

Appendix A

The Pre-test of Writing Test

Name :

Class :

Time : 90 Minutes

Direction :

1. Write your name and your class on the answer sheet.
(Tulislah nama dan kelas kamu di lembar jawaban).
2. Make a composition of descriptive text that consists of at least 100 words in two paragraphs or more with a minimum of 100 words by choosing one of the titles below on the answer sheet within 90 minutes!
(Buatlah sebuah karangan teks deskripsi yang sedikitnya terdapat 100 kata dalam dua paragraf atau lebih dengan dengan minimal 100 kata dengan memilih salah satu topik di bawah ini pada lembar jawaban selama 90 menit).
3. In writing descriptive text, it is your own work, not copy and paste from the internet or other people's work.
(Dalam membuat karangan teks desripsi adalah karya sendiri tidak kopi paste dari internet atau karya orang lain)
4. Pay attention to the scoring system when you are writing. They are content (1-4), organization (1-4), grammar (1-4), vocabulary (1-4), and mechanics (1-4).
(Perhatikan skor pada sistem penilaian penulisan. Diantaranya isi (1-4), organisasi (1-4), tata bahasa (1-4), kosakata (1-4), dan mekanik (1-4).

The titles for making the composition of descriptive text!

1. Describing About Place
2. Describing About people
3. Describing About Thing

Appendix B

Students' Questionnaire (For Experimental Group)

1. Name : -----

2. Class/Group :-----

Direction :

Please give your response on the box provided for each of the following statements by writing the number on the response scale that you think is the most appropriate for your position.

Response Scale :

1. Strongly Disagree

2. Disagree

3. Agree

4. Strongly Agree

1. I think writing is easy by using MCL and MSS via Whatsapp ☐
2. I am aware of writing focus in studying English after the use MCL and MSS ☐
3. I am keen on to study writing through the use MCL and MSS ☐
4. I enjoy studying writing lesson through the use MCL and MSS ☐
5. I study writing actively through MCL and MSS ☐
6. MCL and MSS help me to increase my social skill ☐
7. The purpose of MCL and MSS activity was clear ☐
8. Every member of my group was committed to the group's success ☐
9. I took responsible for the success of each individual in the group ☐
10. I took responsible to my group ☐
11. Member of my group made a commitment to other individuals in the group ☐
12. The MCL and MSS forced me to take more responsibility for learning ☐
13. The collaborative learning experiences in my class increased my learning ☐
14. My group had sufficient time to finish the activity ☐
15. Students were encouraged to participate actively in class activities by the MCL and MSS ☐

Appendix C

Kuesioner Siswa (Untuk Kelompok Eksperimen)

1. Nama : -----
2. Kelas/Kelompok :-----

Petunjuk :

Berikan tanggapan Anda pada kotak yang tersedia untuk setiap pernyataan berikut dengan menuliskan angka pada skala tanggapan yang menurut Anda paling sesuai untuk posisi Anda.

Skala Respon :

1. Sangat Tidak Setuju
2. Tidak setuju
3. Setuju
4. Sangat Setuju

Angket

1. Menurut saya menulis itu mudah dengan menggunakan MCL dan MSS melalui Whatsapp
2. Saya menyadari fokus menulis dalam belajar bahasa Inggris setelah menggunakan MCL dan MSS
3. Saya tertarik untuk belajar menulis melalui penggunaan MCL dan MSS
4. Saya senang mempelajari pelajaran menulis melalui penggunaan MCL dan MSS
5. Saya aktif belajar menulis melalui MCL dan MSS
6. MCL dan MSS membantu saya untuk meningkatkan keterampilan sosial saya
7. Tujuan kegiatan penerapan MCL dan MSS jelas
8. Setiap anggota kelompok saya berkomitmen untuk keberhasilan kelompok
9. Saya bertanggung jawab atas keberhasilan setiap individu dalam kelompok
10. Saya bertanggung jawab kepada kelompok saya
11. Anggota kelompok saya membuat komitmen kepada individu lain dalam kelompok
12. MCL dan MSS memaksa saya untuk lebih bertanggung jawab dalam belajar
13. Pengalaman belajar kolaboratif di kelas saya meningkatkan pembelajaran saya
14. Kelompok saya memiliki waktu yang cukup untuk menyelesaikan kegiatan
15. Siswa didorong untuk berpartisipasi aktif dalam kegiatan kelas oleh MCL dan MSS.

Appendix D

RESULT OF PRE-TEST ON CONTROL GROUP (CG)

NO	NAME	SCORE	CLASSIFICATTION	REMARK
1	ARK DP	50	Poor	
2	A MZKK	32	Very Poor	
3	DRRH B	46	Poor	
4	DNDA A	37	Very Poor	
5	GND P	33	Poor	
6	HMA A	59	Fair	
7	HGKI	45	Very Poor	
8	IR ODYNT	34	Poor	
9	JEFR SLTN	63	Fair	
10	LTF EK	53	Poor	
11	MLHTL F	37	Very Poor	
12	M AFF	43	Very Poor	
13	MMZZK	45	Very Poor	
14	M TR BNLD	49	Poor	
15	MASTHA	25	Very Poor	
16	MFTHL	55	Poor	
17	M. DFT	50	Poor	
18	MNL KHR	50	Poor	
19	OGK S	39	Very Poor	
20	PTR A	59	Fair	
21	RMDN AL	44	Very Poor	
22	SSKI P	36	Very Poor	
23	ST PTMH	45	Very Poor	
24	WDY FB	50	Poor	
25	YYK SR	34	Very Poor	

Appendix E

RESULT OF PRE-TEST ON EXPERIMENTAL GROUP (EG)

NO	NAME	SCORE	CLASSIFICATTION	REMARK
1	ADT WD	46	Poor	
2	ADN SP	58	Fair	
3	ARN Q	50	Poor	
4	APL	35	Very Poor	
5	DYA S	33	Very Poor	
6	DMS	31	Very Poor	
7	FRN	41	Very Poor	
8	FM	50	Poor	
9	FZYH	49	Poor	
10	HBB HSN	45	Very Poor	
11	INTN HR	45	Very Poor	
12	KHRTN NS	58	Fair	
13	LBBUL A	55	Poor	
14	LSNI A	36	Very Poor	
15	M KHSNL	45	Very Poor	
16	LLTL M	53	Poor	
17	M HRI A	53	Poor	
18	M FRD	58	Fair	
19	M RFQ	46	Poor	
20	MS ANGG	46	Poor	
21	M HDN DZ	33	Very Poor	
22	M ATHL	50	Poor	
23	M ALFN	25	Very Poor	
24	SRNA	54	Poor	
25	SSKA	50	Poor	

Appendix F

RESULT OF POST-TEST ON CONTROL GROUP (CG)

NO	NAME	SCORE	CLASSIFICATION	REMARK
1	A MZKK	58	Fair	
2	DRRH B	70	Good	
3	DNDA A	58	Fair	
4	GND P	63	Fair	
5	HMA A	75	Good	
6	HGKI	65	Fair	
7	IR ODYNT	63	Fair	
8	JEFR SLTN	58	Fair	
9	LTF EK	50	Poor	
10	MLHTL F	65	Fair	
11	M AFF	58	Fair	
12	M MZZK	63	Fair	
13	M TR BNLD	63	Fair	
14	MASTHA	58	Fair	
15	MFTHL JNN	63	Fair	
16	M. DFT	65	Fair	
17	MNL KHR	50	Poor	
18	OGK S	65	Fair	
19	PTR A	58	Fair	
20	RMDN AL	63	Fair	
21	SSKI P	50	Poor	
22	ST PTMH	50	Poor	
23	WDY FB	63	Fair	
24	YYK SR	70	Good	
25	ARK DP	58	Fair	

