people, the resort, and the historic building according in purpose and structure text, and linguistic according in context.

### **C. Indicators**

Indicator Basic Competences K3

5. Students are able to respond the material
6. Students are able to respond the main idea

Indicator Basic Competences K4

9. Students are able to read the descriptive text
10. Students are able to summarize the descriptive text
11. Students are able to analyze the structure and language feature of descriptive text
12. Students are able to clarify of descriptive text based on the social function

### **D. The Purpose of Learning**

5. Students are able to understand in the form of descriptive text
6. Students are able to write a text in the form descriptive text

### **E. The Material**

Descriptive is a text that has purpose to describe a particular person, place or thing. The main purpose is it presents informations by describing object in general to specific way. It means that report text discuss about in specific object. Example "My Mother" that is considered as one special person for writer.

Generic structure of descriptive text can be organized are as follows:

- 5) Identification : It identifies as particular person.
- 6) Description : Mention the physical feature , the way he/she dresses and his/her personality.

#### **5. Language Feature of Descriptive**

There are language forms of descriptive as follows:

- i. Using linking verb or verb of sense such as look, smell, taste, see, seem.
- j. Using three parameter of sense: visual, auditory, and smell.
- k. Using spatial order in which preposition precedes the verb and the subject.
- l. Using multiple tenses based on the time: past, present and future.

## 6. Example of Descriptive Text

Identification	<b>Monas National Monument</b> Monas National Monument is tower in the center of merdeka square, Central Jakarta, Indonesia. Jakarta is the capital city of Indonesia.
Description	The monument consists of a 117,7 m obelisk and a 45 m square platform at the height of 17m. The towering monument symbolizes the philosophy of Lingga and Yani. It is something important things in tradition of Indonesia agriculture. The top of monument was convered with gold foil.
Description	Contruction began in 1961 under the direction of President Soekarno, the first president in our country and the monument was opened for the public in 1975.

### F. Teaching Technique

Buzz Group Technique

### G. Strategies of Teaching

Writing activities (2x45 minutes)

Personal connection

:Before start in writing activities, teacher give greeting to students likes (good morning, hello class?), then asks the students to pray and calls roll of the students after that teacher gives warming up (game, simulation, etc) to students.

Genre connection

:Teacher explains what descriptive text, its generic structure and language features of descriptive text. Teacher gives the students some topics about descriptive text. Each students chooses one of the topics which they want to write. Each student writes a descriptive text base on their prior knowledge (individually). The teacher access the students assignment. Teachers will provide the conclusions of the material have been learned. Teacher gives reflection. Teacher give losing greeting.

### H. Media in Learning Activities

11. White board
12. Board marker
13. English books
14. English dictioanary

15. A piece of paper

#### I. References

7. Dedi Turmudi, *Smart and Skillful Writer: Developing Writing 2*, Metro:Laduny Alifatama, 2014.
8. Text book: Intan Pariwara
9. <http://www.cerita-descriptive-text.co.id>

#### J. Evaluation

9. Technique : Skill-assessment
10. Type : Writing test
11. Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph
12. Scoring Standart :

#### Writing Band Scale

	Random	General classification & description
<b>C O N T E N T</b>	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 - 16	Very poor: does not show knowledge, not pertinent to topic
<b>O R G A N I Z A T I O N</b>	18 – 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure
	15 – 14	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
<b>V</b>	18 – 20	Very good to excellent: sophisticated range, effective word

<b>O C A B U L A R Y</b>	14 – 17	or idiom choice and usage, word form mastery, appropriate register Average to good: adequate range, occasional errors of word/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor to fair: limited range, frequent errors of word/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluator
<b>G R A M M A R</b>	22 – 25	Very good to excellent: effective complex constructions, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
<b>M E C H A N I C</b>	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate <sup>49</sup>

---

<sup>49</sup> Sutanto Leo, *English For Academic Purpose Essay Writing*, (Yogyakarta: Andi, 2007), P. vii

Sekampung, August, 2017  
English Teacher of The Eleventh  
Grade of SMAN 2 SEKAMPUNG  
LAMPUNG TIMUR

