

APPENDICES

I

Pre Observation

List of Students

Lesson Plan Cycle 1

The result of observation checklist in Cycle 1

The result of questionnaire checklist in Cycle 1

The result of test in Cycle 1

PRE OBSERVATION SHEET

1. What the problem faced by the students in teaching learning English?

The students felt bored in teaching learning process because the teacher taught them monotonous. The teacher did not give various methods in teaching learning process.

2. What the lesson had difficult faced by the students?

The students only accepted the example of text in their book, so they were less to explore their ideas. Their thought only focus in the text which already exist in the book and they did not develop their ability in writing skill.

3. What the problem of students in writing skill?

The students had opinion that writing was difficult because it needed some aspect to master the writing skill.

4. How is students' score in writing skill?

The students' score in writing skill was low, it was under the minimum basic criteria which had been determined by the teacher.



DAFTAR HADIR SISWA KELAS VIII A
MTs MUHAMMADIYAH 2 JENANGAN
TAHUN PELAJARAN 2014 / 2015

Alamat : JL. Raya Jenangan No 68 Jenangan Ponorogo, Telp (0352) 531 351 Kp 63492

MATA PELAJARAN : Bahasa Inggris

NOMOR URUT	NAMA	Keterangan			
		I	II	III	IV
1	Ahmad Mabror Ihsan	√	√	√	√
2	Ahmad Ridwan Nur Fauzi	√	√	√	√
3	Ama Noris Ardianto	√	√	√	√
4	Ambarini Hikma Sakti	√	√	√	√
5	Bagus Ramadhan	√	√	√	√
6	Dela Rahma Setiana	√	√	√	√
7	Deni Prasetyawan	√	√	√	√
8	Doni Siswanto	√	√	√	√
9	Eri Widiatoro	√	√	√	√
10	Fitria Ratna Dila Azhari	√	√	√	√
11	Ichsan Wahidin	√	√	√	√
12	Ipan Dian Saputra	√	√	√	√
13	Khulud Nur Fahmi Mona W.	√	√	√	√
14	Lilis Triani	√	√	√	√
15	Moh. Iqbal Al Haris Rasyidi	√	√	√	√
16	Muhammad Ridwan	√	√	√	√
17	Nina Tri Wahyuningtias	√	√	√	√
18	Putra Nur Islamudin	√	√	√	√
19	Rahayu Eko Wibowo	√	√	√	√
20	Rendi Dimas Kuncoro	√	√	√	√
21	Rizki Ferdinan Hardiansyah	√	√	√	√
22	Rudy Prayoga	√	√	√	√
23	Sari Nur Anggita	√	√	√	√
24	Siti Nur Mutmainnah	√	√	√	√
25	Tisar Gaga Amrullah	√	√	√	√
26	Widya Cryti Aprilianti	√	√	√	√

RENCANA PELAKSANAAN PEMBELAJARAN
(CYCLE 1)

Nama sekolah : MTs Muhammadiyah 2 Jenangan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Skill : Writing

Alokasi waktu : 2 x 45 menit

Jumlah Pertemuan : 2 kali

Standar Kompetensi

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek dan monolog sederhana berbentuk *descriptive* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 1.1. Mengungkapkan makna dan langkah – langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *descriptive*.

Indikator

- 1.1.1. Menganalisa *generic structure* teks *descriptive*.
- 1.1.2. Menganalisa kosa kata yang terdapat dalam teks *descriptive*.
- 1.1.3. Menganalisa *organization* (kesatuan) dalam teks *descriptive*.
- 1.1.4. Memakai tata bahasa yang tepat dalam teks *descriptive*.
- 1.1.5. Menggunakan *mechanic* (tanda baca dan ejaan) dalam teks *descriptive*.

Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan dapat:

- 1.1.1. Menganalisa *generic structure* teks *descriptive*.
- 1.1.2. Menganalisa kosa kata yang terdapat dalam teks *descriptive*.
- 1.1.3. Menganalisa *organization* (kesatuan) dalam teks *descriptive*.
- 1.1.4. Memakai tata bahasa yang tepat dalam teks *descriptive*.
- 1.1.5. Menggunakan *mechanic* (tanda baca dan ejaan) dalam teks *descriptive*.

Materi Pembelajaran

According to Iswahyuni (2009:06), the purpose of descriptive text is to describe a particular person, place or thing. In line with the statement above, Larson in Bambang (2011: 23) said, a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. A descriptive text usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.

Based on Iswahyuni (2009:06), here are the discussions about descriptive text:

a. The Definition and Purpose of Descriptive Text

Descriptive text is to describe a particular person, place, or thing.

b. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

Identification: identifies the phenomenon to be described.

Description: describing the phenomenon in parts, qualities, and characteristics.

c. The Language Feature of Descriptive Text

Focus on specific participants

Use of attributive and identifying process.

Use linking verbs and simple present tense

Example:

MY LOVELY FAMILY

My name is Kaka. I am 23 years old. My hobby is play football in the field. Well, I will tell to you about my lovely family. They are my sister, my mother, and my father.

I have a sister, her name is Alexa. She is 20 years old. She is also red-haired and green-eyed. She has long straight hair and so smooth. She is a beautiful girl. And she is very sensible, smart and co-operative. Usually, she make noodles for me my family.

