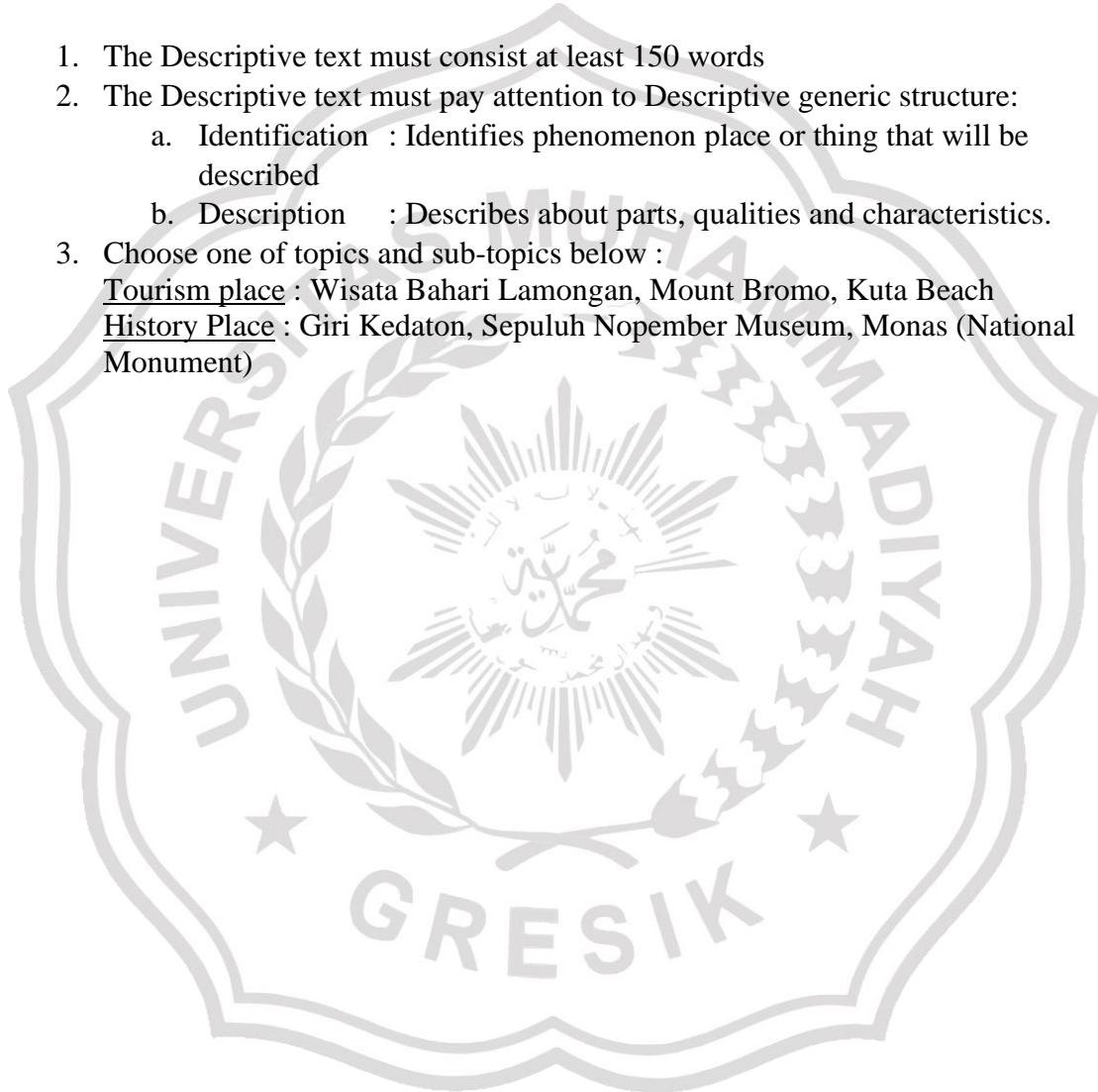


APPENDICES 1

Pre-Test

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - a. Identification : Identifies phenomenon place or thing that will be described
 - b. Description : Describes about parts, qualities and characteristics.
3. Choose one of topics and sub-topics below :
Tourism place : Wisata Bahari Lamongan, Mount Bromo, Kuta Beach
History Place : Giri Kedaton, Sepuluh Nopember Museum, Monas (National Monument)



Pre-Test

Name :

Class :

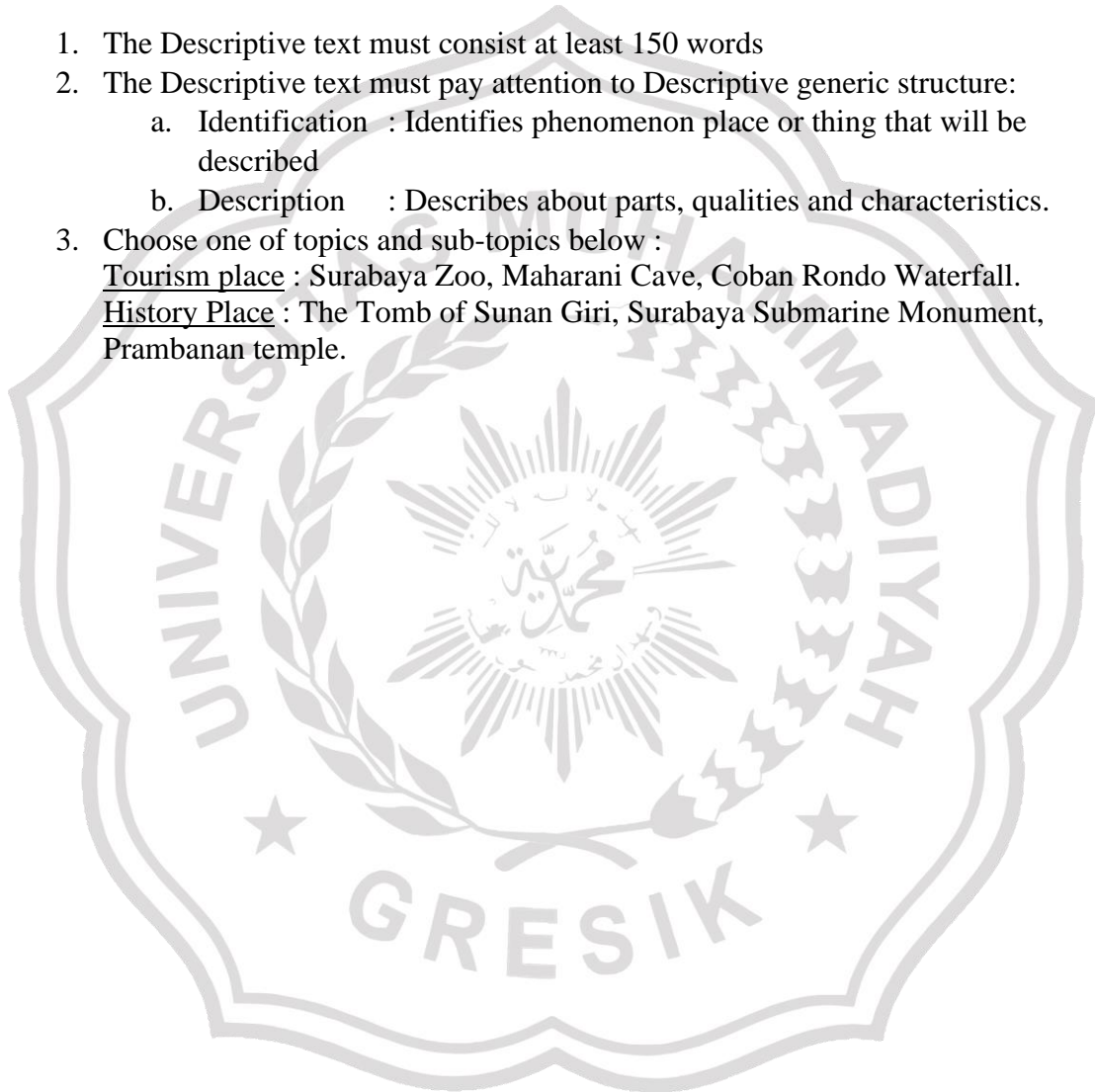


APPENDICES 2

Post-Test

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - a. Identification : Identifies phenomenon place or thing that will be described
 - b. Description : Describes about parts, qualities and characteristics.
3. Choose one of topics and sub-topics below :
Tourism place : Surabaya Zoo, Maharani Cave, Coban Rondo Waterfall.
History Place : The Tomb of Sunan Giri, Surabaya Submarine Monument, Prambanan temple.



Post-Test

Name :

Class :



APPENDICES 3

Assessment Rubric of Writing (adoption from: Jacob, 1981)

Aspect	Level	Score	Criteria
Content 30%	Excellent – Very Good	30-27	Relevant to the topic, give the detail information, and match the purpose of the text.
	Good – Average	26-22	Mostly relevant to the topic, lacks of detail.
	Fair - Poor	21-17	Inadequate development of the topic, almost match to the purpose of the text.
	Very poor	16-13	Does not relate to the topic and does not match the purpose.
Organization 20%	Excellent – Very Good	20-18	Fluent expression, ideas clearly stated, well organized, logical sequencing cohesive.
	Good – Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very poor	9-7	Does not communicate, no organization, not enough to evaluate.
Vocabulary 20%	Excellent – Very Good	20-18	Use effective word/word choice/word usage, word form mastery.
	Good - Average	17-14	Occasional errors of word form, choice/word usage but meaning not obscured.

	Fair - Poor	13-10	Frequent errors of word form, choice, usage and meaning obscured/confused.
	Very poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Language use 25%	Excellent – Very Good	25-22	Few errors of agreement, tense, and word order.
	Good - Average	21-18	Several errors of agreement, tense, and word order.
	Fair - Poor	17-11	Frequent errors and meaning obscured.
	Very poor	10-5	Dominated by error, does not communicate, not enough to evaluate.
Mechanics 5%	Excellent – Very Good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impede readability.
	Very poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling impedes understanding/communication.

How to Total the Score :

Total Score of Content + Organization + Vocabulary + Language Use +

Mechanics = + + + + =

APPENDICES 4

General Schedule of Research Implementation

NO	Meeting	Date	Activity
1		April, 27 th 2019	Sending letter permission to MA Masyhadiyah Giri
		April, 29 th 2019	Asking permission to school's principle for doing research
3	Pre-Test	November, 4 th 2019	Doing Pre-test for Experimental Group
		November, 2 nd 2019	Doing Pre-test for Control Group
4	1st Meeting	November, 5 th 2019	1 st Treatment for Experimental Group
		November, 7 th 2019	1 st Meeting in Control Group
5	2nd Meeting	November, 12 th 2019	2 nd Treatment for Experimental Group
		November, 14 th 2019	2 nd Meeting in Control Group
6	3rd Meeting	November, 19 th 2019	3 rd Treatment for Experimental Group
		November, 21 st 2019	3 rd Meeting in Control Group
7	4th Meeting	November, 27 th 2019	4 th Treatment for Experimental Group
		November, 26 th 2019	4 th Meeting in Control Group
8	Post-test	November, 28 th 2019	Doing Post-test for Experimental Group
			Doing Post-test for Control Group

APPENDICES 9

The Calculation Score of Pre-test for Experimental Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Agus Purwanto	17	13	10	15	3	58
2	Ahmad Adib Auladi	20	13	13	14	4	64
3	Aisatul Ridlo	17	13	11	17	3	61
4	Alfian Rahmatillah	16	13	14	11	4	58
5	Alviyatun Nisa' Karimah	15	13	17	12	3	60
6	Ari Fajar Saputra	16	12	14	11	3	56
7	Darian Fahrish Ghofur	18	12	14	13	4	61
8	Edi Susilo	14	13	13	14	4	58
9	Fadhilah Faqih Arrohman	19	14	12	12	4	61
10	Heri Setiyawan	15	12	12	13	3	55
11	Lavie Jannatin Alfaa Faa	18	14	12	11	4	59
12	Makhsun Ila Silvia	20	14	12	11	3	60
13	Maya Ayudya Chairani	19	15	13	13	4	64
14	Moh Dimas Irfan Maulana	16	13	13	11	3	56
15	Mohammad Husein Ali Arrozikin	20	14	13	16	4	67
16	Muhammad Aldi Firmansyah	17	12	14	13	4	60
17	Muhammad Faid Masudi	16	14	14	12	4	60
18	Muhammad Iswandi	17	13	13	14	4	61
19	Muhammad Syariffudin Nur Kholifah	15	13	12	12	4	56
20	Nanda Nabilah Putri	17	14	15	14	5	65
21	Nanik Purnama Sari	17	13	13	14	4	61
22	Nova Fadia Annaja	18	17	13	13	4	65
23	Qonitah Akmala Dewy	20	13	14	15	5	67
24	Ranita Ayu Purnama Sari	18	13	14	16	4	65
25	Rizka Amalia	17	13	13	15	4	62
26	Satrio Budi Utomo	17	13	13	14	4	61
27	Siti Aisyah	18	13	14	14	4	63
28	Yulia Rahma Auliya	18	13	13	15	4	63

Note

C : Content
O : Organization
V : Vocabulary
LU : Language Use
M : Mechanics

Gresik, _____ 2019
 Researcher

Merinda Fiana Tasri

APPENDICES 10

The Calculation Score of Pre-test for Experimental Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Agus Purwanto	17	14	10	15	3	59
2	Ahmad Adib Auladi	19	14	13	14	4	64
3	Aisatul Ridlo	18	14	12	17	3	64
4	Alfian Rahmatillah	17	13	14	12	4	60
5	Alviyatun Nisa' Karimah	15	13	14	12	3	57
6	Ari Fajar Saputra	16	13	15	13	3	59
7	Darian Fahrish Ghofur	17	12	14	13	4	60
8	Edi Susilo	14	13	13	12	4	56
9	Fadhilah Faqih Arrohman	18	14	12	13	3	60
10	Heri Setiyawan	16	13	12	12	3	57
11	Lavie Jannatin Alfaa Faa	17	14	12	11	4	58
12	Makhsun Ila Silvia	19	14	13	11	3	60
13	Maya Ayudya Chairani	18	15	13	13	4	63
14	Moh Dimas Irfan Maulana	17	13	14	11	3	58
15	Mohammad Husein Ali Arrozikin	19	14	14	14	5	66
16	Muhammad Aldi Firmansyah	17	13	13	13	4	60
17	Muhammad Faid Masudi	17	13	14	12	3	59
18	Muhammad Iswandi	17	13	13	12	4	59
19	Muhammad Syariffudin Nur Kholifah	16	13	12	12	3	56
20	Nanda Nabilah Putri	17	14	14	14	4	63
21	Nanik Purnama Sari	16	13	13	14	4	60
22	Nova Fadia Annaja	19	17	13	14	4	67
23	Qonitah Akmala Dewy	19	13	14	15	4	65
24	Ranita Ayu Purnama Sari	17	14	13	15	4	63
25	Rizka Amalia	17	14	13	14	4	62
26	Satrio Budi Utomo	17	13	13	13	4	60
27	Siti Aisyah	17	14	16	16	4	67
28	Yulia Rahma Auliya	18	14	13	14	4	63

Note

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Gresik, _____ 2019
 The 1st English Teacher