Appendix G

RESULT OF POST-TEST ON EXPERIMENTAL GROUP (EG)

N O	NAME	SCORE	CLASSIFICATIO N	REMARK
1	ADT WD	80	Good	
2	ADN SP	58	Fair	
3	ARN Q	66	Good	
4	APL	61	Fair	
5	DYA S	58	Fair	
6	DMS	75	Poor	
7	FRN	75	Good	
8	FM	63	Fair	
9	FZYH	66	Poor	
10	HBB HSN	71	Good	
11	INTN HR	75	Fair	
12	KHRTN NS	66	Good	
13	LBBUL A	66	Good	
14	LCANI A	68	Good	
15	M KHSNL	70	Good	
16	LLTL M	70	Good	
17	M HRI A	63	Fair	
18	M FRD	75	Good	
19	M RFQ	58	Fair	
20	MS ANGG	75	Good	
21	M HDN DZ	58	Fair	
22	M ATHL	75	Poor	
23	M ALFN	83	Excellence	
24	SRNA SHNNI	66	Good	
25	SSKA	66	Fair	

Appendix H

DATA OF PRE-TEST AND POST TEST ON CONTROL GROUP (CG)

NO	NAME	PRE-TEST CG		POST TEST CG	
		SCORE	CLASSIFICATION	SCORE	CLASSIFICATION
1	ARK DP	50	Poor	58	Fair
2	A MZKK	32	Very Poor	70	Good
3	DRRH B	46	Poor	58	Fair
4	DNDA A	37	Very Poor	63	Fair
5	GND P	33	Poor	75	Good
6	HMA A	59	Fair	65	Fair
7	HGKI	45	Very Poor	63	Fair
8	IR ODYNT	34	Poor	58	Fair
9	JEFR SLTN	63	Fair	50	Poor
10	LTF EK	53	Poor	65	Fair
11	MLHTL F	37	Very Poor	58	Fair
12	M AFF	43	Very Poor	63	Fair
13	MMZZK	45	Very Poor	63	Fair
14	M TR BNLD	49	Poor	58	Fair
15	MASTHA	25	Very Poor	63	Fair
16	MFTHL	55	Poor	65	Fair
17	M. DFT	50	Poor	50	Poor
18	MNL KHR	50	Poor	65	Fair
19	OGK S	39	Very Poor	58	Fair
20	PTR A	59	Fair	63	Fair
21	RMDN AL	44	Very Poor	50	Poor
22	SSKI P	36	Very Poor	50	Poor
23	ST PTMH	45	Very Poor	63	Fair
24	WDY FB	50	Poor	70	Good
25	YYK SR	34	Very Poor	58	Fair

Appendix I

DATA OF PRES-TEST AND POST TEST ON EXPERIMENTAL GROUP (CG)

NO	NAME	PRE-TEST EG		POST TEST EG	
		SCORE	CLASSIFICATION	SCORE	CLASSIFICATION
1	ADT WD	46	Poor	80	Good
2	ADN SP	58	Fair	58	Fair
3	ARN Q	50	Poor	66	Good
4	APL	35	Very Poor	61	Fair
5	DYA S	33	Very Poor	58	Fair
6	DMS	31	Very Poor	75	Poor
7	FRN	41	Very Poor	75	Good
8	FM	50	Poor	63	Fair
9	FZYH	49	Poor	66	Poor
10	HBB HSN	45	Very Poor	71	Good
11	INTN HR	45	Very Poor	75	Fair
12	KHRTN NS	58	Fair	66	Good
13	LBBUL A	55	Poor	66	Good
14	LSNI A	36	Very Poor	68	Good
15	M KHSNL	45	Very Poor	70	Good
16	LLTL M	53	Poor	70	Good
17	M HRI A	53	Poor	63	Fair
18	M FRD	58	Fair	75	Good
19	M RFQ	46	Poor	58	Fair
20	MS ANGG	46	Poor	75	Good
21	M HDN DZ	33	Very Poor	58	Fair
22	M ATHL	50	Poor	75	Poor
23	M ALFN	25	Very Poor	83	Excellence
24	SRNA	54	Poor	66	Good
25	SSKA	50	Poor	66	Fair

Appendix J

DATA OF PRE-TEST ON CG AND EG

PRE-TEST IN CG					PRE-TEST IN EG		
NO	NAME	SCORE	CLFICATION	No	NAME	SCOR	CLFICATION
1	ARK DP	50	Poor	1	ADT WD	46	Poor
2	A MZKK	32	Very Poor	2	ADN SP	58	Fair
3	DRRH B	46	Poor	3	ARN Q	50	Poor
4	DNDA A	37	Very Poor	4	APL	35	Very Poor
5	GND P	33	Poor	5	DYA S	33	Very Poor
6	HMA A	59	Fair	6	DMS	31	Very Poor
7	HGKI	45	Very Poor	7	FRN	41	Very Poor
8	IR ODYNT	34	Poor	8	FM	50	Poor
9	JEFR SLTN	63	Fair	9	FZYH	49	Poor
10	LTF EK	53	Poor	10	HBB HSN	45	Very Poor
11	MLHTL F	37	Very Poor	11	INTN HR	45	Very Poor
12	M AFF	43	Very Poor	12	KHRTN NS	58	Fair
13	MMZZK	45	Very Poor	13	LBBUL A	55	Poor
14	M TR BNLD	49	Poor	14	LSNI A	36	Very Poor
15	MASTHA	25	Very Poor	15	M KHSNL	45	Very Poor
16	MFTHL	55	Poor	16	LLTL M	53	Poor
17	M. DFT	50	Poor	17	M HRI A	53	Poor
18	MNL KHR	50	Poor	18	M FRD	58	Fair
19	OGK S	39	Very Poor	19	M RFQ	46	Poor
20	PTR A	59	Fair	20	MS ANGG	46	Poor
21	RMDN AL	44	Very Poor	21	M HDN DZ	33	Very Poor
22	SSKI P	36	Very Poor	22	M ATHL	50	Poor
23	ST PTMH	45	Very Poor	23	M ALFN	25	Very Poor
24	WDY FB	50	Poor	24	SRNA	54	Poor
25	YYK SR	34	Very Poor	25	SSKA	50	Poor

