



**IMPROVING THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT  
WRITING ACHIEVEMENT BY USING "THINK-TALK-WRITE"  
STRATEGY**

**THESIS**

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THE LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2018**



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Program, Language and Arts Department, the Faculty of  
Teacher Training and Education, Jember University

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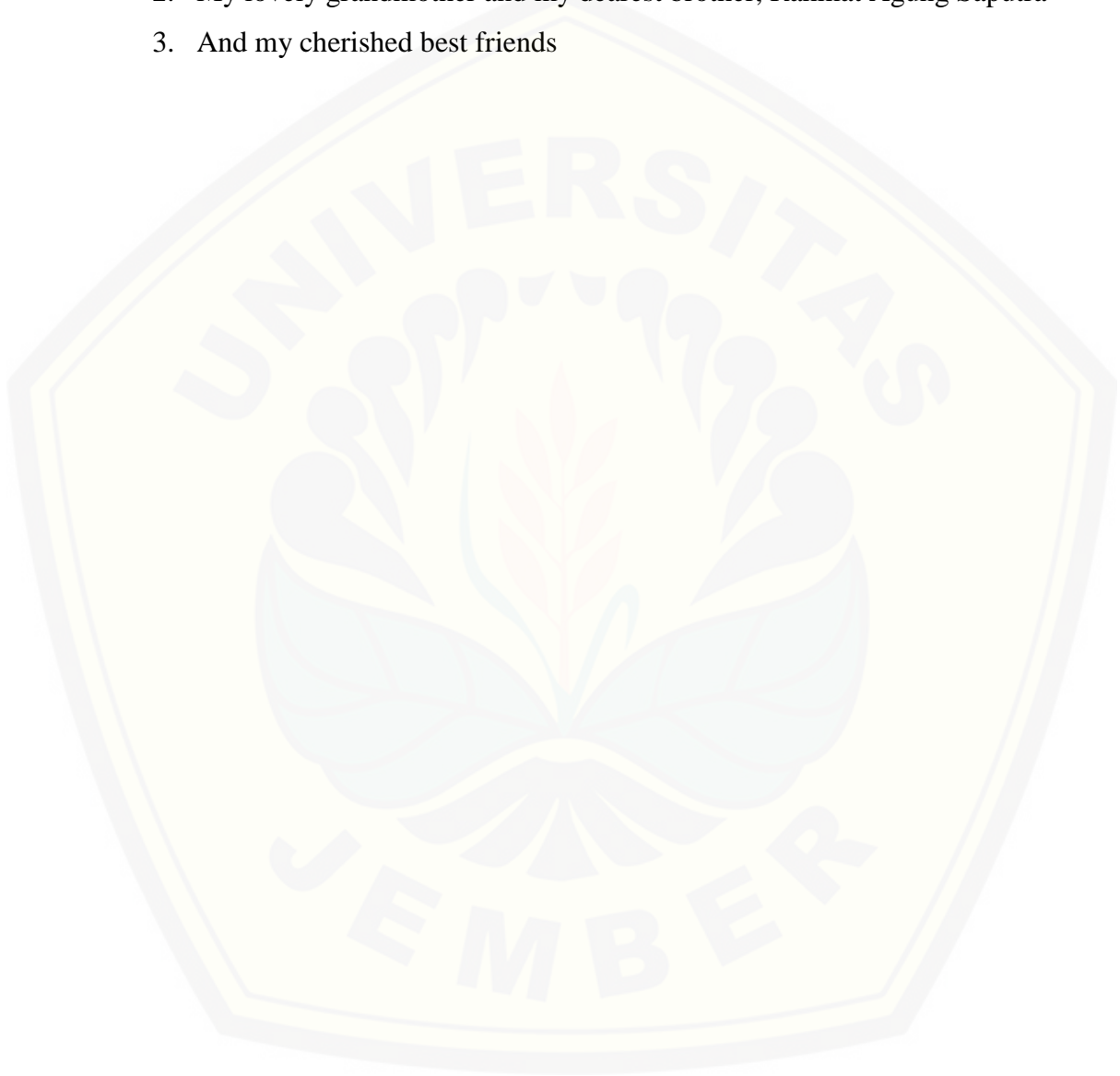
**ENGLISH LANGUAGE EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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**2018**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mr. Bibit and Mrs. Panti
2. My lovely grandmother and my dearest brother, Rahmat Agung Saputra
3. And my cherished best friends



**MOTTO**

Write when you can't stop writing. Read when you stopped writing.

*-Robert Ahanes-*



**STATEMENT OF THESIS AUTHENTICITY**

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**CONSULTANTS' APPROVAL**

**IMPROVING THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT  
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Jember, 20 December 2018

The Writer



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## SUMMARY

**Improving The Tenth Grade Students' Descriptive Text Writing Achievement By Using "Think-Talk-Write" Strategy;** Putri Lestari 140210401040 English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the tenth Science 5 grade students' writing achievement by using "Think-Talk-Write" strategy at SMAN 1 Arjasa. The Preliminary study was conducted in the form of interview with the English teacher of SMAN 1 Arjasa. It was known that the tenth grade students of SMAN 1 Arjasa, especially the tenth Science 5 still had difficulty in writing a descriptive text. They were confused in finding, generating, expressing and exploring their ideas into a descriptive text. There were only 42.85% students from 35 students who got  $\geq 75$ . The teacher further said that the students' active participation of students X Science 5 was also low, there were only 45% were active. Thus, the researcher tried to overcome the problem by using "Think-Talk-Write" strategy in teaching writing a descriptive text.

The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observation checklist consisted of 4 indicators, namely 1) Making a note related to the pictures, 2) Finding ideas, 3) Discussing & Finding information about a text, 4) Composing the descriptive text. The students were categorized as active if they could fulfill at least 3 indicators. The observation results in Cycle 1 in the first meeting showed that there were 82.85% or 29 students of 35 students who participated actively during teaching learning process. In the second meeting, there were 87.87% or 29 students of 33 students who were actively participating during teaching and learning process of writing. The average results of the students' participation in Meeting 1 of Cycle 1 and Meeting 2 of Cycle 1 was 85.36%. Besides, the results of writing test in the Cycle 1 showed there were 77.14% or 27 students of 35 students achieved the

target score  $\geq 75$  and 22.86% or 8 students of 35 got  $\leq 75$ . In other words, Cycle 1 fulfilled the criteria of success because 75% of students achieved the research criteria. Then, the action was still continued to Cycle 2 to check the consistency of the students' writing achievement and their active participation.

The result of Cycle 2 showed much better result. In the first meeting there were 89.28% or 25 students of 28 students who participated actively during teaching learning process. In the second meeting there were 91.42% or 32 students of 35. The average results of the students' participation in meeting 1 and meeting 2 of the Cycle 2 was 90.35%. There were 82.85% or 29 students of 35 students achieved the target score  $\geq 75$  and 17.15% or 6 students of 35 got  $\leq 75$ . The results of the students writing test consistency increased from 77.14% in the Cycle 1 to 82.85% in the Cycle 2.

Based on the result above, it can be concluded that the use of "Think-Talk-Write" strategy could improve the tenth Science 5 grade students' active participation and students' writing achievement.

## CHAPTER I. INTRODUCTION

This chapter presents some points related to the topic. They are research background, research problems, and research contribution.

### 1.1. Research Background

Writing is considered as a difficult subject or skill for EFL students to learn. As Graham, Harris & Mason (2005) state that writing is considered very difficult, complex and challenging skill to master. It is because a writer should apply several aspects of writing like content, organization, vocabulary, grammar, mechanic in order to make a good readable composition. Therefore, writing becomes the most challenging task for the students to do.

Based on the result of interview with one of English teachers in SMAN 1 Arjasa, it was found that the students got difficulty in writing because it was difficult for them to find ideas or generating idea. The lack of idea made the students need to have a great effort to create a good content. In other words, the students struggled to formulate an idea and express it into a piece of writing. Another problem that was faced by the students is they could not manage their time well when they were writing. As a result, they were not able to finish their writing task in one meeting (2x45 minutes). However, the students discouraged in doing writing task. Those problems also caused the students to have the lowest score among the other classes for the writing achievement test.

To cope with the problems above, “Think-Talk-Write” strategy was one of the best strategies that could help the students at SMAN 1 Arjasa and improve their writing achievement. Huinker & Laughlin (1996:82) state that “Think-Talk-Write” strategy builds in time for thought and reflection, and for the organization of ideas and the testing of those ideas before students are expected to write.



The flow of communication progresses from student engaging thought or reflective dialogue among themselves, to talking and sharing ideas with one another, to writing. Through “Think-Talk-Write” strategy, learners can work on ideas that have been discussed before putting them into writing. Isjoni, (2012:113) states that “Think-Talk-Write” strategy encourages the students to think, talk, and write based on the particular topic. If the students have much information, the students will write more easily. On the other hand, through doing group discussion, the students can express their ideas into writing easily.

There was several researcher who have conducted studies on the use of “Think-Talk-Write” Strategy in teaching learning writing. A study conducted Rahmah, 2017, in that research, the students could arrange a paragraph based on the generic structures of descriptive text by three stages.

In my research, I would like to adopt the procedure from Rahmah (2017). The procedure of “Think-Talk-Write” strategy was focusing on how to develop ideas before constructing a text easily. Thus, the students would write and produced a descriptive text easily by three stages and they did not require a lot of time. The activities were focused on how to write a good descriptive text and the generic structure of the text that the students write. No researcher conducted research by using “Think-Talk-Write” Strategy to improve the students writing achievement at SMAN 1 Arjasa, since this research required the students to produce a text. The findings of the use of “Think-Talk-Write” strategy are crucial to be discussed since the discussion is hoped to be beneficial for teachers, educators, and policy makers. The studies of the employment of “Think-Talk-Write” strategy in EFL writing classes had been conducted in the field of Junior High School. However, the Senior High School students’ context by using classroom action research as the research design was still underexplored; thus, this present study was an attempt to fill in the study gap.

## **1.2. Research Problems**

Based on the background of the research, the problem of the research can be formulated as follows.

1. Can the use of “Think-Talk-Write” strategy improve the tenth grade students’ descriptive text writing achievement at SMAN 1 Arjasa?
2. How can the use of “Think-Talk-Write” strategy improve the tenth grade students’ participation in the teaching and learning process of writing at SMAN 1 Arjasa?

### **1.3. Research Contribution**

This research is expected to give contributions in two aspects, such as: empirical contribution and practical contribution. The explanations are as follows.

1. Empirical Contribution

The result of this research could help the future researchers who have the same interest dealing with the implementation of “Think-Talk-Write” strategy to improve the students’ writing achievement as the reference whether or not they have the same research design.

2. Practical Contribution

Hopefully, the result of this research would provide the teacher information about “Think-Talk-Write” strategy. The teacher could use this strategy in attracting the students’ attention, so the students would become more active participant. At last, it could enhance the students’ achievement in writing. The result of this research could be used as a consideration for the English teacher to implement “Think-Talk-Write” strategy in teaching writing to solve the problems faced by the students.

3. Theoretical Contribution

The English teaching learning methodology by using “Think-Talk-Write” strategy to improve student’s writing achievement for other researchers to conduct further researches. The result of this research were expected to conform theoretical basis of this study. Therefore, it could be used as a consideration for other researchers who interested to conduct with the same topic using “Think-Talk-Write” strategy.

## CHAPTER II. RELATED LITERATURE REVIEW

This chapter deals with some theories related to the research problems. They are theoretical framework, conceptual framework, and previous research review.

### **3.1.Theoretical Framework: Cooperative Learning in Writing Class and “Think-Talk-Write” Strategy**

There is no doubt that Cooperative Learning can be used as an effective approach to encourage students to work together as one team inside the class. According to Hirst & Slavik (2003) active participation in discussing various viewpoints on a certain topic could be activated through the use of cooperative learning approach inside the classroom. Lee (2003) also asserted that students' participation in hand-on activities can be enhanced through the use of small group activities. Furthermore, cooperative learning is one of the teaching methods which is used to teach students to have responsibility in their team work. Johnson & Johnson (2016) state that cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so the students work together to maximize their own and each other's learning. Cooperative learning help the students have interaction among members in group to reach the goals, one help each other to solve the problem of learning materials in group, Felder & Bernt (1994) state that cooperation enhances learning in several ways. Weak students that are working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students are explaining and clarifying material to weaker students that often find gaps in their own understanding and fill them in. Thus, it can be concluded that the use of cooperative learning can involve each member in group to be more responsible in group by sharing the ideas together, helping each other learners in group to solve the certain problem together.

According to Huda (in Mannahali, 2017), TTW strategy is a cooperative learning strategy that encourages students to think, talk and then write a certain topic. Through “Think-Talk-Write” strategy, learners can work on ideas that have been discussed before putting them into writing. “Think-Talk-Write” strategy as the best strategy to be applied to improve the seventh grade students’ achievement in writing a descriptive text. “Think-Talk-Write” strategy will be a guide for the students to express their ideas. It can also help the students easier to understand the materials.

## **2.2. Conceptual Review**

### **2.2.1. Writing**

Hyland (2003:9) says that writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her own views about a topic. It means that the students can express and explore their mind, idea, feeling based on the topic in written form. O'Malley & Pierce (2008:136) state that writing is an activity to express thoughts and ideas in specific topics with using background knowledge and complex mental processes in developing ideas and insights. It means that the students should think critically and develop their ideas into writing.

According to Harmer (2007: 4), writing process – that is the process the stages a writer goes through in order to produce something in its final writer form. The writing process has four elements; planning, drafting, editing, and final version. Planning is the first activity before writing. In planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing. The second, they think of the audience they are writing for. The third, they have to consider the content structure. When we are writing, sometimes it is difficult for some people to generate their ideas in the beginning. The purpose of making a plan before writing is important to make a decision about what the students are going to focus in their writing. Then, drafting is the first version of a piece of writing is a draft. The first versions will be revised later. It is as the writing processes that process into editing, a number of drafts may be produced on

the way to the final version. In this stage, the revision is needed to make a correction of many mistakes in writing. The next is editing. When the writers have produced a draft, they usually read through what they have written to see where it works and where it does not. Some mistakes that need to be edited such as the unclear information, the words which is used contain ambiguity or confusing and etc. the last is Final Version Once, the writers have been doing the previous three stages (planning, drafting, and editing (reflecting and revising)). This is the last stage after the writers have edited their draft and made the changes they considered to be necessary, then, they produce the final version.

### **2.2.2. The definition of “Think-Talk-Write” Strategy**

The founder of “Think-Talk-Write” is Huinker & Laughlin. According to Huinker & Laughlin (1996), “Think-Talk-Write” strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. If the students have some ideas, it is easy for them to write. Moreover, the students not only need to get some ideas to write, but also need to manage the time. This strategy can be used to develop the learning system effectively and efficiently.

Huinker & Laughlin (1996: 81) state that there are three stages in “Think-Talk-Write” Strategy, they are: think, talk and write. The first is thinking stage; thinking is important steps in the process of bringing into students’ writing. The second is talking stage, this stage is the students talking or discuss with group members. This stage is students are encouraged to explore the words and the testing of ideas. The next stage is writing stage, it is a step where the students give the results of the discussion on the worksheet provided (student activity sheet). Think step can make the students develop their ideas by comparing and setting the ideas that test presents with their ideas and know what ideas that can be discussed. Talk with their friends can make student share each other and test their ideas to get better ideas. Every student may have different opinions about the

ideas they have been discussed. The students can be easy to write because in talking stage the students discuss and share ideas so that through sharing and testing their ideas together, students get self-confident to use their own language in the writing activity because they are sure that their ideas are good. Huinker & Laughlin (1996:81) state that thinking and talking are important steps in the process of bringing meaning into students' writing. Thus, "Think-Talk-Write" strategy can help the students to get good writing.

### **2.2.3. The Advantages and Disadvantages of "Think-Talk-Write" Strategy**

Lutfiyah (2011:31) states that there are four advantages of "Think-Talk-Write" strategy:

1. The students participate actively in exploring a problem.
2. This method develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources.
3. The heterogeneous group increases the students' social relationship.
4. The students can construct their own knowledge from the result of discussion. Therefore, "Think-Talk-Write" strategy brings some benefits by helping the students to explore their idea easily and facilitate the students to get the information based on the topic.

On the other hand, "Think-Talk-Write" strategy also has disadvantages. The disadvantage is the students should have to manage the time while writing activity. According to Rubbin & Dodd (1987:11), forming students of the larger class into smaller group work does not succeed automatically because of individual differences among the group members. It means that the students should enjoy with their group work although they have different ability.

