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APPENDIX I

LESSON PLAN

(CYCLE 1)

School : MTS PAB-4 Patumbak

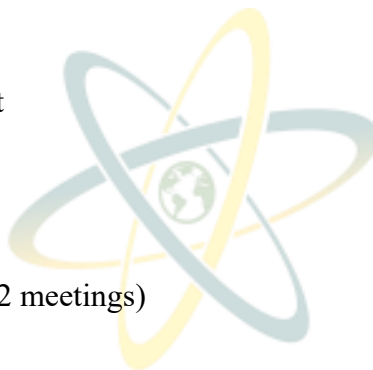
Subject : English Lesson

Material : Descriptive Text

Class : VIII

Aspect/Skill : Writing

Time : 4 x 45 minutes (2 meetings)



A. Core Competence

- **KI-1 and KI-2:** Live and practise the teachings of the religion adhered. Live and practice honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".
- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement of the Competences

1. Basic Competences

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.
- 3.7. Applying the text structure and language feature to do social function of descriptive text by mentioning and asking about description of people and manual shortly and simply, based on the context of use.
- 4.7 Understanding the meaning of descriptive text in oral and written, manually, shortly and simply.
- 4.12. Arrange the oral and written form of descriptive texts, short and simple, about animals, taking into account social functions, text structures, and language elements that are correct and in context.

2. Indicators of Achievement of the Competences

- 3.7.1. Mentioning the social function of descriptive text.
- 3.7.2. Writing descriptive text about people, animal, or things shortly and simply based on the text structure well.
- 3.7.3. Using the language features to mention and ask the text correctly.

D. Learning Objective

1. The students knows the social function of descriptive text.
2. The students are able to write descriptive text simply with the right structure of descriptive text.

3. The students are able to use the language features.

E. Learning Material

Social functions

Describe person in case for selling, buying, introducing, and reporting people or the things.

The structure of the text · Mention of name person chosen to be described.

- Mention of the nature of people , and
- Mention of actions from or related to people

Long text : less more than 6 (five) sentences .

I have a good mom. She is beautiful and kind. She has white skin and black short straight hair. I love my mom. She always make a breakfast, lunch and dinner for us. She can do anything at home.

Linguistic features

- (1) Question and statement about description

- *How does your mom look like ?*
- *She has a white skin and black short straight hair.*

- (2) The mention of singular nouns with *a* and *the* , and plural (*-s*).

- (3) The pronoun *it, they, she, we, etc.*; *our, my, your, their, etc.*

- (4) Adjectives, without or with the addition of the words *beautiful, very* , or combinations such as *dark brown, nice*, and the like. (5) Clear and neat spelling and handwriting and printing.

F. Learning Technique

Guided Question Technique

G. Learning Activities

The First Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<ol style="list-style-type: none">1. Teacher greet the students and check attendance list.2. Teacher asks the students whether they know about descriptive text or not.3. Teacher motivates the students to learn.4. Teacher explains the objective of learning descriptive text.	<ol style="list-style-type: none">1. Students respond to the greeting from the teacher.2. Students answer the question from the teacher.3. Students pay attention when the teacher gives a direction.	10 Minutes

Core Activities	Exploration :		70 minutes
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<p>1. The teacher explains about the guided question technique</p> <p>2. The teacher gives the material about descriptive text .</p>	<p>1. Students responds the teacher who explains about the technique that will be used.</p> <p>2. Students pay attention to the teacher who explains about descriptive text.</p>
<p>Elaboration :</p>	
<p>1. The teacher write one topic in the whiteboard</p> <p>2. The teacher give some questions that relate with that topic.</p> <p>3. The teacher tells students about guided question technique.</p> <p>4. The teacher explain</p>	<p>1. Students listen and pay attention to the teacher's explanation .</p> <p>2. Students do the instruction of teacher.</p> <p>3. Students listens the teacher's explanation.</p> <p>4. Students will listens the</p>

	<p>about some questions that relate by the topic given. Then, the teacher will be guided to write a descriptive text.</p>	<p>teacher's instruction and write a descriptive text based on the topic</p>	
	<p>Confirmation:</p> <ol style="list-style-type: none"> 1. The teacher assesses the activeness of students in writing descriptive texts. 2. The teacher give motivation and guidance to the students 	<ol style="list-style-type: none"> 1. Students write a descriptive text by guidance of teacher. 2. Students listen what the teacher explain in the class. 	