My mother is Samantha. She is 45 years old. She has a long hair, and the color is black. She is still slim because she always tries to stay in shape. Her hobby is read a book.

My father, Ricky, is 5 years older than my mother. He is 50 years old. In spite of his age he's still black-haired, with several grey hairs. His height about 170 cm. He can even make a dinner when my mother is outside. His cooking is always very tasty as well as my mothers'. He working in travel company, so he can drive a car.

All of my family love an adventure to several amazing place. For example Bali beach, Hawaii beach, and others. Now we are happily living in Rio de Jainero.

Metode Pembelajaran

Inquiry Mind Want To Know Strategy.

Kegiatan Pembelajaran Pertemuan I

NO	TAHAPAN		AKTIVITAS		WAKTU
			GURU	SISWA	
1		Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik	1. Menjawab salam dari guru	3'
			2. Melakukan perkenalan	2. Melakukan perkenalan singkat	10'
			3. Menyampaikan tujuan pembelajaran	3. Mendengarkan penjelasan guru dengan seksama	2'
2	E X P L O R A T I O N	Kegiatan Inti	4. Menyampaikan fokus pembelajaran	4. Memperhatikan penjelasan guru	5'
			5. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan.	5. Menjawab pertanyaan guru	5'
			6. Meminta Siswa membuat kelompok.	6. Siswa membuat kelompok.	10'
			7. Membagikan teks diskripsi kepada tiap kelompok	7. Menerima teks yang diberikan guru	
			8. Meminta siswa mengidentifikasi bagian – bagian	8. Melakukan identifikasi terhadap teks	

			teks deskriptif	yang diberikan guru	
E L A B O R A T I O N			9. Meminta siswa melakukan presentasi di depan kelas.	9. Siswa melakukan presentasi di depan kelas.	10'
			10. Menjelaskan tentang pengertian teks diskriptif.	10. Memperhatikan penjelasan guru	4'
			11. Memberikan pertanyaan – pertanyaan yang bisa meningkatkan imajinasi siswa	11. Mendengarkan dan menjawab pertanyaan Guru	15'
			12. Memberikan topik pembelajaran	12. Memperhatikan guru	20'
			13. Meminta siswa berimajinasi seputar topik yang telah ditentukan	13. Mengimajinasi kan topik yang telah ditentukan	1'
			14. Meminta siswa membuat pertanyaan berdasarkan topik tersebut	14. Membuat pertanyaan berdasarkan topik tersebut	
			15. Meminta siswa membuat teks diskriptif	15. Membuat teks diskriptif	

			<p>sederhana berdasarkan pertanyaan – pertanyaan yang telah dibuat.</p> <p>16. Meminta siswa mengumpulkan teks yang telah dibuat</p>	<p>16. Mengumpulkan teks yang telah dibuat</p>	
	C O N F I R M A T I O N		<p>17. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami</p> <p>18. Menyimpulkan materi yang telah dibahas</p>	<p>17. Bertanya tentang hal – hal yang belum dipahami</p> <p>18. Memperhatikan penjelasan guru</p>	<p>2'</p> <p>2'</p>
3		Kegiatan Akhir	19. Menutup dengan salam	19. Menjawab salam	1'

Kegiatan Pembelajaran Pertemuan II

N O	TAHAPAN	AKTIVITAS		WAKTU
		GURU	SISWA	
1	Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik	1. Menjawab salam dari guru	3'

			2. Menyampaikan tujuan pembelajaran	2. Mendengarkan penjelasan guru dengan seksama	2'
2	E X P L O R A T I O N	Kegiatan Inti	3. Memberi pertanyaan siswa seputar materi yang telah dipelajari. 4. Memberi contoh teks deskriptif. 5. Menjelaskan bagian – bagian teks deskriptif	3. Menjawab pertanyaan guru 4. Mempelajari teks deskriptif 5. Memperhatikan penjelasan guru	15' 10' 15'
	E L A B O R A T I O N		6. Mengingatn siswa tentang strategi Inquiry Mind to Know Strategy 7. Memberikan topik pembelajaran 8. Meminta siswa berimajinasi seputar topik yang telah ditentukan 9. Meminta siswa membuat pertanyaan berdasarkan topik	6. Memperhatikan instruksi guru 7. Memperhatikan penjelasan guru 8. Mengimajinasikan topik yang telah ditentukan 9. Membuat pertanyaan berdasarkan topik tersebut	35' 4' 1'

			tersebut 10. Meminta siswa membuat teks diskriptif sederhana berdasarkan pertanyaan – pertanyaan yang telah dibuat. 11. Meminta siswa mengumpulkan teks yang telah dibuat	10. Membuat teks diskriptif 11. Mengumpulkan teks yang telah dibuat	
	C O N F I R M A T I O N		12. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami 13. Menyimpulkan materi yang telah dibahas	12. Bertanya tentang hal – hal yang belum dipahami 13. Memperhatikan penjelasan guru	2' 2'
3		Kegiatan Akhir	14. Menutup dengan salam	14. Menjawab salam	1'

II. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

1. Media Pembelajaran
 - Print Out materi pembelajaran
 - Print Out teks.

2. Sumber Pembelajaran
 - LKS TUNTAS kelas VIII
 - Buku paket Bahasa Inggris
 - www.beljarbahasainggris.us

III. PEDOMAN PENILAIAN

1. Teknik Penilaian : Tes Tulis.
2. Bentuk Instrument : Penilaian Tes Tulis

IV. RUBRIK PENILAIAN WRITING

Aspect	Criteria	Score
Content	Excellent to very good: knowledgeable – substantive – etc.	30 – 27
	Good to average: some knowledge of subject – adequate range – etc.	26 – 22
	Fair to poor: limited knowledge of subject – little substance – etc.	21 – 17
	Very poor: does not show knowledge of subject – not substantive – etc.	16 – 13
Organization	Excellent to very good: fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor: non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor: does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good: sophisticated range – effective word/ idiom choices and usage – etc.	20 – 18
	Good to average: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage – etc.	13 – 10
	Very poor: essentially translation – little knowledge of English vocabulary.	9 – 7
Language Use	Excellent to very good: effective complex constructions – etc.	25 – 22
	Good to average: effective but simple constructions – etc.	21 – 19

	Fair to poor: major problems in simple/complex constructions – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules – etc.	10 – 5
Mechanics	Excellent to very good: demonstrates mastery of convention – etc.	5
	Good to average: occasional errors of spelling, punctuation – etc.	4
	Fair to poor: frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2

Total skor = 100; skor maksimal = 100; skor minimal = 34

Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

= $\frac{\text{Skor Perolehan}}{100} \times 100$

V. LAMPIRAN

Contoh Teks

Ponorogo, 13 Oktober 2014

Mengetahui
Guru Bahasa Inggris

Mahasiswa Peneliti

Wijiyanto, S. Pd.
NIP 197304132005011007

Roni Wanfuadi
NIM 10331536

OBSERVATION SHEET CYCLE 1

(For Students)

Name : Tigar Gagu A.
Class : VIII A
Number : 25

No	Aspect being observed	Yes	No	Indicators
1	Students are active		✓	It is observed when the researcher give a question about the material
2	Students study using Inquiry Mind Want to Know Strategy	✓		It is observed when the researcher asked to made a descriptive text
3	Students doing discussion with friends		✓	The students discuss about the text who given by researcher
4	Students can finish task on time		✓	Completing and submitting the task
5	Students follow the teaching learning process well		✓	It is observed when the researcher teach using inquiry mind want to know strategy
6	Students pay the attention to the teacher (researcher)		✓	Learning process quietly, but the students can express their ideas
7	Students feel enjoy		✓	Relax, enjoy; none complain about the material

OBSERVATION SHEET CYCLE 1

(For Students)

Name : Putra Nur I.
Class : VIII A
Number : 18

No	Aspect being observed	Yes	No	Indicators
1	Students are active	✓		It is observed when the researcher give a question about the material
2	Students study using Inquiry Mind Want to Know Strategy	✓		It is observed when the researcher asked to made a descriptive text
3	Students doing discussion with friends		✓	The students discuss about the text who given by researcher
4	Students can finish task on time		✓	Completing and submitting the task
5	Students follow the teaching learning process well		✓	It is observed when the researcher teach using inquiry mind want to know strategy
6	Students pay the attention to the teacher (researcher)		✓	Learning process quietly, but the students can express their ideas
7	Students feel enjoy		✓	Relax, enjoy; none complain about the material

OBSERVATION SHEET CYCLE 1

(For Students)

Name : Ahmad Abrur I.
Class : VIII A
Number : 01

No	Aspect being observed	Yes	No	Indicators
1	Students are active		✓	It is observed when the researcher give a question about the material
2	Students study using Inquiry Mind Want to Know Strategy	✓		It is observed when the researcher asked to made a descriptive text
3	Students doing discussion with friends	✓		The students discuss about the text who given by researcher
4	Students can finish task on time		✓	Completing and submitting the task
5	Students follow the teaching learning process well		✓	It is observed when the researcher teach using inquiry mind want to know strategy
6	Students pay the attention to the teacher (researcher)		✓	Learning process quietly, but the students can express their ideas
7	Students feel enjoy		✓	Relax, enjoy; none complain about the material

QUESTIONNAIRE FORM 1

Name : Rudy Prayogo
Class : VIII A
Absent Number : 24

Cross the one that match with your Opinion!

1. Are you interest to study English?
a. Truly agree b. Agree c. Less Agree d. Disagree
2. Is writing English important for you?
a. Truly agree b. Agree c. Less Agree d. Disagree
3. Is writing interesting and not bored for you?
a. Truly agree b. Agree c. Less Agree d. Disagree
4. Is writing English easy to be understood for you?
a. Truly agree b. Agree c. Less Agree d. Disagree
5. Is writing English need a method?
a. Truly agree b. Agree c. Less Agree d. Disagree
6. Do you interest to know a new method in writing?
a. Truly agree b. Agree c. Less Agree d. Disagree
7. Is writing help you to improve your English?
a. Truly agree b. Agree c. Less Agree d. Disagree

QUESTIONNAIRE FORM 1

Name : IPAN DIAM SAPUTRA
Class : VIII A
Absent Number : 14

Cross the one that match with your Opinion!