### **2.2.4. The Concept of Descriptive Text**

According to Wahidi (in Rahmah 2017), description is used in all forms of writing to create a vivid impression of a person, place, object or event, e.g. to

describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animals habitat in your report. In other words, description is to describe a particular person, place, or thing. Thus, descriptive text is a text that describes the characteristic of something like person, place or thing. Writing descriptive text, generally the students have to regard the generic structure of descriptive text. Generic structure is the way in which elements of a text are arranged to match its purpose. Nafisah & Kurniawan (2007:15) voice that a descriptive text has two stages. The first is general statement, where the topic is introduced and the second is description, which contains the characteristics; the description can start from the most important to the least important, and vice versa. The students can describes something like person, place, or thing with their looks and know for example tourism place. In this research, descriptive text is chosen because it is stated in Curriculum 2013 that one of the genres needed to be taught to the tenth grade students. The researcher chose a tourism place or a historical place as the topic to write a descriptive text, because it is based on the Curriculum 2013.

#### 2.2.5. The concept of “Think-Talk-Write” Strategy

The researcher will apply one of strategies which are suitable in learning writing descriptive text that is “Think-Talk-Write” strategy. “Think-Talk-Write” strategy focuses on building thinking capacity, ability in sharing idea in a group and deciding the most important idea that will be written based on the structural. “Think-Talk-Write” strategy is a strategy that facilitates the exercise of language both oral and written fluently. “Think-Talk-Write” strategy encourages the students to think, talk, and write based on the particular topic. This strategy helps the students to actively participate, think critically, and work together and provide the opportunities for the students to work alone and cooperate with others (Isjoni, 2012:113).

Moreover, it can be stated that “Think-Talk-Write” strategy can be an appropriate strategy that can be applied in learning writing process. This strategy gives opportunities to students to work in small groups during learning writing

process. Basically, “Think-Talk-Write” strategy that encourages students to be active learner in the teaching learning process has three common stages.

The first stage is “Thinking”. According to Yamin & Ansari (2008:90), in this activity, the students read the passage and make a note following the teacher’s instruction. In this research, “Think” stage is done by asking students to find idea from a picture or passages that will be given. The students will be asked to make a note to find ideas from the picture by arrange sentences individually.

The second stage is “Talking”. According to Yamin & Ansari (2008:90), in this activity the students interact and collaborate to discuss their notes, and then discuss it with the whole class. In this research, “Talk” stage should provide opportunity for the students to share, discuss what information they have found in the “Think” process and evaluate their ideas. The students answer questions based on the exercise in “Think” activity with group discussion. That information’s will be discussed in a group to get the reflection about ideas. After that, it will be discussed with whole class. In addition, “Talk” is needed in learning writing to take and give revision and feedback from others. Talk or discussion can help the students clarify their thinking, justify their ideas, and base their conclusion on evidence.

Finally, “Writing” is the last stage of “Think-Talk-Write” strategy. According to Yamin & Ansari (2008:90), in this activity the students construct their own knowledge as the result of discussion. In this stage the students are asked to write their own writing after receiving feedback from others. In this stage, the students are asked to write their own writing individually after receiving reflection from others.

Briefly, “Think-Talk-Write” strategy gives the students opportunities to gather idea, to discuss and develop their ideas in a small group work, then to write their ideas after receiving feedback from one another.

#### 2.2.6. Writing Achievement

In this research, writing achievement means the students’ ability in writing a descriptive text by using “Think-Talk-Write” strategy. The students should



master in writing especially descriptive text. The student's descriptive text writing achievement will be evaluated from the aspect of writing. And there is one aspect that the students master in this research that is content. Content will be considered as one aspect in evaluating writing descriptive text. The process to make a good writing the students fulfills the aspects of writing.

There are five aspects of writing including Grammar, Vocabulary, Mechanics, Content and Organization. If the students to write a good writing, they should write with the grammatically correct, because grammar is the rule of language. According to Fairbairn & Winch (1996:108), grammar is a set of rules to help the writers arrange the sentence which make sense and are acceptable in English. The sentences that the students write must be grammatically correct and easily to be understood. Vocabulary is also as aspect of writing because the students cannot construct the sentences without vocabulary. In writing, mechanic is very essential. Mechanics consists of Punctuation, Spelling and Capitalization. They cannot ignore in writing, because the use of mechanic is very important to the reader when we writing. When the reader read a text, they need information that is content. Content consists of some information that is developed based on the topic. According to Heaton (1991: ), treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information. In addition, content deal with the ability to develop and reflect their information based on the topic. When the writers have some information or idea, they can easy to make a good writing. The last is Organization. Organization means how the writer writes ideas in a logical connection among sentences and among paragraph in a whole text to make clear and accessible writing. Each sentence in paragraph should relate and support the main idea or topic sentence. Therefore the sentence should be coherent. All of the aspects in writing should be measured to produce a good writing. In this research, the student's descriptive text writing will be focusing on the aspects of content.

### 2.2.7. The steps of Teaching Writing by Using “Think-Talk-Write” Strategy

There is a procedure that should be followed relevant to this. Yamin & Ansari (in Rahmah 2017) propose the procedure that can be used in teaching writing using “Think-Talk-Write” strategy.

1. Teacher distributes passages or pictures and tells the students the procedure of the teaching learning that will be done.
2. Teacher puts the students in heterogeneous of five.
3. Students read the passage and make a note following the teacher’s instruction (Think). This activity is done individually to be brought in discussion.
4. Students interact and collaborate to discuss their notes, and then discuss it with the whole class (Talk).
5. Students construct their own knowledge as the result of collaborative writing (Write).

Based on the steps of “Think-Talk-Write” strategy above, the researcher will adopt the strategies in teaching learning process.

### 2.3. Previous Research Review

There are four previous studies dealing with my research. These previous studies are to build and support theory in this research. The previous studies related to the issue of “Think-Talk-Write” strategy can be summarized as follows.

First, Rahmah (2017) conducted a classroom action research in the Implementation of “Think-Talk-Write” strategy to improve students’ score in writing descriptive text. The research teaches how the researcher can teach writing descriptive text is effectively. This research inspires the researcher that the students are benefited from picture before writing. The researcher interests to apply this strategy in writing by doing three stages. The three stages are thinking activity, talking activity and writing activity.

Next, Wirda (2017) investigated the use of “Think-Talk-Write” in learning writing process. Wirda (2017) states that this strategy proved to be a powerful tool for improving students’ ability to generate, visualize and organize ideas in writing

a text. The research is useful to apply because it can help the researcher make the students easy to build ideas and produce a good text for the students in learning writing process. The research inspires the researcher that the students take notes their ideas with group discussion. The research also give the way to find idea easily before to write. The result of this study showed that this strategy affected the students' ability in thinking creatively.

Further, Mannahali (2017) conducted the implementation of the action with the use of "Think-Talk-Write" strategy. The application of cooperative learning with "Think-Talk-Write" strategy had a good effect at improving students' ability in writing. The research showed about how this strategy is effective in improving writing skill. The students' response during the learning process is very good. It can be seen on their enthusiasms both discussion and in the work of individual tasks. Thus, the research recommended applying for the researcher to use cooperative learning in writing process.

The last research was conducted by Lubis (2017) that is improving student's creativity through "Think-Talk-Write" strategy. The research showed how to build precisely to think and reflect and to coordinate ideas before students to write in an effort to enhance the students' creativity in writing. The research inspires the researcher that the students are doing cooperative learning in learning writing process. Therefore, the result showed that this strategy is one of cooperative learning which is has positive influence on students who has low learning result, which can increase motivation to learn writing.

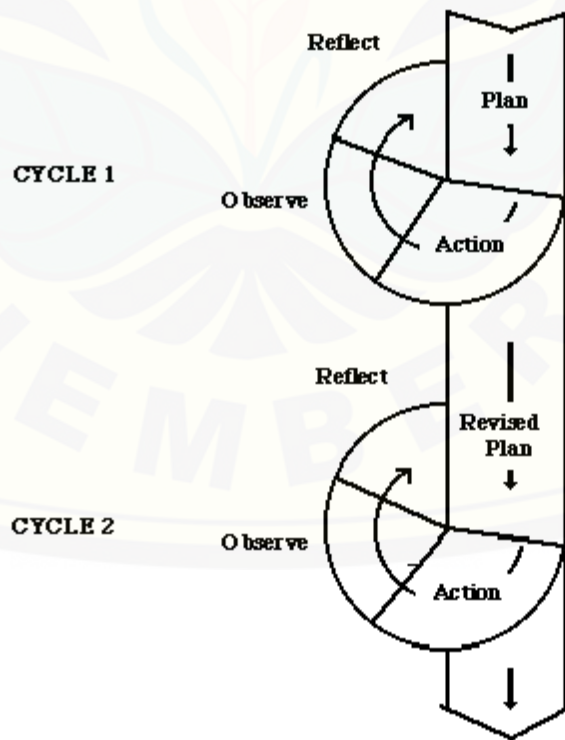
The previous studies above can help and inspire the researcher to use "Think-Talk-Write" strategy in learning writing process. The previous studies above showed that the way how using of "Think-Talk-Write" strategy gives positive effect to the students' writing achievement. It says so because all of the results show the great significance dealing with the implementing this strategy.

### CHAPTER III. THE STUDY

This chapter presents the research method applied in this research. It involves research design, research context, research participant, data collection method and data analysis method.

#### 3.1. Research Design

This research applied classroom action research because the purpose of the researcher were to solve the students difficulties in writing descriptive text and to improve the student’s descriptive text writing achievement by using “Think-Talk-Write” strategy at SMAN 1 Arjasa. Furthermore, the cycle model of an action research was proposed by Kemmis & McTaggart consisted of four steps: planning, implementing, observing and reflection. Those four main steps were preceded by reconnaissance (preliminary study). The design of this research is illustrated in the following flow diagram.



(Kemmis & McTaggart, 1992:19)

Based on the design of the research above, the procedures of this research will be as follows:

1. Doing preliminary study by interviewing the English teacher of SMAN 1 Arjasa to know the problem that the students face in writing.
2. Planning of the action by choosing the appropriate writing material by considering the theme based on the genre of the text will be teach to the tenth grade students based on Curriculum 2013, constructing lesson plan for cycle 1, preparing the observation guide in each meeting, and constructing writing test.
3. The implementation of the action was done based on the English schedule of the tenth grade students of SMAN 1 Arjasa. In this action, the researcher taught writing descriptive text by using “Think-Talk-Write” strategy to improve their writing achievement. Cycle 1 was done in three meetings. The first and the second meeting were used to do the action and the third meeting was used for the writing test. In this step, the researcher did the activity collaboratively with the English teacher. The researcher did the teaching learning process while the English teacher did the observation.
4. Analyzing the results of students’ writing test and the result of observation in Cycle 1.
5. Reflecting the result of the action was observed. In this research the action was considered to be successful if 75% of students could achieve the minimum required score. The result of the reflection in cycle 1 was used as a guide to revise the problem in the lesson plans in cycle 1 and to determine the revision in cycle 2 as target in the cycle 1 could not be achieved.

### **3.2. Research Context**

The research was conducted at SMAN 1 Arjasa. There were some reasons of choosing SMAN 1 Arjasa. First, the school uses Curriculum 2013. Second, the school had students which got low score that under the minimum standard score in writing test by looking at the result of interview with the English teacher in SMAN 1 Arjasa. Third, based on the result of observation, it was found that the school had students which were not interested in writing. Then, the headmaster of

SMAN 1 Arjasa agreed and gave the permission to the researcher to conduct this research at the school. Besides, the English teacher never applied “Think-Talk-Write” strategy. Moreover, the researcher had experienced to teach at SMAN 1 Arjasa.

### **3.3. Research Participant**

The subjects of the research were the tenth grade students of SMAN 1 Arjasa. There were eight classes of the tenth grade students of SMAN 1 Arjasa. The class in the tenth grade that was chosen as the research participant was the tenth IPA 5 grade students of SMAN 1 Arjasa there were 35 students. They had problems with their writing achievement especially in writing a descriptive text. There were two reasons of choosing the tenth IPA 5 grade students. First, based on the interview that researcher conducted, it was found that the tenth grade had difficulties in finding and in exploring the idea. Second, most of the students had less motivation in learning and participating writing class and was categorized as low average score their writing.

### **3.4. Data Collection Method**

#### **3.4.1 Observation**

The observation was done in each meeting to collect the data about the contribution of “Think-Talk-Write” Strategy in helping students write a descriptive text. The researcher used observation checklist to collect the data during the observation. The process of gathering information by observing people and places at a research site is called observation (Creswell, 2012:213). The observation was based on observation checklist to check the students’ participation. The researcher took notes by considering several indicators were observed. The first was making a note related to the pictures. The second was finding idea. The third was discussing & finding information about a text. The fourth was composing the descriptive text. The students were categorized as active if they could fulfill at least 3 indicators. The following table is the observation checklist for students’ participation.

**TABLE 3.1 OBSERVATION CHECKLISTS****Observer Name** :**Time/Place** :

No	Students Initial	Indicator				Total	Active	Passive
		1	2	3	4			
1.								
2.								
3.								
4.								

Note:

**INDICATORS**

1. Making a note related to the pictures.
2. Finding ideas related to the pictures.
3. Discussing & finding information about a text.
4. Composing the descriptive text.

Note:

**ACTIVE** : the students fulfill at least 3 indicators.**PASSIVE** : the students fulfill less than 3 indicators.**3.4.2 Writing Test**

The researcher applied achievement test in this classroom action research to measure the tenth grade students' achievement in writing descriptive text. Achievement test was used to measure how successful individual students, group of students or the course themselves in achieving objective, Hughes (2013:13). It could be said that to know the students' achievement in writing, the achievement test is needed. The test that was given to the students was based on the materials that were taught to the students in teaching writing.

The writing test was done in 90 minutes. The students were asked to write a descriptive text based on the topic given completed with correct generic structures at least 120 words in descriptive text. The teacher gave the instruction to the

students, whether they were not allowed to write the same text they ever wrote. However, if the students would do so, the researcher and the teacher would not assess their work because there would be repetition and give influence on their result. Dealing with the way of scoring, analytic scoring method was used in this research because it was an appropriate scoring method which was intended to know the strengths and weaknesses of the students' writing. Hughes (2003:100) said that a method of scoring which required a separate score for each of a number of aspects a task was said to be analytic. There were five aspects that scored analytically: grammar, vocabulary, mechanic, content, and organization.

**Table 3.2 The Scoring Criteria of the Students' Writing Descriptive Text**

No.	Criteria	Scoring
1.	Grammar <ul style="list-style-type: none"> <li>• Few (if any) errors of grammar or word order.</li> <li>• Some errors of grammar or word order but do not interfere comprehension.</li> <li>• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.</li> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	5 4 3 2 1
2.	Vocabulary <ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> <li>• Use some inappropriate words but do not interfere comprehension.</li> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	5 4 3 2 1
3.	Mechanics <ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> </ul>	5 4 3



	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	2 1
4.	<b>Content</b> <ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> <li>• Main ideas not clear and accurate, change of opinion statement weak.</li> <li>• Main ideas not all clear and accurate, change of opinion statement very weak.</li> </ul>	5 4 3 2 1
5.	<b>Organization</b> <ul style="list-style-type: none"> <li>• Few (if any) lack of organization, link to ideas and consist of generic structures of description that is identification and description).</li> <li>• Some lack of organization and link of ideas but do not impair communication.</li> <li>• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> <li>• Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> <li>• Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	5 4 3 2 1
	Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)  Writing score: $\frac{Total\ Score}{25} \times 100 = \dots\dots\dots$	

(Adopted from: Hughes, 2003:101-102)

### 3.5. Data Analysis Method

Data analysis method was used to analyze the data which was gathered during the teaching and learning process. There were two kinds of data analysis methods in this research, namely product evaluation analysis and process evaluation analysis.

### 1. Product Evaluation Analysis

The product evaluation was carried out at the end of each cycle in the form of descriptive text writing test. The results of the writing test were analyzed by using the formula below.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who got score  $\geq 75$  in the descriptive text writing test.

n: the number of the students who got score  $\geq 75$  in the descriptive text writing test.

N: the total number of the students as the research participants.