Ms. Destira Asfiarti Royani, S.Pd

APPENDICES 11

The Calculation Score of Pre-test for Experimental Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Agus Purwanto	18	13	13	11	3	58
2	Ahmad Adib Auladi	18	14	13	14	4	63
3	Aisatul Ridlo	17	13	12	15	3	60
4	Alfian Rahmatillah	17	13	13	12	4	59
5	Alviyatun Nisa' Karimah	16	13	15	12	3	59
6	Ari Fajar Saputra	15	13	14	12	3	57
7	Darian Fahrish Ghofur	17	13	14	12	4	60
8	Edi Susilo	16	13	12	11	4	56
9	Fadhilah Faqih Arrohman	17	14	13	12	3	59
10	Heri Setiyawan	16	13	12	12	3	56
11	Lavie Jannatin Alfaa Faa	17	14	11	11	4	57
12	Makhsun Ila Silvia	20	14	13	11	3	61
13	Maya Ayudya Chairani	17	14	14	14	4	63
14	Moh Dimas Irfan Maulana	16	13	12	11	4	56
15	Mohammad Husein Ali Arrozikin	20	14	14	14	5	67
16	Muhammad Aldi Firmansyah	17	12	13	13	4	59
17	Muhammad Faid Masudi	17	14	14	12	3	60
18	Muhammad Iswandi	17	13	13	13	4	60
19	Muhammad Syariffudin Nur Kholifah	16	12	12	12	3	55
20	Nanda Nabilah Putri	17	14	16	15	3	65
21	Nanik Purnama Sari	16	14	13	14	4	61
22	Nova Fadia Annaja	18	17	14	13	4	66
23	Qonitah Akmala Dewy	20	14	14	15	4	67
24	Ranita Ayu Purnama Sari	17	14	14	15	4	64
25	Rizka Amalia	17	14	14	14	4	63
26	Satrio Budi Utomo	17	13	13	13	3	59
27	Siti Aisyah	17	15	15	15	4	66
28	Yulia Rahma Auliya	17	13	14	14	4	62

Note

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Gresik, _____ 2019
 The 2nd English Teacher

Ms. Novelia Viska Fajar Asri, S.Pd

APPENDICES 12

The Calculation Score of Post-test for Experimental Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Agus Purwanto	12	17	17	17	4	76
2	Ahmad Adib Auladi	25	19	19	19	5	87
3	Aisatul Ridlo	23	17	19	19	5	83
4	Alfian Rahmatillah	22	18	19	19	5	83
5	Alviyatun Nisa' Karimah	23	19	19	20	5	86
6	Ari Fajar Saputra	21	18	18	19	4	80
7	Darian Fahrís Ghofur	25	19	18	19	5	86
8	Edi Susilo	21	17	16	17	5	76
9	Fadhilah Faqih Arrohman	23	19	18	17	4	81
10	Heri Setiyawan	20	18	18	19	4	80
11	Lavie Jannatin Alfaa Faa	23	18	14	17	5	77
12	Makhsun Ila Silvia	22	19	18	17	4	80
13	Maya Ayudya Chairani	23	19	19	20	5	87
14	Moh Dimas Irfan Maulana	21	18	18	19	4	80
15	Mohammad Husein Ali Arrozikin	27	19	17	20	5	88
16	Muhammad Aldi Firmansyah	23	19	18	17	5	82
17	Muhammad Faid Masudi	22	18	19	19	5	83
18	Muhammad Iswandi	23	19	18	17	5	82
19	Muhammad Syariffudin Nur Kholifah	22	17	17	20	5	81
20	Nanda Nabilah Putri	24	19	16	18	5	82
21	Nanik Purnama Sari	24	19	18	18	5	84
22	Nova Fadia Annaja	23	19	19	20	5	86
23	Qonitah Akmala Dewy	27	18	17	18	5	85
24	Ranita Ayu Purnama Sari	24	19	16	18	5	82
25	Rizka Amalia	22	19	18	17	4	80
26	Satrio Budi Utomo	22	18	19	19	5	83
27	Siti Aisyah	26	17	18	17	5	83
28	Yulia Rahma Auliya	22	18	19	19	5	83

Note

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Gresik, _____ 2019
 Researcher

Merinda Fiana Tasri

APPENDICES 13

The Calculation Score of Post-test for Experimental Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Agus Purwanto	20	18	17	17	4	76
2	Ahmad Adib Auladi	25	19	18	19	5	86
3	Aisatul Ridlo	22	17	19	18	5	81
4	Alfian Rahmatillah	21	18	18	20	5	82
5	Alviyatun Nisa' Karimah	23	19	19	21	5	87
6	Ari Fajar Saputra	21	18	18	19	4	80
7	Darian Fahrish Ghofur	25	18	18	19	5	85
8	Edi Susilo	21	17	17	17	5	77
9	Fadhilah Faqih Arrohman	22	19	18	17	4	80
10	Heri Setiyawan	20	18	17	20	4	79
11	Lavie Jannatin Alfaa Faa	23	17	14	17	5	76
12	Makhsun Ila Silvia	22	19	18	17	4	80
13	Maya Ayudya Chairani	23	19	19	19	5	86
14	Moh Dimas Irfan Maulana	21	18	18	19	4	80
15	Mohammad Husein Ali Arrozikin	27	19	17	20	5	88
16	Muhammad Aldi Firmansyah	23	19	18	17	5	82
17	Muhammad Faid Masudi	22	18	19	19	5	83
18	Muhammad Iswandi	23	18	18	17	5	81
19	Muhammad Syariffudin Nur Kholifah	23	17	17	20	5	82
20	Nanda Nabilah Putri	23	19	16	18	5	81
21	Nanik Purnama Sari	24	20	18	18	5	85
22	Nova Fadia Annaja	23	19	19	20	5	86
23	Qonitah Akmala Dewy	27	18	17	18	5	85
24	Ranita Ayu Purnama Sari	23	18	18	17	5	81
25	Rizka Amalia	22	19	18	17	4	80
26	Satrio Budi Utomo	22	18	18	20	5	84
27	Siti Aisyah	26	17	19	18	5	85
28	Yulia Rahma Auliya	22	18	19	19	5	83

Note

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Gresik, _____ 2019
 The 1st English Teacher

Ms. Destira Asfiarti Royani, S.Pd

APPENDICES 14

The Calculation Score of Post-test for Experimental Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Agus Purwanto	20	19	17	17	4	77
2	Ahmad Adib Auladi	25	19	19	19	5	87
3	Aisatul Ridlo	23	17	18	18	5	81
4	Alfian Rahmatillah	21	18	19	20	5	83
5	Alviyatun Nisa' Karimah	22	19	19	20	5	86
6	Ari Fajar Saputra	21	18	18	19	4	80
7	Darian Fahrish Ghofur	24	19	18	18	5	84
8	Edi Susilo	21	17	16	17	5	76
9	Fadhilah Faqih Arrohman	23	19	18	17	4	81
10	Heri Setiyawan	19	18	17	20	4	78
11	Lavie Jannatin Alfaa Faa	23	18	15	17	5	78
12	Makhsun Ila Silvia	23	18	18	17	4	80
13	Maya Ayudya Chairani	23	19	19	20	5	87
14	Moh Dimas Irfan Maulana	21	18	18	19	4	80
15	Mohammad Husein Ali Arrozikin	27	18	17	20	5	87
16	Muhammad Aldi Firmansyah	23	19	18	17	5	82
17	Muhammad Faid Masudi	22	18	18	20	5	81
18	Muhammad Iswandi	23	18	18	17	5	80
19	Muhammad Syariffudin Nur Kholifah	22	17	17	20	5	81
20	Nanda Nabilah Putri	24	19	16	18	5	82
21	Nanik Purnama Sari	24	20	18	18	5	85
22	Nova Fadia Annaja	22	19	19	20	5	85
23	Qonitah Akmala Dewy	26	18	17	18	5	84
24	Ranita Ayu Purnama Sari	24	19	16	18	5	82
25	Rizka Amalia	22	19	18	17	4	80
26	Satrio Budi Utomo	22	18	18	20	5	84
27	Siti Aisyah	26	17	20	17	5	85
28	Yulia Rahma Auliya	22	18	18	20	5	84

Note

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Gresik, _____ 2019
 The 2nd English Teacher

Ms. Novelia Viska Fajar Asri, S.Pd

APPENDICES 15

The Calculation Score of Pre-test for Control Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Achmad Sholeh	18	15	13	15	4	65
2	Aisa Selvira Juliani Putri	17	14	13	11	4	62
3	Amilia Putri Cahyani	18	13	13	13	4	61
4	Anggita Sabrina Febriyanti	19	12	13	13	5	62
5	Avrilia Rusmita Sari	15	14	14	13	4	60
6	Bela Putri Dewi Nawangsari	16	15	14	13	4	62
7	Dewi Resita Ajeng Pratiwi	16	13	12	14	4	59
8	Egita Fara Fatma	16	13	13	15	3	60
9	Fatikha Noer Aini	16	13	11	11	4	55
10	Feby Marini Putri	20	15	14	14	4	67
11	Fildza Arofiatun Ainy	18	13	12	12	4	59
12	Fitria Syifana Saputri	19	12	14	14	3	62
13	Galih Aditya Pangestu	20	16	14	13	4	67
14	Lailatul Izaty	19	15	13	13	4	63
15	Moh. Haitsyam Basit Jawat	15	13	14	12	3	57
16	Moh. Novan Baharudin Yusuf	18	14	15	15	4	66
17	Moh. Zaidan Prastiawan	16	10	14	14	5	59
18	Muhammad Dhani Maulana	20	15	13	15	3	66
19	Muhammad Irfan Ali Fahmi	17	14	13	11	4	59
20	Muhammad Shodiq	17	14	14	12	5	62
21	Muhammad Syaifuddin	18	12	14	12	4	62
22	Nur Chamidah	19	16	14	14	4	67
23	Nurul Risky Maulidiyah	19	13	14	12	4	62
24	Qonita Akmala Dewi	20	13	12	13	5	63
25	Reza Febrian Wahyudi	17	14	13	11	5	60
26	Syahrul Yusdiandra	16	13	17	15	3	64
27	Tri Lidya Sukmasari	20	13	16	15	4	68
28	Yogi Abdul Siswoyo	18	13	13	14	4	62

Note

C : Content
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Gresik, _____ 2019
 Researcher

Merinda Fiana Tasri

APPENDICES 16

The Calculation Score of Pre-test for Control Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Achmad Sholeh	17	14	13	15	4	63
2	Aisa Selvira Juliani Putri	20	13	13	15	3	63
3	Amilia Putri Cahyani	17	14	13	13	4	61
4	Anggita Sabrina Febriyanti	19	14	13	13	5	64
5	Avrilia Rusmita Sari	15	13	15	13	4	60
6	Bela Putri Dewi Nawangsari	17	15	14	12	4	62
7	Dewi Resita Ajeng Pratiwi	15	14	13	12	4	58
8	Egita Fara Fatma	16	13	13	14	3	59
9	Fatikha Noer Aini	16	13	11	12	4	56
10	Feby Marini Putri	19	14	15	14	4	67
11	Fildza Arofiatun Ainy	19	12	12	12	4	59
12	Fitria Syifana Saputri	18	13	15	13	3	62
13	Galih Aditya Pangestu	20	15	14	12	4	65
14	Lailatul Izaty	18	15	14	13	4	63
15	Moh. Haitsyam Basit Jawat	16	12	14	12	3	57
16	Moh. Novan Baharudin Yusuf	17	14	16	15	4	66
17	Moh. Zaidan Prastiawan	15	11	13	13	5	57
18	Muhammad Dhani Maulana	18	14	13	12	3	60
19	Muhammad Irfan Ali Fahmi	17	14	16	12	4	63
20	Muhammad Shodiq	17	15	15	11	5	63
21	Muhammad Syaifuddin	17	14	15	16	4	66
22	Nur Chamidah	19	17	14	15	5	69
23	Nurul Risky Maulidiyah	18	13	14	12	4	61
24	Qonita Akmala Dewi	18	13	13	15	4	63
25	Reza Febrian Wahyudi	17	13	13	11	5	59
26	Syahrul Yusdiandra	19	14	13	13	5	64
27	Tri Lidya Sukmasari	18	14	15	13	4	64
28	Yogi Abdul Siswoyo	18	13	14	14	4	62

Note

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Gresik, _____ 2019
 The 1st English Teacher

Ms. Destira Asfiarti Royani, S.Pd

APPENDICES 17

The Calculation Score of Pre-test for Control Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Achmad Sholeh	19	14	14	13	4	64
2	Aisa Selvira Juliani Putri	18	15	14	15	4	64
3	Amilia Putri Cahyani	17	13	13	13	4	60
4	Anggita Sabrina Febriyanti	18	14	13	13	5	63
5	Avrilia Rusmita Sari	16	13	14	14	4	61
6	Bela Putri Dewi Nawangsari	16	15	13	13	4	61
7	Dewi Resita Ajeng Pratiwi	16	13	13	12	4	57
8	Egita Fara Fatma	16	13	12	13	3	57
9	Fatikha Noer Aini	16	13	12	14	4	56
10	Feby Marini Putri	18	15	15	14	4	66
11	Fildza Arofiatun Ainy	18	13	13	12	4	60
12	Fitria Syifana Saputri	17	13	14	14	3	61
13	Galih Aditya Pangestu	19	14	14	14	4	65
14	Lailatul Izaty	19	15	14	14	4	64
15	Moh. Haitsyam Basit Jawat	16	12	14	11	4	56
16	Moh. Novan Baharudin Yusuf	18	14	17	14	4	67
17	Moh. Zaidan Prastiawan	15	12	13	13	5	57
18	Muhammad Dhani Maulana	20	16	13	15	3	67
19	Muhammad Irfan Ali Fahmi	16	13	13	11	4	57
20	Muhammad Shodiq	17	14	14	11	5	61
21	Muhammad Syaifuddin	17	12	14	15	4	62
22	Nur Chamidah	20	14	16	14	4	68
23	Nurul Risky Maulidiyah	19	13	14	12	4	62
24	Qonita Akmala Dewi	18	13	13	13	5	62
25	Reza Febrian Wahyudi	15	13	13	11	4	58
26	Syahrul Yusdiandra	18	14	14	15	3	63
27	Tri Lidya Sukmasari	19	13	14	13	4	63
28	Yogi Abdul Siswoyo	19	14	14	14	4	65