1. Are you interest to study English?
a. Truly agree b. Agree ~~c. Less Agree~~ d. Disagree
2. Is writing English important for you?
a. Truly agree b. Agree ~~c. Less Agree~~ d. Disagree
3. Is writing interesting and not bored for you?
a. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree
4. Is writing English easy to be understood for you?
a. Truly agree b. Agree c. Less Agree ~~d. Disagree~~
5. Is writing English need a method?
~~a. Truly agree~~ b. Agree c. Less Agree d. Disagree
6. Do you interest to know a new method in writing?
a. Truly agree b. Agree ~~c. Less Agree~~ d. Disagree
7. Is writing help you to improve your English?
a. Truly agree b. Agree c. Less Agree ~~d. Disagree~~

QUESTIONNAIRE FORM 1

Name : Ambarini ~~Ambarini~~
Class : VIII A
Absent Number : 04 (empat).

Cross the one that match with your Opinion!

1. Are you interest to study English?

a. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

2. Is writing English important for you?

~~a. Truly agree~~ b. Agree ~~c. Less Agree~~ d. Disagree

3. Is writing interesting and not bored for you?

a. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

4. Is writing English easy to be understood for you?

a. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

5. Is writing English need a method?

a. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

6. Do you interest to know a new method in writing?

a. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

7. Is writing help you to improve your English?

~~a. Truly agree~~ b. Agree ~~c. Less Agree~~ d. Disagree

The Result of the Students' Test Cycle 1

No	Name	Score	Classification
1	AMI	45	Unaccomplished
2	ARNF	51	Unaccomplished
3	ANA	52	Unaccomplished
4	AHS	80	Accomplished
5	BR	76	Accomplished
6	DRS	56	Unaccomplished
7	DP	76	Accomplished
8	DS	68	Unaccomplished
9	EW	68	Unaccomplished
10	FRDA	77	Accomplished
11	IW	62	Unaccomplished
12	IDS	66	Unaccomplished
13	KNFMW	79	Accomplished
14	LT	75	Accomplished
15	MIAHR	69	Unaccomplished
16	MR	45	Unaccomplished
17	NTW	64	Unaccomplished
18	PNI	70	Accomplished
19	REW	68	Unaccomplished
20	RDK	74	Accomplished
21	RFH	74	Accomplished
22	RP	68	Unaccomplished
23	SNA	81	Accomplished
24	SNM	69	Unaccomplished
25	TGA	68	Unaccomplished
26	WCA	76	Accomplished

Name : Fitria Ratna Dila Azhari
Class : VIII A
Absent Number : 11 (sebelas)

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

The Rose

X in ^{my} house have ^{one} rose. Rose have thorn this one sharp. The rose life and this one dry. This rose have smell ^{such as} this one fragrant. petal rose coloured people green, from parallel and at surrounding are there thorn small. The rose have many colour like red, white, yellow and so forth. about 10g rose 8-16 cm, but rose often quick to fall.

$$C = 25$$

$$O = 15$$

$$V = 15$$

$$L = 15$$

$$M = 3$$

$$\hline 73$$

2017

Name : ICHSAN WAHIDIN

Class : VIII A

Absent Number : ± 13

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

MY CAT

I have a cat at home. Its name is Spot.

Spot is a smart house cat. It is an lazy but very adorable.

It has orange fur with white. I like to cuddle it but I fear claw. I give water. Spot does like rice. Spot usually sleeps in the sofa and I very caring to my cat.

$$C = 20$$

$$O = 15$$

$$V = 18$$

$$L = 11$$

$$M = 2$$

$$\underline{66}$$

$$\frac{66 + 58}{1} = 62$$

Name : ICHSAN WAHIDIN

Class : VIII A

Absent Number : ± 13

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

MY CAT

I have a cat at home, its name is Spot.
Spot is a smart house cat, it is an lazy but very adorable.
It has orange fur with white, I like to cuddle it but I fear
Claw. I give water, spot does like rice, spot usually sleeps
in the sofa, and I very caring to my cat.

$$C = 17$$

$$O = 15$$

$$V = 13$$

$$L = 11$$

$$M = 2$$

$$58$$

Name : Sari nur anggita

Class : VIII^A

Absent Number : 23

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

Descriptive Text

My rabbit

Formerly I have two rabbits. It's name^d celi and sela. ^{Their} They are has ^{are} wolt is very beautiful. celi has ^{white wolt} wolt white and black, ^{but} just sela has ~~wolt~~ brown and white. ^{wolt} Everyday I to give ^{them} fresh carrot. They are very like that food. But They are have distinction. celi has little eyes, long earr, long mustache and fat body, sela has big eye, short earr, short mustache and slim body. celi like to high jump just sela like ^{long jump} jump long. They are very ^{long} funny. They are can eating carrot ^{up} to fifteen everyday. But after two weeks my rabbits to die wherear I ^{not} forget to give food and cleaning stable. I am Very sad.

C = 26

O = 18

V = 19

L = 13

M = $\frac{1}{20}$

80 + 82

Name : Sari nur anggita

Class : VIII^A

Absent Number : 23

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

Descriptive Text

My rabbit

Formerly I have two rabbits. It's name celi and sela. They are has woll is very beautiful. celi has woll white and black just sela has woll brown and white. everyday I to give fresh carrot. They are very like that food But They are have distinction. celi has little eye, long earr, long mustache and fat body, sela has big eye, short earr, short mustache and slim body. celi like to high jump just sela like jump long. They are very fanny. They are can eating carrot to fifteen everyday. But after two weeks my rabbits to die whereas I not forget to give food and cleaning stable. I am Very sad

C = 26

O = 18

V = 21

L = 13

M = 9

Name : Nina Tri W.
 Class : VIII A
 Absent Number : 18

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

Is
 my school
 my school Mrs Muhammadiyah 2 Jenangan in school
 there are office, class, computer, and library.
 on the office there are class VIII B and beside class VIII A
 and beside it there are BRI Bank.
 In front of my school there are surya Jenangan in
 beside surya, there are library and class VIII A
 (PPI) room between class VIII B and office. In front
 of the office there are class IX A, IX B, and computer
 room.