Appendix L

TEST SCORE ON CG AND EG

PRE-TEST IN CG					POST-TEST IN EG		
NO	NAME	PRE-TEST	POST-TEST	No	NAME	PRE-TEST	POST-TEST
1	ARK DP	50	58	1	ADT WD	46	80
2	A MZKK	32	70	2	ADN SP	58	58
3	DRRH B	46	58	3	ARN Q	50	66
4	DNDA A	37	63	4	APL	35	61
5	GND P	33	75	5	DYA S	33	58
6	HMA A	59	65	6	DMS	31	75
7	HGKI	45	63	7	FRN	41	75
8	IR ODYNT	34	58	8	FM	50	63
9	JEFR SLTN	63	50	9	FZYH	49	66
10	LTF EK	53	65	10	HBB HSN	45	71
11	MLHTL F	37	58	11	INTN HR	45	75
12	M AFF	43	63	12	KHRTN NS	58	66
13	M MZZK	45	63	13	LBBUL A	55	66
14	M TR BNLD	49	58	14	LCANI A	36	68
15	MASTHA	25	63	15	M KHSNL	45	70
16	MFTHL JNN	55	65	16	LLTL M	53	70
17	M. DFT	50	50	17	M HRI A	53	63
18	MNL KHR	50	65	18	M FRD	58	75
19	OGK S	39	58	19	M RFQ	46	58
20	PTR A	59	63	20	MS ANGG	46	75
21	RMDN AL	44	50	21	M HDN DZ	33	58
22	SSKI P	36	50	22	M ATHL	50	75
23	ST PTMH	45	63	23	M ALFN	25	83
24	WDY FB	50	70	24	SRNA SHNNI	54	66
25	YYK SR	34	58	25	SSKA	50	66

Appendix M

MEMBER OF GROUP ON EXPERIMENTAL GROUP (EG) (KELAS 10 1PA)

	NAME OF GROUP	MEMBER
1	SCORPION	Aditiya Widiyanto Maulana
		Adinda Septiana Pratiwi
		Arini Qurrotal Ainiyah
		Ayu Puji Lestari
		Diyyah Alyatus Sholikhah
2	EAGLE	Dimas Saputra
		Friska Novianti Wulandari
		Fatih Maulana
		Fauziyah
		Habib Husain Adha Zamzami
3	PEACOCK	Intan hardiyanti Firna
		Khoirotun Nisa'
		Lubabul Abidah
		Luciani Azzahrah
		Moh. Khusnul Khuluq
4	LION	Lailatul Maghfiroh
		Moh Heri Andriansyah
		M. Farid Ziqni
		M. Rifqi Egi Saputra
		Mas Anggi Indra P.
5	TIGER	M. Hudan Dzikri
		M. Athoul Hikam
		M. Alfian A
		Sherina Shanny S. A
		Shelly Anggraini

Appendix N

Descriptive Writing Analytical Evaluation Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30 % - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives.	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% -Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5 x
	3	Few misuse of vocabularies, word forms but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words forms and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization.	1.5 x
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Appendix O

LESSON PLAN

Education Unit : MA Al – Balagh Bulutigo

Subjects : English Compulsory

Class/ Semester : X / Odd Semester

Main Material : Descriptive Text

Meeting : 1st

Time Allocation : 2 x 45 (Minutes)

A. BASIC COMPETENCE

3.1. Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.

4.4. Descriptive text

4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings.

4.4.2. Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context

B. LEARNING OBJECTIVES

At the end of the study, the students are able to:

1. Identify the generic structure of a descriptive text
2. Identify the language feature of a descriptive text.
3. Generate ideas using magnet word.

C. COMPETENCE ACHIEVEMENT INDICATORS

1. Students are able to Identify the generic structure of a descriptive text.
2. Students are able to Identify the language feature of descriptive text.
3. Students are able to Generate ideas using magnet word.

D. MATERIAL OF THE LESSON

Teks Deskriptif

- a. Fungsi sosial Materi Pembelajaran Adalah salah satu jenis teks yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
- b. Struktur Teks Deskriptif (generic structure) adalah:
 1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

d. Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/hewan
- (2) Kata sifat yang terkait dengan orang/benda/tempat/hewan
- (3) Kata kerja bentuk pertama (present tense)



Komodo Island



Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known as Komodo Dragons. The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.

The best time to visit the park is during the dry season, which runs from April to December.

Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours.

Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.

Terjemahannya :

Pulau Komodo terletak di antara Sumbawa dan Flores, di sepanjang Nusa Tenggara Timur bagian barat, dan populer dengan keberadaan

Kadal Monitor raksasa yang dikenal sebagai Komodo Dragons. Pulau ini gersang, kasar dan tandus dan merupakan bagian dari Taman Nasional Komodo dan Cagar Alam Laut. Pemandangan udara membuktikan bahwa ini adalah salah satu tempat terindah di Indonesia.

Waktu terbaik untuk mengunjungi taman ini adalah selama musim kemarau, yang berlangsung dari bulan April hingga Desember.

Selain melihat komodo yang terancam punah, berbagai kegiatan dapat dinikmati di Taman Nasional Komodo seperti bermain kayak, menyelam, trekking, atau wisata pulau berpemandu. Mengelilingi Pulau Komodo relatif mudah, tetapi untuk sampai ke Komodo, Anda harus terlebih dahulu melakukan perjalanan ke Bali dan kemudian ke Labuan Bajo dengan pesawat atau perahu, dan terakhir ke Pulau Komodo dengan perahu. Beberapa maskapai penerbangan lokal terbang dari Bali ke Labuan Bajo di Pulau Flores.

LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)

1. Greeting
2. Asking students' condition
3. Introducing
4. Warming up that related about the topic want to learn
5. Attention about topic and the objective of study. Our topic today is "Komodo Island".
We are going to learn type of descriptive text, generic structure and language features also magnet word. At the end of the class, you are expected to be understanding type of descriptive text, generic structure and language features and making magnet word. I hope will be useful for you.

WHILST ACTIVITIES (60 Minutes)
Presentation - The teacher sends a descriptive text in Whatsapp group. - The teacher giving example of descriptive text. - The Teacher explanation how to analyzing the language features and generic structure of the text. - The teacher explain about Magnet Word Practise - Students Identifying language features in descriptive text - Students Identifying generic structure of descriptive text - Students give some magnet word practices. Production - Students make Magnet Words of the descriptive text from text
POST ACTIVITIES (15 minutes)
- The teacher conclude the lesson and gives feedback to the students toward process and learning achievement. - The teacher asks the students “do you get the point our lesson today?” - Closing.

D. LEARNING STRATEGY

Mobile Collaborative Learning (MCL) – Magnet Summary Word

E. MEDIA TOOLS AND MATERIALS

Media	Tool	Material/Source
Related picture, Whatsapp, Voice note Whatsapp, VC	Internet Mobile	Video Learning English, Descriptive text, Class X Semester 1

Bulutigo, November 2022
Researcher

Ahsanul Masyhud

Appendix O

LESSON PLAN

Education Unit : MA Al – Balagh Bulutigo
Subjects : English Compulsory
Class/ Semester : X / Odd Semester
Main Material : Descriptive text
Meeting : 2nd
Time Allocation : 2 x 45 (Minutes)

A. BASIC COMPETENCE

3.1. Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.	4.4. Descriptive text 4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings. 4.4.2. Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context
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B. LEARNING OBJECTIVES

At the end of the study, the students are able to:

1. Understand the type of descriptive text.
2. Write a simple descriptive sentences.

C. COMPETENCE ACHIEVEMENT INDICATORS

1. Students are able to understand the type of descriptive text.
2. Students are able to write a simple descriptive sentences.