Closing	<ol style="list-style-type: none"> 1. The students and teachers give feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned. 3. The students and teachers say the closing greetings.. 		10 Minutes

The Second Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation

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SUMATERA UTARA MEDAN

Opening	<ol style="list-style-type: none"> 1. Teacher greet the students and check attendance list. 2. Teacher asks the students whether they know about descriptive text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning descriptive text. 	<ol style="list-style-type: none"> 1. Students respond to the greeting from the teacher. 2. Students answer the question from the teacher. 3. Students pay attention when the teacher gives a direction. 	10 Minutes
Core Activities	<p>Exploration :</p> <ol style="list-style-type: none"> 1. The teacher explains about the descriptive text. 2. The teacher gives 	<p>Students pay attention to the teacher who explains about descriptive text and guided question</p>	70 minutes
	<p>explanation more about guided question technique.</p>	<p>technique.</p>	

<p>Elaboration :</p> <ol style="list-style-type: none"> 1. The teacher give one topic in front of the class about “my mother”. 2. The teacher gives some questions to students based on the topic given. 3. The teacher tells students to make some sentences based on the questions into written paragraph. 4. Each students start to unite their sentences by those questions into good writing. 	<ol style="list-style-type: none"> 1. Students listen and pay attention to the teacher's explanation. 2. Students know how to do the next step. 3. Students following the command from the teacher and start to make sentences 4. Students will be done what the teacher ask.
<p>Confirmation :</p> <ol style="list-style-type: none"> 1. The teacher assesses the activeness of students in writing descriptive texts. 2. The teacher give motivation to students through teaching and learning. 	<ol style="list-style-type: none"> 1. Students practice and continue again and again. 2. Students can know how they start to
	<p>make new sentences from one topic</p>

Closing	<ol style="list-style-type: none"> 1. The students and teachers give feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned. 3. The students and teachers say the closing greetings. 		10 Minutes
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H. Learning Source, Media, and Tools

1. Learning source :
 - a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
 - b. Board of Studies New South Wales. 1998. *English K-6 Modules*. Sydney: Board of Studies NSW. Hal. 85.
 - c. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
2. Media : one letter and one topic
3. Tools : objects, marker board, paper cardboard

I. Assessment

1. Assessment Technique : Written test
2. Instrument : Writing a descriptive text
3. Rubric of Assessment

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
<u>Format - 5 points</u>		
There is a title	1	.....
There is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
<u>Punctuation and Mechanics - 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct		
Commas are used correctly	1	.....
	2	.....
Total	5	
<u>Content - 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5
The paragraph uses the writer 's care and Thought	10

Total	20
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<u>Organization - 35 points</u>	
The paragraph begins with identification	10
The paragraph contains several descriptions of supporting sentences that explain or prove identification	20
The paragraph ends with an appropriate concluding sentence	5	
Total	35	
<u>Grammar and Sentence Structure - 35 points</u>		
Estimate a grammar and a sentence structure	35	.....
Total	35	
Grand Score	100	.....

APPENDIX II

LESSON PLAN

(CYCLE 2)

School : MTS PAB-Patumbak

Subject : English Lesson

Material : Descriptive Text

Class : VIII

Aspect/Skill : Writing

Time : 4 x 45 minutes (2 meetings)

A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered. **Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area " .
- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement of the Competencies

1. Basic Competences

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.

3.7. Applying the text structure and language feature to do social function of descriptive text by mentioning and asking about description of people and manual shortly and simply, based on the context of use.

4.7 Understanding the meaning of descriptive text in oral and written, manually, shortly and simply.

4.12. Arrange the oral and written form of descriptive texts, short and simple, about animals, taking into account social functions, text structures, and language elements that are correct and in context.

2. Indicators of achievement of the Competences

3.7.1. Mentioning the social function of descriptive text.

3.7.2. Writing descriptive text about people, animal, or things shortly and simply based on the text structure well.

3.7.3. Using the language features to mention and ask the text correctly.

D. Learning Objective

1. The students knows the social function of descriptive text.
2. The students are able to write descriptive text simply with the right structure of descriptive text.
3. The students are able to use the language features to explain and ask about description.

E. Learning Material

Social functions

Describe person in case for selling , buying , introducing ,and reporting people or the things.

The structure of the text · Mention of name person
chosen to be described.

- Mention of the nature of people
- and Mention of actions from or related to people

Linguistic features

(1) Question and statement about description

- *How does cats look like?*
- *It's mammals.*

(2) The mention of singular nouns with *a* and *the* , and plural (*-s*).