Note

C : Content
O : Organization
V : Vocabulary
LU : Language Use
M : Mechanics

Gresik, _____ 2019
The 2nd English Teacher

Ms. Novelia Viska Fajar Asri, S.Pd

APPENDICES 18

The Calculation Score of Post-test for Control Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Achmad Sholeh	18	14	15	16	4	66
2	Aisa Selvira Juliani Putri	20	16	15	18	5	74
3	Amilia Putri Cahyani	23	17	14	17	5	76
4	Anggita Sabrina Febriyanti	23	16	17	16	5	78
5	Avrilia Rusmita Sari	20	17	15	17	4	73
6	Bela Putri Dewi Nawangsari	22	17	14	15	5	75
7	Dewi Resita Ajeng Pratiwi	22	14	16	18	5	75
8	Egita Fara Fatma	21	15	17	18	5	76
9	Fatikha Noer Aini	23	17	14	17	5	76
10	Feby Marini Putri	24	18	18	17	5	82
11	Fildza Arofiatun Ainy	19	15	15	17	4	70
12	Fitria Syifana Saputri	21	16	14	15	5	75
13	Galih Aditya Pangestu	21	17	16	17	5	76
14	Lailatul Izaty	22	16	16	18	5	77
15	Moh. Haitsyam Basit Jawat	21	16	14	15	5	75
16	Moh. Novan Baharudin Yusuf	24	17	17	17	5	80
17	Moh. Zaidan Prastiawan	21	16	16	17	5	75
18	Muhammad Dhani Maulana	22	17	16	17	5	77
19	Muhammad Irfan Ali Fahmi	20	17	16	17	4	74
20	Muhammad Shodiq	21	16	16	16	5	78
21	Muhammad Syaifuddin	23	18	17	17	5	80
22	Nur Chamidah	20	17	15	17	4	73
23	Nurul Risky Maulidiyah	22	17	15	15	4	73
24	Qonita Akmala Dewi	19	15	15	15	5	69
25	Reza Febrian Wahyudi	22	17	14	15	5	75
26	Syahrul Yusdiandra	20	16	17	17	5	75
27	Tri Lidya Sukmasari	20	16	16	18	5	75
28	Yogi Abdul Siswoyo	23	16	16	16	5	76

Note

C : Content
O : Organization
V : Vocabulary
LU : Language Use
M : Mechanics

Gresik, _____ 2019
 Researcher

Merinda Fiana Tasri

APPENDICES 19

The Calculation Score of Post-test for Control Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Achmad Sholeh	18	14	15	18	4	69
2	Aisa Selvira Juliani Putri	20	17	16	17	5	75
3	Amilia Putri Cahyani	22	17	14	17	5	75
4	Anggita Sabrina Febriyanti	24	16	17	16	5	78
5	Avrilia Rusmita Sari	21	17	16	17	4	75
6	Bela Putri Dewi Nawangsari	22	17	15	17	5	76
7	Dewi Resita Ajeng Pratiwi	20	15	16	18	5	74
8	Egita Fara Fatma	20	17	16	17	5	75
9	Fatikha Noer Aini	22	17	14	17	5	75
10	Feby Marini Putri	25	18	17	18	5	83
11	Fildza Arofiatun Ainy	18	15	16	16	4	69
12	Fitria Syifana Saputri	21	16	14	16	5	76
13	Galih Aditya Pangestu	20	17	16	17	5	75
14	Lailatul Izaty	21	16	17	17	5	76
15	Moh. Haitsyam Basit Jawat	21	16	14	16	5	76
16	Moh. Novan Baharudin Yusuf	25	17	17	17	5	81
17	Moh. Zaidan Prastiawan	20	16	16	17	5	74
18	Muhammad Dhani Maulana	22	16	15	17	5	75
19	Muhammad Irfan Ali Fahmi	20	17	15	16	4	72
20	Muhammad Shodiq	22	17	16	17	5	77
21	Muhammad Syaifuddin	23	18	18	18	5	81
22	Nur Chamidah	22	16	14	17	5	74
23	Nurul Risky Maulidiyah	22	16	16	16	5	75
24	Qonita Akmala Dewi	19	15	15	14	5	67
25	Reza Febrian Wahyudi	23	17	17	16	5	78
26	Syahrul Yusdiandra	21	18	17	18	4	78
27	Tri Lidya Sukmasari	20	15	17	18	5	75
28	Yogi Abdul Siswoyo	22	17	14	15	5	75

Note

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O : Organization
V : Vocabulary
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M : Mechanics

Gresik, _____ 2019
The 1st English Teacher

Ms. Destira Asfiarti Royani, S.Pd

APPENDIX 20

The Calculation Score of Pre-test for Control Group

NO	Name of Students	Score					Total Score
		C	O	V	LU	M	
1	Achmad Sholeh	18	14	15	18	3	68
2	Aisa Selvira Juliani Putri	19	16	17	17	4	73
3	Amilia Putri Cahyani	22	17	14	17	5	75
4	Anggita Sabrina Febriyanti	25	16	17	17	5	77
5	Avrilia Rusmita Sari	21	17	15	17	4	74
6	Bela Putri Dewi Nawangsari	22	17	16	17	5	77
7	Dewi Resita Ajeng Pratiwi	19	15	17	18	5	74
8	Egita Fara Fatma	20	16	16	18	5	75
9	Fatikha Noer Aini	21	17	15	17	5	74
10	Feby Marini Putri	24	18	16	17	5	80
11	Fildza Arofiatun Ainy	18	15	16	15	4	68
12	Fitria Syifana Saputri	20	16	14	15	5	74
13	Galih Aditya Pangestu	21	16	16	17	5	75
14	Lailatul Izaty	21	16	17	16	5	75
15	Moh. Haitsyam Basit Jawat	21	16	14	15	5	75
16	Moh. Novan Baharudin Yusuf	24	17	17	16	5	79
17	Moh. Zaidan Prastiawan	20	16	16	17	5	73
18	Muhammad Dhani Maulana	22	17	14	17	5	75
19	Muhammad Irfan Ali Fahmi	20	15	17	18	5	75
20	Muhammad Shodiq	22	16	16	17	5	76
21	Muhammad Syaifuddin	23	18	17	17	5	80
22	Nur Chamidah	22	17	14	17	5	75
23	Nurul Risky Maulidiyah	23	15	16	17	5	76
24	Qonita Akmala Dewi	19	16	15	14	5	68
25	Reza Febrian Wahyudi	23	17	14	15	5	76
26	Syahrul Yusdiandra	20	17	17	17	5	76
27	Tri Lidya Sukmasari	20	17	16	18	5	75
28	Yogi Abdul Siswoyo	23	16	16	16	5	76

Note

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Gresik, _____ 2019
 The 2nd English Teacher

Ms. Novelia Viska Fajar Asri, S.Pd

APPENDIX 21

Test of Normality

Case Processing Summary

GROUP		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
SCORE	Experimental Group	28	100.0%	0	.0%	28	100.0%
	Control Group	28	100.0%	0	.0%	28	100.0%

Descriptives

GROUP				Statistic	Std. Error		
SCORE	Experimental Group	Mean		61.36	.600		
		95% Confidence Interval for Mean	Lower Bound	60.13			
			Upper Bound	62.59			
		5% Trimmed Mean		61.36			
		Median		61.00			
		Variance		10.090			
		Std. Deviation		3.176			
		Minimum		56			
		Maximum		67			
		Range		11			
		Interquartile Range		5			
		Skewness		-.001	.441		
		Kurtosis		-.972	.858		
		Control Group	Control Group	Mean		61.96	.592
				95% Confidence Interval for Mean	Lower Bound	60.75	
					Upper Bound	63.18	
5% Trimmed Mean				61.96			
Median				62.00			
Variance				9.813			
Std. Deviation				3.133			
Minimum				56			
Maximum				68			
Range				12			
Interquartile Range				5			
Skewness				-.066	.441		
Kurtosis				-.688	.858		

Tests of Normality

GROUP		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE	Experimental Group	.130	28	.200*	.960	28	.342
	Control Group	.147	28	.123	.970	28	.581

a. Lilliefors Significance Correction

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

Test of Homogeneity

Group Statistics

GROUP		N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental Group	28	61.36	3.176	.600
	Control Group	28	61.96	3.133	.592

Table : Group Statistics

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.171	.681	-.720	54	.475	-.607	.843	-2.297	1.083
	Equal variances not assumed			-.720	53.990	.475	-.607	.843	-2.297	1.083

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	.171	1	54	.681
	Based on Median	.137	1	54	.712
	Based on Median and with adjusted df	.137	1	53.632	.712
	Based on trimmed mean	.169	1	54	.683

APPENDIX 22

The Result of Hypothesis Testing

Group Statistics

GROUP		N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental Group	28	82.32	3.116	.589
	Control Group	28	75.07	3.090	.584

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.926	.340	8.742	54	.000	7.250	.829	5.587	8.913
	Equal variances not assumed			8.742	53.996	.000	7.250	.829	5.587	8.913



APPENDIX 26

The screenshot shows the Edmodo interface for a class named "ENGLISH CLASS X MIPA 1" created by "merinda fiana | Language Arts · 10th Grade". The class code is "LOCKED". On the left sidebar, there are options for "Your Classes", "Posts", "Folders", "Members", and "SMALL GROUPS (15)", with a list of groups from GROUP 13 to GROUP 8. The main content area features a post from the teacher "merinda fiana" dated Nov 27, 2019, at 7:24 AM. The post is titled "MEETING 4 (TASK 4)" and has 14 submissions. The assignment instructions are: "Please watch the video and write a Descriptive text based on the criteria below : 1. The Descriptive text must consist at least 150 words 2. The Descriptive text must pay attention to Descriptive generic structure:". A video titled "BOROBUDUR TEMPLE INDONESIA.mp4" is attached to the post. On the right, an "Upcoming" section lists "MEETING 4 (TASK 4)" due 12/05, "MEETING 1 (TASK 1)" due 12/31, and "MEETING 2 (TASK 2)" due 12/31. A calendar icon shows the date 30.

Experimental class homepage on the edmodo account

This screenshot provides a closer look at the assignment post. The post title is "MEETING 4 (TASK 4)" with 14 submissions and a due date of 12/05. The instructions are: "Please watch the video and write a Descriptive text based on the criteria below : 1. The Descriptive text must consist at least 150 words 2. The Descriptive text must pay attention to Descriptive generic structure: □ Identification : identifies phenomenon place or thing that will be described □ Description : Describes about parts, qualities and characteristics. 3. The topic and sub-topic of Descriptive text about Tourism place 'Borobudur Temple'". A document titled "TASK 4.docx" is attached, and a video titled "BOROBUDUR TEMPLE INDONESIA.mp4" is also visible. The interface includes "Like" and "Comment" buttons, and a "Write a comment..." input field. On the right, the "Upcoming" section is visible, and an "Invite People" button is present. The footer contains links for "Languages", "Support", "About", "Career", "Privacy", "Terms of Service", "Contact Us", "Blog", "Twitter", "Facebook", "Edmodo Labs", and "Edmodo © 2020".

The researcher gave assignments to the students from meeting 1 until meeting 4

edmodo Home Classes Discover Library Messages Search

MUHAMMAD FAID MAS'UDI posted to **GROUP 1**
 Nov 27, 2019 · 2:59 PM · 📌

OUTLINE
 Topic : Descriptive text about tourism place
 Sub topic : Borobudur Temple

Section 1
 Borobudur is one of the historic buildings in Indonesia

Section 2
 Borobudur is considered to be the largest Buddhist temple in the world.

Translate

👍 Like 💬 8 Comments ➦ Share

RIZKA AMALIA
 Faid this is our last assignment
 Translate
 Like · Reply · Nov 27, 2019, 2:59 PM

MUHAMMAD FAID MAS'UDI
 Okay rizka
 Translate

Students' activities on Edmodo

edmodo Home Classes Discover Library Messages Search

MUHAMMAD FAID MAS'UDI
 Okay rizka
 Translate
 Like · Reply · Nov 27, 2019, 2:59 PM

RIZKA AMALIA
 Now it's my turn to determine who will write first.
 Translate
 Like · Reply · Nov 27, 2019, 3:00 PM

MUHAMMAD FAID MAS'UDI
 yes its okey
 Translate
 Like · Reply · Nov 27, 2019, 3:00 PM

RIZKA AMALIA
 Because you're a boy so you write first, I'll write the section 2
 Translate
 Like · Reply · Nov 27, 2019, 3:00 PM

MUHAMMAD FAID MAS'UDI
 haaa ? Okay rizka

Students' activities on Edmodo

edmodo Home Classes Discover Library Messages Search

MUHAMMAD FAID MAS'UDI posted to **GROUP 1**
Nov 27, 2019 · 3:30 PM

SECTION 1
Borobudur is one of the historic buildings in Indonesia. Borobudur is located in Magelang, Central Java. Not only a tourist destination for local people but also for tourists around the world because Borobudur Temple is also included in the list of UNESCO world heritage sites.

Translate

Like 9 Comments: Share

RIZKA AMALIA
Faid, the content on the topic is same. However, there are some diction that you take that are not quite right.
Translate
Like · Reply · Nov 27, 2019, 3:30 PM

MUHAMMAD FAID MAS'UDI
Can you tell me, which one do I need to improve so that it can be a good sentence in content?
Translate
Like · Reply · Nov 27, 2019, 3:31 PM

RIZKA AMALIA

Students' activities on Edmodo

edmodo Home Classes Discover Library Messages Search

RIZKA AMALIA posted to **GROUP 1**
Nov 27, 2019 · 3:30 PM

SECTION 2
Borobudur is considered to be the largest Buddhist temple in the world. That is because borobudur has a size of 15129 m2 and has a height of 34.5. In addition, Borobudur Temple has six square floors, three circular floors arranged and made like a layer of stairs so you have to climb one by one to reach the top of the temple. On each floor, there are many relief panels and Buddha statues ... More

Translate

Like 8 Comments: Share

MUHAMMAD FAID MAS'UDI
for improvement in section 2, there are two things that I don't agree with in writing Rizka.
Translate
Like · Reply · Nov 27, 2019, 3:32 PM

RIZKA AMALIA
Kalau boleh tau, can you show me which part it is faid ?
Translate
Like · Reply · Nov 27, 2019, 3:32 PM

Students activities on Edmodo

edmodo Home Classes Discover Library Messages Search

GROUP 11
GROUP 12
GROUP 13
GROUP 14
GROUP 2
GROUP 3
GROUP 4
GROUP 5
GROUP 6
GROUP 7
GROUP 8
GROUP 9

RIZKA AMALIA posted to **GROUP 1**
Nov 27, 2019 - 4:04 PM

BOROBUDUR TEMPLE

Borobudur is one of the historic buildings in Indonesia. Borobudur is located in Magelang, Central Java. Not only a tourist destination for local people but also for tourists around the world because Borobudur Temple is also included in the list of UNESCO world heritage sites.

Borobudur is considered to be the largest Buddhist temple in the world. That is because borobudur has a size of 15129 m2 and has a height of 34.5. In addition, Borobudur Temple has six square floors, three circular floors arranged and made like a layer of stairs so you have to climb one by one to reach the top of the temple. On each floor, there are many relief panels and Buddha statues scattered around it. Based on data, Borobudur temple has 2,672 panels and 504 statues. And also there is a dome located in the middle of the temple and surrounded by 72 statues of Buddha, each sitting in a hollow stupa. And according to local beliefs if we put our hands into a stupa through one of the holes and we can touch the Buddha statue, then we will be able to make one of our dreams come true.

REVISION

Borobudur is one of the historic buildings in Indonesia. Borobudur is located in Magelang, Central Java. Not only that, Borobudur is also often visited by foreign tourists because of its uniqueness, in which part of the world heritage by UNESCO.