### 2. Process Evaluation Analysis

The process of evaluation was done by conducting the observation of the tenth grade students' participation. Here is the formula used to analyze the results of observation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who actively participated in the teaching and learning process of descriptive text writing by using "Think-Talk-Write" strategy.

n: the number of the students who actively participated in the teaching and learning process of descriptive text writing by using "Think-Talk-Write" strategy.

N: the total number of the students as the research participants.

(Adopted from Ali, 1993:39)

#### 5.2.1. The English Teacher

Based on the result of the research, it is suggested that teaching writing using “Think-Talk-Write” strategy is applied in the teaching learning English especially teaching writing dealing with this, the teacher could follow the procedure of “Think-Talk-Write” strategy in teaching writing or modify it when necessary.

#### 5.2.2. The Students

The students are suggested to be involved actively during teaching learning of writing by using “Think-Talk-Write” strategy. This strategy tends to become more effective to help the students in expressing and exploring ideas into writing. As a result, it can improve their writing achievement.

#### 5.2.3. The Future Researcher

This research is expected to be valuable information for future researchers in conducting further research dealing with the use of “Think-Talk-Write” strategy in improving writing, for instance in improving the students’ descriptive text writing achievement or the students’ ability in organizing ideas for writing by homogeneous grouping. This strategy also can be used in teaching writing with different genre of texts and different grade level of the students.

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## APPENDIX 1

## RESEARCH MATRIX

TITTLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Improving The Tent Grade Students' Descriptive Text Writing Achievement by Using "Think-Talk-Write" Strategy at SMAN 1 Arjasa	<ol style="list-style-type: none"> <li>1. Can the use of "Think-Talk-Write" strategy improve the tenth grade students' descriptive text writing achievement at SMAN 1 Arjasa?</li> <li>2. How can the use of "Think-Talk-Write" strategy improve the tenth grade students' participation in the teaching and learning process of writing at SMAN 1 Arjasa?</li> </ol>	<p><b>Independent Variable :</b> The use of "Think-Talk-Write" Strategy in writing a descriptive text.</p> <p><b>Dependent Variable :</b></p> <ol style="list-style-type: none"> <li>a. The tenth grade students' achievement of writing a descriptive text.</li> <li>b. The tenth grade students' participation in the teaching and learning process of writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. The use of "Think-Talk-Write" Strategy of teaching writing. <ol style="list-style-type: none"> <li>a. Think</li> <li>b. Talk</li> <li>c. Write</li> </ol> (Huinker and Laughlin 1996: 81)</li> <li>2. The aspects of writing test covers: <ol style="list-style-type: none"> <li>a. Grammar</li> <li>b. Vocabulary</li> <li>c. Mechanics</li> <li>d. Content</li> <li>e. Organization</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Participant of the research: The tenth grade students at SMAN 1 Arjasa.</li> <li>2. Informant Collaborator: The English teacher of the tenth grade students at SMAN 1 Arjasa.</li> <li>3. Document <ol style="list-style-type: none"> <li>a. The name of participants</li> <li>b. The Participants' previous writing test.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design: Classroom Action Research with the cycle model The stage of cycle model are: <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Acting</li> <li>c. Observing</li> <li>d. Reflecting</li> </ol> (Kemmis and McTaggart, 1992:19)</li> <li>2. Research Area Determination Method: purposive method</li> <li>3. Research Subject Determination Method : purposive method</li> <li>4. Data collection method : <ol style="list-style-type: none"> <li>a. Writing test</li> <li>b. Observation</li> </ol> </li> <li>5. Data Analysis method : <ol style="list-style-type: none"> <li>a. Product evaluation analysis: The result of the writing test were analyzed by using the formula below: <math display="block">E = \frac{n}{N} \times 100\%</math> </li> </ol> </li> </ol>

					<p>Notes: E: the percentage of the students who get score <math>\geq 75</math> in the writing test. n: the number of the students who get score <math>\geq 75</math> in the writing test. N: the number of the students as the research participant.</p> <p>b. Process evaluation analysis: The result of the observation were be analyzed by using the formula below.</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E = the percentage of the students who actively participate in the teaching learning process of writing by using “Think-Talk-Write” strategy. n = the number of the students who actively participate in the teaching learning process of writing by using “Think-Talk-Write” strategy. N = the number of the students as the research.</p> <p>(Ali, 1993:39)</p>
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**APPENDIX 2**

**DATA INSTRUMENT OF PRELIMINARY STUDY**

A. Interview Guide

This interview was conducted at the beginning of the study. It had a purpose to gain the secondary data related to the English teaching learning process and the problem faced by the students at SMA Negeri 1 Arjasa. The following questions were used as a guide in conducting the interview.

<b>Questions</b>	<b>The Teacher's Answer</b>
1. What curriculum do you use at SMA Negeri 1 Arjasa?	Curriculum 2013
2. How many times English is being taught in SMA Negeri 1 Arjasa?	It is taught once a week.
3. Which class do you teach?	The tenth Science 1 up to 5 and Social 1 up to 3.
4. How many hours are in one meeting?	It has 2 x 45 minutes.
5. Do the students have difficulties in learning English, especially in writing?	Yes, they do.
6. What difficulties do the students have in writing?	The students had problem in writing. Most of the students are passive because they experienced difficulties in finding and generating their idea. They difficulties in expressing and exploring ideas. They cannot manage their time.
7. How do you solve the problems?	I usually try to give more explanation and tell them about their mistakes in their writing. I also ask the students to bring dictionary every English lesson.
8. What kind of book do you use for Teaching English?	I use the same book which the students have as well, it is " <i>Be Smart in English For Grade X of Senior High School</i> "

9. What strategy or techniques do you apply in teaching writing?	I usually use the lecturing and assignment method during teaching and learning process.
10. Have you ever used “Think-Talk-Write” strategy in teaching writing?	No, I have not.
11. What do you think about the students’ participation during the teaching and learning process of writing?	The students’ participation was still low because there were only 45% students who participated actively in the writing class.
12. Which class has the lowest in writing?	X Science 5 had the lowest score of writing.

## B. The Documentation Guide

No.	The Supporting Data	The Data Resources
1.	The students’ previous score of writing test	The school documents
2.	The name of the research subject.	

APPENDIX 3

The Students' Previous Writing Scores

Class X Science 5

No	The Student's Name	Score	Achieved	Not achieved
1.	AZ	48		√
2.	AGC	76	√	
3.	AFM	50		√
4.	APA	46		√
5.	AIPP	42		√
6.	ASCE	80	√	
7.	ASNP	40		√
8.	AYB	52		√
9.	BAS	46		√
10.	BFMS	76	√	
11.	DOEP	76	√	
12.	DK	45		√
13.	EAR	48		√
14.	EBW	40		√
15.	EFL	52		√
16.	FAA	76	√	
17.	GDSS	76	√	
18.	HIF	52		√
19.	IKA	42		√
20.	INS	42		√
21.	KMNT	76	√	
22.	LFBG	44		√
23.	LAN	48		√
24.	MBI	52		√
25.	MYS	76	√	
26.	MNIM	76	√	
27.	RPHS	76	√	
28.	RDPH	76	√	
29.	RR	78	√	
30.	RW	40		√
31.	REW	42		√
32.	SM	76	√	
33.	SN	76	√	
34.	VSA	40		√
35.	YS	76	√	
<b>Mean Score</b>		<b>58.77</b>	<b>42.85</b>	<b>57.14</b>

**APPENDIX 4**

**LESSON PLAN  
(CYCLE 1 MEETING 1)**

Level	: Senior High School (SMA)
Subject	: English
Grade	: X
Text type	: Descriptive Text
Theme	: Tourism Places
Language skill	: Writing
Time allocation	: 2 x 45 minutes

**A. Core Competence**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Basic Competence

3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada *teks deskriptif* sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.4.2. Menyusun *teks deskriptif* lisan dan tulis sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## B. Indicators

3.4.1. Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.

4.4.1.1 Finding the specific information about descriptive text.

4.4.2.1 Writing descriptive text by following the generic structure

## C. Learning Objectives

Melalui diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu, sehingga peserta didik dapat membuat dan menerapkan penggunaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu dalam kehidupan sehari-hari serta mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan **berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C)**.

## D. Learning Materials

**Enclosed**

## E. Teaching Strategy/ Teaching Approach


1. Approach : Scientific Approach
2. Strategy : “Think-Talk-Write” Strategy

**F. Media, Instrument, and Learning Resources**

Media : Power point presentation, whiteboard,  
Boardmarker, the outline of “Think-Talk-Write”  
strategy students’ answer sheet and LCD viewer

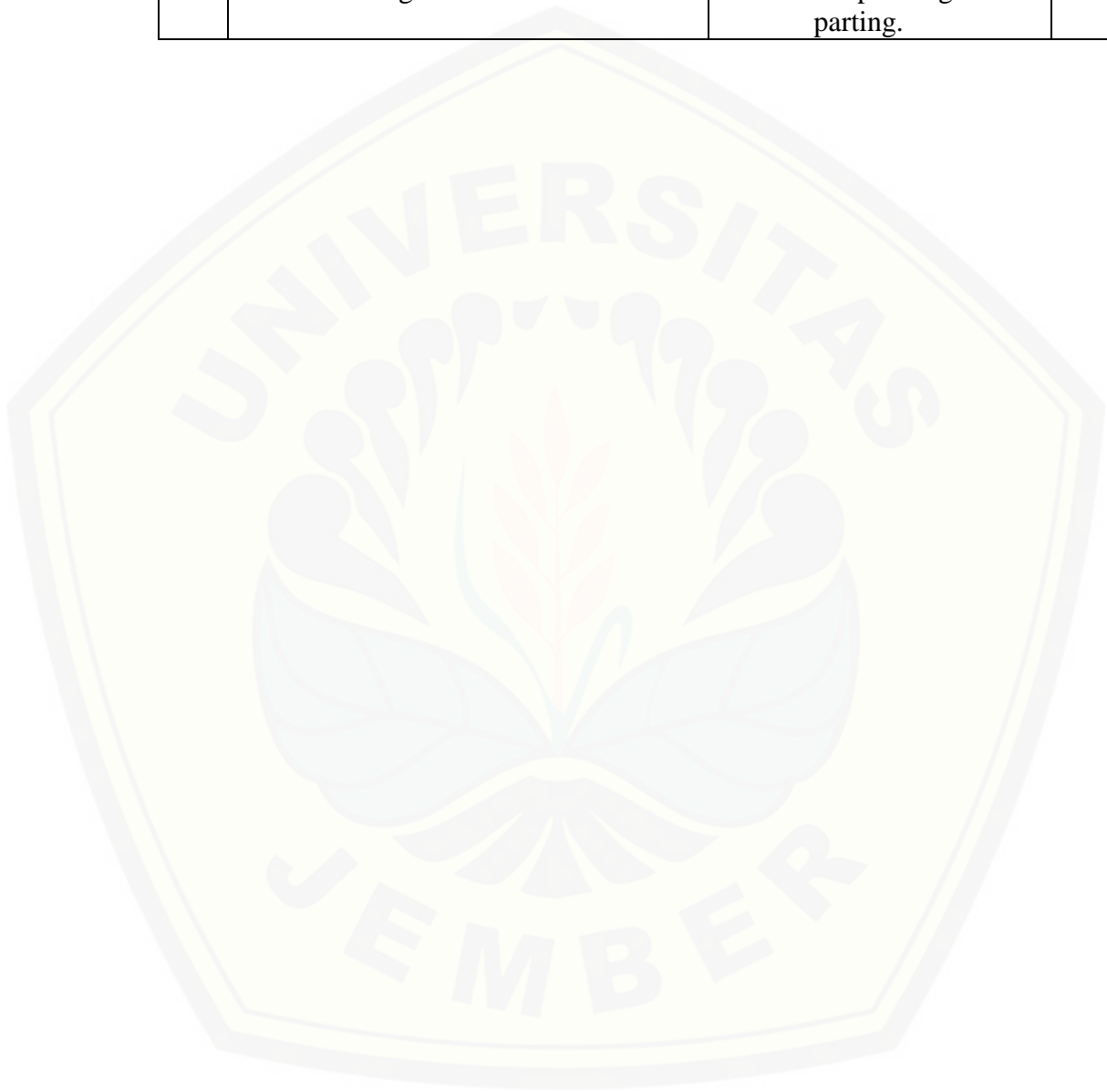
Learning Sources :  
<http://fabulousenglishlearning.blogspot.co.id/2017/01/descriptive-text.html>

**G. Teaching and Learning Activities**

No.	Teacher’s Activities	Student’s Activities	Time
1.	Set Induction Activities		
	1. Greeting the students	1. Answering the greeting	1’
	2. Checking students’ attendance list	2. Paying attention	1’
	3. Giving leading questions related to the topic Showing the picture relates on the topic 	3. Answering leading questions	2’
	1. Do you know what picture is it? 2. Where is the location of Bedugul? 3. What can you see from this picture? 4. Stating the learning objectives	4. Paying attention	1’
2.	Main Activities		
	<b>Observing</b>	<b>Observing</b>	
	1. Giving the example of a descriptive text and asking the students to observe it.	1. Receiving the example of a descriptive text and observing it	2’
	<b>Questioning</b>		
	1. Giving questions to the students about the generic structure, the language	1. Answering the teacher’s questions and making notes	3’

	features, and the social function of the descriptive text given as the example.		
	2. Discussing about the materials of a descriptive text with the students	2. Discussing the materials of a descriptive text and making notes	4'
	<b>Experimenting</b>		
	1. Telling the students the procedure of using "Think-Talk-Write" strategy.	1. Listening to the teacher's explanation	2'
	2. Distributing the worksheet to students.	2. Accepting the worksheet	1'
	3. Asking the students to do Exercise 1 individually. (THINK)	3. Doing Exercise 1 individually.	10'
	4. Asking the students to check answer with the whole class. (THINK)	4. Checking the answer with the whole class.	5'
	<b>Associating</b>		
	1. Putting the student in group of five heterogeneously.	1. Sitting in group of five heterogeneously	2'
	2. Asking the students to do Exercise 2 with their group. (TALK)	2. Doing Exercise 2 with their group.	10'
	3. Asking the students to check answer with the whole class. (TALK)	3. Checking the answer with the whole class.	5'
	4. Asking the students to do Exercise 3 individually. (WRITE)	4. Doing exercise 3 individually.	30'
	<b>Communicating</b>		
	1. Asking the student to share their writing work with the class.	1. Sharing their writing in the class.	3'
	2. The teacher gives feedback with the whole class.	2. Paying attention to the teacher and check their answer.	2'
	3. Asking the students to submit their writing work.	3. Submitting their writing work	1'
3.	<b>Closing Activities</b>		
	1. Giving the students the chance to ask question.	1. Asking question about today's lesson.	2'

	2. Guiding the students to make a conclusion.	2. Paying attention.	1'
	3. Stating the conclusion.	3. Drawing conclusion about today's lesson.	1'
	4. Parting with the students.	4. Responding the parting.	1'





## Appendix 1

### 1. Leading questions:



1. Do you know what picture is it?
  2. Where is the location of Bedugul?
  3. What can you see from this picture?
2. The model of a descriptive text.

### **BEDUGUL LAKE**

Bedugul is one of the most popular tourism places in Bali. It offers natural beauty of mountains and lakes. The high place makes this area always shrouded in mist and cold air. Bedugul area is a part of the districts of Tabanan and approximately 70 km or 2.5 hours from the International Airport of Ngurah Rai.

One of the tourist attractions is Westerlies Lake. We can enjoy the view of the lake and feel relax with the atmosphere in there. To enjoy the scenery around the lake, we can rent boats and canoes. We can go around the lake by a boat with our friend or alone. It is suitable for the visitors to enjoy the natural beauty around the westerlies lake. In the middle of the lake, there is Pura Danu Ulun temple which is the worship of the goddess Danu Hyang as the giver of fertility. The scenery is so amazing because of a big mountain, a beautiful lake and many facilities such as boats. There are many temples and statues which are used for ceremony. In Bedugul area, we can find many water sports, such as boating, water skiing, and parasailing.

## Appendix 2

### Materials:

#### 1. Definition of Descriptive Text

Descriptive text is a kind of text which describes a particular thing, an animal, a person, or others, for instance: our pets or a person that is well-known.

#### 2. Social Function of Descriptive Text

The social function of descriptive text is to describe or reveal a particular person, a place, or a thing.

#### 3. The Generic Structure of Descriptive Text

Generic structure is the special characteristic of language in the text.

The generic structure of descriptive text is as follow:

##### a. Identification

It is a part of paragraphs which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains about where, how, and what the object's name, etc.