(3) The pronoun *it, they, she, we, etc.; our, my, your, their, etc.*

(4) Adjectives, without or with the addition of the words *quite, very*, or combinations such as *dark brown , nice little boy* , and the like.

(5) Clear and neat spelling and handwriting and printing.

F. Learning Method

Guided Question Technique



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

G. Learning Activities

The Third Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Teacher greet the students and check attendance list. 2. Teacher asks the students whether they know about descriptive text or not. Teacher motivates the students to learn. 3. Teacher explains the objective of learning descriptive text. 	<ol style="list-style-type: none"> 1. Students respond to the greeting from the teacher. 2. Students answer the question from the teacher. 3. Students pay attention when the teacher gives a direction. 	10 Minutes
Core Activities	<p>Exploration :</p> <ol style="list-style-type: none"> 1. The teacher explains about the descriptive text. 2. The teacher give 	<ol style="list-style-type: none"> 1. Students listens the teacher who explains about the material of descriptive text. 2. Students pay attention to the teacher who 	70 minutes

	<p>an explanation about guided question technique</p>	<p>explains about guided question technique</p>	
	<p>Elaboration :</p> <ol style="list-style-type: none"> 1. The teacher gave one topic about “cat” 2. The teacher gives some questions that relate with the topic given. 3. The teacher tells students to make some sentences based on the answers of the question. 	<ol style="list-style-type: none"> 1. Students listen and pay attention to the teacher's explanation. 2. Students listen the teacher’s instruction carefully. 3. Students following the command from the teacher and repeats the sentence. 	

	<p>Confirmation:</p> <ol style="list-style-type: none"> 1. The teacher assesses the activeness of students in writing descriptive texts. 2. The teacher give a motivation to students through teaching and 	<ol style="list-style-type: none"> 1. Students listens ask about materialthat they don't know to the teacher. 	
	<p>learning.</p>		
<p>Closing</p>	<ol style="list-style-type: none"> 1. The students and eachers provide feedback n the process and earning outcomes. 2. The teacher tells he students the next material that will be earned. 3. The students and eachers say the closing reetings.. 		<p>10 Minutes</p>

The Fourth Meeting

Activities	Teacher's Activity	Student Activities	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Teacher greet the students and check attendance list. 2. Teacher asks the 	<ol style="list-style-type: none"> 1. Students respond to the greeting from the teacher. 2. Students answer 	10 Minutes

	<ol style="list-style-type: none"> 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning descriptive text. 	<ol style="list-style-type: none"> 3. Students pay attention when the teacher gives a direction. 	
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<p>Core Activities</p>	<p>Exploration:</p> <ol style="list-style-type: none"> 1. The teacher explains about the guided question technique. 2. The teacher gives the material about descriptive text . 	<ol style="list-style-type: none"> 1. Students observe the teacher who explains about the method that used . 2. Students pay attention to the teacher who explains about descriptive text. 	<p>70 minutes</p>
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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

	<p>Elaboration:</p> <ol style="list-style-type: none"> 1. The teacher presents one topic in front of the class about “father” . 2. The teacher gives questions to students of the topic (father) that will be presented by the teacher. 3. The teacher tells students to make sentences about (father) the using new language. 	<ol style="list-style-type: none"> 1. Students listen and pay attention to the teacher's explanation . 2. Students start to make sentences to be described . 3. Students following the command from the teacher and repeats the sentence . 4. Students start to do wthat the teacher say. 	
	<p>Confirmation:</p> <ol style="list-style-type: none"> 1. The teacher assesses the activeness of students in writing descriptive texts. 2. The teacher provides 	<ol style="list-style-type: none"> 1. Students practice and continue agian and again. 2. Students can make some sentences that they will be described. 	

	motivation to students through teaching and learning.		
Closing	<p>1. The students and teachers provide feedback on the process and learning outcomes.</p> <p>2. The teacher tells the students the next material that will be learned.</p> <p>3. The students and teachers say the closing greetings..</p>		10 Minutes

H. Learning Source, Media, and Tools

1. Learning source :

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
- b. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: Board of Studies NSW. Hal. 85.
- c. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.