The uniqueness is in Borobudur illustrated the beautiful art in its creation, although that has a slightly mystical story, the shape of the temple has a rich interior and exterior. It can be seen from the building area which has an area of approximately 15,129 m2. In addition, Borobudur Temple has six square floors, three circular floors arranged

Students' activities on Edmodo

edmodo Home Classes Discover Library Messages Search

to make one of our dreams come true. Less

Translate

Like 13 Comments Share

MUHAMMAD FAID MAS'UDI
That is the result of the text, and we have also added revision data. Therefore, we now focus on the overall content, grammar, spelling, and punctuation.
Translate
Like • Reply • Nov 27, 2019, 4:04 PM

RIZKA AMALIA
Yes faid, now we see again whether the two sections are connected to each other
Translate
Like • Reply • Nov 27, 2019, 4:04 PM

MUHAMMAD FAID MAS'UDI
Okay riz, but not only that, let's take a look at the grammar, which isn't quite right, including spelling and punctuation
Translate
Like • Reply • Nov 27, 2019, 4:05 PM

Students' activities on Edmodo

The screenshot displays the Edmodo interface for a student named merinda fiana. The main content area shows a document titled 'TASK 4' with the following text:

Name : RIZKA AMALIA (25)
MUHAMMAD FAID MAS'UDI (17)
Class : X MIPA 1

BOROBUDUR TEMPLE

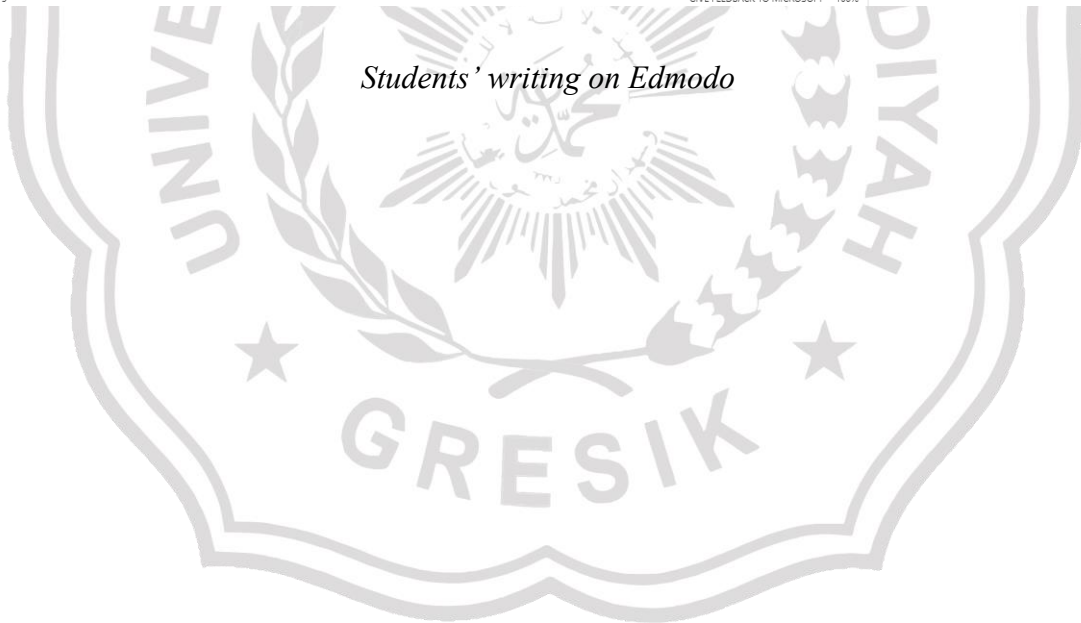
Borobudur is one of the historic buildings in Indonesia. Borobudur is located in Magelang, Central Java. Not only that, Borobudur is also often visited by foreign tourists because of its uniqueness, in which part of the world heritage by UNESCO.

The uniqueness is in Borobudur illustrated the beautiful art in its creation, although that has a slightly mystical story, the shape of the temple has a rich interior and exterior. It can be seen from the building area which has an area of approximately 15,129 m2. In addition, Borobudur Temple has six square floors, three circular floors arranged and made like a layer of stairs so you have to climb one by one to reach the top of the temple. On each floor, there are many relief panels and Buddha statues scattered around it. Based on data, Borobudur temple has 2,672 panels and 504 statues. And also there is a dome located in the middle of the temple and surrounded by 72 statues of Buddha, each sitting in a hollow stupa. And according to local beliefs if we put our hands into a stupa through one of the holes and we can touch the Buddha statue, then we will be able to make one of our dreams come true

The right sidebar shows the assignment details for 'MEETING 4 (TASK 4)', indicating 0/14 submissions graded and a 'Ready to Grade' status. It also includes a 'Save Grade' button and a 'Request Resubmission' link.

At the bottom of the page, there is a footer with 'PAGE 2 OF 3', 'GIVE FEEDBACK TO MICROSOFT', and '100%'.

Students' writing on Edmodo



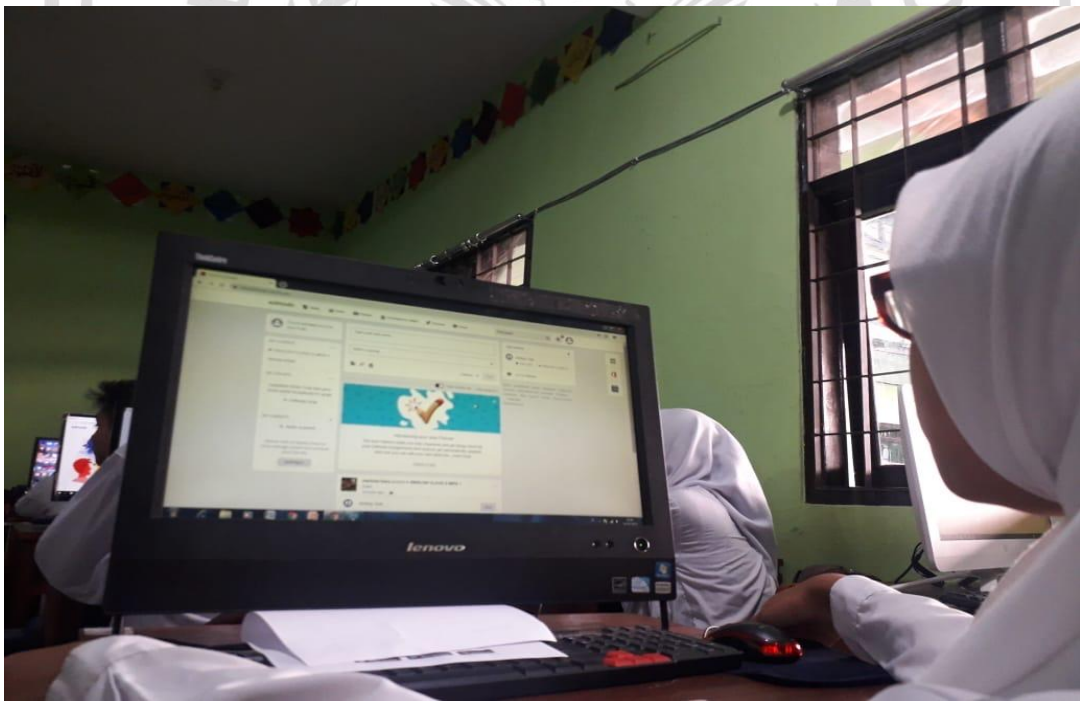
APPENDIX 24



The researcher conducted a pre-test in Control Group (X-MIPA 2)



The researcher conducted a pre-test in Experimental Group (X-MIPA 1)



Students' activity in Experimental Group (X-MIPA 1)



Students' activity in Control Group (X-MIPA 2)



The researcher conducted a post test in Control Group (X-MIPA 2)



The researcher conducted a post test in Experimental Group (X-MIPA 1)

APPENDICES 25

CONTROL GROUP

Lesson Plan 1

Name of School	: MA Masyhadiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Tourism Place)
Time	: 2 x 45 minutes
Skill	: Writing

I. Kompetensi Inti

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

II. Kompetensi Dasar

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

III. Indikator Pencapaian

Siswa dapat :

1. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
2. Membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

IV. Tujuan Pembelajaran

1. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
2. Diberikan instruksi, siswa dapat membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

A. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Unsur Kebahasaan (Konseptual) :

- Kata benda yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Kata sifat yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Contoh Materi:

The Example of Descriptive Text about Tourism Object :

RAJA AMPAT



Raja Ampat or The Four Kings is a famous island located off the northwest tip of Bird's Head Peninsula on the island of New Guinea, in Indonesia's West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000 types of coral fish and 700 types of mollusks. It makes Raja Ampat as the most diverse living library for world's coral reef and underwater biota. Beside that, Raja Ampat has a beautiful scenery, especially from its underwater corals and its beach. Under the water of Raja Ampat Island, we can see many natural coral's reef that never touched by human. We can also see many fishes that have many colors and types. They usually hide between the coral reefs to take a rest or brood their eggs. Not only that, we can see many war planes and ships that sunken in World War II. Because of its beautiful underwater scenery, many tourists come to Raja Ampat island. They come from Indonesia or from the other country. They come to Raja Ampat by plane or by ship, but most tourists go to Raja Ampat by plane to shorten their trip time.

Definition of Descriptive Text

Is a text which says what a person or thing is like

Purpose

To Describe and reveal a particular person, places or thing

Generic Structure of Procedure Text

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Structure Language :

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim..
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

B. Learning Strategy

Collaborative Writing

C. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

D. Sumber Belajar

- Internet
- Worksheet

E. Penilaian

Jenis : Penilaian tes tulis
Teknik : Tes tulis dan unjuk kerja

Instrumen :

Please write a descriptive text based on the criteria below

F. Kegiatan Pembelajaran

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students 	<ul style="list-style-type: none"> • Do Brainstorming
	<ul style="list-style-type: none"> • The teacher stimulates students to actively speak out their opinions related to the they observe. And after students see the video. The teacher starts with questions as follows : <i>“Have you ever visited Raja Ampat ? , What do you think about Raja Ampat ? From the video can you find the interesting things ?</i> • After students answer all of questions by expressing their opinions, then the teacher asks students to guess the material to be learned <i>“Can you guess it what material we will learn today ?”</i> • The teacher gives opportunity for students to answer it, then the teacher tells that the material to be studied is <i>Descriptive Text about Tourism Place</i> • The teacher explain an objective learning to the students 	<ul style="list-style-type: none"> • The students answer the teacher’s questions • Pay attention to the teacher explanation • Pay attention to the teacher explanation • The students pay attention and listen it carefully
WHILST-TEACHING (60 Minutes)	Observing	Observing
	<ul style="list-style-type: none"> • The teacher shows an example of Descriptive text about Tourism place to 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully

	<p>students on the PPT slide and,</p> <p>then the teacher asks students to observe the text by starting to ask questions :</p> <p><i>“Please look at the slide and observe the text, What kind of interesting things you find in the text ?</i></p> <ul style="list-style-type: none"> • The teacher asks students to analyze the contents of the text by starting to ask question : <i>“What is the content of the text ?”</i> and asks students to determine the generic structure in the text by asking the question <p><i>Now try to find the generic structure from this text”</i></p> <p>After all of students answer the question, the teacher will give a reaffirmation related to the generic structure in Descriptive Text consisting of 2 types : <u>Identification & Description</u>.</p> <ul style="list-style-type: none"> • The teacher shows students the slides related to language features in Descriptive Text. Then ask students to discuss and re-analyze the previous text shown by the teacher. And asks students to mention some examples of sentences that use <i>simple present tense</i> in the text <p>In the final session, the teacher gives a reaffirmation related to the generic structure and language features in Descriptive text</p>	<ul style="list-style-type: none"> • The students discuss and answer the teacher’s questions • The students discuss and analyze it • The students discuss and analyze it
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	<ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text “Delegan Beach” about Tourism place with Collaborative Writing)</i> • After that, the teacher divide the students into pairs 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task related to write a descriptive text with Collaborative Writing 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing • The teacher gives worksheet and a picture to students • The Teacher asks students to make their own outline based on the information they found 	<ul style="list-style-type: none"> • The students start working on their assignement • The students receive worksheet • The students discuss about the themes and also search and share the information about the themes
	Associating	Associating
	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the worksheet <i>(Student A makes the first draft, student B makes the second draft)</i> • Then the teachers asks to students to check and give comments on their friends work • The teacher asks students to combine their work into one document 	<ul style="list-style-type: none"> • Each student in one pair writes the draft in the worksheet • Students pay attention to the comments and suggestion seriously • Student combine their work into one document

	<ul style="list-style-type: none"> • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other After that students can also revise and re-edit their writing in the worksheet before submitted to the teacher • After editing, the teacher asks each team to submitted their worksheets. 	<ul style="list-style-type: none"> • Students recheck the overall results. And students can revise and re-edit their writing in the worksheet • The students submitted their worksheets to the teacher
	Communicating	Communicating
POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>“Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?”</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

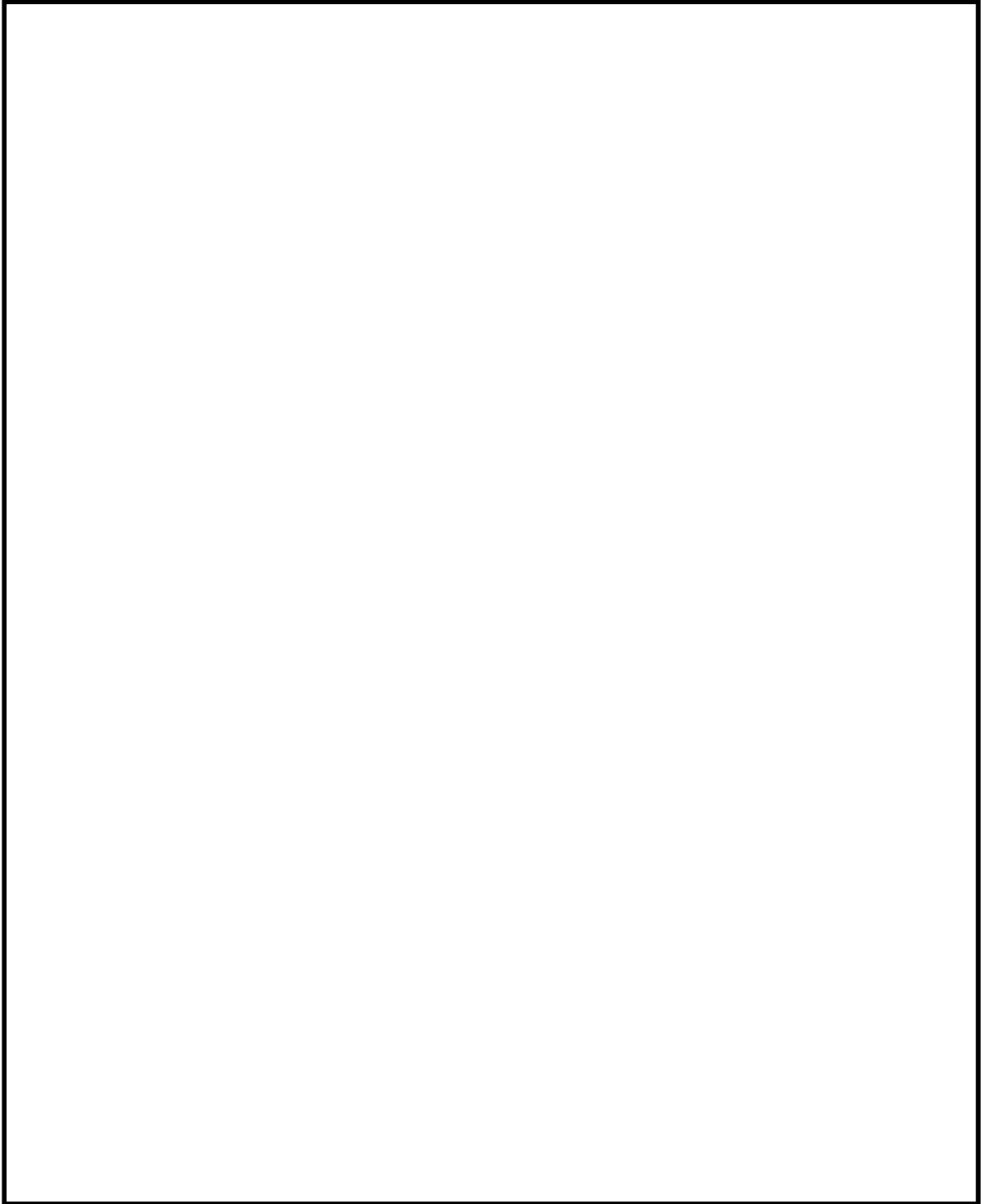
TASK 1

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - a. Identification : Identifies phenomenon place or thing that will be described
 - b. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Delegan Beach”