##### b. Description

It is a part of paragraphs which describes parts and characteristics of the person or something that will be described in details, so the readers can get clear description of the subject. Usually it contains about why, how, and what kind of the object, etc.

#### 4. The Language Features of Descriptive Text

According to Wardiman (2008: 122) the language features of descriptive text are as follow:

##### a. Focus on one specific object

##### b. The Use of Simple Present Tense

Pattern:

(+) S + V<sub>1</sub> s/es

(-) S + do/does + not + V<sub>1</sub>

(?) Do/does + S + V<sub>1</sub>

c. The Use of Adjectives

Example: big, small, beautiful.

5. The example of descriptive text

**BEDUGUL LAKE**

Bedugul is one of the most popular tourism places in Bali. It offers natural beauty of mountains and lakes. The high place makes this area always shrouded in mist and cold air. Bedugul area is a part of the districts of Tabanan and approximately 70 km or 2.5 hours from the International Airport of Ngurah Rai.

One of the tourist attractions is Westerlies Lake. We can enjoy the view of the lake and feel relax with the atmosphere in there. To enjoy the scenery around the lake, we can rent boats and canoes. We can go around the lake by a boat with our friend or alone. It is suitable for the visitors to enjoy the natural beauty around the westerlies lake. In the middle of the lake, there is Pura Danu Ulun temple which is the worship of the goddess Danu Hyang as the giver of fertility. The scenery is so amazing because of a big mountain, a beautiful lake and many facilities such as boats. There are many temples and statues which are used for ceremony. In Bedugul area, we can find many water sports, such as boating, water skiing, and parasailing.

**Appendix 3**

**Exercise 1**

*A. Please take a piece of paper and make some notes using your own words based on the pictures.*

<p>1</p>  <p>.....</p> <p>.....</p>	<p>2</p>  <p>.....</p> <p>.....</p>
<p>3</p>  <p>.....</p> <p>.....</p>	<p>4</p>  <p>.....</p> <p>.....</p>

**B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the picture.**

- a. There are many temples and statues which are used for ceremony.
- b. The boats are used to make the visitors enjoy the scene of Bedugul.
- c. The scenery is so amazing because of a big mountain, a beautiful lake and many facilities such as,boats.
- d. Bedugul is one of the most popular tourism places in Bali.

<div style="text-align: center;">  </div> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p>	<div style="text-align: center;">  </div> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p>
<div style="text-align: center;">  </div> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p>	<div style="text-align: center;">  </div> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p>

**Exercise 2**

*Answer these following questions based on the text in Exercise 1 with your group.*

Identification

1. Where is the location of Bedugul?
2. How are the facilities of the place?
3. What do you think about the place?

Description

4. Why are the visitors interested in the place?
5. How do you get there?
6. What kind of activities can you do there?
7. What makes the place become one of the most famous tourism places in Bali?

**Exercise 3**

*Write a descriptive text about beach that you know at least 120 words individually.*

Identification

Description

The form consists of a large rectangular box divided into two horizontal sections. The top section is labeled 'Identification' and the bottom section is labeled 'Description'. A faint watermark of the Universitas Jember logo is visible in the background.

## Appendix 4

### The Model Answer

#### Exercise 1

- A. Please take a piece of paper and make some notes using your own words based on the pictures.**

*The model answer:*

1. Bedugul is very amazing.
2. Bedugul has some facilities such as boat.
3. There are temples in Bedugul.
4. Bedugul has beautiful scenery.

- B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the pictures.**

*Key Answer:*

1. (d) Bedugul is one of the most popular tourism places in Bali.
2. (c) The scenery is so amazing because of a big mountain, a beautiful lake and many facilities such as boats.
3. (a) There are many temples and statues which are used for ceremony.
4. (b) The boats are used to make the visitors enjoy the scene of Bedugul.

#### Exercise 2

**Answer these following questions based on the text in Exercise 1 with your group**

*Answer key:*

1. The students mention the location
2. The students describe kind of the facilities
3. The students describe the scenery
4. The students describe when the visitor should be there
5. The students describe the access area
6. The students describe what the visitor can do in the place
7. The students describe about the situation of the place

#### Exercise 3

**Write a descriptive text about beach that you know at least 120 words individually.**

*The Model Answer*

#### KUTA BEACH

Kuta Beach is the name of one of many beaches in Bali. It is located in Bali, in the south of Denpasar the capital city of Bali. It is a beautiful place with white sand and amazing seashore. One of the most popular things about this place is the sunset. It is one of the best places to see the sunset.

Kuta Beach is the most favorite place for tourist that comes to Bali. People come to this place, not just from Indonesia, but also from other countries. Usually the foreign tourist will usually surf in this beach. Surfing is the favorite activity to do in this beach. It is because the wave is perfect for surfing. When tourist has finished the surfing, they can do sunbathing. The tropical weather of the area makes it perfect for sunbathing. Kuta beach is also called "the white sand beach". It is because the sand on this beach is white. It is really smooth. In the morning, we can walk through the smooth white sand while seeing the nice scenery around the beach.



**Appendix 5****EVALUATION SHEET**

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist is as follows.

**TABLE OF OBSERVATION CHECKLIST**

**Observer Name** :

**Time/Place** :

No	Students Initial	Indicator				Total	Active	Passive
		1	2	3	4			
1.								
2.								
3.								
4.								

Note:

**INDICATORS**

1. Making a note related to the pictures.
2. Finding idea related to the pictures.
3. Discussing & finding information about a text.
4. Composing the descriptive text.

Note:

**ACTIVE** : the students fulfill at least 3 indicators.

**PASSIVE** : the students fulfill less than 3 indicators.

2. The score of writing exercise is based on the scoring rubric.

**The Scoring Criteria of the Students' Writing Descriptive Text**

No.	Criteria	Scoring
1.	Grammar	
	<ul style="list-style-type: none"> <li>• Few (if any) errors of grammar or word order.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some errors of grammar or word order but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order frequent; re-reading</li> </ul>	3

	is necessary for full comprehension.	
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	1
2.	Vocabulary	
	<ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Use some inappropriate words but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	1
3.	Mechanics	
	<ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	1
4.	Content	
	<ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Main ideas not clear and accurate, change of opinion statement weak.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Main ideas not all clear and accurate, change of opinion statement very weak.</li> </ul>	1
5.	Organization	
	<ul style="list-style-type: none"> <li>• Few (if any) lack of organization, link to ideas and consist of generic structures of description that is identification and description).</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some lack of organization and link of ideas but do</li> </ul>	4

	not impair communication.	
	<ul style="list-style-type: none"> <li>Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> </ul>	3
	<ul style="list-style-type: none"> <li>Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	1
Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)		
Writing score : $\frac{\text{Total Score}}{25} \times 100 = \dots\dots\dots$		

(Adapted from: Hughes, 2003:101-102)

Jember, 27 July 2018

The English Teacher

The Researcher

**Ira Wijayanti, S.Pd**  
NIP 19810526 201412 2 001

**Putri Lestari**  
NIM 140210401040

APPENDIX 5

**LESSON PLAN  
(CYCLE 1 MEETING 2)**

Level	: Senior High School (SMA)
Subject	: English
Grade	: X
Text type	: Descriptive Text
Theme	: Tourism Places
Language skill	: Writing
Time allocation	: 2 x 45 minutes

**A. Core Competence**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

## B. Basic Competence

1.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana

4.4.2. Menyusun teks deskriptif lisan dan tulis sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## C. Indicators

3.4.2. Identifying the social function, the generic structure and the language features of descriptive text correctly and contextually.

4.4.1.1 Finding the specific information about descriptive text.

4.4.2.1 Writing descriptive text by following the generic structure.

## D. Learning Objectives

Melalui diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu, sehingga peserta didik dapat membuat dan menerapkan penggunaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu dalam kehidupan sehari-hari serta mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan **berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C)**.

## F. Learning Materials

**Enclosed**

**G. Teaching Strategy/ Teaching Approach**


1. Approach : Scientific Approach
2. Strategy : “Think-Talk-Write” Strategy

**H. Media, Instrument, and Learning Resources**

Media : Power point presentation, whiteboard, board marker, the outline of “Think-Talk-Write” strategy students’ answer sheet and LCD viewer

Learning Sources : <http://fabulousenglishlearning.blogspot.co.id/2017/01/descriptive-text.html>

**I. Teaching and Learning Activities**

No.	Teacher’s Activities	Student’s Activities	Time
1.	Set Induction Activities		
	1.Greeting the students	1.Answering the greeting	1’
	2.Checking students’ attendance list	2. Paying attention	1’
	3.Giving leading questions related to the topic Showing the picture relates on the topic  1. Do you know what picture is it? 2. Where is the location of Bromo Mountain? 3. What can you see from this picture?	3.Answering leading questions	2’
	4.Stating the learning objectives	5.Paying attention	1’
2.	Main Activities		
	<b>Observing</b>	<b>Observing</b>	
	1. Giving the example of a descriptive text and asking the students to observe it.	1. Receiving the example of a descriptive text	2’

		and observing it	
	<b>Questioning</b>		
	1. Giving questions to the students about the generic structure, the language features, and the social function of the descriptive text given as the example.	1. Answering the teacher's questions and making notes	3'
	2. Discussing about the materials of a descriptive text with the students.	2. Discussing the materials of a descriptive text and making notes	4'
	<b>Experimenting</b>		
	1. Telling the students the procedure of using "Think-Talk-Write" strategy.	1. Listening to the teacher's explanation	2'
	2. Distributing the worksheet to students.	2. Accepting the worksheet	1'
	3. Asking the students to do Exercise 1 individually. (THINK)	3. Doing Exercise 1 individually.	10'
	4. Asking the students to check answer with the whole class. (THINK)	4. Checking the answer with the whole class.	5'
	<b>Associating</b>		
	1. Putting the student in group of five heterogeneously.	1. Sitting in group of five heterogeneously	2'
	2. Asking the students to do Exercise 2 with their group. (TALK)	2. Doing Exercise 2 with their group.	10'
	3. Asking the students to check answer with the whole class. (TALK)	3. Checking the answer with the whole class.	5'
	4. Asking the students to do Exercise 3 individually. (WRITE)	4. Doing Exercise 3 individually.	30'
	<b>Communicating</b>		
	1. Asking the student to share their writing work with the class.	1. Sharing their writing in the class.	3'
	2. The teacher gives feedback with the whole class.	2. Paying attention to the teacher and check their answer.	2'

	3. Asking the students to submit their writing work.	3. Submitting their writing work	1'
3.	Closing Activities		
	1. Giving the students the chance to ask question.	1. Asking question about today's lesson.	2'
	2. Guiding the students to make a conclusion.	2. Paying attention.	1'
	3. Stating the conclusion.	3. Drawing conclusion about today's lesson.	1'
	4. Parting with the students.	4. Responding the parting.	1'





## Appendix 1

Leading questions:



1. Do you know what picture is it?
2. Where is the location of Bromo Mountain?
3. What can you see from this picture?

### BROMO MOUNTAIN

Bromo Mountain is located in Indonesia and precisely in East Java. This natural attraction is located in Bromo Tengger Semeru National Park in the eastern city of Malang, East Java.

This place is always crowded because it has attractive natural exoticisms, such as sea of sand. It has a height of 2392 meters above sea level. The sea of sand in the mountains is about 10 m<sup>2</sup>. Many local and foreign tourists are interested to see and enjoy the natural beauty of sea of sand. Besides that, the scenery is also amazing when the sunrise comes. To reach the foot of Bromo Mountain, you cannot use the vehicle. Instead, you should hire a horse at a price of Rp 70,000, - or if you feel strong, you can choose to walk. However, it should be noted that walking is not easy, because the hot sun, long distance, the flying dust can make the trip harder. You should better to prepare for warm clothes, beanie hats, gloves, socks, and scarves to cope. Yet, if you forget bringing the equipment, there are many vendors offering wares in the form of hats, gloves, or scarves.

## Appendix 2

### Materials:

#### 1. Definition of Descriptive Text

Descriptive text is a kind of text which describes a particular thing, an animal, a person, or others, for instance: our pets or a person that is well-known.

#### 2. Social Function of Descriptive Text

The social function of descriptive text is to describe or reveal a particular person, a place, or a thing.

#### 3. The Generic Structure of Descriptive Text

Generic structure is the special characteristic of language in the text.

The generic structure of descriptive text is as follow:

##### a. Identification

It is a part of paragraphs which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains about where, how, and what the object's name, etc.

##### b. Description

It is a part of paragraphs which describes parts and characteristics of the person or something that will be described in details, so the readers can get clear description of the subject. Usually it contains about why, how, and what kind of the object, etc.

#### 4. The Language Features of Descriptive Text

According to Wardiman (2008: 122) the language features of descriptive text are as follow:

##### d. Focus on one specific object

##### e. The Use of Simple Present Tense

Pattern:

(+) S + V<sub>1</sub> s/es

(-) S + do/does + not + V<sub>1</sub>

(?) Do/does + S + V<sub>1</sub>

f. The Use of Adjectives

Example: big, small,

5. The example of descriptive text

### **BROMO MOUNTAIN**

Bromo Mountain is located in Indonesia and precisely in East Java. This natural attraction is located in Bromo Tengger Semeru National Park in the eastern city of Malang, East Java.

This place is always crowded because it has attractive natural exoticisms, such as sea of sand. It has a height of 2392 meters above sea level. The sea of sand in the mountains is about 10 m<sup>2</sup>. Many local and foreign tourists are interested to see and enjoy the natural beauty of sea of sand. Besides, the scenery is also amazing when the sunrise comes. To reach the foot of Bromo Mountain, you cannot use the vehicle. Instead, you should hire a horse at a price of Rp 70,000, - or if you feel strong, you can choose to walk. However, it should be noted that walking is not easy, because the hot sun, long distance, the flying dust can make the trip harder. You should better to prepare for warm clothes, beanie hats, gloves, socks, and scarves to cope. Yet, if you forget bringing the equipment, there are many vendors offering wares in the form of hats, gloves, or scarves.

**Appendix 3**

**Exercise 1**

*A. Please take a piece of paper and make some notes using your own words based on the pictures.*

<p>1</p>  <p>.....</p> <p>.....</p>	<p>2</p>  <p>.....</p> <p>.....</p>
<p>3</p>  <p>.....</p> <p>.....</p>	<p>4</p>  <p>.....</p> <p>.....</p>

**B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the picture.**

- a. Bromo is always crowded into a tourist destination because the mountain has a very attractive natural exoticism.
- b. The scenery is amazing because of sunrise.
- c. Many visitors visit in Bromo in order to see the sunrise.
- d. The visitors can walk and hike by horse to enjoy the Bromo Mountain.

<div style="text-align: center;">1</div>  <p>.....</p> <p>.....</p>	<div style="text-align: center;">2</div>  <p>.....</p> <p>.....</p>
<div style="text-align: center;">3</div>  <p>.....</p> <p>.....</p>	<div style="text-align: center;">4</div>  <p>.....</p> <p>.....</p>

**Exercise 2**

*Answer these following questions based on the text in Exercise 1 with your group.*

Identification

1. Where is the location of Bromo Mountain?
2. How are the facilities of the place?
3. What do you think about the place?

Description

4. Why are the visitors interested in the place?
5. How do the visitors get there?
6. What kind of activities can we do there?
7. What makes the place become one of the most famous tourism places?

**Exercise 3**

*Write a descriptive text about Mountain that you know at least 120 words individually.*

Identification

Description

## Appendix 4

### The Model Answer

#### Exercise 1

- A. Please take a piece of paper and make some notes using your own words based on the pictures.**

*The Model Answer:*

1. One of the facilities in Bromo is Horse.
2. The visitors can see a beautiful sunrise in Bromo.
3. There are very crowded in Bromo.
4. Bromo is the most beautiful mountain.

- B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the pictures.**

*Key Answer:*

1. (d) The visitors can walk and hike by horse to enjoy the Bromo Mountain.
2. (b) The scenery is amazing because of sunrise.
3. (a) Bromo is always crowded into a tourist destination because the mountain has a very attractive natural exoticism.
4. (c) Many visitors visit in Bromo in order to see the sunrise.