2. Media : some questions and picture.

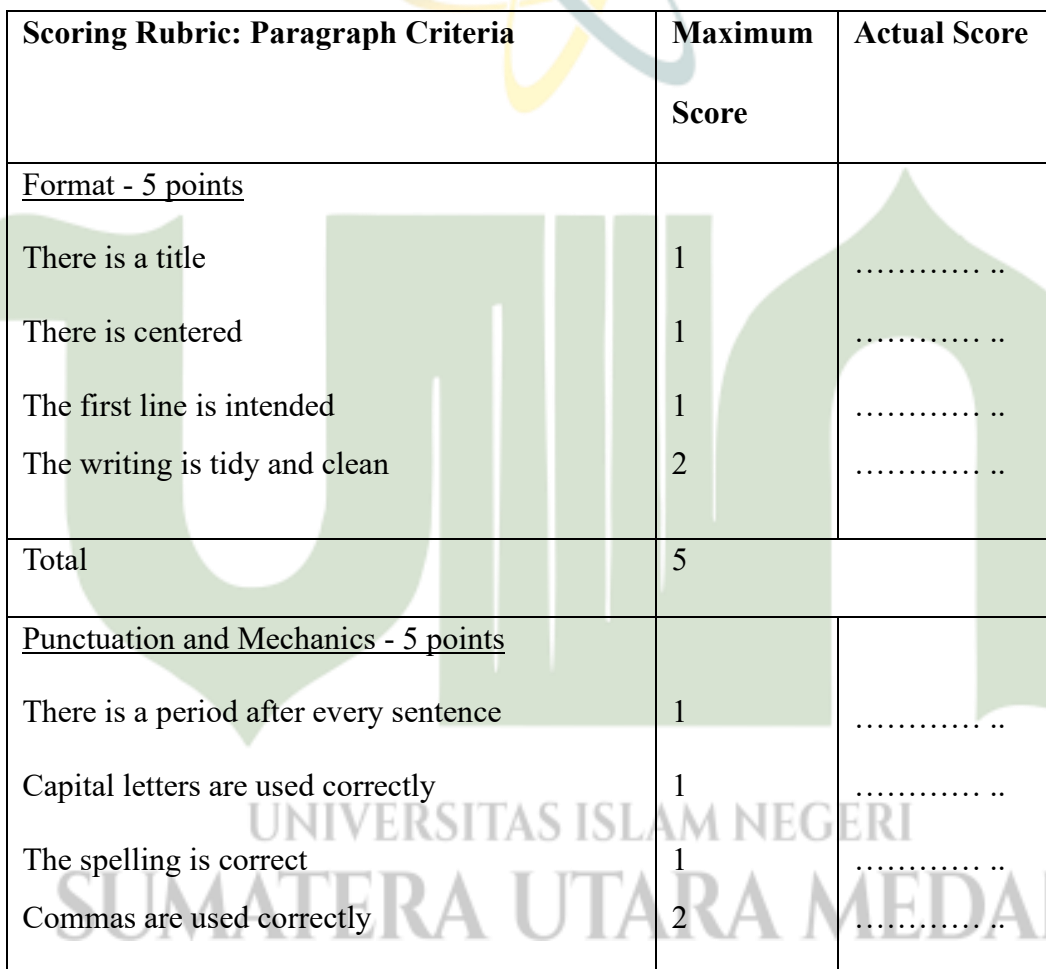
3. Tools : objects, marker board, paper cardboard

I. Assessment

1. Assessment Technique : Written test

2. Instrument : Writing a descriptive text

3. Rubric of Assessment



Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
<u>Format - 5 points</u>		
There is a title	1	.....
There is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
<u>Punctuation and Mechanics - 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
Total	5	

<u>Content - 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer 's care and Thought	10	.....
Total	20	
<u>Organization - 35 points</u>		
The paragraph begins with identification	10	.....
The paragraph contains several descriptions of supporting sentences that explain or prove identification	20	.....
The paragraph ends with an appropriate concluding sentence	5	
Total	35	
<u>Grammar and Sentence Structure - 35 points</u>		
Estimate a grammar and a sentence structure	35	.....
Total	35	
Grand Score	100	.....

APPENDIX III

School : MTS PAB 4 Patumbak

Name :

Class :

Date :

Pre-Test 1

Please write a descriptive paragraph by using this title below !

