**THE IMPROVEMENT OF STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT USING OUTDOOR ACTIVITY METHOD AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 PONOROGO IN 2013/2014 ACADEMIC YEAR**

**THESIS**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF PONOROGO**

**2013**

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**Presented to**

**Muhammadiyah University of Ponorogo**

**in partial fulfillment of the requirement for the degree of *Sarjana***

**in English Education**

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**2013**

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**MOTTO**

**EVERYTHING IN THE WORLD WILL BE SUCCESSFUL IF IT IS SUPPORTED BY PRAY AND EFFORT, SO DO THE BEST WHAT YOU CAN DO TODAY**

**Stop saying "I will", start saying "I can"**

DEDICATION

***This thesis is special dedicated to***

**My Lovely Parents**

Thanks for your support in material and spiritual, your suggestion, advice, and many things that you have given. You are my motivation. I do not know how to replay your kindness. *I’m proud to have the best parents like you*

**My Lovely Person**

My boyfriend “Jabrick” and my close friends (mb’ Reny, Rohma, Faris, Eyiep, Septi, Devy, Nopek cs) Thanks for your help, suggestion, and pray. You always remember me to finish it.

**ALL OF My classmate English B**

Thanks for your attention and help. I hope we can always be together and we can graduate together.

I’m rightfully proud to have all of you…

**ACKNOWLEDGEMENT**

Allhamdulillah, praise be to Allah SWT, the Merciful and most Beneficial, for his blessing without it the researcher would have never finished this thesis in achieving the Sarjana degree of English Education Department of Muhammadiyah University of Ponorogo.

The researcher realizes that this thesis would never been accomplished without the guidance, motivation, and kindness from many people. Therefore, the researcher would like to express my gratitude to:

1. Bambang Harmanto, M.Pd as the Dean of Teacher Training and Education Faculty, Muhammadiyah University of Ponorogo.
2. Niken Reti Indriastuti, S.S as the chief of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo who has given permission to the researcher to conduct this thesis also as the first advisor who has given guidance, advice, suggestion, and information from the beginning until the completion of this thesis.
3. Risqi Ekanti Ayuningtyas Palupi, M.Pd as the second advisor who gave profound guidance and direction in completing my study.
4. All of English lectures of Muhammadiyah University of Ponorogo for the knowledge and experiences shared.
5. Mulyani, S.Pd., M.Hum. as the Headmaster of SMA Muhammadiyah 1 Ponorogo who gave permission in conducting the research.
6. Dian Arihasta, S.Pd as an English Teacher who gave me support, advices, and her spare time to help me finishing this research.
7. All of students of grade XI IPA 2 at SMA Muhammadiyah 1 Ponorogo in 2013/2014 academic year.

Finally, the researcher hopes that the result of this research could give advantages to the reader. The researcher believes that this research is still far from perfect. So, the researcher expects some suggestions and critics for the better result.

Ponorogo, August 2013

 Eka Fitria Prayanti

**ABSTRACT**

**Prayanti, Eka Fitria.**2013*. The Improvement of Students’ Ability in Writing Descriptive Text Using Outdoor Activity Method at the Eleventh Grade of SMA Muhammadiyah 1 Ponorogo in 2013/2014 Academic Year.* Thesis. English Department of Teacher Training and Education Faculty. Muhammadiyah University of Ponorogo. Advisors: (1) Niken Reti Indriastuti, S.S; (2) Risqi Ekanti Ayuningtyas Palupi, M.Pd.

Key Words: Writing skill, Descriptive text, Outdoor Activity Method

The researcher got some problems in the teaching writing skill at SMA Muhammadiyah 1 Ponorogo such as the students score in writing was low. It was under the minimum basic criteria because the students feel bored and they only accept the example of text in their book. So they found difficulties to explore their ideas. Their thought was only focused in the text which already exist in the book and they could not develop their ability in writing skill. The statement of problems of this research were: 1) How does the implementation of outdoor activity method improve students’ ability in writing descriptive text at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in the 2013/2014 academic year. 2) Does outdoor activity method improve students’ ability in writing descriptive text at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in the 2013/2014 academic year; and 2) The purposes of the study of this research were: 1) To describe the implementation of outdoor activity method improve students’ ability in writing descriptive text at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in the 2013/2014 academic year. 2) To know whether the outdoor activity method improves students’ ability in writing descriptive text at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in the 2013/2014 academic year.