#### Exercise 2

**Answer these following questions based on the text in Exercise 1 with your group**

*Answer key:*

1. The students mention the location
2. The students describe kind of the facilities
3. The students describe the scenery
4. The students describe when should the visitor be there
5. The students describe the access area
6. The students describe what the visitor can do in the place
7. The students describe about the situation of the place

#### Exercise 3

**Write a descriptive text about mountain that you know at least 120 words individually.**

*The Model Answer*

#### RINJANI MOUNTAIN

Rinjani Mountain is an active volcano in Indonesia on the island of Lombok. Administratively the mountain is in the Regency of North Lombok, West Nusa Tenggara (Indonesian: Nusa Tenggara Barat, NTB). It rises to 3,726 meters, making it the second highest volcano in Indonesia.

On the top of the volcano is a 6-8.5kilometre caldera, which is filled partially by the Crater Lake known as Segara Anak or Anak Laut (Child of the Sea) due to blue color of Water Lake as Laut (Sea). This lake is approximately 2,000 meters above sea level and estimated to be about 200 meters deep; the caldera also contains hot springs. Sasak tribe and Hindu people assume the lake and the mount are sacred and some religious activities are occasionally done in the two areas. On 31 October 2015, Mount Rinjani started erupting again.



**Appendix 5****EVALUATION SHEET**

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist is as follows.

**TABLE OF OBSERVATION CHECKLIST**

**Observer Name** :

**Time/Place** :

No	Students Initial	Indicator				Total	Active	Passive
		1	2	3	4			
1.								
2.								
3.								
4.								

Note:

**INDICATORS**

1. Making a note related to the pictures.
2. Finding ideas related to the pictures.
3. Discussing & finding information about a text.
4. Composing the descriptive text.

Note:

**ACTIVE** : the students fulfill at least 3 indicators.

**PASSIVE** : the students fulfill less than 3 indicators.

- 2 The score of writing exercise is based on the scoring rubric.

**The Scoring Criteria of the Students' Writing Descriptive Text**

No.	Criteria	Scoring
1.	Grammar	
	<ul style="list-style-type: none"> <li>• Few (if any) errors of grammar or word order.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some errors of grammar or word order but do not interfere comprehension</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order frequent; re-reading</li> </ul>	3

	is necessary for full comprehension.	
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	1
2.	Vocabulary	
	<ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Use some inappropriate words but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	1
3.	Mechanics	
	<ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	1
4.	Content	
	<ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Main ideas not clear and accurate, change of opinion statement weak.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Main ideas not all clear and accurate, change of opinion statement very weak.</li> </ul>	1
5.	Organization	
	<ul style="list-style-type: none"> <li>• Few (if any) lack of organization, link to ideas and consist of generic structures of description that is identification and description).</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Some lack of organization and link of ideas but do not impair communication.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	1
<p>Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)</p> <p>Writing score: <math>\frac{Total\ Score}{25} \times 100 = \dots\dots\dots</math></p>		

(Adapted from: Hughes, 2003:101-102)

Jember, 30 July 2018

The English Teacher

The Researcher

**Ira Wijayanti, S.Pd**  
NIP 19810526 201412 2 001

**Putri Lestari**  
NIM 140210401040



APPENDIX 7

**LESSON PLAN  
(CYCLE 2 MEETING 1)**

Level	: Senior High School (SMA)
Subject	: English
Grade	: X
Text type	: Descriptive Text
Theme	: Tourism Places
Language skill	: Writing
Time allocation	: 2 x 45 minutes

**A. Core Competence**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Basic Copetence

3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada *teks deskriptif* sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.4.2. Menyusun *teks deskriptif* lisan dan tulis sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## C. Indicators

3.4.3. Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.

4.4.1.1 Finding the specific information about descriptive text.

4.4.2.1 Writing descriptive text by following the generic structure

## D. Learning Objectives

Melalui diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu, sehingga peserta didik dapat membuat dan menerapkan penggunaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu dalam kehidupan sehari-hari serta mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan **berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C)**.

## F. Learning Materials

**Enclosed**

## G. Teaching Strategy/ Teaching Approach

5. Approach : Scientific Approach


6. Strategy : “Think-Talk-Write” Strategy

## H. Media, Instrument, and Learning Resources

Media : Power point presentation, whiteboard,  
Board marker, the outline of “Think-Talk-Write”  
strategy students’ answer sheet and LCD viewer

Learning Sources : <http://javaisbeautiful.com/2011/07/18/coban-rondo-waterfall-batu-east-java-indonesia/>

## I. Teaching and Learning Activities

No.	Teacher’s Activities	Student’s Activities	Time
1.	Set Induction Activities		
	1. Greeting the students	1. Answering the greeting	1’
	2. Checking students’ attendance list	2. Paying attention	1’
	3. Giving leading questions related to the topic Showing the picture relates on the topic 	3. Answering leading questions	2’
	1. Do you know what picture is it? 2. Where is the location of the Coban Rondo waterfall? 3. What can you see from this picture?		
	4. Stating the learning objectives	4. Paying attention	1’
2.	Main Activities		
	<b>Observing</b>		
	1. Giving the example of a descriptive text and asking the students to observe it.	1. Receiving the example of a descriptive text and observing it	2’
	<b>Questioning</b>		
	1. Giving questions to the students about the generic structure, the language	1. Answering the teacher’s questions and	3’

	features, and the social function of the descriptive text given as the example.	making notes	
	2. Discussing about the materials of a descriptive text with the students	2. Discussing the materials of a descriptive text and making notes	4'
<b>Experimenting</b>			
	1. Distributing the worksheet to students.	1. Accepting the worksheet	1'
	2. Asking the students to do Exercise 1 individually. (THINK)	2. Doing Exercise 1 individually.	10'
	3. Asking the students to check answer with the whole class. (THINK)	3. Checking the answer with the whole class.	5'
<b>Associating</b>			
	1. Putting the student in group of five heterogeneously.	1. Sitting in group of five heterogeneously	2'
	2. Asking the students to do Exercise 2 with their group. (TALK)	2. Doing Exercise 2 with their group.	10'
	3. Asking the students to check answer with the whole class. (TALK)	3. Checking the answer with the whole class.	5'
	4. Asking the students to do Exercise 3 individually. (WRITE)	4. Doing Exercise 3 individually.	30'
<b>Communicating</b>			
	1. Asking the student to share their writing work with the class.	1. Sharing their writing in the class.	5'
	2. The teacher gives feedback with the whole class.	2. Paying attention to the teacher and check their answer.	2'
	3. Asking the students to submit their writing work.	3. Submitting their writing work	1'
3.	<b>Closing Activities</b>		
	1. Giving the students the chance to ask question.	1. Asking question about today's lesson.	2'
	2. Guiding the students to make a conclusion.	2. Paying attention.	1'



	3. Stating the conclusion.	3. Drawing conclusion about today's lesson.	1'
	4. Parting with the students.	4. Responding the parting.	1'



## Appendix 1

Leading questions:



1. Do you know what picture is it?
2. Where is the location of the Coban Rondo waterfall?
3. What can you see from this picture?

### COBAN RONDO

Coban Rondo waterfall is one of the waterfalls that are very popular among domestic tourists and foreign tourists. This waterfall is located in Pandesari, District Pujon, Malang regency, East Java province. People can visit Coban Rondo waterfall to enjoy its nature scenery with its fresh air. It is very interesting to see and visit.

This beautiful waterfall is a waterfall on the slope of Mount Panderman resort that is about 32 km to the west from Malang. The height is about 84m high, 1135 m from sea level. The average temperature is  $\pm 22$  °C. A water debit at rainy seasons is 150 liters/ sec and at dry seasons is 90 liters/ sec. The visitor can enjoy beautiful panorama or peaceful impression around the waterfall. Children will love to bath at the waterfall or at the river flowing from the waterfall that has clear water. They can easily find information about the facilities in Coban Rondo because there is an information section. Besides being able to enjoy the beauty and exotic Coban Rondo waterfall, there are some facilities that you can enjoy here such as: Outbonds, Camping grounds, Tubing Fun, Paint ball, Labyrinth, Mountain, Equestrian, Train Rabbits etc.

## Appendix 2

### Materials:

#### 1. Definition of Descriptive Text

Descriptive text is a kind of text which describes a particular thing, an animal, a person, or others, for instance: our pets or a person that is well-known.

#### 2. Social Function of Descriptive Text

The social function of descriptive text is to describe or reveal a particular person, a place, or a thing.

#### 3. The Generic Structure of Descriptive Text

Generic structure is the special characteristic of language in the text.

The generic structure of descriptive text is as follow:

##### a. Identification

It is a part of paragraphs which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains about where, how, and what the object's name, etc.

##### b. Description

It is a part of paragraphs which describes parts and characteristics of the person or something that will be described in details, so the readers can get clear description of the subject. Usually is contains about why, how and what kind of the object, etc.

#### 4. The Language Features of Descriptive Text

According to Wardiman (2008: 122) the language features of descriptive text are as follow:

##### a. Focus on one specific object

##### b. The Use of Simple Present Tense

Pattern:

(+) S + V<sub>1</sub> s/es

(-) S + do/does + not + V<sub>1</sub>

(?) Do/does + S + V<sub>1</sub>

c. The Use of Adjectives

Example: big, small, beautiful.

5. The example of descriptive text

**COBAN RONDO**

Coban Rondo waterfall is one of the waterfalls that are very popular among domestic tourists and foreign tourists. This waterfall is located in Pandesari, District Pujon, Malang regency, East Java province. People can visit Coban Rondo waterfall to enjoy its nature scenery with its fresh air. It is very interesting to see and visit.

This beautiful waterfall is a waterfall on the slope of Mount Panderman resort that is about 32 km to the west from Malang. The height is about 84m high, 1135 m from sea level. The average temperature is  $\pm 22$  °C. A water debit at rainy seasons is 150 liters/ sec and at dry seasons is 90 liters/ sec. The visitor can enjoy beautiful panorama or peaceful impression around the waterfall. Children will love to bath at the waterfall or at the river flowing from the waterfall that has clear water. They can easily find information about the facilities in Coban Rondo because there is an information section. Besides being able to enjoy the beauty and exotic Coban Rondo waterfall, there are some facilities that you can enjoy here such as: Outbonds, Camping grounds, Tubing Fun, Paint ball, Labyrinth, Mountain, Equestrian, Train Rabbits etc.

**Appendix 3**

Exercise 1

A. *Please take a piece of paper and make some notes using your own words based on the pictures.*

<p>1</p>  <p>.....</p> <p>.....</p>	<p>2</p>  <p>.....</p> <p>.....</p>
<p>3</p>  <p>.....</p> <p>.....</p>	<p>4</p>  <p>.....</p> <p>.....</p>

3. *Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the picture.*

- a. The visitor can enjoy beautiful panorama or peaceful impression around the waterfall. Children would love to bath at the waterfall or at the river flowing from the waterfall that has clear water.
- b. Besides being able to enjoy the beauty and exotic Coban Rondo waterfall, there are some facilities that you can enjoy here, such as Tubing Fun.
- c. Coban Rondo waterfall is one of the waterfalls that are very popular among domestic tourists and foreign tourists. This waterfall is located in Malang regency.
- d. The visitor can easily find information about the facilities in Coban Rondo because there is an information section.

<div data-bbox="338 891 759 1223" data-label="Image"> </div> <div data-bbox="338 1285 759 1361" data-label="Text"> <p>.....</p> <p>.....</p> </div>	<div data-bbox="833 900 1318 1223" data-label="Image"> </div> <div data-bbox="833 1285 1318 1361" data-label="Text"> <p>.....</p> <p>.....</p> </div>
<div data-bbox="322 1415 775 1751" data-label="Image"> </div> <div data-bbox="322 1809 775 1886" data-label="Text"> <p>.....</p> <p>.....</p> </div>	<div data-bbox="839 1415 1337 1751" data-label="Image"> </div> <div data-bbox="839 1809 1337 1886" data-label="Text"> <p>.....</p> <p>.....</p> </div>

**Exercise 2**

- *Answer these following questions based on the text in Exercise 1 with your group..*

Identification

1. Where is the location of Coban Rondo?
2. How are the facilities of the place?
3. What do you think about the place?

Description

4. Why are the visitors interested in the place?
5. How is the access to go there?
6. What kind of activities can we do there?
7. What makes the place become one of the most famous tourism places in East Java?

**Exercise 3**

- *Write a descriptive text about a waterfall that you know at least 120 words individually.*

Identification

Description




## Appendix 4

### The Model Answer

#### Exercise 1

**A. Please take a piece of paper and make some notes using your own words based on the pictures.**

The model answer:

1. The visitors enjoy the facility of Tubing Fun in Coban Rondo.
2. Coban Rondo is an amazing waterfall in Malang.
3. The visitors enjoy the panorama in Coban Rondo.
4. The visitors can find information easily such as the facilities in Coban Rondo.

**B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the pictures.**

*Key Answer:*

1. (b) Besides being able to enjoy the beauty and exotic Coban Rondo waterfall, there are some facilities that you can enjoy here, such as Tubing Fun.
2. (c) Coban Rondo Waterfall is one of waterfalls that are very popular among domestic tourists and foreign tourists. This waterfall is located in Malang regency.
3. (a) The visitor can enjoy beautiful panorama or peaceful impression around the waterfall that has clear water.
4. (d) The visitor can easily find information about the facilities in Coban Rondo because there is an information section.

#### Exercise 2

**Answer these following questions based on the text in Exercise 1 with your group**

*Answer key:*

1. The students mention the location
2. The students describe kind of the facilities
3. The students describe the scenery
4. The students describe when the visitor should be there
5. The students describe the access area
6. The students describe what the visitor can do in the place
7. The students describe about the situation of the place

#### Exercise 3

**Write a descriptive text about waterfall that you know at least 120 words individually.**

*The Model Answer*

#### DLUNDUNG WATERFALL

Dlundung Waterfall is located at Kemloko village, Trawas district and it is easy to be reached by car or motorcycle. Dlundung waterfall is the nuance of cool mountain nature with the sound of waterfall and the natural trees that add the serenity and enchantment of this place. In this location, is available a comfortable rest place, and also has large camping place.

Many visitors visit this waterfall, especially in school holiday. The visitors also often have camping activities by making tents around the waterfall location and spend their day by enjoy the fresh situation in here. The students also often use this location for having nature activities like; camping, hiking, caving, climbing, etc. You can try to visit Dlundung waterfall in Trawas area and enjoy the beautiful nature scenery with its cool and fresh air that can make you feel different than before.

**Appendix 5****EVALUATION SHEET**

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist is as follows.

**TABLE OF OBSERVATION CHECKLIST**

**Observer Name** :

**Time/Place** :

No	Students Initial	Indicator				Total	Active	Passive
		1	2	3	4			
1.								
2.								
3.								
4.								

Note:

**INDICATORS**

1. Making a note related to the pictures.
2. Finding ideas related to the pictures.
3. Discussing & finding information about the text.
4. Composing the descriptive text.

Note:

**ACTIVE** : the students fulfill at least 3 indicators.

**PASSIVE** : the students fulfill less than 3 indicators.

2. The score of writing exercise is based on the scoring rubric.

**The Scoring Criteria of the Students' Writing Descriptive Text**

No.	Criteria	Scoring
1.	Grammar	
	<ul style="list-style-type: none"> <li>• Few (if any) errors of grammar or word order.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some errors of grammar or word order but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order frequent; re-reading</li> </ul>	3

	is necessary for full comprehension.	
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	1
2.	Vocabulary	
	<ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Use some inappropriate words but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	1
3.	Mechanics	
	<ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	1
4.	Content	
	<ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Main ideas not clear and accurate, change of opinion statement weak.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Main ideas not all clear and accurate, change of opinion statement very weak.</li> </ul>	1
5.	Organization	
	<ul style="list-style-type: none"> <li>• Few (if any) lack of organization, link to ideas and consist of generic structures of description that is identification and description).</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Some lack of organization and link of ideas but do not impair communication.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	1
<p>Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)</p> <p>Writing score: <math>\frac{Total\ Score}{25} \times 100 = \dots\dots\dots</math></p>		

(Adapted from: Hughes, 2003:101-102)

Jember, 3 August 2018

The English Teacher

The Researcher

**Ira Wijayanti, S.Pd**  
NIP 19810526 201412 2 001

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APPENDIX 8

**LESSON PLAN  
(CYCLE 2 MEETING 2)**

Level	: Senior High School (SMA)
Subject	: English
Grade	: X
Text type	: Descriptive Text
Theme	: Tourism Places
Language skill	: Writing
Time allocation	: 2 x 45 minutes

**A. Core Competence**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Basic Copetence

3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada *teks deskriptif* sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.4.2. Menyusun *teks deskriptif* lisan dan tulis sederhana tentang **tempat wisata** dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## C. Indicators

3.4.4. Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.