The researcher,

**Aprilia Widyastuti, S.Pd**  
**NIP.198107112005012007**

**Titin Agustina**  
**NPM.1293717**

Kepala Sekolah SMAN 2 SEKAMPUNG  
LAMPUNG TIMUR

**Drs. Budi Rahayu,MM,Pd**  
**NIP.196411101991031015**

### LIST OF STUDENTS' NAME

NO	NAME	GENDER	CLASS
1.	ARIS SULISTIYO	M	X.4
2.	DANANG LAJUWA	M	X.4
3.	DEDEN HIDAYAT	M	X.4
4.	DEVINA ALIVIA	F	X.4
5.	EKAWATI	F	X.4
6.	FENTIN MELIN N. MAYASARI	F	X.4
7.	FERI KURNIAWAN	M	X.4
8.	IKA JESLIN CARISTA	F	X.4
9.	INGGAR TRI WAHYUDI	M	X.4
10.	LIA FEBRIANI	F	X.4
11.	NURBAETI	F	X.4
12.	RISA IRAWATI	F	X.4
13.	RIZKI RAHMAD HIDAYAT	M	X.4
14.	SASTI APRILIANI	F	X.4
15.	SEIVIANA EKA PUTRI	F	X.4
16.	SELY MARLINA	F	X.4
17.	SHELA NOVIKA SARI	F	X.4
18.	SITI NURAZIZAH	F	X.4
19.	SUFLAIDI	M	X.4
20.	SULI ANGGRAINI	F	X.4
21.	SUSGANDI	M	X.4
22.	TITIS VERAWATI	F	X.4
23.	VIVI NOVITA KESUMA	F	X.4
24.	WIDI ASTUTI	F	X.4
25.	WINDA DAMAYANTI	F	X.4
26.	YULIANA ATIKASARI	F	X.4
27.	YUNI SUMIARTI	F	X.4
28.	YUSTIKA AGUSTIN	F	X.4





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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1526 /In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhya Ninsiana, M.Hum

2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Titin Agustina

NPM : 1293717

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

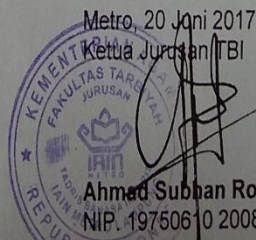
Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 Juni 2017

Ketua Jurusan/TBI

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





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Nomor : 0252/In.28/D.1/TL.00/08/2017

Lampiran : -

Perihal : IZIN RESEARCH

Kepada Yth.,

KEPALA SMAN 2 SEKAMPUNG

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0251/In.28/D.1/TL.01/08/2017,  
tanggal 21 Agustus 2017 atas nama saudara:

Nama : TITIN AGUSTINA

NPM : 1293717

Semester : 11 (Sebelas)

Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 2 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF BUZZ GROUP TECHNIQUE ON STUDENTS WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 2 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.



21 Agustus 2017

Di Metro,

Dra. Fatonah MA

0870531 1993032'003





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**SURAT TUGAS**

Nomor: 0251/In.28/D.1/TL.01/08/2017

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

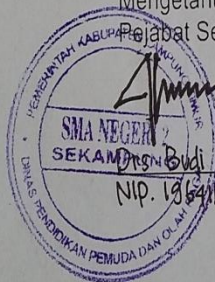
Nama : TITIN AGUSTINA  
NPM : 1293717  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 2 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF BUZZ GROUP TECHNIQUE ON STUDENTS WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 2 SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 21 Agustus 2017

Mengetahui,  
Pejabat Setempat Kepala SMA 2



Drs. Budi Rahayu, MM, Pd  
NIP. 19641101991031015



Dra. Irena Fatmahan MA  
NIP. 19631101993032003





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

Nama : Titin Agustina  
NPM : 1293717

Jurusan : TBI  
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	31 August, 2017		✓	- Revise cover - Revise Abstrac - Revise chapter I - Revise chapter III - Tjping	
2.	1 September, 2017		✓	- Revise chapter IV - V - Revise typing	
3.	4 September, 2017		✓		

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014





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

Nama : Titin Agustina  
NPM : 1293717

Jurusan : TBI  
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	6 September, 2017	✓		- Revise cover - Revise Abstrac - Revise chapter I - Ttping	
2.	11/9/17	✓		Acc to Mungasah	

Mengetahui,  
Ketua Jurusan TBI

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NIP. 19750610200801 1 014

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

# PRE-TEST

Name : IKA JESLIN CARISTA

Class : X 4

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Mother
- ☒ b. Close Friend
- c. My family
- d. My pet

Answer:

My close Friend Arika

Arika is one of my best friends

Her full name is Arika Nur Handayani. She is my classmate. Now, she is 14 years old. She was born in Sukadana, On Augst 17, 1999. She <sup>lives</sup> in Sukadana. Arika <sup>has</sup> have a slim and tall body, she <sup>has</sup> have oval face, her hair is black and wavy. She is a good person and I really like to friend with Arika.