C = 21
 O = 10
 V = 14
 L = 12
 M = 3
 60

60 + 68 = 128

Name : Nina Tri W.

Class : VII A

Absent Number : 18

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose.(use in simple present tense)!

my school

my school MTS Muhammadiyah 2 Jenangan in school there are office, class, computer, and library.

on the office there are class VII B and beside class VII A and beside it there are BRI Bank.

In front of my school there are surya Jenangan in beside surya, there are library and class VII A

LPM room between class VII B and office. In front of the office there are class IX A, IX B, and computer room.

C = 25

O = 14

V = 14

L = 12

M = 3

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APPENDICES

II

Lesson Plan Cycle 2

The result of observation checklist in Cycle 2

The result of questionnaire checklist in Cycle 2

The result of test in Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN
(CYCLE 2)

Nama sekolah : MTs Muhammadiyah 2 Jenangan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 1
Skill : Writing
Alokasi waktu : 2 x 45 menit
Jumlah Pertemuan : 3 kali

Standar Kompetensi

2. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek dan monolog sederhana berbentuk *descriptive* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

- 2.1. Mengungkapkan makna dan langkah – langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *descriptive*.

Indikator

- 2.1.1. Menganalisa *generic structure* teks *descriptive*.
- 2.1.2. Menganalisa kosa kata yang terdapat dalam teks *descriptive*.
- 2.1.3. Menganalisa *organization* (kesatuan) dalam teks *descriptive*.
- 2.1.4. Memakai tata bahasa yang tepat dalam teks *descriptive*.
- 2.1.5. Menggunakan *mechanic* (tanda baca dan ejaan) dalam teks *descriptive*.

Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan dapat:

- 1.1.6. Menganalisa *generic structure* teks *descriptive*.
- 1.1.7. Menganalisa kosa kata yang terdapat dalam teks *descriptive*.
- 1.1.8. Menganalisa *organization* (kesatuan) dalam teks *descriptive*.
- 1.1.9. Memakai tata bahasa yang tepat dalam teks *descriptive*.
- 1.1.10. Menggunakan *mechanic* (tanda baca dan ejaan) dalam teks *descriptive*.

Materi Pembelajaran

According to Iswahyuni (2009:06), the purpose of descriptive text is to describe a particular person, place or thing. In line with the statement above, Larson in Bambang (2011: 23) said, a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. A descriptive text usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character.

Based on Iswahyuni (2009:06), here are the discussions about descriptive text:

d. The Definition and Purpose of Descriptive Text

Descriptive text is to describe a particular person, place, or thing.

e. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

Identification: identifies the phenomenon to be described.

Description: describing the phenomenon in parts, qualities, and characteristics.

f. The Language Feature of Descriptive Text

Focus on specific participants

Use of attributive and identifying process.

Use linking verbs and simple present tense

Example:

MY BROTHER

I want to explain about my brother. His name is Muhammad Ridho. I call him Ido. He is eleven years old. Ridho is fifth grader at Junior High School of Al Azhar Way Halim.

His height about 158 cm and his weight about 60 kg. Ridho has slated eyes, bold eyebrow, and pointed nose. His hair is short and the color is black. He has a white skin.

Ridho is a handsome boy. He also a clever student because he always studies every night. He always be the top five in his class. My brother is a diligent boy. So, he never come late to the school.

His hobby is playing football. He always playing football in the evening. Ridho also loves drawing, and he want to be a famous painting. I am proud to have a brother like him.

Metode Pembelajaran

Inquiry Mind Want To Know Strategy.

Kegiatan Pembelajaran Pertemuan I

NO	TAHAPAN		AKTIVITAS		WAKTU
			GURU	SISWA	
1		Kegiatan Awal	20. Salam dan mengecek kehadiran peserta didik	20. Menjawab salam dari guru	3'
			21. Menyampaikan tujuan pembelajaran	21. Mendengarkan penjelasan guru dengan cermat	10'
			22. Memberi game kartu untuk membuat siswa merasa nyaman.	22. Mengikuti instruksi guru	2'
2	E X P L O R A T I O N	Kegiatan Inti	23. Memberi motivasi siswa yang mendapat nilai di bawah KKM	23. Mendengarkan motivasi dari guru dengan seksama	5'
			24. Memberi siswa contoh teks deskriptif	24. Menerima teks deskriptif dari guru.	5'
			25. Melakukan penjelasan pada bagian – bagian teks deskriptif	25. Mendengarkan penjelasan diberikan guru	10'
	E L A B		26. Meminta siswa berdiskusi dengan saling melempar pertanyaan	26. Siswa melakukan diskusi	40'
		27. Mengingat	27. Memperhatikan		