DELEGAN BEACH



TASK 1**Name** :**Class** :

CONTROL GROUP

Lesson Plan 2

Name of School	: MA Masyhudiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Tourism Place)
Time	: 2 x 45 minutes
Skill	: Writing

V. Kompetensi Inti

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

VI. Kompetensi Dasar

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

VII. Indikator Pencapaian

Siswa dapat :

3. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
4. Membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

VIII. Tujuan Pembelajaran

3. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
4. Diberikan instruksi, siswa dapat membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

A. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Unsur Kebahasaan (Konseptual) :

- Kata benda yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Kata sifat yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
-

Contoh Materi:**The Example of Descriptive Text about Tourism Object :****RAJA AMPAT**

Raja Ampat or The Four Kings is a famous island located off the northwest tip of Bird's Head Peninsula on the island of New Guinea, in Indonesia's West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000 types of coral fish and 700 types of mollusks. It makes Raja Ampat as the most diverse living library for world's coral reef and underwater biota. Beside that, Raja Ampat has a beautiful scenery, especially from its underwater corals and its beach. Under the water of Raja Ampat Island, we can see many natural coral's reef that never touched by human. We can also see many fishes that have many colors and types. They usually hide between the coral reefs to take a rest or brood their eggs. Not only that, we can see many war planes and ships that sunken in World War II. Because of its beautiful underwater scenery, many tourists come to Raja Ampat island. They come from Indonesia or from the other country. They come to Raja Ampat by plane or by ship, but most tourists go to Raja Ampat by plane to shorten their trip time.

Definition of Descriptive Text

Is a text which says what a person or thing is like

Purpose

To Describe and reveal a particular person, places or thing

Generic Structure of Procedure Text

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Structure Language :

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim..
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

B. Learning Strategy

Collaborative Writing

C. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

D. Sumber Belajar

- Internet
- Worksheet

E. Penilaian

Jenis : Penilaian tes tulis
Teknik : Tes tulis dan unjuk kerja

Instrumen :

- Please write a descriptive text based on the criteria below :

F. Kegiatan Pembelajaran

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students The teacher review the material in the previous meeting by asking some questions : <ul style="list-style-type: none"> ➤ <i>“Do you still remember, what material you learned in the previous meeting ?“</i> ➤ <i>“What is generic structure in Descriptive Text”</i> ➤ <i>“How about the language features ? What are the language features in Descriptive Text”</i> <p>After all of students answer the questions, the teacher gives reaffirmation related to the material about Descriptive Text, the generic structure and language features</p>	<ul style="list-style-type: none"> • Do Brainstorming • The students pay attention and answer the teacher’s questions • The students answer the teacher’s questions by raising their hands <ul style="list-style-type: none"> • Pay attention to the teacher explanation
WHILST-TEACHING (60 Minutes)	<p>Observing</p> <ul style="list-style-type: none"> • To strenghten students understanding about the material, the teacher shows an example of Descriptive text about tourism place to students on the PPT slide and Then the teacher asks students to observe the text by starting to ask question : 	<p>Observing</p> <ul style="list-style-type: none"> • Pay attention to the teacher explanation • The students answer the teacher’s questions by raising their hands

	<ul style="list-style-type: none"> ➤ <i>“Ok Students, from this text what is the content of the text ?”</i> ➤ <i>And please show me which part is the generic structure in the text ?</i> ➤ <i>And give me an example of one sentence in the text that identifies the language feature (grammar) of descriptive text and gives a reason!</i> <ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about Tourism place “Sea World” with Collaborative Writing</i> • After that, the teacher divide the students into pairs • After all of students join and sit with their partners, the teacher gives an explanation and direction of how to write with Collaborative Writing 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner • The Students pay attention to the teacher explanation
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task/assignment 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing • The teacher gives worksheet and a picture to students • The teacher instructs students to discuss, search and share the information about the themes. 	<ul style="list-style-type: none"> • The students start working on their assignment • The students receive worksheet • The students discuss about the themes and also search and share the information about the themes

	<p>After the students get information related to their chosen themes,</p> <ul style="list-style-type: none"> • The teacher asks students to make their own outline based on the information they found. 	
	Associating	Associating
	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the worksheet. • Then the teachers asks to students to check and give comments on their friends work • The teacher asks students to combine their work into one document • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other After that students can also revise and re-edit their writing in the worksheet before submitted to the teacher • After editing, the teacher asks each team to submitted their worksheets. 	<ul style="list-style-type: none"> • Each student in one pair writes the draft in the worksheet • Students pay attention to the comments and suggestion seriously • Student combine their work into one document • Students recheck the overall results. And students can revise and re-edit their writing in the worksheet • The students submitted their worksheets to the teacher
	Communicating	Communicating
POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>“Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?”</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

TASK 2

Please write a Descriptive text based on the criteria below :

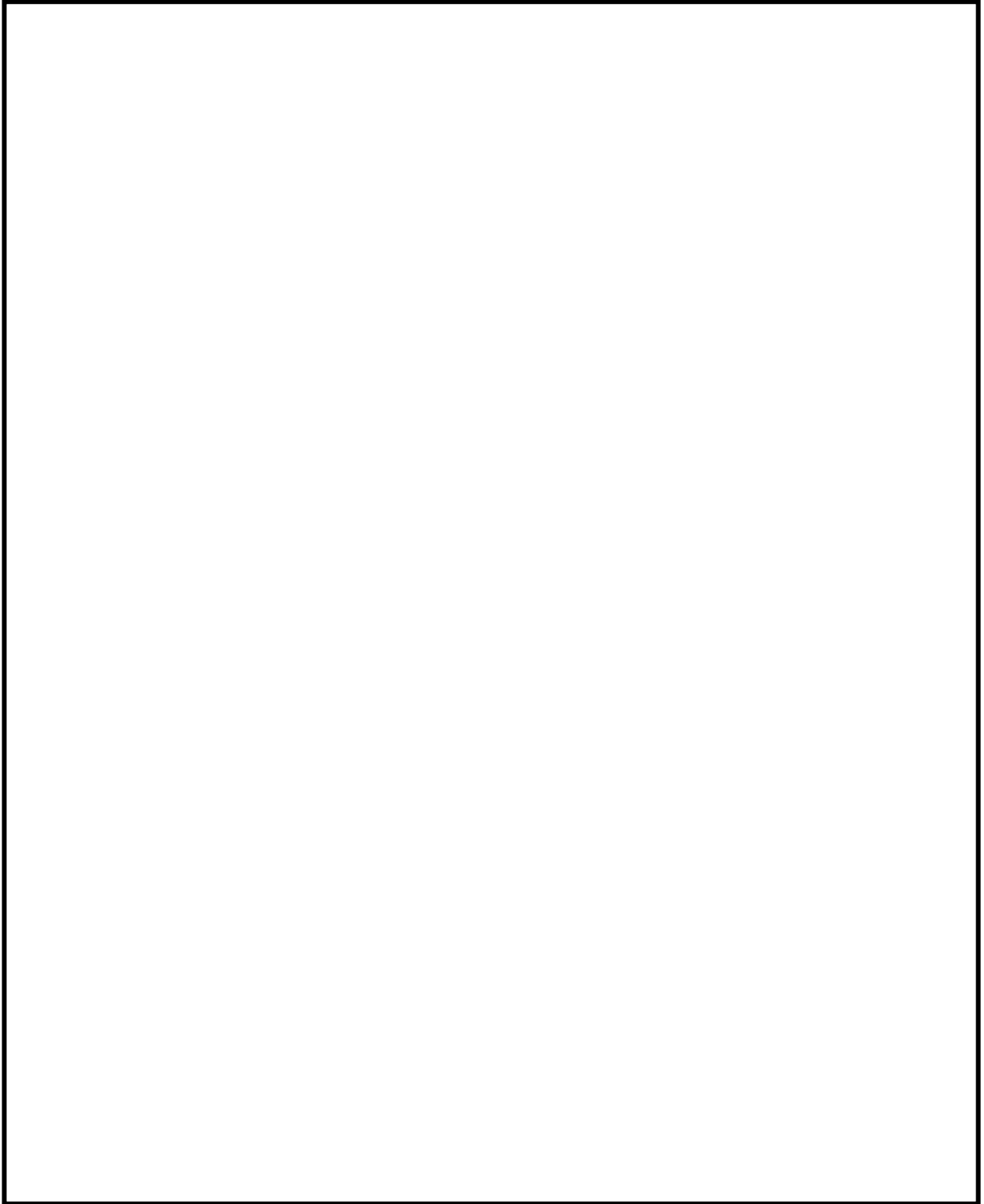
1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - c. Identification : Identifies phenomenon place or thing that will be described
 - d. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Sea World”

SEA WORLD

The collage features several key elements:

- Top Row:** Three panels showing marine life: an octopus, a large fish, and a manta ray.
- Second Row:** A large crab on the left and the **Sea World Ancol** logo on the right.
- Third Row:** The **SHARK QUARIUM** entrance, a large cylindrical tank with sharks, and a group of people participating in an activity.
- Fourth Row:** A tunnel walk-through exhibit on the left and a **Tiket Regular** price table on the right.
- Fifth Row:** Two panels showing jellyfish and a shark with divers.

Weekdays		Weekend	
85.000		105.000	
Khusus Tanggal 17 - 20 November 2018			
115.000			
Sea World Ancol Dufan		Sea World Ancol Ocean Dream Samudra	
Weekdays	Weekend	Weekdays	Weekend
250.000	350.000	160.000	200.000

TASK 2**Name** :**Class** :

CONTROL GROUP

Lesson Plan 3

Name of School	: MA Masyhudiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Historical Place)
Time	: 2 x 45 minutes
Skill	: Writing

I. Kompetensi Inti

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

II. Kompetensi Dasar

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

III. Indikator Pencapaian

Siswa dapat :

5. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata
6. Membuat Descriptive Text tentang tempat wisata

IV. Tujuan Pembelajaran

5. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata
6. Diberikan instruksi, siswa dapat membuat Descriptive Text

A. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Unsur Kebahasaan (Konseptual) :

- Kata benda yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Kata sifat yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
-

Contoh Materi:

The Example of Descriptive Text about Historical Place

BOROBUDUR TEMPLE



Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

Definition of Descriptive Text

Is a text which says what a person or thing is like

Purpose

To Describe and reveal a particular person, places or thing

Generic Structure of Descriptive Text

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Structure Language :

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim..
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

B. Learning Strategy

Collaborative Writing

C. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

D. Sumber Belajar

- Internet
- Worksheet

Penilaian

Jenis : Penilaian tes tulis

Teknik : Tes tulis dan unjuk kerja

Instrumen :

- Please write a descriptive text based on the criteria below

	<p><i>can find in the video ?</i></p> <p>➤ <i>Afte you watch the video can you explain what do you know about that place ?</i></p> <ul style="list-style-type: none"> • After students answer all of questions by expressing their opinions, then the teacher asks students to guess the material to be learned <i>“Can you guess it what material we will learn today ?”</i> • The teacher gives opportunity for students to answer it, then the teacher tells that the material to be studied is <i>Descriptive Text about Historical Places</i> • The teacher explain an objective learning to the students 	<ul style="list-style-type: none"> • The students answer for that • Pay attention to the teacher explanation
<p>WHILST-TEACHING (60 Minutes)</p>	<p>Observing</p>	<p>Observing</p>
	<ul style="list-style-type: none"> • To strenghten students understanding about the material, the teacher shows an example of Descriptive text about Historical Place to students on the PPT slide and Then the teacher asks students to observe the text by starting to ask question : ➤ <i>“Ok Students, from this text what is the content of the text ?”</i> ➤ <i>And please show me which part is the generic structure in the text ?</i> ➤ <i>And give me an example of one sentence in the text that identifies the language feature (grammar) of descriptive text and gives a reason!</i> 	<ul style="list-style-type: none"> • Pay attention to the teacher explanation • The students answer the teacher’s questions by raising their hands

	<ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about Tourism place "Surabaya Heroes Monument" with Collaborative Writing)</i> • After that, the teacher divide the students into pairs • After all of students join and sit with their partners, the teacher gives an explanation and direction of how to write with Collaborative Writing 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner • The Students pay attention to the teacher explanation
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task/assignment 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing • The teacher gives worksheet and a picture to students • The teacher instructs students to discuss related to the theme. Students can search and share the information about the themes. After the students get information related to their chosen themes, • The teacher asks students to make their own outline based on the information they found. 	<ul style="list-style-type: none"> • The students start working on their assignment • The students receive worksheet • The students discuss about the themes and also search and share the information about the themes
	Associating	Associating

	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the worksheet (<i>Student A makes the first draft, student B makes the second draft</i>) • Then the teachers asks to students to check and give comments on their friends work • The teacher asks students to combine their work into one document • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other After that students can also revise and re-edit their writing in the worksheet before submitted to the teacher • After editing, the teacher asks each team to submitted their worksheets. 	<ul style="list-style-type: none"> • Each student in one pair writes the draft in the worksheet • Students pay attention to the comments and suggestion seriously • Student combine their work into one document • Students recheck the overall results. And students can revise and re-edit their writing in the worksheet • The students submitted their worksheets to the teacher
	Communicating	Communicating
POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>“Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?”</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

TASK 3

Please write a Descriptive text based on the criteria below :