The subject of this research was the students of the eleventh grade class XI IPA 2 of SMA Muhammadiyah 1 Ponorogo in the 2013/2014 academic year, which consisted of 32 students. The research was started on July 30, 2013 until August 22, 2013. This Classroom Action Research was conducted in two cycles. The researcher used three research instruments. They were: observation check list, questionnaire, and test.

Based on the result of this research, the implementation of Outdoor Activity method could improve students’ writing skill at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in the 2013/2014 academic year. It was seen from the improvement of students’ percentage from 34.4% in cycle I up to 100% in cycle 2. The questionnaire result showed that the students were interested in this method. It was seen from the total of questionnaire I was 60.26% and questionnaire II was 87.28%. The observation check list result showed that the students become active during teaching learning process. It was seen from the total of observation checklist cycle I was 59.8% up to 96.43% in cycle II.

Finally, the researcher gives suggestion that teacher should be creative in organizing the class. The students should practice to use English in daily activities. School also should support the teachers in developing their quality in teaching English. Last, the next researcher can develop this method by using various kinds of the media to get the better result in teaching learning process.

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**Rencana Pelaksanaan Pembelajaran (RPP)**

**cycle 1**

**Nama Sekolah : SMA MUHAMMADIYAH 1 PONOROGO**

**Mata Pelajaran : Bahasa Inggris**

**Skill : Writing**

**Kelas/Semester : XI IPA 2/ 1**

**Alokasi Waktu : 2 x 40 menit ( 1x pertemuan )**

**Topik Pembelajaran : Descriptive text**

**Pertemuan Ke : 1**

**A. Standar Kompetensi**

 **Menulis**

1. Memahami makna dalam teks fungsional pendek dan monolog sederhana berbentuk *Descriptive* dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

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

**C. Indikator Pencapaian Kompetensi**

1. Siswa mampu menganalisis generic structure teks *descriptive*
2. Siswa mampu menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Siswa mampu mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Siswa mampu membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Menganalisis generic structure teks *descriptive*
2. Menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**E. Materi Pokok**

**Pengertian dan generic structure teks descriptive**

A descriptive text is a text which lists the characteristics of something. Descriptive text is a text that draws or tells about something in detail. The purpose of descriptive text is to describe specific thing or an object. The social function of descriptive text is to describe a particular person, place or thing.

Generic structure dari teks descriptive:

1. Identification : general statement which identify phenomenon to be described (mention the special participant)
2. Description : explanation which describe parts, qualities, characteristics in detail (mention the part, quality, and characteristics of subject being described)

**Contoh teks descriptive**

**Bandengan Beach**

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. The place is very beautiful and romantic. People around Jepara, Kudus, Demak knows this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to Pulau Panjang (Panjang island). Some time we can find banana boat and jet ski for rent.

In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious foods enjoyed by the visitors.

**F. Metode Pembelajaran/Teknik:**

Outdoor Activity Method

**G.** **Langkah – Langkah Pembelajaran**

1. **Kegiatan Awal (10 menit)**
2. Salam dan tegur sapa
3. Mengecek kehadiran siswa
4. Memotivasi siswa untuk giat belajar bahasa Inggris
5. Menyampaikan tujuan materi pembelajaraan yang akan berlangsung
6. **Kegiatan Inti (60 menit)**
7. Guru memberi penjelasan tentang pengertian dan generic structure dari teks descriptive.
8. Siswa diberi contoh teks descriptive yang berjudul “Bandengan Beach”
9. Siswa diminta memahami kosakata dan generic structure yang terdapat di dalam teks teresebut
10. Di bagian ini, guru bertukar informasi mengenai isi teks tersebut dengan siswa
11. Guru memberikan tes tanya jawab untuk mengukur kemampuan siswa dalam memahami teks descriptive
12. Guru menjelaskan langkah-langkah penerapan outdoor activity method.
13. Guru menentukan objek yang sesuai dengan tujuan pembelajaran.
14. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive.
15. Guru mengajak siswa ke luar ruangan. Di bagian ini, guru menyarankan siswa untuk memilih suatu objek yang membuat mereka tertarik.
16. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive berdasarkan objek yang mereka lihat/amati.
17. Siswa membuat teks descriptive selama mereka berada di luar ruangan.
18. Di bagian ini, guru memberikan ulasan kembali mengenai materi yang telah disampaikan.
19. Setelah selesai, guru memberikan lembar Questionnaire form 1 kepada siswa
20. Siswa mengerjakannya dan mengumpulkannya kepada guru
21. **Kegiatan Penutup (10 menit)**
22. Guru memberikan kesempatan kepada siswa untuk bertanya.
23. Guru membuat kesimpulan dan memberikan penguatan terhadap materi yang sudah dipelajari.
24. Mengakhiri pertemuan dengan salam.
25. **Sumber Pembelajaran**
26. Buku Strive to Master English, Marsudiono, 2012
27. Buku English Texts in Use jilid XI
28. Kamus
29. Internet
30. **Penilaian**