E. MATERIAL OF THE LESSON

Teks Deskriptif

- c. Fungsi sosial Materi Pembelajaran Adalah salah satu jenis teks yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
- d. Struktur Teks Deskriptif (generic structure) adalah:
 - 3. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 - 4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

d. Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/hewan
- (2) Kata sifat yang terkait dengan orang/benda/tempat/hewan
- (3) Kata kerja bentuk pertama (present tense)



The Taj Mahal is a white marble mausoleum recognised as 'the jewel of Muslim art in India'. It is regarded as one of the finest examples of Mughal architecture – an amalgamation of Persian, Turkish and Indian styles.

The most impressive in the Taj Mahal complex next to the tomb, is the main gate, which stands majestically in the centre of the southern wall of the forecourt. The gate is flanked on the north front by double arcade galleries. The garden in front of the galleries is subdivided into four quarters by two main walkways and each quarters in turn subdivided by the narrower cross-axial walkways, on the Timurid-Persian scheme of the

walled in garden. The enclosure walls on the east and west have a pavilion at the centre.

The Taj Mahal is a perfect symmetrical planned building, with an emphasis of bilateral symmetry along a central axis on which the main features are placed. The building material used is brick-in-lime mortar veneered with red sandstone and marble and inlay work of precious/semi precious stones. The mosque and the guest house in the Taj Mahal complex are built of red sandstone in contrast to the marble tomb in the centre. Both the buildings have a large platform over the terrace at their front. Both the mosque and the guest house are the identical structures. They have an oblong massive prayer hall consist of three vaulted bays arranged in a row with central dominant portal. The frame of the portal arches and the spandrels are veneered in white marble. The spandrels are filled with flowery arabesques of stone intarsia and the arches bordered with rope molding.

The Taj Mahal is located on the right bank of the Yamuna River in a vast Mughal garden that encompasses nearly 17 hectares, in the Agra District in Uttar Pradesh. It was built by Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal with construction starting in 1632 AD and completed in 1648 AD, with the mosque, the guest house and the main gateway on the south, the outer courtyard and its cloisters were added subsequently and completed in 1653 AD. The existence of several historical and Qur'anic inscriptions in Arabic script have facilitated setting the chronology of Taj Mahal.

Ini dianggap sebagai salah satu contoh terbaik arsitektur Mughal – perpaduan gaya Persia, Turki, dan India'.

Yang paling mengesankan di kompleks Taj Mahal di sebelah makam, adalah gerbang utama, yang berdiri megah di tengah dinding selatan halaman depan. Gerbang ini diapit di bagian depan utara oleh galeri arcade ganda. Taman di depan galeri dibagi menjadi empat bagian oleh dua jalan setapak utama dan setiap bagian pada gilirannya dibagi lagi oleh jalan lintas aksial yang lebih sempit, pada skema Timurid-Persia dari berdinding di taman. Dinding kandang di timur dan barat memiliki paviliun di tengah.

Taj Mahal adalah bangunan terencana simetris yang sempurna, dengan penekanan simetri bilateral di sepanjang sumbu pusat tempat fitur utama ditempatkan. Bahan bangunan yang digunakan adalah mortar brick-in-lime yang dilapisi dengan batupasir merah dan marmer serta pekerjaan tatahan batu mulia/semi mulia. Masjid dan wisma di kompleks Taj Mahal dibangun dari batu pasir merah kontras dengan makam marmer di tengah. Kedua bangunan memiliki platform besar di atas teras di depan mereka. Baik masjid maupun wisma adalah struktur yang identik. Mereka memiliki aula besar berbentuk bujur sangkar yang terdiri dari tiga teluk berkubah yang disusun berjajar dengan portal dominan di tengah. Bingkai lengkungan portal dan spandrel dilapisi marmer putih. Spandrel dihiasi dengan arabesque bunga dari batu intarsia dan lengkungan berbatasan dengan cetakan tali.

Taj Mahal terletak di tepi kanan Sungai Yamuna di taman Mughal yang luas yang mencakup hampir 17 hektar, di Distrik Agra di Uttar Pradesh. Dibangun oleh Kaisar Mughal Shah Jahan untuk mengenang istrinya Mumtaz Mahal dengan konstruksi dimulai pada 1632 M dan selesai pada 1648 M, dengan masjid, wisma dan gerbang utama di selatan, halaman luar dan serambi ditambahkan selanjutnya dan selesai pada tahun 1653 M.

Keberadaan beberapa prasasti sejarah dan Al-Qur'an dalam aksara Arab telah memudahkan pengaturan kronologi Taj Mahal.

LEARNING ACTIVITIES

PRE-ACTIVITIES (5 Minutes)
1. Greeting 2. Asking students' condition 3. Warming up that related about the topic want to learn 4. Attention about topic and the objective of study – Our topic today is “Tajmahal”. we are going to learn how to understand the the text of descriptive and also understand the descriptive text linguistic element well. At the end of the class, you expected to be understanding type of descriptive text and able to write a simple descriptive paragraph. I hope It will be useful for you
WHILST ACTIVITIES (50 Minutes)
Presentation 5. The Teacher gives the questions that related to the material (descriptive) while showing pictures or other media. 6. Teacher review about type and definition, generic structure and also language features of descriptive text. 7. The teacher gives an example of descriptive text. 8. The teacher reviews about magnet word. Practise 9. The students writes magnet word from the text given. 9. The teacher ask students to write the magnet words in Whatsapp. Production 10. The Teacher asks students write key words or phrases on Whatsapp 11. The teacher asks the students to mention the word that relate to the magnet word. Students write sentences related the magnet word in the form of descriptive text in Whatsapp group. 13. Discussion and evaluation together about sentences that students write in Whatsapp group.
POST ACTIVITIES (15 minutes)
Teachers via WA Group: 14. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement. 15. The teacher asks students “do you get the point our lesson today?” 16. Closing.

E. LEARNING STRATEGY

Mobile Collaborative Learning (MCL) – Magnet Summary Word

F. MEDIA TOOLS AND MATERIALS

Media	Tool	Material/Source
Whatsapp, Voice note Whatsapp, dan VC.	Internet Mobile	Video Learning English, Descriptive text, Class X Semester 1.

Bulutigo, November 2022

Researcher

Ahsanul Masyhud



Appendix O

LESSON PLAN

Education Unit : MA Al – Balagh Bulutigo
Subjects : English Compulsory
Class/ Semester : X / Odd Semester
Main Material : Descriptive Text
Meeting : 3rd
Time Allocation : 2 x 45 (Minutes)

A. BASIC COMPETENCE

3.1. Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.

4.4. Descriptive text

4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings.

4.4.2. Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context

B. LEARNING OBJECTIVES

At the end of the study, the students are able to:

1. Make a summary using the magnet words generated by the magnet summary strategy activity.
2. Write the simple short essay written text of descriptive text

C. COMPETENCE ACHIEVEMENT INDICATORS

1. Students can correctly generate a summary from magnet words generated by the magnet summary strategy activity.
2. Students can write short essay written text of descriptive text

D. MATERIAL OF THE LESSON

Teks Deskriptif

- a. Fungsi sosial Materi Pembelajaran Adalah salah satu jenis teks yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
- b. Struktur Teks Deskriptif (generic structure) adalah:
 1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

d. Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/hewan
- (2) Kata sifat yang terkait dengan orang/benda/tempat/hewan
- (3) Kata kerja bentuk pertama (present tense)



Ondel-Ondel

Ondel-ondel is very popular in Jakarta, the capital city of Indonesia, It is a giant doll with a horrible face. The male ondel-ondel is dressed like a man. He has a sword at his hip and a shawl over his shoulder. Its head is decorated with colorful paper strings.