O R A T I O N		<p>siswa tentang strategi Inquiry Mind to Know Strategy</p> <p>28. Memberikan topik pembelajaran</p> <p>29. Meminta siswa berimajinasi seputar topik yang telah ditentukan</p> <p>30. Meminta siswa membuat pertanyaan berdasarkan topik tersebut</p> <p>31. Meminta siswa membuat teks diskriptif sederhana berdasarkan pertanyaan – pertanyaan yang telah dibuat.</p> <p>32. Meminta siswa mengumpulkan teks yang telah dibuat</p>	<p>instruksi guru</p> <p>28. Memperhatikan penjelasan guru</p> <p>29. Mengimajinasi kan topik yang telah ditentukan</p> <p>30. Membuat pertanyaan berdasarkan topik tersebut</p> <p>31. Membuat teks diskriptif</p> <p>32. Mengumpulkan teks diskriptif</p>	
C O N		<p>33. Memberikan kesempatan kepada siswa</p>	<p>33. Bertanya tentang hal – hal yang belum</p>	2'

	F I R M A T I O N		untuk bertanya tentang hal – hal yang belum di pahami 34. Menyimpulkan materi yang telah dibahas	dipahami 34. Memperhatikan penjelasan guru	2'
3		Kegiatan Akhir	35. Menutup dengan salam	35. Menjawab salam	1'

Kegiatan Pembelajaran Pertemuan II

N O	TAHAPAN	AKTIVITAS		WAKTU
		GURU	SISWA	
1	Kegiatan Awal	15. Salam dan mengecek kehadiran peserta didik	15. Menjawab salam dari guru	3'
		16. Menyampaikan tujuan pembelajaran	16. Mendengarkan penjelasan guru dengan seksama	2'
		17. Memberi game otak kanan untuk meningkatkan semangat siswa	17. Mengikuti instruksi guru	
2	Kegiatan Inti	18. Memberi pertanyaan siswa seputar materi yang telah dipelajari.	18. Menjawab pertanyaan guru	15'
		19. Meminta siswa	19. Mempelajari	25

O R A T I O N		berdiskusi dengan saling melempar pertanyaan.	teks deskriptif	
E L A B O R A T I O N		<p>20. Meminta siswa membuat teks deskriptif sederhana.</p> <p>21. Mengingatkan siswa tentang strategi Inquiry Mind to Know Strategy</p> <p>22. Meminta siswa mengumpulkan teks yang telah dibuat</p>	<p>20. Menjalankan instruksi guru</p> <p>21. Siswa membuat teks deskriptif.</p> <p>22. Mengumpulkan teks yang telah dibuat</p>	<p>35'</p> <p>4'</p> <p>1'</p>
C O N F I R M A T I O N		<p>23. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami</p> <p>24. Menyimpulkan materi yang telah dibahas</p>	<p>23. Bertanya tentang hal – hal yang belum dipahami</p> <p>24. Memperhatikan penjelasan guru</p>	<p>2'</p> <p>2'</p>

3		Kegiatan Akhir	25. Menutup dengan salam	25. Menjawab salam	1'
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VIII. RUBRIK PENILAIAN WRITING

Aspect	Criteria	Score
Content	Excellent to very good: knowledgeable – substantive – etc.	30 – 27
	Good to average: some knowledge of subject – adequate range – etc.	26 – 22
	Fair to poor: limited knowledge of subject – little substance – etc.	21 – 17
	Very poor: does not show knowledge of subject – not substantive – etc.	16 – 13
Organization	Excellent to very good: fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor: non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor: does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good: sophisticated range – effective word/ idiom choices and usage – etc.	20 – 18
	Good to average: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage – etc.	13 – 10
	Very poor: essentially translation – little knowledge of English vocabulary.	9 – 7
Language Use	Excellent to very good: effective complex constructions – etc.	25 – 22
	Good to average: effective but simple constructions – etc.	21 – 19

	Fair to poor: major problems in simple/complex constructions – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules – etc.	10 – 5
Mechanics	Excellent to very good: demonstrates mastery of convention – etc.	5
	Good to average: occasional errors of spelling, punctuation – etc.	4
	Fair to poor: frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2

Total skor = 100; skor maksimal = 100; skor minimal = 34

Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

= $\frac{\text{Skor Perolehan}}{100} \times 100$

IX. LAMPIRAN

Contoh Teks

Ponorogo, 20 Oktober 2014

Mengetahui
Guru Bahasa Inggris

Mahasiswa Peneliti

Wijiyanto, S. Pd.
NIP 197304132005011007

Roni Wanfuadi
NIM 10331536

OBSERVATION SHEET CYCLE 2

(For Students)

Name : Ambarini Hikma Sati
Class : VIII A
Number : 04

No	Aspect being observed	Yes	No	Indicators
1	Students are active	✓		It is observed when the researcher give a question about the material
2	Students study using Inquiry Mind Want to Know Strategy	✓		It is observed when the researcher asked to made a descriptive text
3	Students doing discussion with friends	✓		The students discuss about the text who given by researcher
4	Students can finish task on time		✓	Completing and submitting the task
5	Students follow the teaching learning process well	✓		It is observed when the researcher teach using inquiry mind want to know strategy
6	Students pay the attention to the teacher (researcher)	✓		Learning process quietly, but the students can express their ideas
7	Students feel enjoy	✓		Relax, enjoy; none complain about the material

OBSERVATION SHEET CYCLE 2

(For Students)