4.4.1.1 Finding the specific information about descriptive text.

4.4.2.1 Writing descriptive text by following the generic structure

## D. Learning Objectives

Melalui diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu, sehingga peserta didik dapat membuat dan menerapkan penggunaan teks menyatakan dan menanyakan tentang niat melakukan sesuatu dalam kehidupan sehari-hari serta mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan **berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C)**.

## E. Learning Materials

Enclosed

## F. Teaching Strategy/ Teaching Approach


1. Approach: Scientific Approach
2. Strategy: "Think-Talk-Write" Strategy

## G. Media, Instrument, and Learning Resources

Media : Power point presentation, whiteboard,  
Board marker, the outline of “Think-Talk-Write”  
strategy students’ answer sheet and LCD viewer

Learning Sources :  
<https://www.naturescapes.net/articles/travel/beautiful-kawah-ijen-the-worlds-largest-acidic-volcanic-crater-lake/>

## H. Teaching and Learning Activities

No	Teacher’s Activities	Student’s Activities	Time
1.	Set Induction Activities		
	1. Greeting the students	1. Answering the greeting	1’
	2. Checking students’ attendance list	2. Paying attention	1’
	3. Giving leading questions related to the topic Showing the picture relates on the topic 	3. Answering leading questions	2’
	1. Do you know what picture is it? 2. Where is the location of Kawah Ijen ? 3. What can you see from this picture?		
	4. Stating the learning objectives	4. Paying attention	1’
2.	Main Activities		
	<b>Observing</b>	<b>Observing</b>	
	1. Giving the example of a descriptive text and asking the students to observe it.	1. Receiving the example of a descriptive text and observing it	2’
	<b>Questioning</b>		
	1. Giving questions to the students about the generic structure, the language features, and the social function of the descriptive	1. Answering the teacher’s questions and making notes	3’

	text given as the example.		
	2. Discussing about the materials of a descriptive text with the students	2. Discussing the materials of a descriptive text and making notes	4'
	<b>Experimenting</b>		
	1. Distributing the worksheet to students.	1. Accepting the worksheet	1'
	2. Asking the students to do Exercise 1 individually. (THINK)	2. Doing Exercise 1 individually.	10'
	3. Asking the students to check answer with the whole class. (THINK)	3. Checking the answer with the whole class.	5'
	<b>Associating</b>		
	1. Putting the student in group of five heterogeneously.	1. Sitting in group of five heterogeneously	2'
	2. Asking the students to do Exercise 2 with their group. (TALK)	2. Doing Exercise 2 with their group.	10'
	3. Asking the students to check answer with the whole class. (TALK)	3. Checking the answer with the whole class.	5'
	4. Asking the students to do Exercise 3 individually. (WRITE)	4. Doing Exercise 3 individually.	30'
	<b>Communicating</b>		
	1. Asking the student to share their writing work with the class.	1. Sharing their writing in the class.	5'
	2. The teacher gives feedback with the whole class.	2. Paying attention to the teacher and check their answer.	2'
	3. Asking the students to submit their writing work.	3. Submitting their writing work	1'
3.	<b>Closing Activities</b>		
	1. Giving the students the chance to ask question.	1. Asking question about today's lesson.	2'
	2. Guiding the students to make a conclusion.	2. Paying attention.	1'
	3. Stating the conclusion.	3. Drawing conclusion about today's lesson.	1'
	4. Parting with the students.	4. Responding the parting.	1'



## Appendix 1

Leading questions:



1. Do you know what picture is it?
2. Where is the location of Kawah Ijen ?
3. What can you see from this picture?

### IJEN CRATER

Kawah Ijen is the nature Ijen Park. It is located between Banyuwangi and Bondowoso District, East Java, Indonesia. The crater is located at the exact top of Mount Ijen, one of a series of volcanoes in East Java including Raung, Bromo, Semeru and Merapi. With an elevation 2,799 m (9,183 ft), air temperature at the crater is cold, usually around 10° Celsius, although sometimes the temperature drops as low as 2° Celsius.

The cold ambient air temperature combined with the heat escaping from the volcanic crater increase the sensation of the experience of visiting Kawah Ijen. Various plants that exist only in the highlands can also be found here, including edelweis flowers and pine. The beautiful warm crater lake with its blue-green water looks very inviting, but it is corrosive and dangerous. The crater of Kawah Ijen is about 960 meters x 600 meters with a depth of 200 meters and contains water so acidic that it can dissolve clothes and human flesh. The acid measure is almost zero (pH). The best time to start hiking to Kawah Ijen is in the early morning, around 3 or 4 AM (some enthusiast hikers and photographers start out even earlier). This will allow you to reach the crater just in time to watch a beautiful sunrise peeping through the mountain tops.

## Appendix 2

### Materials:

#### 1. Definition of Descriptive Text

Descriptive text is a kind of text which describes a particular thing, an animal, a person, or others, for instance: our pets or a person that is well-known.

#### 2. Social Function of Descriptive Text

The social function of descriptive text is to describe or reveal a particular person, a place, or a thing.

#### 3. The Generic Structure of Descriptive Text

Generic structure is the special characteristic of language in the text. The generic structure of descriptive text is as follow:

##### a. Identification

It is a part of paragraphs which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains about where, how, and what the object's name, etc.

##### b. Description

It is a part of paragraphs which describes parts and characteristics of the person or something that will be described in details, so the readers can get clear description of the subject. Usually it contains about why, how, and what kind of the object, etc.

#### 4. The Language Features of Descriptive Text

According to Wardiman (2008: 122) the language features of descriptive text are as follow:

##### a. Focus on one specific object

##### b. The Use of Simple Present Tense

Pattern:

(+) S + V<sub>1</sub> s/es

(-) S + do/does + not + V<sub>1</sub>

(?) Do/does + S + V<sub>1</sub>

c. The Use of Adjectives

Example: big, small, be .

5. The example of descriptive text

### IJEN CRATER

Kawah Ijen (Ijen Crater) in the nature reserve. Ijen Park is located between Banyuwangi and Bondowoso District, East Java, Indonesia. The crater is located at the exact top of Mount Ijen, one of a series of volcanoes in East Java including Raung, Bromo, Semeru and Merapi. With an elevation 2,799 m (9,183 ft), air temperature at the crater is cold, usually around 10° Celsius, although sometimes the temperature drops as low as 2° Celsius.

The cold ambient air temperature combined with the heat escaping from the volcanic crater increase the sensation of the experience of visiting Kawah Ijen. Various plants that exist only in the highlands can also be found here, including edelweis flowers and pine. The beautiful warm crater lake with its blue-green water looks very inviting, but it is corrosive and dangerous. The crater of Kawah Ijen is about 960 meters x 600 meters with a depth of 200 meters and contains water so acidic that it can dissolve clothes and human flesh. The acid measure is almost zero (pH). The best time to start hiking to Kawah Ijen is in the early morning, around 3 or 4 AM (some enthusiast hikers and photographers start out even earlier). This will allow you to reach the crater just in time to watch a beautiful sunrise peeping through the mountain tops.

**Appendix 3**

**Exercise 1**

*A. Please take a piece of paper and make some notes using your own words based on the pictures.*

<p>1</p>  <p>.....</p> <p>.....</p>	<p>2</p>  <p>.....</p> <p>.....</p>
<p>3</p>  <p>.....</p> <p>.....</p>	<p>4</p>  <p>.....</p> <p>.....</p>

**B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the picture.**

- a. The best time to start hiking to Kawah Ijen is in the early morning. This will allow the visitor to reach the crater just in time to watch beautiful sunrise peeping through the mountain tops.
- b. The cold ambient air temperature is combined with the heat escaping from the volcanic crater .The various plants that exist only in the highlands can also be found here, including edelwe is flowers and pine.
- c. Kawah Ijen (Ijen Crater) in the nature reserve Ijen Park is located between Banyuwangi and Bondowoso District, East Java, Indonesia.
- d. The beautiful warm crater with its blue-green water looks very inviting, but it is corrosive and dangerous.The crater of Kawah Ijen is about 960 meters x 600 meters.

<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 6px; display: inline-block; margin-right: 5px;">1</span>  </div> <p>.....</p> <p>.....</p>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 6px; display: inline-block; margin-right: 5px;">2</span>  </div> <p>.....</p> <p>.....</p>
<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 6px; display: inline-block; margin-right: 5px;">3</span>  </div> <p>.....</p> <p>.....</p>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 6px; display: inline-block; margin-right: 5px;">4</span>  </div> <p>.....</p> <p>.....</p>

**Exercise 2**

*Answer these following questions based on the text in Exercise 1 with your group.*

Identification

1. Where is the location of Kawah Ijen?
2. How are the facilities of the place?
3. What do you think about the place?

Description

4. Why are the visitors interested in the place?
5. How is the access to go there?
6. What kind of activities can we do there?
7. What makes the place become one of the most famous tourism places in East Java?

**Exercise 3**

*Write a descriptive text about a crater that you know at least 120 words individually.*

Identification

Description


## Appendix 4

### The Model Answer

#### Exercise 1

- A. Please take a piece of paper and make some notes using your own words based on the pictures.**

**The Model Answer:**

1. The visitors can find various plants such as edelweiss flowers.
2. Kawah Ijen has beautiful scenery usually in the morning.
3. There are blue-green water in Kawah ijen.
4. Kawah ijen is amazing tourism place.

- B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the pictures.**

*Key Answer:*

1. (b) The cold ambient air temperature combined with the heat escaping from the volcanic crater. The various plants that exist only in the highlands can also be found here, including edelwe is flowers and pine.
2. (a) The best time to start hiking to Kawah Ijen is in the early morning. This will allow the visitor to reach the crater just in time to watch beautiful sunrise peeping through the mountain tops.
3. (d) The beautiful warm crater with its blue-green water looks very inviting, but it is corrosive and dangerous. The crater of Kawah Ijen is about 960 meters x 600 meters.
4. (c) Kawah Ijen (Ijen Crater) in the nature reserve Ijen Park is located between Banyuwangi and Bondowoso District, East Java, Indonesia.

#### Exercise 2

**Answer these following questions based on the text in Eexercise 1 with your group**

*Answer key:*

1. The students mention the location
2. The students describe kind of the facilities
3. The students describe the scenery
4. The students describe when the visitor should be there
5. The students describe the access area
6. The students describe what the visitor can do in the place
7. The students describe about the situation of the place

#### Exercise 3

**Write a descriptive text about crater that you know at least 120 words individually.**

*The Model Answer*

#### SKIDANG CRATER

Sikidang crater is part of Dieng plateau and it belongs to Banjarnegara regency, Central Java. There are actually several active craters which can be dangerous as its poisonous gas in several occasions, but they are also beautiful and worthy to be visited.

Sikidang crater lays at the end of this complex. A large pool of water mixed with gray mud keep bubbling. We are not able to see another side of the pool because of the thickness of puffy white smoke. It is said that the water and mud have a temperature of 98 degrees Celsius, and maybe even more. Bamboo fence was built around the crater for the safety of visitors. Nevertheless there are violations of this safety limit. There used to be a visitor who dared to take pictures at the crater's edge, he stuck his leg and fell. When he lifts his leg, the skin will melt and only the bone was left. This place is unique and exciting, but you must always be very careful as the crater is still quite active.



**Appendix 5****EVALUATION SHEET**

1. The process of evaluation will be conducted during the teaching and learning process. The observation checklist is as follows.

**TABLE OF OBSERVATION CHECKLIST**

**Observer Name** :

**Time/Place** :

No	Students Initial	Indicator				Total	Active	Passive
		1	2	3	4			
1.								
2.								
3.								
4.								

Note:

**INDICATORS**

1. Making a note related to the pictures.
2. Finding ideas related to the pictures.
3. Discussing & finding information about a text.
4. Composing the descriptive text.

Note:

**ACTIVE** : the students fulfill at least 3 indicators.

**PASSIVE** : the students fulfill less than 3 indicators.

2. The score of writing exercise is based on the scoring rubric.

**The Scoring Criteria of the Students' Writing Descriptive Text**

No.	Criteria	Scoring
1.	Grammar	
	• Few (if any) errors of grammar or word order.	5
	• Some errors of grammar or word order but do not interfere comprehension.	4
	• Errors of grammar or word order frequent; re-reading	3

	is necessary for full comprehension.	
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	1
2.	Vocabulary	
	<ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Use some inappropriate words but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	1
3.	Mechanics	
	<ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	1
4.	Content	
	<ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Main ideas not clear and accurate, change of opinion statement weak.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Main ideas not all clear and accurate, change of opinion statement very weak.</li> </ul>	1
5.	Organization	
	<ul style="list-style-type: none"> <li>• Few (if any) lack of organization, link to ideas and consist of generic structures of description that is identification and description).</li> </ul>	5

	<ul style="list-style-type: none"> <li>Some lack of organization and link of ideas but do not impair communication.</li> </ul>	4
	<ul style="list-style-type: none"> <li>Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> </ul>	3
	<ul style="list-style-type: none"> <li>Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> </ul>	2
	<ul style="list-style-type: none"> <li>Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	1
Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)		
Writing score : $\frac{\text{Total Score}}{25} \times 100 = \dots\dots\dots$		

(Adapted from: Hughes, 2003:101-102)

Jember, 6 August 2018

Collaborator

Researcher

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NIP 19810526 201412 2 001

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APPENDIX 10

Table 4.5 the Result of Observation of Meeting 1 and 2 in Cycle 1

		Meeting 1							Meeting 2						
No	Students Initial	Indicators				Total	Active	Passive	Indicators				Total	Active	Passive
		1	2	3	4				1	2	3	4			
1.	AZ	√	√		√	3	√		√	√	√	√	4	√	
2.	AGC	√	√	√	√	4	√		√	√	√	√	4	√	
3.	AFM		√	√	√	3	√		√	√	√	√	4	√	
4.	APA	√	√		√	3	√		√	√	√	√	4	√	
5.	AIPP	√	√	√	√	4	√		√		√	√	3	√	
6.	ASCE	√	√	√	√	4	√		√	√	√	√	4	√	
7.	ASNP		√		√	2		√		√	√		2		√
8.	AYB		√		√	2		√		√	√	√	3	√	
9.	BAS	√		√	√	3	√		S	S	S	S	S	S	S
10.	BFMS	√	√	√	√	4	√		√	√	√	√	4	√	
11.	DOEP	√	√		√	3	√		√	√	√	√	4	√	
12.	DK	√	√	√	√	4	√		√	√	√	√	4	√	
13.	EAR	√	√	√	√	4	√		√	√	√	√	4	√	
14.	EBW			√	√	2		√	√	√	√	√	4	√	
15.	EFL			√	√	2		√	√	√	√	√	4	√	
16.	FAA	√	√	√	√	4	√		√	√	√	√	4	√	
17.	GDSS	√	√	√	√	4	√		√	√	√	√	4	√	
18.	HIF	√	√	√	√	4	√				√	√	2		√
19.	IKA	√	√	√	√	4	√		√	√	√	√	4	√	
20.	INS	√	√	√	√	4	√		√	√	√	√	4	√	
21.	KMNT	√	√	√	√	4	√		√	√	√	√	4	√	
22.	LFBG	√	√	√	√	4	√		√	√	√	√	4	√	
23.	LAN	√	√	√	√	4	√		√	√	√	√	4	√	
24.	MBI	√	√	√	√	4	√		√	√	√	√	4	√	

No.	Students Initial	Meeting 1							Meeting 2						
		Indicators				Total	Active	Passive	Indicators				Total	Active	Passive
		1	2	3	4				1	2	3	4			
25.	MYS	√	√	√	√	4	√		√	√	√	√	4	√	
26.	MNIM	√	√	√	√	4	√		√	√	√	√	4	√	
27.	RPHS	√	√	√	√	4	√		√	√	√	√	4	√	
28.	RDPH	√	√	√	√	4	√		√	√	√	√	4	√	
29.	RR	√	√	√	√	4	√		√	√	√	√	4	√	
30.	RW	√	√	√	√	4	√				√	√	2		√
31.	REW			√	√	2		√	√	√	√	√	4	√	
32.	SM		√	√	√	3	√		√	√	√	√	4	√	
33.	SN	√	√	√	√	4	√		S	S	S	S	S	S	S
34.	VSA			√	√	2		√			√	√	2		√
35.	YS	√	√	√	√	4	√		√	√	√	√	4	√	
<b>Total</b>		<b>27</b>	<b>30</b>	<b>30</b>	<b>35</b>		<b>29</b>	<b>6</b>	<b>29</b>	<b>28</b>	<b>33</b>	<b>32</b>		<b>29</b>	<b>4</b>
<b>Percentage</b>							<b>82.85 %</b>	<b>17.15%</b>						<b>87.87 %</b>	<b>12.12 %</b>