Ondel-ondel is made of bamboo structure. Its face is made of wood-mask. Its hair is

made of palm fibre. A man inside the structure moves it. The movement is very clumsy. Its arms are dropping.

A pair of ondel-ondels are usually performed to celebrate a child circumcision. Traditional music such as, gambang kromong, Picture: Ondel-ondel qasidah, tanjidor, or gendang pencak, accompanies the procession. Of course children are interested in following it.

In the old days people believed that a couple of ondel-ondels were the manifestation of a god and a goddess who would protect the circumcised boy from danger or evil. Now ondel-ondel is performed to welcome guest in opening ceremonials held in Jakarta and places nearby.

Terjemahannya :

Ondel-ondel sangat populer di Jakarta, ibu kota negara Indonesia, Ini adalah boneka raksasa dengan wajah mengerikan. Ondel-ondel laki-laki berpakaian seperti laki-laki. Dia memiliki pedang di pinggulnya dan selendang di bahunya. Kepalanya dihiasi dengan benang kertas berwarna-warni.

Ondel-ondel terbuat dari struktur bambu. Wajahnya terbuat dari topeng kayu. Rambutnya terbuat dari ijuk. Seorang pria di dalam struktur memindahkannya. Gerakannya sangat kikuk. Lengannya jatuh.

Sepasang ondel-ondel biasanya dipentaskan untuk merayakan khitanan anak. Musik tradisional seperti, gambang kromong, Gambar: Ondel-ondel qasidah, tanjidor, atau gendang pencak, mengiringi arak-arakan. Tentu saja anak-anak tertarik untuk mengikutinya.

Di masa lalu orang percaya bahwa sepasang ondel-ondel adalah manifestasi dari dewa dan dewa yang akan melindungi anak yang disumpah dari bahaya atau kejahatan. Kini ondel-ondel dipertunjukkan untuk menyambut tamu dalam upacara pembukaan yang diadakan di Jakarta dan sekitarnya.

LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
1. Greeting 2. Asking students' Condition 3. Warming up that related about the topic want to learn 4. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation 1. The Teacher giving questions that related to the material while showing pictures or other media. 2. The teacher review about the type and definition, generic structure and also language feature of descriptive text 3. The teacher gives an example of descriptive text. 4. The teacher gives the explanation about magnet summary strategy Practise 5. The students write magnet word from the text given. 6. The teacher asks students to write the magnet words in Whatsapp. Production 7. The Teacher asks students to write key words or phrases via Whatsapp.

8. The teacher ask the students to mention the word that relate to the magnet word
9. Students write summary related the magnet word in the form of descriptive e text in Whatsapp.
10. Students write simple short essay written text of the descriptive
POST ACTIVITIES (15 minutes)
11. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.
12. The teacher asks students “do you get the point our lesson today?”
13. Closing.

1. LEARNING STRATEGY

Mobile Collaborative Learning (MCL) – Magnet Summary Word

2. MEDIA TOOLS AND MATERIALS

Media	Tool	Material/Source
Related Picture, Whatsapp, Voice note Whatsapp, VC.	Internet Mobile	Video Learning English, Descriptive Text, Class X Semester 1

3. EVALUATION

Technique : Written
Form : Composition
Example of Instrument : Make a composition decriptive text about Surabaya Zoo!

4. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M):

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Bulutigo, November 2022
Researcher

Ahsanul Masyhud

Appendix O

LESSON PLAN

Education Unit : MA Al – Balagh Bulutigo
Subjects : English Compulsory
Class/ Semester : X / Odd Semester
Main Material : Descriptive Text
Meeting : 4th
Time Allocation : 2 x 45 (Minutes)

A. BASIC COMPETENCE

3.1. Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.

4.4. Descriptive text

4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings.

4.4.2. Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context

B. LEARNING OBJECTIVES

At the end of the study, the students are able to:

1. Make summary from the magnet word which are generated from magnet summary strategy activity corectly.
2. Write simple short essay written text of the descriptive.

C. COMPETENCE ACHIEVEMENT INDICATORS

1. Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corectly.
2. Students are able to write short essay written text of descriptive text.

D. MATERIAL OF THE LESSON

➤ Text Type : Descriptive

Teks Deskriptif

- a. Fungsi sosial Materi Pembelajaran Adalah salah satu jenis teks yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
- b. Struktur Teks Deskriptif (generic structure) adalah:
 1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

d. Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/hewan
- (2) Kata sifat yang terkait dengan orang/benda/tempat/hewan
- (3) Kata kerja bentuk pertama (present tense)



Sumatran Elephants

Sumatran elephants are descendants of Asian elephants can be found only on the Sumatra Island, Indonesia. Generally, they have body size that is smaller than the Indian elephant. They are one of the protected species in Indonesia. This is done to keep the Sumatran elephant population began to decline, rare, and endangered. survey in 2000 stated that there are about 2000-2700 species. But now, only the remaining 35% of the population, the rest died because humans hunted by using weapons or poisonous. And the saddest part is the habitat of Sumatran elephant has turned into plantations.

The Sumatran elephant is the largest mammal in Indonesia. They have a weight of about 6 tons and a height about more than 3.5 m. Elephants have long of gestation period. Their gestation period is more about 22 months and elephants can live up to 70 years old. Elephants are herbivores kind of clever because they have larger brains than other mammals. Elephant ears are big enough, and it makes the elephants become excellent in hearing stimulus. In addition, large ears itself also has a function as a regulator of body heat elephants. While the nose or proboscis they are working to track something or taking food and water.

Elephants are herbivores. They at least spend about 16 hours in a day just to find food. Their diet consists of grasses, seeds, flowers leaves, twigs, roots, and small fruits. They will only digest about 40% of what they eat. Therefore, the elephants have to consume large amounts of food. The Sumatran elephant is one of the uniqueness of Indonesia.

Gajah Sumatra

Gajah Sumatera merupakan keturunan gajah Asia yang hanya dapat ditemukan di pulau Sumatera, Indonesia. Secara umum, mereka mempunyai ukuran tubuh yang lebih kecil dari gajah India. Mereka adalah salah satu spesies dilindungi di Indonesia. Hal ini dilakukan demi menjaga populasi gajah Sumatera yang mulai menurun, langka, dan terancam punah. survei pada tahun 2000 menyatakan bahwa ada sekitar 2.000-2.700 spesies. Tapi sekarang, hanya tersisa 35% dari populasi tersebut, sisanya meninggal karena diburu manusia dengan menggunakan senjata atau beracun. Dan yang paling menyedihkan adalah tempat habitat gajah Sumatera telah berubah menjadi perkebunan.

Gajah Sumatera adalah mamalia terbesar yang ada di Indonesia. Mereka memiliki berat sekitar 6 ton dan tinggi sekitar 3,5 m. Gajah memiliki masa kehamilan cukup lama. Periode kehamilan mereka adalah sekitar 22 bulan dan gajah dapat hidup hingga berumur 70 tahun. Gajah adalah jenis hewan herbivora yang pandai karena mereka memiliki otak yang lebih besar daripada mamalia lainnya. Gajah memiliki telinga cukup besar, dan itu membuat rangsangan pendengaran mereka sangat baik. Disamping itu, telinga yang besar itu juga memiliki fungsi sebagai pengatur panas tubuh gajah. Sementara hidung atau belalai mereka bekerja untuk melacak sesuatu atau mengambil makanan dan air.