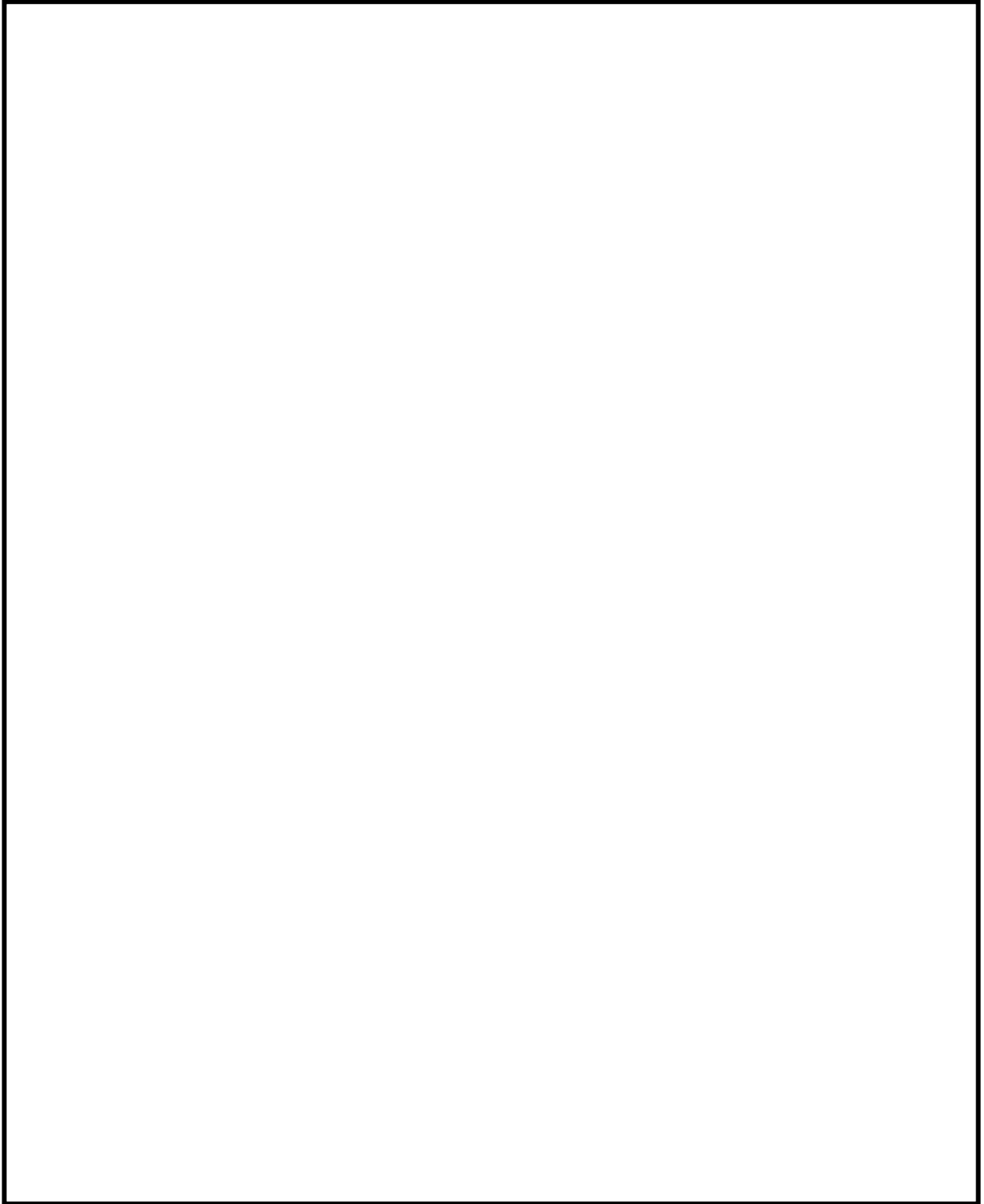
1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - e. Identification : Identifies phenomenon place or thing that will be described
 - f. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Surabaya Heroes Monument”

SURABAYA HEROES MONUMENT



MONUMEN TUGU PAHLAWAN
Didirikan: 10. September 1951
Ditasmakan: 10. September 1952
Dien: Ir. Soekarno Presiden RI-1
Tinggi: 4,15 meter
Diameter Atas: 1,3 meter
Diameter Bawah: 3,1 meter



TASK 3**Name** :**Class** :

CONTROL GROUP

Lesson Plan 4

Name of School	: MA Masyhadiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Historical Place)
Time	: 2 x 45 minutes
Skill	: Writing

I. Kompetensi Inti

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

II. Kompetensi Dasar

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

III. Indikator Pencapaian

Siswa dapat :

7. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata
8. Membuat Descriptive Text tentang tempat wisata

IV. Tujuan Pembelajaran

7. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata
8. Diberikan instruksi, siswa dapat membuat teks Descriptive Text

V. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Unsur Kebahasaan (Konseptual) :

- Kata benda yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal

- Kata sifat yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
-

Contoh Materi:

The Example of Descriptive Text about Historical Place

BOROBUDUR TEMPLE



Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

Definition of Descriptive Text

Is a text which says what a person or thing is like

Purpose

To Describe and reveal a particular person, places or thing

Generic Structure of Procedure Text

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Structure Language :

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim..
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

A. Learning Strategy

Collaborative Writing

B. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

C. Sumber Belajar

- Internet
- Worksheet

D. Penilaian

Jenis : Penilaian tes tulis

Teknik : Tes tulis dan unjuk kerja

Instrumen :

- Please write a descriptive text based on the criteria below :

Kegiatan Pembelajaran

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students The teacher review the material in the previous meeting by asking some questions : <ul style="list-style-type: none"> ➤ <i>“Do you still remember, what material you learned in the previous meeting ?“</i> ➤ <i>“What is generic structure in Descriptive Text”</i> ➤ <i>“How about the language features ? What are the language features in Descriptive Text”</i> <p>After all of students answer the questions, the teacher gives reaffirmation related to the material about Descriptive Text, the generic structure and language features</p>	<ul style="list-style-type: none"> • Do Brainstorming • The students pay attention and answer the teacher’s questions • The students answer the teacher’s questions by raising their hands <ul style="list-style-type: none"> • Pay attention to the teacher explanation
WHILST-TEACHING (60 Minutes)	<p>Observing</p> <ul style="list-style-type: none"> • To strenghten students understanding about the material, the teacher shows an example of Descriptive text about Historical Place to students on the PPT slide and Then the teacher asks students to observe the text by starting to ask question : 	<p>Observing</p> <ul style="list-style-type: none"> • Pay attention to the teacher explanation • The students answer the teacher’s questions by raising their hands

	<ul style="list-style-type: none"> ➤ <i>“Ok Students, from this text what is the content of the text ?”</i> ➤ <i>And please show me which part is the generic structure in the text ?</i> ➤ <i>And give me an example of one sentence in the text that identifies the language feature (grammar) of descriptive text and gives a reason!</i> <ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about Tourism place with Collaborative Writing)</i> • After that,the teacher divide the students into pairs • After all of students join and sit with their partners, the teacher gives an explanation and direction of how to write with Collaborative Writing 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner • The Students pay attention to the teacher explanation
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task/assignment 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing • The teacher gives worksheet and a picture to students • The teacher asks students to make their own outline based 	<ul style="list-style-type: none"> • The students start working on their assignement • The students receive worksheet • The students discuss,search and share the information about the themes

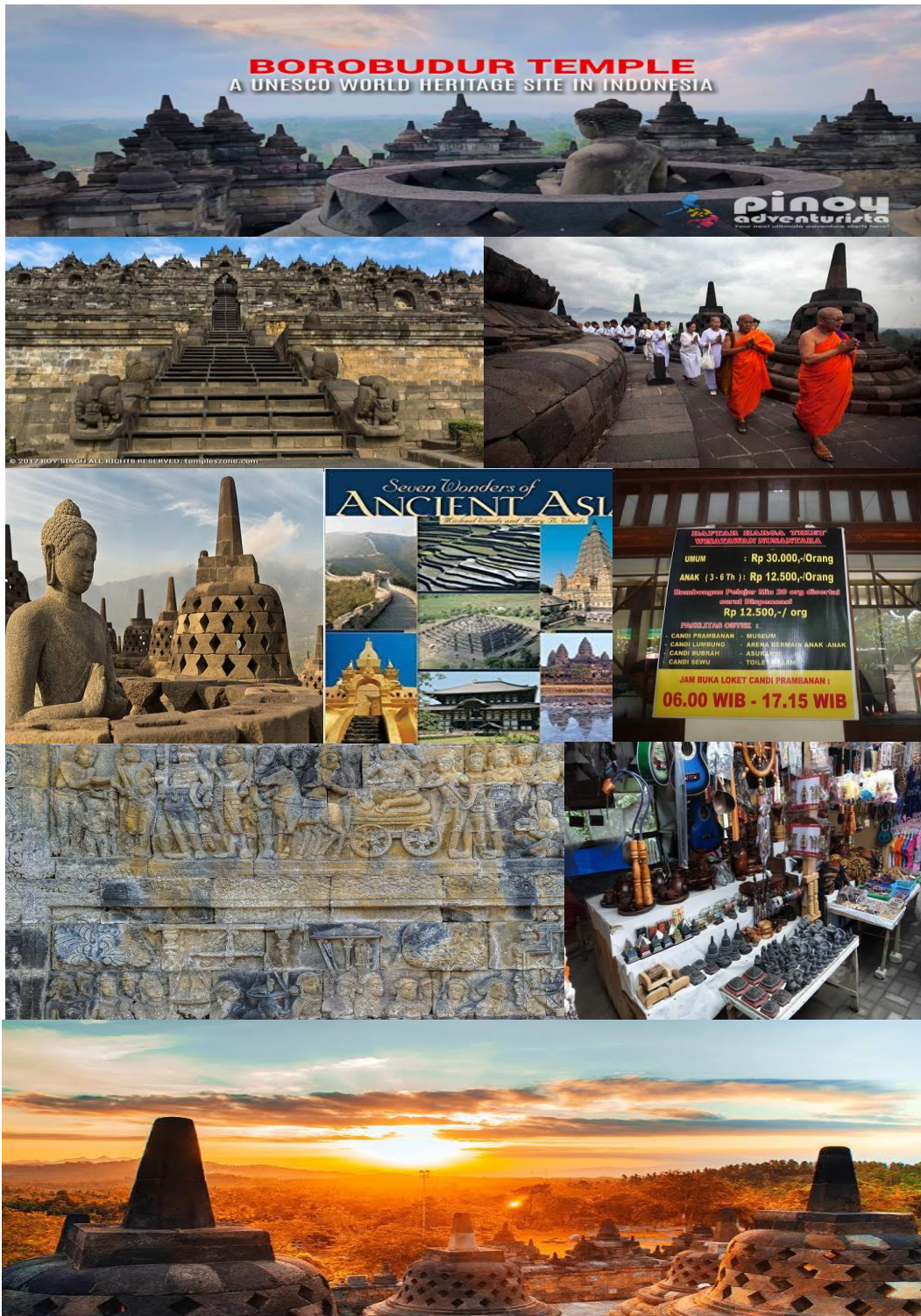
	on the information they found.	
	Associating	Associating
	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the worksheet • Then the teachers asks to students to check and give comments on their friends work • The teacher asks students to combine their work into one document • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other After that students can also revise and re-edit their writing in the worksheet before submitted to the teacher • After editing, the teacher asks each team to submitted their worksheets. 	<ul style="list-style-type: none"> • Each student in one pair writes the draft in the worksheet • Students pay attention to the comments and suggestion seriously • Student combine their work into one document • Students recheck the overall results. And students can revise and re-edit their writing in the worksheet • The students submitted their worksheets to the teacher
	Communicating	Communicating
POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>“Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?”</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

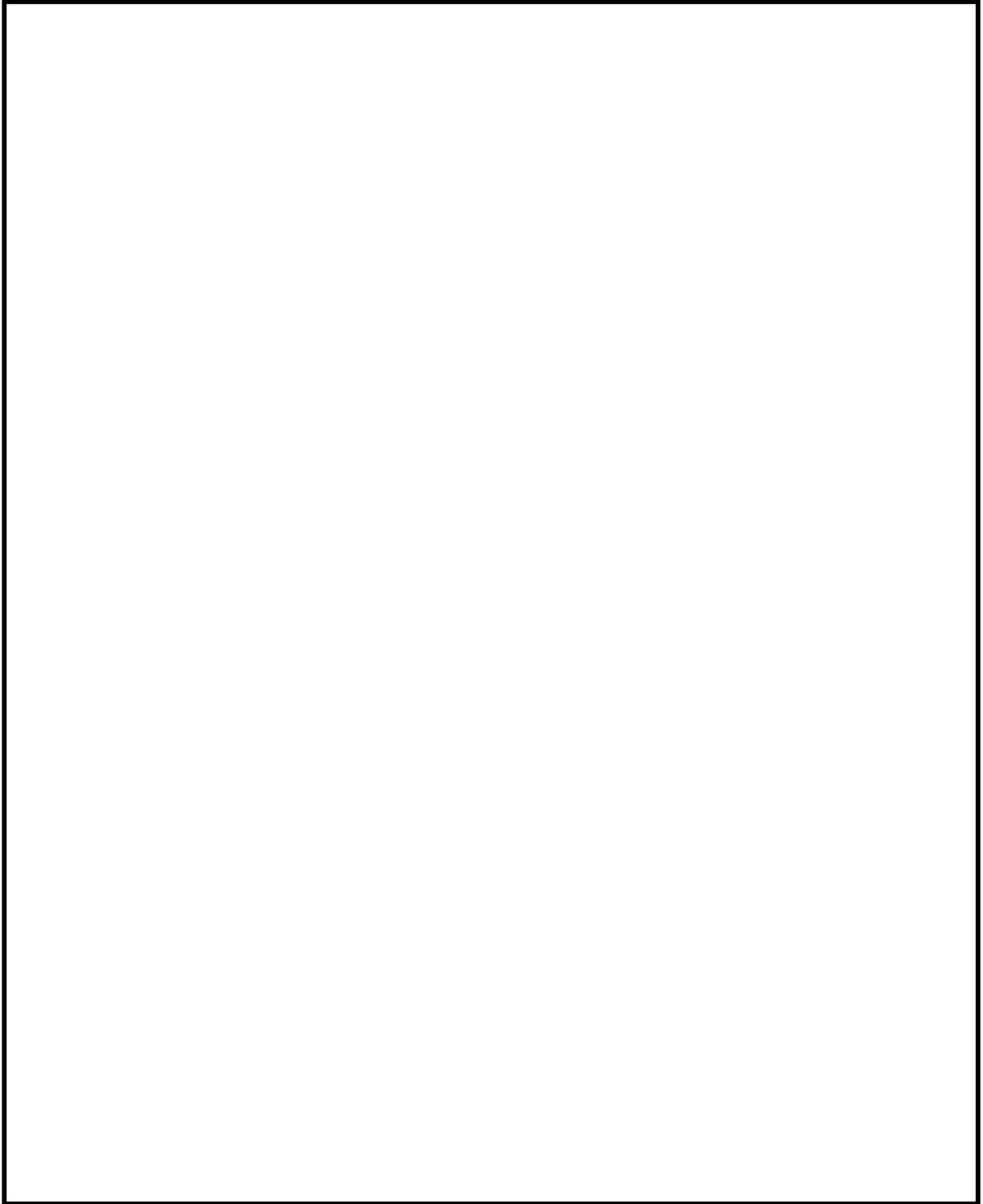
TASK 4

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - g. Identification : Identifies phenomenon place or thing that will be described
 - h. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Borobudur Temple”

BOROBUDUR TEMPLE



TASK 4**Name** :**Class** :

APPENDICES 24

EXPERIMENTAL GROUP

Lesson Plan 1

Name of School	: MA Masyhadiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Tourism Place)
Time	: 2 x 45 minutes
Skill	: Writing