APPENDIX 11

Table 4.6 the Results of Writing Test in Cycle 1

No	Initial Names	Scorer 1					Σ	WS	Scorer 2					Σ	WS	AS	Category	
		C	O	V	G	M			C	O	V	G	M				A	NA
1.	AZ	5	5	5	2	2	19	76	4	5	5	3	2	19	76	76	√	
2.	AGC	4	4	5	4	4	21	84	5	4	4	4	3	20	80	82	√	
3.	AFM	4	4	4	2	5	19	76	5	4	4	2	5	20	80	78	√	
4.	APA	5	3	5	2	5	20	80	4	3	5	2	5	19	76	78	√	
5.	AIPP	5	4	3	5	4	21	84	4	5	3	5	4	21	84	84	√	
6.	ASCE	5	5	5	5	3	23	92	5	5	5	5	3	23	92	92	√	
7.	ASNP	3	4	3	1	1	12	48	3	4	3	1	1	12	48	48		√
8.	AYB	3	4	4	2	2	15	60	3	3	4	2	2	14	56	58		√
9.	BAS	5	5	5	2	3	20	80	4	5	5	3	3	20	80	80	√	
10.	BFMS	4	4	4	3	4	19	76	5	4	4	3	4	20	80	78	√	
11.	DOEP	5	4	4	3	3	19	76	5	4	3	4	3	19	76	76	√	
12.	DK	5	5	5	4	1	20	80	4	4	5	5	2	20	80	80	√	
13.	EAR	5	3	2	2	3	15	60	4	4	2	2	2	14	56	58		√
14.	EBW	3	4	3	2	2	14	56	3	3	3	2	2	13	52	54		√
15.	EFL	5	4	3	2	3	17	68	5	4	3	3	3	18	72	70		√
16.	FAA	5	5	4	4	2	20	80	5	4	4	3	3	19	76	78	√	
17.	GDSS	4	4	4	3	5	20	80	4	4	3	4	5	20	80	80	√	
18.	HIF	4	4	3	1	2	14	56	4	4	3	1	2	14	56	56		√
19.	IKA	5	3	4	2	5	19	76	5	4	4	2	5	20	80	78	√	
20.	INS	4	4	4	5	2	19	76	5	4	4	5	2	20	80	78	√	
21.	KMNT	5	4	4	4	5	22	88	4	4	4	5	5	22	88	88	√	
22.	LFBG	4	4	3	3	5	19	76	4	4	3	3	5	19	76	76	√	
23.	LAN	4	3	4	4	4	19	76	3	4	4	4	4	19	76	76	√	
24.	MBI	5	4	2	4	4	19	76	4	4	2	4	5	19	76	76	√	
25.	MYS	5	5	4	3	4	21	84	5	4	4	4	3	20	80	82	√	
26.	MNIM	5	4	5	2	5	21	84	4	4	4	5	5	22	88	86	√	

No.	Names	Scorer 1					Σ	WS	Scorer 2					Σ	WS	AS	Category	
		C	O	V	G	M			C	O	V	G	M				A	NA
27.	RPHS	5	4	5	4	4	22	88	4	5	5	3	4	21	84	86	√	
28.	RDPH	5	5	4	3	4	21	84	5	4	4	5	3	21	84	84	√	
29.	RR	5	5	5	2	3	20	80	4	5	5	3	3	20	80	80	√	
30.	RW	3	3	4	2	3	15	60	3	2	3	2	4	14	56	58		√
31.	REW	4	4	4	2	2	16	64	4	3	4	2	2	15	60	62		√
32.	SM	5	4	3	3	5	20	80	4	4	4	4	4	20	80	80	√	
33.	SN	5	4	5	3	5	22	88	4	4	5	3	5	21	84	86	√	
34.	VSA	5	5	3	3	3	19	76	4	5	4	3	3	19	76	76	√	
35.	YS	5	4	4	4	4	21	84	4	4	4	5	4	21	84	84	√	
<b>Total</b>		<b>158</b>	<b>144</b>	<b>138</b>	<b>102</b>	<b>121</b>		<b>2652</b>	<b>146</b>	<b>141</b>	<b>135</b>	<b>116</b>	<b>120</b>		<b>2632</b>	<b>2642</b>	<b>27</b>	<b>8</b>
<b>Average</b>		<b>4.51</b>	<b>4.11</b>	<b>3.94</b>	<b>2.91</b>	<b>3.45</b>		<b>75.77</b>	<b>4.17</b>	<b>4.02</b>	<b>3.85</b>	<b>3.31</b>	<b>3.42</b>		<b>75.20</b>	<b>75.48</b>	<b>77.14%</b>	<b>22.85%</b>

Notes:

Scorer 1: The Researcher

Scorer 2: The English Teacher

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanics

Σ = Total Score

WS = Writing Score ( $\frac{\Sigma}{25} \times 100$ )

AS = Average Score ( $\frac{WS_1 + WS_2}{2}$ )

A = Achieved

NA = Not Achieved



APPENDIX 12

Table 4.7 the Result of Observation of Meeting 1 and 2 in Cycle 2

No.	Students Initial	Meeting 1							Meeting 2						
		Indicators				Total	Active	Passive	Indicators				Total	Active	Passive
		1	2	3	4				1	2	3	4			
1.	AZ	√	√	√	√	4	√		√	√	√	√	4	√	
2.	AGC	√	√	√	√	4	√		√	√	√	√	4	√	
3.	AFM	√	√	√	√	4	√		√	√	√	√	4	√	
4.	APA	√		√	√	3	√			√	√	√	3	√	
5.	AIPP		√	√	√	3	√		√	√	√	√	4	√	
6.	ASCE	√	√	√	√	4	√		√	√	√	√	4	√	
7.	ASNP		√		√	2		√		√	√		2		√
8.	AYB	√		√	√	3	√		√	√	√	√	4	√	
9.	BAS		√	√	√	3	√		√		√	√	3	√	
10.	BFMS	√	√	√	√	4	√		√	√	√	√	4	√	
11.	DOEP	√	√	√	√	4	√		√	√	√	√	4	√	
12.	DK	I	I	I	I	I	I	I	√	√	√	√	4	√	
13.	EAR	√	√	√	√	4	√		√	√	√	√	4	√	
14.	EBW	√	√	√	√	4	√		√	√	√	√	4	√	
15.	EFL			√	√	2		√	√	√	√	√	4	√	
16.	FAA	I	I	I	I	I	I	I	√	√	√	√	4	√	
17.	GDSS	√	√	√	√	4	√		√	√	√	√	4	√	
18.	HIF	√	√	√	√	4	√		√	√	√	√	4	√	
19.	IKA	√	√	√	√	4	√		√	√	√	√	4	√	
20.	INS	I	I	I	I	I	I	I	√	√	√	√	4	√	
21.	KMNT	√	√	√	√	4	√		√	√	√	√	4	√	
22.	LFBG	√	√	√	√	4	√		√	√	√	√	4	√	
23.	LAN	I	I	I	I	I	I	I	√	√	√	√	4	√	
24.	MBI	√	√	√	√	4	√		√	√	√	√	4	√	

Meeting 2									Meeting 1						
No.	Students Initial	Indicators				Total	Active	Passive	Indicators				Total	Active	Passive
		1	2	3	4				1	2	3	4			
25.	MYS	√	√	√	√	4	√		√	√	√	√	4	√	
26.	MNIM	I	I	I	I	I	I	I	√	√	√	√	4	√	
27.	RPHS	√	√	√	√	4	√		√	√	√	√	4	√	
28.	RDPH	√	√	√	√	4	√		√	√	√	√	4	√	
29.	RR	√	√	√	√	4	√		√	√	√	√	4	√	
30.	RW	√	√	√	√	4	√				√	√	2		√
31.	REW	I	I	I	I	I	I	I	√	√	√	√	4	√	
32.	SM	I	I	I	I	I	I	I	√	√	√	√	4	√	
33.	SN	√	√	√	√	4	√		√	√	√	√	4	√	
34.	VSA			√	√	2		√			√	√	2		√
35.	YS	√	√	√	√	4	√		√	√	√	√	4	√	
<b>Total</b>		<b>23</b>	<b>24</b>	<b>27</b>	<b>28</b>		<b>25</b>	<b>3</b>	<b>31</b>	<b>32</b>	<b>35</b>	<b>34</b>		<b>32</b>	<b>3</b>
<b>Percentage</b>							<b>89.28%</b>	<b>10.72%</b>						<b>91.42%</b>	<b>8.58%</b>

APPENDIX 13

Table 4.8 the Results of Writing Test in Cycle 2

No	Initial Names	Scorer 1					Σ	WS	Scorer 2					Σ	WS	AS	Category	
		C	O	V	G	M			C	O	V	G	M				A	NA
1.	AZ	5	3	4	3	4	19	76	5	3	4	3	4	19	76	76	√	
2.	AGC	5	5	4	3	5	22	88	5	4	4	3	5	21	84	86	√	
3.	AFM	5	4	5	3	3	20	80	5	4	4	3	3	19	76	78	√	
4.	APA	5	4	4	4	3	20	80	5	4	4	4	3	20	80	80	√	
5.	AIPP	4	4	4	4	4	20	80	5	4	4	4	4	21	84	82	√	
6.	ASCE	5	5	5	4	4	23	92	5	5	5	4	5	24	96	94	√	
7.	ASNP	3	4	3	2	2	14	56	3	3	2	2	3	13	52	54		√
8.	AYB	4	3	3	3	2	15	60	3	3	3	3	2	14	56	58		√
9.	BAS	5	4	5	3	3	20	80	4	4	5	3	3	19	76	78	√	
10.	BFMS	5	5	5	4	3	22	88	4	5	5	4	3	21	84	86	√	
11.	DOEP	4	4	4	4	5	21	84	4	4	4	4	4	20	80	82	√	
12.	DK	4	3	4	4	5	20	80	4	3	4	4	5	20	80	80	√	
13.	EAR	4	4	4	3	3	18	72	4	4	4	3	3	18	72	72		√
14.	EBW	4	3	5	3	5	20	80	4	3	5	4	4	20	80	80	√	
15.	EFL	4	4	4	2	3	17	68	4	3	3	3	3	16	64	66		√
16.	FAA	4	4	4	3	5	20	80	4	4	4	4	4	20	80	80	√	
17.	GDSS	5	4	5	3	4	21	84	4	4	5	3	4	20	80	82	√	
18.	HIF	4	4	4	3	4	19	76	3	5	4	4	4	20	80	78	√	
19.	IKA	4	5	3	4	3	19	76	4	5	3	3	4	19	76	76	√	
20.	INS	4	4	4	4	3	19	76	4	4	4	3	4	19	76	76	√	
21.	KMNT	5	5	5	3	4	22	88	5	4	5	4	3	21	84	86	√	
22.	LFBG	5	5	4	3	3	20	80	5	4	4	3	3	19	76	78	√	
23.	LAN	4	5	3	4	3	19	76	5	5	3	3	4	20	80	78	√	
24.	MBI	4	4	4	4	4	20	80	4	4	4	4	4	20	80	80	√	

No	Initial Names	Scorer 1					Σ	WS	Scorer 2					Σ	WS	AS	Category	
		C	O	V	G	M			C	O	V	G	M				A	NA
25.	MYS	5	5	4	3	4	21	84	5	5	3	3	4	20	80	82	√	
26.	MNIM	5	5	5	4	3	22	88	5	5	5	5	2	22	88	88	√	
27.	RPHS	5	5	4	4	3	21	84	5	5	4	3	4	21	84	84	√	
28.	RDPH	4	5	5	4	3	21	84	5	5	5	2	3	20	80	82	√	
29.	RR	4	5	3	4	4	20	80	4	5	4	3	4	20	80	80	√	
30.	RW	4	3	3	2	3	15	60	3	3	3	2	3	14	56	58		√
31.	REW	4	4	3	3	2	16	64	4	4	3	2	3	16	64	64		√
32.	SM	4	4	4	4	4	20	80	4	5	3	4	4	20	80	80	√	
33.	SN	5	5	4	4	3	21	84	5	5	5	4	3	22	88	86	√	
34.	VSA	5	4	4	3	3	19	76	5	4	5	3	3	20	80	78	√	
35.	YS	5	4	4	3	5	21	84	4	4	4	4	5	21	84	84	√	
<b>Total</b>		<b>155</b>	<b>148</b>	<b>142</b>	<b>118</b>	<b>124</b>		<b>2748</b>	<b>151</b>	<b>145</b>	<b>140</b>	<b>117</b>	<b>126</b>		<b>2716</b>	<b>2732</b>	<b>29</b>	<b>6</b>
<b>Average</b>		<b>4.42</b>	<b>4.22</b>	<b>4.05</b>	<b>3.37</b>	<b>3.54</b>		<b>78.51</b>	<b>4.31</b>	<b>4.14</b>	<b>4.00</b>	<b>3.34</b>	<b>3.60</b>		<b>77.60</b>	<b>78.05</b>	<b>82.85%</b>	<b>17.15%</b>

Notes:

Scorer 1: The Researcher

Scorer 2: The English Teacher

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanics

Σ = Total Score

WS = Writing Score ( $\frac{\Sigma}{25} \times 100$ )

AS = Average Score ( $\frac{WS_1 + WS_2}{2}$ )

A = Achieved

NA = Not Achieved

APPENDIX 14




The Sample Result of the Students' "Think-Talk-Write" Worksheet in C1M1

"Think"

Astria Shielmonita N.P

Exercise 1





A. Please take a piece of paper and make some notes using your own words based on the pictures.

 <p>1</p>	 <p>2</p>
<p>The Location of Bedugul in Bali</p>	<p>The Facilities in Bedugul are Interesting</p>
 <p>3</p>	 <p>4</p>
<p>There are some temples in Bedugul</p>	

“Think”

B. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the picture.

- a. There are many temples and statues which are used for ceremony.
- b. The boats are used to make the visitors enjoy the scene of Bedugul.
- c. The scenery is so amazing because of a big mountain, a beautiful lake and many facilities such as boats. The visitors can use motorcycle or car to go to there.
- d. Bedugul is one of the most popular tourism places in Bali.

	
<p>(d) Bedugul is one of the most popular tourism places in Bali</p>	<p>(c) The scenery is so amazing because of a big mountain, a beautiful lake and many facilities such as boats. The visitors can use motorcycle or car to go to there</p>
	
<p>(a) There are many temples and statues which are used for ceremony</p>	<p>(b) The boats are used to make visitors enjoy the scene of bedugul</p>

**“Talk”**

**Exercise 2**

*Answer these following questions based on the text in the exercise 1 with your group.*

Identification

1. Where is the location of Bedugul?
2. How are the facilities of the place?
3. What do you think about the place?

Description

4. Why are the visitors interested in the place?
5. How do you get there?
6. What kind of activities can you do there?
7. What makes the place become one of the most famous tourism places in Bali?

“Write”

Exercise 3

Write a descriptive text about beach that you know individually.

Identification →

Description →

Papuma Beach

Papuma beach is located in Ambulu, Jember. The <sup>facilitate</sup> ~~Facilitates~~ in papuma is beautiful beach. Papuma is <sup>an interesting</sup> ~~interested~~ place when we <sup>are</sup> ~~are~~ holiday.

---

The people ~~are~~ like papuma because the sand is pure and the wave <sup>is</sup> ~~is~~ big. How we go there <sup>is</sup> ~~is~~ by motor cicle, bus and car. We can play sand and the water, <sup>can</sup> ~~we~~ swim with ~~the~~ friends or family. But, if the waves are large, people should not play water until inside because it is <sup>dangerous</sup> ~~feared~~ ~~will be carried by~~ ~~the waves~~. And you should not throw garbage <sup>carelessly</sup> ~~carelessly~~ because it can <sup>contaminate</sup> ~~contaminate~~ the beach people. people love papuma because it is clean and pure.







The Sample Result of the students' "Think-Talk-Write" Worksheet in C2M2

"Think"

Anin Safira C.E

Exercise 1

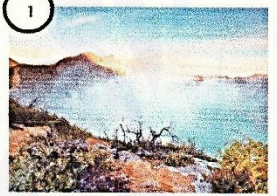



A. Please take a piece of paper and make some notes using your own words based on the pictures.

	
There are some various plants	Kawah Ijen has beautiful scenery in the early morning
	
The beautiful blue-green water	Kawah Ijen is very amazing and popular

“Think”

A. Look at the pictures carefully then read the following sentences, they are not in the correct order. Arrange them into the correct order based on the picture.