Gajah adalah hewan herbivora. Mereka setidaknya menghabiskan sekitar 16 jam dalam sehari hanya untuk mencari makanan. Makanan mereka terdiri dari rumput, biji, bunga daun, ranting, akar, dan buah. Mereka akan mencerna sekitar 40% dari apa yang mereka makan. karena itu, gajah harus mengkonsumsi makanan dalam jumlah yang besar. Gajah Sumatera adalah salah satu keunikan dari Indonesia.

LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
1. Greeting
2. Asking students' condition
3. Warming up that related about the topic want to learn
4. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation

5. The Teacher gives questions that related to the material while showing pictures or other media.
6. Teacher review about type and definition, generic structure and also language features of descriptive text.
7. The teacher gives an example of descriptive e text.
8. The teacher gives explanation about magnet summary strategy

Practise

9. The student write magnet word from the text given.
10. The teacher ask students to write the magnet words in Whatsapp based the students' discussion in their collaboration group.

Production

11. The Teacher ask students to write key words or phrases on Whatsapp .
12. The teacher ask the students to mention the word that relate to the magnet word
13. Students write summary related the magnet word in the form of descriptive text based on students' discussion result in group collaboration
14. Students write simple short essay written text of the descriptive.

POST ACTIVITIES (15 minutes)

17. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.
18. The teacher asks students "do you get the point our lesson today?"
19. Closing.

E. LEARNING STRATEGY

Collaborative Learning (CL) – Magnet Summary Word

F. MEDIA TOOLS AND MATERIALS

Media	Tool	Material/Source
Whatsapp, Voice note Whatsapp, VC.	Internet Mobile	Video Learning English, Descriptive Text, Class X Semester 1

G. EVALUATION

Technique : Written
 Form : Composition
 Example of Instrument : Make a composition descriptive text about Surabaya Zoo!

H. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Bulutigo, December 2022
Researcher

Ahsanul Masyhud



Appendix O

LESSON PLAN

Education Unit : MA Al – Balagh Bulutigo
Subjects : English Compulsory
Class/ Semester : X / Odd Semester
Main Material : Descriptive text
Meeting : 5th
Time Allocation : 2 x 45 (Minutes)

A. BASIC COMPETENCE

3.1. Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.

4.4. Descriptive text

4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings.

4.4.2. Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context

B. LEARNING OBJECTIVES

At the end of the study, the students are able to:

1. Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
2. Write simple short essay written text of the descriptive.

C. COMPETENCE ACHIEVEMENT INDICATORS

1. Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corectly.
2. Students are able to write short essay written text of descriptive text.

D. MATERIAL OF THE LESSON

Teks Deskriptif

- a. Fungsi sosial Materi Pembelajaran Adalah salah satu jenis teks yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
- b. Struktur Teks Deskriptif (generic structure) adalah:
 1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

d. Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/hewan
- (2) Kata sifat yang terkait dengan orang/benda/tempat/hewan
- (3) Kata kerja bentuk pertama (present tense)



JATIM PARK

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province.

Jatim Park offers a recreation place as well as a study center. Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of ‘Galeri Nusantara’ area. This study offering continues to step on ‘Taman Sejarah’ area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

The other facility which is able to be enjoyed is ‘Agro Park’ area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc

Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

TAMAN JATIM

Bagi masyarakat di Jawa Timur, Jatim Park mungkin sudah sering terdengar karena merupakan salah satu objek wisata terkenal di provinsi Jawa Timur.

Jatim Park menawarkan tempat rekreasi sekaligus pusat belajar. Jatim Park berlokasi di Jl. Kartika 2 Batu, Jawa Timur. Untuk mencapai lokasinya tidak terlalu sulit karena objeknya hanya berjarak 2,5 kilo meter dari kota Batu. Objek wisata Jatim Park ini memiliki luas sekitar 22 hektar.

Pengunjung dapat menikmati setidaknya 36 macam fasilitas yang dapat menarik mereka sekaligus memberikan pengetahuan baru. Tepat setelah melewati gerbang, para pengunjung akan menemukan pemandangan menarik dari kawasan ‘Galeri Nusantara’. Persembahan kajian ini berlanjut menginjak kawasan Taman Sejarah yang berisikan miniatur candi-candi di Jawa Timur seperti candi Sumberawan, rumah adat Kiai Hasan Besari Ponorogo dan Arca Sumberawan.

Fasilitas lain yang bisa dinikmati adalah kawasan ‘Agro Park’. Menampilkan hasil panen dan buah-buahan langka, diorama hewan yang terdiri dari hewan-hewan unik yang telah dilestarikan, dan permainan pendukung seperti bowling, bola lempar, skuter disko, dll.

Jatim Park cocok untuk rekreasi keluarga dan sekolah. Tempat rekreasi menawarkan wisata yang berharga dan dapat digunakan sebagai media pembelajaran alternatif.

LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
1. Greeting
2. Asking students' condition
3. Warming up that related about the topic want to learn
4. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation
11. The Teacher give questions that related to the material while showing pictures or other media.
12. Teacher review about type and definition, generic structure and also language features of

narrative text.

13. The teacher gives an example of descriptive text.

14. The teacher give explanation about magnet summary strategy

Practise

15. The teacher writes magnet word from the text given.

16. The teacher distribute index card to students. Ask students to write the magnet words in the center.

Production

11. The Teacher ask students to write key words or phrases on Whatsapps based on the students discussion result in collaboration group.

12. The teacher asks the students to mention the word that relate to the magnet word

13. Students write summary related the magnet word in the form of descriptive text based on the students' discussion result in collaboration group.

14. Students write simple short essay written text of the descriptive.

POST ACTIVITIES (15 minutes)

20. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

21. The teacher asks students “do you get the point our lesson today?”

22. Closing.

1. LEARNING STRATEGY

Collaborative Learning (CL) – Magnet Summary Word

2. MEDIA TOOLS AND MATERIALS

Media	Tool	Material/Source
Whatsapp, Voice note Whatsapp, VC.	Internet Mobile	Video Learning English, Descriptive Text, Class X Semester 1

3. EVALUATION

Technique : Written

Form : Composition

Example of Instrument : Make a composition descriptive text about Surabaya Zoo!