|  |  |  |
| --- | --- | --- |
| **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 – non 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 choice 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 construction – 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 scores = 100; minimal score = 34; maximal score = 100

|  |  |  |
| --- | --- | --- |
|  |  | Ponorogo, 30 Juli 2013 |
| Mengetahui,Guru Bahasa Inggris |  | Mahasiswa Peneliti |
|  |  |  |
|  |  |  |
| **Dian Ariehasta, S.Pd.** NIP. |  | **Eka Fitria Prayanti**NIM. 09331413 |

**Rencana Pelaksanaan Pembelajaran (RPP)**

**Nama Sekolah : SMA MUHAMMADIYAH 1 PONOROGO**

**Mata Pelajaran : Bahasa Inggris**

**Skill : Writing**

**Kelas/Semester : XI IPA 2/ 1**

**Alokasi Waktu : 2 x 40 menit ( 1x pertemuan )**

**Topik Pembelajaran : Descriptive text**

**Pertemuan Ke : 2**

**A. Standar Kompetensi**

 **Menulis**

1. Memahami makna dalam teks fungsional pendek dan monolog sederhana berbentuk *Descriptive* dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

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

**C. Indikator Pencapaian Kompetensi**

1. Siswa mampu menganalisis generic structure teks *descriptive*
2. Siswa mampu menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Siswa mampu mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Siswa mampu membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Menganalisis generic structure teks *descriptive*
2. Menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**E. Materi Pokok**

**Pengertian dan generic structure teks descriptive**

A descriptive text is a text which lists the characteristics of something. Descriptive text is a text that draws or tells about something in detail. The purpose of descriptive text is to describe specific thing or an object. The social function of descriptive text is to describe a particular person, place or thing.

Generic structure dari teks descriptive:

1. Identification : general statement which identify phenomenon to be described (mention the special participant)
2. Description : explanation which describe parts, qualities, characteristics in detail (mention the part, quality, and characteristics of subject being described)

**Contoh teks descriptive**

**My School**

My school is at Jalan Andi Pangerang 4. It is not big and not small, but it is nice and clean. It is U shape building with yellow white painted.

The school has twenty seven classrooms; they are Two Computer Laboratory, Three Science Laboratories such as Biology, Chemistry, and Physics Laboratory. They are in northern part of the school. The library is behind the chemistry Laboratory. Language Laboratory is in front the library and besides in Language Laboratory there is a Mosque. In the school yard there some trees besides the basketball court and tennis court. The school has three canteen; two canteens are behind the school building and one canteen next to school mosque for the school boys and school girls. They can buy food and beverage there.

**F. Metode Pembelajaran/Teknik:**

Outdoor Activity Method

**G.** **Langkah – Langkah Pembelajaran**

1. **Kegiatan Awal (10 menit)**
2. Salam dan tegur sapa
3. Mengecek kehadiran siswa
4. Memotivasi siswa untuk giat belajar bahasa Inggris
5. Menyampaikan tujuan materi pembelajaraan yang akan berlangsung
6. **Kegiatan Inti (60 menit)**
7. Guru memberi penjelasan tentang pengertian dan generic structure dari teks descriptive
8. Siswa diberi contoh teks descriptive yang berjudul “My Family”
9. Guru menentukan objek yang sesuai dengan tujuan pembelajaran.
10. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive.
11. Guru mengajak siswa ke luar ruangan. Di bagian ini, guru menyarankan siswa untuk memilih suatu objek yang membuat mereka tertarik.
12. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive berdasarkan objek yang mereka lihat/amati.
13. Siswa membuat teks descriptive selama mereka berada di luar ruangan.
14. Setelah selesai, siswa mengumpulkan lembar jawaban.
15. Di bagian ini, guru memberikan ulasan kembali mengenai materi yang telah disampaikan.
16. **Kegiatan Penutup (10 menit)**
17. Guru memberikan kesempatan kepada siswa untuk bertanya.
18. Guru membuat kesimpulan dan memberikan penguatan terhadap materi yang sudah dipelajari.
19. Mengakhiri pertemuan dengan salam.