Score:

Content	Organization	Vocabulary	Grammar	Mechanic	Total
14	16	19	12	4	65



### PRE-TEST

Name : Siti Nuradizah

Class : X.4

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Mother
- b. Close Friend
- c. My family
- (d.) My pet

Answer:

#### MY Rabbit

My Rabbit is Ivana, two months ago I celebrated my Birthday is the 12th, which, I was very happy at that time because I was given the gift of a rabbit is very cute, and I give the name is Ivana. Ivana very faint, his hair is white, and because it of pen is washed clean Ivana do not like carrots on his general, just like vegetables kale Ivana, Ivana is rabbit that strangeres.

Score:

Content	Organization	Vocabulary	Grammar	Mechanic	Total
18	16	14	7	5	60



# PRE-TEST

Name : INGGAR TRI WAH YUDI

Class : 10 4

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- Mother
- Close Friend
- My family
- My pet

Answer:

## My Family

My family <sup>has</sup> have three People : there are 1 and parents of course.

My mother is 47 years old . Her name's Anisa She's thin face and she's got long , black hair and beautiful eyes . She is very good looking .

My Father name <sup>is</sup> has is Lukman . my father is 52 years old . He <sup>have</sup> have black hair , her skin is black , he is tall . he is very hard working I love my parents very much

Score:

Content	Organization	Vocabulary	Grammar	Mechanic	Total
18	16	9	7	5	55

# POST-TEST

Name : INGGA TRI WAH YUDI

Class : 10<sup>4</sup>

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- Animals
- Actors / Actris
- Fruits
- Place / City

Answer:

Dog

my favorit animal is a dog . This animal  
is best friend of the human . In my  
house i have a dog . It is called bambi  
and she 8 month old .  
It's black , brown and white color . It is  
very good affectionate and noble .  
I play with her every day

Score:

Content	Organization	Vocabulary	Grammar	Mechanic	Total
20	20	20	15	5	80



### POST-TEST

Name : IKA JESLIN CARISTA

Class : X 4

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Animals
- b. Actors / Actris
- c. Fruits
- (d) Place / City

Answer:

#### Way kambas

Way kambas National Park is a national park for elephant sanctuary located in Lampung in the labuhan Ratu, East Lampung, Indonesia.

Way kambas National Park was name the elephant-training center / Pusat Latihan Gajah (PLG), but the last few years this name was chaged in to elephant conservation center / Pusat konservasi Gajah (PKG). In way kambas, there are some endangered animal such as, Sumatran tiger, Sumatran Rhinus, Sumatran elephant, Mentok Rimba, and Buaya Sept.

Score:

Content	Organization	Vocabulary	Grammar	Mechanic	Total
20	20	20	10	5	75

### POST-TEST

Name : Siti Nurazizah

Class : X.4

Direction : Write a descriptive text based on the topics belows (at least two paragraph)!

- a. Animals
- b. Actors / Actris
- c. Fruits
- d. Place / City

Answer:

Apple

Apple is one of the most famous and the most preferred fruits in the world.

It usually has two main colors: green and red.

This fruit grows in summer or autumn, an always it can grow well in cold regions in Indonesia. It is located in Malang, East Java the hilly areas in Malang. The fruits that we can meet exist is usually red. The meat is generally yellowish it would be rotten fast. If you do not store well, the fruit has an average one hand adult.

Score:

Content	Organization	Vocabulary	Grammar	Mechanic	Total
20	20	15	10	5	70



## DOCUMENTATION OF PRE-TEST WRITING SKILL



The reseracher explain the material, and give the pre-test for the students about  
descriptive text  
( August, 22<sup>th</sup>, 2017 )

## DOCUMENTATION OF TREATMENT BY USING BUZZ GROUP TECHNIQUE



*( August, 25<sup>th</sup>, 2017 )*



## DOCUMENTATION OF POST TEST WRITING SKILL



## CURRICULUM VITAE



The Complete name of the researcher is Titin Agustina. She was born on Sekampung, August 23<sup>th</sup>, 1993. She is the last child of awesome couple namely Adang Rusmana (Alm.) and Marmiyati. She lives in Sambikarto, Sekampung East Lampung.

The researcher studied at the kindergarten Pertiwi Sambikarto at 2000. She studied at elementary school for 6 years in SDN 2 Sambikarto. Then she continued her studying at junior high school at SMAN 2 Sekampung East Lampung for 3 years. Finally she kept her school at State Institute Islamic (IAIN) of Metro and her major is English Education Department begin 2012.