Title : My mother



APPENDIX IV

School : MTS PAB 4 Patumbak

Name :

Class :

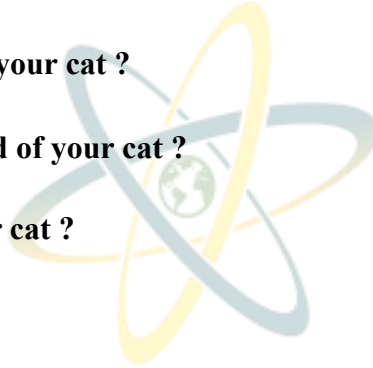
Date :

Post-test 1

Please write a descriptive paragraph by using this title below !

Title : Cat

- 1. What's the name of your cat ?**
- 2. How old is your cat ?**
- 3. How's the character of your cat ?**
- 4. What's the favorite food of your cat ?**
- 5. Where do you find your cat ?**



APPENDIX V

School : MTS PAB 4 Patumbak

Name :

Class :

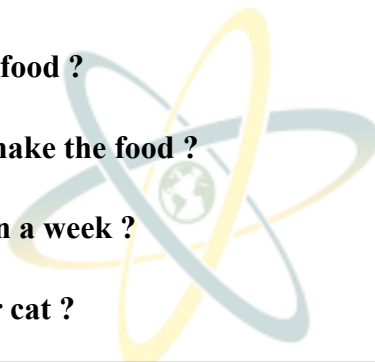
Date :

Post-test 2

Please write a descriptive paragraph by using this title below !

Title : Favorite food

1. What's the name of your favorite food ?
2. Why do you like the food ?
3. Where can you buy the food ?
4. How the ingredient to make the food ?
5. How often do you buy in a week ?
6. Where do you find your cat ?



APPENDIX VI

UNIVERSITAS ISLAM NEGERI
OBSERVATION SHEET (CYCLE
D)
SUMATERA UTARA MEDAN

FOCUS	TOPIC	YES	NO
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<p>The Researcher as the Teacher</p>	<ol style="list-style-type: none"> 1. The teacher motivates the students. 2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom. 3. The teacher tells the students the goal of the study. 4. The teacher gives explanation about the topic of study. 5. The teacher explains the material clearly. 6. The teacher uses media of teaching. 7. The teacher gives the students 	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	
	<ol style="list-style-type: none"> chance to ask the teacher related to the topic of study. 8. The teacher gives test to the students. 	<p>✓</p>	

The Students	1. The students are interested and enthusiastic in studying.		✓
	2. The students participate in the learning process.	✓	
	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.		✓
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

APPENDIX VII

OBSERVATION SHEET

(CYCLE II)

FOCUS	TOPIC	YES	NO
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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

The Researcher as the Teacher	1. The teacher motivates the students.	✓	
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. The teacher asks the students what they have learned before	✓	
	4. The teacher gives explanation about the topic of study.	✓	
	5. The teacher explains the material clearly.	✓	✓
	6. The teacher uses media of teaching.		✓
	7. The teacher gives the students chance		

	to ask the teacher related to the topic of study.	✓	
	8. The teacher gives test to the students.		

The Students	<ol style="list-style-type: none"> 1. The students are interested and enthusiastic in studying. 2. The students participate in the learning process. 3. The students ask the teacher about material that they do not understand. 4. The students answer the question which is given by the teacher. 5. The relationship between the students and the teacher is good. 6. The students do the test seriously. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>
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Appendix VIII

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH

R : How do you think about the students’ skill in writing after being taught by using guided question technique ?

T : In my opinion, the students’ skill in writing after being taught with that technique was increase. I mean why I said that it was improved ? because, when I saw their reaction and the progress of their writing was good.

R : Sir, what do you think technique was suitable technique to teaching writing for students?

T : yes, actually the technique that you used has a benefit for students here. It was very suitable method that can be used or applied in the class.

R : So, would you like to apply that this technique in every time you teaching writing? T

: yes, may be I will try. I hope it will work well.

R : Researcher

T : Teacher



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SUMATERA UTARA MEDAN

DOCUMENTATION

The students started to doing exercises about descriptive text



GERI
MEDAN



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

CURRICULUM VITAE



A. IDENTIFY

01. Name : Diana Askia Ayu R
02. Nim/Study Program : 34154167/ English Education
03. Place and Date of birth : Tebing Tinggi, 01 Oktober 1997
04. Email/phone number : dianaazkia1997@gmail.com
05. Adress : Pertahanan Street, Ds.IV Patumbak. Deli Serdang.

B. EDUCATION

06. MIS Guppi Selamat pulau Garu 1
07. MTS Guppi Selamat pulau Garu 1
08. Man 1 Medan
09. State Islamic Unviersity of North Sumatra

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