**H. Sumber Pembelajaran**

* + 1. Buku Strive to Master English, Marsudiono, 2012
		2. Buku English Texts in Use jilid XI
		3. Kamus
		4. Internet
1. **Penilaian**

|  |  |  |
| --- | --- | --- |
| **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 |
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| 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 choice 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 construction – 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 scores = 100; minimal score = 34; maximal score = 100

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|  |  | Ponorogo, 1 Agustus 2013 |
| Mengetahui,Guru Bahasa Inggris |  | Mahasiswa Peneliti |
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| **Dian Ariehasta, S.Pd.** NIP. |  | **Eka Fitria Prayanti**NIM. 09331413 |

**Rencana Pelaksanaan Pembelajaran (RPP)**

**cycle 2**

**Nama Sekolah : SMA MUHAMMADIYAH 1 PONOROGO**

**Mata Pelajaran : Bahasa Inggris**

**Skill : Writing**

**Kelas/Semester : XI IPA 2/ 1**

**Alokasi Waktu : 2 x 40 menit ( 1x pertemuan )**

**Topik Pembelajaran : Descriptive text**

**Pertemuan Ke : 1**

**A. Standar Kompetensi**

 **Menulis**

1. Memahami makna dalam teks fungsional pendek dan monolog sederhana berbentuk *Descriptive* dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

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

**C. Indikator Pencapaian Kompetensi**

1. Siswa mampu menganalisis generic structure teks *descriptive*
2. Siswa mampu menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Siswa mampu mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Siswa mampu membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Menganalisis generic structure teks *descriptive*
2. Menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**E. Materi Pokok**

**Pengertian dan generic structure teks descriptive**

A descriptive text is a text which lists the characteristics of something. Descriptive text is a text that draws or tells about something in detail. The purpose of descriptive text is to describe specific thing or an object. The social function of descriptive text is to describe a particular person, place or thing.

Generic structure dari teks descriptive:

1. Identification : general statement which identify phenomenon to be described (mention the special participant)
2. Description : explanation which describe parts, qualities, characteristics in detail (mention the part, quality, and characteristics of subject being described)

**Contoh teks descriptive**

**My Sphynx Cat**

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

I like his tail although my mom says that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

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

**F. Metode Pembelajaran/Teknik:**

Outdoor Activity Method

**G.** **Langkah – Langkah Pembelajaran**

1. **Kegiatan Awal (10 menit)**
	* + 1. Salam dan tegur sapa
			2. Mengecek kehadiran siswa
			3. Memotivasi siswa untuk giat belajar bahasa Inggris
			4. Menyampaikan tujuan materi pembelajaraan yang akan berlangsung
2. **Kegiatan Inti (60 menit)**
3. Guru memberi penjelasan tentang pengertian dan generic structure dari teks descriptive
4. Guru mereview lembar kerja siswa yang sudah dikerjakan pada pertemuan sebelumnya.
5. Guru menentukan objek yang sesuai dengan tujuan pembelajaran.
6. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive.
7. Guru mengajak siswa ke luar ruangan. Di bagian ini, guru menyarankan siswa untuk memilih suatu objek yang membuat mereka tertarik.
8. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive berdasarkan objek yang mereka lihat/amati.
9. Siswa membuat teks descriptive selama mereka berada di luar ruangan.
10. Setelah selesai, siswa mengumpulkan lembar jawaban.
11. Di bagian ini, guru memberikan ulasan kembali mengenai materi yang telah disampaikan.
12. **Kegiatan Penutup (10 menit)**
13. Guru memberikan kesempatan kepada siswa untuk bertanya.
14. Guru membuat kesimpulan dan memberikan penguatan terhadap materi yang sudah dipelajari.
15. Mengakhiri pertemuan dengan salam.