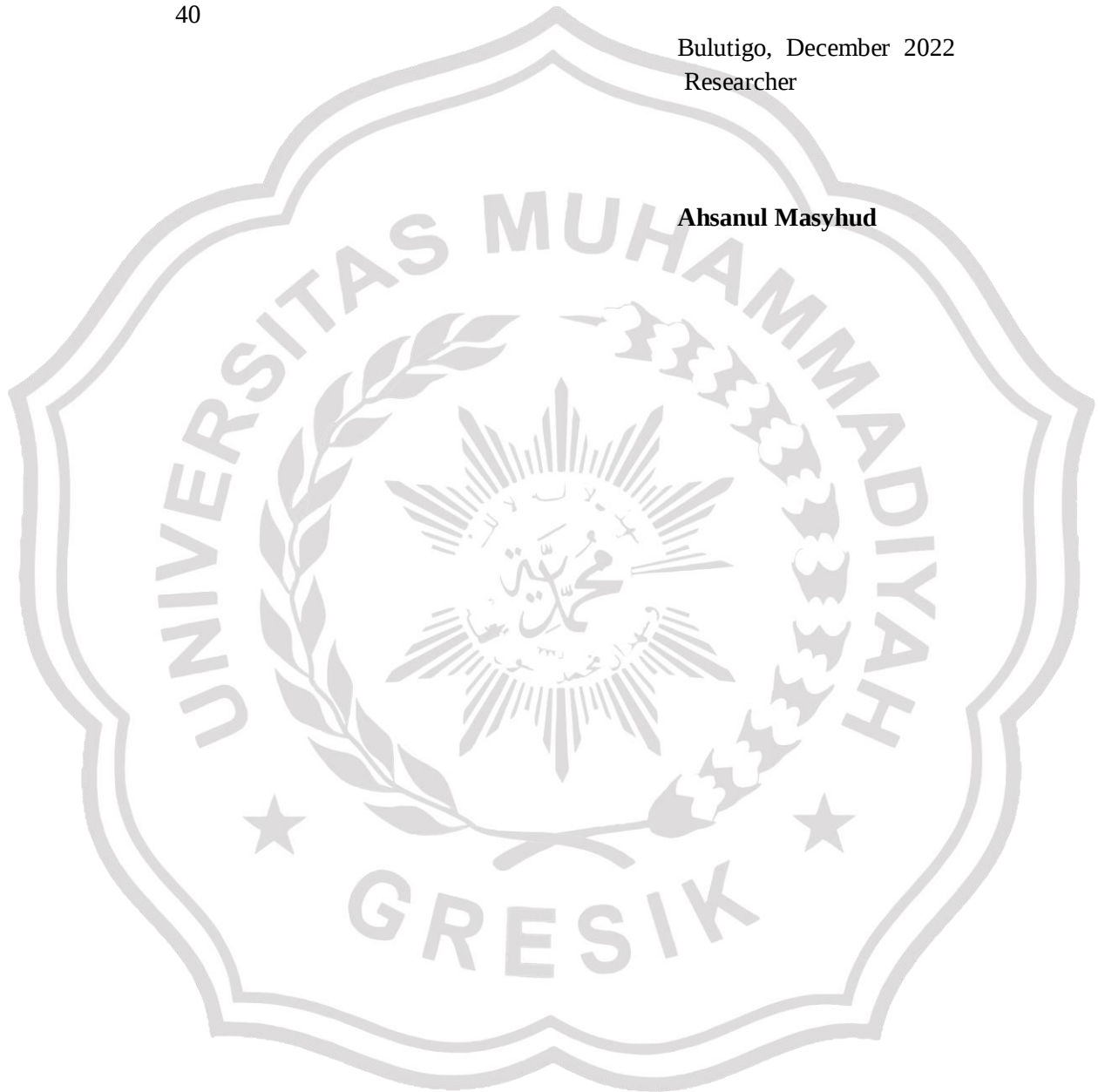
4. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Bulutigo, December 2022
Researcher

Ahsanul Masyhud



Appendix O

LESSON PLAN

Education Unit : MA Al – Balagh Bulutigo
Subjects : English Compulsory
Class/ Semester : X / Odd Semester
Main Material : Descriptive Text
Meeting : 6th
Time Allocation : 2 x 45 (Minutes)

A. BASIC COMPETENCE

3.1. Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.	4.4. Descriptive text 4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings. 4.4.2. Compose oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context
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B. LEARNING OBJECTIVES

At the end of the study, the students are able to:

1. Make summary from the magnet word which are generated from magnet summary strategy activity corecctly.
2. Write simple short essay written text of the descriptive.

C. COMPETENCE ACHIEVEMENT INDICATORS

1. Students are able to make summary from the magnet word which are generated from magnet summary strategy activity corecctly.

2. Students are able to write short essay written text of descriptive text.

D. MATERIAL OF THE LESSON

Teks Deskriptif

- a. Fungsi sosial Materi Pembelajaran Adalah salah satu jenis teks yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek. Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.
- b. Struktur Teks Deskriptif (generic structure) adalah:
 1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

d. Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/hewan
- (2) Kata sifat yang terkait dengan orang/benda/tempat/hewan
- (3) Kata kerja bentuk pertama (present tense)



President of Indonesia, Joko Widodo

2014 was a historic year for the election of the new President of the Republic of Indonesia, Ir. H. Joko Widodo. The president who is directly elected by the people to lead Indonesia until 2019.

What is the description of Joko Widodo, better known as Jokowi? Watch a short descriptive text about Jokowi. His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka. Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist.

After carrying out a task as the governor of Jakarta, Jokowi challenges his luck to become the president of Indonesia. Lucky him. He can defeat his opponent, Prabowo Subianto. Jokowi became the president of Indonesia for the 2014-2019 period.

Presiden Indonesia Joko Widodo

Tahun 2014 menjadi tahun bersejarah terpilihnya Presiden baru Republik Indonesia Ir. H. Joko Widodo. Presiden yang dipilih rakyat secara langsung untuk memimpin Indonesia hingga tahun 2019.

Seperti apa gambaran tentang Joko Widodo yang lebih dikenal dengan Jokowi ini? Simak descriptive text singkat tentang Jokowi. His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka. Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist.

After conducting a task as the governor of Jakarta, Jokowi challenges his luck to be the president of Indonesia. Lucky him. He can defeat his opponent, Prabowo Subianto. Jokowi become the president of Indonesia period 2014 - 2019.

LEARNING ACTIVITIES

PRE-ACTIVITIES (15 Minutes)
1. Greeting 2. Asking students' condition 3. Warming up that related about the topic want to learn 4. Attention about topic and the objective of study
WHILST ACTIVITIES (60 Minutes)
Presentation 5. The Teacher giving questions that related to the material while showing pictures or other media. 6. Teacher review about type and definition, generic structure and also language features of narrative text. 7. The teacher giving an example of descriptive text. 8. The teacher giving explanation about magnet summary strategy
Practise 9. The students writes magnet word from the text given. 10. The teacher ask students to write the magnet words in the center.
Production 11. The Teacher asks students to write key words or phrases based on students' discussion result in

collaboration group.

12. The teacher asks the students to mention the word that relate to the magnet word

13. Students write summary related the magnet word in the form of descriptive in Whatsapp based on the students' discussion result in Whatsapp.

14. Students write simple short essay written text of the descriptive.

POST ACTIVITIES (15 minutes)

14. The teacher conclude the lesson and gives feedback to the students toward process and learning achievement.

15. The teacher asks students "do you get the point our lesson today?"

16. Closing.

F. LEARNING STRATEGY

Mobile Collaborative Learning (MCL) – Magnet Summary Word

G. MEDIA TOOLS AND MATERIALS

Media	Tool	Material/Source
Whatsapp, Voice note Whatsapp	Internet Mobile	Video Learning English, Descriptive Text, Class X Semester 1

H. EVALUATION

Technique : Written

Form : Composition

Example of Instrument : Make a composition descriptive text about Surabaya Zoo!

I. ASSESING WRITING

Assessing writing achievement with some critical contents. they are content (C), organization (O), grammar (G), vocabulary (V), and mechanics (M).