I. Kompetensi Inti

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

II. Kompetensi Dasar

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

III. Indikator Pencapaian

Siswa dapat :

1. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
2. Membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

IV. Tujuan Pembelajaran

1. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
2. Diberikan instruksi, siswa dapat membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

A. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Unsur Kebahasaan (Konseptual) :

- Kata benda yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Kata sifat yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Contoh Materi:

The Example of Descriptive Text about Tourism Object :

RAJA AMPAT



Raja Ampat or The Four Kings is a famous island located off the northwest tip of Bird's Head Peninsula on the island of New Guinea, in Indonesia's West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000 types of coral fish and 700 types of mollusks. It makes Raja Ampat as the most diverse living library for world's coral reef and underwater biota. Beside that, Raja Ampat has a beautiful scenery, especially from its underwater corals and its beach. Under the water of Raja Ampat Island, we can see many natural coral's reef that never touched by human. We can also see many fishes that have many colors and types. They usually hide between the coral reefs to take a rest or brood their eggs. Not only that, we can see many war planes and ships that sunken in World War II. Because of its beautiful underwater scenery, many tourists come to Raja Ampat island. They come from Indonesia or from the other country. They come to Raja Ampat by plane or by ship, but most tourists go to Raja Ampat by plane to shorten their trip time

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- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

B. Learning Strategy

Collaborative Writing through Edmodo

C. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

D. Sumber Belajar

- Internet
- Worksheet

E. Penilaian

Jenis : Penilaian tes tulis
Teknik : Tes tulis dan unjuk kerja

Instrumen :

- Please write a descriptive text based on the criteria below :

F. Kegiatan Pembelajaran

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students 	<ul style="list-style-type: none"> • Do Brainstorming
	<ul style="list-style-type: none"> • The teacher shows a video about tourism place “Parangtritis Beach” on the LCD 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully
	<ul style="list-style-type: none"> • The teacher stimulates students to actively speak out their opinions related to the video they observe. And after students see the video. The teacher starts with questions as follows : <i>“Have you ever visited Raja Ampat ? , What do you think about Raja Ampat ? From the video can you find the interesting things ?</i> • After students answer all of questions by expressing their opinions, then the teacher asks students to guess the material to be learned <i>“Can you guess it what material we will learn today ?”</i> • The teacher gives opportunity for students to answer it, then the teacher tells that the material to be studied is <i>Descriptive Text about Tourism Place</i> • The teacher explain an objective learning to the students 	<ul style="list-style-type: none"> • The students answer the teacher’s questions • Pay attention to the teacher explanation • Pay attention to the teacher explanation • The students pay attention and listen it carefully

WHILST-TEACHING (60 Minutes)	Observing	Observing
	<ul style="list-style-type: none"> • The teacher shows an example of Descriptive text about Tourism place to students on the PPT slide and, then the teacher asks students to observe the text by starting to ask questions : <i>“Please look at the slide and observe the text, What kind of interesting things you find in the text ?”</i> • The teacher asks students to analyze the contents of the text by starting to ask question : <i>“What is the content of the text ?”</i> and asks students to determine the generic structure in the text by asking the question <i>Now try to find the generic structure from this text”</i> After all of students answer the question, the teacher will give a reaffirmation related to the generic structure in Descriptive Text consisting of 2 types : <u>Identification & Description</u>. • The teacher shows students the slides related to language features in Descriptive Text. Then ask students to discuss and re-analyze the previous text shown by the teacher. And asks students to mention some examples of sentences that use <i>simple present tense</i> in the text In the final session, the teacher gives a reaffirmation 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The students discuss and answer the teacher’s questions • The students discuss and analyze it • The students discuss and analyze it

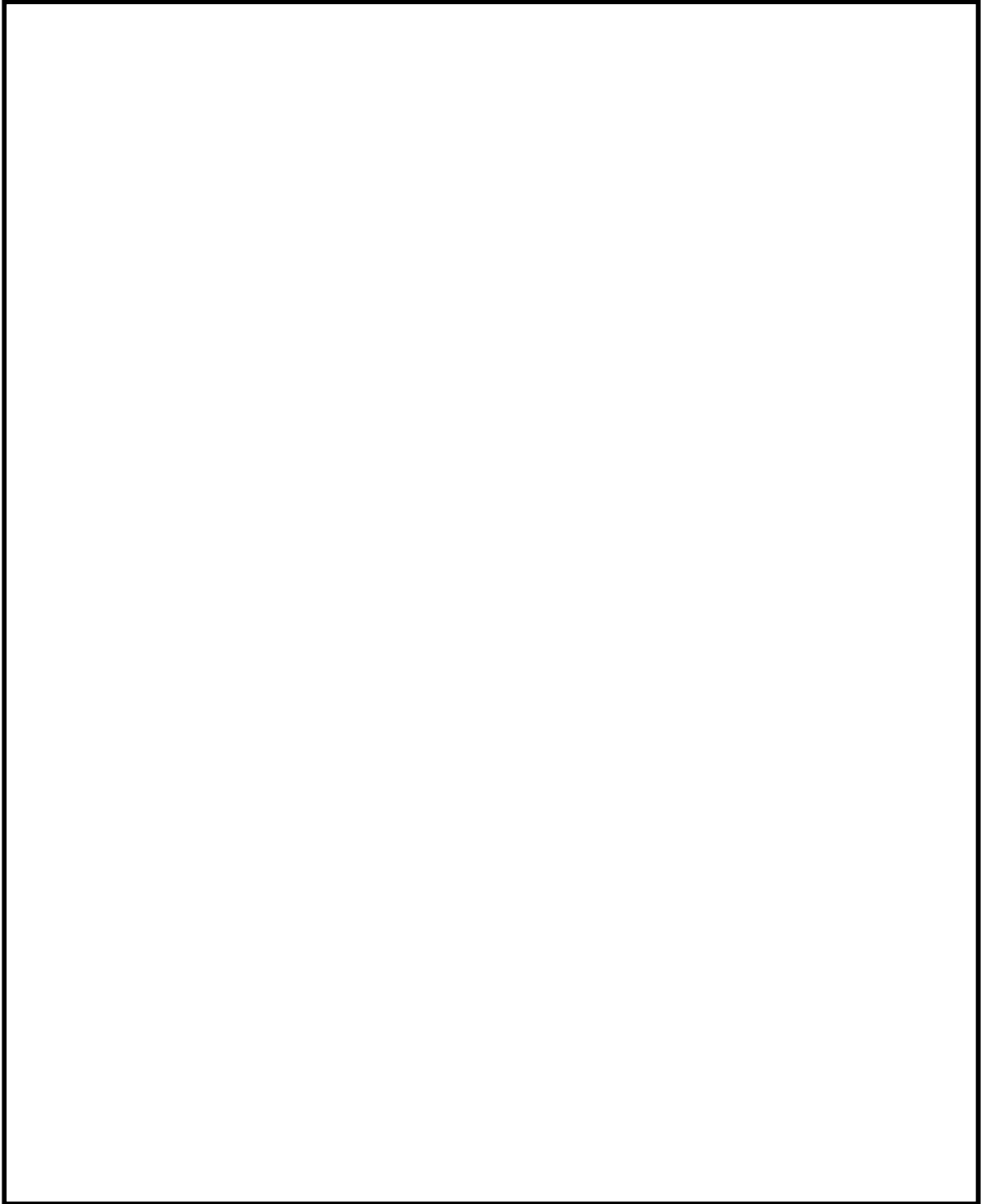
	<p>related to the generic structure and language features in Descriptive text</p> <ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about Tourism place “Delegan Beach” with Collaborative Writing through Edmodo)</i> • After that, the teacher divide the students into pairs • After all of students join and sit with their partners, the teacher gives an explanation and direction for Collaborative Writing through Edmodo, and the teacher also gives students direct examples of how to write collaboratively using Edmodo on the LCD Projector Screen. 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner • The Students pay attention to the teacher explanation
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task related to write a descriptive text with Collaborative Writing through Edmodo 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing through Edmodo • The teacher asks students to watch a video about Delegan Beach in their Edmodo account • The Teacher asks students to make their own outline based on the information they found 	<ul style="list-style-type: none"> • The students start working on their assignement • The students watch a video about Delegan Beach on their Edmodo account.

	Associating	Associating
	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the Edmodo’s Feature “Post” (<i>Student A makes the first draft, student B makes the second draft</i>) • Then the teachers asks to students to check and give comments on their friends work in the comment box • The teacher asks students to combine their work into one document • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other in the comment box. After that students can also revise and re-edit their writing before submitted to the teacher • After editing, the teacher asks each team to upload their writing on the edmodo online word feature to get an assesment and evaluation from the teacher 	<ul style="list-style-type: none"> • Each student in one pair writes the draft • Students pay attention to the comments and suggestion seriously • Student combine their work into one document • Students recheck the overall results. And students can revise and re-edit their writing • The students upload their writing on th edmodo online word feature to get an assesment and evaluation from the teacher
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POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>“Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?”</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

TASK 1

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - a. Identification : Identifies phenomenon place or thing that will be described
 - b. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Delegan Beach”

TASK 1**Name** :**Class** :

EXPERIMENTAL GROUP

Lesson Plan 2

Name of School	: MA Masyhudiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Tourism Place)
Time	: 2 x 45 minutes
Skill	: Writing

V. Kompetensi Inti

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

VII. Indikator Pencapaian

Siswa dapat :

3. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
4. Membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

VIII. Tujuan Pembelajaran

3. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
4. Diberikan instruksi, siswa dapat membuat Descriptive Text tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

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Instrumen :

- Please write a descriptive text based on the criteria below :

F. Kegiatan Pembelajaran

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students The teacher review the material in the previous meeting by asking some questions : <ul style="list-style-type: none"> ➢ <i>“Do you still remember, what material you learned in the previous meeting ?“</i> ➢ <i>“What is generic structure in Descriptive Text”</i> ➢ <i>“How about the language features ? What are the language features in Descriptive Text”</i> <p>After all of students answer the questions, the teacher gives reaffirmation related to the material about Descriptive Text, the generic structure and language features</p>	<ul style="list-style-type: none"> • Do Brainstorming • The students pay attention and answer the teacher’s questions • The students answer the teacher’s questions by raising their hands <ul style="list-style-type: none"> • Pay attention to the teacher explanation
WHILST-TEACHING (60 Minutes)	<p>Observing</p> <ul style="list-style-type: none"> • To strenghten students understanding about the material, the teacher shows an example of Descriptive text about tourism place to students on the PPT slide and Then the teacher asks students to observe the text by starting to ask question : <ul style="list-style-type: none"> ➢ <i>“Ok Students, from this text</i> 	<p>Observing</p> <ul style="list-style-type: none"> • Pay attention to the teacher explanation • The students answer the teacher’s questions by raising their hands

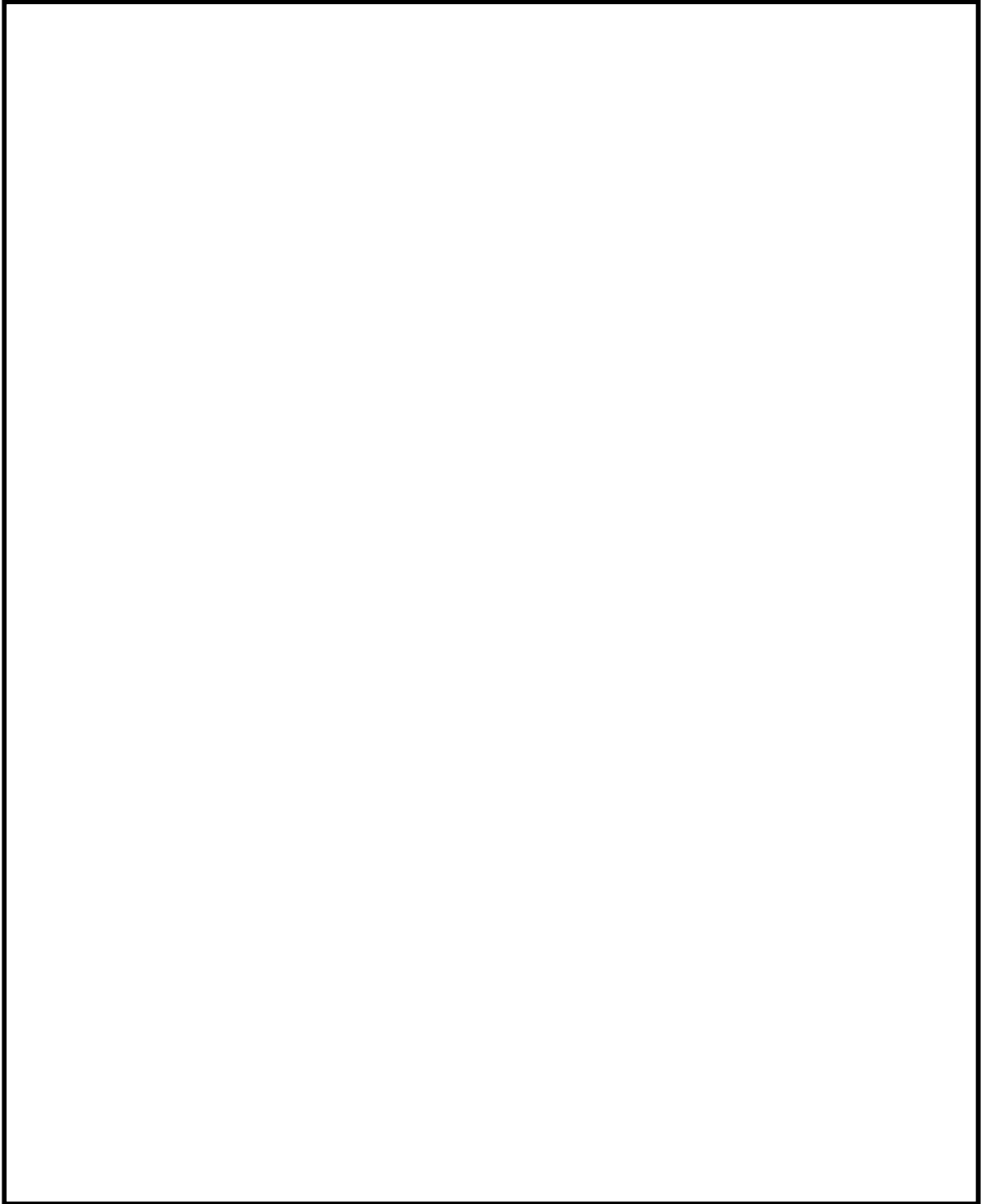
	<p><i>what is the content of the text ?”</i></p> <ul style="list-style-type: none"> ➤ <i>And please show me which part is the generic structure in the text ?</i> ➤ <i>And give me an example of one sentence in the text that identifies the language feature (grammar) of descriptive text and gives a reason!</i> <ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about Tourism place “Sea World” with Collaborative Writing through Edmodo)</i> • After that,the teacher divide the students into pairs 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task/assignment 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing through Edmodo • The teacher asks students to watch a video about Sea World in their Edmodo account • The teacher asks students to make their own outline based on the information they found. 	<ul style="list-style-type: none"> • The students start working on their assignment • The students watch a video about Sea World on their Edmodo account.