Name : Fitria Rahma D.A.
Class : VIII A
Number : 10

No	Aspect being observed	Yes	No	Indicators
1	Students are active	✓		It is observed when the researcher give a question about the material
2	Students study using Inquiry Mind Want to Know Strategy	✓		It is observed when the researcher asked to made a descriptive text
3	Students doing discussion with friends	✓		The students discuss about the text who given by researcher
4	Students can finish task on time	✓		Completing and submitting the task
5	Students follow the teaching learning process well	✓		It is observed when the researcher teach using inquiry mind want to know strategy
6	Students pay the attention to the teacher (researcher)	✓		Learning process quietly, but the students can express their ideas
7	Students feel enjoy	✓		Relax, enjoy; none complain about the material

OBSERVATION SHEET CYCLE 2

(For Students)

Name : Nina Tri W

Class : VIII A

Number : 17

No	Aspect being observed	Yes	No	Indicators
1	Students are active		✓	It is observed when the researcher give a question about the material
2	Students study using Inquiry Mind Want to Know Strategy	✓		It is observed when the researcher asked to made a descriptive text
3	Students doing discussion with friends	✓		The students discuss about the text who given by researcher
4	Students can finish task on time		✓	Completing and submitting the task
5	Students follow the teaching learning process well	✓		It is observed when the researcher teach using inquiry mind want to know strategy
6	Students pay the attention to the teacher (researcher)	✓		Learning process quietly, but the students can express their ideas
7	Students feel enjoy	✓		Relax, enjoy; none complain about the material

QUESTIONNAIRE FORM 2

Name : Rahayu E. W
Class : VIII A
Absent Number : 19

Cross the one that match with your Opinion!

1. Do you like study English?
b. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

2. Do you enjoy in writing?
b. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

3. Is writing need to think?
b. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

4. Do you understood with Inquiry Mind Want to Know Strategy?
~~b. Truly agree~~ b. Agree c. Less Agree d. Disagree

5. Do you enjoy writing by using Inquiry Mind Want to Know Strategy?
~~c. Truly agree~~ b. Agree c. Less Agree d. Disagree

6. Is Inquiry Mind Want to Know Strategy an effective way to study writing?
~~d. Truly agree~~ b. Agree c. Less Agree d. Disagree

7. Do you want your teacher apply this strategy in learning writing?
b. Truly agree ~~b. Agree~~ c. Less Agree d. Disagree

QUESTIONNAIRE FORM 2

Name : Rizki Ferdinan H.
Class : VIII A
Absent Number : 21

Cross the one that match with your Opinion!

1. Do you like study English?

~~b.~~ Truly agree ~~b.~~ Agree c. Less Agree d. Disagree

2. Do you enjoy in writing?

~~b.~~ Truly agree ~~b.~~ Agree c. Less Agree d. Disagree

3. Is writing need to think?

~~b.~~ Truly agree ~~b.~~ Agree c. Less Agree d. Disagree

4. Do you understood with Inquiry Mind Want to Know Strategy?

~~b.~~ Truly agree b. Agree c. Less Agree d. Disagree

5. Do you enjoy writing by using Inquiry Mind Want to Know Strategy?

~~c.~~ Truly agree b. Agree c. Less Agree d. Disagree

6. Is Inquiry Mind Want to Know Strategy an effective way to study writing?

~~d.~~ Truly agree b. Agree c. Less Agree d. Disagree

7. Do you want your teacher apply this strategy in learning writing?

~~b.~~ Truly agree b. Agree c. Less Agree d. Disagree

QUESTIONNAIRE FORM 2

Name : Ambarini + Hikma Sakti
Class : VIII A
Absent Number : 4.

Cross the one that match with your Opinion!

1. Do you like study English?

- a. Truly agree b. Agree c. Less Agree d. Disagree

2. Do you enjoy in writing?

- b. Truly agree b. Agree c. Less Agree d. Disagree

3. Is writing need to think?

- a. Truly agree b. Agree c. Less Agree d. Disagree

4. Do you understood with Inquiry Mind Want to Know Strategy?

- a. Truly agree b. Agree c. Less Agree d. Disagree

5. Do you enjoy writing by using Inquiry Mind Want to Know Strategy?

- a. Truly agree b. Agree c. Less Agree d. Disagree

6. Is Inquiry Mind Want to Know Strategy an effective way to study writing?

- a. Truly agree b. Agree c. Less Agree d. Disagree

7. Do you want your teacher apply this strategy in learning writing?

- a. Truly agree b. Agree c. Less Agree d. Disagree

No	Name	Score	Classification
1	AMI	70	Accomplished
2	ARNF	71	Accomplished
3	ANA	72	Accomplished
4	AHS	78	Accomplished
5	BR	72	Accomplished
6	DRS	72	Accomplished
7	DP	72	Accomplished
8	DS	73	Accomplished
9	EW	73	Accomplished
10	FRDA	83	Accomplished
11	IW	75	Accomplished
12	IDS	73	Accomplished
13	KNFMW	82	Accomplished
14	LT	71	Accomplished
15	MIAHR	73	Accomplished
16	MR	70	Accomplished
17	NTW	73	Accomplished
18	PNI	73	Accomplished
19	REW	74	Accomplished
20	RDK	74	Accomplished
21	RFH	85	Accomplished
22	RP	75	Accomplished
23	SNA	81	Accomplished
24	SNM	74	Accomplished
25	TGA	72	Accomplished
26	WCA	80	Accomplished

Name : Fitria Ratna Diba Azhari
Class : VIII A
Absent Number : 11 (sebelah)

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

My Younger Sister

► Identification : I have a younger sister. Her name is Adira Putri.