- a. The best time to start hiking to Kawah Ijen is in the early morning. This will allow the visitor to reach the crater just in time to watch beautiful sunrise peeping through the mountain tops. The access is very difficult to go to there
- b. The cold ambient air temperature combined with the heat escaping from the volcanic crater. The various plants that exist only in the highlands can also be found here, including edelwe is flowers and pine.
- c. Kawah Ijen (Ijen Crater) in the nature reserve Ijen Park is located between Banyuwangi and Bondowoso District, East Java, Indonesia.
- d. The beautiful warm crater lake with its blue-green water looks very inviting, but it is corrosive and dangerous. The crater of Kawah Ijen is about 960 meters x 600 meters.

<p>1</p> 	<p>2</p> 
<p>(b) The cold ambient air temperature combined with the heat escaping from the volcanic crater. The various plants that exist only in the highlands can also be found here, including edelwe is flowers and pine</p>	<p>(a) The best time to start hiking to Kawah Ijen is in the early morning. This will allow the visitor to reach the crater just in time to watch beautiful sunrise peeping through the mountain tops. The access is very difficult to go to there</p>
<p>3</p> 	<p>4</p> 
<p>(d) The beautiful warm crater lake with its blue-green water looks very inviting, but it is corrosive and dangerous. The crater of Kawah Ijen is about 960 meters x 600 meters</p>	<p>(c) Kawah Ijen (Ijen crater) in the nature reserve Ijen Park is located between Banyuwangi and Bondowoso District, East Java, Indonesia</p>

## "Talk"

Exercise 2

Answer these following questions based on the text in the exercise 1 with your group.

Identification

1. Where is the location of Kawah Ijen?  
The location of Kawah Ijen in Banyuwangi District, East Java, Indonesia
2. How are the facilities of the place?  
The facilities are very beautiful such as the flowers
3. What do you think about the place?  
Kawah Ijen (Ijen Crater) is very famous

Description

4. Why are the visitors interested with the place?  
The visitors are very interested because of the beautiful warm crater lake with its blue-green water
5. How is the access to go there?  
The access is very difficult to go there
6. What kind of activities we can do there?  
The visitors can enjoy the beautiful scenery in the early morning
7. What makes the place become one of the most famous tourism places in East Java?  
Kawah Ijen is one of the famous tourism places because the beautiful warm crater lake with its blue-green is very beautiful

## "Write"

**Exercise 3**

Write a descriptive text about a crater that you know individually.

### White Crater in Bandung Indonesia

White crater is located on the top of ~~Mount Patuha~~ <sup>Patuha mountain</sup> Patuha in South Bandung. The color of the crater is apple green because of sulfur.

we go there by car or public transportation. if we go by car, we can go up to the second parking area near the crater. if we go by bus, the bus stop at parking area near the gate. Then, we continue by a mini bus to the second parking area.

Around the second parking area, there are many food stalls. They serve instant noodle, meatball, grilled corn, soft drink, and traditional drinks such as Bajigur and Bandung.

From the second parking area, people have to walk and go down to the crater. Many vendors sell local strawberry. <sup>Along the way to Kawah Putih, we can see many strawberry trees</sup> ~~Many strawberry plantation on the way to Kawah Putih.~~ People can pick the fruits from the bush by themselves.

Identification

Description

The Samples of the Students' Writing Test Result in Cycle 1

The First Scorer (The Researcher)

Writing Test

Name : Astria Shielmonita Naulia P. (Vio)

The student's number : 07

Please write a descriptive text about one of your favorite tourism places at least 120 words individually!

Payangan Beach

Payangan beach is the famous <sup>most</sup> in Ambulu. Many people come to this place every holiday. Because it's beautiful and make <sup>are interested in</sup> love bay. People interest is shape bay the love. Many people can visit this place. The road is easy because it is in Ambulu.

If you go to Payangan beach, you will see <sup>Love bay</sup> a bay the love. ~~But people not swim in this beach. But it ok because you can go payangan with family and your boy friend to take pictures in love bay to selfie in shape bay the love.~~ In Payangan beach is good to <sup>see a sunrise</sup> see a sunrise. It is beautiful to take <sup>pictures</sup> photograph when you <sup>see a sunset</sup> see a sunset. You can <sup>riding</sup> ride a horse or motorcycle. You need to be careful while riding a horse because it can bite you and let you fall down. That's why I would prefer to ride motorcycle. You must go to Payangan when you ~~are~~ visit Ambulu.

C = 3

O = 4

V = 3

G = 1

M = 1

48

## The Second Scorer (The English Teacher)

## Writing Test 1

Name : Astra Shielmonita Nauka P. (V6)

The student's number : 07

Please write a descriptive text about one of your favorite tourism places at least 120 words individually!

## Payangan Beach

Payangan beach is ~~the famous~~ in Ambulu. Many people come to this place every holiday. ~~Because it is beautiful and make~~ People interest is shape bay the love. Many people can visit this place. The road easy because it is in Ambulu.

If you go to Payangan beach, ~~you will see a bay the love~~. But people not swim in this beach. But it ok because you can go Payangan with family to ~~photograph~~. Also with boyfriend to selfie in chape bay the love. ~~At~~ Payangan beach is good to seeing sun is down. It is beautiful to take ~~photograp~~ when you ~~see the lost~~. You can ride a horse ~~and~~ motorcycle. ~~You careful when you with horse. Because it can bite you and you fall. Then I love motorcycle to ride because not bite.~~ You must go to Payangan when you ~~are~~ visit Ambulu.

C = 3

O = 4

V = 3

G = 1

M = 1

48

The Samples of the Students' Writing Test Result in Cycle 1  
The First Scorer (The Researcher)

**Writing Test 1**

Name : Anin Safira C.E  
The student's Number: 6

Please write a descriptive text about one of your favorite tourism places at least 120 words individually!

M  
Monas

Monumen nasional is popular name with Monas. Monas is a history tower which has torch flame towering to the sky. Monas is big and tall. Monas stands very strong covered with white body and gold colors on its top.

Monas is built to commemorate the struggle of the Indonesian people to gain independence from Netherland colonialism. The top of the monument which looks like a flame is covered by 25 kilogram of pure gold. The flame is the symbol for the Indonesian spirit to gain independence. Monas becomes one of recreational places in Jakarta. Monas has a diorama of Indonesia's fight for independence and the original text of the Proclamation of Independence. Monas also has a lift to take the tourist up to the top so they can see the beautiful view of Jakarta. The surrounding of Monas is a park with a musical fountain. Tourist can enjoy on Sundays for sports and recreation. We can see the beauty of the monument national in the middle of Merdeka court, Central Jakarta.

C = 5  
O = 5  
U = 5  
S = 5  
M = 3

92

## The Second Scorer (The English Teacher)

## Writing Test 1

Name : Anin Safira C.E

The student's Number: 6

Please write a descriptive text about one of your favorite tourism places at least 120 words individually!

Monas

Monumen nasional is popular name with Monas.  
Monas is a history tower which has torch flame towering to the sky. Monas is big and tall. Monas stands very strong, covered with white body and gold colors on its top.

Monas is built to commemorate the struggle of the Indonesian people to gain independence from Netherland colonialism. The top of the monument which looks like a flame is covered by 25 kilogram of pure gold. The flame is the symbol for the Indonesian spirit to gain independence. Monas becomes one of recreational places in Jakarta. Monas has a drama of Indonesia's fight for independence and the original text of the Proclamation of Independence. Monas also has a lift to take the tourist up to the top so they can see the beautiful view of Jakarta. The surrounding of Monas is a park with a musical fountain. Tourist can enjoy on Sundays for sports and recreation. We can see the beauty of the monument national in the middle of Merdeka court, Central Jakarta.

C = 5

O = 5

V = 5

G = 5

M = 3



Appendix 17

The Samples of the Students' Writing Test Result in Cycle 2  
The First Scorer (The Researcher)

**Writing Test 2**

Name : Astria Shrelnonita Naulia P.  
The student's number : 07

Please write a descriptive text about one of Indonesian tourism places at least 120 words individually!

**Taj Mahal**

Taj Mahal is a monument which is located in India. This monument was created by his wife who is Great with King for his wife. The shape of monument looks like mosque. Taj Mahal is history place.

Many people come to this place for travel, going visit and learning. Taj Mahal is a crowded place. Because too many people comes to this monument. This monument is famous in India and in many countries. Taj Mahal is a very beautiful monument. I love Taj Mahal. I can take a picture when I am old I want to go to Taj Mahal. I can photograph Taj Mahal with me. My family also ask to go to Taj Mahal. My family and I are able to upload anything on Instagram stories and that make us happy. I can Upload Instagram story and we are happy.

C = 3  
O = 4  
V = 3  
G = 2  
M = 2

56

The Second Scorer (The Researcher)

Writing Test 2

Name : Astria Shreimonita Maulia P.  
The student's number : 07

Please write a descriptive text about one of Indonesian tourism places at least 120 words individually!

Taj Mahal

Taj Mahal is monument who located India. This monument  
creat with king for he wife. The shope of monument looking  
like mosque. Taj mahal is history a piece.

Many people comes to this place for travel, going visit and  
learning. Taj Mahal crowd place because too many people comes  
to this monument. This monument is famous in India and too many  
country. Taj Mahal very beautiful monument. I love tourism place  
Taj Mahal. Tomorrow when I am old I want to going Taj Mahal so  
I can photograph Taj Mahal with me. My family also last to go  
Taj Mahal. My family and I so will can Upload Instagram story  
and we are happy.

- C = 3
- O = 3
- V = 2
- B = 2
- M = 3

52

## The First Scorer (The Researcher)

## Writing Test 2

Name : Anin Safira C.E

The student's Number: 6

Please write a descriptive text about one of Indonesian tourism places at least 120 words individually!

## Borobudur

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

Borobudur is a famous temple in all over the world. Its construction is influenced by the Gupta architecture of India. The temple is so big and constructed on a hill 46m height and consists of eight steps like stone terrace. The first five terrace square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them are with a circle of bell shape - stupa. The entire upper structure is top by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple is dedicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

C : 5

O : 5

V : 5

G : 4

M : 4

92

## The Second Scorer (The English Teacher)

## Writing Test 2

Name : Anin Safira C.E

The student's Number: 6

Please write a descriptive text about one of Indonesian tourism places at least 120 words individually!

Borobudur is Hindu and Buddhist temple. It is built in the nineteenth century under Sailendra dynasty of ~~an etent~~ Mataram kingdom. Borobudur located ~~at~~ ~~Magelang~~, Central Java, Indonesia.

Borobudur is famous temple in all over the world. Its construction is influenced by the Gupta architecture of India. The temple is so big and constructed on a hill 46 m height and consists of eight steps like stone terrace. The first five terrace square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them are with a circle of bell shape - stupa. The entire upper structure is top by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple is dedication as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

C = 5  
O = 5  
V = 5  
B = 4  
M = 5

96

## Appendix 18

## The Result of "Write" Stage

## Exercise 3

Write a descriptive text about beach that you know individually.

Identification

Parangtritis Beach

Parangtritis Beach is the most popular beach located in Parangtritis village, Yogyakarta. This beach is located about 25 km south of Yogyakarta city. Parangtritis offers interesting natural scenery. Along the way you will visit verdant rice field, winding rivers and hills.

Description

This beach is one of the famous tourist attraction in Yogyakarta, because ~~they~~ <sup>the visitor</sup> enjoy the beautiful of this beach. To go to there ~~here~~ you are not only served with the beach, but ~~here~~ you will be presented ~~also~~ with a view of the hill from behind is very beautiful. But there is ~~unfortunate~~ will the presence of the hill, that we cannot enjoy the sunrise. But you do not be disappointed first, although not able to enjoy the sunrise but we will be served with a beautiful sunset view of this Parangtritis.

From Parangtritis beach, you can also enjoy with the beautiful view of hill behind the beach. You cannot see sunrise from Parangtritis beach because of the hill, but you ~~will~~ not be disappointed with the beautiful sunset there.

The Result of "Write" Stage

Exercise 3

Write a descriptive text about beach that you know individually.

Identification →

Papuma Beach  
 Papuma beach is located in Ambulu, Jember. The <sup>facilitate</sup> facilities in papuma is beautiful beach. Papuma is <sup>an interesting</sup> interesting place when we <sup>are</sup> holiday.

Description →

The people ~~are~~ like papuma because the sand is pure and the wave <sup>is</sup> big. <sup>we can go</sup> How we go there <sup>is</sup> by motor cicle, bus and car. We can play sand and the water. <sup>can</sup> we swim with ~~the~~ friends or family. But, if the waves are large, people should not play water until ~~inside~~ because it is <sup>dangerous</sup> feared ~~will be carried by~~ ~~the waves~~. And you should not throw garbage <sup>carelessly</sup> carelessly because it can <sup>contaminate</sup> contaminate the beach people. people love papuma because it is clean and pure.

The Result of "Write" Stage

Exercise 3

Write a descriptive text about beach that you know individually.

Identification →

Watu Dodol Beach

Watu <sup>D</sup> cbdol <sup>T</sup> tourism <sup>O</sup> object in <sup>B</sup> banyuwangi is located in Kalipuro distric, Banyuwangi regency. It <sup>is</sup> about 19 km from Banyuwangi. It <sup>is</sup> very interesting. Watu Dodol <sup>is</sup> very beautiful.

Description →

Watu <sup>D</sup> dodol beach <sup>is</sup> usually full of tourist <sup>every</sup> ~~for~~ weekend or holiday. The visitors enjoy the beach because <sup>of the</sup> nature. The combination of hill, forest x and beach make the beautiful scenery.

APPENDIX 19

Table 4.9 The Improvement of the Students' Writing Achievement in Each Writing Aspect in Pre-Cycle, Cycle 1 and Cycle 2.

No	Cycle	The writing aspect						Criteria of success	
		C	O	V	G	M	Total	Achieved	Not Achieved
1.	Pre-Cycle	2.05	2.38	2.04	2.11	2.24	10.82	48.85%	57.15%
2.	Cycle 1	4.34	4.06	3.89	3.11	3.43	18.83	77.14%	22.86%
3.	Cycle 2	4.36	4.18	4.02	3.35	3.57	19.48	82.85%	17.15%



APPENDIX 20

The Research Permission Letter from the Faculty



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334988, 330738 Faks: 0331-332475  
Laman: www.fkip.unej.ac.id

Nomor **47:36** /UN25.1.5/LT/2018 **05 JUL 2018**  
Lampiran :-  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMAN 1 Arjasa  
di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Putri Lestari  
NIM : 140210401040  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah SMAN 1 Arjasa dengan judul: "Improving The Tenth Grade Students' Descriptive Text Writing Achievement by Using "Think-Talk-Write" Strategy". Sehubungan dengan hal tersebut, mohon pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami, atas izin dan kerjasamanya kami sampaikan terima kasih.

  
n. Dekan  
Wakil Dekan I,  
Prof. Dr. Suratno, M. Si.  
NIP.19670625 199203 1 003



The Statement Letter of Accomplishing the Research from the School



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS NEGERI 1  
ARJASA – JEMBER

Jalan Sultan Agung No. 64. Telp. (0331) 540133 e\_mail smaarjasa@yahoo.co.id Kode pos 68191  
JEMBER

SURAT KETERANGAN

Nomor : 421.3/145/101.6.5.10/2018

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Arjasa Jember :

Nama : WIDIWASITO, S.Pd  
NIP : 19690415 199703 1 010  
Pangkat/Golongan : Pembina TK.I, IV/b  
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama : PUTRI LESTARI  
NIM : 140210401040  
Jurusan : Pendidikan Bahasa dan seni  
Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian/Observasi :

“ Improving The Tenth Grade Students’ Descriptive Text Writing Achievement by Using “  
Think-Talk-Write”Strategy”.

Tanggal Pelaksanaan : 27, 30 Juli dan 3,6,10 ,13 Agustus 2018 (6 tatap muka)

Yang bersangkutan benar-benar telah melaksanakan tugas izin Penelitian/Observasi di SMA Negeri 1  
Arjasa Jember

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 10 Oktober 2018

Kepala Sekolah,



WIDIWASITO, S.Pd  
NIP. 19690415 199703 1 010