	Associating	Associating
	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the Edmodo's Feature "Post" • Then the teachers asks to students to check and give comments on their friends work in the comment box • The teacher asks students to combine their work into one document • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other in the comment box. After that students can also revise and re-edit their writing before submitted to the teacher • After editing, the teacher asks each team to upload their writing on the edmodo online word feature to get an assesment and evaluation from the teacher. 	<ul style="list-style-type: none"> • Each student in one pair writes the draft • Students pay attention to the comments and suggestion seriously • Student combine their work into one document • Students recheck the overall results. And students can revise and re-edit their writing • The students upload their writing on th edmodo online word feature to get an assesment and evaluation from the teacher
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POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>"Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?"</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

TASK 2

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - c. Identification : Identifies phenomenon place or thing that will be described
 - d. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Sea World”

TASK 2**Name** :**Class** :

EXPERIMENTAL GROUP

Lesson Plan 3

Name of School	: MA Masyhudiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Historical Place)
Time	: 2 x 45 minutes
Skill	: Writing

I. Kompetensi Inti

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

II. Kompetensi Dasar

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

III. Indikator Pencapaian

Siswa dapat :

5. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata
6. Membuat Descriptive Text tentang tempat wisata

IV. Tujuan Pembelajaran

5. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata
6. Diberikan instrksi, siswa dapat membuat Descriptive Text

A. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

Unsur Kebahasaan (Konseptual) :

- Kata benda yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Kata sifat yang terkait dengan tempat wisata, dan bangunan bersejarah terkenal
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
-

Contoh Materi:

The Example of Descriptive Text about Historical Place

BOROBUDUR TEMPLE



Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

Definition of Descriptive Text

Is a text which says what a person or thing is like

Purpose

To Describe and reveal a particular person, places or thing

Generic Structure of Descriptive Text

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Structure Language :

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim..
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)

B. Learning Strategy

Collaborative Writing through Edmodo

C. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

D. Sumber Belajar

- Internet
- Worksheet

Penilaian

Jenis : Penilaian tes tulis

Teknik : Tes tulis dan unjuk kerja

Instrumen :

- Please write a descriptive text based on the criteria below :

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students The teacher review the material in the previous meeting by asking some questions : <ul style="list-style-type: none"> ➢ “Do you still remember, what material you learned in the previous meeting ?“ ➢ “What is generic structure in <i>Descriptive Text</i>” ➢ “How about the language features ? What are the language features in <i>Descriptive Text</i>” <p>After all of students answer the questions, the teacher informs students about today’s lesson : <i>“Okay class, our lesson today still about Descriptive Text. Yesterday we learned about Descriptive Text related to Tourism Place, but today is a little bit different. And i will show you..”</i></p> • The teacher shows a video about Historical Place “Prambanan Temple” And after students see the video, the teacher starts with questions as follows : <ul style="list-style-type: none"> ➢ <i>What do you think about Prambanan Temple ?</i> ➢ <i>What are some</i> 	<ul style="list-style-type: none"> • Do Brainstorming • The students pay attention and answer the teacher’s questions • The students answer the teacher’s questions by raising their hands <ul style="list-style-type: none"> • The students pay attention and listen it carefully • The students answer the teacher questions by raising their hand

	<p style="text-align: center;"><i>interesting things you can find in the video ?</i></p> <ul style="list-style-type: none"> • After students answer all of questions by expressing their opinions, then the teacher asks students to guess the material to be learned <i>“Can you guess it what material we will learn today ?”</i> • The teacher gives opportunity for students to answer it, then the teacher tells that the material to be studied is <i>Descriptive Text about Historical Places</i> • The teacher explain an objective learning to the students 	<ul style="list-style-type: none"> • The students answer for that • Pay attention to the teacher explanation
<p style="text-align: center;">WHILST-TEACHING (60 Minutes)</p>	<p>Observing</p>	<p>Observing</p>
	<ul style="list-style-type: none"> • To strenghten students understanding about the material, the teacher shows an example of Descriptive text about Historical Place to students on the PPT slide and Then the teacher asks students to observe the text by starting to ask question : <ul style="list-style-type: none"> ➤ <i>“Ok Students, from this text what is the content of the text ?”</i> ➤ <i>And please show me which part is the generic structure in the text ?</i> ➤ <i>And give me an example of one sentence in the text that identifies the language feature (grammar) of descriptive text and gives a reason!</i> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about</i> 	<ul style="list-style-type: none"> • Pay attention to the teacher explanation • The students answer the teacher’s questions by raising their hands • The students pay attention and listen it carefully

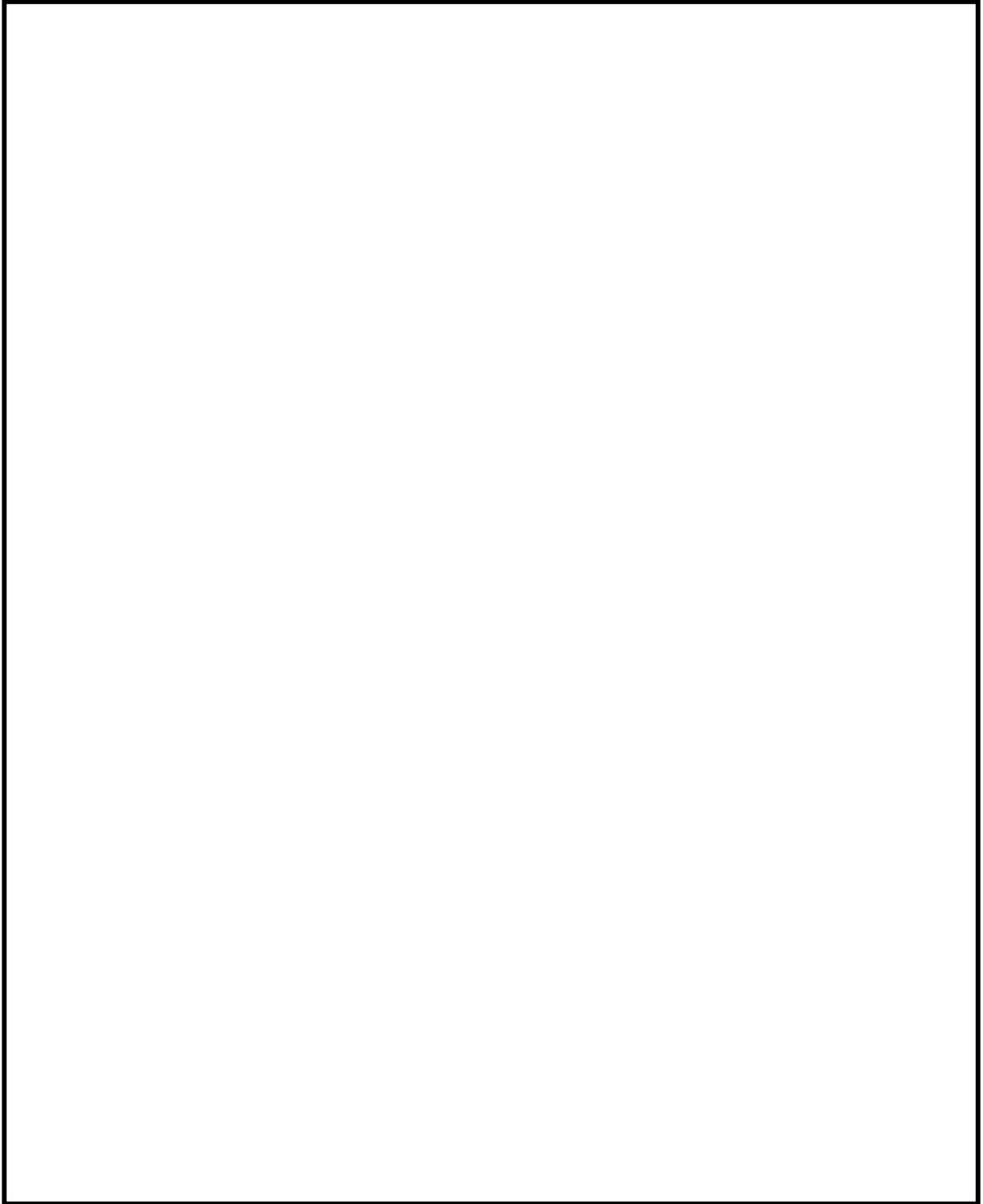
	<p><i>Tourism place with Collaborative Writing through Edmodo)</i></p> <ul style="list-style-type: none"> • After that, the teacher divide the students into pairs • After all of students join and sit with their partners, the teacher gives an explanation and direction for Collaborative Writing through Edmodo, and the teacher also gives students direct examples of how to write collaboratively using Edmodo on the LCD Projector Screen. 	<ul style="list-style-type: none"> • The Students join and sit with their partner • The Students pay attention to the teacher explanation
	Questioning	Questioning
	<ul style="list-style-type: none"> • The teacher provides an opportunity for students to ask about Descriptive text • The teacher provides an opportunity for students to asks about the task/assignment 	<ul style="list-style-type: none"> • The students asks for that • The students asks for that
	Exploring	Exploring
	<ul style="list-style-type: none"> • The teacher asks students to start working on their assignment by Collaborative Writing through Edmodo • The teacher asks students watch a video about Surabaya Heroes Monument on their Edmodo account • The teacher asks students to make their own outline based on the information they found. 	<ul style="list-style-type: none"> • The students start working on their assignment • The students watch a video on their Edmodo account.
	Associating	Associating
	<ul style="list-style-type: none"> • The teacher asks students to divide assignments to make draft individually in the Edmodo's Feature "Post" • Then the teachers asks to students to check and give 	<ul style="list-style-type: none"> • Each student in one pair writes the draft • Students pay attention to the comments and suggestion

	<p>comments on their friends work in the comment box</p> <ul style="list-style-type: none"> • The teacher asks students to combine their work into one document • The teacher asks students to recheck the overall results of their writing related to content, clarity, grammar, spelling and punctuation. And students can discuss or share comments each other in the comment box. After that students can also revise and re-edit their writing before submitted to the teacher • After editing, the teacher asks each team to upload their writing on the edmodo online word feature to get an assesment and evaluation from the teacher 	<p>seriously</p> <ul style="list-style-type: none"> • Student combine their work into one document • Students recheck the overall results. And students can revise and re-edit their writing • The students upload their writing on th edmodo online word feature to get an assesment and evaluation from the teacher
	Communicating	Communicating
<p>POST-TEACHING (15 Minutes)</p>	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>“Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?”</i> • The teacher presents plan for learning material on the next meeting • The teacher closes the class 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher • Students can get ready to receive other subjects

TASK 3

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - e. Identification : Identifies phenomenon place or thing that will be described
 - f. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Surabaya Heroes Monument”

TASK 3**Name** :**Class** :

EXPERIMENTAL GROUP

Lesson Plan 4

Name of School	: MA Masyhadiyah
Address	: Sunan Giri
Stage	: Senior High School
Class / Semester	: X / 1st
Theme	: Descriptive Text (Historical Place)
Time	: 2 x 45 minutes
Skill	: Writing

I. Kompetensi Inti

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

II. Kompetensi Dasar

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

III. Indikator Pencapaian

Siswa dapat :

7. Mengidentifikasi Generic Structure dari Descriptive Text tentang tempat wisata
8. Membuat Descriptive Text tentang tempat wisata

IV. Tujuan Pembelajaran

7. Diberikan text, siswa dapat mengidentifikasi Generic Structure yang digunakan dalam Descriptive Text tentang tempat wisata
8. Diberikan instruksi, siswa dapat membuat teks Descriptive Text

V. Learning Material

Fungsi Sosial (Faktual) :

Mengenalkan, Mengidentifikasi serta Mempromosikan Descriptive Text

Struktur Teks (Prosedural) :

- Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

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Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

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A. Learning Strategy

Collaborative Writing through Edmodo

B. Learning Media

- Laptop or Computer
- Papan tulis
- Boardmarker

Bahan

- Alat tulis
- Buku tulis
- Kertas HVS

C. Sumber Belajar

- Internet
- Worksheet

D. Penilaian

Jenis : Penilaian tes tulis

Teknik : Tes tulis dan unjuk kerja

Instrumen :

- Please write a descriptive text based on the criteria below :

Kegiatan Pembelajaran

LEARNING ACTIVITIES	STEPS OF LEARNING	
	Teacher	Students
PRE-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • Giving <u>Brainstorming</u> to the students <p>The teacher review the material in the previous meeting by asking some questions :</p> <ul style="list-style-type: none"> ➤ <i>“Do you still remember, what material you learned in the previous meeting ?“</i> ➤ <i>“What is generic structure in Descriptive Text”</i> ➤ <i>“How about the language features ? What are the language features in Descriptive Text”</i> <p>After all of students answer the questions, the teacher gives reaffirmation related to the material about Descriptive Text, the generic structure and language features</p>	<ul style="list-style-type: none"> • Do Brainstorming • The students pay attention and answer the teacher’s questions • The students answer the teacher’s questions by raising their hands <ul style="list-style-type: none"> • Pay attention to the teacher explanation
WHILST-TEACHING (60 Minutes)	<p>Observing</p> <ul style="list-style-type: none"> • To strenghten students understanding about the material, the teacher shows an example of Descriptive text about Historical Place to students on the PPT slide and Then the teacher asks students to observe the text by starting to ask question : ➤ <i>“Ok Students, from this text what is the content of the</i> 	<p>Observing</p> <ul style="list-style-type: none"> • Pay attention to the teacher explanation • The students answer the teacher’s questions by raising their hands

	<p><i>text ?”</i></p> <ul style="list-style-type: none"> ➤ <i>And please show me which part is the generic structure in the text ?</i> ➤ <i>And give me an example of one sentence in the text that identifies the language feature (grammar) of descriptive text and gives a reason!</i> <ul style="list-style-type: none"> • Then, the teacher informs related to the assignment/task that students must do. <i>(The students are asked to write Descriptive text about Tourism place “Borobudur Temple” with Collaborative Writing through Edmodo)</i> • After that, the teacher divide the students into pairs • After all of students join and sit with their partners, the teacher gives an explanation and direction for Collaborative Writing through Edmodo, and the teacher also gives students direct examples of how to write collaboratively using Edmodo on the LCD Projector Screen. 	<ul style="list-style-type: none"> • The students pay attention and listen it carefully • The Students join and sit with their partner • The Students pay attention to the teacher explanation
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POST-TEACHING (15 Minutes)	<ul style="list-style-type: none"> • The teacher provides feedback on the learning process : <i>"Well class, you have done very good job today. Most of you are active. Is there anyone to say something about our material today ?"</i> • The teacher presents plan for 	<ul style="list-style-type: none"> • Reflect on learning that has been received • Pay attention to the teacher

	<p>learning material on the next meeting</p> <ul style="list-style-type: none">• The teacher closes the class	<ul style="list-style-type: none">• Students can get ready to receive other subjects
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TASK 4

Please write a Descriptive text based on the criteria below :

1. The Descriptive text must consist at least 150 words
2. The Descriptive text must pay attention to Descriptive generic structure:
 - g. Identification : Identifies phenomenon place or thing that will be described
 - h. Description : Describes about parts, qualities and characteristics.
3. The topic and sub-topic of Descriptive text about Tourism place “Borobudur Temple”

TASK 4**Name** :**Class** :