► Description : She is my younger sister. She is one year old. She is very funny, cute, and beautiful. She has curly hair, round face, black eyes, small nose, and the body is fat. Weight about nine kilograms. The teeth begin to grow and begin can to walk.

Besides give ASI she is too begin give food's side as partridge.

C = 26

O = 16

V = 16

L = 21 82+84 00

Name : Fitria Ratna Dila Azhari
Class : VIII A
Absent Number : 11 (sebelah)

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

My Younger Sister

➤ Identification: I have a younger sister. Her name
Adira Putri

➤ Description: She is a my younger sister. She is one
year old. she is very funny, cute, and
beautiful. She is have curly hair's, round
face's, black eyes, small nose's, and
the body is fat. Weight about nine
kilogram. The tooth's begin to grow
and begin can to walk.
Bedides give ASI she is too begin
give food's side as partridge.

$$C = 26$$

$$O = 17$$

$$V = 17$$

$$L = 21$$

$$M = 3$$

$$\underline{84}$$

Name : ICHSAN WAHIDIN

Class : VIII A

Absent Number : ± 09

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

RENDI

He is Rendi Dimas, you can call him Rendi. He is a nice friend.
Rendi is fourteen year old. He ^{came from} is Bengkelut, Ponorogo. He ^{he} now lives at
~~road~~ Kalijogo number 68. He ^{has} is hair curly. His hobbies ^{is} are playing football.
His favorite color is blue. His favorite food is Fried ^{rice} and Fried
Chicken.

$$C = 26$$

$$O = 17$$

$$V = 16$$

$$L = 15$$

$$M = 3$$

$$\hline 77$$

$$77 + 73$$

$$\hline 2$$

$$= 150$$

Name : ICHSAN WAHIDIN

Class : VIII A

Absent Number : ± 09

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

RENDI

..... He is rendi. Almas, you can call him rendi. He is a nice friend.
..... rendi is fourteen year old. He is bengkeuk, Ponorogo. He now lives at
..... ~~72~~ kali jago number 68. He is hair curly. his hobbies are playing football
..... His favorite color is blue. his favorite food is Fried ^{rice} ~~rice~~ and Fried
..... Chicken.

C = 22

O = 19

V = 15

L = 13

m = 4

73 ~~108~~

Name : Sari Nur Anggita

Class : VIII A

Absent Number : 23

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

Descriptive Text

My best friend

(identification=>) I have a best friend in the school. She name is Ambar

(description=>) Ambar is my best friend. She is active child. Her body

somewhat fat and short. Her writing not a good order

and not reading. She is have pointed nose and oval face.

She is have long straight hair. In the school she is wear

a veil and she is like to joke. She is smart child. Her mouth

is small. She from is plalangan. The food her is many but

The snacks her is a little. Her now a motherless child. She is

fourteen years old. She outside in the ponorogo, September

30, 2000. Her hobby is writing and she idiel is teacher.

C = 25

O = 17

V = 15

I = 10

Name : Sari Nur Anggita

Class : VIII A

Absent Number : 23

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

Descriptive Text

My best friend

(identification) => I have a best friend in the school. She name is Ambar
(description) => Ambar is my best friend. She is active child. Her body
somewhat fat and short. Her writing not a good order
and not reading. She is have pointed nose and oval face.
She is have long straight hair. In the school she is wear
a veil and she is like to joke. She is smart child. Her mouth
is small. She from is plalangan. The food her is many but
The snacks her is a little. Her now a motherless child. She is
fourteen years old. She outside in the ponorogo, September
30, 2000. She hobby is writing and she idiel is teacher.

C = 27

O = 19

V = 20

L = 13

M = 4

Name : Nina Tri Wahyu N.
Class : VIII A
Absent Number : 18

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

my flowers rose.

The I like ^{rose flower} flowers rose because ^{it rose} surface is very fragrant ^{flower color} is color flowers a red, ^{the} color leaf ^{are} green.
my color various there ^{are} orange, white, red, and pink. Usually ^{flowers rose} flowers rose usefulness for be ^{decorated} decorated like as be ^{decorated} decorated my house, my school, and my hotel. Except flower rose, there also ^{is} that ^{is} flowers jasmine, flowers orchid, flowers dahlia.

That's all about flowers rose.

$$C = 23$$

$$O = 18$$

$$V = 17$$

$$L = 10$$

$$M = 2$$

$$\hline 70$$

Name : Nina Tri Wahyu N.
Class : VIII A
Absent Number : 18.

Instruction

1. Full fill your personal information!
2. See anything around of you (person, place or thing)!
3. Choose an object that makes you interested in it!
4. Make a descriptive text based on an object that you choose (use in simple present tense)!

my flowers rose.

I like flowers rose because surface is very fragrant
is color flowers a red, is color leaf a green.
my color various there is orange, white, red, and
pink. Usually flowers rose usefulness for be decorated
like as be decorated my house, my school, and
my hotel. Except flower rose, there also
that is flowers jasmine, flowers orchid, flowers
dahlia.

That's all about flowers rose.

C = 26

O = 17

V = 17

L = 13

M = 3

76

APPENDICES

III

Documentation

DOCUMENTATION