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

Bulutigo, December 2022

Researcher

Ahsanul Masyhud

Appendix P

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	25	25,00	63,00	44,5200	9,56609
Valid N (listwise)	25				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00002	25	50,00	75,00	60,8800	6,44412
Valid N (listwise)	25				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	25	25,00	58,00	45,8000	9,12871
Valid N (listwise)	25				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00004	25	70,00	90,00	83,9600	4,70354
Valid N (listwise)	25				

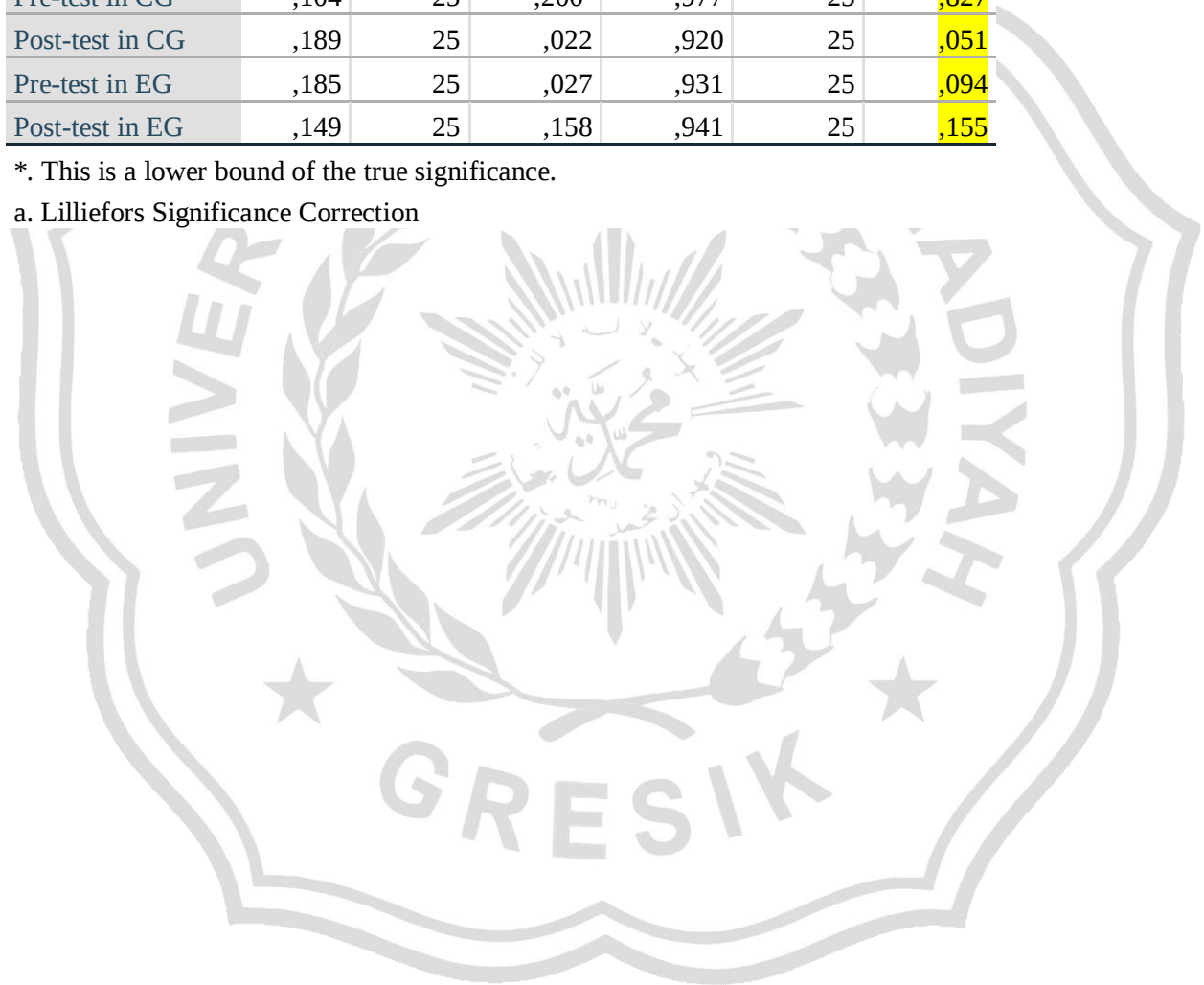
Appendix P

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test in CG	,104	25	,200*	,977	25	,827
Post-test in CG	,189	25	,022	,920	25	,051
Pre-test in EG	,185	25	,027	,931	25	,094
Post-test in EG	,149	25	,158	,941	25	,155

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Appendix Q

Test of Homogeneity of Variances

Pretest of Students' Writing Performance in CG and EG

Levene Statistic	df1	df2	Sig.
,119	1	48	,732

ANOVA

Pretest of Students' Writing Performance in CG and EG

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20,480	1	20,480	,234	,631
Within Groups	4196,240	48	87,422		
Total	4216,720	49			

ONEWAY VAR00001 BY VAR00002
/STATISTICS HOMOGENEITY
/MISSING ANALYSIS.

Appendix Q

Warning # 849 in column 23. Text: in_ID
The LOCALE subcommand of the SET command has an invalid parameter. It could not be mapped to a valid backend locale.
ONEWAY VAR00001 BY VAR00002
/STATISTICS HOMOGENEITY
/MISSING ANALYSIS.

Oneway

[DataSet0]

Test of Homogeneity of Variances

Posttest of Students' Writing Performance in CG and EG

Levene Statistic	df1	df2	Sig.
,470	1	48	,496

ANOVA

Posttest of Students' Writing performance in CG and EG

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	684,500	1	684,500	14,950	,000
Within Groups	2197,680	48	45,785		
Total	2882,180	49			

Appendix R

The Validity of Questionnaire in EG

Item	Pearson Correlation	Significance	Meaning
Item 1	0,497	0,012	Valid
Item 2	0,480	0,015	Valid
Item 3	0,487	0,014	Valid
Item 4	0,593	0,002	Valid
Item 5	-0,100	-0,636	Not Valid
Item 6	0,622	0,001	Valid
Item 7	0,442	0,027	Valid
Item 8	0,477	0,016	Valid
Item 9	0,559	0,004	Valid
Item 10	0,505	0,000	Valid
Item 11	0,646	0,646	Valid
Item 12	0,493	0,012	Valid
Item 13	0,457	0,057	Valid
Item 14	0,342	0,342	Not Valid
Item 15	0,493	0,012	valid

RELIABILITY

```

/VARIABLES=Item_1 Item_2 Item_3 Item_4 Item_5 Item_6 Item_7 Item_8 Item_9
Item_10 Item_11 Item_12
Item_13 Item_14 Item_15
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded ^a	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
,725	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	43,20	22,250	,362	,707
Item_2	42,24	23,273	,389	,708
Item_3	42,40	22,750	,373	,707
Item_4	42,20	22,250	,501	,695
Item_5	42,52	27,093	-,249	,772
Item_6	42,84	21,307	,512	,690
Item_7	42,96	22,540	,290	,717
Item_8	42,64	22,407	,339	,710
Item_9	42,44	22,090	,448	,698
Item_10	42,48	22,177	,371	,706

Item_11	42,08	21,827	,560	,689
Item_12	41,96	23,123	,399	,706
Item_13	42,28	23,210	,353	,710
Item_14	42,84	23,307	,165	,734
Item_15	42,76	22,440	,366	,707