**H. Sumber Pembelajaran**

1. Buku Strive to Master English, Marsudiono, 2012
2. Buku English Texts in Use jilid XI
3. Kamus
4. Internet
5. **Penilaian**

|  |  |  |
| --- | --- | --- |
| **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 – non 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 choice 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 construction – 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 scores = 100; minimal score = 34; maximal score = 100

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|  |  | Ponorogo, 20 Agustus 2013 |
| Mengetahui,Guru Bahasa Inggris |  | Mahasiswa Peneliti |
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| **Dian Ariehasta, S.Pd.** NIP. |  | **Eka Fitria Prayanti**NIM. 09331413 |

**Rencana Pelaksanaan Pembelajaran (RPP)**

**Nama Sekolah : SMA MUHAMMADIYAH 1 PONOROGO**

**Mata Pelajaran : Bahasa Inggris**

**Skill : Writing**

**Kelas/Semester : XI IPA 2/ 1**

**Alokasi Waktu : 2 x 40 menit ( 1x pertemuan )**

**Topik Pembelajaran : Descriptive text**

**Pertemuan Ke : 2**

**A. Standar Kompetensi**

 **Menulis**

1. Memahami makna dalam teks fungsional pendek dan monolog sederhana berbentuk *Descriptive* dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

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

**C. Indikator Pencapaian Kompetensi**

1. Siswa mampu menganalisis generic structure teks *descriptive*
2. Siswa mampu menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Siswa mampu mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Siswa mampu membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Menganalisis generic structure teks *descriptive*
2. Menganalisis kosa kata yang terdapat dalam teks *descriptive*
3. Mengidentifikasi informasi yang terdapat dalam teks *descriptive*
4. Membuat teks *descriptive* berdasarkan objek yang mereka lihat/amati

**E. Materi Pokok**

**Pengertian dan generic structure teks descriptive**

A descriptive text is a text which lists the characteristics of something. Descriptive text is a text that draws or tells about something in detail. The purpose of descriptive text is to describe specific thing or an object. The social function of descriptive text is to describe a particular person, place or thing.

Generic structure dari teks descriptive:

1. Identification : general statement which identify phenomenon to be described (mention the special participant)
2. Description : explanation which describe parts, qualities, characteristics in detail (mention the part, quality, and characteristics of subject being described)

**Contoh teks descriptive**

**My Family**

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister is Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

**F. Metode Pembelajaran/Teknik:**

Outdoor Activity Method

**G.** **Langkah – Langkah Pembelajaran**

1. **Kegiatan Awal (10 menit)**
	* + 1. Salam dan tegur sapa
			2. Mengecek kehadiran siswa
			3. Memotivasi siswa untuk giat belajar bahasa Inggris
			4. Menyampaikan tujuan materi pembelajaraan yang akan berlangsung
2. **Kegiatan Inti (60 menit)**
3. Guru memberi penjelasan tentang pengertian dan generic structure dari teks descriptive
4. Guru mereview lembar kerja siswa yang sudah dikerjakan pada pertemuan sebelumnya.
5. Guru menentukan objek yang sesuai dengan tujuan pembelajaran.
6. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive.
7. Guru mengajak siswa ke luar ruangan. Di bagian ini, guru menyarankan siswa untuk memilih suatu objek yang membuat mereka tertarik.
8. Guru menjelaskan kepada siswa bahwa mereka harus membuat teks descriptive berdasarkan objek yang mereka lihat/amati.
9. Siswa membuat teks descriptive selama mereka berada di luar ruangan.
10. Setelah selesai, siswa mengumpulkan lembar jawaban.
11. Di bagian ini, guru memberikan ulasan kembali mengenai materi yang telah disampaikan.
12. Setelah selesai, guru memberikan lembar Questionnaire form 2 kepada siswa
13. Siswa mengerjakannya dan mengumpulkannya kepada guru
14. **Kegiatan Penutup (10 menit)**
15. Guru memberikan kesempatan kepada siswa untuk bertanya.
16. Guru membuat kesimpulan dan memberikan penguatan terhadap materi yang sudah dipelajari.
17. Mengakhiri pertemuan dengan salam.

**H. Sumber Pembelajaran**

1. Buku Strive to Master English, Marsudiono, 2012
2. Buku English Texts in Use jilid XI
3. Kamus
4. Internet
	* + - 1. **Penilaian**

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| **Aspect** | **Criteria** | **Score** |
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| Good to average | some knowledge of subject – adequate range – etc. | 26 – 22 |
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| Very poor | does not show knowledge of subject – non 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 |
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| 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 |
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| Good to average | effective but simple construction – 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 scores = 100; minimal score = 34; maximal score = 100

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|  |  | Ponorogo, 22 Agustus 2013 |
| Mengetahui,Guru Bahasa Inggris |  | Mahasiswa Peneliti |
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| **Dian Ariehasta, S.Pd.** NIP. |  | **Eka Fitria Prayanti**NIM. 09331413 |